

# Incorporating Universal Human Values in Education

(An AICTE Initiative)

## Tests, Quizzes, Assignments and Certification Details

This workshop is about living with fulfilment in our practical day-to-day life. Education is expected to facilitate this aspiration by helping the student to develop a holistic world view as well as the practical skills for living with fulfilment, i.e., living in harmony as an individual as well as with family, society and the natural environment.

### Workshop Timings:

Daily 9:30 AM – 5:00 PM

Sessions usually begin 30 minutes before schedule. Participants are encouraged to join early and interact

This workshop is like a sentence spoken over 5 days. Participation in all sessions is desirable to get/explore all the proposals being put forth.

### AICTE Certification:

Certificate of on-line participation will be given to successful participants only

(min 90% attendance in all sessions, including afternoon sessions. Min 60% marks in final test. Participation in polls (minimum 60%), all quizzes, tests and submission of all assignments is required for certification)

Please note:

- Attendance is automatically tracked through “connect time” moderated by attention time in the form of intermittent “are-you-there” indicators.
- The final test is conducted on the last day of the workshop.
- Quizzes are conducted in every session for clarity and grasp of the proposals being made.
- Assignments are primarily for self-reflection, self-verification, self-exploration and for connecting what is being discussed with our every-day life:

### Participant Surveys and Assignments:

- Pre-workshop survey (open only till FDP starts)  
<https://forms.gle/DFZvKA25rPcDbdXM9>  
**This is a pre-requisite for participating in the workshop**
- Assignments day 1-4 (4 assignments)
  - a. Assignment 1 (opens day 1 after the session, closes day 2 before the session starts)  
<https://forms.gle/L1aqeecB125w7mWD9>
  - b. Assignment 2 (opens day 2 after the session, closes day 3 before the session starts)  
<https://forms.gle/4BDLDSrhoDsN3npL9>
  - c. Assignment 3 (opens day 3 after the session, closes day 4 before the session starts)  
<https://forms.gle/Kvs6XJEafh6YrULM6>
  - d. Assignment 4 (opens day 4 after the session, closes day 5 before the session starts)  
<https://forms.gle/NF4fqReqZxGtFzi17>
- Post-workshop self-evaluation, survey and feedback  
(opens day 5 after the session, closes day 6 Noon)  
<https://forms.gle/vPhwLXCTKvBKrms28>

### Teaching-Learning Material:

Handouts

<https://drive.google.com/drive/folders/16eOka8AoBpLGlCDajRvk4MXgfXQWzFCB?usp=sharing>

Presentations

<http://www.fdp-si.aicte-india.org/download.php#1>

Recording of Hindi 5-Day Online UHV FDP

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<https://www.youtube.com/playlist?list=PLWDeKF97v9SMRfe5PK1HPYnEcrrJOL6K7>

Recording of English 5-Day Online UHV FDP

<https://www.youtube.com/playlist?list=PLWDeKF97v9SP7wSlapZcQRrT7OH0ZlGC4>

Recording of UHV-II lectures (including some FAQs)

[https://www.youtube.com/playlist?list=PLKDfuUlbRCEbe1oj21ih9ECA78R\\_l8d3-](https://www.youtube.com/playlist?list=PLKDfuUlbRCEbe1oj21ih9ECA78R_l8d3-)

### Documentaries:

Day 1:

Story of Stuff

Day 2:

Forks over Knives

Plant Pure Nation

Day 3:

Right Here Right Now (Anand Gandhi)

Day 4:

Ted Talk by Elango Rangasamy

Economics of Happiness

An Inconvenient Truth

Reversing Desertification – Allan Savory

### Faculty Development:

For planning and organising workshops at the University, State or Region level, please contact your university coordinator, NCC-IP Regional Coordinator, AICTE Regional Officer, Convenor NCC-IP at

[induction.outreach@iitbhu.ac.in](mailto:induction.outreach@iitbhu.ac.in) or Chairman NCC-IP at [ncc-ip@aicte-india.org](mailto:ncc-ip@aicte-india.org)

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### Syllabus:

#### I. UHV-I: Student Induction Program (mandatory)

(Please refer Appendix-A for guidelines. Details of Induction program also available in the curriculum of Mandatory courses.)

Induction program (mandatory) 3 weeks duration

Please See: <http://www.fdp-si.aicte-india.org/download.php#1>

#### II. UHV-II: UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY

Course code	HSMC (H-102)				
Category					
Course Title	UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY				
Scheme and Credits	L	T	P	C	Semester 3 or 4
	2	1	0	3	
Pre-requisites (if any)	None. Universal Human Values-I (desirable)				

#### 1. COURSES ON HUMAN VALUES

During the Induction Program, students would get an initial exposure to human values through Universal Human Values-I. This exposure is to be augmented by this compulsory full semester foundation course.

#### Objective

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

#### Salient Features of the Course

The salient features of this course are:

1. It presents a universal approach to value education by developing the right understanding of reality (i.e. a worldview of the reality "as it is") through the process of self-exploration.
2. The whole course is presented in the form of a dialogue whereby a set of proposals about various aspects of the reality are presented and the students are encouraged to self-explore the proposals by verifying them on the basis of their natural acceptance within oneself and validate experientially in living.
3. The prime focus throughout the course is toward affecting a qualitative transformation in the life of the student rather than just a transfer of information.

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4. While introducing the holistic worldview and its implications, a critical appraisal of the prevailing notions is also made to enable the students discern the difference on their own right.

### Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. The course is in the form of 28 lectures (discussions) and 14 practice sessions.
3. It is free from any dogma or value prescriptions.
4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.
6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

## 2. COURSE TOPICS

The course has 28 lectures and 14 tutorials in 5 modules. The lectures and tutorials are of 1-hour duration. Tutorial sessions are to be used to explore and practice what has been proposed during the lecture sessions.

The Teacher's Manual provides the outline for lectures as well as practice sessions. The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue.

The syllabus for the lectures and practice sessions is given below:

### Module 1 – Introduction to Value Education (6 lectures and 3 tutorials for practice session)

**Lecture 1:** Understanding Value Education

**Lecture 2:** Self-exploration as the Process for Value Education

**Tutorial 1: Practice Session PS1** *Sharing about Oneself*

**Lecture 3:** Continuous Happiness and Prosperity – the Basic Human Aspirations

**Lecture 4:** Right Understanding, Relationship and Physical Facility

**Tutorial 2: Practice Session PS2** *Exploring Human Consciousness*

**Lecture 5:** Happiness and Prosperity – Current Scenario

**Lecture 6:** Method to Fulfill the Basic Human Aspirations

**Tutorial 3: Practice Session PS3** *Exploring Natural Acceptance*

### Expected outcome:

The students start exploring themselves: get comfortable with each other and with the teacher; they start appreciating the need and relevance for the course.

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 most of the present-day problems; and a sustained solution could emerge only through understanding of value-based living. Any solution brought out through fear, temptation of dogma will not be sustainable.

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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.

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 overcome this disharmony.

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 facility in most of the cases, while they have given higher priority to earning of physical facility in their life giving less value to or even ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

### **Module 2 – Harmony in the Human Being (6 lectures and 3 tutorials for practice session)**

**Lecture 7:** Understanding Human being as the Co-existence of the Self and the Body

**Lecture 8:** Distinguishing between the Needs of the Self and the Body

**Tutorial 4: Practice Session PS4** *Exploring the difference of Needs of Self and Body*

**Lecture 9:** The Body as an Instrument of the Self

**Lecture 10:** Understanding Harmony in the Self

**Tutorial 5: Practice Session PS5** *Exploring Sources of Imagination in the Self*

**Lecture 11:** Harmony of the Self with the Body

**Lecture 12:** Programme to ensure self-regulation and Health

**Tutorial 6: Practice Session PS6** *Exploring Harmony of Self with the Body*

### **Expected outcome:**

The students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and Body are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of 'I' too.

The students are able to see that all physical facility they 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.

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.

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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

The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

### **Module 3 – Harmony in the Family and Society (6 lectures and 3 tutorials for practice session)**

**Lecture 13:** Harmony in the Family – the Basic Unit of Human Interaction

**Lecture 14:** Values in Human-to-Human Relationship

**Lecture 15:** 'Trust' – the Foundational Value in Relationship

**Tutorial 7: Practice Session PS7** *Exploring the Feeling of Trust*

**Lecture 16:** 'Respect' – as the Right Evaluation

**Tutorial 8: Practice Session PS8** *Exploring the Feeling of Respect*

**Lecture 17:** Understanding Harmony in the Society

**Lecture 18:** Vision for the Universal Human Order

**Tutorial 9: Practice Session PS9** *Exploring Systems to fulfil Human Goal*

#### **Expected outcome:**

The students are able to note that the natural acceptance (intention) is always for living in harmony, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for them and for others through he may have different body, physical facility or beliefs.

The students are able to use their creativity for education 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.

### **Module 4 – Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session)**

**Lecture 19:** Understanding Harmony in the Nature

**Lecture 20:** Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature

**Tutorial 10: Practice Session PS10** *Exploring the Four Orders of Nature*

**Lecture 21:** Realizing Existence as Co-existence at All Levels

**Lecture 22:** The Holistic Perception of Harmony in Existence

**Tutorial 11: Practice Session PS11** *Exploring Co-existence in Existence*

#### **Expected outcome:**

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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.

The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

### Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practice session)

**Lecture 23:** Natural Acceptance of Human Values

**Lecture 24:** Definitiveness of (Ethical) Human Conduct

**Tutorial 12: Practice Session PS12**      *Exploring Ethical Human Conduct*

**Lecture 25:** A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

**Lecture 26:** Competence in Professional Ethics

**Tutorial 13: Practice Session PS13**      *Exploring Humanistic Models in Education*

**Lecture 27:** Holistic Technologies, Production Systems and Management Models-Typical Case Studies

**Lecture 28:** Strategies for Transition towards Value-based Life and Profession

**Tutorial 14: Practice Session PS14**      *Exploring Steps of Transition towards Universal Human Order*

### Expected outcome:

The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/Management/any other area of study to ensure mutual fulfillment. E.g. mutually enriching production system with rest of nature.

The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for the happy and prosperous family and society.

### Guidelines and Content for Practice Sessions (Tutorials)

In order to connect the content of the proposals with practice (living), 14 practice sessions have been designed. The full set of practice sessions is available in the Teacher's Manual as well as the website.

#### Practice Sessions for Module 1 – Introduction to Value Education

PS1      Sharing about Oneself

PS2      Exploring Human Consciousness

PS3      Exploring Natural Acceptance

#### Practice Sessions for Module 2 – Harmony in the Human Being

PS4      Exploring the difference of Needs of Self and Body

PS5      Exploring Sources of Imagination in the Self

PS6      Exploring Harmony of Self with the Body

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Practice Sessions for Module 3 – Harmony in the Family and Society

- PS7 Exploring the Feeling of Trust
- PS8 Exploring the Feeling of Respect
- PS9 Exploring Systems to fulfil Human Goal

Practice Sessions for Module 4 – Harmony in the Nature (Existence)

- PS10 Exploring the Four Orders of Nature
- PS11 Exploring Co-existence in Existence

Practice Sessions for Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics

- PS12 Exploring Ethical Human Conduct
- PS13 Exploring Humanistic Models in Education
- PS14 Exploring Steps of Transition towards Universal Human Order

As an example, PS 7 is a practice session in module 3 regarding trust. It is explained below:

**PS 7:** Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are:

- |                                            |                                                 |
|--------------------------------------------|-------------------------------------------------|
| 1a. Do I want to make myself happy?        | 1b. Am I able to make myself always happy?      |
| 2a. Do I want to make the other happy?     | 2b. Am I able to make the other always happy?   |
| 3a. Does the other want to make him happy? | 3b. Is the other able to make him always happy? |
| 4a. Does the other want to make me happy?  | 4b. Is the other able to make me always happy?  |
| <u>Intention (Natural Acceptance)</u>      | <u>Competence</u>                               |
| What is the answer?                        | What is the answer?                             |

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention and competence as well as the others' intention and competence.

**Expected outcome of PS 7:** The students are able to see that the first four questions are related to our Natural Acceptance i.e. intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention, as a result we conclude that I am a good person and other is a bad person.

### 3. READINGS:

#### 3.1 Text Book and Teachers Manual

##### a. The Textbook

*A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1

##### b. The Teacher's Manual

*Teachers' Manual for A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

#### 3.2 Reference Books



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1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

### **4. MODE OF CONDUCT (L-T-P-C 2-1-0-3)**

- Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.
- Tutorial hours are to be used for practice sessions.
- While analysing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.
- In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.
- Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department, including HSS faculty.**

**Teacher preparation with a minimum exposure to at least one 8-day Faculty Development Program on Universal Human Values is deemed essential.**

### **5. SUGGESTED ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self-assessment, peer assessment etc. will be used in evaluation.

Example:

Assessment by faculty mentor: 10 marks

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Self-assessment: 10 marks

Assessment by peers: 10 marks

Socially relevant project/Group Activities/Assignments: 20 marks

Semester End Examination: 50 marks

The overall pass percentage is 40%. In case the student fails, he/she must repeat the course.

### **6. OUTCOME OF THE COURSE:**

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

This is only an introductory foundational input. It would be desirable to follow it up by

a) Faculty-student or mentor-mentee programs throughout their time with the institution

b) Higher level courses on human values in every aspect of living.

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## **Universal Human Values Foundation Course in Higher Education**

In the academic domain, we have successfully experimented for several years with the course inputs designed on the basis of above-mentioned research efforts primarily in two modes – one, in the form of an eight-day full-time residential workshop and second, in terms of a regular one-semester classroom interaction course. In the first mode, this input has been experimented mainly with the teachers in the institutional framework through Teacher Orientation Programs or Faculty Development Programs for the past fifteen years.

The other mode also has been successfully experimented in a large number of professional institutions. The spadework for formulation of the contents for a regular course was carried out at NRCVEE (National Resource Center for Value Education in Engineering) in IIT Delhi since 2001 involving extensive consultations with various stalwarts. From 2005, IIIT Hyderabad started conducting full-scale implementational experiments to introduce a two-semester course on human values for the engineering students which was very well received.

In 2009, UP Technical University (now called AKTU), Lucknow decided to launch the foundation course in 'Human Values and Professional Ethics' in all its affiliated professional institutions which provided a sort of break-through in implementation of Human Values in Higher Technical Education. The first edition of this book was brought out at this juncture.

It was followed by Punjab Technical University (PTU), Jalandhar in 2010. The foundation course was initiated in about 300 professional institutions after extensive teacher training. The work at PTU subsequently also included development of a post-graduate diploma and an M. Tech. Programme in this domain.

Since 2012, an annual International Conference on 'Human Values in Higher Education' is being held mainly inviting the Vice-chancellors, Heads of Institutions and other Educational Administrators to promote wider consultation, sharing of experiences and implementation possibilities. In this process, The Royal University of Bhutan showed very keen interest in this course and found it very conducive to their ongoing efforts towards promoting the concept of Gross National Happiness. This was also taken up by Khesar Gyalpo University of Medical Sciences of Bhutan. In fact, these universities have been instrumental in implementing this programme at a wide scale in their country, since 2013. A few other SAARC Nations have shown keen interest towards introducing Human Values in Education. These experiments have showed encouraging results. By now, more than 40 universities, with more than 4000 institutions, across 10 states in India, are offering this foundation course as a core part of their academic curricula. Recently, the All India Council for Technical Education (AICTE) included Universal Human Values as an essential component of the model curriculum for technical

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education throughout India. It is included as a mandatory 3-credit full-semester course in the 3<sup>rd</sup>/4<sup>th</sup> semester and also as a core part of the student induction programme.

Therefore, we now feel that we have one such universal content and methodology which can effectively be implemented for introducing Universal Human Values (UHV) in higher education.

The experience of more than a decade of the focussed effort as mentioned above has brought us significant insight in this domain. We have been typically receiving the following feedback about this course:

- It covers the entire expanse of human living: from self to family, society, nature and existence and covers all dimensions of human life: thought, behaviour, work and realisation.
- Addresses the 'Self' – discusses the human being, particularly the Self and does not just focus on external realities. This turns out to be self-empowering since each individual is able to make decisions and find out what is of value to them in their own right.
- It relates to one's life and living – establishes relevance in a person's life and does not just deal with information and skills. One can see the results of this understanding in human living at all levels:
  - The wisdom (understanding, clarity, purpose) has increased. There is more thought about higher human goals. This clarity about direction and purpose of life has resulted in increased self-discipline, greater sense of responsibility and reduced need for external enforcement.
  - The attention to relationship (in the family, with colleagues, with teachers, etc.) has increased leading to increased sense of commitment towards family and society.
  - There is deep sense of gratitude for efforts made by elders, culture and tradition.
  - Students tend to be more responsible towards academics. This has also had a positive impact on employability, self-employment and commitment toward higher studies and teaching.
  - It has become clearer that material needs are limited and when appropriately determined, these can be fulfilled without much difficulty, thus providing the feeling of prosperity.
- The methodology of self-exploration facilitates understanding rather than simply some information transfer.

Value-based education is essential to bring about the desired transformation – individual transformation towards the development of human consciousness and societal transformation towards an un-fragmented, humane society.

Of course, the introduction of the foundation course in the present mainstream education system is only the starting point. From there, the journey has to go a long way. The next step is making transition towards value-based education, in which the whole content of education is designed on the basis of universal human values, i.e. education for the well-being of all. This would result into value-based living in the family, and ultimately in the whole human society.

Course Textbook and Teachers' Manual:

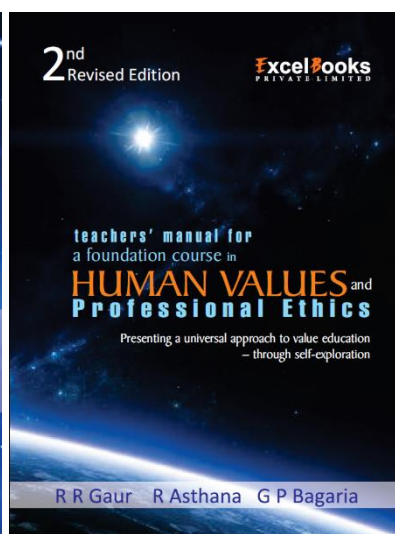
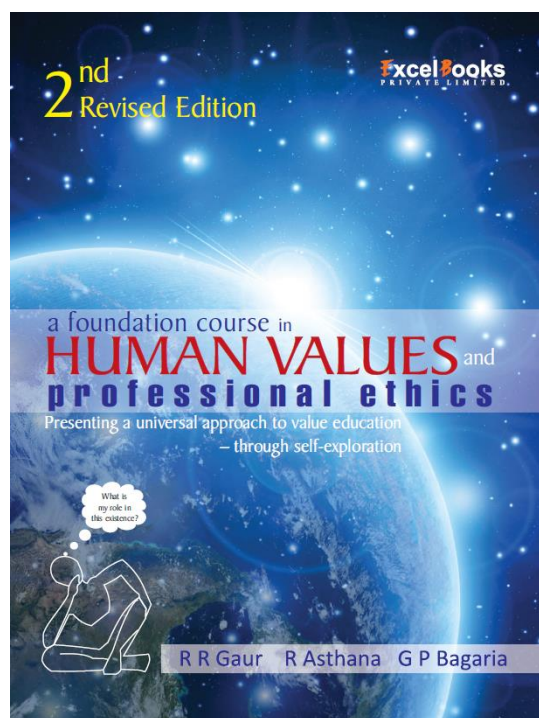
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This textbook and teachers' manual, designed for a foundation course in Human Values and Professional Ethics, is an outcome of the long-drawn search, visualization and experimentation by the authors and their colleagues to evolve an effective and universally acceptable content and methodology for introducing value education in the present curricula of technical and other professional institutions. Thus, it is in response to a long-felt and urgent need to integrate

education in human values with professional skills. A unique methodology focusing on the right understanding of the human reality vis-à-vis rest of existence has been systematically presented. This involves the discovery of the inherent harmony and co-existence in entire existence forming the basis of Universal

Human Values and facilitating transformation towards holistic perception and 'Human Consciousness'.

Starting with identification of basic human aspirations as happiness and prosperity in continuity, the discussion is focused on the appropriate programme to fulfill these enabling to live a fulfilling life. Understanding harmony at various levels starting from the human beings and spanning up to the whole existence forms the core contents of value education in this book. Finally, the important implications of 'right understanding' in life and profession are adequately elaborated.

Unlike the conventional treatment, the issues in professional ethics are analyzed in the context of right understanding thereby enabling the resolution of various ethical dilemmas. The main focus is on the development of the ethical competence in the individual through right understanding. The book concludes by proposing salient steps to undertake the journey towards holistic and value-based living.

### Salient Features

- The prime focus throughout the book is towards affecting a qualitative change in the consciousness of the reader, a change in the worldview rather than on mere information transfer.
- The whole content is presented in the form of proposals and the students are encouraged to self-explore and verify these on the basis of their natural acceptance and experiential validation.
- The style of presentation is in the form of a dialogue with ample repetition to assimilate the core concept.
- Each chapter starts with a recap of the previous understanding and ends with a crisp summary as well as a probing set of questions to test the grasp of subject matter, practice exercises to connect the proposals with real-life situation and some creative project work.
- The book is supplemented with a Teacher's Manual and a website. A model course syllabus is also given in the appendix to facilitate the teaching-learning process.

The Teachers' manual provides general guidelines as well as the templates for planning the lectures. Each lecture starts with a recap and ends with a crisp key takeaways.

In addition, practice exercises to connect the proposals with real-life situations, creative project ideas and guidelines for evaluation of the students are also given. Needless to emphasise that the textbook for this course, which has been thoroughly revised and enriched in its second edition, provides the main teaching material. In addition, the following supporting material is also available through the web-site:

- A set of lecture-wise presentations.

# **Incorporating Universal Human Values in Education**

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- Frequently asked questions.
- Videos used in practice sessions
- Links to videos of each lecture (available on YouTube).
- FDP schedules and registration links.
- Real-life experiences of teachers and students regarding this course.
- Latest updates.

Finally, it may be worth mentioning that the authors and the publisher consider the efforts towards integrating value education in the present education system as a mission.

In this spirit, no royalty is being charged on this work and the price is kept as low as possible.

In addition, e-book versions are also being made available for facilitating wide-spread use of this innovative learning material.