

**An Introduction to
Human Values & Professional Ethics
(AUC-001)**

for Students

Note to Teacher

This presentation may be conducted only by a teacher who has gone through the Teachers' Orientation Program on Human Values & Professional Ethics

There are three parts

1. Need and scope of value education with an exercise – about 2 hours with relevant examples, q&a
2. Glimpses of scope of understanding (Individual Goal & Trust) – about 2 hours with relevant examples, q&a
3. Some details about the course – about 1 hour with relevant examples, data, q&a

Conduct these three parts in sequence, upon availability of the time. Do not rush all three parts. Refer student to attend the course for details

Provide proposals about the solution (vs expounding on the problems)

If there is shortage of time, do only 1 & 3

PART 1

An Introduction to Human Values & Professional Ethics (AUC-001)

for Students

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

It is a process of **Dialogue**

A dialogue between me and you, to start with

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

प्रस्ताव है (मानें नहीं)

जाँचें – स्वयं के अधिकार पर।

अपनी सहज स्वीकृति के आधार पर।

यह संवाद की प्रक्रिया है।

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

Success

Is it getting money?

Is it getting a degree?

Is it getting a job?

What is success?

Should Education prepare you to be successful?

Expectations from Education

Education has the responsibility to facilitate:

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

Learning 'how to do' – skills, technology

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

Both are important

What would be the priority between these two?

The Priority is

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

The Current Priority: Learning 'how to do'

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

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

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

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

E.g.

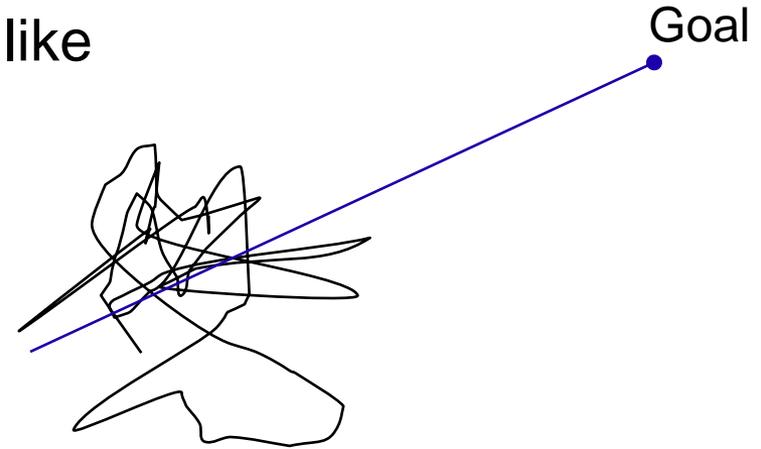
- Language
- Clothes
- Course
- Job...

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

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

Our program becomes a jumble of choices like

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



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

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

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

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

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

As an individual

As a member of the family

As a member of an institution... society

As a unit of nature

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

Is this possible?

We need to explore into this further

Some of the topics discussed (example)

Some topics related to individual to be discussed are:

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

The Need for Value Education

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

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

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

To develop a holistic perspective, we need Value Education

So, that is the need of Value Education

State of Society Today...

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

Has society also advanced toward the desired state?

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

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

Is this on the increase or decrease?

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

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

Is education contributing positively or negatively to this?

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

The Role of Education शिक्षा की भूमिका

What is the Role of Education? शिक्षा की भूमिका क्या है ?

The role of education is to facilitate the development of the competence to live with Definite Human Conduct

शिक्षा की भूमिका मानव में निश्चित मानवीय आचरण से जीने की योग्यता विकसित करना है।

All units around us exhibit definite conduct... except human being

Trees, Plants...	Conduct is based on their seed
Cow....	Conduct is based on their breed
Human Beings	Conduct is based on their education-sanskar

प्रकृति में हर इकाई का आचरण निश्चित दिखाई देता है... मानव के अलावा। जैसे –

- पेड़, पौधे... जैसा बीज वैसा आचरण
- गाय... जैसा वंश वैसा आचरण
- मानव जैसा शिक्षा–संस्कार वैसा आचरण

Is Human Relationship Important?

क्या मानवीय संबंध महत्वपूर्ण है?

Check within Yourself! *अपने में जांच कर देखें!*

What do we all want?

हम सब की चाहना क्या है ?

We can examine this within ourselves

इसे हम अपने में जांच कर देख सकते हैं।

Do we want to be happy?

क्या हम सुखी होना चाहते हैं ?

Do we want to be prosperous?

क्या हम समृद्ध होना चाहते हैं ?

Do we want the continuity of
happiness and prosperity?

*क्या हम सुख, समृद्धि की निरंतरता
चाहते हैं ?*

Do we want to be happy?

क्या हम सुखी होना चाहते हैं ?

Do we want to be prosperous?

क्या हम समृद्ध होना चाहते हैं ?

Do we want the continuity of
happiness and prosperity?

*क्या हम सुख, समृद्धि की निरंतरता
चाहते हैं ?*

Are we happy?

क्या हम सुखी हैं ?

Are we prosperous?

क्या हम समृद्ध हैं ?

Is there continuity of our
happiness and prosperity?

*क्या हमारे सुख, समृद्धि की निरंतरता
है ?*

Desire चाहना

Do we want to be happy?

क्या हम सुखी होना चाहते हैं ?

Do we want to be prosperous?

क्या हम समृद्ध होना चाहते हैं ?

Do we want the continuity of happiness and prosperity?

क्या हम सुख, समृद्धि की निरंतरता चाहते हैं ?

We will explore this further

इस बात पर हम आगे अध्ययन करेंगे।

Effort करना

Is our effort (*हमारा प्रयास*):

– For continuity of happiness and prosperity?

सुख, समृद्धि की निरंतरता के अर्थ में है or या

– Just for accumulation of physical facility?

केवल सुविधा-संग्रह के अर्थ में ?

Have you assumed that happiness and prosperity will automatically come when you have enough physical facility?

What effort are you making for continuity of happiness and prosperity, other than accumulation of physical facility?

Check within Yourself! *अपने में जांच कर देखें!*

The unhappiness in your family is

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

आपके परिवार में जो दुःख है, वह सुविधा के अभाव में ज्यादा है या संबंध का निर्वाह न होने के कारण ज्यादा हैं ?

How much time and effort are you investing:

- For physical facility
- For fulfillment in relationship

आप सुविधा जुटाने के लिए कितना समय व प्रयास लगा रहे हैं और संबंध का निर्वाह के लिए कितना समय व प्रयास लगा रहे हैं ?

The unhappiness is more due to lack of fulfillment in relationship

Most of the time and effort is spent for physical facility

दुःख संबंध का निर्वाह न होने के कारण ज्यादा है; परन्तु, समय व प्रयास सुविधा के लिए ज्यादा लगाया जा रहा है

Check within Yourself! *अपने में जांच कर देखें!*

For human beings physical facility is necessary but relationship is also necessary

मानव के लिए सुविधा भी आवश्यक है, परंतु संबंध भी आवश्यक है।

On examining carefully, we find that this is a fundamental difference between animals and human beings

ध्यान से देखें तो मानव व पशु के बीच यह एक मूलभूत अंतर है।

Physical facility is necessary for animals and necessary for human beings also
सुविधा पशु के लिए आवश्यक है, मनुष्य के लिए भी आवश्यक है।

However, *परंतु,*

For animals physical facility is necessary as well as adequate
पशु के लिए सुविधा आवश्यक भी है और पूर्ण भी है,

For human beings physical facility is necessary but not adequate
मनुष्य के लिए भी सुविधा आवश्यक है पर पूर्ण नहीं है।

When an animal has lack of physical facility it becomes uncomfortable, when it gets physical facility it becomes comfortable

Eg. When a cow gets a stomach-full of grass, it becomes comfortable, sits and chews the cud

पशु को सुविधा का अभाव होता है, तो वह परेशान होता है, सुविधा मिल जाए तो वह आराम में आ जाता है, (जैसे पेट भर घास मिल जाए तो गाय आराम से जुगाली करती है)।

When a human being has lack of physical facility, he becomes uncomfortable and unhappy

But once he gets the physical facility, he forgets about it and starts thinking about hundred other things

मनुष्य को सुविधा का अभाव होता है, तो वह परेशान व दुःखी होता है, परंतु सुविधा मिल जाए तो उसके बारे तो भूल ही जाता है, उसके अलावा सौ और चीजें सोचने लगता है।

(Check for yourself if you feel happy every day that you are getting enough to eat?)

(आप ही अपने में जांच कर देखें- क्या आप इस बात पर रोज खुश होते हैं कि आपको पेट भर भोजन मिल रहा है?)

For human beings, physical facility is necessary but relationship is also necessary

मानव के लिए सुविधा भी आवश्यक है, परंतु संबंध भी आवश्यक है

RELATIONSHIP
संबंध
with human beings

PHYSICAL FACILITY
सुविधा
With nature

For animals:
necessary & adequate

पशु के लिए
आवश्यक
एवं पूर्ण

For human beings:
necessary but not adequate

मानव के लिए
आवश्यक
परंतु पूर्ण नहीं

For animals, physical facility is necessary as well as adequate

पशु के लिए सुविधा आवश्यक भी है और पूर्ण भी है

Other than physical facility what else does a human being think about?

सुविधा के अलावा सौ और चीजें क्या सोचता है मनुष्य ?

On close examination, the list of thoughts can be classified into two categories:

1. Feelings in relationship with other human beings
2. Right understanding in the self, or knowledge

Human beings think about ensuring these, in addition to physical facility

अगर इन सौ और चीजों पर ध्यान दें तो मूलतः दो प्रकार की सूची बनती है -

- 1. मानव के साथ संबंध में भाव और*
- 2. स्वयं में सही समझ, ज्ञान*

को सुनिश्चित करने की बात मनुष्य सोचता है, सुविधा के अलावा।

If we recognize human beings' aspiration, we find that they want to live in relationship with all and feel happy living in relationship, therefore relationship is necessary for human beings

मनुष्य की चाहना को पहचानें तो वह सभी के साथ संबंधपूर्वक जीना चाहता है और संबंधपूर्वक जीकर सुखी होता है, इसलिए संबंध मनुष्य के लिए आवश्यक है।

Examine within yourself 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, ie. There is 'struggle for survival', 'survival of the fittest' and check if you feel happy living this way?

आप ही अपने में जांच कर देखें-

- 1. आपकी चाहना संबंधपूर्वक जीने की है या*
- 2. आपकी चाहना विरोधपूर्वक जीने की है या*
- 3. आपने मान रखा है कि जीना तो विरोधपूर्वक ही संभव है। 'struggle for survival', 'survival of the fittest' और क्या आप वैसा जीते हुए सुखी होते हैं ?*

Thus: for human beings, both physical facility and relationship are necessary

अतः मानव के लिए सुविधा व संबंध दोनों आवश्यक हैं।

For Human Being, both Physical Facility and Relationship are Necessary

RELATIONSHIP

संबंध

with human
beings

PHYSICAL FACILITY

सुविधा

With nature

For animals:
necessary &
adequate

पशु के लिए
आवश्यक
एवं पूर्ण

For human beings:
necessary but
not adequate

मानव के लिए
आवश्यक
परंतु पूर्ण नहीं

On further examination, we find that we all do want to live in relationship with others

आगे ध्यान दें तो पता चलता है कि संबंध पूर्वक जीना तो हम सब चाहते ही हैं।

Every night when there is a fight, we want to resolve it. We start the next day with the thought that we don't want to fight today, but due to lack of right understanding about fulfillment of relationship, a fight takes place by night

हर दिन जब रात में झगड़ा होता है तो अगले दिन यही तय कर के शुरू करते हैं कि आज झगड़ा नहीं करना है परंतु, संबंध के निर्वाह की समझ न होने के कारण हम संबंध पूर्वक जी नहीं पाते हैं, और रात तक फिर झगड़ा हो जाता है।

For fulfillment in relationship, it is necessary to have right understanding about relationship. i.e. Right understanding is also necessary for human beings

इसलिए संबंध के निर्वाह के लिए अपने में संबंध की समझ का होना आवश्यक है। अर्थात् मानव के लिए समझ की भी आवश्यकता है।

Right Understanding is also Necessary for Human Being

RIGHT UNDERSTANDING

(समझ)

in the self

RELATIONSHIP

(संबंध)

with human
beings

PHYSICAL FACILITY

(सुविधा)

with rest of nature

For animals:
necessary &
adequate

For human beings:
necessary but
not adequate

Are all 3 required? Is something redundant? Is anything more required?

Are we working on all 3?

If all 3 are required, what would be the priority?

Priority: Right Understanding, Relationship & Physical Facility

1 **RIGHT UNDERSTANDING**
(समझा)
in the self

2 **RELATIONSHIP**
(संबंध)
with human
beings

Feelings
- Trust
- Respect
- ...

3 **PHYSICAL FACILITY**
(सुविधा)
with rest of nature

For animals:
necessary &
adequate

For human beings:
necessary but
not adequate

MUTUAL HAPPINESS

(उभय सुख)

MUTUAL PROSPERITY

(उभय समृद्धि)

? RIGHT UNDERSTANDING
(समझ)
in the self

? RELATIONSHIP
(संबंध)
with human
beings

1 PHYSICAL FACILITY
(सुविधा)
with rest of nature

For animals:
necessary &
adequate

For human beings:
necessary but
not adequate

UNHAPPINESS (Mutual)

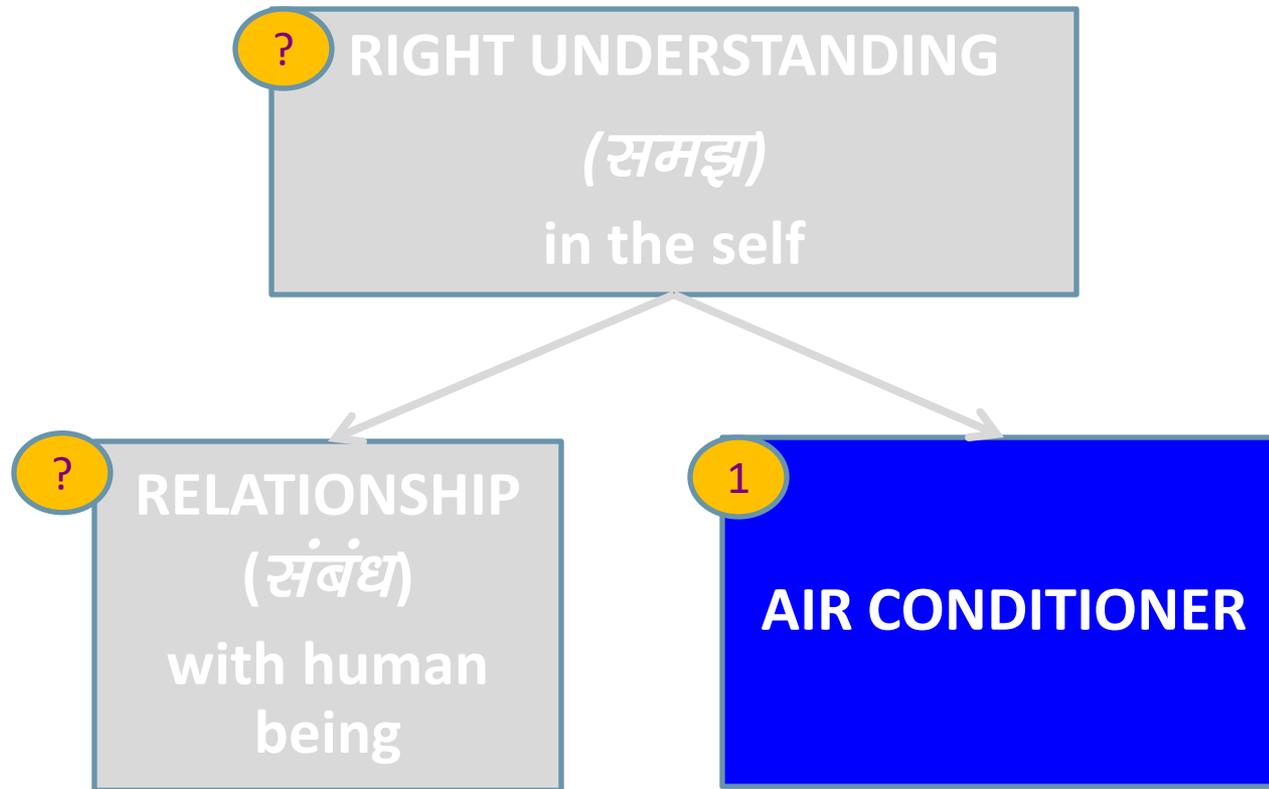
दुख (उभय)

DEPRIVATION (Mutual)

दरिद्रता (उभय)

Ex: Sitting in a hot room... you are uncomfortable & unhappy

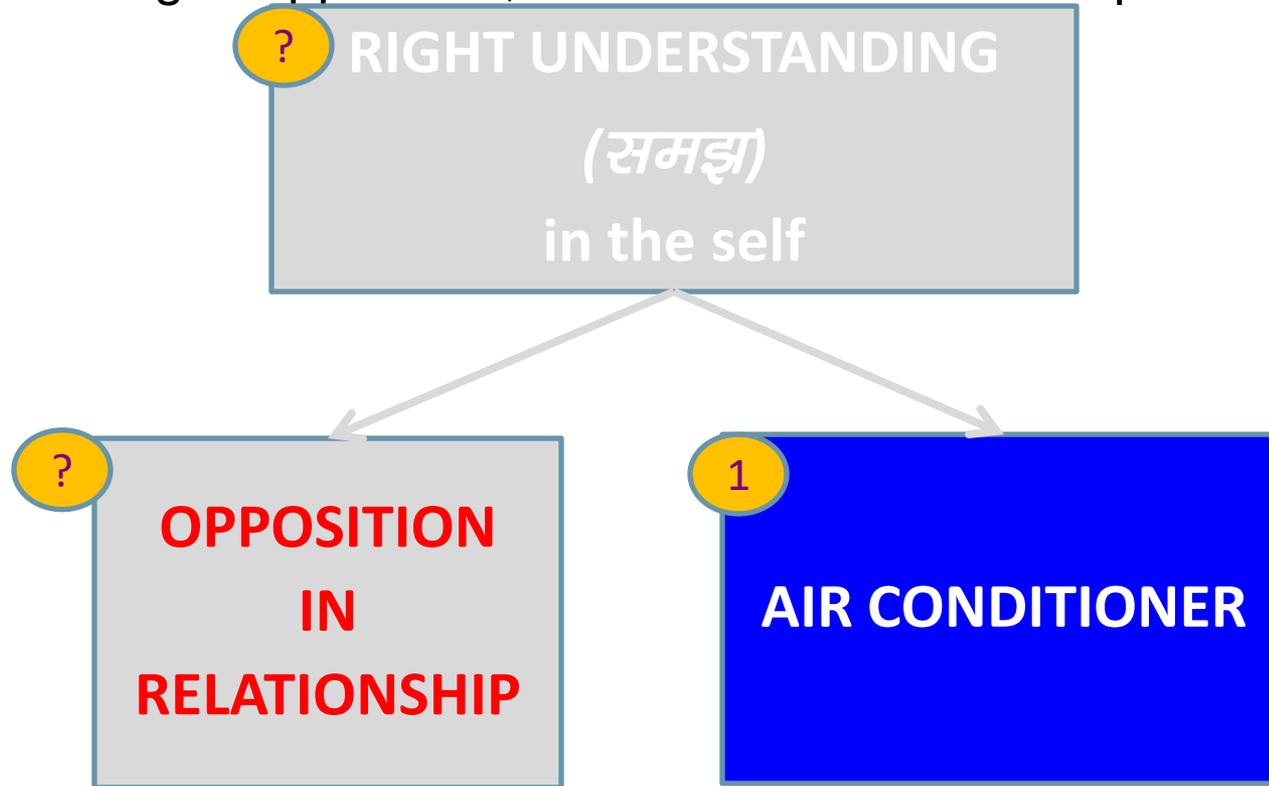
Q: Does an AC help you resolve your discomfort & unhappiness?



- An AC does resolve the discomfort
- Physical Facility is a solution for needs of the body

Ex: Sitting in an AC room... with someone you are opposed to...

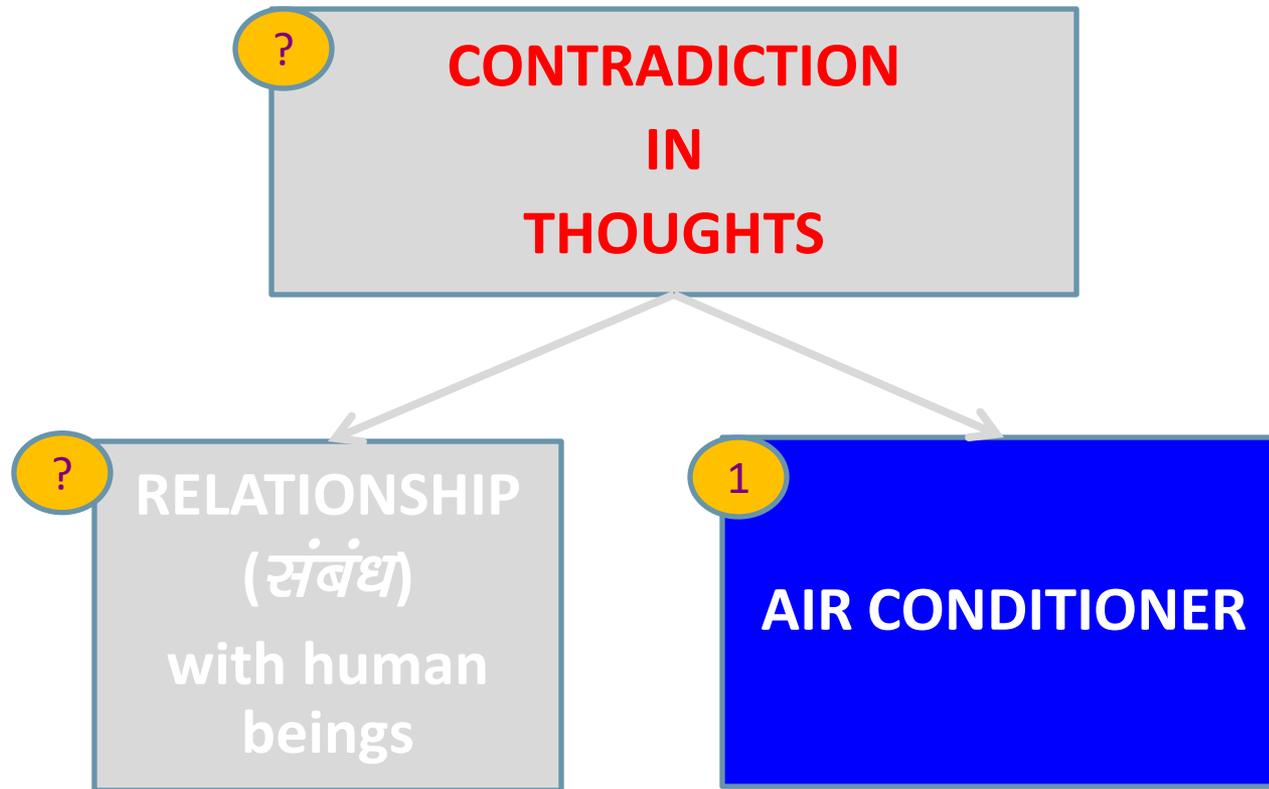
Q: Is the feeling of opposition naturally acceptable? Or do you want to get rid of the feeling of opposition, to resolve the relationship?



- We can see that an AC has no impact in resolving relationship
- Physical facility does not have any lasting impact in relationship. E.g. A gift can at most distract attention for some time – it is not a solution
- Only right understanding about relationship, and continuity of right feelings in oneself helps resolve relationship

Ex: Sitting alone in an AC room... thinking about one you oppose...

Q: Does the AC help you resolve the contradiction in your thoughts?



- We can see that an AC has no impact in resolving contradiction in thoughts (physical facility does not have any impact on understanding in the self)
- Only right understanding helps resolve contradiction in thoughts

Therefore we can observe two categories of human beings

इसीलिए अभी दो तरह के मनुष्य दिखाई देते हैं-

1. Lacking physical facility, unhappy deprived (*सुविधा विहीन दुखी दरिद्र*)
2. Having physical facility, unhappy deprived (*सुविधा संपन्न दुखी दरिद्र*)

While we want to be – *जबकि हम होना चाहते हैं-*

3. Having physical facility, happy prosperous (*सुविधा संपन्न सुखी समृद्ध*)

Check within yourself

- Where are you now – at 1, 2 or 3 and
- Where do you want to be?

अपने में जांच कर देखें-

- *अभी हम कहां है ?- 1, 2 या 3 में और*
- *कहां होना चाहते हैं ?*

Animal Consciousness, Indefinite Conduct

? RIGHT UNDERSTANDING
(समझा)
in the self

? RELATIONSHIP
(संबंध)
with human
beings

1 PHYSICAL FACILITY
(सुविधा)
with rest of nature

Animal
Consciousness
जीव चेतना

UNHAPPINESS (Mutual)
दुख (उभय)

DEPRIVATION (Mutual)
दरिद्रता (उभय)

Human
Consciousness
मानव चेतना

1 RIGHT UNDERSTANDING

(समझ)

in the self

2

RELATIONSHIP

(संबंध)

with human
beings

Feelings
- Trust
- Respect
...

3

PHYSICAL FACILITY

(सुविधा)

with rest of nature

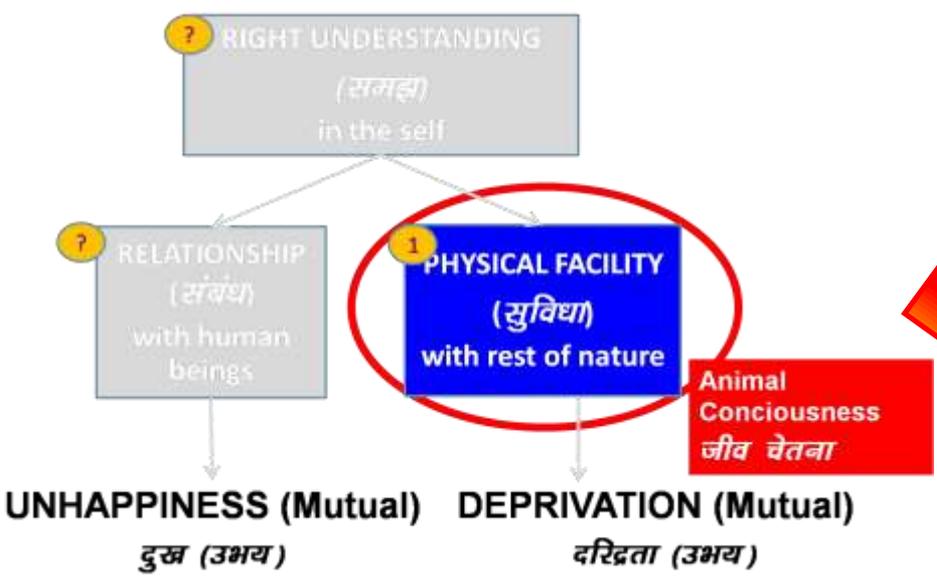
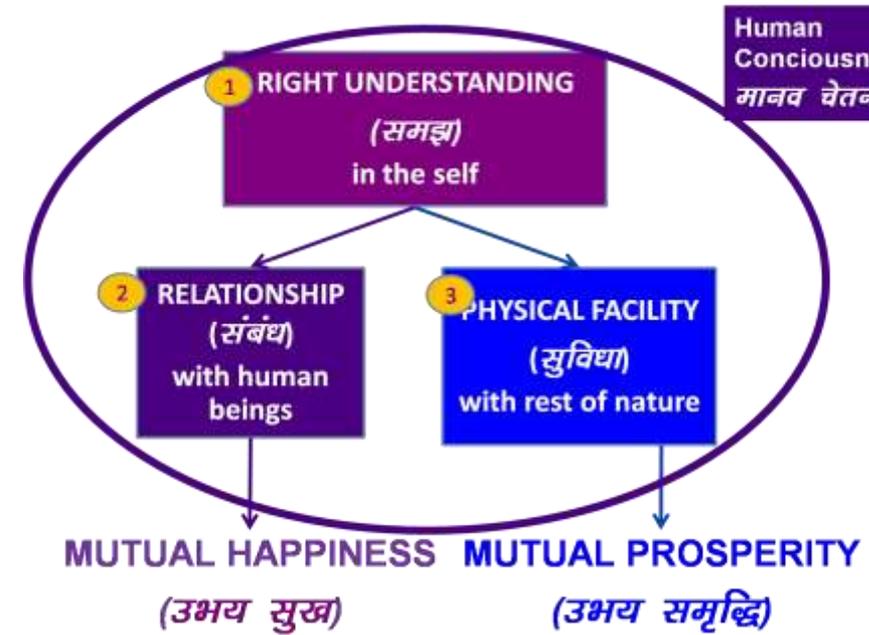
MUTUAL HAPPINESS

(उभय सुख)

MUTUAL PROSPERITY

(उभय समृद्धि)

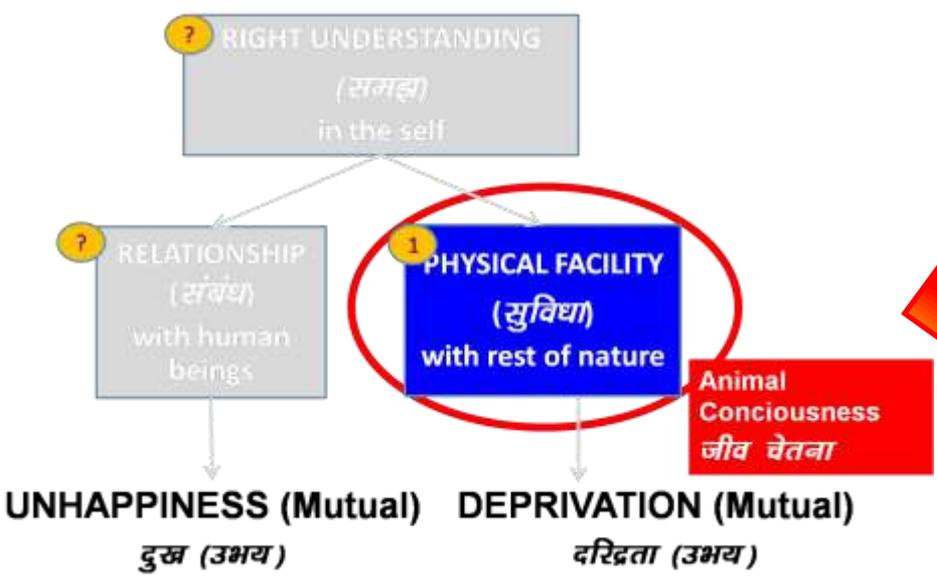
Transformation (संक्रमण) = Development (विकास)



Transformation - Progress
संक्रमण - विकास

A large purple arrow with a red outline points upwards and to the right, indicating the direction of transformation and progress.

Role of Education-Sanskar: Enable Transformation



Transformation - Progress
संक्रमण - विकास

Role of Education-Sanskar: Enable Transformation

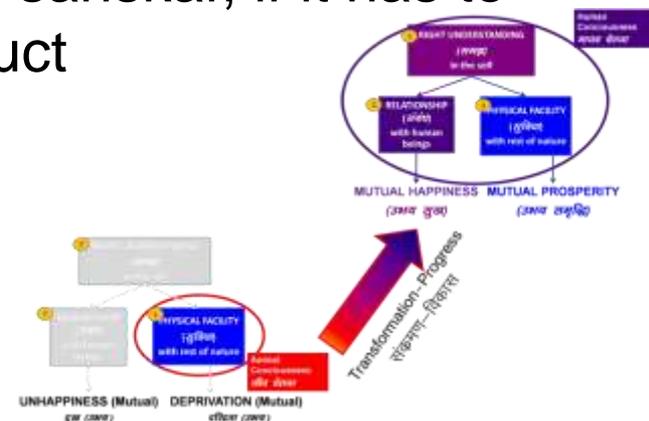
Holistic development is transformation to Human Consciousness.

The role of education-sanskar is to enable this transformation by way of ensuring the development of the competence to live with Definite Human Conduct

For this, the education-sanskar has to ensure

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

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct



Role of Education-Sanskar: Enable Transformation

Holistic development is transformation to Human Consciousness.

The role of education-sanskar is to enable this transformation by way of ensuring the development of the competence to live with Definite Human Conduct

For this, the education-sanskar has to ensure

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

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct

The education today is largely focused on physical facility and

1. First one is missing
2. The second one is missing
3. In the third one, identification of physical facility, is also missing. The willingness to produce by way of labour is also missing. The core feeling that is generated is to accumulate more & more rather than produce more & more ; and to consume more & more

More than 1 billion tons of food lost or wasted every year, UN-backed report finds (11 May 2011)

About a third of all the food produced for human consumption each year – or roughly 1.3 billion tons – is lost or wasted, according to a new **study** commissioned by the United Nations Food and Agriculture Organization (**FAO**)

Global Food Production is 6 times requirement
Global Food Wastage is 1/3rd of production
Wastage is enough to feed 1300 crore people/year

Have we understood right utilisation?

Is it a question of production?

Is it a question of relationship?

Is it a question of right understanding?

It is a question of right education-sanskar

<http://www.un.org/apps/news/story.asp?NewsID=38344&Cr=fao&Cr1>



Sum Up: Holistic Development & The Role of Education

The role of education-sanskar is to enable the transformation to Human Consciousness (i.e. holistic development) by way of ensuring the development of the competence to live with Definite Human Conduct

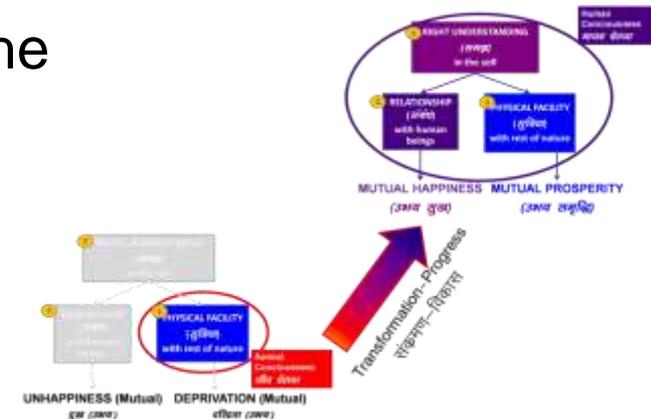
For this, the education-sanskar has to ensure

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

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct

Parents, teachers & society/environment have the responsibility of providing such education-sanskar

We will explore the steps necessary to ensure Human Education-Sanskar



Encouraging Impact of Including this foundation course

1. There is a sense of prosperity – by identifying the definite need for physical facility & producing/having more than the need
2. More attention toward relationship – with family, colleagues, students... – Relationship is about definite feeling, and it is more important than physical facility
3. Better attitude of students, particularly towards academics and its impact on employability
 - Students have become more serious towards their studies
 - More are looking for deeper knowledge, not just exams
 - More are going for higher studies
 - For some students who were doing very badly, their grades have improved dramatically
4. Increased self discipline & sense of responsibility, reduced need for enforcement
5. Significant commitment toward education by teachers & students...

Status of Universal Human Values in Higher Education – July 2013

2005	IIIT Hyderabad (AP) – an experiment	
2006	IIT Kanpur (UP) – an experiment	
2009	GBTU & MTU – a large scale experiment	[700 C]
2011	PTU (Punjab) – a high speed, large scale experiment	[325 C]

Encouraging results

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

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

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

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



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

([VIDEO](#) 3 min)

PART 2

An Introduction to Human Values & Professional Ethics (AUC-001)

for Students

Practical:

Make a list of your desires

Find out if these needs be fulfilled by Right Understanding, Relationship and Physical Facilities, or anything more is needed?

Eg:

What I am, relationship, respect...

Right Understanding

Ensuring right feelings...

RU + Feeling in Relationship

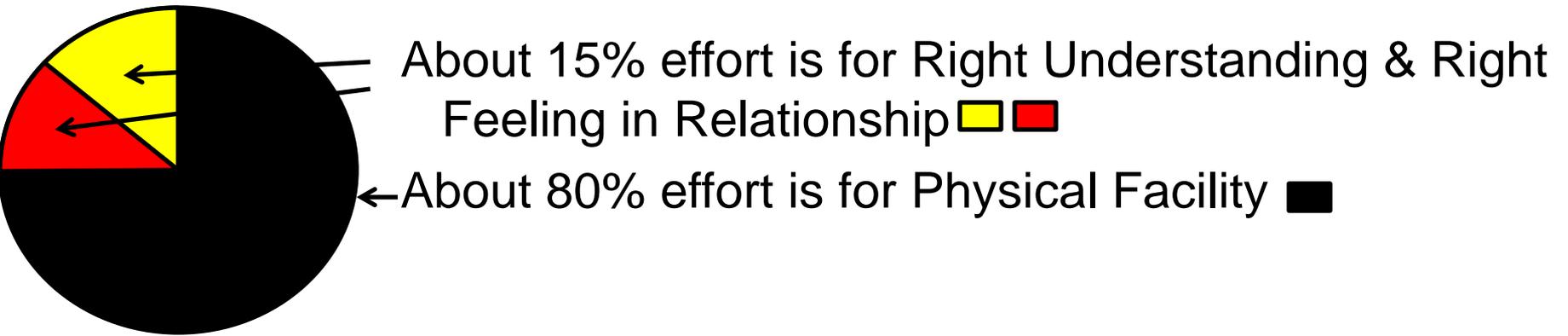
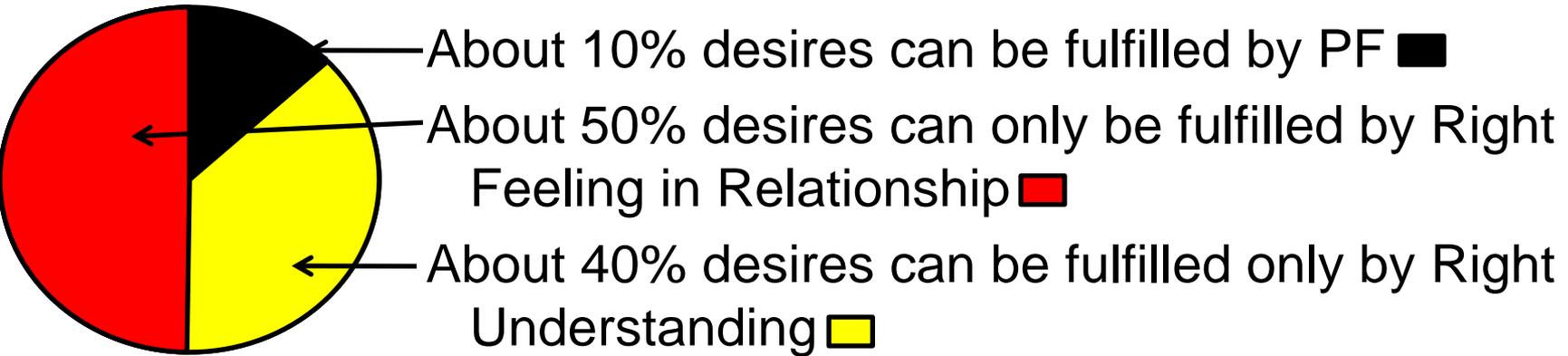
Food...

RU + Physical Facility

Where is most of the effort – for Right Understanding, Feelings in Relationship or Physical facility

You can do this exercise in your family

1. RU, Rel, PF or anything more?



Most of the desires can only be fulfilled by a Right Understanding & Right Feeling in Relationship

Most of the effort is being made for Accumulation of Physical Facility

1

RIGHT UNDERSTANDING

(समझ)

in the self

Process of Understanding – Self-exploration, Self-investigation

1. It is a process of Dialog... It starts with a dialog between me and you
2. It soon becomes a dialog within your own Self...

What I am

**What is Naturally Acceptable
to Me**



जैसा मैं हूँ

जैसा होना मुझे सहज स्वीकार्य है

Split Personality
-Schizophrenic

Sometimes relationship

Relationship

Sometimes opposition

Harmony (संगीत)

→ Happiness (सुख)

Contradiction (अंतर्विरोध) → Unhappiness (दुख)

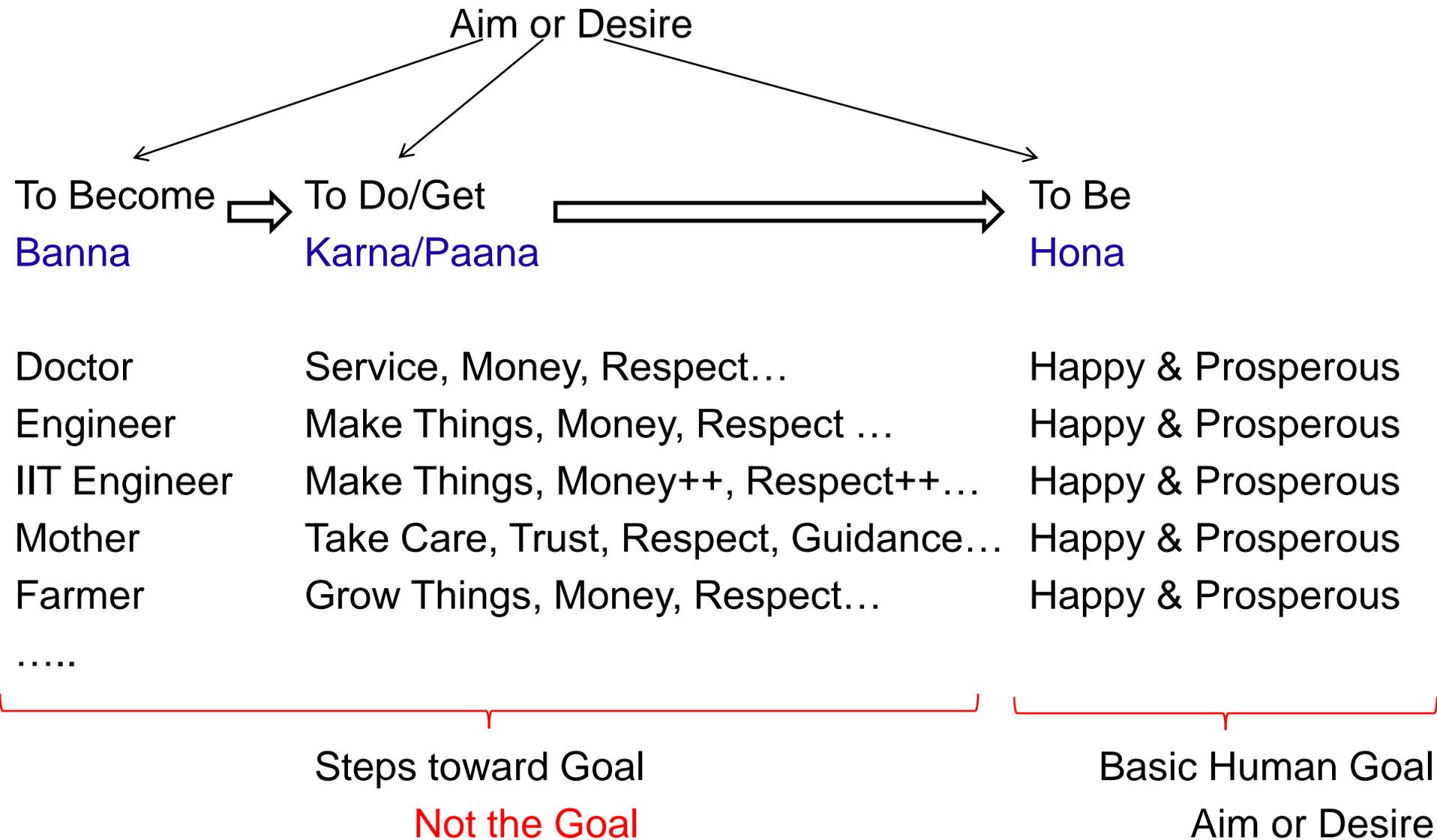
Happiness = To be in a state of Harmony

सुख = संगीत में, व्यवस्था में जीना

Unhappiness = To be forced to be in a state of Contradiction

दुख = अंतर्विरोध में, अव्यवस्था में, जीने के लिये बाध्य होना

Harmony in the Human Being – Exploring Self, Aim or Desire



Happiness

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

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



To be in in a state of Harmony is Happiness



Happiness = Harmony

Unhappiness

The state or situation, in which I live,
if there is disharmony / contradiction in it,
then 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



To be forced to be in a state of Disharmony is Unhappiness



Unhappiness = Disharmony

Happiness

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

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



To be in a state of Harmony is Happiness



Happiness = Harmony

Continuous Happiness

State / Situation in which I live or
Expanse of our Being:

1. As an Individual
2. In Family
3. In Society
4. In Nature/Existence

**Continuous Happiness =
Harmony at all levels of our
Being. i.e.**

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

1

RIGHT UNDERSTANDING

(समझ)

in the self

Scope of Right Understanding:

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

Human Being

मानव

Self (I)

मैं

Coexistence

Body

शरीर



Human Being <i>मानव</i>	Self (I) <i>मैं</i>	Body <i>शरीर</i>
Need <i>आवश्यकता</i>	Happiness (Eg. Respect) <i>सुख (जैसे-सम्मान)</i>	Physical Facility (Eg. Food) <i>सुविधा (जैसे-भोजन)</i>
In Time <i>काल में</i>	Continuous <i>निरन्तर</i>	Temporary <i>सामयिक</i>
In Quantity <i>मात्रा में</i>	Qualitative <i>गुणात्मक</i>	Quantitative (Limited in Qty) <i>मात्रात्मक (सीमित मात्रा में)</i>



These needs are of different types

Are both types of needs important or not / Do we want fulfillment of both types of needs?

What is the priority between the needs of the Self (I) & the needs of the Body?

Human Being <i>मानव</i>	Self (I) <i>मैं</i>	Coexistence	Body <i>शरीर</i>
Need <i>आवश्यकता</i>	Happiness (Eg. Respect) <i>सुख (जैसे-सम्मान)</i>		Physical Facility (Eg. Food) <i>सुविधा (जैसे-भोजन)</i>
In Time <i>काल में</i>	Continuous <i>निरन्तर</i>		Temporary <i>सामयिक</i>
In Quantity <i>मात्रा में</i>	Qualitative <i>गुणात्मक</i>		Quantitative (Limited in Qty) <i>मात्रात्मक (सीमित मात्रा में)</i>
Fulfilled by <i>पूर्ति के लिए</i>	Right Understanding & Right Feelings <i>सही समझ, सही भाव</i>		Physio-Chemical Things <i>भौतिक-रासायनिक वस्तु</i>

The needs of the Body can not be fulfilled by Right Understanding, Right Feelings
The needs of the Self can not be fulfilled by Physio-Chemical Things

Both type of needs have to be understood separately
Both type of needs have to be fulfilled separately

In living, what is the priority?

How much time & effort is spent for right understanding & right feelings?
How much time & effort is spent for Physical Facility?

Prosperity = Feeling of having more than required physical facility

1. Assessment of necessary physical facility with the required quantity – with right understanding
2. Ensuring availability/ production of more than required physical facility – with right skills

A prosperous human being shares, has the feeling of nurturing the other
A deprived human being accumulates, has a feeling of exploiting the other

Harmony in the Human Being

We have briefly discussed about the goal as an individual – Happiness & Prosperity

Harmony in the Human Being is essentially about Understanding Our Self

Other topics related to individual to be discussed include:

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

1

RIGHT UNDERSTANDING

(समझ)

in the self

Scope of Right Understanding:

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society
4. Harmony in Nature/Existence

Trust (विश्वास)

- Trust = to be assured (आश्वस्त होना)
- = to have the clarity that the other wants to make me happy & prosperous
- = दूसरा मेरे सुख, समृद्धि के अर्थ में है, ऐसा स्पष्ट होना

Trust

Verify on the basis of your natural acceptance

- 1a. I **want to** make myself happy ✓
- 2a. I **want to** make the other happy ✓
- 3a. The other **wants to** make herself/himself happy ✓
- 4a. The other **wants to** make me happy ?

Intention – Natural Acceptance

What I really want to be

Verify on the basis of your competence

- 1b. I **am able to** make myself always happy ?
- 2b. I **am able to** make the others always happy ?
- 3b. The other **is able to** make herself/himself always happy?
- 4b. The other **is able to** make me always happy ??

Competence

What I am

About the Other

The other broke a glass
The other did not come on time

The other makes mistakes
intentionally

About Myself

The glass broke by accident
I tried really hard to reach on time

I make mistakes by accident

I evaluate my self on my intention (2a) ... I conclude "I am good"
I evaluate the other on his competence (4b) ... I conclude "the other is bad"

I conclude about the intention of the other on the basis of his competence ... I doubt his intention

Irritation, anger, condemning the other are indications of doubt on intention

Doubt on intention is a major reason for problems in relationships

Trust

Trust on Intention = To be Assured

= to have the clarity that the other wants to make me happy & prosperous

= दूसरा मेरे सुख, समृद्धि के अर्थ में है, ऐसा स्पष्ट होना

When there is Trust on Intention, you feel related to the other

Absence of Trust on Intention

= lack of assurance that the other intends my happiness & prosperity

Lack of Trust on Intention leads to Doubt, Fear, Opposition...

4a. **The other wants to make me happy**

? → ✓

Natural Acceptance, ie Intention
What we really want to be

4b. The other is able to make me
always happy

??

Competence
What we are

How many persons do you have trust on intention

– unconditional, continuous?

If you have trust on intention of the other and if the other is lacking competence, will you:

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

(If you have trust on intention, b, c, d will not happen)

This is important. Trust on intention is the foundation of relationship

You can get an idea of the state of your understanding about relationship from this ... and work toward your development

Harmony in the Family

We have briefly discussed about Trust

Harmony in the Family is essentially about Understanding Human-Human Relationship & living accordingly

Other topics related to relationship to be discussed include:

- Respect: Do you respect yourself? Do you respect others? Feeling of respect is different from expression of that feeling
- Relationship with family and friends: Major cause of unhappiness today is lack of fulfillment in relationship
- Relationship with teachers: Inside the class and outside the class
- Affection & Love

1

RIGHT UNDERSTANDING

(समझ)

in the self

Scope of Right Understanding:

1. Harmony in the Human Being
2. Harmony in the Family
3. Harmony in the Society – foundations of humane society
4. Harmony in Nature/Existence – is there a provision in Nature/Existence for living in harmony?

PART 3

An Introduction to Human Values & Professional Ethics (AUC-001)

for Students

Expectations from Education

Education should prepare the student for:

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

Learning 'how to do' – skills, technology

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

Both are important

What would be the priority between these two?

The Priority is

1. **Understanding** 'what to do', then → Value Education
2. **Learning** 'how to do' and **Doing** → Technical Education

Guidelines for Value Education

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

Based on the inputs of MHRD

Scope of this Course & Examination

This course has 5 modules covered in 28 lectures & 14 practice sessions

The course is

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

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

Students do socially relevant projects (study, model/prototype or implementation)

Assessment – Internal (25 marks) & external exam (75 marks)

Course Modules

Module 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

Module 2: Understanding Harmony in the Human Being - Harmony in Myself!

Module 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

Module 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

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

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



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