

Madhaysth Darshan Based Value Education

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Abstract: Madhyasth Darshan [existence based human focused contemplation], ‘Co existentialism’ or (Value Education) is a new development in human understanding. It has come about via original existential exploratory-research by A Nagraj of Amarkantak, India and has no connection with past ideologies and beliefs. It proposes on reality, existence and the nature of the human being, covering all aspects of human understanding and living. It is being presented here as an ‘Alternative’ to Materialism and Idealism (*Spiritualism, Pantheism, Super-Naturalism*) for evaluation and study by mankind. It has solutions to humankind’s questions & problems.

All humans to date have desired well being or goodness. Well being or ‘goodness’ however, has not yet been established. The reason for this is humans have lived in the purview of ‘animal-consciousness’. In an effort to live better than animals, man has achieved progress in the areas of food-shelter-decoration & radio, transportation & television. In contrast to this progress, crimes have been assumed to be legitimate and all humans (scholars, scientists, and the rest) have become trapped in such misdeeds.

The proof of this is the mentality of excess-consumption, excess-profit and excess-carnality in education and society. In order to fulfill these obsessions, the methods of ‘accumulation of comforts’ and ‘conflict & wars’ have been adopted due to which the earth itself has now become ill. Humans can be seen today to be partaking in all kinds of violations and as a result, the very continuation of humankind on this planet is now under question.

Madhyasth Darshan Sah-Astitv-vaad (*‘realistic-view of Mediation, Co-existentialism’*) or Value Education is being proposed here as an ‘alternative’, by which freedom from such criminal mentality, freedom from ignorance (delusion) and freedom from communal mentality between peoples is possible. This is to inform you that:

“Co-existence has” now become study-able

Entire existence has been understood, experienced, realized as physiochemical (insentient) and conscious (sentient) nature (matter) saturated in a ‘pervasive-entity’ which we currently identify as ‘space’ or ‘void’ and is Omnipresent (all-pervasive). ‘Space’ itself is Omnipotence (energy in equilibrium) and is permeating & transparent. ‘It’ (space) is thus not ‘nothing’; it is not ‘activity’, but exists, is a ‘reality’ & hence an entity.

The human-being has been understood as being the combined form of a conscious unit and a physiochemical body. The conscious unit has been understood as consisting of 10 activities (5 ‘potentials’ and 5 ‘forces’) and given the name ‘jeevan’. The nature of ‘consciousness’ has been understood.

The ‘Human purpose’ in existence has been understood and man’s ‘being’ and ‘living’ has become clear. Universal human conduct, universal human values and universal human religion* and race have been understood. (**religion = dharma = adherence = inseparability*)

The Proposal Besides the human, the rest of the three ‘natural-orders’ on this earth: ‘material-order’ (soil, stones), ‘respiration-order’ (plants, *praana*) and ‘animal-order’ are complementary amongst themselves and for man. They are in self-orderliness and

participate in the overall orderliness. Man is the only one that is not in self-orderliness and creating havoc with the other three 'natural-orders'. The basic reason for this is ignorance or lack of knowledge (delusion) as a result of which man is living in the purview of 'animal-consciousness, in which the 'object' of our living is 'food, sleep, fear and coitus' via gratification of the 'five senses'. Our predominant individual and social efforts today are in this direction.

What are the current problems a reflection of?

The source of current problems seems to be an emphasis on physical facilities, glamour, consumerist lifestyle, and a false sense of satisfaction in competition and one-upmanship ('neighbours envy - owner's pride'). The focus on the external things leads to ignorance about the concerns of the self. It leads to a blind race for wealth, position and jobs. Many times, in spite of achieving ones goals, the individual remains dissatisfied - jobs and positions that are intellectually and mentally unfulfilling, and wealth that breeds chaos in family, problems in society, and imbalance in nature.

Physical facilities are needed to lead a proper life; however, there is a need to examine how many physical facilities are needed and what is their role? It is also important to ask the question - besides physical facilities, what else is important in human life? The lack of attention to relationships leads to strife in the family, in spite of all the worldly successes. It is the human relationships and human values that are a source of our perennial happiness. We all possess the human values inherently, and what is needed is to bring them out in each one of us. The workshop addresses the self in the human being. It draws attention to human needs - need for human relationships, inherent desire to seek knowledge, and the joy that we naturally derive from these. In our current situation, we might be seeking different things. Thus, it brings about a dialogue between what we are and what we want to be. It does not posit happiness in an after-world, but here and now, based on "humanness" common to all human beings. The approach is rational, secular and universal.

Young students in engineering:

The Value Education Class (Workshop) was included as a compulsory part of the academic curriculum at NIT Raipur, IIT Kanpur and IIIT Hyderabad, IIT BHU Varanasi, PTU panjab etc... last year. It has led to a major rethinking among the second year and first year students. They have been reflecting on what their goals are, the place of money in life, the joy one derives in relationship, and in seeking knowledge and not merely on jobs and the money they get out of it. They have become relaxed in their self, and become more sensitive to relationships with their friends and family, and regarding society and nature.

Process of value education:

- The process has to be that of Self - Investigation & Self - Exploration, and not of giving sermons or telling dos & don'ts. Whatever is found as a truth or reality may be stated as a proposal and every student may be able to verify it on their own right.
- This process of Self- Investigation & Self-Exploration has to be in the form of a dialogue - a dialogue between the teacher & students to begin with and within the student finally.

The subject that decides on "what is valuable?", what is of value for human being is called Value Education.

- This subject focuses on what a human being is, what is purposeful and meaningful for him- what is the aim of human being and his life and how he can meet this aim, this purpose. This elaborates on what role he has to play as responsible human being at the level of individual, family, society and nature.
- With this clarity, he is able to see the meaning in life, purpose in life and is committed to fulfill that meaning, that purpose. This clarity and the satisfaction obtained out of the fulfillment of this purpose, gives him a feeling of self confidence. This instills confidence in their inner strengths. The students need to have this confidence in order to be able to proactively set their own goals. If the goal is set proactively (and not by default 'peer' pressure) the motivation comes from within and the rest follows- in terms of his commitment, untiring effort leading to success in achieving his aim, and his purpose of life.

Basic guidelines to decide what will qualify as a course on value education

- **Secular**- it is not dependent on any cast or creed or religion or sect.
- **All-encompassing**- it covers all dimensions (thought, behavior, work & realization) & levels (individual, family, society, nature & existence) of human living.

•**Natural for Human Being** & Nature- it is naturally acceptable to every human being and there is every provision in Nature for its fulfillment.

•**Universal**- with respect to time, space & individual.

•**Rational**- in the sense that it appeals to human reasoning

Content of Value Education

As mentioned above, it must include

- All dimensions- thought, behavior, work & realization &
- All levels- individual, family, society, nature & existence of human living.

That is, it must have a clear understanding of each of these and their interrelationship i.e. harmony underlying all of them.

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