

An abstract network diagram on a black background. It features numerous white circular nodes of varying sizes, some with concentric circles. These nodes are interconnected by a dense web of thin lines in red and green. The lines are mostly curved, creating a sense of flow and connectivity. The overall structure is complex and non-linear, suggesting a global or interconnected system.

Universal Human Values



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 session is to initiate this internal dialogue





Workshop/Course Content Proposals

- - Harmony in Human Being
- - Harmony in Family
- - Harmony in Society
- - Harmony in Nature/Existence





Desired Achievement


- Individual Transformation
 - Right Understanding
 - (Understanding Harmony)
 - - Happiness & Prosperity
 - (Living in Harmony)
 - Societal Transformation
 - - Humane Society
- 



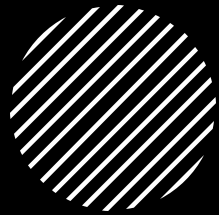
What We Really Want to Be

- Do we want to be happy?
- Do we want to be prosperous?
- Do we want the continuity of happiness and prosperity?





**Need for
value
education**




- Need for Value Education All human beings aspire for a happy, fulfilling life. For a human being, there are two important questions pertaining to this:
- What is my aspiration? (What to do?)
- How to fulfil my aspiration? (How to do?)






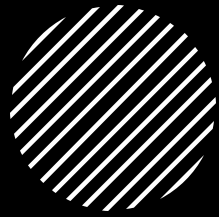
Value Education

- It enables us to understand our aspirations and visualise our goals for a fulfilling life and indicates the direction for their fulfillment . In relation to these issues, it also helps to remove our confusions and contradictions. In that sense, VE addresses the issues related to 'what to do?'
- 


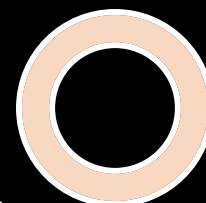
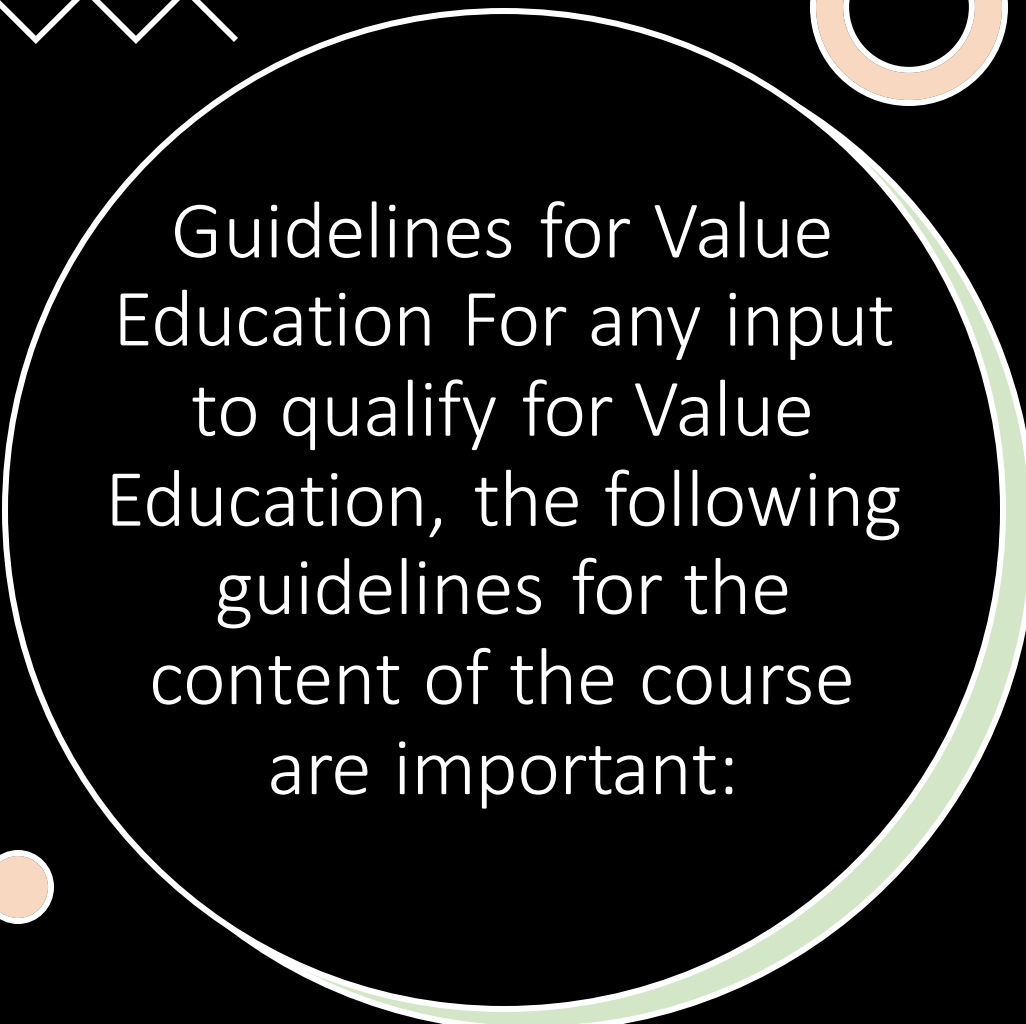



Skill Development

- It is also necessary to learn the skills to actualise our aspirations. This is the skill domain. The subject which enables us to learn the skills is called 'Skill Development' (SD). It enables us to learn the science, technology, management and other skills for fulfilling our aspiration. In that sense, SD addresses the issues related to 'how to do?'
- 



- Values and skills go hand in hand. Both values and skills are required. There is an essential complementarity between the two. The priority is values, then skills; i.e. first understanding 'what to do' and then developing the skills for 'how to do'.
- And of course, checking if this results into a fulfilling life!



Guidelines for Value Education For any input to qualify for Value Education, the following guidelines for the content of the course are important:

- **Universal:** It has to be universally applicable to all human beings for all time and all places. This implies that values should not change according to sect, creed, nationality, gender, etc.






Rational:

- It has to appeal to reasoning; and not be based on dogmas or blind beliefs. It has to be open to address the related questions. It cannot be a set of sermons or do's and don'ts.





Natural and Verifiable:

- It has to be 'naturally acceptable to the human being and there needs to be every provision in nature for its fulfillment. It needs to be experientially verifiable, and not based on dogmas, beliefs or assumptions.
 - It is not merely an intellectual exercise or information transfer.
- 




All Encompassing:

- It needs to cover all dimensions (thought, behaviour, work and understanding) and levels (individual, family, society and nature/existence) of human life





Leading to Harmony:

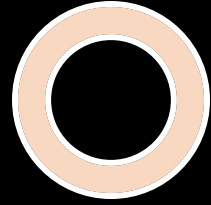
- It ultimately needs to promote harmony within the individual, among human beings and with the entire nature.
- 



Content of Value Education:

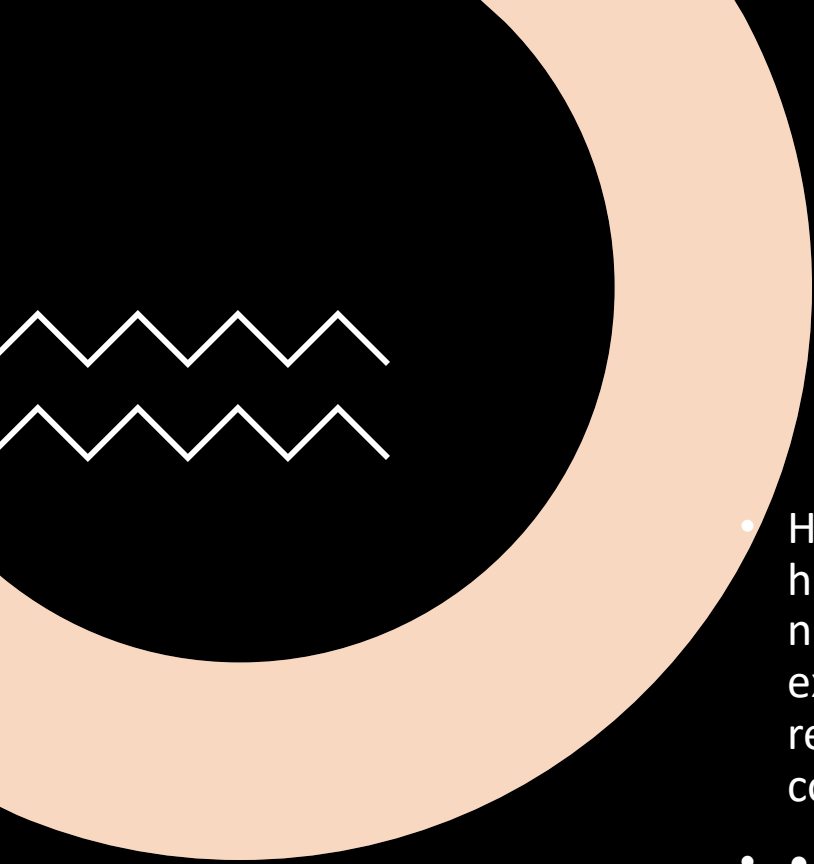
- The value of an entity is its participation in the larger order of which it is a part. The context is always the larger order. Value has to do with the participation of a unit in the larger order. E.g. a piece of chalk is a unit. The classroom is the larger order for this unit.
- The value of chalk is that it can be used to write on the blackboard for the desired functioning of the
- Classroom
- The value or role of a human being is its participation in the larger order. c.g. my role in living with the other human being is to ensure the feeling of respect in the relationship. Interestingly, I feel happy in fulfilling my role; and it is fulfilling for the other as well!





- This value is worth understanding, worth thinking about, worth living. The value of human being is to ensure mutual fulfilment in the larger order¹, ie. in the entire nature/existence, but starting from within themselves, then extending in their family and in the society.



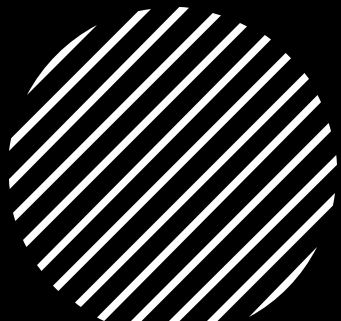


- Hence, to understand human values, we need to study the human reality along with all that is there in the entire nature/existence which constitutes the larger order. We need to explore and understand things as they are; so that we are able to recognise and fulfil our participation with them. That means the content or scope of study has to be all encompassing, i.e.
 - It has to cover all dimensions of human being - thought, behaviour, work and realisation. •
 - It has to cover all levels of human living - individual, family, society, nature and existence.





- Accordingly, the content of Value Education has to be to understand human being, human aspirations, happiness; understand the goal of human life comprehensively; understand the other entities in nature, the innate inter-connectedness, the harmony in the nature/existence and finally the role of human being in this nature/existence.

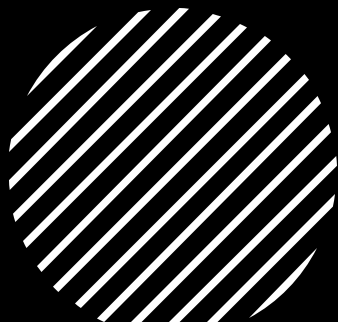



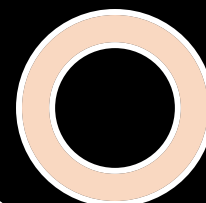




Self exploration



- Human Values can be understood by an appropriate process of self-discovery, because they are potentially there in each and every human being. There is already a natural acceptance for values in a human being. It is only that we have to discover them or become aware of them. Thus, the process for Value Education has to be that of self-exploration, and not of giving sermons or telling dos & don'ts.


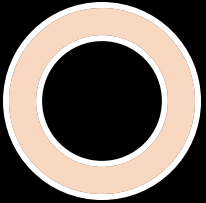






If you are not
able to decide
on your own
right then:

- • Someone else is programming you (deciding what is valuable and what is not valuable for you)
- • Unconsciously you keep accepting those things as values
- • You get busy with how to implement them, how to realise them and materialise them
- This process of Self-exploration has to be in the form of a dialogue - a dialogue between the teacher and student to begin with; and finally, within the student - between 'what I am' and 'what I really want to be', which is the innate natural acceptance.







What is Self-exploration?

- It is a process of seeing the reality on our own right, by our own investigation, observation and analysis. Through this process, we are trying to understand the reality that exists and our participation with it; this participation is what we are calling values.
- The first step is to verify the given proposal on your own right, by referring it to your 'natural acceptance'. If the proposal is naturally acceptable to you, it is right for you. If it is not naturally acceptable to you, it is not right for you.





Self-exploration
is a process of
dialogue

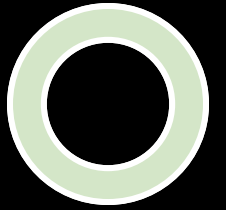
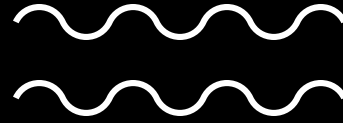
- It is a dialogue between "what I am" and "what is naturally acceptable to me".
- "What I am" has to do with my desires, my thoughts, my expectations; all that is going on in my imagination. It includes the way I feel, the way I think, how I make decisions, what I expect from others and all that. It is my current competence on the basis of which I live.



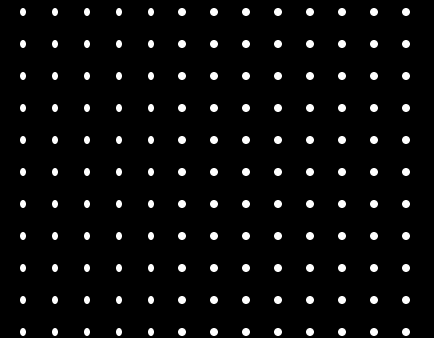



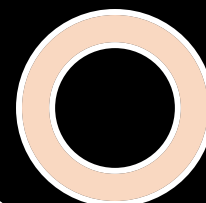
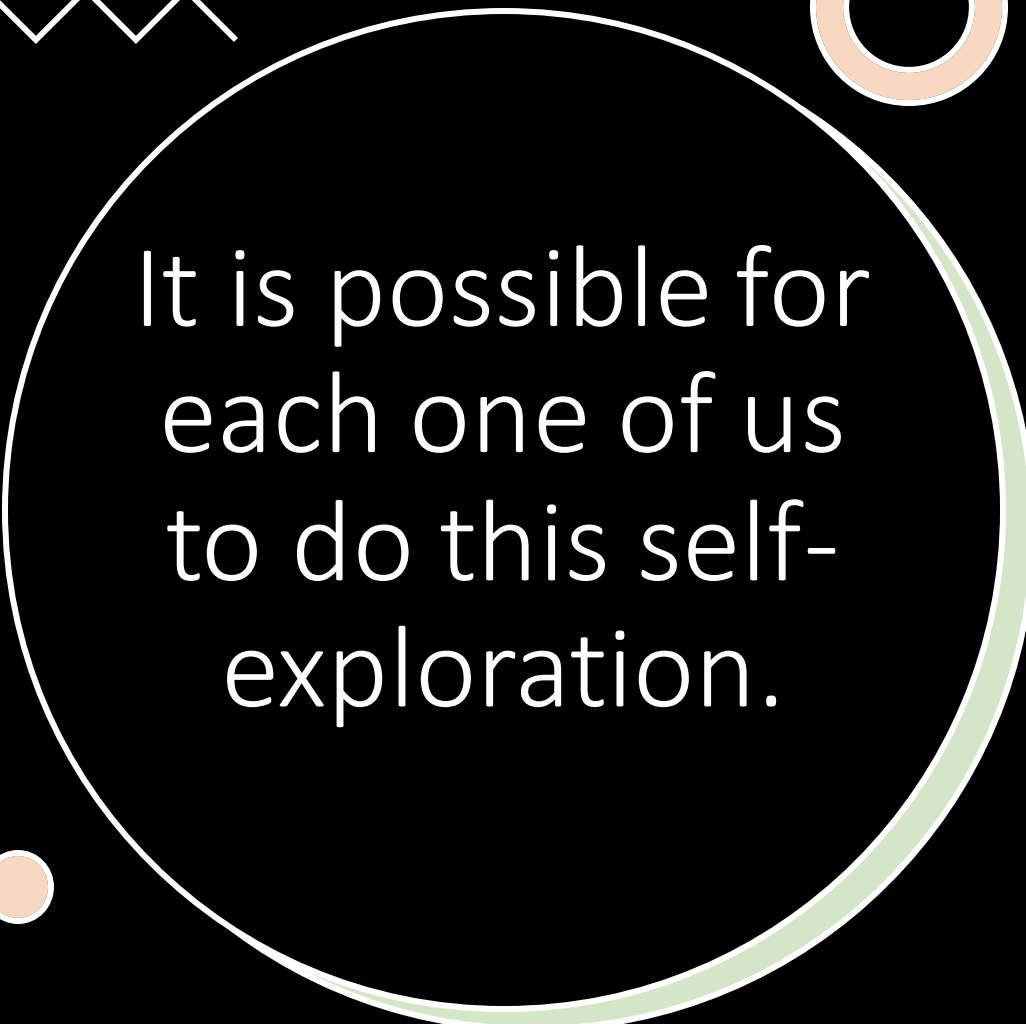

- "What is naturally acceptable to me" is what I really want to be, that is my natural acceptance. It is my intention. It is a basic reference which is a part and parcel of every human being. We may or may not be referring to it at present, but it is always there.
- When we are in harmony within, we are in state of happiness. When we are in a state of contradiction within, we are in the state of unhappiness.





- Therefore: Happiness is to be in a state of harmony.
- Unhappiness is to be forced to be in a state of contradiction.
- We don't want to be in contradiction, so whenever there is contradiction, we want to run away from it; but if we cannot run away, and if we are forced to be in that state, we call it unhappiness





It is possible for each one of us to do this self-exploration.

- 1. Discover our natural acceptance
- 2. Become aware of "what I am"
- 3. Can make effort to ensure harmony and happiness within by ensuring that "what I am" is in line with my natural acceptance.





The Content for Self-exploration

- The content for self-exploration has two sub-parts:
- a) Desire: What is our basic aspiration?
- b) Program: What is the way to fulfil this basic aspiration?
- If we are able to get the answer to these two things, practically all our questions are answered





The Process of Self-exploration

- Process for Right Understanding:
Self-exploration
- Whatever is stated is a Proposal
(Do not assume it to be true/
false
- Verify it on your own right





Thank you

