



POORNIMA

INSTITUTE OF ENGINEERING & TECHNOLOGY

Affiliated to RTU, Kota • Approved by AICTE & UGC under 2(f) • Accredited by NAAC and NBA

**Human Values Activities &
Sports**

1FY1-23/ 2FY1-23

LAB MANUAL

DEPARTMENT OF FIRST YEAR



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This course employs an effective methodology focusing on the right understanding of human reality vis-a-vis the rest of Existence. This involves discovery of the inherent harmony and co-existence in Existence through self-exploration. The right understanding forms the basis of universal human values and facilitates transformation toward a holistic worldview or the 'human consciousness'.

General Human Problems

At the human level, we can see that there continues to be issues in individuals with respect to lack of clarity on life-goals, contradictions and stress, while we at the level of human relationships in the family, we see problems in mutual understanding, increasing mistrust, insecurity and generation gap. Due to lack of right understanding, human beings consider happiness is the accumulation of physical facilities and prosperity is to maximize the accumulation and use of physical facilities. This tendency gives rise to various problems at four levels of life as mentioned below:

Rising stress, depression, anxiety, feeling of insecurity, increasing health issues, lack of confidence, addictions and suicides etc.

Mistrust and disharmony in relationships, breaking up of joint families, dowry killing, female foeticide, divorce, generation gap, negligence of older people etc.

Corruption, adulteration, violence, racial and ethnic struggle, communalism, social tortures, honour killing, physical abuse, violence, proliferation of lethal weapons and growing incidences of terrorism, wars between nations etc.

Deforestation, soil degradation, exploitation of natural resources, pollution, weather imbalances, Global warming, etc.

General Solution to the Human Problems

In order to live a peaceful and satisfying life at every level, all are trying to understand the value of harmonious life and working in this direction. Schools are trying their level best to

inculcate all the values by which student may perform better in their lives. Colleges are doing their best for the students by which they give the best products to this corporate world and country. Companies are giving their best and hiring those who may have done something better. But issues remain same. Problems are not only persisting but they are increasing day by day. Thus it is quite obvious that there is something wrong in our life style. However there cannot be any readymade remedy to combat any problem but with the development of right understanding, we can solve our day to day problems leading to continuous happiness and prosperity. Continuous happiness is feeling of being harmony at all the four levels of life always. Prosperity is the feeling of having more than enough required for easy life process.

All the problems of all the four levels are either direct or indirect results of an incorrect understanding, wrong interpretation about happiness and prosperity and misconception about their continuity. Self control is vital for overcoming obsessions, fears, addictions and any kind of unsuitable behavior. Self control improves relationships, develops patience and tolerance and is an important tool for attaining success and happiness (Ritu Soryan and Anupam Kumar, 2014).

It is also diagnosed that these problems are intensified from left to right in a particular level and top to bottom among the four levels. Keeping this in view we have explored general solution to most of the human problems of modern era so that everyone can develop oneself in order to feel continuous happiness and prosperity through right understanding development starting from individual level.

Right understanding can be developed using process of self exploration and self investigation. Self exploration or self investigation implies a careful and critical examination, assessment and analysis of one's own unrealized capacities and potential. Through self exploration one gets the value of oneself. Different entirety (family, relatives, friends, air, water, trees, etc.) is around a person and he want to understand his relationship with all these. In this regard one needs to start an inward journey into oneself (Ritu Soryan, 2016).

Only mean knowledge acquired from the study of books, does not form wisdom or understanding, but it also includes insight, right understanding of the realities of daily life.

Right understanding also requires from us a recognition and understanding of the law of cause and effect. It means that what we do and how we act create our future experiences. If we use to say “NO” to many people, we start to live in a environment of negativity. People will respond us “NO” in return. If we cultivate positivity, it returns to us. It’s the way, the law works in our lives.

We can easily observe our state of present that everyone is being governed by preconditioning and sensations. Pre-conditioning is to set a belief about something without knowing whether it is right or wrong for example good life needs a grand bungalow. Sensation is the excitement of taste from the body or influence from sources outside of the body we see advertisement and assume that the product would be good and want to try it. If pre-conditioning and/or sensation are governing factors of our lives, it indicates that we are in a state of being decided by others or outside means we are not free but enslaved.

Now if our lives are not on the basis of preconditioning and sensation we are living with right understanding and having less problems in life but in the lack of right understanding we start to assume that our understanding is always right and then our life style has total emphasis on only two aspects of life in the following order

1. Physical Facilities
2. Relationship

The above order is due to preconditioning and sensations while we naturally accept to be in state of being decided by our own selves (We want to be independent). This contradiction gives rise to the problems discussed in this paper. One can’t achieve continuous happiness and prosperity through temporary sensations. If it is so just ask yourself and try to find out the response from your natural acceptance whether all people living in bungalows and villas, roaming globally, having luxurious cars and so on are happy in the real sense? Are they not facing any man made problems? Response will be “NO”.

Let us try to find out the actual order of all essential aspects of life. Ask one question to yourself whether most of the problems of today like stress, mistrust in relations, corruption and pollution etc. (problems of all the four levels) are due to lack of physical facilities? Obviously response will be “NO”.

Now you can find that you have physical facilities more than required (Prosperity)but still you face the problems leading to unhappiness that is the indication of disharmony of any one or all the four levels. It is due to the wrong assumption (1. Physical facilities, 2. Relationship) set by us in lack of right understanding. Thus the above order could not be

verified to be right so we have to set the correct priority order of essential aspects as follows:

1. Right understanding
2. Relationships
3. Physical facilities

Here you can verify that if we have right understanding on our top priority then we can decide what to do and how to do through our natural acceptance. Thus we can achieve happiness (Harmony at individual level) manage well in relations in family with right feelings (Harmony at family level) as well as in society (Harmony at society level). Ultimately we can consider the right utilization of physical facilities to ensure harmony at the level of nature as all the physical facilities at the deepest level are obtained from nature and now that development doesn't mean exploitation of nature. In this way we can ensure the harmony at all the four levels leading to almost problem free life.

Expected Outcome:

1. Clarity and commitment for human education. A sense of prosperity - by identifying the definite need for physical facility.
2. Attention toward human relationship - with family, students, subordinates, colleagues and seniors. Increased self discipline & sense of responsibility, reduced need for enforcement by fear/incentive.
3. Self-Exploration leads to Self-Evolution.

Methodology (Process):

Proposals about the basic principles of human existence are shared for discussion by the facilitator.

The role of the teacher is that of a facilitator – to facilitate the student to explore on their own right so that it leads to self-exploration...understanding

With this intention the teacher's role is:

To develop an environment of trust... affection... guidance at home, in the class, department, college ...

To place the proposals of what is right before the students

To draw their attention toward each proposal and to give enough time & opportunity to explore, verify, accept, validate on their own right (focus on self-exploration & right proposals vs person.

To respond with responsibility to the questions, or clarifications sought by the students in this process

Practice Session: 1

Introduction

Objective:

Students will be able to connect with-in self, besides developing their self-confidence. It will boost their motivation to share and communicate effectively.



Question and Expected Outcome:

Introduce yourself in detail. What are the goals in your life? How

do you set your goals in your life? How do you differentiate between right and wrong?

What have been your achievements and shortcomings in your life? Observe and analyze them.

Expected outcome:

The students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

Sharing Attitude - Nervousness: how to cope with it?

If a self introduction speech is sprung on you with very little warning, use the few minutes you have before it is your turn to organize your thoughts.

If you're inclined to be tongue-tied or awkward don't listen to what others are saying before you. It seems quite rude, but the situation calls for self-preservation. If you listen, you'll get mesmerized by their speeches and unable to plan for yourself which will heighten your anxiety.

Topic: Inner Journey

Practice Session:2

Objective:

Students will be able to interact well with others in order to understand the techno-genic maladies & the root cause of these threats to human happiness and peace.

Question and Expected Outcome:

Now-a-days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out in your opinion?

On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of



relationships, generation gap, depression & suicidal attempts, etc – what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Expected Outcome:

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 all problems and the sustained solution could emerge only through understanding of human values and value based living. Any solution brought out through fear, temptation or dogma will not be sustainable.

Practice Session: 3

Objective:

Students will be able to verify their ‘natural acceptance’ & understand the correct priority of right understanding, relationship & physical facility.

Question and Expected Outcome:

1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of i) What is Naturally Acceptable to you in relationship- Feeling of respect or disrespect? ii) What is Naturally Acceptable to you – to nurture or to exploit others? Is your living the same as your natural acceptance or different?
2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

Expected Outcome:

1. 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.
2. 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 remove this disharmony.
3. 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 facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

Practice Session: 4

Objective:

To make students aware about the use of physical facilities , needs of 'Body' & 'I'.

Question and Expected Outcome:

1. Observe that any physical facility you use, follows the given sequence with time :
Necessary & tasteful → unnecessary & tasteful → unnecessary & tasteless → intolerable
- b. In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment!
2. List down all your activities. Observe whether the activity is of 'I' or of Body or with the participation of both 'I' and Body. 3. Observe the activities within 'I'. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

Expected Outcome:

EO 1: The students are able to see that all physical facilities they use 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.

EO2: 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.

EO3: 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.

Practice Session: 5

Objective:

To make students learn about the willful adherence to values in a difficult situation.

Question and Expected Outcome:

1. Write a narration in the form of a story, poem, skit or essay to clarify a salient Human Value to the children.
2. Recollect and narrate an incident in your life where you were able to exhibit willful adherence to values in a difficult situation.

Expected Outcome:

The students are able to use their creativity for educating 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.

Practice Session: 6

Objective:

To make students learn about the four orders of nature and their responsibility for them.

Question and Expected Outcome:

List down some common units (things) of Nature which you come across in your daily life and classify them in the four orders of Nature. Analysis and explain the aspect of mutual fulfillment of each unit with other orders.

Expected Outcome:

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.

Practice Session: 7

Objective:

To make students aware about the reasons by which our planet is unhealthy and develop a right understanding so that they can make it healthy.

Question and Expected Outcome:

Identify any two problems being faced by the society today and analyze the root cause of these problems. Can these be solved on the basis of natural acceptance of human values? If so, how should one proceed in this direction from the present situation?

Expected Outcome:

The students are able to verify and evaluate the surrounding & find out the root cause of these problems. They are also able to suggest measures to live life peacefully. They are also able to make use of their understanding in the course for a happy and prosperous society in continuity.

Practice Session: 8

Objective:

Students will be able to verify their knowledge in their streams and utilize the things with right understanding.

Question and Expected Outcome:

1. Suggest ways in which you can use your knowledge of Science/ Technology/ Management etc. for moving towards a universal human order.
2. Propose a broad outline for humanistic Constitution at the level of Nation.

Expected Outcome:

The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/ Management to ensure mutually enriching and recyclable productions systems.