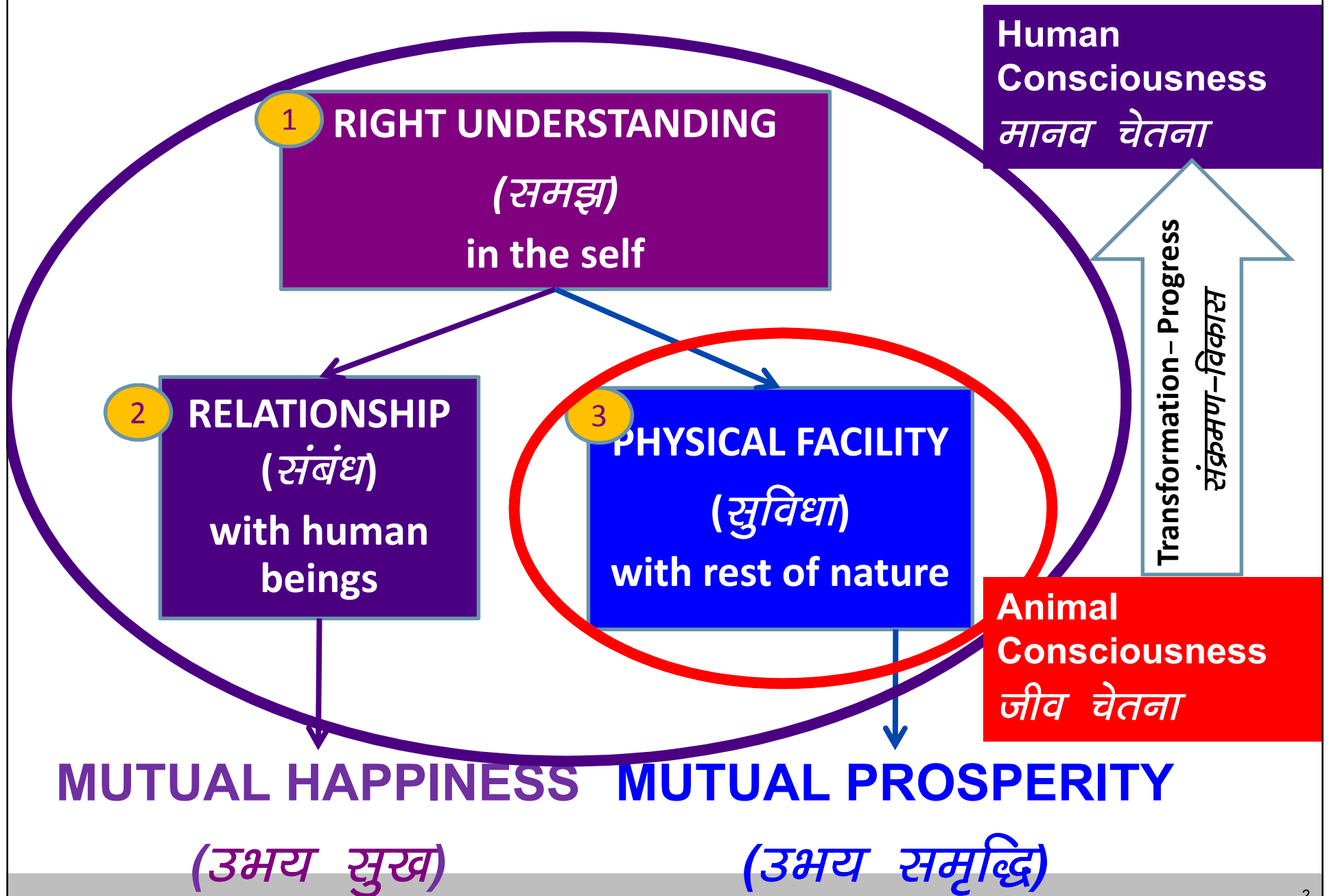


**Understanding the Need, Basic
Guidelines, Content & Process
for Value Education**

Role of Education-Sanskar: Enable Transformation



State of Society Today...

Many advances have taken place through the use of science, technology, management, medicine...

Has society also advanced toward the desired state?

Out of the three types of fear, which is predominant?

- Fear of Natural Calamities
- Fear of Wild Animals
- Fear of the Inhuman Behaviour of Human Being

Is this on the increase or decrease?

There is increasing tension in individuals, division in family, terrorism in society...

There is increasing exploitation of nature, climate change, global warming...

Is education contributing positively or negatively to this?

- Do students develop a mindset of sustainable production & right utilisation
 - Or they develop a mindset of accumulation & indulgence (with minimum labour)
- Does this increase the fear or decrease the fear?**

Success

Is it getting money?

Is it getting a degree?

Is it getting a job?

What is success?

Should Education prepare you to be successful?

Expectations from Education

Education has the responsibility to facilitate:

Understanding 'what to do' – What is valuable, as a human being
and

Learning 'how to do' – skills, technology

Are both required or we can do with just one of them?

Both are important

What would be the priority between these two?

The Priority is

1. **Understanding** 'what to do'
2. **Learning** 'how to do'

The Current Priority: Learning 'how to do'

Knowingly or unknowingly, our education has become skill-biased.
There is almost no input on values

We are currently so focused on providing skills to do things, to prepare people for profession or jobs that in spite of tremendous achievements of science and technology, we can observe:

1. Lack of mutual feelings in relationship with human beings
2. Lack of mutual enrichment with rest-of-nature

This shows up as confusion in the self; being easily influenced by others; and being busy in their program

E.g.

- Language
- Clothes
- Course
- Job...

Deciding “What to Do” or “What is Valuable” – Example

Eg. In a professional college, the language in which students talk undergoes a drastic change in using foul language in a very short time

What is happening? Foul language is assumed to be an indication of freedom, an indication of progress... and the student starts using foul language . They are not even investigating/finding out whether it is really worth for them

Did they decide it for themselves that they want to change? Or it just happened and they are not even aware of it? Are these things happening “unconsciously”?

So, we are also being programmed generation after generation without being aware

Look into yourself – do you decide what to do or is it decided from outside?

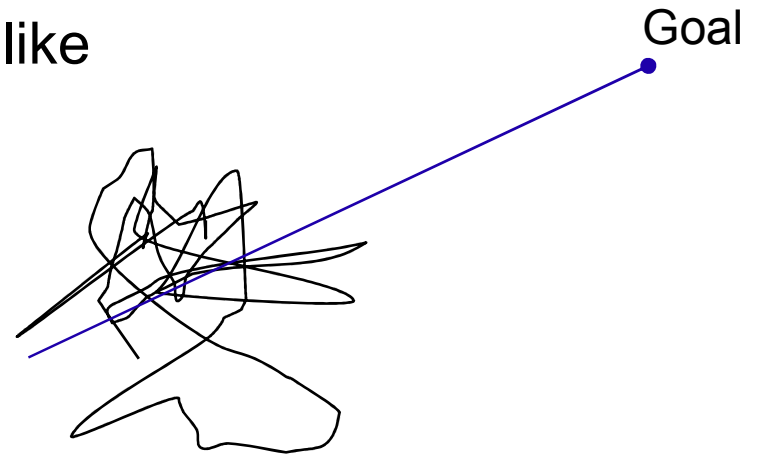
The question is – can we become aware? Can we investigate? Can we find out what is worth for us to do?

Deciding “What to Do” or “What is Valuable” – Example

Without clarity on the first question, without understanding what to do, even if we are going about doing things in an efficient and effective manner... we are not sure where we want to reach, what is our goal

Our program becomes a jumble of choices like

- Complete school
- Get admission to a good college
- Get a degree
- Get a job
- and so on...



So while we progress in skills, it is difficult to find out if we are making progress or not

As a human being, it is important to understand what to do (what is valuable for human being), and then, how to do

Analysis of the Current State

Little interest in learning, unsure of what they wish to do in life
– even in premier institutions

Under tremendous pressure (parents, peers, TV...)

Manifest problems – self-centredness, acute competitiveness and insensitivity towards others, indiscipline and violence, addiction to drugs etc in the extreme cases, and depression and apathy towards life itself, leading to suicide...

Graduates tend to join into a blind race for wealth and position. Their skills are often used only to accumulate wealth

Other aspects of life including relationships in family and work place, understanding of society and public good, remain neglected

Deciding “What to Do” or “What is Valuable”

“what to do” is “what is important” is “what is valuable”

Do you want to be able to decide what to do and what not to do on your own right or

Do you want to be dependent on somebody else to decide for you?

(this somebody may be a group of people, it may be the society or the education system)

If you are not able to decide as to what is valuable what is not valuable on your own right then:

1. Someone else is programming you as to what is valuable what is not valuable
2. Unconsciously you keep accepting those things as values
3. You are busy with how to implement them, how to realize them and materialize them

Can we decide “What is Valuable” on our own right?

Is it possible to for us to decide what is valuable for us, what is meaningful, what is right, what is wrong, what is innate in us?

What do we want to achieve, how do we want to live:

As an individual

As a member of the family

As a member of an institution... society

As a unit of nature

Can we decide these on our own right? This is the issue, this is the essential point

Is this possible?

We need to explore into this further

Some of the topics discussed (example)

Some topics related to individual to be discussed are:

- **Self confidence:** Relative and absolute confidence, being self-determined
- **Peer pressure:** Examples of external pressure, making one's own choices
- **Anger:** Is anger a sign of power or helplessness
- Distinction between **response and reaction**
- **Right utilization of physical facilities:** Determining one needs, needs of the self and the body
- **Time Management:** Issues of planning, as well as concentration (and aligning with self goals)
- **Expectations from your self:** Excellence and competition, coping with stress, Identifying one' interests as well as strengths

The Need for Value Education

We saw that the first issue is that we need to understand “what to do”?
And we need to learn “how to do it”?

To understand “what to do”, we need Value Education

Second, in order to ensure this we need to get into the details of things,
for which we need a holistic perspective

To develop a holistic perspective, we need Value Education

So, that is the need of Value Education

Guidelines for Value Education

1. Universal – all time, all place, all individuals. **Not sectarian.**
E.g. Respect
2. Rational – logical, appeals to human reasoning. It must be possible to discuss & ask questions.
Not do's & don'ts
3. **Natural** – Naturally Acceptable to human being & Natural (there is provision in Nature for its fulfilment)
4. **Verifiable** – through one's own Natural Acceptance as well as in one's experience. **Not mystical**
5. All Encompassing – covering all aspects of life, of human existence
6. Leading to Harmony in living – among human beings and with nature. Humanistic

Based on the inputs of MHRD

Guidelines for Value Education

- **Universal**

Whatever is studied as value education needs to be universally applicable to all human beings and be true at all times and all places. **It should not depend on sect, creed, nationality, race, gender, etc.**

- **Rational**

It has to be amenable to logical reasoning.

It should not be based on blind beliefs.

- **Verifiable**

The student should be able to verify the values by checking with one's own experience, **and is not asked to believe just because it is stated in the course.**

- **Leading to Harmony**

Values have to enable us to live in peace and harmony within our own self as well as with others (human being and rest of nature).

Guideline 1. Universal

It is universally applicable to all human beings and be true at all times and all places

It is about the basic principles of human existence which are universal. And if it is universal then it is not dependent on any sect, caste, creed, nationality, gender etc.

Eg. Living with a feeling of relationship is naturally acceptable to all human beings – it is universal

Q: What do you think Value Education has to be universal or sectarian? It has to be dependent on time, space and individual or independent of time, space and individual (i.e. apply equally to all of them)?

If it is universal then it is secular and it is more than that. When you say secular, it is a negation. Universal is more than secular. One of the interpretations of secularism is that we not talk about religion or sex. What has happened in the name of secularism is that we have stopped talking about human beings. So, secularism is basically a negation, not an assertion. When you say universal, it is an assertion.

Guideline 2. Rational

It is a set of proposals about reality, not a set of negations

It is amenable to reasoning

It is not based on whims, fancies, dogmas or blind beliefs

It is not a set of sermons

It is not a set of do's and don't

It is not antirational

It is not illogical

it can be communicated clearly

It can be questioned

it can be verified

It can be understood

Guideline 3. Natural

It is natural – natural for human beings and natural for the rest of the nature

Natural for human beings means it is naturally acceptable

- e.g. Trust in relationship

Natural for rest of nature means that when we go about to implement it with nature, there are natural provisions to ensure this

- e.g. Provision for seed to tree, tree to seed
- e.g. One can have feeling of opposition, but no provision for happiness with this feeling

If it is naturally acceptable, it leads to commitment to live in that manner without being forced in any way or conditioned or forced by another person

Guideline 4. Verifiable

We want to verify these values ourselves, i.e. we don't want to assume something just because something is stated, rather, each one of us will want to verify these to find out whether they are true for us

It has to be experientially verifiable in terms of the natural acceptance and in terms of mutual fulfilment in my behaviour and work

- Behaviour with human beings leads to mutual happiness
- Work with rest of nature leads to mutual prosperity

Every individual is able to verify these values themselves. No qualification is needed for this – being a human being is sufficient

Guideline 5. All Encompassing

It must be able to take care of all expanse of our being, of our living

As an individual, it should be able to take care of all the dimensions of our individual existence – thought, behaviour, work and the realization

Also it must cover all levels starting from individual to family to society and to nature/existence

Guideline 6. Leading to Harmony

Finally, value education has to enable us to be in harmony within and in harmony with others

Hence, when we live on the basis of these values, we start understanding that it will lead to harmony in us and harmony in our interactions with other humans and the rest of nature. That is, it leads to human conduct

Content of Value Education

1. Universal – all time, all place, all individuals
2. Rational – logical, appeals to human reasoning
3. **Natural** – Naturally Acceptable to human being & there is provision in Nature for its fulfilment
4. **Verifiable** – through one's own Natural Acceptance as well as experience in Living
5. **All Encompassing** – covering all aspects of human existence
6. Leading to Harmony – among human beings and with nature

Based on the inputs of MHRD

Content of Value Education

Holistic, All Encompassing

Covers all aspects of living

Eg. In Thought – we want to have clarity (a state of resolution, solution)
NOT confusion (a state of problem)

Eg. As a Family, Society – we want Fearlessness / Trust
NOT fear (mistrust / opposition)

Content of Value Education

Holistic, All Encompassing

Covers all 4 dimensions as an Individual:

1. Thought
2. Behaviour
3. Work
4. Understanding/Realization

Eg. In Thought – we want to have clarity (a state of resolution, solution) **NOT** confusion (a state of problem)

Covers all 4 levels as a Society:

1. Individual
2. Family
3. Society
4. Nature/Existence

Eg. As a Family, Society – we want Fearlessness / Trust

NOT fear (due to mistrust / opposition)

Process of Value Education

1. Universal – all time, all place, all individuals
2. Rational – logical, appeals to human reasoning
3. **Natural** – Naturally Acceptable to human being & there is provision in Nature for its fulfilment
4. **Verifiable** – through one's own Natural Acceptance as well as experience in Living
5. All Encompassing – covering all aspects of human existence
6. Leading to Harmony – among human beings and with nature

Based on the inputs of MHRD

Value Education

Proposal, Self Verification



Understanding, Knowing



Self Motivated, Unconditional

- Self Discipline (स्व-अनुशासन)
- Swatantrata (स्वतंत्रता)

Moral Education

Do's & Don'ts



Preconditioning, Assuming



Externally Motivated, Conditional

- Fear / Incentive
- Partantrata (परतंत्रता)

Process of Value Education – Self Exploration

Whatever is said is a **Proposal** (**Do not assume it to be true**)

Verify it on Your Own Right – on the basis of your **Natural Acceptance**

It is a process of **Dialogue**

A dialogue between me and you, to start with

It soon becomes a dialogue **within your own self**

प्रस्ताव है (मानें नहीं)

जाँचें – स्वयं के आधार पर।

अपनी सहज स्वीकृति के आधार पर।

यह संवाद की प्रक्रिया है।

यह संवाद आपके और मेरे बीच शुरू होता है, फिर आप में चलने लगता है।

Natural Acceptance

Given a choice, what would I accept naturally?

Natural Acceptance

स्वभाव

E.g.

Relationship

Food for health

Mobile for communication

Acceptance

Under the given circumstances, what would I accept?

Preconditioning, Sensation, Natural Acceptance

प्रभाव, दबाव, स्वभाव

E.g.

Sometimes relationship, sometimes opposition

Sometimes food for health, sometimes food for taste

Sometimes for communication, sometimes for respect, show

सहज स्वीकृति

स्वतंत्रता—सहजता पूर्वक जो स्वीकार्य होता है

सहज स्वीकृति

जैसे—

संबंध

भोजन — स्वास्थ्य के लिए

मोबाइल — संवाद के लिए

स्वीकृति

स्थिति—परिस्थितिवश, अभ्यासवश जो स्वीकार लेते हैं

मान्यता, संवेदना, सहज स्वीकृति

कभी संबंध, कभी विरोध

भोजन — कभी स्वास्थ्य के लिए

— कभी केवल स्वाद के लिए

मोबाइल — कभी संवाद के लिए

— कभी सम्मान के लिए

Value Education

Moral Education

Do's & Don'ts



Conditioning



Dabav poorvak karna

Value Education

Explore, Verify (Natural Acceptance)



Understanding



Swatantrata poorvak karna

Depending on teacher's acharan, child learns to be self-organized (swa-anushasit) or does manmani

Anusaran → Anukaran → Anushasan → Swa-Anushasan
or → Manmani

Does whatever the teacher says or does – peeche peeche chalta hai

Does whatever the teacher says/does and includes his own creativity

Shasan means rules/do's & don'ts – these are usually enforced by bhay-pralobhan-aastha

Anushasan – means rules/do's & don'ts – these are usually enforced by example

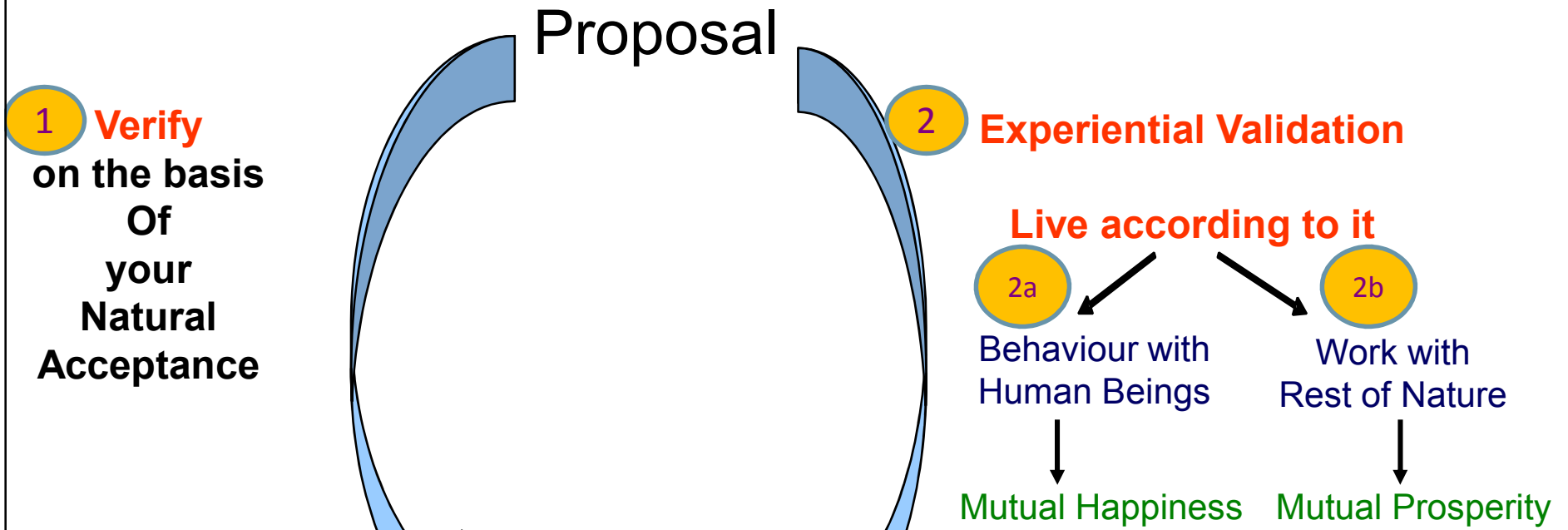
Swa-anushasan if RU is developed – if sharing prastav poorvak

Manmani if – talking dabav poorvak, the teacher's acharan is not NA to child (yeh to tript hue nahin, ham bhi is raaste pe chal kar inke jaise ban jayenge) Let us try our own formula

Process of Value Education – Self-verification

Whatever is said is a **Proposal** (**Do not accept it to be true**)

Verify it on your own right



Which process is Naturally Acceptable to you?

**A process of self-exploration on your own right, leading to understanding
in your self**

or

A process of discourse, do's & don'ts, in which you assume what is said

Process of Value Education

UNDERSTANDING on the basis of self-verification and experiential validation

Whatever is said is a PROPOSAL.

The PROPOSAL is to be EXPLORED within oneself:

- a) On the basis of one's own Natural Acceptance (**The student is NOT expected to ASSUME it to be true**)
- b) On the basis of one's own VERIFICATION in living

This is a natural process of self verification and experiential validation that leads to understanding

It is not a process of assuming things (Do's & Don'ts) as given

Human Values course developed – 1995-2004

"A Foundation Course on Human Values & Professional Ethics", has been designed by Dr. RR Gaur, Prof. R Sangal & Shri. GP Bagaria

It follows a process of self verification, on the basis of one's own Natural Acceptance, leading to self-empowerment
(it is not a process of assuming nor a process of do's & don'ts)

It has been designed to be a part of the academic curriculum:

1. To help students discriminate between valuable and "superficial" in life
2. To develop sensitivity and awareness leading to: Commitment, and Courage to act on their own Understanding

It facilitates discussion on:

Their life goals, reflection on what they are and what they want to be

Their relationships in family

Their relationships with society

Their relationships with nature

Human Values in education – 2004-2012

- 2005 IIIT Hyderabad (AP) – an experiment
- 2006 IIT Kanpur (UP) – an experiment
- 2009 GBTU & MTU (formerly UPTU, UP) – a large scale experiment
- 2011 PTU (Punjab) – a high speed, large scale experiment

- 2012 HPTU, Hamirpur (HP)
- 2012 JNTU, Hyderabad (AP)
- 2012 UoU Distance Education (Uttarakhand)

Considering

Royal University of Bhutan ([VIDEO](#) 30 min) [[Report](#)]

Rajeev Gandhi Prodyogic Vishwavidyalaya, Bhopal (MP) [[Report](#)]

Universities in Technical & Higher Education (Haryana) [[Report](#)]

Other universities...

HE President Dr. APJ Abdul Kalam's Message to the Nation – 2006

Dr. Kalam, the then President of India, had 4 personal discussions about this, recognized its potential and spoke about the effort in his address to the nation on the eve of Independence Day in Aug 2006



“... being practiced by Prof Ganesh Bagaria, ... Prof Rajeev Sangal... and their teams ... [it] is a ‘teachable human value based skill’... This process of imparting self-knowledge would promote a learning atmosphere, where this whole movement of inquiry into knowledge, into oneself, into the possibility of something beyond knowledge would bring about naturally a psychological revolution.. **From this comes inevitably a totally different order in human relationship and therefore society as a whole. The intelligent understanding of this process itself can bring about a profound change in the consciousness of mankind...**”

([VIDEO](#) 3 min)

Human Values at PTU 2010-2012

Our vision for PTU has broadened: *“to be one of the best technical universities in South Asia by 2015”* by facilitating development of responsible and competent people for society

It used to be: *“to be one of the best technical universities in South Asia by 2015”*

Now we do have specific goals for Values & for Skills

Key Goals related to Values for Academic Year 2011-2012:

1. Facilitate smooth induction of HVPE101 course in all colleges
2. Help further develop a conducive environment in colleges

Key Goal related to Skills for Academic Year 2011-2012:

1. **Facilitate development of entrepreneurial ability, so every student is competent to be meaningfully employed or self-employed**

Key Learnings

1. **Human Values are teachable** - they can be communicated precisely and effectively. Specific, universal guidelines have been articulated and comprehensive formal teaching resources have been developed. This includes the syllabus, a teachers' manual, a text book, practice sessions, video of lectures as well as a web-site
2. There is a significant impact on students, faculty, management, staff, families the entire community of individuals associated with the institution – provided the **teachers are prepared** and **environment is conducive**

Human Values course developed 1995-2004

"A Foundation Course on Human Values & Professional Ethics", has been designed by Dr. RR Gaur, Prof. R Sangal & Shri. GP Bagaria

It has been designed to be a part of the academic curriculum:

- 1. To develop a critical ability to distinguish between essence and form;** or between what is of value and what is superficial in life (*to appreciate the importance of fundamental issues related to their happiness and real success in the life & profession*).

- 2. To move from discrimination to commitment** (to develop sensitivity and awareness leading to commitment and courage to act on the basis of their own understanding, rather than merely on the basis of assumptions)

Human Values course developed 1995-2004

It follows a process of self verification, on the basis of one's own Natural Acceptance, leading to self-empowerment

It does not teach values. It encourages students to discover what they consider valuable. Accordingly, they should be able to discriminate between valuable and the superficial in real situations in their life.

It facilitates discussion on:

Their life goals, reflection on what they are and what they want to be

Their relationships in family

Their relationships with society

Their relationships with nature/existence

It is not a process of assuming nor a process of do's & don'ts

Human Values in Education – 2011

- 2005 IIIT Hyderabad (AP) – an experiment
- 2009 GBTU & MTU – a large scale experiment [700 C]
- 2011 PTU (Punjab) – a high speed, large scale experiment [325 C]

Encouraging results...

HE President Dr. APJ Abdul Kalam's Message to the Nation – 2006

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“... being practiced by Prof Ganesh Bagaria, ... Prof Rajeev Sangal... and their teams ... [it] is a ‘teachable human value based skill’... This process of imparting self-knowledge would promote a learning atmosphere, where this whole movement of inquiry into knowledge, into oneself, into the possibility of something beyond knowledge would bring about naturally a psychological revolution.. **From this comes inevitably a totally different order in human relationship and therefore society as a whole. The intelligent understanding of this process itself can bring about a profound change in the consciousness of mankind...**”

Natural Expansion of Human Values in Education – July 2013

2005	IIIT Hyderabad (AP) – an experiment	
2009	GBTU & MTU – a large scale experiment	[700 C]
2011	PTU (Punjab) – a high speed, large scale experiment	[325 C]

Encouraging results

2012	HPTU, Hamirpur (HP)	[46 C]
2013	Royal University of Bhutan	[11 C]
2013	JNKVV, Jabalpur (MP)	[6 C]
2013	RVSKVV, Gwalior (MP)	[2 C]
2013	JNTU, Hyderabad (AP)	[462 C]
2013	Commissioner of Higher Education, Andhra Pradesh	[2500 C]
2013	Galgotias University, Greater Noida	[3 C]
2013	KL University, Guntur (AP)	[1 C]

4000+ Colleges in 28 Universities in 5 states in India & Bhutan

Some of Your Questions May Be...

Is there a need for values in today's world?

The need is urgent

Can values be taught in the classroom?

We have to facilitate the student to discover values within themselves

Is this teaching effective?

In the experiments so far, the results have been quite encouraging

Can our teachers teach it?

Preparation required

Will our students be interested in it?

Communication

We need to explore into these and such other questions...

Sum Up

1. There is urgent need for humanising society. While more and more people are able to see the problem, there is dis-clarity about what to do, particularly what to do collectively. This can be observed even within the family and institution
2. Education has a major role in preparing the student for a meaningful life, thereby contributing to a humane society. Every committee on education has indicated the need for value education, but the problem has been 'how to go about it'
3. Education is failing in its core purpose. Instead of nurturing a humane society, it is unknowingly becoming an instrument for exploitation and domination
4. Value Education efforts that have made a difference or have a potential to do so need to be understood and multiplied. One such effort is based on Jeevan Vidya - today this particular content on universal human values is a part of the core curriculum of 28 universities in 5 states of India and Bhutan
5. The foundation course is an effort to share this understanding

Sum Up

Need – To have the clarity about

1. "what to do" / Human goal, Human purpose, we need to know what is valuable for Human Being
2. "how to do" / Program for fulfillment of human purpose

Guidelines:

- | | |
|-----------------------|---|
| 1. Universal | – all time, all place, all individuals |
| 2. Rational | – logical, appeals to reasoning |
| 3. Natural | – to human being & to nature |
| 4. Verifiable | – through one's own experience |
| 5. All Encompassing | – covering all aspects of human existence |
| 6. Leading to Harmony | – among human beings and with nature |

Process

Content