

GLOBAL VALUES BASED MODEL FOR THE 21ST CENTURY

Children and youth are our most precious treasure and hence education is our greatest resource to nurture and protect. Giving the right kind of education to every person born in the world is of paramount importance in humanity's progress towards an ideal world where everyone's basic material needs are fulfilled, and where everyone lives in harmony with oneself, with fellow beings and with Mother Nature. The most important pre-requisite for such an ideal world is nurturing a human being's capacity to become noble and able individuals. Giving the wrong education to children and youth may be more damaging than not giving any education at all. Educating children and youth to make independent and wise decisions is the collective responsibility of parents, educational institutions and the society at large.

In the present era of globalisation, no country should stay disconnected from another. What happens in one country, impacts every other country. Hence, the education system in one country which creates certain kinds of individuals, will certainly affect others. There cannot be any happy country in an unhappy world! Therefore, there arises the need for a global model of education which is most beneficial for the whole world.

Education that takes into consideration only the intellectual aspect of the human personality, and neglects the body and ignores the Spirit, is not complete, and it will create only an unbalanced and a lopsided personality. Only Integral Education which gives equal importance to all aspects of the human personality - the physical, the intellectual, the emotional and the spiritual - can develop integrated personalities with ability and nobility.

After three days of discussions, presentations and deliberations in the Global Educational Conference organised by Sri Sathya Sai University for Human Excellence on 24th to 26th May 2019 at Sathya Sai Grama, Muddenahalli, Karnataka State, India, the global team of educators and educationists have passionately proposed a global model of values based education, which can be implemented anywhere in the world, adaptable for geographical, historical, cultural backgrounds of particular communities. In fact this model is based on the distilled essence of great philosophies of education handed over to mankind by luminaries down the ages all over the world. This model is idealistic in its objectives and pragmatic in its approach. It is a synthesis of 'Computer' and 'Culture' or of knowledge and 'Wisdom'.

This model believes that individuals are capable of knowing what is right and what is wrong, and acting according to this knowledge, must be nurtured from a very young age, so that their well-being can be improved and each individual could become a responsible and socially beneficent citizen. Each individual should be empowered to achieve complete success in life, which is a combination of external achievement and inner joy; such an individual will find fulfillment in life apart from contributing to common well-being. Empowering and ennobling every individual in this way is the only way to improve human societies and bring peace and security to the world. Global implementation of this model of education will lead to a practical way of bringing happiness to humanity.

This model of education envisages to develop the powers of 'Head', 'Heart' and 'Hands' in every individual to his/her fullest potential.

This 3H model of Head, Heart and Hands can be viewed metaphorically from the perspective of a tree - where the trunk rises from the roots, the branches spread out with leaves, flowers blossom and fruits develop on them. A fully blossomed child develops into an integrated personality, for whom the head, heart and hands work in harmony. Such a personality will have a brilliant head, a loving and compassionate heart and competent hands. A healthy and strong physique is also an essential part of such a personality.

This model proposes a balanced combination of academic programmes, physical education, spiritual, cultural, service and other extra-curricular activities so that ample opportunities are provided for all aspects of the student's personality to blossom fully. Of course, a dedicated team of noble and competent teachers is crucial for the success of this model. Although residential education is highly conducive for effective implementation of this model, connecting students with society (communities) and natural environment is also crucial for a comprehensive values based education.



Heart (Spiritual/Adoration) – Roots of the Tree

Cultivating the spiritual insight alone can provide the foundation for a noble, able and stable character. The surest sign of spiritual insight is the blossoming of Selfless Love in the heart. Such Love springs out of recognition of the 'Unity' of all life. Experience of this Unity or Oneness is the highest spiritual wisdom. This Love expresses itself in myriad forms – as Adoration or devotion towards God, as Reverence towards parents, teachers and elders, as friendliness towards equals, as compassion and sympathy for the suffering, and in general as Reverence for all life!

Possession of the Divine wisdom that is able to discriminate between good and evil, permanent and transient is the goal of education. From possession of such wisdom springs forth character.

Head (Intellectual/Illumination) – Trunk of the Tree

Academic programmes in pursuit of Truth of the universe and its basis provide illumination to the head/brain. The left part of the brain fosters the logical and rational aspect of the personality and the right part stimulates the emotional or the intuitive aspect. This model proposes to cultivate rational brilliance and emotional balance in equal measure through relevant activities.

Empathy cannot be just in feeling, but will be foundation on which the personality will connect with the world. Innovation has to be with empathy to create social entrepreneurs, the world needs.

Hands (Physical/Service) – Branches of the Tree

Physical education is an important part of this model. Physical strength and stamina, healthy habits, discipline, team-spirit and sportsmanship are developed through a curriculum of physical exercises, Yoga and sports activities.

Continuous adherence to a disciplined life of right activities in the daily routine will cultivate will power in the student to do the right thing always under all situations. This will bestow upon him/her the strength of character to lead a life of Right Conduct.

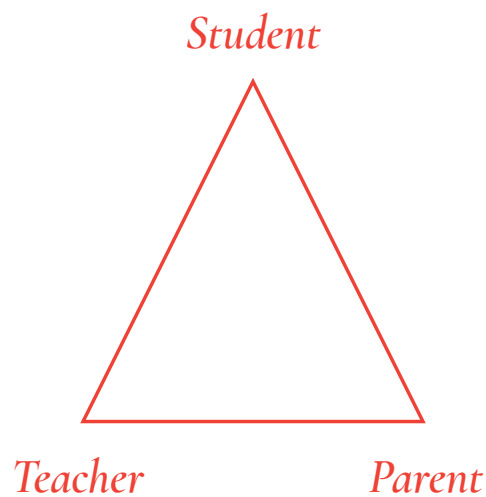
Periodical self-reliance activities on the campus and social service activities in the surrounding communities inculcate dignity of labour, selflessness and social responsibility.

Love in the heart expresses itself as selfless service to others. Illumination of the head helps in achieving competence in service. Thus, the student is molded a whole-hearted person to serve the society, which will be his/her path to self-fulfillment.

In conclusion

The saving grace in the current educational scenario is the existence of many educational institutions which are already implementing this model of education in many parts of India and all over the world. Many of these institutions have been fairly successful in achieving their objectives of creating noble and able citizens with integrated personalities. Educators, educationists, and educational leaders and policy makers are welcome to visit these institutions and study this model of education.

This model works amazingly in a residential institution. But most children and youth go to schools and colleges as day scholars. Therefore, there is a need to work on parents, apart from teachers and students. The three form a triangle



While we need to find ways to strengthen the student, teacher and parent, we also need to find ways of developing processes to strengthen the intellect, heart and hands. Values based education becomes effective only when there is serious effort to transform the parent along with the child. It's a herculean task, but there are no shortcuts to the mountain peak!

