

# Jeevan Vidya - Divya Path Sansthan

***Value Education for Consciousness Development (chetna vikas mulya shiksha)***

- **Educating for Humanness**

## **Basis:**

**Madhyasth Darshan, Saha-Astitva-vad (Coexistential Philosophy)**

- **Existence based Human-centric Contemplation**
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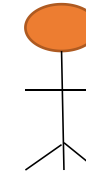
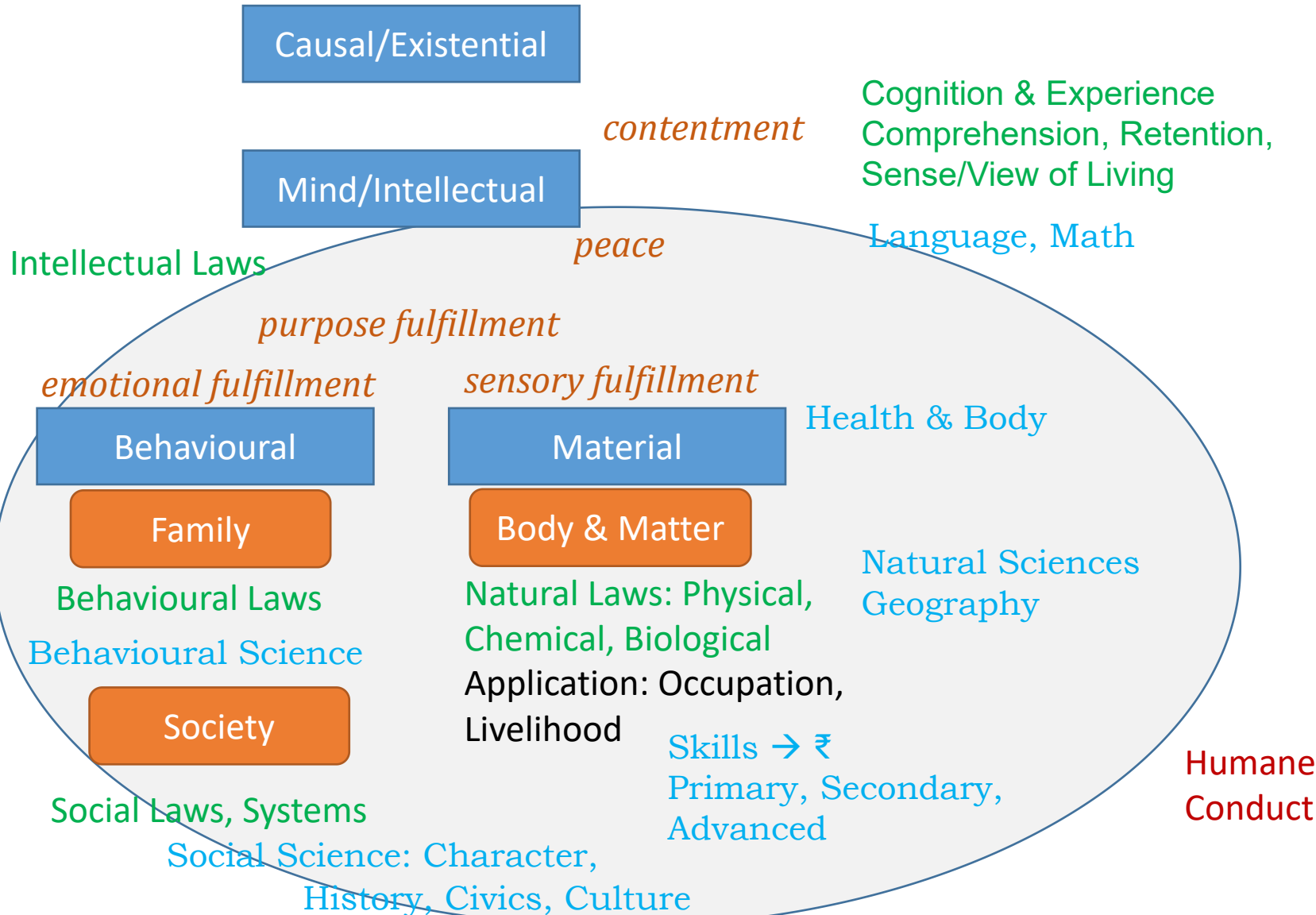
# Knowledge needed to visualize NEP shifts

- Study of human being
- Universal Human goals and purpose
- Universal Human laws, life-stages.
- Identity, role & living in family and human society

# multidisciplinary and holistic education.

- Human centric -view: Unity of Knowing, Experiencing & Living

- Study of Human Being  $\leftrightarrow$  Reality



View of Reality

**Knowledge:** What Exists

- Matter, Existence (Reality) & Laws
- Self / Human & Laws

**Wisdom:** *What to do* discrimination,  
Universal Aspirations / Goal

**Science :** Laws of interaction  
Applied: *How to do / be*  
*Natural Science, Behavioural  
Science, Social Science*

**Humanness:** *The universal,  
natural-state of being of a human:  
viz: neem-ness, iron-ness, cow-  
ness;*

# multidisciplinary and holistic education.

#Knowledge of Self/Human

# Integrated view of Nature vis a vis Human

# Connected to Living

\*Purpose, Stages & Dimensions of Human Living

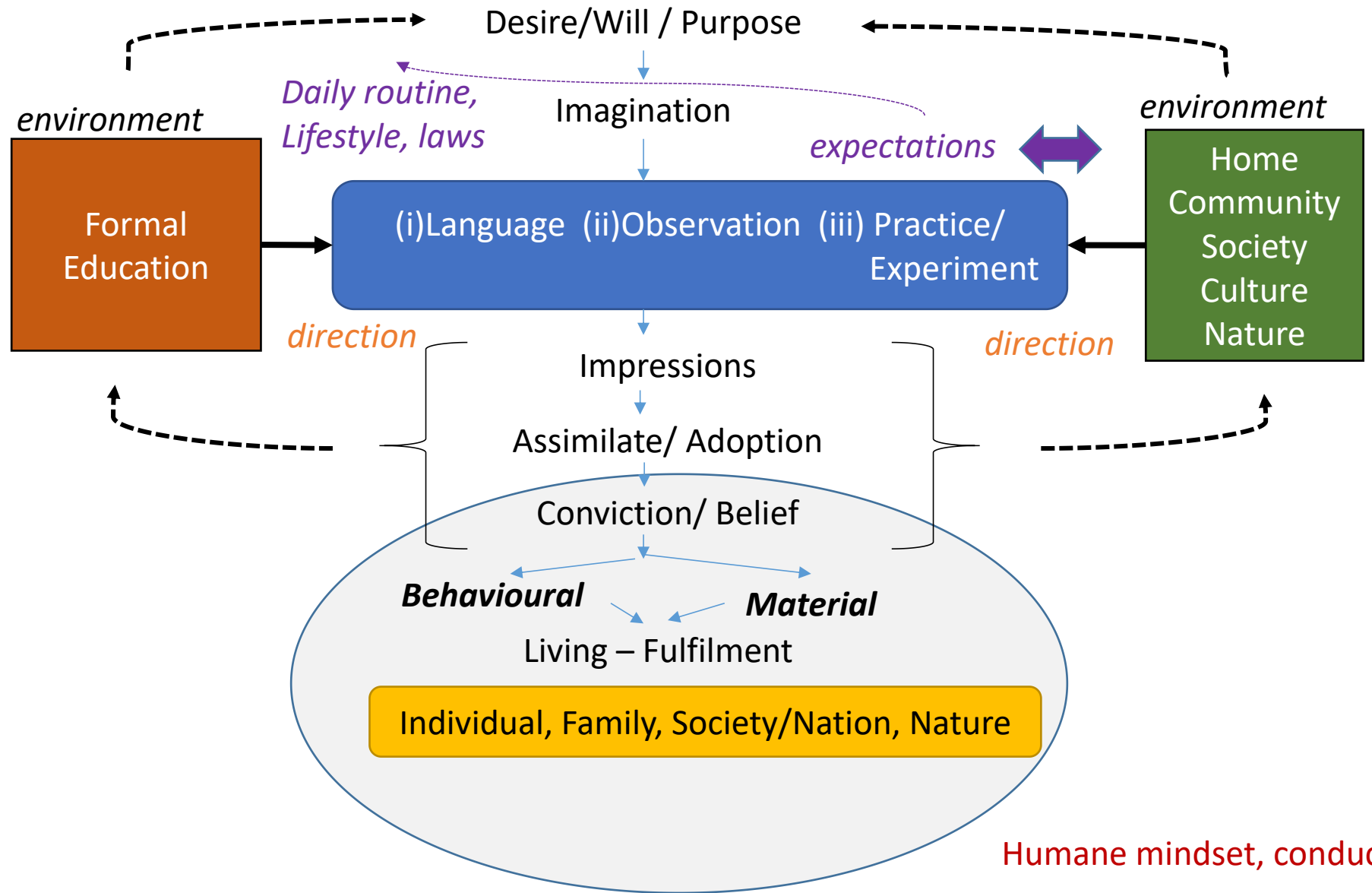
\*Discrimination, basis for right & wrong

\*Addresses multidimensional Human happiness & peace

\*Purpose of & Living in Family, relationships

\*In Society, Character/Ethics

Childhood, Youth, Adult, Old Age – expectations, needs, abilities



# analytical and creative thinking

## Human Mind

1. Desiring / Visioning / Grasping/ Modeling
2. **Anlaysis / Deliberation/ Judging**
3. Experiencing / Interacting

## Natural Inborn Human Tendencies

- Inherently Curious, wants to know the truth
  - Estimation of physical and human reality
- Seeks fulfillment with other Humans - *nyaya*
- Self righteous: Wants to do right behaviour & work

- Provide content that fulfills the natural tendencies, without damaging, ignoring core experience of living
- **Analysis is a natural outcome, self-willed**
  - To understand, to live, to fulfill, to experience a better state of being viz: happiness.

# Goal: enable the mental environment to facilitate...

- **good human beings, compassion and humaneness,**
  - Humane perspectives, Humane Aspirations, Humane Natural-characteristics (drishti-Vishay-swabhav) – humane values, relationship values, humane character, humane policy of living = happiness, peace, contentment...
  - Compassion an outcome of understanding and acceptance of relationship with other humans – naturally related.
- **capable of independent rational thought and action, with courage and creative imagination,**
  - Strong sense of Self, and ownership of singularity of experience and responsibility for the same, plus *external or subjective* means of confidence.
  - Comprehensive knowledge of all aspects of human living and sense of external realities.
  - Acceptance of what is *right & commitment to stay moored to that path.*

# Goal: enable the mental environment to facilitate

- **sound ethical moorings** {*Family, Societal Mores -> Education -> Constitution*}
  - Comes from a larger vision & acceptance of ones place & responsibility in Society, relationship with other Humans
  - Character (*charitra*): That which does not trouble any other human in & *hence ensures my safety & peace of mind*
    - Mind (kindness in behavior, letting live & live) – Not hatred
    - Body (Chastity in Martial Life), Sanctity of Family – in place of infidelity
    - Wealth (Righteous wealth, appropriate to family & social balance) – in place of exploiting, stealing, corruption, etc.
- **rootedness in India.**
  - Timeless, Universal Truths: address the changing (space-time specific) and changeless dimensions of reality and human living
  - Based on study of consciousness, mind, and co-relation to living.
  - The phases of Human Life: Student, Householder + Economic, Social, Natural = Resolution
  - Spiritual (Causal) → Intellectual (Rational) → Behavioural (Emotional) → Material (Sensory) ;
    - Righteous (*existential law-dharma*) way for behavioural and material.
    - Humankind is larger than a perceptive, consumptive, social animal = *cannot be reduced*
  - Sanctity of Family Life → Undivided Human Society

# Specific Inputs - Summary

- **Classroom Practices related to curriculum**

- Integrated view of all subjects as seen from within the experience of actual human living & their interconnection in nature/the world, not 'external' disparate pieces of info;
- Dimensions of Individual Experience, Life-stages, expectations <-> family, society, nation, world
- Reduce info load, increase practice of relevant skills (math, science, geo) and 'core-concepts clarity' focus

- **Pedagogy**

- Enabling to 'see & live' Vs 'learn & reproduce': guided exploration

- **School Practices & environment**

- Include human relationships, goals, purpose - in materials, practice and school environment

- **Rootedness in India**

- Integral role of the 'seer'; includes all phases and dimensions of human life, human happiness.
- Health systems and self-sufficiency in the same

- **Teacher development practices**

- Teacher has this "integral-view" and sees their happiness & responsibility in the child's *education...consciousness evolution & journey towards humanness, being a human oneself.*

- **Unique ideas that are in practice**

- Peer learning, appreciation, debriefing, life-long learning concepts, social-character, daily routine (health & work)
- Connect content with living - living in a family and participating in family vocations - increase production + *shram* mentality.

- **Assessment approaches**

- Emulation, clarity & conviction along with quantitative methods; fosters cooperation

- **Involvement of Parents and Community**

- Parents given same 'integral-view' & common – human (&educational) purpose.



# Thank You

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- **Additional**

- The role of Education is not only to just put forth varied information but also to develop the right mindset or mentality to discern right from wrong and know how to use this information.