



**MEENAKSHI SUNDARARAJAN ENGINEERING COLLEGE**

**(Managed by I.I.E.T Society)**

**363, Arcot Road, Kodambakkam, Chennai – 24**

**Approved by AICTE and Affiliated to Anna University □ 24801636, 24732488**

**Handbook**

**Universal Human Values**



**MEENAKSHI SUNDARARAJAN ENGINEERING COLLEGE**  
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# Incorporating Universal Human Values in Education

(An AICTE Initiative)

## Tests, Quizzes, Assignments and Certification Details

This workshop is about living with fulfilment in our practical day-to-day life. Education is expected to facilitate this aspiration by helping the student to develop a holistic world view as well as the practical skills for living with fulfilment, i.e., living in harmony as an individual as well as with family, society and the natural environment.

### Workshop Timings:

Daily 9:30 AM – 5:00 PM

Sessions usually begin 30 minutes before schedule. Participants are encouraged to join early and interact

This workshop is like a sentence spoken over 5 days. Participation in all sessions is desirable to get/explore all the proposals being put forth.

### AICTE Certification:

Certificate of on-line participation will be given to successful participants only

(min 90% attendance in all sessions, including afternoon sessions. Min 60% marks in final test. Participation in polls (minimum 60%), all quizzes, tests and submission of all assignments is required for certification)

Please note:

- Attendance is automatically tracked through “connect time” moderated by attention time in the form of intermittent “are-you-there” indicators.
- The final test is conducted on the last day of the workshop.
- Quizzes are conducted in every session for clarity and grasp of the proposals being made.
- Assignments are primarily for self-reflection, self-verification, self-exploration and for connecting what is being discussed with our every-day life:

### Participant Surveys and Assignments:

- Pre-workshop survey (open only till FDP starts)  
<https://forms.gle/DFZvKA25rPcDbdXM9>  
**This is a pre-requisite for participating in the workshop**
- Assignments day 1-4 (4 assignments)
  - a. Assignment 1 (opens day 1 after the session, closes day 2 before the session starts)  
<https://forms.gle/L1aqeecB125w7mWD9>
  - b. Assignment 2 (opens day 2 after the session, closes day 3 before the session starts)  
<https://forms.gle/4BDLDSrhoDsN3npL9>
  - c. Assignment 3 (opens day 3 after the session, closes day 4 before the session starts)  
<https://forms.gle/Kvs6XJEafh6YrULM6>
  - d. Assignment 4 (opens day 4 after the session, closes day 5 before the session starts)  
<https://forms.gle/NF4fqReqZxGtFzi17>
- Post-workshop self-evaluation, survey and feedback  
(opens day 5 after the session, closes day 6 Noon)  
<https://forms.gle/vPhwLXCTKvBKrms28>

### Teaching-Learning Material:

Handouts

<https://drive.google.com/drive/folders/16eOka8AoBpLGlCDajRvk4MXgfXQWzFCB?usp=sharing>

Presentations

<http://www.fdp-si.aicte-india.org/download.php#1>

Recording of Hindi 5-Day Online UHV FDP

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<https://www.youtube.com/playlist?list=PLWDeKF97v9SMRfe5PK1HPYnEcrrJOL6K7>

Recording of English 5-Day Online UHV FDP

<https://www.youtube.com/playlist?list=PLWDeKF97v9SP7wSlapZcQRrT7OH0ZlGC4>

Recording of UHV-II lectures (including some FAQs)

[https://www.youtube.com/playlist?list=PLKDfuUlbRCEbe1oj21ih9ECA78R\\_l8d3-](https://www.youtube.com/playlist?list=PLKDfuUlbRCEbe1oj21ih9ECA78R_l8d3-)

### Documentaries:

Day 1:

Story of Stuff

Day 2:

Forks over Knives

Plant Pure Nation

Day 3:

Right Here Right Now (Anand Gandhi)

Day 4:

Ted Talk by Elango Rangasamy

Economics of Happiness

An Inconvenient Truth

Reversing Desertification – Allan Savory

### Faculty Development:

For planning and organising workshops at the University, State or Region level, please contact your university coordinator, NCC-IP Regional Coordinator, AICTE Regional Officer, Convenor NCC-IP at

[induction.outreach@iitbhu.ac.in](mailto:induction.outreach@iitbhu.ac.in) or Chairman NCC-IP at [ncc-ip@aicte-india.org](mailto:ncc-ip@aicte-india.org)

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### Syllabus:

#### I. UHV-I: Student Induction Program (mandatory)

(Please refer Appendix-A for guidelines. Details of Induction program also available in the curriculum of Mandatory courses.)

Induction program (mandatory) 3 weeks duration

Please See: <http://www.fdp-si.aicte-india.org/download.php#1>

#### II. UHV-II: UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY

Course code	HSMC (H-102)				
Category					
Course Title	UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY				
Scheme and Credits	L	T	P	C	Semester 3 or 4
	2	1	0	3	
Pre-requisites (if any)	None. Universal Human Values-I (desirable)				

#### 1. COURSES ON HUMAN VALUES

During the Induction Program, students would get an initial exposure to human values through Universal Human Values-I. This exposure is to be augmented by this compulsory full semester foundation course.

#### Objective

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

#### Salient Features of the Course

The salient features of this course are:

1. It presents a universal approach to value education by developing the right understanding of reality (i.e. a worldview of the reality "as it is") through the process of self-exploration.
2. The whole course is presented in the form of a dialogue whereby a set of proposals about various aspects of the reality are presented and the students are encouraged to self-explore the proposals by verifying them on the basis of their natural acceptance within oneself and validate experientially in living.
3. The prime focus throughout the course is toward affecting a qualitative transformation in the life of the student rather than just a transfer of information.

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4. While introducing the holistic worldview and its implications, a critical appraisal of the prevailing notions is also made to enable the students discern the difference on their own right.

### Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. The course is in the form of 28 lectures (discussions) and 14 practice sessions.
3. It is free from any dogma or value prescriptions.
4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.
6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

## 2. COURSE TOPICS

The course has 28 lectures and 14 tutorials in 5 modules. The lectures and tutorials are of 1-hour duration. Tutorial sessions are to be used to explore and practice what has been proposed during the lecture sessions.

The Teacher's Manual provides the outline for lectures as well as practice sessions. The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue.

The syllabus for the lectures and practice sessions is given below:

### Module 1 – Introduction to Value Education (6 lectures and 3 tutorials for practice session)

**Lecture 1:** Understanding Value Education

**Lecture 2:** Self-exploration as the Process for Value Education

**Tutorial 1: Practice Session PS1** *Sharing about Oneself*

**Lecture 3:** Continuous Happiness and Prosperity – the Basic Human Aspirations

**Lecture 4:** Right Understanding, Relationship and Physical Facility

**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*

### Expected outcome:

The students start exploring themselves: get comfortable with each other and with the teacher; they start appreciating the need and relevance for the course.

The students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of most of the present-day problems; and a sustained solution could emerge only through understanding of value-based living. Any solution brought out through fear, temptation of dogma will not be sustainable.



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The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.

The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to overcome this disharmony.

The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facility in most of the cases, while they have given higher priority to earning of physical facility in their life giving less value to or even ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

### **Module 2 – Harmony in the Human Being (6 lectures and 3 tutorials for practice session)**

**Lecture 7:** Understanding Human being as the Co-existence of the Self and the Body

**Lecture 8:** Distinguishing between the Needs of the Self and the Body

**Tutorial 4: Practice Session PS4** *Exploring the difference of Needs of Self and Body*

**Lecture 9:** The Body as an Instrument of the Self

**Lecture 10:** Understanding Harmony in the Self

**Tutorial 5: Practice Session PS5** *Exploring Sources of Imagination in the Self*

**Lecture 11:** Harmony of the Self with the Body

**Lecture 12:** Programme to ensure self-regulation and Health

**Tutorial 6: Practice Session PS6** *Exploring Harmony of Self with the Body*

### **Expected outcome:**

The students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and Body are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of 'I' too.

The students are able to see that all physical facility they are required for a limited time in a limited quantity. Also they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.

The students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.

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The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance

The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

### **Module 3 – Harmony in the Family and Society (6 lectures and 3 tutorials for practice session)**

**Lecture 13:** Harmony in the Family – the Basic Unit of Human Interaction

**Lecture 14:** Values in Human-to-Human Relationship

**Lecture 15:** 'Trust' – the Foundational Value in Relationship

**Tutorial 7: Practice Session PS7** *Exploring the Feeling of Trust*

**Lecture 16:** 'Respect' – as the Right Evaluation

**Tutorial 8: Practice Session PS8** *Exploring the Feeling of Respect*

**Lecture 17:** Understanding Harmony in the Society

**Lecture 18:** Vision for the Universal Human Order

**Tutorial 9: Practice Session PS9** *Exploring Systems to fulfil Human Goal*

#### **Expected outcome:**

The students are able to note that the natural acceptance (intention) is always for living in harmony, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for them and for others through he may have different body, physical facility or beliefs.

The students are able to use their creativity for education children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

### **Module 4 – Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session)**

**Lecture 19:** Understanding Harmony in the Nature

**Lecture 20:** Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature

**Tutorial 10: Practice Session PS10** *Exploring the Four Orders of Nature*

**Lecture 21:** Realizing Existence as Co-existence at All Levels

**Lecture 22:** The Holistic Perception of Harmony in Existence

**Tutorial 11: Practice Session PS11** *Exploring Co-existence in Existence*

#### **Expected outcome:**



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The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfillment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation (in terms of nurturing, protection and right utilization) in the nature.

The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

### Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practice session)

**Lecture 23:** Natural Acceptance of Human Values

**Lecture 24:** Definitiveness of (Ethical) Human Conduct

**Tutorial 12: Practice Session PS12**      *Exploring Ethical Human Conduct*

**Lecture 25:** A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

**Lecture 26:** Competence in Professional Ethics

**Tutorial 13: Practice Session PS13**      *Exploring Humanistic Models in Education*

**Lecture 27:** Holistic Technologies, Production Systems and Management Models-Typical Case Studies

**Lecture 28:** Strategies for Transition towards Value-based Life and Profession

**Tutorial 14: Practice Session PS14**      *Exploring Steps of Transition towards Universal Human Order*

### Expected outcome:

The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/Management/any other area of study to ensure mutual fulfillment. E.g. mutually enriching production system with rest of nature.

The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for the happy and prosperous family and society.

### Guidelines and Content for Practice Sessions (Tutorials)

In order to connect the content of the proposals with practice (living), 14 practice sessions have been designed. The full set of practice sessions is available in the Teacher's Manual as well as the website.

#### Practice Sessions for Module 1 – Introduction to Value Education

PS1      Sharing about Oneself

PS2      Exploring Human Consciousness

PS3      Exploring Natural Acceptance

#### Practice Sessions for Module 2 – Harmony in the Human Being

PS4      Exploring the difference of Needs of Self and Body

PS5      Exploring Sources of Imagination in the Self

PS6      Exploring Harmony of Self with the Body

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Practice Sessions for Module 3 – Harmony in the Family and Society

- PS7 Exploring the Feeling of Trust
- PS8 Exploring the Feeling of Respect
- PS9 Exploring Systems to fulfil Human Goal

Practice Sessions for Module 4 – Harmony in the Nature (Existence)

- PS10 Exploring the Four Orders of Nature
- PS11 Exploring Co-existence in Existence

Practice Sessions for Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics

- PS12 Exploring Ethical Human Conduct
- PS13 Exploring Humanistic Models in Education
- PS14 Exploring Steps of Transition towards Universal Human Order

As an example, PS 7 is a practice session in module 3 regarding trust. It is explained below:

**PS 7:** Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are:

- |                                            |                                                 |
|--------------------------------------------|-------------------------------------------------|
| 1a. Do I want to make myself happy?        | 1b. Am I able to make myself always happy?      |
| 2a. Do I want to make the other happy?     | 2b. Am I able to make the other always happy?   |
| 3a. Does the other want to make him happy? | 3b. Is the other able to make him always happy? |
| 4a. Does the other want to make me happy?  | 4b. Is the other able to make me always happy?  |
| <u>Intention (Natural Acceptance)</u>      | <u>Competence</u>                               |
| What is the answer?                        | What is the answer?                             |

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention and competence as well as the others' intention and competence.

**Expected outcome of PS 7:** The students are able to see that the first four questions are related to our Natural Acceptance i.e. intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention, as a result we conclude that I am a good person and other is a bad person.

### 3. READINGS:

#### 3.1 Text Book and Teachers Manual

##### a. The Textbook

*A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1

##### b. The Teacher's Manual

*Teachers' Manual for A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

#### 3.2 Reference Books

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1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

### **4. MODE OF CONDUCT (L-T-P-C 2-1-0-3)**

- Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.
- Tutorial hours are to be used for practice sessions.
- While analysing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.
- In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.
- Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department, including HSS faculty.**

**Teacher preparation with a minimum exposure to at least one 8-day Faculty Development Program on Universal Human Values is deemed essential.**

### **5. SUGGESTED ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self-assessment, peer assessment etc. will be used in evaluation.

Example:

Assessment by faculty mentor: 10 marks

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Self-assessment: 10 marks

Assessment by peers: 10 marks

Socially relevant project/Group Activities/Assignments: 20 marks

Semester End Examination: 50 marks

The overall pass percentage is 40%. In case the student fails, he/she must repeat the course.

### **6. OUTCOME OF THE COURSE:**

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

This is only an introductory foundational input. It would be desirable to follow it up by

a) Faculty-student or mentor-mentee programs throughout their time with the institution

b) Higher level courses on human values in every aspect of living.

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## **Universal Human Values Foundation Course in Higher Education**

In the academic domain, we have successfully experimented for several years with the course inputs designed on the basis of above-mentioned research efforts primarily in two modes – one, in the form of an eight-day full-time residential workshop and second, in terms of a regular one-semester classroom interaction course. In the first mode, this input has been experimented mainly with the teachers in the institutional framework through Teacher Orientation Programs or Faculty Development Programs for the past fifteen years.

The other mode also has been successfully experimented in a large number of professional institutions. The spadework for formulation of the contents for a regular course was carried out at NRCVEE (National Resource Center for Value Education in Engineering) in IIT Delhi since 2001 involving extensive consultations with various stalwarts. From 2005, IIIT Hyderabad started conducting full-scale implementational experiments to introduce a two-semester course on human values for the engineering students which was very well received.

In 2009, UP Technical University (now called AKTU), Lucknow decided to launch the foundation course in 'Human Values and Professional Ethics' in all its affiliated professional institutions which provided a sort of break-through in implementation of Human Values in Higher Technical Education. The first edition of this book was brought out at this juncture.

It was followed by Punjab Technical University (PTU), Jalandhar in 2010. The foundation course was initiated in about 300 professional institutions after extensive teacher training. The work at PTU subsequently also included development of a post-graduate diploma and an M. Tech. Programme in this domain.

Since 2012, an annual International Conference on 'Human Values in Higher Education' is being held mainly inviting the Vice-chancellors, Heads of Institutions and other Educational Administrators to promote wider consultation, sharing of experiences and implementation possibilities. In this process, The Royal University of Bhutan showed very keen interest in this course and found it very conducive to their ongoing efforts towards promoting the concept of Gross National Happiness. This was also taken up by Khesar Gyalpo University of Medical Sciences of Bhutan. In fact, these universities have been instrumental in implementing this programme at a wide scale in their country, since 2013. A few other SAARC Nations have shown keen interest towards introducing Human Values in Education. These experiments have showed encouraging results. By now, more than 40 universities, with more than 4000 institutions, across 10 states in India, are offering this foundation course as a core part of their academic curricula. Recently, the All India Council for Technical Education (AICTE) included Universal Human Values as an essential component of the model curriculum for technical

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education throughout India. It is included as a mandatory 3-credit full-semester course in the 3<sup>rd</sup>/4<sup>th</sup> semester and also as a core part of the student induction programme.

Therefore, we now feel that we have one such universal content and methodology which can effectively be implemented for introducing Universal Human Values (UHV) in higher education.

The experience of more than a decade of the focussed effort as mentioned above has brought us significant insight in this domain. We have been typically receiving the following feedback about this course:

- It covers the entire expanse of human living: from self to family, society, nature and existence and covers all dimensions of human life: thought, behaviour, work and realisation.
- Addresses the 'Self' – discusses the human being, particularly the Self and does not just focus on external realities. This turns out to be self-empowering since each individual is able to make decisions and find out what is of value to them in their own right.
- It relates to one's life and living – establishes relevance in a person's life and does not just deal with information and skills. One can see the results of this understanding in human living at all levels:
  - The wisdom (understanding, clarity, purpose) has increased. There is more thought about higher human goals. This clarity about direction and purpose of life has resulted in increased self-discipline, greater sense of responsibility and reduced need for external enforcement.
  - The attention to relationship (in the family, with colleagues, with teachers, etc.) has increased leading to increased sense of commitment towards family and society.
  - There is deep sense of gratitude for efforts made by elders, culture and tradition.
  - Students tend to be more responsible towards academics. This has also had a positive impact on employability, self-employment and commitment toward higher studies and teaching.
  - It has become clearer that material needs are limited and when appropriately determined, these can be fulfilled without much difficulty, thus providing the feeling of prosperity.
- The methodology of self-exploration facilitates understanding rather than simply some information transfer.

Value-based education is essential to bring about the desired transformation – individual transformation towards the development of human consciousness and societal transformation towards an un-fragmented, humane society.

Of course, the introduction of the foundation course in the present mainstream education system is only the starting point. From there, the journey has to go a long way. The next step is making transition towards value-based education, in which the whole content of education is designed on the basis of universal human values, i.e. education for the well-being of all. This would result into value-based living in the family, and ultimately in the whole human society.

Course Textbook and Teachers' Manual:

*A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1

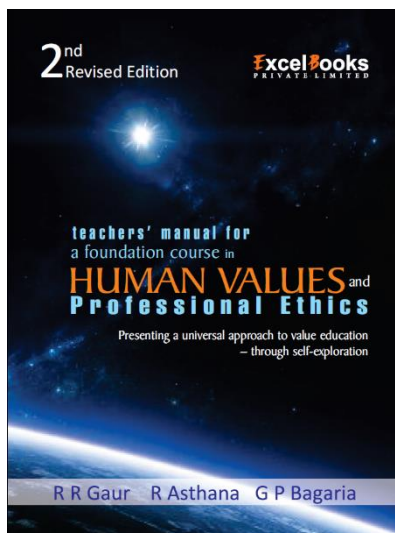
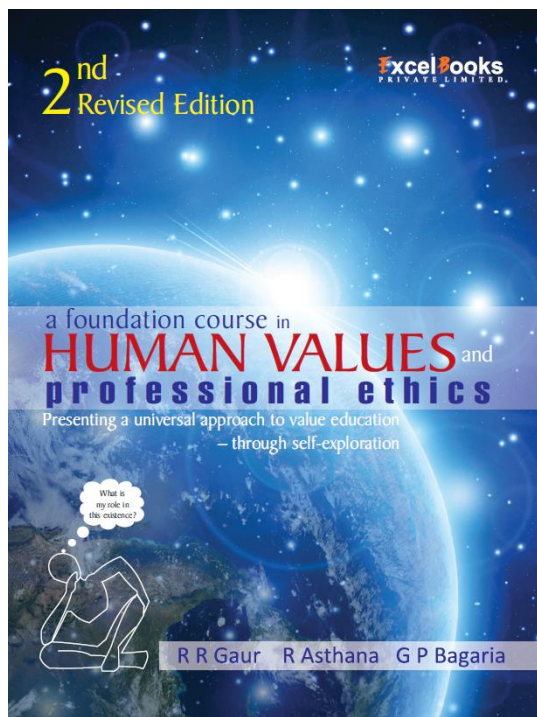
Teachers' Manual for *A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2



# Incorporating Universal Human Values in Education

(An AICTE Initiative)

## Tests, Quizzes, Assignments and Certification Details



This textbook and teachers' manual, designed for a foundation course in Human Values and Professional Ethics, is an outcome of the long-drawn search, visualization and experimentation by the authors and their colleagues to evolve an effective and universally acceptable content and methodology for introducing value education in the present curricula of technical and other professional institutions. Thus, it is in response to a long-felt and urgent need to integrate

education in human values with professional skills. A unique methodology focusing on the right understanding of the human reality vis-à-vis rest of existence has been systematically presented. This involves the discovery of the inherent harmony and co-existence in entire existence forming the basis of Universal

Human Values and facilitating transformation towards holistic perception and 'Human Consciousness'.

Starting with identification of basic human aspirations as happiness and prosperity in continuity, the discussion is focused on the appropriate programme to fulfill these enabling to live a fulfilling life. Understanding harmony at various levels starting from the human beings and spanning up to the whole existence forms the core contents of value education in this book. Finally, the important implications of 'right understanding' in life and profession are adequately elaborated.

Unlike the conventional treatment, the issues in professional ethics are analyzed in the context of right understanding thereby enabling the resolution of various ethical dilemmas. The main focus is on the development of the ethical competence in the individual through right understanding. The book concludes by proposing salient steps to undertake the journey towards holistic and value-based living.

### Salient Features

- The prime focus throughout the book is towards affecting a qualitative change in the consciousness of the reader, a change in the worldview rather than on mere information transfer.
- The whole content is presented in the form of proposals and the students are encouraged to self-explore and verify these on the basis of their natural acceptance and experiential validation.
- The style of presentation is in the form of a dialogue with ample repetition to assimilate the core concept.
- Each chapter starts with a recap of the previous understanding and ends with a crisp summary as well as a probing set of questions to test the grasp of subject matter, practice exercises to connect the proposals with real-life situation and some creative project work.
- The book is supplemented with a Teacher's Manual and a website. A model course syllabus is also given in the appendix to facilitate the teaching-learning process.

The Teachers' manual provides general guidelines as well as the templates for planning the lectures. Each lecture starts with a recap and ends with a crisp key takeaways.

In addition, practice exercises to connect the proposals with real-life situations, creative project ideas and guidelines for evaluation of the students are also given. Needless to emphasise that the textbook for this course, which has been thoroughly revised and enriched in its second edition, provides the main teaching material. In addition, the following supporting material is also available through the web-site:

- A set of lecture-wise presentations.

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- Frequently asked questions.
- Videos used in practice sessions
- Links to videos of each lecture (available on YouTube).
- FDP schedules and registration links.
- Real-life experiences of teachers and students regarding this course.
- Latest updates.

Finally, it may be worth mentioning that the authors and the publisher consider the efforts towards integrating value education in the present education system as a mission.

In this spirit, no royalty is being charged on this work and the price is kept as low as possible.

In addition, e-book versions are also being made available for facilitating wide-spread use of this innovative learning material.





## 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?)

The purpose of education is to facilitate the development of clarity on the aspiration and adequate competence to actualize it.

For this, it is essential to understand what a happy, fulfilling and successful life is – what is really valuable for human being; what is our purpose as a human being? Understanding human aspiration, or what is really valuable for human being, is the value domain. The subject which enables us to understand this domain is called ‘Value Education’ (VE). 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?’.

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!

The present education system has largely become skill-biased. For developing skills, the prime emphasis is on science and technology, without a base of values. Skills can only help to provide the means to achieve what is considered valuable. It is not within the scope of science and technology to provide a way to decide what really is valuable. The consequence of skill-biased education is clearly visible in the form of serious crises at the individual, societal and environmental level. Thus, there is a strong need to rectify this situation. Value education is a crucial missing link in the present education system.

But more importantly, the prime need of value education is to understand human aspirations, to discover what is truly valuable in life; and work out the program for its fulfillment.

## 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. E.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 order<sup>1</sup>, i.e. 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.

### Continuous Happiness and Prosperity as Basic Human Aspirations

Whatever we think, whatever we do is with some end state in mind. That end state is our basic aspiration.

When you ask yourself:

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

The answers are in affirmative yes. We have a natural acceptance for continuity of happiness and prosperity. These are our basic aspirations.

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<sup>1</sup>The word 'order' is used interchangeably with the word 'harmony', throughout



## Basic Requirements for Fulfilment of Human Aspirations

When we try to find out if we have fulfilled our basic aspiration, it is not always so affirmative. There is quite a gap between our basic aspiration and our state of being.

When we reflect on all the effort we are making, we can easily see that we are generally working for accumulation of physical facility!

The basic problem is that we have assumed that 'happiness and prosperity will automatically come when we have enough physical facility'.

This is something we need to explore in our own life. Where are we putting in our effort?

If continuity of happiness and prosperity is not achieved by just accumulating physical facility then what else is essential to do? Let's try to find out by asking this question to ourselves:

Is the unhappiness in my family

- More due to lack of physical facility or
- More due to lack of fulfilment in relationship?

When you explore into it, you will find that the major reason for the unhappiness in the family is the lack of fulfilment in relationship and not just the lack of physical facility.

Now to look at the investment of your effort, find out:

- How much time and effort you are investing for physical facility, and
- How much time and effort you are investing for fulfilment in relationship?

Generally, most of the time and effort is being invested for physical facility, assuming that everything is going to be fine when there is enough physical facility, and there will be no unhappiness in the family.

The problems are more due to lack of fulfilment in relationship, and we are investing major part of our time and effort for physical facility.

With this discussion, the conclusion that we want to draw out of this is a very simple one:

**For human being physical facility is necessary, but relationship is also necessary.**

In fact, by seeing this, we can understand the difference between animals and human beings. Physical facility is necessary for animals as well as for human beings. For animals, it is necessary as well as adequate. But when it comes to human beings, that is not the case – physical facility is a necessity, but physical facility alone is not going to suffice for the fulfilment of human being.

When a human being has lack of physical facility, (s)he becomes uncomfortable and unhappy. Once (s)he gets the physical facility, (s)he forgets about it and starts thinking about many other things.

So, we can conclude that physical facility is necessary for animals; it is necessary for human beings also. However:

- For animals, physical facility is necessary as well as adequate.
- For human beings, physical facility is necessary, but physical facility alone is not adequate.

While we do have a natural acceptance to live in relationship, are we actually able to ensure living in relationship? Have we understood this or just assumed it? To explore this further, find out if:

1. You want to live in relationship (harmony) with others or
2. You want to live in opposition with others or
3. You believe, living has to be necessarily in opposition with others, i.e. there is 'struggle for survival', 'survival of the fittest' and if you feel happy living this way?



## Universal Human Values Handout 1 of 5

### Introduction to Value Education



A little introspection will show that out of these three, what is naturally acceptable is the first one. You certainly do not want to live in opposition with others. But you may be conditioned to think in a manner as mentioned in the third option. If we adopt the third option, it has significant negative implications in our life, in the family and in the society. We can see this all around today.

In relationship, what is generally happening today is something like this:

*Every time when there is fight, we want to resolve it. We start the next day with the thought that we don't want to fight today; but a fight takes place again (sometimes by the end of the same day).*

Does this happen with you, with your brother, sister, father, mother, spouse, children, with your friends, co-workers, etc.? Getting irritated, angry, not speaking for days, dragging each other to court, divorces, etc. are indicators of the situation in relationship.

For ensuring fulfilment in relationship, it is necessary to have right understanding about relationship.

From the preceding discussion, it may be concluded that **for fulfilment of human being— physical facility, relationship and right understanding – all three are necessary.**

We can see that physical facility, relationship and right understanding are three distinct realities. All three are required for fulfilment of human being. One cannot be substituted for the other.

If we investigate into the priority among these, we can see that right understanding is the first priority, fulfilment in relationship with human being is the second priority and ensuring physical facility with rest of nature is the third priority.

### Right Understanding, Relationship and Physical Facility

Human being wants to live with continuous happiness and prosperity and this is possible by ensuring right understanding, fulfilment in relationship and physical facility in the correct priority. This is living with 'human consciousness'.

On the other hand, if one is living for physical facility alone, and not ensuring right understanding and right feeling in relationship, s(he) feels unhappy and makes others unhappy too. This is one outcome.

The other outcome is that if the right understanding is missing, one is not able to identify the need for physical facility. Now, if we are not able to identify our need for physical facility then regardless of how much physical facility we accumulate, we never feel that we have enough. We keep wanting more. This feeling of not having enough is the feeling of deprivation. As a result, one is deprived, exploiting and depriving others.

While physical facility alone may suffice for animals, it is not adequate for human being to be fulfilled. Under this condition, one is living with 'animal consciousness'.

There are generally two kinds of people today:

1. Those lacking physical facility, unhappy and deprived
2. Those having physical facility, and yet unhappy and deprived

Try to find out where you are – at 1 or at 2?

Whereas we really want to be is in the following state, i.e.

3. Having physical facility, happy and prosperous.



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### Introduction to Value Education



It is easy to see that we naturally want to be in the state 3, of having more than required physical facility, happy and prosperous. However, today we seem to be at 1 or 2 and our effort is generally for 2. You can see that what is called development today largely takes us from '1' to '2'.

Now, if we are able to ensure all three, i.e. right understanding, relationship and physical facility, in that order of priority, let us see the outcome (refer to fig. 3-5).

- Through right feeling in relationship, based on right understanding, we can ensure mutual happiness – happiness for ourselves as well as happiness for others.
- With right understanding, we can identify the need for physical facility. We can also learn how to produce using a mutually enriching production process. Once we are able to ensure the availability of more than required physical facility, we have a feeling of prosperity; isn't it?



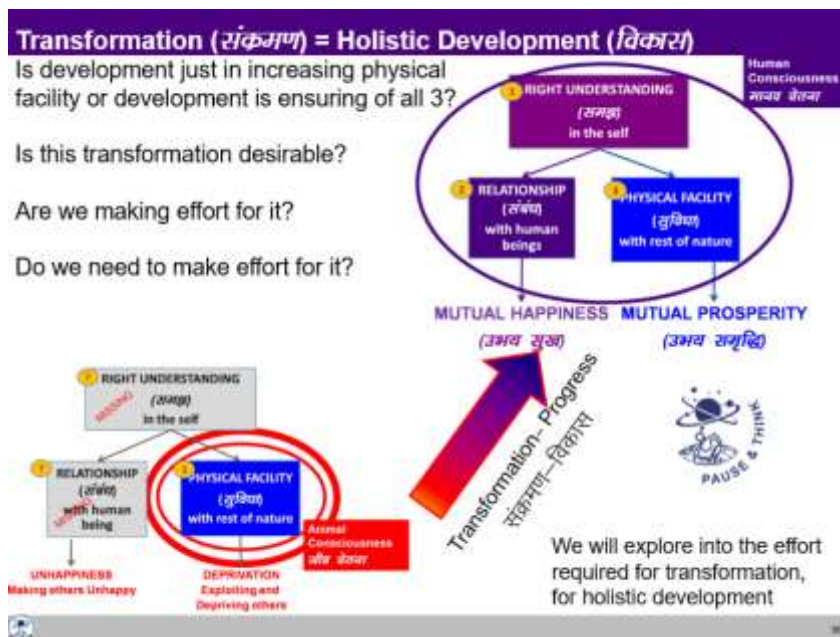
### Development of Human Consciousness

We can clearly envisage holistic development as the transformation of consciousness –to human consciousness. Of course, it will necessitate working on all three – right understanding, fulfilment in relationship as well as physical facility; and in that order of priority.



## Universal Human Values Handout 1 of 5

### Introduction to Value Education



### Role of Education-Sanskar

(Enabling the Transformation to Human Consciousness)

The role of education is essentially to facilitate holistic development, i.e. the individual transformation to human consciousness as well as the societal transformation to a humane society.

For this, the education-sanskar has to ensure:

1. Right understanding in every child,
2. The capacity to live in relationship with other human beings, and
3. The capacity to identify the need for physical facility, the skills and practice for sustainable production of more than what is required, leading to the feeling of prosperity.

**Education is developing the right understanding (holistic perspective).**

**Sanskar is the commitment, preparation and practice of living with right understanding. The preparation includes learning appropriate skills and technology.**







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### Introduction to Value Education



#### Key Takeaways

The prime need of value education is to understand human aspirations, to discover what is truly valuable (human value) in life. Value of any entity is its participation in the larger order of which it is a part. The value of human being is its participation towards mutual fulfillment (harmony) starting from within themselves, then extending in their family, in the society and in nature. The content of value education has to be universal, rational, natural, verifiable and leading to harmony. The process of value education has to be a process of self-exploration, rather than being prescriptive.

The basic aspiration of a human being is continuity of happiness and prosperity. To fulfil this, three things are required in order of priority: right understanding, relationship and physical facility, and one cannot be substituted for the other.

Human consciousness is living with continuous happiness and prosperity by ensuring right understanding, fulfilment in relationship and physical facility in the correct priority. Holistic development is the transformation from animal consciousness to human consciousness. Education-sanskar has the most significant role to play in this transformation.





## Process of Value Education – 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. Whatever is found as truth or reality may be stated as a proposal and every student is to be encouraged to verify it on his/her own right.

You can check if you want to be able to decide on your own right or 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:

- 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.

Further, self-exploration is a process of dialogue. To begin with, it is initiated as a dialogue between us and you. This course systematically presents a series of proposals for your exploration. As you explore, you try to verify the proposals and start asking these questions to yourself. Then, it turns into a dialogue within your own Self.

### The Dialogue Within

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. The dialogue within constitutes the major part of it. Through this, we:



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### Introduction to Value Education



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

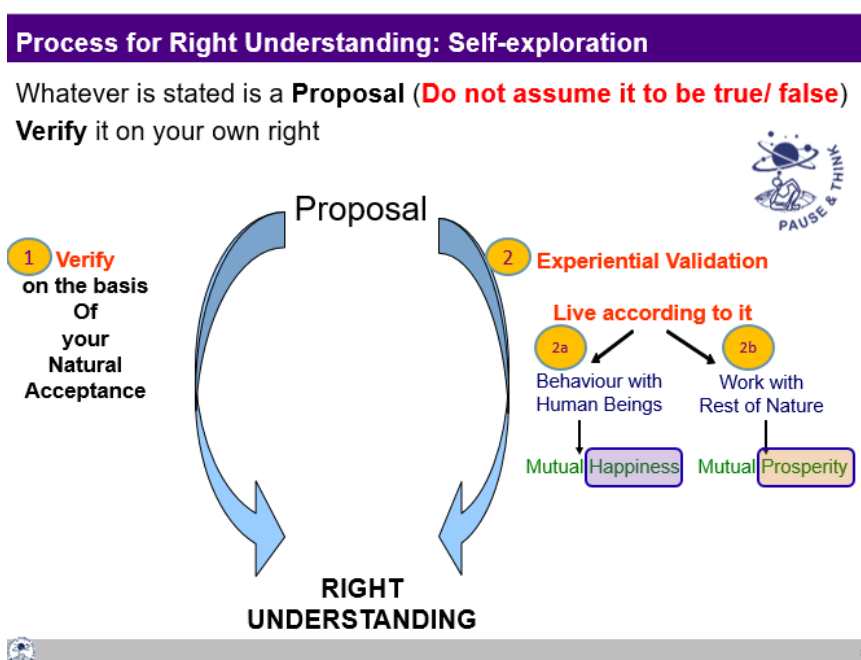
The content for self-exploration has two sub-parts:

- 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

Whatever is stated here is a proposal; do not assume it to be true or false, right or wrong. Verify it – verify it on your own right, on the basis of your natural acceptance. This is the first part of the process.



The second part of self-exploration is experiential validation. It means trying to live according to the proposal. In living, there are two parts – one is the behaviour with other human beings and the second is work with rest of nature. When we are behaving with human being on the basis of this proposal, we want to verify whether it leads to mutual happiness or not. If it leads to mutual happiness, it is a right proposal; if it does not lead to mutual happiness, it is not a right proposal. Similarly, when we are working with rest of nature on the basis of this proposal, we want to verify whether it leads to mutual prosperity or not. If it leads to mutual prosperity, it is a right proposal; if it does not lead to mutual prosperity, it is not a right proposal.

### Understanding Natural Acceptance – the basis for Right Understanding

(Distinguishing between acceptance and natural acceptance)

Natural acceptance has to do with something fundamental, something related to our purpose, something related to our basic desires. When we ask a question related to these, we get a definite answer from our natural acceptance. For example,

- Is happiness naturally acceptable or is unhappiness naturally acceptable?
- Is it naturally acceptable to live in relationship or in opposition?
- What is naturally acceptable – to nurture your Body or to exploit it?



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### Introduction to Value Education



For all these questions, we get a definite answer when we refer to our natural acceptance.

On the other hand, we have an acceptance for our likes and dislikes, assumptions, pre-conditionings, beliefs, world-view, perspective, etc. but these may or may not be naturally acceptable to us.

Of course, all acceptances are not wrong. Passing them through our natural acceptance will validate them and contribute to our self-confidence.

Some of the characteristics of natural acceptance are:

- *It does not change with time*
- *It does not change with place*
- *It does not change with the individual*
- *It is uncorrupted by likes and dislikes or assumptions or beliefs*
- *It is innate, a part and parcel of our being; we don't need to create it*
- *It is definite*

As we refer to our natural acceptance, we become self-referential.

To conclude, the complete process of self-exploration yields right understanding as the tangible outcome.

Right understanding obtained through self-exploration can be recognised as follows:

- a. It is assuring
- b. It is satisfying
- c. It is universal
  - i. Time: It holds good for all time – past, present and future
  - ii. Space: It is the same at all places or locations
  - iii. Individual: It is the same for every human being

In case the outcome of self-exploration does not fulfil any of the above three criteria, it means that it is not the right understanding. It could be a pre-conditioning or we have made a mistake in looking into our natural acceptance and so, we need to continue exploring.

Self-exploration ultimately results in right understanding of the entire existence, i.e. “realisation of co-existence”, “understanding of harmony” and “contemplation of relationship”.

### Key Takeaways

Self-exploration is a process of seeing the reality on our own right, by our own investigation, observation and analysis. It is a process of dialogue between “what I am” and “what is naturally acceptable to me”. It includes verifying the proposals on the basis of natural acceptance (which is not the same as acceptance) and validating experientially in living.



## Exploring the Meaning of Happiness and Prosperity

As stated earlier, the proposal for happiness is:

“The state or situation, in which I live, if there is harmony / synergy in it, it is Naturally Acceptable to me to be in that state / situation”.

“To be in a state / situation which is Naturally Acceptable is Happiness”.

i.e. “To be in a state of Harmony / Synergy is Happiness”.

**i.e. Happiness = Harmony.**

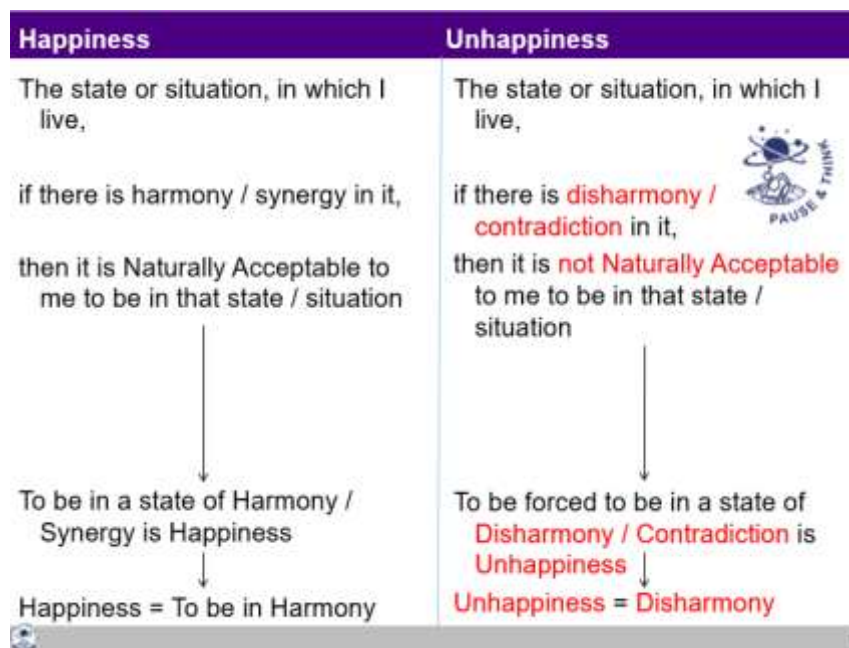
Some exploration will show that when we are in a state of harmony within, we feel happy because that state is naturally acceptable to us. When we are in a situation with the outside world in which there is harmony, we feel happy as the feeling of being in that situation is naturally acceptable to us. This state or situation of being in line with natural acceptance is happiness. Similarly,

“The state or situation, in which I live, if there is disharmony / contradiction in it, it is not Naturally Acceptable to me to be in that state / situation”.

“To be forced to be in a state / situation which is not Naturally Acceptable is Unhappiness”.

i.e. “To be forced to be in a state of Disharmony / Contradiction is Unhappiness”.

**i.e. Unhappiness = Disharmony.**



### Is Happiness the same as Excitement?

The question is whether the feeling that we get is happiness or something else.

- What we get from the favourable sensation = happiness?
- Is the favourable feeling we get from the other = happiness?

What we get in both cases is a sort of momentary happiness. This is what is called as excitement. There is confusion between excitement and happiness (a harmonious state within). Excitement is short lived, not sustainable, while a harmonious state within is something which can be continuous and sustainable.

### Exploring the Meaning of Prosperity

**Prosperity is the feeling of having more than required physical facility.**



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### Introduction to Value Education



There are two basic requirements:

1. Right assessment of the need for physical facility, along with its required quantity.
2. Ensuring the availability/production of more than required physical facility.

We can have a feeling of prosperity only if we are able to do the right assessment of our physical needs. The right assessment of physical needs, along with their required quantity, will come through right understanding. Without that right assessment, the feeling of prosperity cannot be assured, regardless of the availability or accumulation of physical facility that we may have been able to do.

Just assessing the need is not enough. We need to ensure the availability or production of more than the required quantity. This requires skills, technology and production. With both of these, right assessment and availability, we have more than required physical facility. Over and above that, it is a matter of feeling that we have more than enough.

When you have a feeling of prosperity, you will naturally think of nurturing and enriching others. On the other hand, if we feel deprived then we think of exploiting and depriving others.

**Prosperity = The feeling of having / producing  
more than required Physical Facility**

**समृद्धि = आवश्यक सुविधा से अधिक की उपलब्धि / उत्पादन का भाव**

**Prosperity and Possession of Wealth are two different things**



### Prevailing Notions of Prosperity

By and large, there is confusion between accumulation of physical facility and the feeling of prosperity. It is generally assumed that the richer you are, the more prosperous you are, i.e. the more you have accumulated, the more prosperous you are. With this sort of assumption, we pursue prosperity with an obsession for profit, for accumulation. That is happening all around. The major focus in the society today is on accumulation of physical facility. In particular, there is a major focus on accumulating money.

Today, most of the wealth (money) in the world is owned by a very tiny percentage of people. Many such people are seen exploiting others, and exploiting the Earth, in an effort to accumulate even more. Without clarity about how much is required, the effort is for an unlimited quantity of physical facility, and by almost any means. First the efforts may be by legal means, and then slip to even illegal means. This is all because the quantity required is undefined and there is a feeling of deprivation!

### Program for Continuity of Happiness

The expanse of our living is at the following four levels:

1. As an Individual human being
2. As a member of a family
3. As a member of society
4. As a unit in nature/existence

We are living with all this expanse of our being, at these four levels; of course, we may or may not be aware of it.



## Universal Human Values Handout 1 of 5

### Introduction to Value Education



Therefore, the programme for ensuring the continuity of happiness is:

To understand the harmony and To live in harmony	}	at all levels of being: 1. At the level of the individual human being 2. At the level of family 3. At the level of society and 4. At the level of nature/existence
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### Key Takeaways

Happiness is to be in a state of harmony. The expanse of our living is at four levels (individual human being, family, society and nature/existence), and thus the program for continuity of happiness is to be in harmony at all these levels. Prosperity is the feeling of having more than required physical facility.

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## Universal Human Values Handout 2 of 5 Understanding Harmony in the Human Being



Now we will start exploring the four levels of living of a human being, starting from the level of individual.

### Understanding the Human Being (As Co-existence of Self and Body)

We are human beings; and we need to first understand ourselves.

So, what is a human being? The proposal is that human being is co-existence of the Self and the Body. Self is what we term as 'I' and Body is what we see with our eyes.

To understand the two realities, we can start by looking at the needs, activities and response of the Self and the Body.

Human Being मानव	Self मैं	Co-existence सहअस्तित्व	Body शरीर
<b>Need</b> आवश्यकता	<b>Happiness (e.g. Respect)</b> सुख (जैसे सम्मान)		<b>Physical Facility (e.g. Food)</b> सुविधा (जैसे भोजन)
<b>In Time</b> काल में	<b>Continuous</b> निरंतर		<b>Temporary</b> सामयिक
<b>In Quantity</b> मात्रा में	<b>Qualitative (is Feeling)</b> गुणात्मक (भाव है)		<b>Quantitative (Required in Limited Quantity)</b> मात्रात्मक (सीमित मात्रा में)
<b>Fulfilled By</b> पूर्ति के लिए	<b>Right Understanding &amp; Right Feeling</b> सही समझ, सही भाव		<b>Physio-chemical Things</b> भौतिक-रासायनिक वस्तु
<b>Activity</b> क्रिया	<b>Desire, Thought, Expectation...</b> इच्छा, विचार, आशा...		<b>Eating, Walking...</b> खाना, चलना...
<b>In Time</b> काल में	<b>Continuous</b> निरंतर		<b>Temporary</b> सामयिक
<b>Response</b>	<b>Knowing, Assuming*, Recognising, Fulfilling</b> जानना, मानना, पहचानना, निर्वाह करना		<b>Recognising, Fulfilling</b> पहचानना, निर्वाह करना

\* Assuming or Accepting

### The Needs of the Self and the Body

The need of the Self is happiness (e.g. feeling of respect leading to happiness) while the need of the Body is physical facility (e.g. food). All the needs related to the Self are continuous in time while all the needs related to the Body are required for a limited time. This is one way we can differentiate between the need of the Self and the need of the Body.

The other way to see the difference between the two is in terms of quantity and quality. The need for food is quantitative in nature. We can identify the quantity of the food needed to nurture our body. Same is the case with the need of clothes, shelter, etc. On the other hand, the feeling of respect, trust, etc. is not quantitative. We don't say, 'today I got half kg of respect' or 'two metres of trust'. These feelings are qualitative in nature.

Now, let us see how these two different types of needs are fulfilled. The need for food is fulfilled by something physical. But when it comes to the need for respect, it is fulfilled by the feeling of respect. All the needs related to the Body are fulfilled by some physio-chemical things. All the needs related to the Self are in terms of feeling, and they are fulfilled by right understanding and right feeling.

### The Activities of the Self and the Body

The Self has the activity of desire, thought and expectation which are continuous. On the other hand, any activity of the Body, like eating, walking, etc. is temporary in time.

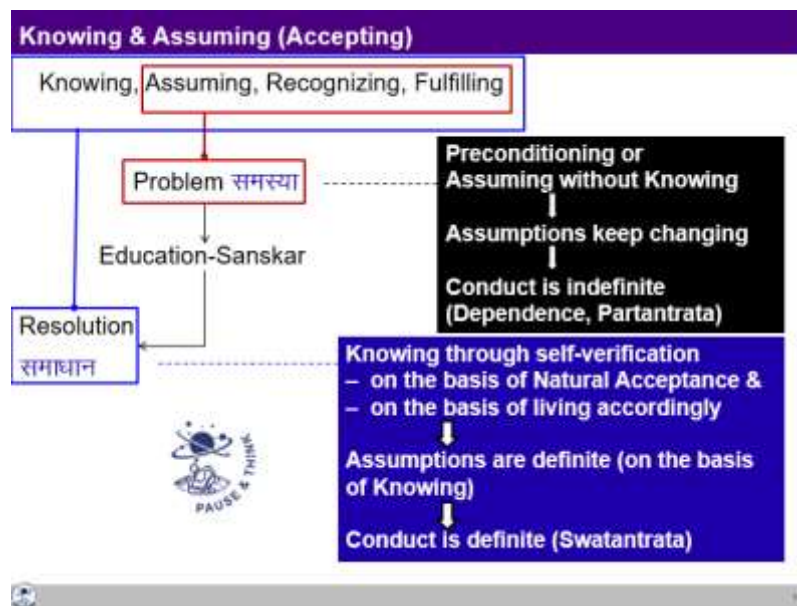




## The Response of the Self and the Body

The response of the Body is based on recognizing and fulfilling whereas the response of the Self is based on knowing, assuming, recognizing and fulfilling. The recognition and fulfilment of the Body is definite, while that of Self is determined by the activity of assuming. As assumption changes, the recognition and fulfilment by the Self also changes. The conduct of the human being basically depends upon the response of the Self, as all decisions are made by the Self. Only with the assumptions set right, i.e. assuming based on knowing (which is definite), can recognising and fulfilling be set right; and only then, the conduct can become definite.

All the problems of a human being are due to assumptions without knowing, and the solution lies in ensuring the activity of knowing. And this is possible only through education-sanskar.



## The Self as the Consciousness Entity, the Body as the Material Entity

The Self and the Body are two different types of reality. The Self is the domain of consciousness, which is characterised by the activity of knowing, assuming, recognising and fulfilling. The Body is the domain of material and it only has the activity of recognising and fulfilling.

Happiness is the need of the consciousness and it is fulfilled by right understanding and right feeling, which are activities of the consciousness itself. The Body is a material unit, its needs are material in nature and they are fulfilled by physio-chemical things.

To understand the human being, both the domain of consciousness as well as the domain of material needs to be understood. For human being to be fulfilled, both domains need to be fulfilled separately.

## Key Takeaways

Human being is co-existence of the Self (Consciousness) and the Body (Material). This can be seen on the basis of exploring into the need, fulfilment of need, activity and response of the Self and the Body. In particular, the response of the body is definite while the response of the self depends on assuming. With assuming based on knowing, the conduct of a human being gets definite, otherwise it is indefinite.

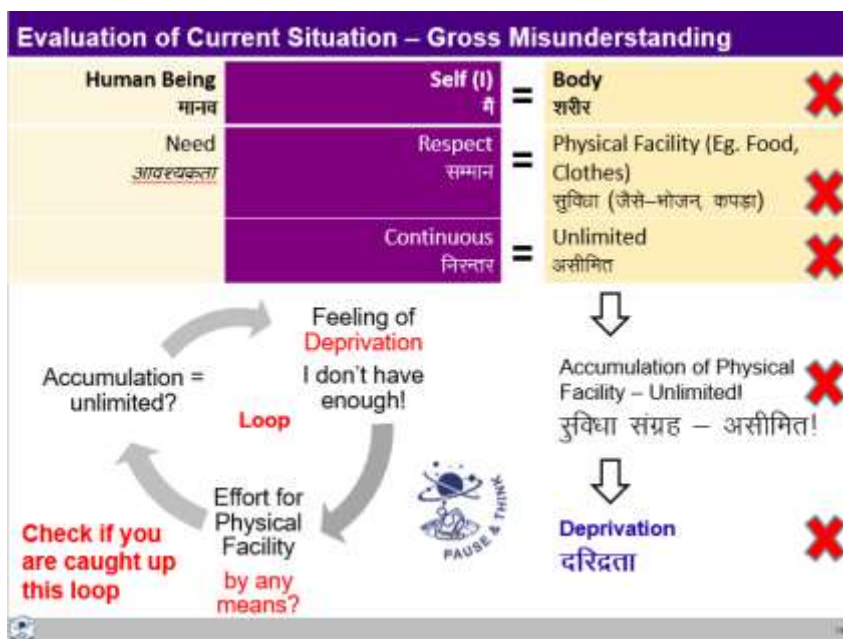
## Gross Misunderstanding – Assuming Human Being to be only the Body

The gross misunderstanding is assuming the human being to be the Body; and therefore, trying to fulfil all the needs through physical facility.



## Universal Human Values Handout 2 of 5

### Understanding Harmony in the Human Being



It is needless to say that due to over-use of physical facility, there are widespread repercussions at every level of human existence. On the one hand, there is exploitation of natural resources for more and more physical facility. On the other hand, human beings are exploited in the process and also, they are made to compete for the limited physical facility.

### The Way Ahead

The only way to come out of this misunderstanding is to understand the human being as it is. The Self has to be understood as a conscious entity and Body as a material entity. Their needs are different, activities are different, response is different and basically, they are two different entities co-existing as a human being.

### Key Takeaways

The needs of the Self and the Body are of two different types, so they have to be fulfilled separately. A gross misunderstanding is to assume the two to be the same, and this leads to the feeling of deprivation and exploitation.



## **Understanding Harmony in the Self**

Now we will explore into the activities of the Self and see how harmony can be ensured among all the activities of the Self, resulting into a state of continuous happiness.

### **Activities of the Self**

The activities of the Self can be seen in terms of desire, thought and expectation.

Desire is the name given to the activity of imaging. You are making an image in the Self. Desire is in the form of an image which you have created within. Thought is the power for the activity of analysing based on comparing various possibilities to fulfil your desire. Expectation is the power for the activity of selecting based on tasting.

### **Activities of the Self are Continuous**

These powers of desire, thought and expectation are inexhaustible, and the activities are continuous. The activities of imaging, analyzing-comparing and selecting-tasting are always going on, whether we are aware of them or not.

### **These Activities Together Constitute Imagination**

These activities are together called imagination. We may not immediately be able to observe our desire, thought and expectation distinctly, but it may be easier to see that something is going on within. One imagination or the other is going on in us all the time.

Happiness and unhappiness depend on the state of imagination. If your imagination is in harmony with your natural acceptance, you are in a state of happiness. When it is in contradiction with your natural acceptance, you are in a state of unhappiness.

Imagination is expressed to the world outside, in terms of behaviour with human being and work with the rest of nature.

We have also referred to imagination as “what I am” and the natural acceptance as “what I really want to be”.

### **State of Imagination**

Once you start looking at your imagination, you will be able to find out the state of your imagination. Your imagination could be well organised, in harmony or it could be a random mixture of harmony and contradiction.

### **Possible Sources of Imagination**

There are three possible sources of motivation for imagination: 1. Preconditioning, 2. Sensation and 3. Natural Acceptance

A dominant source of imagination is preconditioning. Preconditioning means the beliefs, notions, norms, ideas, views, dictums, goals, etc. prevailing in the family, in the society which we have assumed without knowing. They may influence our imagination.

Another major source of our desire, our imagination is the sensation. Sensation is the information we get from the Body through the five sense organs – of sound, touch, sight, taste and smell.

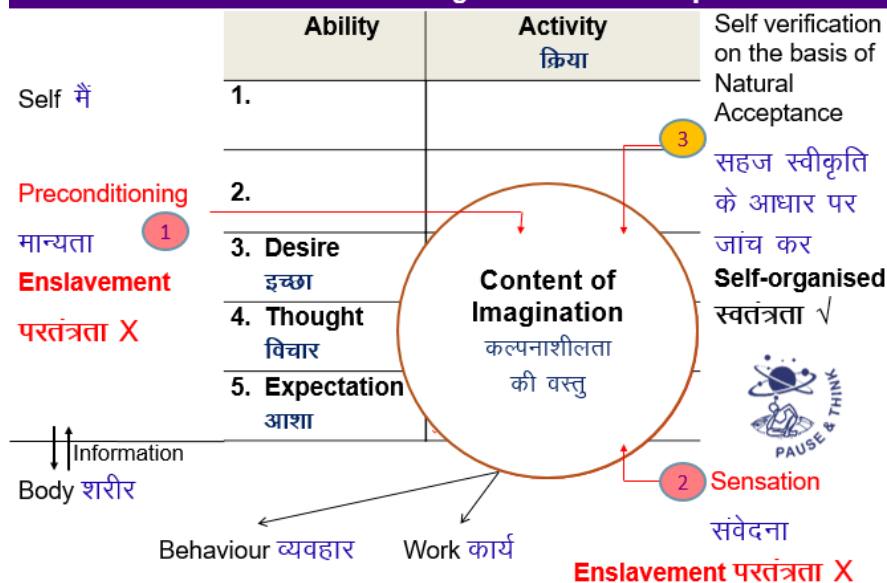


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### Understanding Harmony in the Human Being



#### Sources of Motivation for our Imagination and its Implications



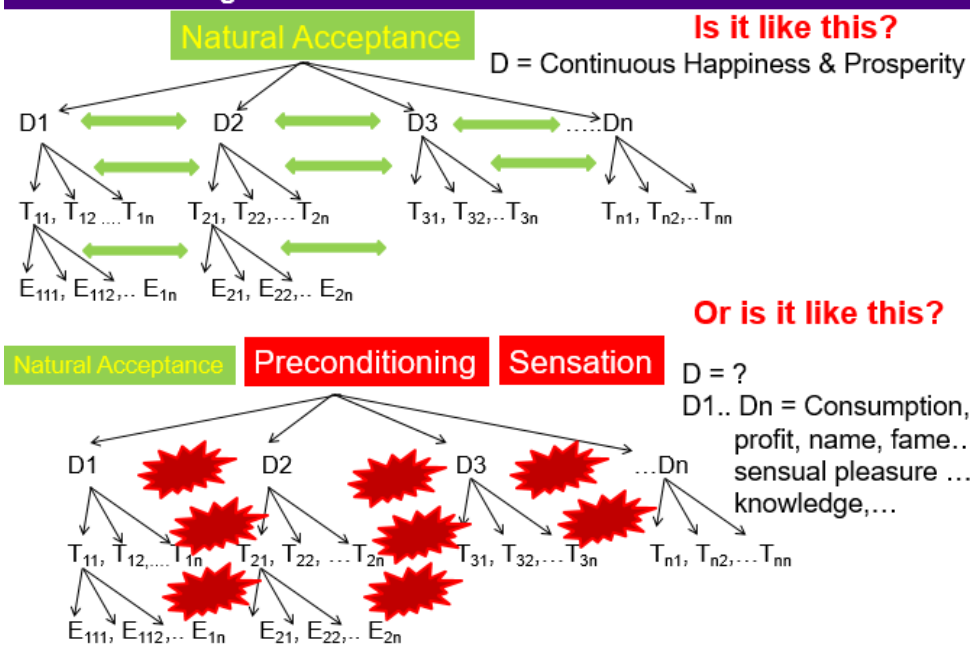
The third source of imagination is our natural acceptance. It can also be referred to as the inner voice or conscience. Self-verification on the basis of our natural acceptance can be the third possible source. It may or may not be the predominant source of motivation currently, but it can be the real source for deciding our desire, our imagination.

### Consequences of Imagination from the three Sources

#### – Self-organisation or Enslavement?

If your imagination is motivated by preconditioning or sensation, you may or may not be in harmony with the natural acceptance. Therefore, you may be in a state of happiness within or unhappiness within. Your happiness is dependent or enslaved by your preconditioning and sensation.

#### Content of Imagination in the Self



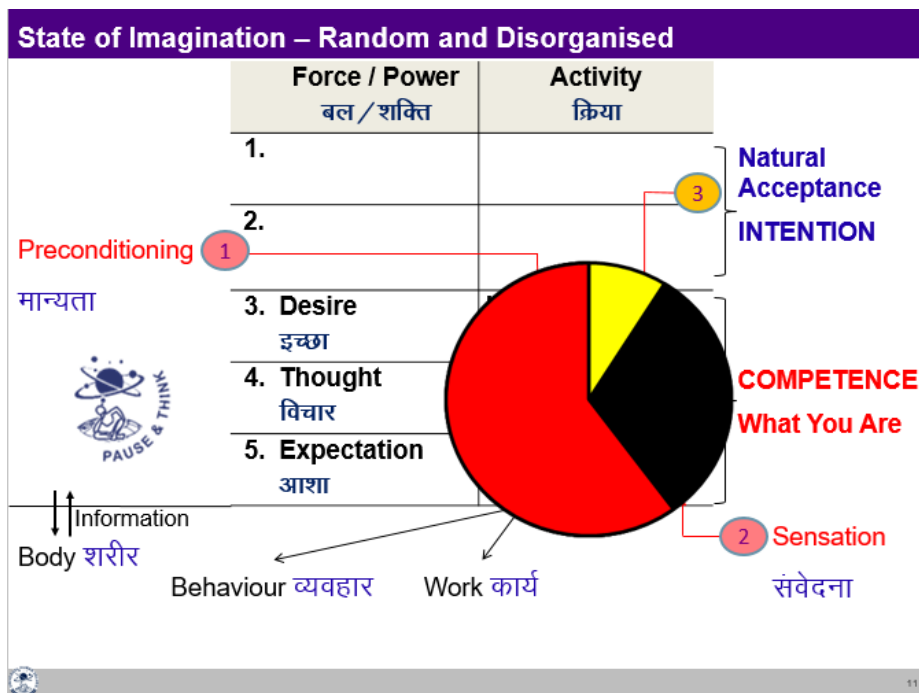


## Universal Human Values Handout 2 of 5

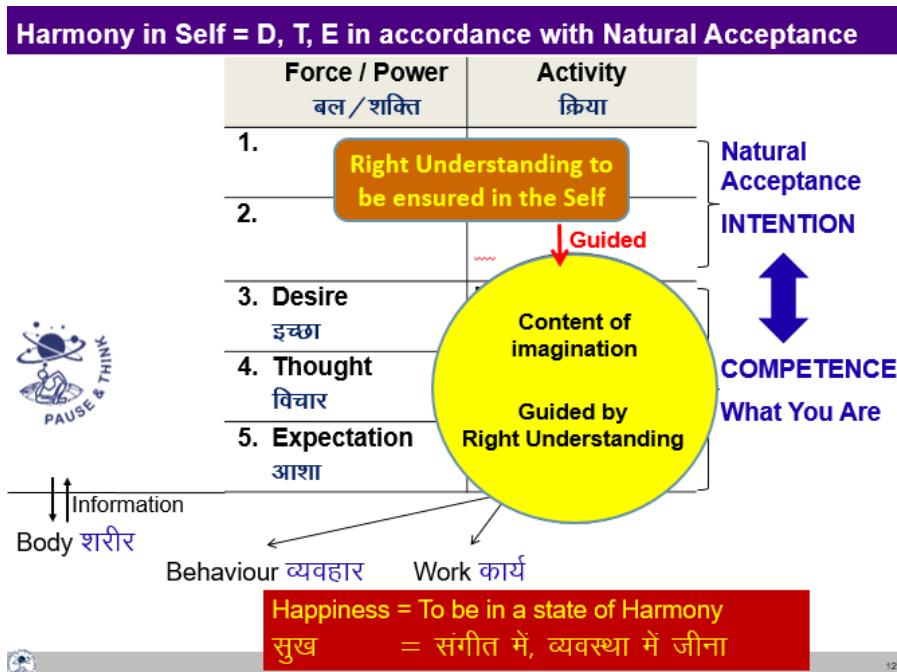
### Understanding Harmony in the Human Being



And then there is a large possibility that there is contradiction in your desires, leading to contradiction in your thoughts and then expectations. In such a state of contradiction within, your imagination is enough to keep you unhappy all the time.



There is a possibility that a large share of your imagination is enslaved by preconditionings and sensations, while a very small share is guided by your natural acceptance. One thing to note here is that sensation is not an enslavement in itself. Through sensation only, the Self is able to take proper care of the Body. But problem arises when you try to associate happiness with favourable sensations. Similarly, there could be some preconditioning which may also be right. But unless you verify it, and validate in your living, it is just like an enslavement. And this leads to unhappiness.





## **Universal Human Values Handout 2 of 5**

### **Understanding Harmony in the Human Being**



If your imagination is guided by your natural acceptance, you are sure to be in harmony and happiness within. You are self-organized.

### **The Way Ahead**

#### **– Ensuring Harmony in the Self by way of Self-exploration**

To achieve this harmony in the Self, we need to start self-exploration. In the process, we need to:

- Know our natural acceptance
- Be aware of our imagination
- Find out the source of imagination
- Work out a way to sort out our imagination till it is fully in line with our natural acceptance

When the imagination is in harmony with the natural acceptance, there is harmony in the Self. This harmony is happiness.

### **Key Takeaways**

The activities of desire, thought and expectation are together called imagination. Imagination is continuously going on in the Self. The sources of imagination can be sensation, pre-conditioning or natural acceptance. There is harmony in the Self when the imagination is in line with one's natural acceptance. Harmony in the Self is in continuity when all the activities of the Self are awakened.





## Understanding Harmony of the Self with the Body

In this lecture, we will discuss the harmony of the Self with the Body, and try to understand self-regulation and health.

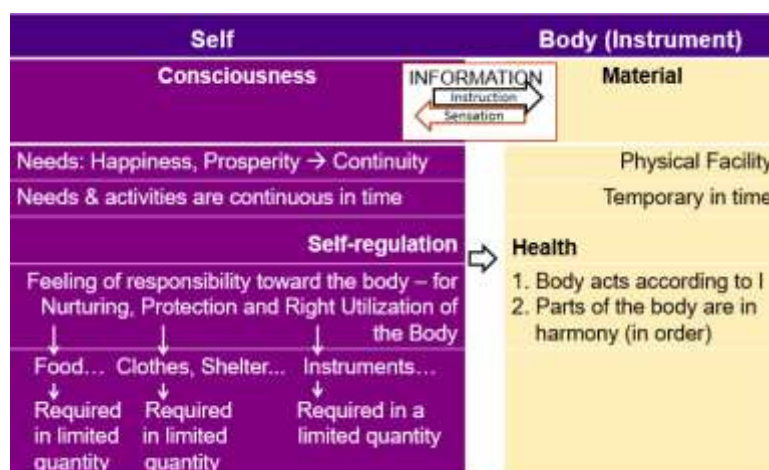
### The Body as a Self-organised System

The Body is a wonderful self-organised system. It has so many parts. Each part co-exists in harmony with every other part. The eyes are well connected to the brain; the mouth, the stomach and the whole digestive system is synchronized and so it is for every organ, every cell of the Body – and you have to do nothing to make these connections or to synchronize the various parts or to deal with every cell.

### Harmony of the Self with the Body: Self-regulation and Health

As we discussed in lecture 9, the Body is an instrument of the Self. The responsibility of the Self towards the Body is in terms of nurturing, protecting and rightly utilizing the Body. Nurturing the Body is by providing appropriate air, water, food, sunlight, etc. Protection is to ensure the continuity of the body which includes safeguarding from unfavorable conditions. Right utilization would mean using the Body for the purpose of the Self. This feeling of responsibility towards the Body is called as the feeling of **self-regulation**, and a natural outcome of it is **health**.

Feeling of self-regulation = the feeling of responsibility in the self towards the Body – for nurturing, protection and right utilization of the Body.



Indicators of a healthy body:

- The Body is healthy if it is able to perform as per the instructions of the Self.
- Different parts of the Body are in harmony amongst each other, they are in order.

The feeling of self-regulation in the Self is primary. Health in the Body is a natural consequence.

When the Self has the feeling of self-regulation and there is health in the Body, there is harmony of the Self with the Body.





## Appraisal of the Current Status

Over the last 100 years or so, there have been significant improvements in terms of longer life-spans, in dealing with communicable diseases and trauma, but yet, ensuring health remains a question mark<sup>1</sup>. The problem is in the wrong assumptions, one of which is that human being is the Body. With this assumption, happiness is sought through favorable sensation through the Body. Further, the assumption that we will get happiness from sensation through the consumption of physical facility has led to a high demand for it. Most of the present-day disorders are psycho-somatic in nature. ‘Psycho’ has to do with the Self and ‘Somatic’ has to do with the Body. Disharmony in the Self causes disharmony in the Body causing psycho-somatic problems. These effects are very prominent when the individual is living with the assumption “I am the Body”.

## The Way Ahead

There is a need to understand human being as it is (as co-existence of Self and Body). The significant part is having the feeling of self-regulation in the Self. This can happen only when the Self is in harmony, i.e. there is right understanding and right feeling in the Self. With a feeling of self-regulation, the Self will naturally nurture, protect and rightly utilize the Body, resulting in health of the Body.

## Key Takeaways

The Body is an instrument of the Self. Harmony of the Self with the Body is ensured when Self has the feeling of self-regulation and there is health in the Body.

## Programme for Self-regulation and Health

As we discussed earlier, feeling of self-regulation is the feeling of responsibility in the Self for nurturing, protection and right utilization of the Body. We can now detail it further:

## Nurturing the Body

Nurturing means providing the necessary inputs to the Body. The right inputs nurture the Body, without disturbing its harmony.

The programme for nurturing and maintaining health of the Body includes the following:

- |                                                    |                                 |
|----------------------------------------------------|---------------------------------|
| 1a. Intake                                         | 1b. Routine                     |
| 2a. Physical Labour                                | 2b. Exercise                    |
| 3a. Balancing internal and external organs of body | 3b. Balancing breathing of body |
| 4a. Medicine                                       | 4b. Treatment                   |

**1a.** The first part is the intake, all that the Body takes in. It includes the air it breathes, the water it drinks, the sunlight it absorbs, the food given to it and so on.

**1b.** A regular routine is required in order to keep the Body healthy, like ensuring a proper programme for sleeping, waking up, cleaning the Body, eating, doing physical work, etc.

**2a.** The Body needs adequate movement to maintain health. Labour is the work on the rest of nature. Few hours of labour a day provides sufficient body movements to keep the Body in good health. It also ensures production of physical facility.

A lifestyle which includes appropriate intake, routine and labour, would be generally sufficient to keep the Body in good health. However, if we are unable to do that, or in spite of this effort, there is some

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<sup>1</sup> Please refer to latest health data available from sources like the World Health Organisation (<https://www.who.int/>)



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### Understanding Harmony in the Human Being



disharmony in the Body, there are some more aspects of the programme for self-regulation and health, below.

**2b.** If one is not able to labor, s(he) can do exercises for proper upkeep of the Body.

**3a.** There is a need for keeping the internal as well as the external organs in harmony by appropriate means like postures, movements etc.

**3b.** Breathing is a significant activity for the Body. Balancing the breathing of body is necessary, through appropriate breathing exercises.

For the most part, health of the Body can be maintained by these three (1a, 1b, 2a, 2b, 3a and 3b). Despite these, if there is some problem in the health of the Body then we take medicine and ultimately, we also take treatment when all this does not work.

**4a.** The Body is self-organised and naturally in harmony. It is able to recover itself from many disturbances. But if due to some reasons it runs into disharmony, medicine is helpful in taking care of lifestyle disorders, non-communicable illnesses as well as communicable diseases.

**4b.** In the event the Body is not in a state to recover itself back to a state of harmony, there is a need for treatment.

#### Protecting the Body

Providing a conducive physical environment includes clothing, shelter etc. is all a part of protection of the Body.

#### Right Utilisation of the Body

Right utilization of the Body would mean that it is used in the process of fulfilling human aspiration, which is basically the need of the Self. If one is using the Body in the process of fulfilling the needs of the Self, it is right utilization of the Body. It would include work with rest of nature to produce physical facility required for the Body.

### Revisiting Prosperity in the Light of the Harmony between the Self and the Body

The need for the physical facility is essentially related to fulfillment of this feeling of responsibility towards the Body, i.e. we need physical facility for nurturing the Body (food...), for protecting the Body (clothes, shelter...) and for rightly utilizing the Body (instruments...) and that's it. And if we can see this clearly, we can also see that the physical facility required to ensure each one of them is required in limited quantity. Hence, prosperity is very much possible.

As an exercise, one can list all the physical facilities required for these three purposes, and see whether they are limited. Next, one can assess the available facilities, and see if they are more than required. If not, then how much more will be required can be worked out. This will clearly give a vision for ensuring prosperity.

### My Participation (Value) regarding Self and my Body

My participation (value) with my Body is:

- Ensuring a feeling of self-regulation in the Self
- Ensuring the nurturing, protection and right utilisation of the Body
- Ensuring the production / availability of more than required physical facility for the above

By ensuring these three, the Body continues to be in harmony, it remains healthy. And one also has the feeling of prosperity.



## **Universal Human Values Handout 2 of 5**

### **Understanding Harmony in the Human Being**



#### **Key Takeaways**

When the Self has a feeling of self-regulation (the responsibility for nurturing, protection and right utilisation of the Body), and it is able to fulfil this responsibility, the Body is in harmony (good health). This feeling of self-regulation is instrumental in identifying the need for physical facility and ensuring prosperity.

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Every human being is born in a family and is part of a family. The family is the basic unit or building block of human organisation. It provides a base for appreciating, accepting, understanding and practicing to live in relationship and harmony (order).

### Feeling of Relationship as the Basis for Harmony in the Family

The harmony in the family has primarily to do with the fulfilment of relationship between one human being and the other human being. In order to fulfil relationship, it is necessary to understand relationship.

### Understanding Relationship

We will now explore into the four important aspects of relationship:

1. Relationship is – between one Self ( $I_1$ ) and another Self ( $I_2$ )
2. There are feelings in relationship – in one Self ( $I_1$ ) for the other Self ( $I_2$ )
3. These feelings can be recognised – they are definite
4. The fulfilment of these feelings and their right evaluation lead to mutual happiness

#### 1. Relationship is – between one Self ( $I_1$ ) and another Self ( $I_2$ )

Relationship is already there. We do not have to construct or create relationship. All we need to do is to understand relationship and fulfil it.

Relationship is between one Self and the other Self. It is the Self which is recognizing the relationship, and not the Body. It is the Self which relates to the other, and not the Body.

#### 2. There are feelings in relationship – in one Self ( $I_1$ ) for the other Self ( $I_2$ )

The important issue in human relationship is that of the feelings. We can see that feelings are in the Self, not in the Body. It is the Self which has the feelings and which recognises the feelings. To understand relationship, one has to understand the Self and the naturally acceptable feelings in the Self.

#### 3. These feelings can be recognised – they are definite

These feelings can be recognised, they are definite. There are nine feelings in relationship. These are the feelings which we can understand, which we can ensure within ourselves, which we can share with others and thus ensure mutual fulfilment in relationship. These are the feelings which are naturally acceptable to us in the relationship with the other human being.

Feelings (values) in relationship:

1. Trust (foundation value)
2. Respect
3. Affection
4. Care
5. Guidance
6. Reverence
7. Glory
8. Gratitude
9. Love (complete value)

#### 4. Fulfilment of feelings in relationship and their evaluation leads to mutual happiness

When we have these naturally acceptable feelings in the Self, we share them with the other and when we are both able to evaluate the feelings rightly, it leads to mutual happiness, i.e. the happiness of oneself as well as the happiness of the other.



### Appraisal of the Current Status

The problem today is that we assume ourselves to be the Body and we assume the relationship on the basis of the Body (and not the feelings). We, therefore, fail to understand relationship and consequently, we fail to fulfil it, despite all our good intentions. The problems are due to absence of one or more of the right feelings in the Self. And we try to make up this gap by physical facility or by trying to demand these feelings from others, rather than ensuring these feelings in ourselves and sharing it with others.

### The Way Ahead

First, we need to rightly recognize the relationship, identify the naturally acceptable feelings in relationship, understand these feelings and ensure that these feelings are there in us. This will ensure happiness in us. Secondly, we have to share these feelings with the other. Because this is naturally acceptable to the other as well, it will lead to happiness in the other also. Thus, it will lead to mutual happiness. And that is how the fulfilment in relationship takes place.

### Key Takeaways

Relationship already exists – we don't have to create it; rather we only have to recognise and fulfil it. The family is the basic unit of human-human interaction. The basic issue in family is that of relationship. In relationship, there are nine feelings (values) that can be clearly understood and lived with. There is harmony in the family, mutual happiness in the family, when we understand the feelings and ensure in our living.



## 'Trust' – the Foundational Value in Relationship

Now we will explore the first feeling, which is the foundational feeling (value) in relationship.

### Feeling of Trust

**Trust is to be assured that the other intends to make me happy and prosperous.**

In order to understand trust, examine these eight statements:

- |                                                        |                                                             |
|--------------------------------------------------------|-------------------------------------------------------------|
| 1a. Do I want to make myself happy?                    | 1b. Am I able to make myself always happy?                  |
| 2a. Do I want to make the other happy?                 | 2b. Am I able to make the other always happy?               |
| 3a. Does the other want to make himself/herself happy? | 3b. Is the other able to make himself/herself always happy? |
| 4a. Does the other want to make me happy?              | 4b. Is the other able to make me always happy?              |

#### Intention (Natural Acceptance)

What is the answer?

#### Competence

What is the answer?

The questions 1a to 4a relate to natural acceptance, the intention. Questions 1b to 4b relate to the competence, the ability. By and large, as far as the statements about the intention, i.e. natural acceptance, are concerned, there is a tick mark in 1a, 2a and 3a, and there is a question mark in 4a. When we look at the competence, at the ability, there is a question mark, right from the beginning – there is a question mark on 1b, 2b, 3b; on 4b there is a big question mark.

Evaluating Trust – Between 2 Individuals	
About your Natural Acceptance	About your Ability
1a. I <b>want to</b> make myself happy ✓	1b. I <b>am able to</b> make myself always happy ?
2a. I <b>want to</b> make the other happy ✓	2b. I <b>am able to</b> make the other always happy ?
3a. The other <b>wants to</b> make herself/himself happy ✓	3b. The other <b>is able to</b> make herself/himself always happy ?
4a. The other <b>wants to</b> make me happy ?	4b. The other <b>is able to</b> make me always happy ??
<b>Intention – Natural Acceptance</b>	<b>Competence</b>
What is Naturally Acceptable to You	What You Are (Σ D, T, E)

### Distinguishing between Intention and Competence

Now if you try to analyse your own responses, many things will get clarified. You'll find that while evaluating yourself, you evaluate on the basis of your intention (natural acceptance). You think that you are a good person as your intentions are good. On the other hand, when you evaluate the other, you evaluate him on the basis of his/her competence. You find that s(he) is





### Universal Human Values Handout 3 of 5 Understanding Harmony in the Family



not able to make you happy all the time. Many times, or most of the time he ends up making you unhappy. Therefore, you think that the other wants to make you unhappy. You have a doubt on other's intention.

On the basis of lack of competence, we conclude about the lack of intention of the other. When we doubt their intention, instead of accepting the other as a relative, we have a feeling of opposition. This is the common mistake that we make in relationship today.

Now that we have clarity about intention and competence, explore this question:

If you have unconditional, continuous trust on intention, on the natural acceptance of the other and if the other is lacking competence, what will you do?

- a) Try to improve upon his competence
- b) Get irritated
- c) Get angry
- d) Have a feeling of opposition

The answer is obviously (a). It is a response which indicates trust on intention. All other answers are reactions based on doubt on intention.

Now with these indicators, find out how many people are there in your life on whom you have trust on intention (natural acceptance) which is unconditional and continuous.

Generally, we don't see intention and competence separately. Since competence is generally lacking, the feeling of unconditional acceptance is almost completely missing; rather there is a feeling of opposition. With that, we reinforce wrong assumptions like:

- Strangers can't be trusted (?)
- Trust is developed over a long-time (?)
- Never trust anyone (?)

Trust: To have the clarity that the other intends to make me happy	
About your Natural Acceptance	About your Ability
1a. I <b>want to</b> make myself happy ✓	1b. I <b>am able to</b> make myself always happy ?
2a. I <b>want to</b> make the other happy ✓	2b. I <b>am able to</b> make the other always happy ?
3a. The other <b>wants to</b> make herself/himself happy ✓	3b. The other <b>is able to</b> make herself/himself always happy ?
4a. The other <b>wants to</b> make me happy ✓	4b. The other <b>is able to</b> make me always happy ??
<b>Intention – Natural Acceptance</b>	<b>Competence</b>
What is Naturally Acceptable to You	What You Are (Σ D, T, E)

Thus, if we are able to see intention and competence distinctly, we will be able to place a tick mark in 4a. We will be assured of the intention of the other human being. And with that, we will make a programme of interaction with right evaluation of our competence and their competence (so, this is not 'blind' trust).



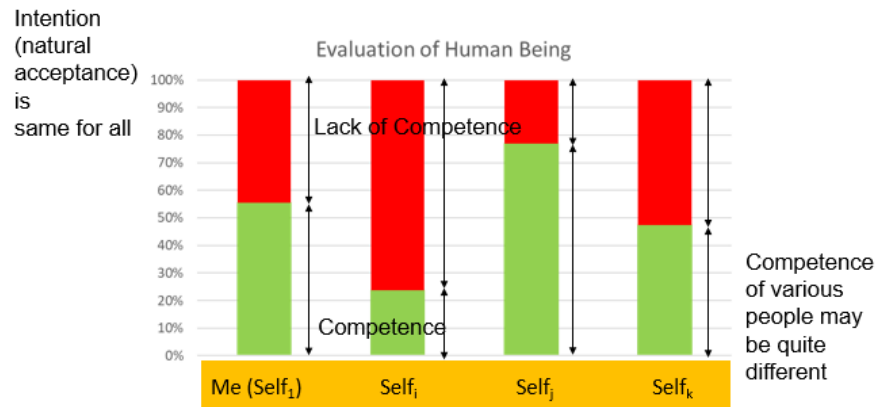
## Universal Human Values Handout 3 of 5

### Understanding Harmony in the Family



With the feeling of trust, one is able to see it clearly that the intention is same for all, to be happy and make other happy. The only difference lies in the level of competence.

#### Trust



Take-away:

**Trust on Intention (Natural Acceptance)**

**I am able to see that**

**the other has a natural acceptance (intention) to make me happy  
s(he) may or may not have the competence to do so**



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#### Key Takeaways

Trust is to be assured that the other has a natural acceptance (intention) to make me happy and prosperous. Trust on intention is the foundation of relationship. It is the beginning of mutual development. A common mistake is to evaluate oneself on the basis of one's intention (and conclude that I am good) and the other on the basis of their lack of competence (thus doubt their intention and conclude that the other is bad).



## Respect– As the Right Evaluation

Out of the nine feelings in relationship, we tried to understand the feeling of Trust. With trust on intention, the relationship starts. We will now explore the feeling of respect. Let us see, when do we feel respected? How do I respect others?

### Feeling of Respect

**Respect is right evaluation.**

When we are rightly evaluated, we feel respected. When we are not rightly evaluated, we feel disrespected.

Disrespect can take place in three ways:

*Over evaluation – evaluating for more than what it is*

*Under evaluation – evaluating for less than what it is*

*Otherwise evaluation – evaluating for other than what it is*

If we look at our day-to-day behavior, we generally tend to do one of these three – over evaluation, under evaluation or otherwise evaluation. If any of these three takes place, the other person feels uncomfortable, disrespected.

### Minimum Content of Respect – The Other is Similar to Me

When we evaluate the human being on the basis of Self, we are able to see that:

1. **Our purpose is the same** – As I have a natural acceptance to live with continuous happiness and prosperity, it is same with the other. So, on the basis of our natural acceptance, we have the same purpose.
2. **Our programme is same** – As my programme to achieve continuous happiness and prosperity is to understand the harmony and live in harmony at all levels of my being (from human being to the entire existence), it is same with the other. In that sense, our programme to fulfil our purpose is also same.
3. **Our potential is same** – As I am endowed with natural acceptance and the activities of desire, thought and expectation are going on continuously in me, it is the same with the other. So, our potential is also same.

Thus, we can see that **the other (Self) is similar to me**. This is the minimum content of respect for a human being.

### Disrespect Arising out of Differentiation leading to Discrimination

In general, what we are doing in the name of respect today is differentiating and discriminating.

First set of differentiation is on the basis of body – on the basis of age, gender, race and physical strength. This is based on the gross misunderstanding that human being = Body. The truth is that human being = co-existence of the Self and the Body.

The second set of differentiation is made on the basis of physical facility – on the basis of wealth and post. The gross misunderstanding here is that physical facility = happiness. The truth is that happiness is to be in a state of harmony.

The third basis of differentiation is on the basis of beliefs – on the basis of different isms (thought systems like socialism, capitalism, etc.), different sects, and different sets of information prevalent in

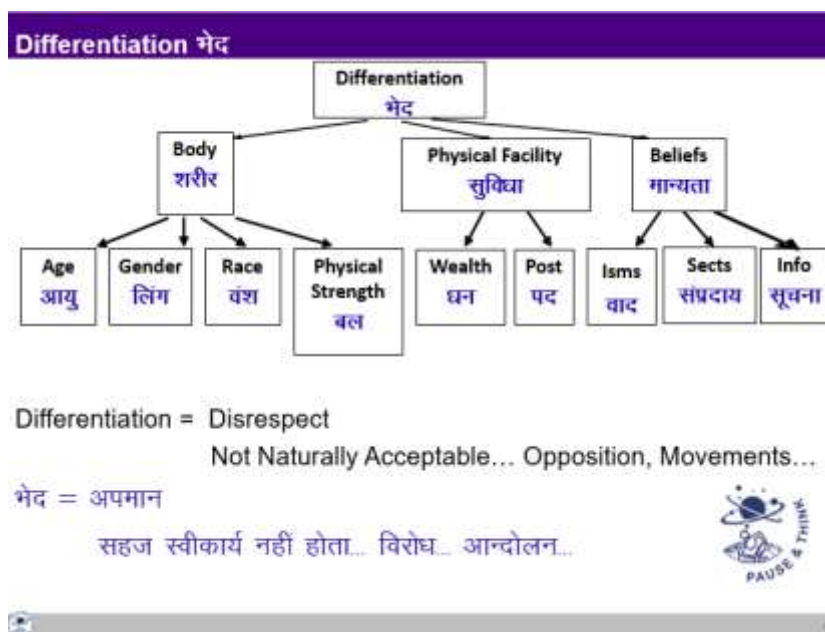


## Universal Human Values Handout 3 of 5

### Understanding Harmony in the Family



the society. This is founded on the misunderstanding that if the pre-conditioning of the other matches with mine, then the other is respectable, otherwise not. The truth is that pre-conditioning and right understanding are two different things.



All this differentiation ultimately leads to discrimination, which is disrespect because it is not naturally acceptable.

### Complete Content of Respect – We are Complementary to Each Other

At the level of the Self, only the competence could be different. Competence means how much of the potential of the Self has been realized. One Self may have realized more of its potential, while another may have realized less of its potential.

This difference in competence is to be complementary to each other (not to discriminate and exploit each other).

The complete content of respect is to be able to see that **‘the other is similar to me and we are complementary’**.

Defining one’s complementarity:

- If the other has more understanding, is more responsible than me, I’m committed to understand from the other
- If I have more understanding than the other, I’m more responsible than the other. I live with responsibility with the other, unconditionally, unperturbed by the behaviour of the other. I am committed to facilitate the understanding in the other, once the other is assured in relationship and not before that

**The complete content of respect is**

- **The other is similar to me in terms of purpose, programme and potential and**
- **We are complementary to each other in terms of competence**



## Universal Human Values Handout 3 of 5

### Understanding Harmony in the Family



#### Respect: Right Evaluation – on the basis of the Self

1. Purpose – Our purpose (Natural Acceptance) is same
2. Program – Our program is same
3. Potential – Our potential is same

#### The Other is Similar to Me

4. Competence – On the basis of right evaluation of our mutual competence, I recognise our complementarity and fulfill it:

If the other has more understanding, is more responsible than me

- I am committed to understand from the other

If I have more understanding, I am more responsible than the other

1. I live with responsibility with the other, unconditionally, unperturbed by the behaviour of the other
2. I am committed to facilitate understanding in the other (once the other is assured in relationship, and not before that)

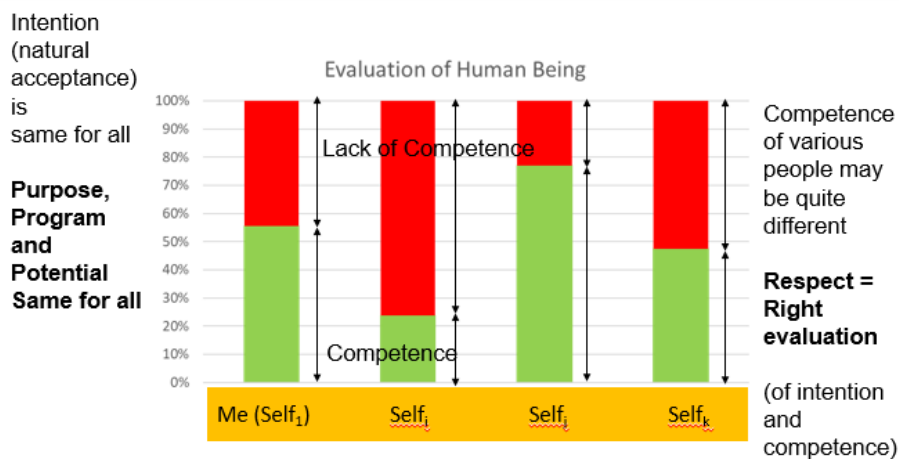
↓  
COMPLETE CONTENT of RESPECT

**The Other is Similar to Me. We are complementary to each other**

Thus, respect is right evaluation (of intention and competence on the basis of Self). We are similar at the level of purpose, programme and potential and we are complementary at the level of competence.

Disrespect arises out of over-evaluation, under-evaluation or otherwise-evaluation; and also, out of differentiation leading to discrimination on the basis of body, physical facility or beliefs. Small incidents of disrespect can have long-lasting consequences – from not speaking to each other, to opposition, break in relationship, divorce, fights and even war.

#### Right Evaluation



Take-away:

**The feeling of Complementarity**

**The Other is Similar to Me. We are complementary to each other**

With the feeling of complementarity, other feelings naturally follow



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With the complete understanding of respect, we can see for every individual on the earth that we all are the same in terms of intention, program and potential. The only difference may lie in the level of competence. I may be having higher level of competence in relation to one, but may be having lower level of competence in relation to another. With this evaluation, one can work out the program to be complimentary to the other.



## **Universal Human Values Handout 3 of 5**

### **Understanding Harmony in the Family**



All the specific characteristics at the level of Body, physical facility, belief etc. can be used to express that complementarity.

e.g. a person with greater physical strength do the heavy work

e.g. a person at a higher post can work for the development of more people and so on

### **Key Takeaways**

Respect is right evaluation at the level of the Self. The complete content of respect is to see that the other is similar to me in terms of purpose, programme and potential; and we are complementary to each other in terms of competence.

Over evaluation, under/otherwise evaluation and discrimination are disrespect.





## Other Naturally Acceptable Feelings in Relationship

In the previous three lectures, we explored the feelings of trust and respect. Now, we will discuss other feelings, and understand our participation in the family.

### 3. Affection

**Affection is the feeling of being related to the other.**

Affection is the feeling of acceptance for the other as one's relative. Lack of affection is seen in the form of opposition, jealousy, etc. The feelings of trust and respect are essential to have the feeling of affection. When we have the feelings of trust, we feel related to the other; otherwise we may feel opposed to the other.

### 4. Care

**Care is the feeling of responsibility and commitment for nurturing and protection of the Body of my relative.**

With the feeling of affection, one naturally takes the responsibility for development of the relative – both at the level of Self as well as at the level of Body. Being responsible to the Body of one's relative is Care.

### 5. Guidance

**Guidance is the feeling of responsibility and commitment for development of Self by ensuring the right understanding and right feeling in the Self of my relative.**

Being responsible to the Self of my relative is Guidance.

Generally, our focus is mostly on care because we have come to assume that human being is Body. We are not even aware of the Self. Therefore, we are not aware that we have to take care of the Self as well.

### 6. Reverence

**Reverence is the feeling of acceptance for excellence.**

Excellence is to be in a state of continuous happiness with the completeness of understanding of harmony and living in harmony at all levels. Once we achieve excellence, it continues. Excellence is something definite, something absolute.

Effort for Excellence	Effort for Competition
The other is like me	Not other – only me
We are complementary	I am different/more than the other
Feelings are based on right understanding (definite, unchanging)	Feelings are based on preconditioning (indefinite, keeps changing)
Unconditional relationship	Conditional relationship
Nurtures others	May nurture or exploit others
Helps the other to come to his level	Stops the other to come to his level - effort to accentuate the difference, to dominate, manipulate, exploit
Absolute (definite completion point)	Relative (no definite completion point)

There is a basic difference between working for excellence and competition. If you have achieved excellence, you would naturally make effort for helping others to achieve excellence. On the other hand, in competition, we not only do not help rather we hinder the other to reach to our level.



### 7. Glory

**Glory is the feeling of acceptance for those who have made effort for excellence.**

For all those people whom we call great people, when we accept the effort made for excellence by them, to whatever extent they are able to achieve it, we naturally have a feeling of glory for them.

### 8. Gratitude

**Gratitude is the feeling of acceptance for those who have made the effort for my excellence.**

In our life, there may be so many people who have been of help to us in the process of understanding harmony and living in harmony. So, we have this feeling of gratitude for them. Gratitude is a significant feeling in the development of relationship.

### 9. Love

Love is the feeling of being related to everyone, to all. It starts from affection, which we have already explored. If this feeling expands to many and ultimately to all, it is the feeling of love. So, we begin with the feeling of affection, and complete it with the feeling of love. That is why, Love is called complete value.

**Love is the feeling of being related to all.**

Love is expressed in the form of compassion. The feeling of love is for all and it is expressed to whosoever comes in contact.

### Distinguishing Between Love and Infatuation

The feeling of love is not something which is based on sensation. If there is a feeling on the basis of sensation, this is the case of infatuation where the sensual pleasure becomes the major goal. Infatuation is conditional – it may last only as long as you are able to get the sensation or you have hope of getting happiness through sensation. It is very temporary; it does not last for long. Once the effect wears off, then the long-term issues of feelings become prominent.

### Right Feeling – within Myself or from the Other?

With this background, we can ask ourselves which can have continuity:

- Right feeling in myself or
- Getting right feeling from the other

The answer is quite obvious that there can be continuity of right feeling, if it is from within and based on right understanding. But generally, we do keep making effort for getting right feeling from the other in continuity.

### Role of Physical Facility in Fulfilment of Relationship

You can now see that physical facility has a limited role to play in the fulfilment of the feeling in human-human relationship. To fulfil the feeling of care, physical facility is certainly required. For other than the feeling of care, physical facility only has a symbolic role to play.

### Response and Reaction in Behaviour

An important implication of understanding relationship, particularly trust on intention, is the clarity about problems in living in reaction and the possibility of living with response. With response, your conduct is definite while with reaction, the conduct is indefinite.

### My Participation (Value) in Family

My participation (value) vis-à-vis my family is to ensure harmony in the family, ensure mutual happiness, ensure justice in the family by way of:

- Ensuring right feelings (trust, respect, affection, care, guidance, reverence, glory, gratitude and love) in myself – this leads to my happiness.



## Universal Human Values Handout 3 of 5

### Understanding Harmony in the Family



- Expressing (sharing) these feelings with the other. When the other is able to make the right evaluation of these feelings, it leads to his/her happiness, thus leading to mutual happiness. My participation is to be of help to the other in their self-evolution, self-development.

With this preparation in the family, I have the ability to participate meaningfully in the larger society – in the neighbourhood, in the community and so on.

## Justice in Relationship

With the above discussion, justice can be understood.

**Justice is the recognition, fulfilment and evaluation of human-human relationship, leading to mutual happiness.**

To expand it a bit:

- Recognition of relationship means recognizing the naturally acceptable feelings in relationship rightly.
- Fulfilment of relationship means
  - Ensuring the naturally acceptable feelings in oneself.
  - Living with responsibility with the other with these feelings, forming the basis of relationship. This makes the other comfortable and assured.
  - Making effort for mutual development, i.e. development of one's own competence and being of help to the other in developing their competence.
- Evaluation means verifying that I have the right feeling, I am able to express it properly, the right feeling has reached to the other and the other is able to identify it as the right feeling.

When the recognition, fulfilment and evaluation are right from my side, I feel happy. When the other is able to evaluate the expression of my feeling rightly, then (s)he also feels happy. Developing this competence may take time.

Justice is desirable in the family and beyond the family, all the way to the world family.

## Key Takeaways

The other feelings in relationship include affection, care, guidance, reverence, glory, gratitude and love. Love is the feeling of acceptance of all; it is the complete value. Justice is ensuring these feelings in oneself and expressing them to the other, leading to mutual happiness. Justice begins from family and extends to the world family, leading to undivided society.

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## Universal Human Values Handout 4 of 5

### Understanding Harmony in the Society



So far, we have explored harmony in the human being and harmony in the family. In the sequence, the next level of living for a human being is society. We can see very much see that we can conceive of a society only if it has families living together in a relationship of mutual fulfillment otherwise it is just like a crowd or battlefield.

**What is Desirable and Where are we today?**

Families living together, in a relationship of mutual fulfillment  
(common goal)  
**Society**

People living together, but not in relationship of mutual fulfillment  
(differing goals)  
**Crowd**

People living separately, in opposition / struggle  
(conflicting goals)  
**Battlefield**

**We will explore harmony in society** – The base of harmony in society is harmony in family for which the base is harmony in human being

### Understanding Human Goal

The goals of human being living in a society can be articulated as shown below:



We can explore and see what is naturally acceptable?

- Right understanding in every human being or only a few to have right understanding and others to follow them?
- Prosperity in every family or few families to have accumulation, and others to be deprived and dependent on the few?
- Fearlessness, based on trust and affection, in the society or a state of fear, based on mistrust and jealousy in the society?
- Co-existence (mutual fulfillment) in nature or exploitation and domination of nature?

### Appraisal of the Current Status

As shown in the figure, due to the prevailing false assumptions of happiness (like money is everything), happiness is sought through accumulation of physical facility (money) by any means, and using it for getting sensations from the body or feelings from others. The second goal of prosperity is similarly seen as accumulating more and more. With these as the driving assumptions in the society, it has led to people living with three kinds of obsessions:

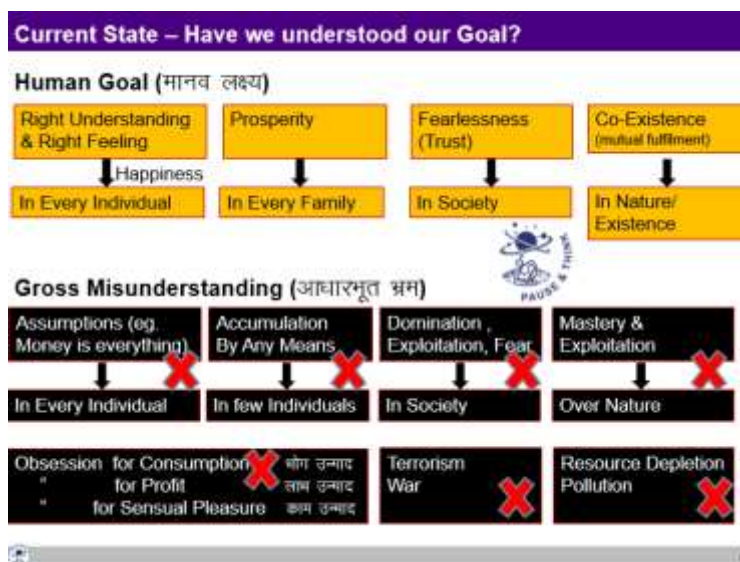
1. Obsession for consumption
2. Obsession for profit
3. Obsession for sensual pleasure

Similarly, instead of the third goal of fearlessness (trust), we have domination, exploitation and fear in the society. Finally, instead of mutual fulfillment, we are mostly trying to exploit and be the master over nature.



## Universal Human Values Handout 4 of 5

### Understanding Harmony in the Society



### The Way Ahead

There is a need for understanding the harmony in society and living accordingly. The correct sequence in which these four goals can be fulfilled is shown in the figure below:



### Dimensions (Systems) of Human Order

With the clarity of human goals, we can discuss five interconnected, complementary dimensions of human order required for the fulfilment of the human goal. The five basic systems of a human society are:

1. Education-Sanskar
2. Health-Self regulation
3. Production-Work
4. Justice-Preservation
5. Exchange-Storage

Though all are interconnected, we can see a primary link of the systems with the goals as:

Education-Sanskar → (leads to) → Right understanding and right feeling (happiness)  
 Health-self-regulation → (leads to) → Prosperity  
 Production-Work → (leads to) → Prosperity  
 Justice-Preservation → (leads to) → Fearlessness and Co-existence (respectively)  
 Exchange-storage → (leads to) → Prosperity and Fearlessness

### Education-Sanskar

Looking at the first dimension of Education-Sanskar, as we discussed earlier, we can see that



## Universal Human Values Handout 4 of 5

### Understanding Harmony in the Society



*Education is to develop right understanding of the harmony at all levels of being – from self to the entire existence (individual, family, society, and nature/existence).*

and

*Sanskar is to develop the basic acceptances of the harmony at various levels.*

Education provides the commitment, preparation and practice of living in harmony at all levels. Preparation includes learning the skills and technology for living in harmony. Our living is an expression of our sanskar.

#### Education-Sanskar

*Education = Developing Right Understanding*

*Sanskar = Commitment/ Preparation/ Practice for Right Living*

*Preparation includes Learning Right Skills & Technology*

Development of the competence to live with Definite Human Conduct  
Discipline to Self Discipline

1. **Right understanding**, i.e. wisdom or clarity about what to do as a human being – in oneself, family, society, nature...
2. **Right feeling** – the capacity to live in relationship with the other human beings – in family, society...
3. **Right skills** for prosperity, i.e.
  - The capacity to identify the need of physical facility
  - The skills & practice for sustainable production of more than what is required (by way of labour, using cyclic, mutually enriching process)
  - The feeling of prosperity



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#### Health and Self-regulation

We had discussed this at length earlier.

*Self-regulation is the feeling of responsibility towards the Body, for nurturing, protection and right utilization of the Body.*

*Health of the Body is indicated by the fact that it is able to act according to the instruction of the Self and the different parts of the Body are in harmony.*

#### Production-Work

*Work is the effort a human being does on the rest of nature and Production is the physical facility obtained from work.*

There are two important issues related to production-work:

1. What to produce?
2. How to produce?

Regarding what to produce, we have already discussed while exploring the proposals about prosperity, health and self-regulation – we have to produce physical facility required for nurturing, protection and right utilisation of the Body.

Regarding how to produce there are two criteria:

1. The process needs to be cyclic and mutually enriching – it has to be eco-friendly
2. Justice needs to be ensured in relationship with human being – it has to be people-friendly





## Universal Human Values Handout 4 of 5

### Understanding Harmony in the Society



A production process is cyclic when the resources utilised in the process return to their original state in due course of their lifecycle. In the absence of being in tune with the natural processes, what we see ultimately is resource depletion and pollution.

**Resource depletion** is the symptom of using a natural resource at a rate which is greater than the rate at which it is produced in nature. For example, if we use forest at a rate greater than the rate at which it is produced in nature, there will be a shortage/ depletion of forest.

Similarly, **pollution** indicates that we are producing something which does not return to the cycle in nature or it is produced at a rate that is faster than the rate at which it can return to the cycle in nature. Plastic, for example, does not degrade, it does not return to the cycle of nature for many years.

### Justice-Preservation

We had discussed about justice.

*Justice is recognition of human-human relationship, its fulfilment and evaluation leading to mutual happiness.*

We had discussed earlier that in human-human relationship, the feeling is the core issue. In order to ensure justice in the society, we need to develop the competence to understand and ensure justice in every individual. In case someone is not able to develop this competence and ends up doing injustice then:

- a) Stop the him from doing further injustice, as well as
- b) Help him/her to develop the competence for ensuring justice.

In the present system, mostly we seem to be restricting ourselves at (a) and not doing (b).

Preservation has to do with relationship of human being with the rest of nature.

*Preservation is the recognition of relationship of human being with the rest of nature, its fulfilment and evaluation leading to mutual fulfilment.*

Precisely, preservation would mean enrichment, protection and right utilization of the rest of the nature.

Preservation ensures

1. Prosperity in human being
2. Enrichment, protection and right utilisation of the rest of the nature

Justice ensures fearlessness (trust) in the society and preservation ensures the mutual fulfilment (co-existence) with rest of the nature.

### Exchange-Storage

*Exchange means sharing or exchanging physical facility with a view of mutual fulfillment and not with the obsession for profit.*

The sharing is within the family, or to the extent one has been able to accept relationship. Beyond that is exchange. Through sharing and exchange of physical facility, each family can have all that it needs, i.e. there is mutual fulfilment.

*Storage is preserving physical facility after the fulfillment of needs, so that it is available, when required. This is done with a view of mutual fulfillment and not with the obsession for accumulation or exploitation.*



## **Scope: Harmony from Family Order to World Family Order – Universal Human Order**

The scope of the society is from family order to world family order. Every human being has a role in one or more of the social systems, starting from the family order, then the family cluster order and so on to the nation family order and ultimately, the world family order, leading to universal human order.

Family order refers to the system in a family of responsible people living together for the common human goal. The family cluster order is the next larger unit. It is the system that a group of families evolve in order to fulfil those goals of individual families which require the participation of more people than the family has. The scope of the system from the family order to the world family order is indicated below. It is ensured through successively larger and larger complementary units,

Family Order  $\Rightarrow$  Family Cluster Order  $\Rightarrow$  Village Order  $\Rightarrow$  Village Cluster Order  $\Rightarrow$  ...  $\Rightarrow$  Nation Order...  $\Rightarrow$  World Family Order

### **Natural Outcome of Right Understanding**

Now if you look at the basic human aspiration and its fulfilment:

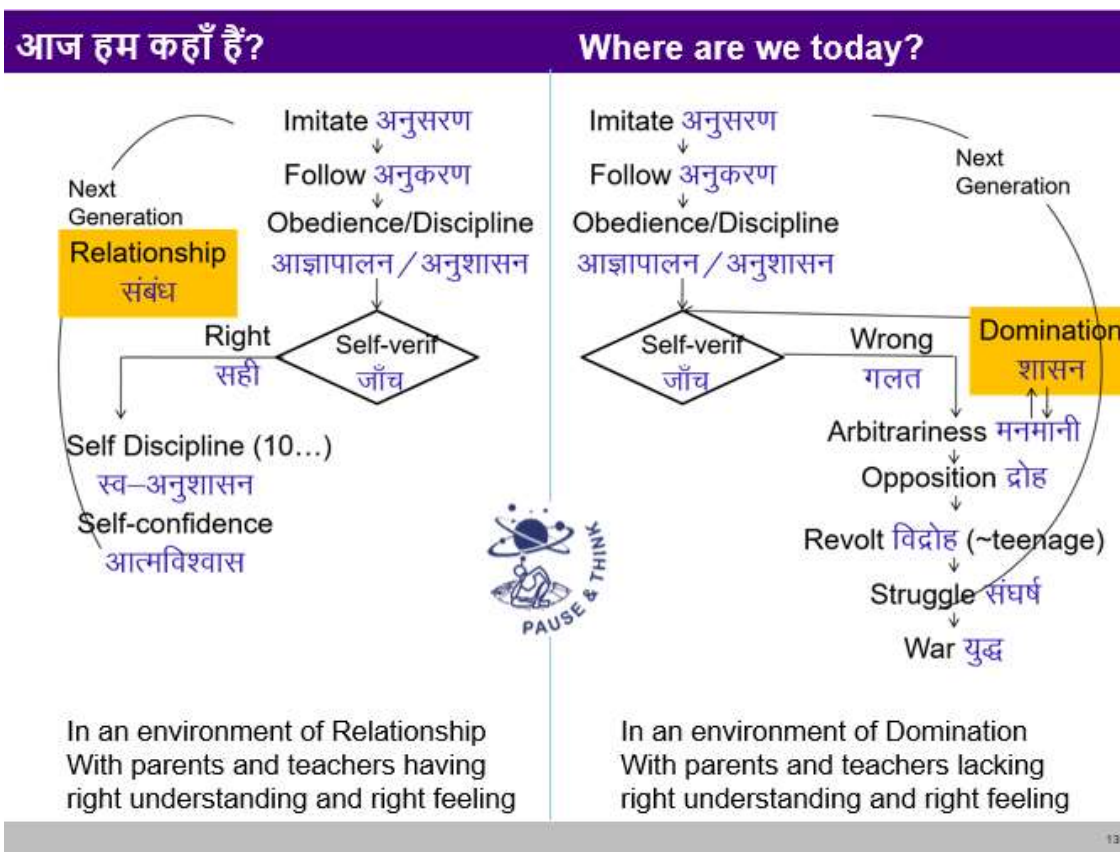
1. The happiness is ensured by having the right understanding and right feeling in the Self.
2. The prosperity is a feeling of the availability of more than required physical facility. To ensure it, Right understanding is required at the base, along with physical facility.
3. The tradition of living with happiness and prosperity starts from the family order and ultimately, continuity can be ensured by the universal human order.

In this way, the society with happiness in every individual, prosperity in every family, fearlessness (trust) in the society and co-existence (mutual fulfilment) in nature/existence is realized. This is one's participation (value) vis-à-vis society.

### **Process of Development of a Child – In an environment of Relationship**

A child intrinsically has a desire to understand what is right, to learn right skills and to do what is right. This desire to understand is innate in every Self. This is the guidance that is expected by the child. The child wants to know about everything, so asks lots of questions, wants to relate to people around, picks up the language, the accent, the mannerisms... The thoughts and actions that lead to contradiction, thus unhappiness, are not satisfying for her/him, and hence the child makes a lot of effort in this direction from a very early age. It expects others to help him/her in learning and in understanding with a feeling of affection. In this process, the child starts with imitating, and then following. In time, progressing to obedience and discipline, all the time assuming the elders to be right. If (s)he is able to find answers and is able to validate them to be right, it leads to self-discipline and self-confidence in the child. The child's conduct is definite and it is human.

On the other hand, if the child finds that the inputs are not right, it starts to have doubts on elders, teachers and hence tries out something on his/her own. If yet the knowing does not take place, the child's conduct remains indefinite and inhuman. The people around the child then try to restrain the child by more instructions, more domination. Many of the bad habits form during this stage. It is basically that the child is trying ways and means of happiness or escaping from unhappiness. This further aggravates the state making way for dissatisfaction, lack of confidence, opposition, revolt, struggle and war. So, one has to find out where do we stand today? And what is the naturally acceptable way?



## Key Takeaways

At the level of society, the human goal is right understanding and right feeling (happiness) in every individual, prosperity in every family, fearlessness (trust) in society and co-existence (mutual fulfilment) in nature/existence. This goal is fulfilled by human order, i.e. systems for education-sanskar, health-self regulation, production-work, justice-preservation and exchange-storage. These systems start with the family order, and are interconnected right up to world family order, leading to universal human order. The natural process of development of a child in an environment of relationship needs to be understood and fulfilled so that the child grows into a human being who can have the competence to participate in the universal human order.

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So far, we elaborated on harmony in the individual, family and society. Now, we move to the next level, i.e. nature. Human order is a part of nature; hence, it is essential to understand the nature and the participation of human being in nature for a mutually fulfilling and sustainable way of living. After discussing nature, we will move on to understand the existence as a whole which is in the form of units (nature) submerged in space.

## Understanding Harmony in Nature

### Nature as Collection of Units

Nature is the collection of all the units – the air, soil, water, plants, trees, animals, birds, other human beings and even things that are at a distant from us like the sun, the moon, the other planets, etc.

### Classification of Units into Four Orders

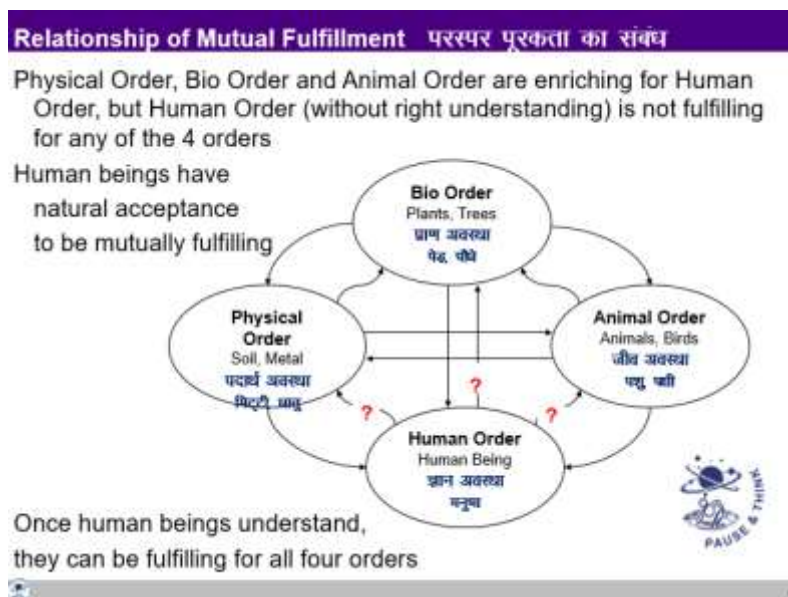
Although the units are innumerable, they can all be classified into just four orders:

1. Physical order – this includes units like air, water, metal and so on.
2. Bio order – this includes grass, plants, trees, etc.
3. Animal order – this includes animals and birds.
4. Human order – this has human being only.

### Harmony among the Four Orders

There is mutual fulfilment among the first three orders in nature. The soil-plant interaction is an example of mutual fulfilment between the physical order and the bio order. Animals and birds (units of the animal order) depend on plants (units of the bio order) for their food. At the same time, animals and birds help to spread the seeds of plants from one place to the other. They protect plants from harmful insects and pests. Similarly, the units of physical order, like air and water, are essential for animals to survive. In turn, animals enrich the soil – their dung and their dead bodies act as very good manure which makes the soil fertile. This is amply visible in the forests. These three orders are enriching for the human being too. This we can see from our day to day life.

Now, is the human being fulfilling for the other three orders? This is a big question. Human being is not only unfulfilling for the other three orders, rather it is dominating and exploiting them, to the extent of global warming and climate change.



However, when we refer to our natural acceptance, we want to fulfil all the four orders. Ask yourself this question, “what is naturally acceptable to you – to enrich these four orders or to exploit them”? The



## Universal Human Values Handout 5 of 5

### Understanding Harmony in the Nature and Existence

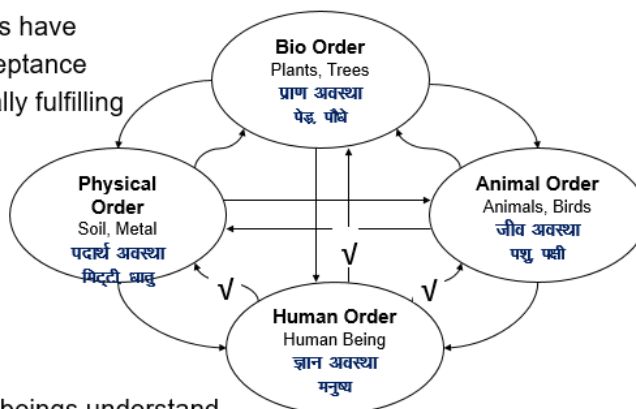


answer is obvious – to enrich all the four orders. Once human beings understand the mutual fulfilment among the four orders, they can be fulfilling for all the orders.

#### Relationship of Mutual Fulfilment परस्पर पूरकता का संबंध

Physical Order, Bio Order and Animal Order are enriching for Human Order, but Human Order (without right understanding) is not fulfilling for any of the 4 orders

Human beings have natural acceptance to be mutually fulfilling



Once human beings understand, they can be fulfilling for all four orders

### Interconnectedness, Self-regulation and Mutual Fulfilment among the Four Orders of Nature

With the above discussion, we can conclude that there is interconnectedness and mutual fulfilment among the four orders in nature. One can also see that there is self-regulation in nature. In a forest, the proportion of soil, plants and animals of various species is self-regulated. It never happens that the lions eat up all the deer or the deer eat up all the grasses or that the plants grow to the extent that there is no space for deer or that there is lack of soil for new plants and so on. The forest does not need to be regulated by human being to be in harmony. With right understanding only, human being will also be self-organised, in harmony within and participate in the harmony in the larger order.

### Abundance in Nature

Nature is organised in such a manner that the physical facility required for any order is available in abundance. The quantity of soil is far more than that of plants and trees. And both of these are available in far greater quantities as compared to the quantity of animals and birds. Human beings require all these three orders to survive, and the quantity of all these three orders together is far more than the quantity of human beings. By its very being, nature is organised in a manner where quantity of all four orders is in a sequence:

Physical order >> Bio order >> Animal order >> Human order.

Therefore, the requirement of any order is already available in abundance.

### Key Takeaways

Nature is the collection of units. It can be classified into four orders, (physical, bio, animal and human). There is a relationship of mutual fulfilment amongst these. It is already going on in the first three orders. Human being also has the natural acceptance for mutual fulfilment. All that we need to do is to understand it and live accordingly.



## Realizing Existence as Co-existence at All Levels

In this lecture, we will explore into the harmony in existence.

### Existence as Units in Space

*Existence is whatever exists.*

There are two types of basic realities in existence – one is space and the other is units. The units are in space.

### Understanding Units and Space

There are innumerable units in existence. There is air, water, soil, earth, sun, moon, plants, trees, animals, birds, human beings etc. These units are in space. The co-existence of the two is in the form of units submerged in space.

*Units are Limited in Size; Space is Unlimited*

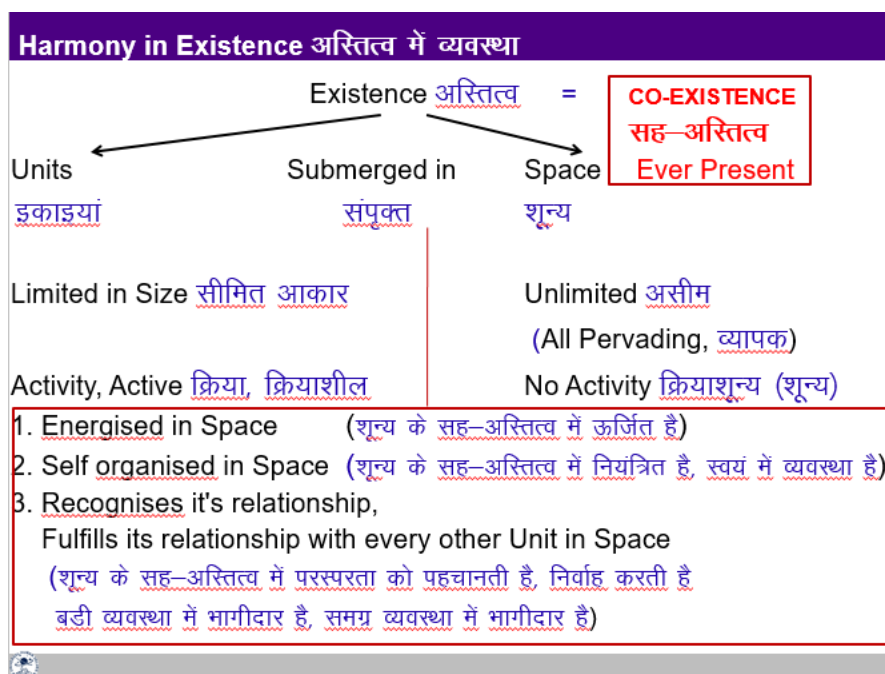
We can observe units all around – they are limited in size. Coming to space, it is unlimited. It is spread all around. It is all-pervading. There is no limited size of space. It does not have any boundary.

*Units are Activity, they are Active; Space is “No-Activity”*

Every unit is an activity and it is active with other units. In itself, one or the other kind of activity is always taking place in the unit. Further, the unit is interacting with other units, i.e. it is active in relation to other units. When it comes to space, it is no-activity. There is activity only in the units.

### Understanding Submergence

Units are in space – they are submerged in space. It means units are in space, they are inseparable from space. Where ever a unit is there, space is also there.



#### 1. Units are Energised in Space

Being in co-existence with space, every unit is energised, right from the smallest atom to the largest planet.





## **Universal Human Values Handout 5 of 5** **Understanding Harmony in the Nature and Existence**



### **2. Units are Self-organised in Space**

Being in co-existence with space, every unit is self-organised. It is in a definite order. By being in a definite order, it exhibits a definite conduct – that is how one can identify or recognise and study that unit.

### **3. Units Recognise their Relationship and Fulfil it with Every Other Unit in Space**

Being in co-existence with space, every unit recognises its relationship with every other unit in space and fulfils that relationship.

### **Existence as Co-existence – Units Submerged in Space**

Existence is co-existence. It is in the form of units submerged in space. In the light of above discussion on existence as co-existence, we can now visualise the overall picture of the whole existence.

### **Key Takeaways**

Existence is co-existence, which is in the form of units submerged in space. Units are energised, they are self-organised and they recognise their relationship with other units and participate with them in a mutually fulfilling manner (except for human beings without right understanding).

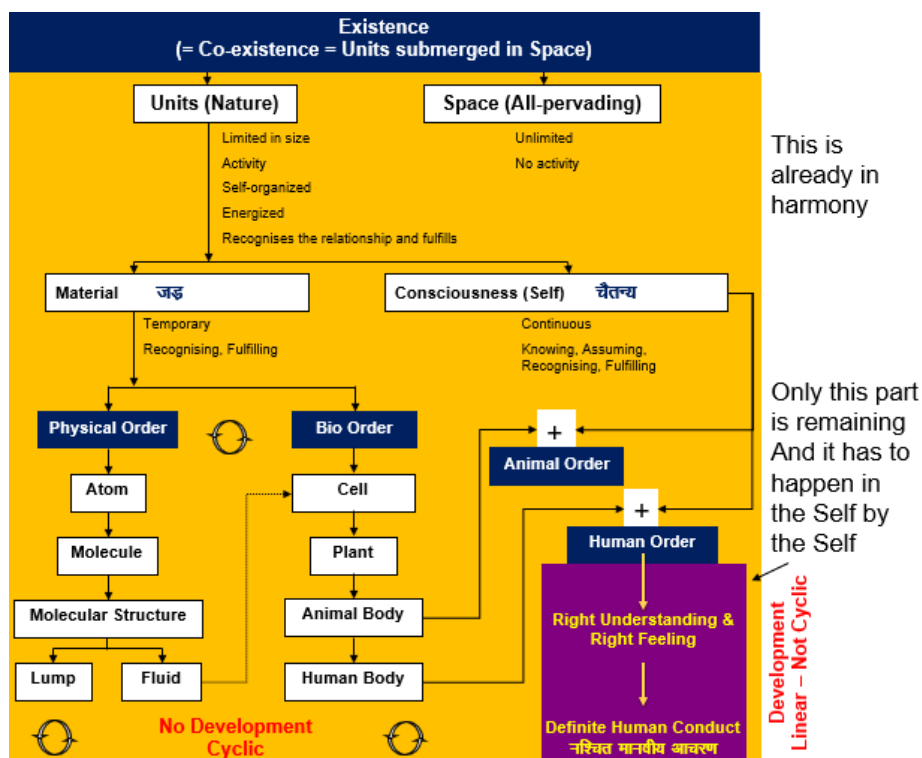


## The Holistic Perception of Harmony in Existence

In the light of this discussion, we can now visualise the overall picture of the whole existence.

### The Holistic Perception of Harmony in Existence

At the base of the whole existence is co-existence, which unfolds in terms of units submerged in space.



Units are limited in size; they are activity and are active. Space is unlimited, all-pervading and is no activity. Being submerged in space, units are energised, self-organised and recognise their relationship with every other unit in space and fulfil it.

Units are of two types – material units and consciousness units. Material units are temporary in time, while consciousness units (Self) are continuous. Material units recognise and fulfil their relationship with other units– their conduct is definite. Consciousness units recognise and fulfil their relationship on the basis of assuming without knowing or assuming based on knowing – the conduct of the human being is definite if it is operating on the basis of assuming based on knowing; and it is indefinite if it is operating on the basis of assuming without knowing.

All material units are composed of other (simpler) material units. The smallest or fundamental stable material unit is the atom. An atom may combine with another atom to form a molecule. These molecules further combine to form molecular structure. Molecular structures can exist either as lumps, or fluids. Fluids provide nurturing of cells and such cells combine to form plants, the animal body and the human body.

Coming to the domain of consciousness, there is just one type of unit which we have referred to as the Self. We can classify all the units in existence into four orders. Material units can be classified into two orders – physical order and bio order. The animal order is the co-existence of consciousness (Self) and the animal body (material). The human order is also the co-existence of consciousness (Self) and the human body (material).



## Universal Human Values Handout 5 of 5

### Understanding Harmony in the Nature and Existence

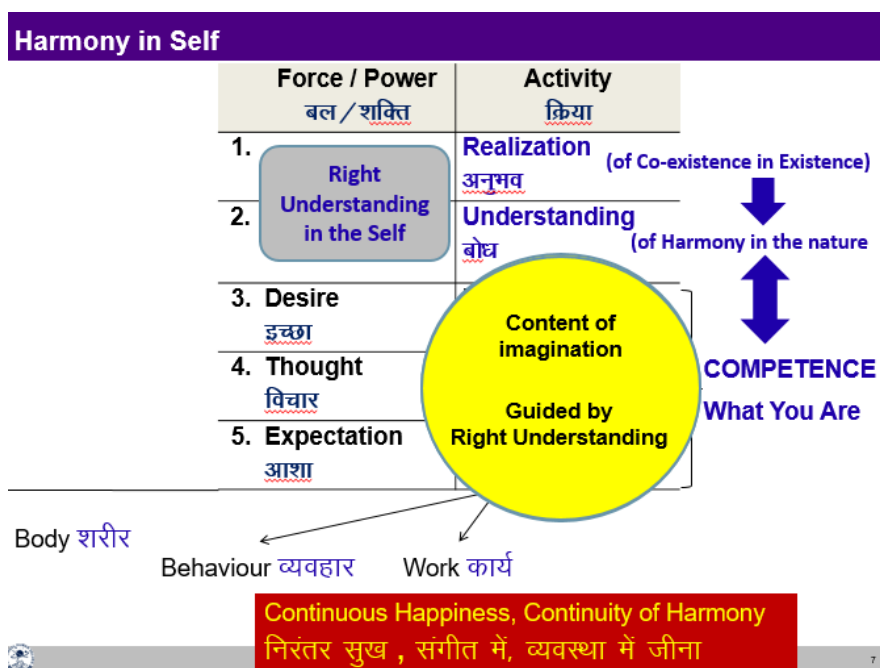


#### Development in the Existential Sense

Now, we can see that everything is in co-existence. Everything that exists is basically the expression of this ever-present co-existence. It is expressing itself in the form of harmony and relationship. This unfolding is something which is happening and has to be completed through human being.

Whatever we do with the material world is cyclic. It will keep changing; keep going back to initial state, no matter what we do. In that sense, there is no development here. Only in the human order, there is a potential for development or transformation in the Self which is not cyclic. Development or permanent change is possible only in the domain of consciousness. It is in terms of

1. developing right understanding (understanding co-existence) and right feeling (feeling of co-existence) in the Self. It means awakening to the activities of contemplation (of relationship, participation in the larger order), understanding (of self-organisation, harmony) and realisation (of co-existence), as discussed earlier, and



2. living on the basis of right understanding and right feeling- part one is updating all our desires, thoughts and expectations in line with right understanding and right feeling; part two is the expression in the form of behaviour, work and participation in the larger order.

This development, this transformation in human being is facilitated by education-sanskar. There is every provision in existence for this development.



## Sum Up

Now, we can sum up all that has been discussed in the workshop. We started by explaining the meaning of value. It was put as shown in the figure:

### Value

**Value of a unit is its participation in the larger order**

(larger order = larger, harmonious system)

e.g. Value of pen is that it helps to write  
 (participation in education)

Value of water is that it quenches thirst  
 (participation in health)

### Similarly,

Value of your activities (desire, thought, expectation..) is participation in the harmony within you (in the Self).

Value of your body is participation in your activities as a human being.

Your value in the family is your participation in the harmony in the family.

Your value in the society is your participation in the harmony in the society.

Your value in the nature is your participation in the harmony in the nature.

Your value in the existence is your participation in the co-existence.

**In this workshop, we tried to explore the universal values of a human being.**



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Then we went on to discuss the value at all the levels which is explained below.

### Expression of Co-existence at Different Levels

Level. Name	Relationship / Potential	Details
4b. Existence	<b>Co-existence</b>	Co-existence Potential for human being to realise
4a. Nature	Mutual Fulfillment	<b>Harmony, Relationship</b> Potential for human being to be in harmony
3. Society	Right Understanding, Prosperity, Fearlessness (Trust), Co-existence	Human-Nature relationship Potential, through participation of individuals and families in various societal systems
2. Family	Feeling of co-existence Trust, Respect ... Love	Human-Human relationship Potential for right feeling in the Self – mutual happiness
1b. Individual Human Being	Co-existence of Self and Body	Self-Body relationship Potential for feeling of self-regulation
1a. Self (I)	Continuous happiness = happiness, peace, satisfaction, bliss	Will to live with continuous happiness Potential for right understanding, right feeling and right thought → mutually fulfilling behavior and work
<b>Universal Values</b>		



## Universal Human Values Handout 5 of 5

### Understanding Harmony in the Nature and Existence



With this background, we can see that all that we discussed about harmony at the level of individual, family, society and nature are basically the systematic reflection (the expressions) of existence as co-existence. The same is shown in figure below. The whole discussion so far can be summed up in a simple chart given below. It can be expressed in one word – ‘**Co-existence**’.

#### Natural Outcome of the Understanding

The completion point for human being (materialising universal human order) is also the completion point of the universal order in existence. In that sense, the universal human order and universal order are synonymous. This is also the total expression of existence. It is the completion point of unfolding of the existence as co-existence.

**Thus, My Participation (Value) in Existence is to Realize the Co-existence and Live in Co-existence.**

#### Key Takeaways

Existence is co-existence, and the role of human being is to realise co-existence in the Self and live in co-existence in nature/existence, extending up to universal human order. In this way, the unfolding of the co-existence will be completed through human being – resulting into universal order.



## Program of Action

With the discussion so far, now we can work out the program of action at the individual level and at the level of society.

At the level of individual, what is expected is to understand harmony and live in harmony. This is something that has been initiated in the workshop.

### Program of Action (Individual)

To **understand** harmony and to **live** in harmony  
– at all levels of being (individual, family, society, nature/existence)

- 1. Self-exploration** – Verify the proposals on your own right  
→ right understanding (of harmony)  
→ feeling and thought of harmony  
→ harmonious behaviour, work and participation in larger order
- 2. Self-awareness** – Be aware of your desire, thought and expectation  
– every moment
- 3. Self-evaluation** – Evaluate your desire, thought and expectation  
– on the basis of your Natural Acceptance

## Discover

**What I Really Want to Be**  
**My Natural Acceptance**  
**My Intention**

## Guide

## Purify

**What I am**  
**My Desire, Thought,**  
**Expectation...**  
**My Competence**

In the process of understanding, three things are required as mentioned above:

1. Self-exploration: Verifying the proposals on our own right and living accordingly
2. Self-awareness: Being aware of one's desires, thoughts and expectations every moment
3. Self-evaluation- Evaluating one's competence vis-à-vis the natural acceptance every moment.

These three things will help one transform from the present level of competence to the level of completeness of right understanding and right living in continuity. The time taken for this may vary from person to person, but the process is definite.

At the level of society, what is expected is shown in the figure below.

### Program of Action (at the level of Society)

1. People's Education Program : for adults

10 yrs	1
Next 10 yrs	10
100 yrs	1000 cr

People with Right Understanding & Right Feelings

- Parents
- Teachers
- Policy Makers

2. Education-Sanskar Program : for children

20-50 yrs

People with Right Understanding & Right Feelings  
- People with definite Human conduct, the competence  
to participate in Universal Human Order

3. Undivided Society, Universal Human Order Program

10-20 yrs

### Fulfilment of Human Goal

Right Understanding & Right Feelings	Prosperity	Fearlessness (Truth)	Co-Existence
↓ Happiness	↓	↓	↓
In Every Individual	In Every Family	In Society	In Nature/ Existence

Family – Family cluster – Village – Village cluster ... Nation ... World Family





## **Universal Human Values Handout 5 of 5**

### **Understanding Harmony in the Nature and Existence**



One kind of program can be the people's education program meant for adults. People with a definite level of competence can help grown-ups from different backgrounds to self-explore and develop their competence. Going this way, on an average, if one person takes 10 years to develop the commitment to understand and live accordingly in completeness, and develops 10 more such people in the next 10 years, a population of 1000 crores can be developed in 100 years. But if the program of education-sanskar is made value based, it will take a shorter time, say up to 50 years for the world, as the program for right understanding will become a definite component of the system of society. And if there is a program for undivided society and universal human order including all the dimensions of the society, it will take even shorter time. This can be a vision while making the policies at the level of society.

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**MEENAKSHI SUNDARARAJAN ENGINEERING COLLEGE**

(Managed by I.I.E.T Society)  
363, Arcot Road, Kodambakkam, Chennai – 24

Approved by AICTE and Affiliated to Anna University 24801636, 24732488

## **SYLLABUS**

### **Universal Human Values**



# MEENAKSHI SUNDARARAJAN ENGINEERING COLLEGE

(Managed by I.I.E.T Society)

363, Arcot Road, Kodambakkam, Chennai – 24

S.No	CONTENTS	Hours	
		L	T
1.	SELF EXPLORATION	5	1
2.	HUMAN ASPIRATION	5	1
3.	HARMONY IN INDIVIDUAL	5	1
4.	HARMONY IN SOCIETY	5	1
5.	HARMONY IN NATURE	5	1

## UNIVERSAL HUMAN VALUES

30 HOURS

The specific objectives are:

- To help the student to see the need for developing a holistic perspective of life.
- To sensitise the student about the scope of life – individual, family (inter-personal relationship), society and nature/existence.
- Strengthening self-reflection.
- To develop more confidence and commitment to understand, learn and act accordingly.

The purpose is to help develop a holistic perspective about life. A self-reflective methodology of teaching is adopted. It opens the space for the student to explore his/her role (value) in all aspects of living – as an individual, as a member of a family, as a part of the society and as a unit in nature.

The context of the UHV-I module is the Student Induction program (SIP), which has been formulated with specific goals to help newly joined students to:

- Become familiar with the ethos and culture of the institution. (based on institutional culture and practices)
- Set a healthy daily routine, create bonding in batch as well as between faculty members and students.
- Get an exposure to a holistic vision of life, develop awareness, sensitivity and understanding of the Self-Family-Society-Nation-International-Entire Nature.
- Facilitate them in creating new bonds with peers and seniors who accompany them through their college life and beyond.
- Overcome weaknesses in some essential professional skills – only for those who need it (e.g. Mathematics, Language proficiency modules).



## **UNIT I SELF EXPLORATION**

Introduction of the Faculty-Introduction of Students-Home Assignments-Aspirations and Concerns.

## **UNIT II HUMAN ASPIRATION**

Basic Human Aspiration and its Fulfilment - Holistic Development and The Role of Education Process- Desire- Physical Facility is Necessary- To find out what else is required- For Human Being, Relationship is also Necessary- State of Relationship- Right Understanding is also Essential for Human Being- Priority: Right Understanding, Relationship & Physical Facility- Human Consciousness- Animal Consciousness- Role of Education-Sanskar: To Enable Transformation- Societal implications of living with Human Consciousness.

## **UNIT III HARMONY IN INDIVIDUAL**

Harmony in the Human Being- Knowing, Assuming, Recognizing, Fulfilling- Evaluation of Current Situation – Gross Misunderstanding- Happiness To Be in Harmony- Harmony in the Self- Sources of Motivation for our Imagination and its Implications- Content of Imagination in the Self- State of Imagination – Random and Disorganised.

## **UNIT IV HARMONY IN SOCIETY**

Harmony in the Family- Trust' The Foundational Value in Relationship- Evaluating Trust – Between 2 Individuals- State of Imagination – Random and Disorganised- Trust: To have the clarity that the other intends to make me happy- Respect- Human Being Living with Human Consciousness- Disrespect- Self Confidence, Ego & Depression.

## **UNIT V HARMONY IN NATURE**

Other Feelings in Relationship – Justice -Love – The basis for Undivided Family – Harmony in Nature- Affection- Interaction- Ragging- Reverence- Competition and Collaboration/Cooperation- - Glory and Gratitude -Opposition, Affection and Love-Preconditioning Related to Love-Harmony in Family – Justice, From Family to World Family- Relationship of Mutual Fulfillment.

**Reference: AICTE web site**

### Method of Evaluation

Get to know as many of your batch mates as you can! You should be able to introduce at least 5 of them in detail.

1. Make a list of your aspirations the expectations of your family and friends and the hopes you see; the nation has from you.
2. Make a list of your achievements in your life
3. Make a list of your concerns, fears, confusions, questions etc.
4. Find out how you feel when your desire is in accordance with your natural acceptance – happy or unhappy?
5. Make a list of your desires (needs, wants etc.).
6. Find out to which is a given desire directly related out of  
Right Understanding, Fulfilment in Relationship and Physical Facility (PF)
7. Take the same list of your desires. Now find out what is the source of the desire preconditioning or sensation or natural acceptance.
8. List the members in your family. Now ask the eight questions regarding trust for each person and evaluate. Get into dialogue if required.
  - 1a. Do I want to make myself happy?
  - 2a. Do I want to make the other happy?
  - 3a. Does the other want to make himself/herself happy?
  - 4a. Does the other want to make me happy?
9. What is the basis of respect?
10. What is naturally acceptable – to differentiate or to relate, to be complimentary?
11. Each person has a different level of competence. There are many differences.  
But with these differences, what program can you make to ensure complementariness with every member of the family?
12. What efforts can be made in the institution to help the students understand the true meaning of love?
13. What is your common family goal?
14. What is the common societal goal?

**Duration : I and II semester (24 lecture hours+ 6 evaluation hours)**



**Report for UHV Programme**

**Academic year 2020-2021**

**Date of conduction: 10/11/2020- 18/11/2020**

**No. of Beneficiaries: 420 ( Students entering B.E/B.Tech Programe)**

**Spokeperson: AICTE (UHV) certified Faculty members**

Self-Exploration session was conducted. Proposals are put forth and students are asked to think about themselves and accept their thoughts naturally. The students are asked to introduce about themselves using the language they feel comfortable with their aspirations and the concerns related to achieve their aspirations were discussed. Priority in life such as Right Understanding, Relationship and Physical comfort were explored. Requirements for continuous happiness and prosperity were discussed. How to achieve individual harmony, societal harmony was discussed. Showing Trust, Respect, Gratitude were explored. At the end of sessions, students felt change in their thought process and shared their experience after attending these sessions.

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