



UHV-II: Universal Human Values – Understanding harmony and Ethical Human Conduct

Module 1 – Introduction to Value Education (6 lectures and 3 tutorial/
practice sessions)

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Lecture 1: Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Lecture 2: Understanding Value Education

Tutorial 1: Practice Session PS1 *Sharing about Oneself*

Lecture 3: Self-exploration as the Process for Value Education

Lecture 4: Continuous Happiness and Prosperity – the Basic Human Aspirations

Tutorial 2: Practice Session PS2 *Exploring Human Consciousness*

Lecture 5: Happiness and Prosperity – Current Scenario

Lecture 6: Method to Fulfill the Basic Human Aspirations

Tutorial 3: Practice Session PS3 *Exploring Natural Acceptance*



Lecture 1

Understanding Value Education

About this Material and Effort on Universal Human Values

It has been prepared by UHV TEAM (uhv.org.in)

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We consider the efforts towards integrating value education in the present education system and moving towards holistic value-based education as a worthy mission for the wellbeing of all. In this spirit and to enable widespread usage, no royalty or fee is charged on this work.

We acknowledge, with deep gratitude, the existence, the entire nature and effort by generations of human beings for understanding and living by truth, love and compassion. The UHV effort is in continuation of this human tradition.

Guidelines for this effort and further efforts in this direction:

1. Universal – the content must be universal – applicable to all human beings and be true at all times, in all places
Should not depend on sect, creed, nationality, race, gender, etc.
2. Rational – the content must be amenable to logical reasoning
Should not be based on blind beliefs
3. Verifiable – the student should be able to verify the values on his/her own right (on the basis of their natural acceptance and experiential validation)
Should not be asked to believe just because it is stated in the course
4. Leading to Harmony – the 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)
Should not lead to contradiction, differentiation, sectarianism, struggle, chaos, etc.



Value

Value of a unit is its participation in the larger order

e.g. The value of a piece of chalk is its participation in the classroom

What is valuable

The chalk writes on the blackboard in the classroom?

or

The chalk scratches the blackboard in the classroom?

What is valuable = value

The context is always the larger order

Value of a unit is definite

The value of a unit is also referred to as its role

Thus, the role of chalk is to write on the blackboard

Human Value

Value / role of a human being is its participation in the larger order

E.g. My participation in the family defines my value in the family

What is valuable for you?

feeling of respect or feeling of disrespect?

I feel happy when I have a feeling of respect

The other feels happy when I express respect to him/her

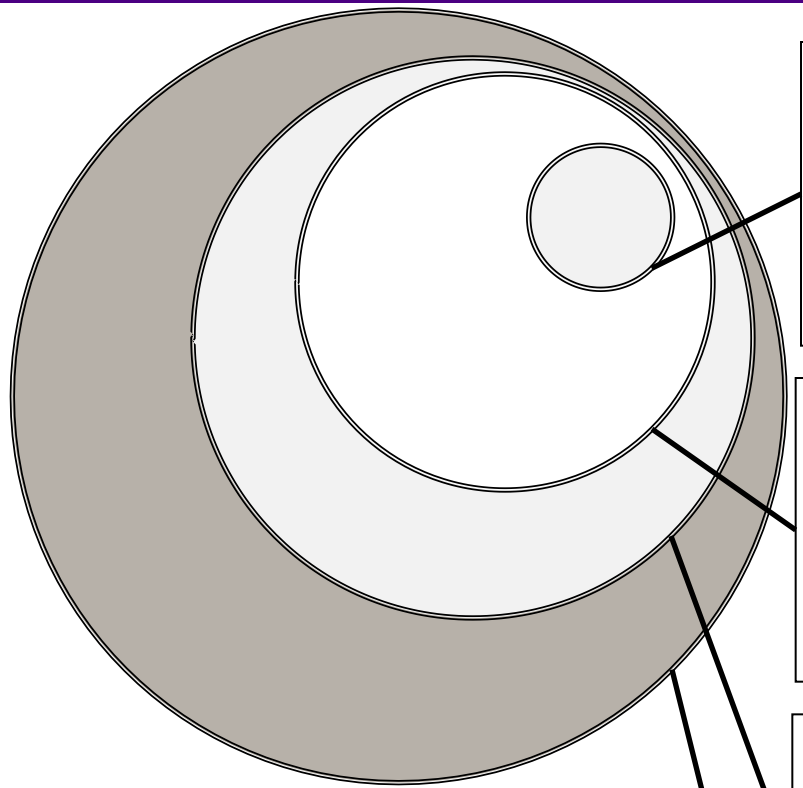
Living in accordance with human values leads to mutual happiness*

- My happiness
- Happiness of the other human being

*i.e. in the case of human-human interaction

In the case of human-rest of nature interaction, living in accordance with human values leads to mutual prosperity

Human Values, Role of Human Being in the Larger Order



Individual

I have a role within myself
(eg. ensuring happiness in the self and health in the body)

Family

I have a role in my family
(eg. ensuring feeling of relationship and prosperity)

Society

I have a role in the society
(eg. to participate in social systems for ensuring justice, peace and harmony)

Nature/Existence

I have a role in nature/existence
(eg. mutual fulfilment with rest of nature)

Deciding Our Values

Do you want to be able to decide on your own right?

or

Do you want somebody else to decide for you?

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

If you are not able to decide on your own right then:

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

Values Decided by the Other

Eg. In a professional college, many first-year students start to use foul language within a very short time

They are made to assume that this sort of language is one of the indicators of their freedom, of their own progress to adulthood... and they may adopt it as a new value

Similarly, with sleeping late and getting up late... and so many things

Did they decide it for themselves?

Did it just happen “unconsciously”, without being aware of it?

Is it worth for them? Is it fulfilling for them?

Is it fulfilling for others (like their family members)?

So, if we are unable to decide on our own right, we are programmed by the other; our values are decided by someone else...

Deciding Human Values on Our Own Right

Would we decide on the basis of whatever we like, whatever we believe?

If we decide in this manner, human values will be different for different people

Or is there some definite, existential basis, something we can understand, something we can be assured about, something that ensures mutual fulfilment in living?

If this is the case, then there is a possibility that human values are universal, they are the same for all of us

Value education is about exploring into this possibility

Should Education help You to Develop Holistically?

**Understanding
Learning
Doing**

What to do,
How to do,

**Values
Skills
Skills guided by Values**

**Value Education
Skill Development
Practice**

The problems around you are
or
more due to lack of skills?
more due to lack of values?

Are both, values and skills, required?

Both are required; Values and skills are complementary to each other

If both are required, then what is the priority?

Values (what to do) first, then skills (how to do), but both are required

What is the state in present-day education?

Education has become skill-biased

(there is a need to make appropriate changes)

Guidelines for Value Education

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- **Verifiable**

The student should be able to verify the values on one's own right

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- **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)

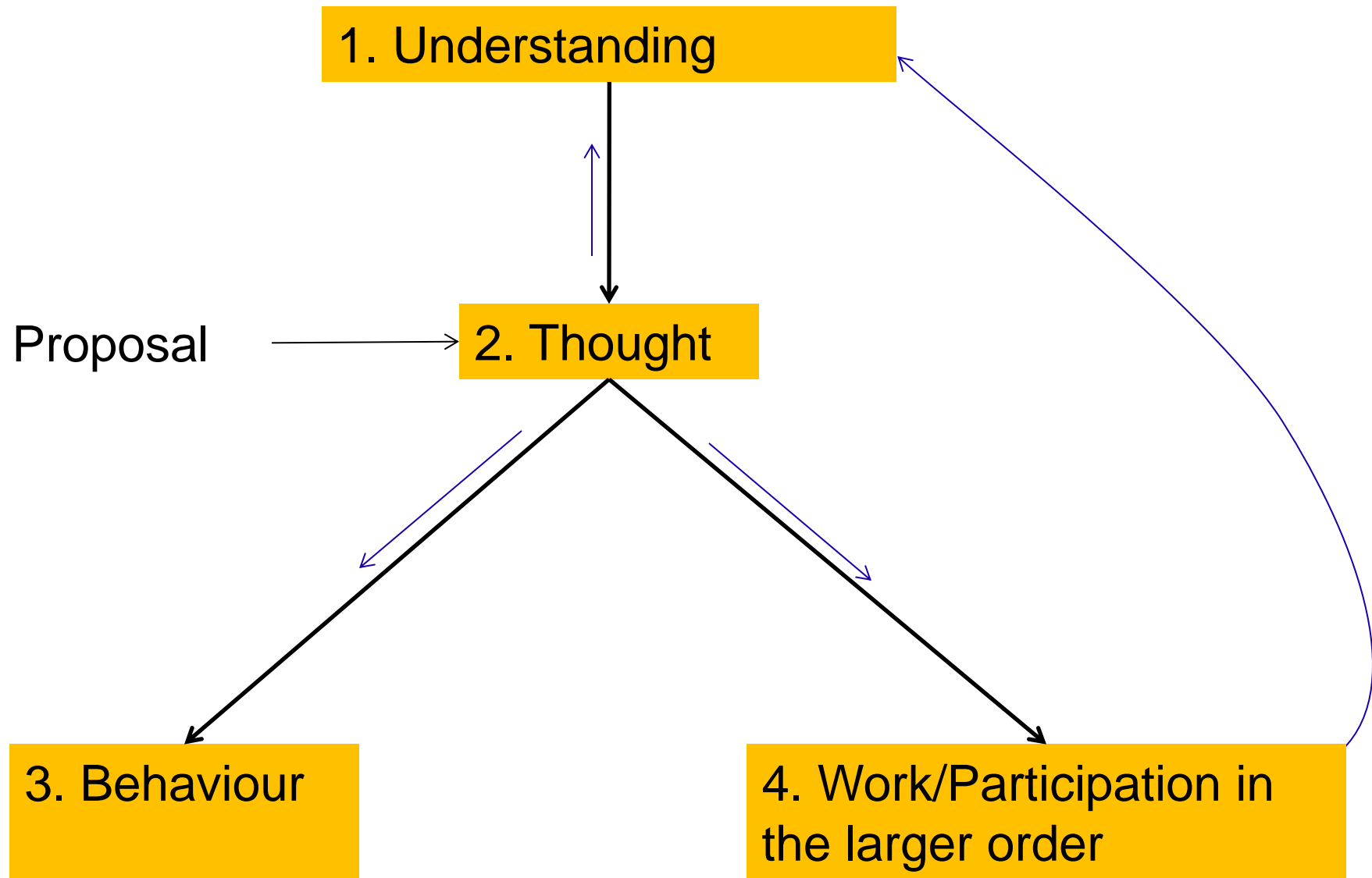
Holistic, All Encompassing

Covers all levels of living:

1. Individual (human being)
2. Family
3. Society
4. Nature/Existence

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

Four Dimensions of a Human Being



Holistic, All Encompassing

Covers all levels of living:

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NOT fear (mistrust / opposition)

Covers all dimensions of being, as an Individual:

1. Understanding/Realization
2. Thought
3. Behaviour
4. Work/Participation in larger order

Eg. In Thought – we want to have clarity (a state of resolution, solution)

NOT confusion (a state of problem)

Process of Value Education

Universal

The content needs to be universal – applicable to all human beings and be true at all times, all places

It should not depend on sect, creed, nationality, race, gender, etc.

Rational

It must be amenable to logical reasoning... should be able to question

It should not be based on blind beliefs

Verifiable

The student should be able to verify the values on one's own right

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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)

Process of Value Education

Whatever is said is a **Proposal** (**Do not assume it to be true or false**)
Verify it on Your Own Right – on the basis of our **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**

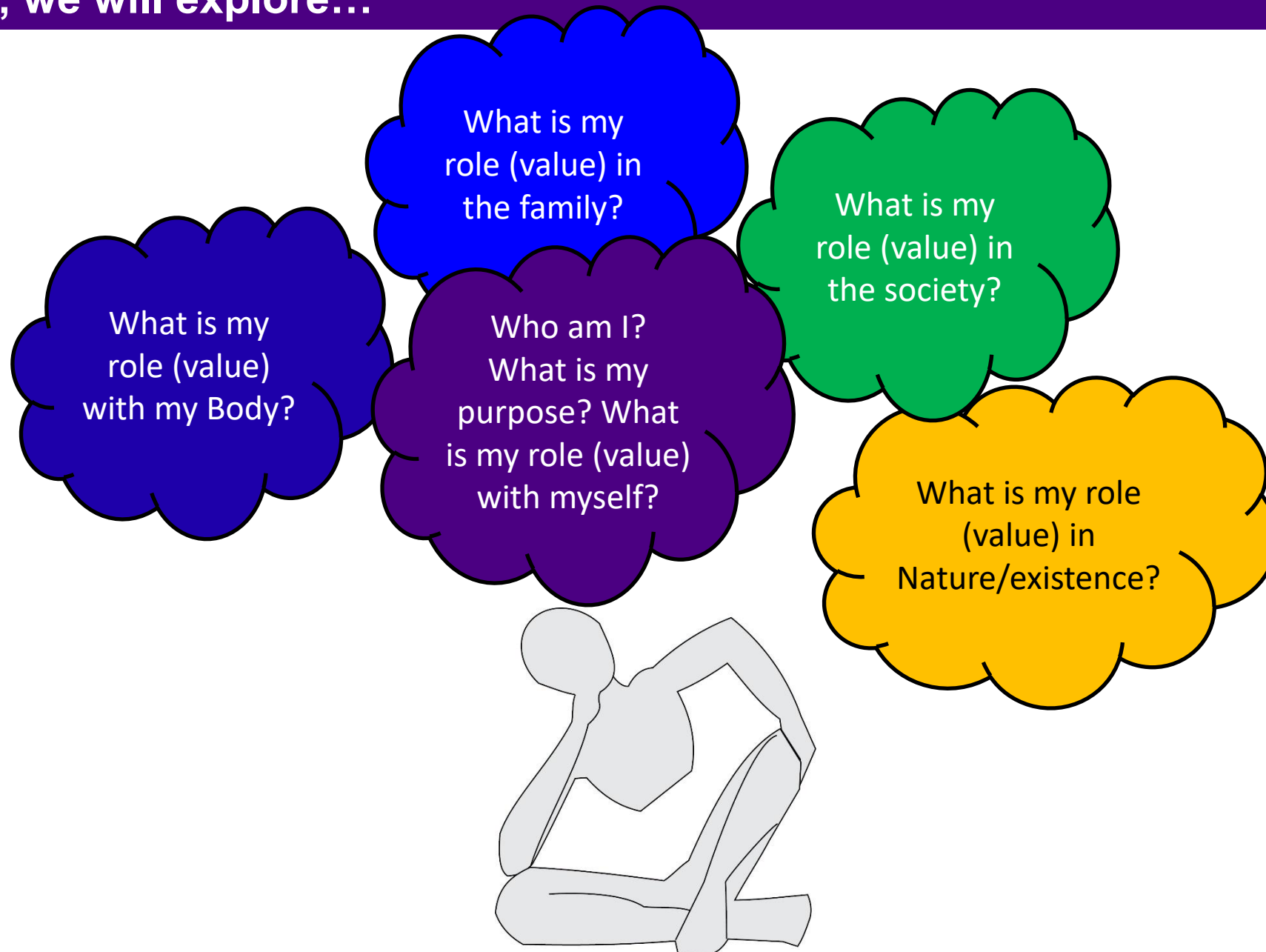
between what you are and what you really want to be
(your natural acceptance)

The purpose of this course is to initiate this internal dialogue,
to help you to be self-referential, self-confident

Is this process naturally acceptable to you?

Is the purpose of this course valuable for you?

In this course, we will explore...



Need for Value Education

To live with fulfilment, happiness, continuous happiness...

it is essential to understand what is valuable for human being (human values)

To understand human values, we need value education

Basic Guidelines for Value Education

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- **Leading to Harmony**

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Content of Value Education

All encompassing

Holistic

Process of Value Education

Self exploration, becoming Self-referential

A. Living (Surviving)?

Physical facility

B. Living with fulfilment?

Physical facility

Getting feelings from other



C. Living with continuous fulfilment?

(called by different names such as bliss, peace, satisfaction, happiness, fulfilment, salvation, contentment, enlightenment, liberation, independence, self-actualisation, ecstasy, divinity,...)

Having right understanding – in the Self

(harmony in the Self,
happiness)

Having right feeling – in the Self

(living with fulfilment in relationship with human being,
mutual happiness)

Physical facility – with rest of nature

(living with mutual enrichment with rest of nature,
mutual prosperity)

A. Families living together, in a relationship of mutual fulfillment
(common goal)

Society



B. Individuals living together, but not in relationship of mutual fulfillment
(differing goals)

Crowd

C. Individuals living separately, in opposition / struggle
(conflicting goals)

Battlefield



Key Points

Understanding Value Education

Need for Value Education

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Covers all levels of living:

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Covers all dimensions of being, as an Individual:

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Eg. In Thought – we want to have clarity (a state of resolution, solution)

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

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Is this process naturally acceptable to you?

Is the purpose of this course valuable for you?



FAQs for Lecture 1

Understanding Value Education

Question(s) 1: Need for Value Education

Response

- There is a need for value education, but can we deliver it in today's corrupt environment?
- There is no space in the curriculum. Already the students are overburdened. So how do we justify this course?
- What is the different between Value education and a course in moral science?

Is it desirable?

If yes, then we have to work for it, however unfavourable the environment may be; at whatever level there is a possibility (at least at the individual level... at the level of family to start with)

[What else?]

Check: What is generally done in the name of Value Education?

Understanding

(definite, universal, invariant...)

Humane World-vision

Thinking

(ideas, morals...)

Doing

(behaviour, work)

Discipline, Instructions

(externally enforced
fear, incentive...)



**Conduct is
Indefinite**

Morals

Beliefs



**Conduct is
Indefinite**

Value Education

(proposals,
self-exploration,
knowing,
Self-discipline)

Natural Acceptance



**Human Conduct
(Definite)**



Question(s) 2: Need for Value Education

Response

- Why do we need to teach human values to students in school / college? Isn't it the job of parents to inculcate values in their kids at home?
- We have introduced UHV in higher education. But should not the UVH start early from childhood. Isn't it too late to start teaching value education from college?
- Due to cut-throat competition and lack of human consciousness in society, the focus of the students is on developing skill for a good pay package and not on values. How to bring their attention to values?

Responsibility of 1-parents, 2-teachers, 3-policy makers

It is essential, desirable but it is not happening so, where do we start?

Start with the parents...

But it should certainly be done in school...

Even in industry / MNCs preference is given to people who can relate to others, can work with others, are suitable for teamwork... cooperation... develop a conducive environment (expertise is easier to get)

They anyway want to lead a meaningful life – they are not just resources for the job

(after some time, they may accumulate some money, but they feel their life is not v meaningful)

Understanding the purpose and giving a direction to life it is required

Question(s) 2: Need for Value Education

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- Due to cut-throat competition and lack of human consciousness in society, the focus of the students is on developing skill for a good pay package and not on values. How to bring their attention to values?

The parents think that they are paying for education and hence it is the job of teachers. Teachers think that our task is to cover the syllabus and conduct exams, these things are the responsibility of parents. But ultimately the need is not met. And if it is not met in the family, it is our responsibility as teachers.

Response on next slide

Every student ultimately desires for a happy and prosperous life. We need to clarify this to the student through a process of dialogue. We are not stopping the students from going for a higher package. We are only saying that it is not the complete program for life.

If we can start even now, Where to start from?



Where to start from: teachers or parents or policy makers?

At what level to start in education: primary or secondary or higher?

Its good to start value education right from elementary stage – children start learning values right from childhood in their homes from their parents...

So, its better to start from their parents.

But when you go to educate the **parents**, ultimately you have to work with grown ups.

Teachers

Society... **policy makers**

So, why not start with higher education!

Through higher education, you are directly able to address the future teachers, parents and policy makers.

- Values can only be caught and not taught.
Kindly comment.
- How to make value education part of life rather than just being taught as a subject in formal education?
- Implementation of human values in society holds the key. It is not just sufficient to teach the students for few semesters in colleges.

Question(s) 3: Teaching of Human Values

Response

- Values can only be caught and not taught. Kindly comment.
- How to make value education part of life rather than just being taught as a subject in formal education?
- Implementation of human values in society holds the key. It is not just sufficient to teach the students for few semesters in colleges. They may become misfits in society like this.

Response on next slide

Through self-exploration.

The content doesn't have to be delivered as a prescription or a moral thing, rather as an essential requirement for continuity of happiness in life.

Agreed. But one needs to be clear what is there to be implemented.

Unless there is content to explore, what will one explore? Hence the classroom input is necessary.

Can Values be Taught?

One of the **misconceptions** has been that
“values cannot be taught, they are caught”



Of course, values are inspired and reinforced in institutions by people who are living models of human values

From the experiments in the last 15 years in mainstream education, it is clear that:

Human values can be taught!



- Youth, regardless of their background, find it interesting when it is shared as a proposal
(rather than a set of instructions or do's and don'ts).
- They are able to explore into the proposals, discover the **values intrinsic in them**
- **Self-exploration** is an effective means of **self-evolution**. There is significant perceptual transformation in those exploring seriously.

Question(s) 4: Teaching of Human Values

Response

- Shouldn't the course on UHV be taught through practical exercises or short stories or case studies of great people, in place of classroom teaching? By classroom teaching, students will only mug up the content and reproduce in the examination. This will not bring any transformation in their life.

When a child is self-exploring, it is essential to give them proposals about basic, underlying principles

Help them to explore within, find out for themselves

Answer their questions, clarify

Provide a conducive environment

We do have practice sessions

Live examples

With that it is certainly a good idea to introduce stories... particularly when the child is imitating (as in primary education)

Question(s) 4: Teaching of Human Values

Response

- Shouldn't the course on UHV be taught through practical exercises or short stories or case studies of great people, in place of classroom teaching? By classroom teaching, students will only mug up the content and reproduce in the examination. This will not bring any transformation in their life.

- There are two parts to this process:
One, to grasp the proposal which states the basic principle about life.
Secondly, to verify and validate in one's living.
And both are necessary.
So, we need to enable our teaching methodology to include both, and not leave the second part.
Practical exercises are already included.
We can of course include short stories or case studies of great people too. But we have to ensure that the content is grasped clearly.
There is always a probability that the stories or memoirs of great men give some otherwise conclusions too.

Question(s) 5: Teaching of Human Values

Response

- Students already are not interested in studies. Many of them are sent forcibly for studies. And now we are adding one more course. Is it justifiable?
- Are young students mature enough to sit through lectures like this and grasp these values?

That's why we need to include such subjects which can help them relate better to education. Students lose interest in studies when they are not able to relate the studies to their life and happiness.

Yes. Students are very much in a position to explore if the content is proposed through a process of dialogue.

Question(s) 6: Teaching of Human Values

Response

- There is a vast generation gap between the teachers and students. How to teach this course creatively given this generation gap?
- Today people only look for skills and not human values. Students have a feeling that if they care about such courses, they will be lagging professionally behind. Is it really possible to teach values in such a scenario?
- How to manage the contradiction between focus on marks (for admission/placement) and importance of human values for life?

The generation gap may be there in terms of living, but there is no gap in Natural Acceptance. We have to help the students reflect on their natural acceptance.

Even in industries today, they are giving higher priority to teamwork. Further, we need to make it clear to the students that their basic aspiration is continuity of happiness and prosperity and not just the physical facility.

To begin with they may feel that there is contradiction but, when they start working on human values, it is found that they become sincere towards their academics

- What do we mean by universal here? Does it include all that has been said across the world?
- We are saying that we do not have to assume anything as true or false, rather verify on one's own right. Now how do we verify on our own right whether the earth revolves around the sun or the sun around the earth?

It includes the essence of all that has been said across the world for a happy and prosperous life, a happy and prosperous society.

Universal means applicable to every human being in all time and all place.

Essentially, we do need to verify what is the relationship of any activity (reality) with me, my life and happiness.

Having verified this, then in the process of fulfillment of this relationship, we can get the necessary information through observation or from others, (e.g. about earth, sun and their rotation).

Additional Question

What is the difference between value and meaning

Response

There are four aspects:

1-words → 2-meaning → 3-seeing the reality
→ 4-seeing the reality in completeness

Meaning – description of certain aspect of a reality...

Value – the role of a reality at different levels

Value is relative to the context, the larger order

Value of human being as an individual

Value of human being in family

Value of human being in society, etc.

Value of human being in its completeness

Value is one of the aspects of the reality, so a meaning may indicate one of these value

All participants requested to respond to the poll

So far only 50% have responded