

**2<sup>nd</sup> International Conference on Human Values in Higher Education**  
**16-18 February 2013 at IIIT Hyderabad**  
**Proceedings [DRAFT]**

The purpose of these proceedings is to share a comprehensive view on value education emergent from the conferences; and to provide an idea on how to go about implementation

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## **PROCEEDINGS – Part 1**

### **Summary**

The 2<sup>nd</sup> International Conference on Human Values in Higher Education was held from 16-18 Feb 2013 at IIIT Hyderabad. It was organized jointly by IIIT Hyderabad, Punjab Technical University, Jalandhar and Royal University of Bhutan, Thimpu. About 110 participants attended the conference with about 30 Vice Chancellors and Directors. Participants came from Bhutan, Nepal and US besides India.

At the inauguration, Dr. M M Pallam Raju (Hon'ble Union Minister for Human Resource Development, Government of India) stressed on the need to reinforce values throughout formal education. He said this essential part of Nation building is even more important in today's context and must be a focus area for all educators. The 3-days of deliberations consisted of panel discussions, sharing of experiences and keynotes to develop specific recommendations and action plans.

Dr. Nachattar Singh, Advisor to Vice Chancellor Punjab Technical University and Dr. M. S. Grewal, Principal, Baba Banda Singh Bahadur Engineering College (BBSBEC), Fatehgarh Sahib, personally presented copies of the publication "Experiments in Universal Human Value Education" to Minister MHRD. This book is a compilation of the human values related work done at BBSBEC, Punjab Technical University, during the period Nov 2010 to Dec 2012.

On the first day, the theme was society and role of education. Talk by Dasho Prof. Pema Thinley, Vice Chancellor, Royal University of Bhutan related Gross National Happiness (GNH) with Value Education and how the latter can help Bhutan achieve GNH. The panel discussion on impact of society on education brought out how education has become market centred and grade oriented, with focus on jobs with peer pressure. IIT Gandhinagar has experimented with 5-week orientation program for incoming students with art, social work, communications skills and physical activity. It is having a good impact on de-stressing students. The day closed with a session on holistic development and value education which got the audience involved in lively discussion.

On the second day, the topic was Value Education (VE) and its impact on institution. Experience was shared by IIIT-H, Uttar Pradesh Technical University, Punjab Technical University etc. HV was introduced in IIIT-H as a compulsory and essential course in July 2005. The course has affected the students positively in relationships within the institution as well as with their families, regarding self reflection on anger etc, environment (addressing waste of water, electricity etc), and purpose (drawing attention towards studies and goals of life).

It was suggested that teachers need to be prepared for VE. Besides regular faculty, PG students as well as adjunct faculty (such as interested alumni, faculty spouses, and social enthusiasts) should be used to conduct these classes.

Panel discussion on Reorienting Education talked about the need to orient towards the self. There was a need to have both breadth and depth courses in VE. It would be good to have a compulsory foundation course on Value Education which can provide a large common base and would facilitate in future the conduct of elective courses, humanities projects, social internships etc. However, care must be taken to conduct VE with a spirit of inquiry promoting discussion.

The third day was devoted to implementation of Human Values in higher education. Prof Shashi Dhiman, Vice Chancellor, Himachal Pradesh Technical University informed that Human Values in Higher Education as a foundation course would be implemented from academic year 2013 onwards for 2<sup>nd</sup> year undergraduate students in all 50 engineering colleges in Himachal Pradesh. Prof Mahendra Singh, Member, UGC, Nepal expressed his keen desire to implement it in Nepal. Smt. Sarojni Ganju Thakur, IAS, Chairperson Himachal Pradesh Private Educational Institutions Regulatory Commission said that she will take active part in facilitating awareness and to promote value education. 1-day workshop for chairpersons is planned for May 2013. Prof. G K Vishwanath, Director Academics & Planning, Jawaharlal Nehru Technical University, Hyderabad reiterated the commitment of his university to offer a compulsory course on human values from the 2013-14 academic session. Workshops for Directors, teacher selection and orientation programs are already going on.

Prof. Rajeev Sangal (Director IIIT Hyderabad) shared the draft recommendations of the conference. These recommendations are about scaling up value education in higher education at the national level.

Shri Ashok Thakur, Secretary, Higher Education, MHRD said that experience sharing at the conference was honest, and passionate. India has not been able to handle liberalization and wealth creation. He also said that recommendations are eminently doable. Regulators can be asked to create conditions for VE by holding workshops in different cities, and accreditation process should include VE. He also said that in section 51A of Indian Constitution on fundamental duties clause J – "Strive for excellence of individual and collective ... parents and guardians". Under this clause, a lot of work on HV can be done.

## Recommendations

1. Value education should be introduced as an essential part of the curriculum of education, particularly technical education, at the national level. Different methodologies may be used as long as the content satisfies the guiding principles:
  - Universal - for all human beings in all space in all time
  - Logical - student should be able to discuss issues
  - Verifiable - student should be able to verify on one's own (on the basis of one's own Natural Acceptance and validation experientially in living)
  - Humanistic - Good of humanity
  - All encompassing - Touching all aspects of life
2. Foundation course can provide a large common base after which can be conducted elective courses, humanities projects, social internships etc.
3. MHRD can be requested to examine the model based on Jeevan Vidya vis-à-vis the guiding principles and consider it for widespread dissemination. It has been experimented on a large scale and the results are encouraging. Time has come to implement it broadly, by
  - a. Talking to various regulatory & accreditation bodies like UGC, AICTE, MCI & NAC as well as universities.
  - b. Holding workshop in various cities on VE.
4. MHRD may support research in the area of universal human values by providing the guidelines and process for
  - a. Junior Research Fellowship in Universal Human Values
  - b. PhD in Universal Human Values
  - c. Post Doctoral Fellowship in Universal Human Values
5. MHRD can further provide the requisite thrust to universal human value education by
  - a. Developing Centers of Excellence in Value Education in technical universities (like NRCVEE was established at IIT Delhi in 2000)
  - b. Developing Resource Centers for Value Education in selected universities and institutions
6. MHRD can set up an advisory or monitoring committee for the above activities with people who have been actively working for universal human values
7. Teachers should be prepared for universal human value education. Universities and organisations like NITTTR should run teacher training for universal human values and prepare a cadre of such teachers
  - a. Regular teachers (who are teaching already)
  - b. PG Students (future teachers – catch them young)
  - c. Adjunct faculty (interested alumni, faculty spouses, enthusiastic people in society, retired people etc.)
8. Universities & accreditation bodies should duly reward the value competence of students, teachers and staff
9. Start embedding VE in every subject ("VE Inside"). Initiation of R&D work for overall curricular modification, development of resource material and evolving alternative models in the light of right understanding

## Commitments

The commitments during this conference include:

1. MHRD (articulated by Sh. Ashok Thakur): One of the biggest issues right now is the scalability of this particular [JV] model. I can assure you whatever is possible, MHRD will definitely do:
  - a. UGC, AICTE [and other regulators of education] can be asked to create enabling conditions for value education to prosper
  - b. I will ensure that adequate workshops like these are created for getting the word across
  - c. We will definitely create centres like the one created at IIT Delhi at universities & institutions
  - d. We will also see how institutions actually running these programs get some weightage in the accreditation process
2. Nepal. Member University Grants Commission Nepal, Dr. Mahendra Singh "we want to take the foundation course on universal human values forward in all 16 universities in Nepal, as a part of their restructuring, that is going on now". Will start discussions in Nepal shortly
3. Galgotias University VC, Prof. Ashok Saxena, "We aspire to develop 'School of Lifelong Learning', in which value education would be the core part". A 3-day workshop is being planned soon
4. Smt. Sarojni Ganju Thakur, IAS, Chairperson Himachal Pradesh Private Educational Institutions Regulatory Commission said that she will take active part in facilitating awareness and to promote value education in the

institutions that come in the ambit of the commission. 1-day workshop for chairpersons is planned for 11<sup>th</sup> May 2013

5. JNTU, Hyderabad. Prof. G. K. Vishwanadh, Director Academics and Planning, reiterated the commitment of his university to offer an essential credit course on universal human values from the 2013-14 academic session. Director workshops, teacher selection and orientation programs are already going on

## **PROCEEDINGS – Part 2**

### **Inaugural Talk – Prof. Rajeev Sangal**

Goal of education is holistic development of every student, not just imparting skills. Such a student should be able to lead his/her life as a responsible and a happy human being. We have to judge where we are with respect to this goal of education. This is a concern that has come from teachers and many enlightened people in society who are concerned about where we are headed. After we have accumulated some experience, we decided to have a series of international conferences and the first conference was held last year. The goal of this conference series is:

1. To deliberate upon the need for Human Values in higher education
2. To share existing practices and experience of Human Values in higher education
3. To share guidelines, content and process for implementing Human Values in higher education

The central feature of any such guidelines must be that it is

1. Universal (and non sectarian)
2. Rational – in which the student is able to discuss his questions and come to his own conclusions
3. Address all aspects of living

During the last year's conference (held 6-8 January 2012 at IIT Hyderabad, in collaboration with Punjab Technical University (PTU) and IIT Kanpur), there were extensive deliberations on a large set of issues, in particular, on the vision of future society, nature of education, role of educational institutions, introducing Human Values in Higher Education, etc. Real life experiences were shared regarding running of courses on Human Values in some of the institutions. There was extensive discussion on the current education system in the world. It was pointed out that it is limited in scope, and therefore, not adequate:

1. It is focused only on skills for livelihood (how to be a good engineer, good doctor etc. the larger purpose was somewhere getting lost)
2. It is preparing students mainly for jobs, and a conforming mind set which is how the British envisaged education in India to be during the colonial period
3. It reinforces the view among students that one must accumulate money and physical facilities; and the rest will take care of itself
4. It does not develop the human qualities and competence so that the student can live a responsible and happy life
5. It does not develop sensitivities among the students toward family, society and nature. Human being can not be sensitive. These qualities develop inspite of [formal] education, not because of [formal] education. Education must come as an aid to developing the sensitivity and a more holistic view of life
6. It does not develop qualities so that the student can have a definite conduct on whose basis sustainable society and human order can be established.

The conclusion of last year's conference was that value education should be introduced so that the students are facilitated to become responsible human beings who can lead a happy and fulfilling life in family, society and nature. This can be initiated by:

1. Introduction of a compulsory course in Human Values, based on Jeevan Vidya, is the first step in this direction. Eight steps in this direction have been outlined at the conference.
2. While the introduction of the course is necessary, adequate care must be taken so that the course runs properly with the spirit of inquiry and focus on the self. It should not have dos and don'ts.
3. Value education should facilitate the preparation of at least one enlightened and responsible person in every family, who accepts his responsibility from family to world family and has the commitment & capability to work for it.

At the 1<sup>st</sup> conference, there were ten VCs and at the end of the 3-day deliberations, six of them said that they will do something about it. Three of them have proceeded forward [HPTU, RUB and JNTU-Hyderabad], while others could not take it up further.

At this conference, we have 17 VCs, 15 directors, 120 registered participants in all. We want to:

1. Share what has happened in the last 1 year
2. Any new thoughts
3. Make plans for the next year, i.e. through discussion, if we find it works for us, we make plans to go ahead

At this juncture in time, we can play a crucial role together.

Education is in fact about building a future society. Education must see the problems, but not be a reflection of the problems, but offer a way to solve them. At IIIT Hyderabad, we have tried to build a research culture and inculcate values within the institute – the courses as well as the way we run ourselves. As we run the institute and how we behave as teachers.

In the next 3 days we will have detailed discussions, sharing of experiences and at the end of the 3 days we will work out the recommendations and come back to you (Min MHRD) with what seems to be possible and what could be a way to move ahead.

#### **Inaugural Talk – Dr. M. M. Pallam Raju**

With the current perception of politicians, I don't know if I am qualified to speak about values. I was very excited that our academic institutions are taking such a topic which is so apt and relevant. And as one of my duties as HRD minister, I felt I had to be here, at least in spirit, and to convey my oneness with the cause of inculcating human values into our entire educational aspect.

One of the first statements I made after taking over charge in October 2012 was on the reinforcement of values in our entire education system, right from schooling to higher education.

We talk about what a great cultural civilisation we have been, what a great heritage we have, what a profound influence we had on the thought process of the world. How our Vedas spoke about Vasudev Kutumbhakam and all that. As a Nation we emulated that once upon a time.

In the early 16<sup>th</sup> century we were one of the biggest producers, we had 28% of world GDP, we were exporting and we were looked up to. If you look at the ruins of Angkor Vat, you can realise what an influence we had as a maritime power and as a civilisation in south east Asia.

It has come full circle again. The world thinks the focus is on south east Asia because that is where the economies are supposed to be growing. I am sure that India with its geographic location and as a rising power is expected to play a role in the entire development of south east Asia and thereby the development of the entire world.

But what is this growth going to be? Purely in terms of GDP or is it going to be much more than that? That's what we should think about. And that thought of "what you want to be" is what will translate into our education.

The 11<sup>th</sup> plan focussed on growing capacity in education and we did bring about a number of institutions in an unprecedented manner. So did the private sector.

The 12<sup>th</sup> plan we said we will focus on the aspect of quality. And today people do express a lot of negative sentiments in the kind of quality being imparted, primarily in the private sector space. E.g. how standards have been diluted in long distance education.

This conference is so apt – we are bringing in the human dimension into the whole aspect of education. I was at our school get together (Hyderabad Public School '79 batch). Most of the speakers remembered the teachers who had an impact on them. Are we producing engineers who are doing the best designs? Similarly are they getting drawn into the consumerist culture at the expense of human values? Are we moulding them to be assets for the world or are we moulding them to be assets only unto themselves? I am particularly pleased to see the Bhutan model. We have to ensure that the right environment is created to bring in human values. I am glad that the 2<sup>nd</sup> conference is focusing on this. If we gave the right channelization to our kids with the right value system, it will go a long way in rebuilding the nation.

I am sure this conference will go a long way in generating the content and then practice of human values in education. I'll be the happiest if somebody from Hyderabad takes up this important aspect [like JNTU Hyderabad].

Thank you and Jai Hind!

#### **Prof. Rishi Raj Gaur**

Addressing the participants as "custodians of higher and technical education", Prof. Gaur spoke about the urgent need for value education.

In the development of modern education, we have been focussing on skills while the value dimension has been languishing, even though all the commissions and expert committees on education have highlighted the need. It has not become prevalent or effective in the education system so far. This need has been there all this time. What is the

way? How to do it? So that it is effective. It is not only a matter of information transfer nor of providing certain skills – it is a matter of making perceptual transformation; it is a matter of transformation to human consciousness.

In the present context, in the teaching-learning environment it is not sufficient to conduct some sporadic experiments here and there. It has to permeate the whole education system, not only higher education, but the entire education system. Therefore it should have that competence and capability.

That has been the need and it has been a long journey. There has been vital support from MHRD.

In 2001 MHRD set up National resource Centre for Value Education in Engineering (NRCVEE) at IIT Delhi. This was one of several such centers set up. The mandate of NRCVEE or rather to the concerned faculty members using NRCVEE as an umbrella organization was to find a way out. Specific guidelines were proposed by MHRD.

Today, we are happy to share the results of these efforts. NRCVEE networked with other explorers, studied various alternatives and conducted several experiments. The model that we feel has the most promise is the one based on JV. It is secular, scientific and effects the transformation of consciousness, rather than only superficial gaining of information. It has been experimented in detail at IIIT Hyderabad. This resulted in confidence and clarity of how this model can be conducted on a large scale. It was then tried at UPTU on a large scale; and subsequently implemented at PTU in a well organized manner. We feel we have come to a stage where an effective model has been adequately experimented and has shown its effect; it has the nature of wider implementation possibilities and can be universally applied in education. All that so far has been achieved.

Last year Smt. Dr. D Purandeshwari, Union Minister for Education, inaugurated the conference and gave us the exhortation.

Now we are happy to welcome your kind self (Dr. M. M. Pallam Raju, Union Minister for Human Resource Development).

During this conference, we would present the vision, modalities, curriculum, process and feedback; and visualize the possibility of large scale implementation or upscaling, which is very necessary if we want to gain the fruits of modern development, the technological development. It can only happen if we can integrate this Human Values so that one is able to achieve harmony at the individual level, in human-human relationship and at the level of human-nature relationship.

So Sir, we are happy to receive you (Min MHRD) and have your blessings.

#### **Valedictory Address – Sh. Ashok Thakur, IAS**

I have known Dr. Sangal for the last five years. He came into my room at MHRD trying to set up 20 new IITs. While trying to struggle with their particular scheme, I discovered that this gentleman who keeps coming to my office is more than just a scientist of physical things. I discovered that he is equally a scientist of the inner self. Over the years, I have grown to be very fond of him and whenever he visits my office, I always welcome him with open arms.

or

I have known Dr. Sangal for the last five years in connection with the set up of 20 new IITs. I discovered that he is not only a scientist of physical things, but equally a scientist of the inner self.

Or skip this part

The first time I heard IIT does programs on value education, I was a bit surprised, but knowing about him (Prof. Rajeev Sangal), I understood it. When I came here [to the 2<sup>nd</sup> ICHVHE], to my pleasant surprise, it was not about pontification and telling people what to do, but it was about sharing his own experiences, what he has actually done here. I felt more comfortable. Pehle karna chahiye, phir batana chahiye [first it should be done, then it should be told]. And there is no sense of bragging in it. Just humbly sharing his experiences and also listening to other people and institutions with similar thinking [goals].

I am very glad to know that vice chancellors of Punjab technical University, VCs from the state of Uttar Pradesh, Uttarakhand and Himachal – they all came here and they shared their experiences. I was particularly impressed by the personal sharing by one of your lady faculty from Ghaziabad, UP university [MTU/UPTU] – it was very touching and I am sure other people will take a lot from there.

When you talk about instilling values in institutions like ours, whether it is IITs, IIMs, IIITs, NITs or your university, one thing we should keep in mind is that we are part of the same cake of society. Artificially we can jack up things here and there momentarily, but sooner or later water finds its own level, so the societal norm takes over.

I am not trying to discourage these great efforts that you all are making in your respective areas, but what I am trying to say is that more than what we can do here, the parents, the family is the first place a person learns about human

values. The hand that rocks the cradle rules the world. If we as parents are able to instill these values in our children, then it is a much bigger thing than all the talk we sometimes tend to do. So it starts with the home, the family. I think this is very very important and we need to keep that in mind.

The experience sharing by IIT Gandhinagar was also very interesting. We have to keep in mind that each and every child who makes it to these institutions goes through such a tough life. The survival of the fittest theory sticks and makes a lot of sense to me. So he [the child] is always trying to cut corners. I was told that institutions like these, like IIT Gandhinagar gives them first couple of months, it de-stresses them, it makes them feel relaxed. And then with a cold mind later, they choose what subjects they want etc. etc. I think this is very nice way of doing it. Each and every institution, especially those where it is very difficult to get into, all those vice chancellors and directors should be doing this.

One of the things which I feel is that ever since the market forces have been unleashed in India (I am absolutely a very liberal minded person as far as economy is concerned), we have not been able to handle this wealth and prosperity which has come after 1991, after the new economic policy and liberalization. So this is a challenge.

Second, the sheer demographic pressure on this country. I think 18% of the world's population on this mass of land which is less than 2% or something. Therefore there is intense competition to get everything. It starts with admission to nursery school, then all the way to railway tickets, cinema tickets and all those. So competition becomes so inbuilt into the child, so he tries to cut corners. So these are some of the things.

If you visit some of the other countries like Mexico or some of the African countries, you can't go out on the street after 6 'O clock. In India still [things are not that bad]. It's not that our police is super efficient or people are scared of them or our judicial system is so great. In spite of practically no government (I mean not no government but in our country governance is very poor). Because of religion, I'd say, spirituality concepts promoted like "ahimsa", "coexistence", "mutual tolerance". And also which says that "worldly things have limits to what it can satisfy"; for example the graph shown by Prof. Prem Vrat. Many of us internally know this and realize this because of our social thing. And because of this, there is still a semblance of order in this country. I think we owe it to our spiritual leaders. We owe it to the spirit of coexistence and tolerance in this country.

OK, now I will come to some of these recommendations you have given me Prof. Sangal.

One of the biggest issues right now is the scalability of this particular model, particular idea which you people have shown today after several rounds of discussion.

Definitely UGC, AICTE can be asked. Regulators of education can be asked to create enabling conditions for value education to prosper.

It definitely can not be through an office order. Value education can not be enforced through an office order. If it could be done, it would have been done a long time back. But still I will ensure that adequate workshops like these are created.

The idea about centres being created within universities or institutions like this are like the type which was created in IIT Delhi and which has a ripple effect and people still remember it to this date. So we will definitely create centres like that.

We will also see how institutions actually running these programs get some weightage in the accreditation process. We are going to make accreditation in higher education compulsory.

So these are some of the things which came to my mind. **I think they are all eminently doable. I can assure you whatever is possible, MHRD will definitely do.**

In the past we had a MHRD scheme for value education. Unfortunately the element of money was there – we used to fund organizations and NGOs in that. So strange kind of people used to turn up... people wearing big tilaks, people wearing colourful robes (I have nothing against them) and it became very difficult for us. We can do it through religious leaders – they can have a big impact, I can say.

We are a secular country. Now we have resolved to do the same thing [MHRD scheme for value education]. We will take recourse to our constitution. Part IV A of the constitution of India says exactly what you people have been discussing. This is the fundamental duties. 51 A of our constitution talks about fundamental duties. And there apart from various things I can do for my country, there is a clause called Clause J and it says "we will try to strive for excellence in all spheres of individual and collective activities, so that the nation rises to higher levels of endeavour and achievement" and this appeal is made to parents and guardians to provide opportunities for education to his child

on these lines. So the constitution itself mandates. With this mandate we will try to build on this and from there we will devise programs in value education.

In the 12<sup>th</sup> five-year plan, there is a mention about value education separately. I am very slightly skeptical or concerned about the fact that whenever you put money everything goes distorted. An endeavour like this should not cost money, though the 12<sup>th</sup> five-year plan gives me Rs. 400 crore. For not just value education, but other things like community participation for institutions like yours, for central universities, centre funded institutions and the state institutions. So an allocation is there but I think it is not money which is the answer/solution. It is something more subtler than that.

Lastly I'd like to say that our present minister, who inaugurated your workshop. One of the first things which he asked me when he joined the ministry is "do we have value education as a part of our curriculum"?

So we know where this question is coming from.

This is a brilliant opportunity for all of us to build in this and in the next 5 years (12<sup>th</sup> five-year plan), we will try to build in all that is possible so that we are able to build upon the efforts put in by institutions like IIIT Hyderabad and all your participation.

Basically I feel that a scheme like this believes in the intrinsic goodness of man. Everybody talks about "desh tabah ho gaya, duniya tabah ho gayi hai" [the country is ruined, the world is ruined]. No! It is a very positive approach. In spite of whatever we see on the channel, whatever Arnab Goswami has to stir the whole nation every evening. In spite of that there is still goodness. **The goodness is not spoken about that much but goodness is there and true efforts like the ones you people are putting in here today in this room – I think this light will spread.** From institution to institution, then faculty to faculty and then student to student and then parents to parents...

Thank you!

### PROCEEDINGS – Part 3

#### Value Education - Guiding Principles - A Case Study of IIIT-H – Rajeev Sangal

- IIIT Hyderabad experiences were shared
- HV was introduced as a compulsory and essential course in July 2005
- Course should satisfy the following guiding principles: It should be:
  - Universal - for all human beings in all space
  - Logical - student should be able to discuss issues
  - Verifiable - student should be able to verify from one's
  - Humanities: Good of humanity
  - All encompassing - Touching all aspects of life
- Impact of the course on the students
  - Relationships in the institution as well as their families
  - Self reflection on anger etc
  - Environment - addressing waste of water, electricity etc
  - Purpose - Drawing attention towards studies and goals of life (impact to be seen over longer term)

#### Holistic Development and Role of Education – Sh. Ganesh Bagaria

Holistic development is the transformation to Human Consciousness in Human Beings, which includes all 3 – right understanding in the self, right feeling in relationship with human being and physical facility with rest of nature. It is not sufficient to have development of physical facility alone – that is adequate only for animals. Human beings are satisfied only with all 3 – right understanding, relationship and physical facility.

Today we are giving the highest priority to physical facility, there is insufficient clarity about the need for right understanding in the self and there is insufficient clarity about the need for fulfillment in relationship among human beings. Right understanding & relationship are not even identified as basic need, basic requirement of human beings.

The conduct of human being depends on their education-sanskar. If we are providing human education-sanskar, students will exhibit definite, human conduct & they will contribute toward a humane society in future. If we are not providing such education-sanskar, students will exhibit indefinite, inhuman conduct & they will contribute to an inhumane society in future.

The greatest fear today is that of the inhuman behaviour of human beings; and it is increasing. Also the state of society today indicates that there is increasing tension in individuals, division in family, terrorism in society... and there is increasing exploitation of nature, climate change, global warming... The question we have to ask is why this is so, even though education is reaching more and more people? Are we providing human education-sanskar?

The role of human education-sanskar is to enable this transformation by way of ensuring the development of the competence to live with Definite Human Conduct. For this, the education-sanskar has to ensure:



1. Right understanding in the self of every child
2. The capacity to live in relationship with the other human beings
3. The capacity to identify the need of physical facility and the skills & practice for sustainable production of more than what is required

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct.

There is an urgent need to provide such education-sanskar. Parents, teachers & society/environment have the responsibility of providing it. Since all 3 have gone wrong, and if things have to start somewhere, the lead has to be taken by teachers.

### **Human Education for Universal Human Order – Sh. Ganesh Bagaria**

The world has been connected physically by technology, in a sort of global village.

There is a need for a mindset to live together globally. If the mindset is not one of living in a relationship of mutual fulfillment globally and we get connected physically then the impact will be exploitation & domination of people and exploitation of rest of nature – globally; and we can observe this today.

The essential requirements of a global world view are:

1. Recognition of basic human aspiration
2. All encompassing solution for fulfilment of basic human aspiration

The basic human aspiration must cover all dimensions of individual existence (thought, behavior, work and realization) and all levels of human existence as a society (individual, family, society, nature/existence).

At the level of the individual, human beings aspire for

1. Clarity, resolution (all encompassing solution) in thought
2. Mutual happiness in behavior with other human beings
3. Mutual prosperity through work with rest of nature
4. Realization of the reality as it is, resulting in continuity of happiness

At the level of society, human beings aspire for

1. Clarity, resolution (all encompassing solution) or right understanding & right feeling – in every individual
2. Prosperity – in every family
3. Fearlessness (Trust) – in society
4. Co-existence – in nature/existence

The societal order that fulfills these human goals can be called Human Order. The societal order which fulfills these goals for all human beings can be called Universal Human Order.

The five dimensions of Human Order are

1. Education – Sanskar
2. Health – Sanyam
3. Production – Work
4. Justice – Suraksha
5. Exchange – Storage

The scope of Universal Human Order covers all human beings – from family order to world family order.

Human aspiration is fulfilled by Knowledge (right understanding) in the self, Love (feeling of being related to all) in thought and Compassion (the expression of the responsibility of being related to all) in behavior & work. The feeling of relatedness that naturally expands from family to world family is the underlying mindset for an integrated or undivided society. Living in order starts with family order and naturally expands to living order in a group of families and onwards right up to world family order, which is the basis for universal human order, which is the expression of the co-existence in existence.

The education-sanskar required for such a human order:

- Education – To develop the right understanding of the harmony at all levels of our living – from self to the entire existence (individual, family, society, nature/existence)
- Sanskar – The commitment, preparation and practice of living in harmony. Preparation includes learning the skills and technology for living in harmony at all levels – from self to the entire existence (individual, family, society, nature/existence)

From the current system of education, 8 steps are envisaged to reach this education-sanskar. As a part of the first step, a foundation course has been designed to provide the essential guidelines for human conduct and commitment for a humane society. Since 2005, this course has been included as a part of the academic curriculum in 6 universities and the results are quite encouraging.

With this home-work and results, large scale-up to human order now seems possible. The time estimate to reach universal human order, i.e. a humane society in which the basic aspiration of all human beings is fulfilled, is 20-100 years.

### **Steps for Implementing Human Values in Higher Education – Sh. Rajul Asthana**

For scale-up to human education-sanskar from where we are today, 8 steps are envisaged. Some details of step 1 are also identified, and experimented on a large scale in 6 universities with encouraging results. There is also some effort on other steps, but a lot more needs to be done.

Step 1: Introduce a foundation course on Universal Human Values in parallel with other courses – the student can develop clarity about

- Human goal & universal human order
- Human conduct
- Guidelines for Professional Ethics, which is a particular aspect of human conduct

Steps to introduce a foundation course:

- 1.1. Understand the Content, Possibility & Responsibility – Participate in workshops, discuss with people who have worked toward universal human values [**Head of Institution...**]
- 1.2. Form a Value Education Cell at the University level, consisting of committed decision-makers & people who will take responsibility & can follow things through
- 1.3. Garner support of decision makers & teachers broadly, in every affiliated institution
- 1.4. Complete the formalities for introducing the Foundation Course
  - Course & Scheme of Courses approval by Academic Council
  - Curriculum approval Board of Studies
- 1.5. Select & Prepare Teachers
- 1.6. Communicate with the Students
- 1.7. Launch the Foundation Course

The foundation course has to be followed up with other suitable inputs in the form of elective courses, projects, practical training, self study and practice to move towards a comprehensive Education in Human Values package. It takes some time (typically 1-3 years) to establish the foundation. Once it is established, then further supportive activity can be fruitful, like:

- Social Projects & Socially Relevant Final Year Projects
- Social Internship
- Higher Level Courses e.g. "Professional Ethics for Managers"
- Advanced Study (PhD etc.) e.g. "Management by Relationship"
- Living the Values

Further steps are outlined below:

Step 2: Add social projects, social internship to the course; conduct the course as an integrated workshop where the complete content can be proposed in one go. This will ensure better grasping and comprehension by the students

Step 3: Design and conduct all programs and courses in the institution based on Universal Human Values so as to establish Value Based Education at the level of the institution

Step 4: Design and conduct programs for Value Based Living for all students, faculty and staff. This will help transform the institution into a family working for a cohesive harmonious growth for all

Step 5: Initiate programs for self-sufficiency of the institution through cyclical production activities and take such activities to a scale where all the faculty, staff and students can be supported internally

Step 6: Make the institution a nodal center to promote similar activities in the society at all levels

Step 7: Make the institution a part of process of universalization of human education on Earth

Step 8: The institution becomes a part of Undivided Human Society and Universal Human Order on Earth

## PROCEEDINGS – Part 4

### Talk on Gross National Happiness and Value Education – Dasho Prof. Pema Thinley

Inspired & driven by the 4<sup>th</sup> king Jigme Singye Wangchuck, since the late 1970's, Bhutan has adopted Gross National Happiness (GNH) as the development philosophy. GNH is more a more holistic measure than GDP. GNH, particularly the gross part, has profound meaning. It includes what all beings seek – happiness (harmony). Happiness is not just pleasure, it is more than that. While happiness is an individual state of mind and can not be measured. If that has to be promoted, the society can create the conditions for happiness or environment where happiness can be experienced. If we have to optimize or find the optimum gross, then it is tantamount to ensuring that everybody is happy. GNH includes four pillars, viz.

1. Sustainable economy (livelihood)
2. Sustainable environment (water, forest, fauna, flora...)
3. Cultural vitality (human relationship) and
4. Good governance

Bhutan under the leadership of the 4<sup>th</sup> King has stressed on sustainable, people centric development that relieves pain & hardship for most people. So the stress has been on improvement of farming, water supplies, schools, healthcare, electricity, telecom, roads and so on.

The 4<sup>th</sup> king not only talked about these conditions of happiness, but said that it is possible to teach people to be happy, it is possible to:

- 'Sem Gochoep Zoni': Train the mind so that they will engage in activities that will bring enduring wellbeing and happiness for others and themselves
- 'Sem Dagzin thabni': Taking care of the mind or being mindful (purification of the mind by being self aware)

An estimate of what it takes to be happy:

- Wealth and material wellbeing – 15%
- Genetics – 25%
- Learning to be Happy – 60%

The 4<sup>th</sup> king said that the foremost responsibility of our teachers is to teach our children to take care of their mind and to teach our children to realize that whatever actions they do should benefit themselves and others around them. But then it is so difficult. We did not know what to do. We were struggling for many years.

In 2008, when the kings handed over governance back to the people, one of the first things that our first prime minister and education minister did was to explore how we can make education more holistic, to bring values into education. They led the first conference on GNH education in December 2009. One of the many recommendations was training of all school principals. Since then, 3-10 minute mindfulness has been practiced by all school children in Bhutan. Students report that they have become more focused & creative; have enhanced awareness and have become mindful of their actions.

Dasho led the participants [of the 2<sup>nd</sup> ICHVHE] to experience the mindfulness practice for themselves by watching the mind and bringing it back to the present moment. He asked everyone to sit with the spine straight and keep the attention on their breathing. Breath represents the connection between the mind and the body, he said. He drew the attention of participants to contemplate on truths of life:

- Preciousness of present moment
- Truth of impermanence
- Truth about cause of effect
- Truth about goodness of all beings

While we have been doing some work on GNH education, we have also been looking for something more tangible. Then last year, in January 2012 on the insistence of Prof. Rajeev Sangal, I came here for the 1<sup>st</sup> Conference on Human Values in Higher Education. I thought there was something tangible here, after 30-35 years of work by Profs. RR Gaur, Rajeev Sangal and Ganesh Bagaria.

He then shared their journey since the last conference to this conference, just about 1 year:

- We sent 21 staff of RUB to the 8 day workshop – they all reported that “this is what we require”
- Then we sent few Directors some more staff and students for the next 8 day workshop – they also said that “this would be beneficial”
- I attended the 8 day workshop myself with two College Directors and more staff and few students. I became convinced that there is a good fit with GNH values. There is a curriculum, teaching material, teacher training... I had the opportunity to travel from Hyderabad to Delhi with Ganesh-ji and discovered that these people have goodwill and that the teacher training will not cost a lot – when there is goodwill, the costs are manageable
- We hosted the 8 day training workshop in GCBS June 2012
- Till date 250 out of the 650 faculty have attended the 8 day workshop

- Four Directors and 8 other faculty attended the second level workshop in Kanpur
- RUB has decided to introduce it as a compulsory foundation course across all Colleges of RUB starting July 2013. It may be credited or non-credited mostly non-credited to start with

I am sharing this detail because all this has happened in 1 year. If it can be done in Bhutan, it can happen in any of your colleges. This will be quite an experiment. We have no doubt that it will bring benefit.

This way we will be introducing a second strand of studies, stressing personal development, i.e.

- Understanding oneself – wisdom mind, thoughts and emotions
- Gaining control of one's thoughts and emotions
- Enhancing the potential and the use of one's own mind (focus and creativity)
- Learning to be aware and mindful of one's actions and being able to recognize those that are harmful, and those that are beneficial for oneself as well as others

In summary:

1. GNH/values education course will be launched by July 2013 for all students in the form of a foundation program
2. The GNH/values education course will be conducted using a GNH consistent Pedagogy (Critical Pedagogy and contemplative education). This was launched in February 2012 to be continued into the next five to ten years
3. The university will continue to make effort for GNH consistent education environment
  - Mindfulness education associations have been created to promote an informal but pervasive environment for mindfulness practice (teachings, talks and discussions, non credited programs, mindfulness practice sessions...)
  - Institute an overall culture of mindful living in respect of all the four pillars of GNH

We must have the courage to break the boundary of current education of providing skills while the transformation of the person is laid aside. We must put human values back in education.

Let the precious quality of love and compassion arise in those in whose mind it has not occurred. Let the precious quality of love and compassion increase and enhance ever more in whose mind, it has already been born. Let the sickness and disease that cause suffering in all beings be reduced, the turmoil and torments in the minds of all beings be dissolved, the causes and the experiences of poverty and war be dissolved so that Peace, Happiness, and Harmony prevail for all times to come.

Tashi Deleg!

### Panel Discussion – State of Society and Impact on Education

**Moderator:** Prof Abhijit Mitra, IIIT Hyderabad

1. Sandeep Sancheti, NIT Delhi
  - Course at NIT Surathkal for ug - Creative things, culminating in Yoga
  - Taught by outsiders
  - Parents impose their desires on children
  - Herd mentality in students
  - Teachers do not encourage questions
2. Nachchar Singh, PTU
  - No education planning in the country – There should be youth welfare planning
  - 50,000 engineers in Punjab every year. Where are so many jobs?
  - Private colleges – Charge large fee
3. Mahendra Singh, Member UGC, Nepal
  - Issues listed are common
  - Cause: Inequality and injustice in society
  - Education being traded
  - Morality crisis in education
  - Media gives selective info
  - Students in grip of peer group
  - Nepal - 1500 students leaving Nepal daily
  - \* Nepal is restructuring society and education
    - Include value component in education - for all 12 universities

4. Amit Prashant, IIT Gandhi Nagar
  - 5 weeks orientation program on their arrival from ug1 – daily
  - Social work
  - Creativity
  - Physical activity - Physical exercises early morning at 6:30 am
    - o 9-5 Orientation program during the day
    - o 5:30 pm of sports orientation during the day
  - Content
    - o Communication skills
    - o Art
    - o Interaction with seniors
    - o Working hard in life
    - o Spirituality
  - While doing so, found that students had
    - o anxiety about No studies (in their 2<sup>nd</sup> week)
    - o anxiety gone in 4<sup>th</sup> week – Began to enjoy
  
5. Andu Dukpa, Director, Royal Univ of Bhutan
  - Everyone in Bhutan is not happy
  - Youth today feel responsibility towards parents, but can get lost
  - Easy choices now, pay heavily later
    - o Take care and nurture our youth
  - Values important for society
  - People do not want to go for JV in the beginning
  - We ourselves must have the values first before we can pass them on to our students
  
6. Nandkishore Acharya, IIIT-H
  - Effect of social though on education
  - Goal of education. Develop the underlying potential in the student
  - But education is market centred, government focused (Education must make swatantra nagrik vs agents of market/govt)
  - Education has a declared agenda and an undeclared agenda
  - Redefine success
    - o Money, Power, Status
    - o Peace, happiness, healing
    - o Give more than you receive relationship

## **T6. Sharing of Experiences in Implementing Value Education**

Experience was shared by a number of people from Punjab Technical University, Mahamaya Technical University Noida, Gautam Buddh Technical University Lucknow, where the Human Values course has been running:

- Evaluation/ examination should be based on experience
- We should strengthen our Value Education cells in colleges (so that VE can be more effective)
- Need to strengthen teacher training for all teachers
- VE should be introduced in schools (vs. just in Higher education when child is already made)
- Care should be taken while expanding VE that it should not become ritualistic
- Interns at the Human Values cell shared their thought frankly as to how their stay has affected them. They mentioned about gaining clarity about their goals, role of physical facilities in life, and importance of relationships

### **A Perspective for Value Education – Prof. S G Dhande**

- Compartmentalization of education and why it is wrong. We now have discipline based universities, leading to fragmented knowledge and uni-dimensional students
- Sports and cultural aspects separated from education
- Teachers must take up one student related activity other than their subject teaching
  - NSS & NCC, Yoga, Culture, Films, Sports, Personality-development, hostel
- Train PG students in VE
  - Take adjunct faculty – faculty spouses, alumni, social enthusiasts

Content and Process of Value Education, Prof R R Gaur

Comprehensive Educational package in Human Values

- Described 5 major modules in the course
  - Each module with well defined objectives
  - Supporting material including book, teachers manual, CDs, exercises, activities etc
- There are 8 steps in value education out of which the foundation course is the first step

### **Reorienting Education – Panel**

- Need to reorient education towards the self
- Breadth course and depth courses - both are needed
- After foundation course
  - Start forums
  - Elective courses
  - Humanities projects
  - Social internships
- Voluntarism with ground swell
- Different methodologies are fine as long as the content satisfies the guiding principles
- Foundation course can provide a large common base after which:
  - Many electives are possible
  - So also activities get related
  - Teach it in a spirit of inquiry - should not generate reaction

### **Future Plans for Implementing HV in Higher Education - Panel Discussion**

Prof Shashi Dhiman, Himachal Pradesh Technical University

- Foundation course to be started in all colleges for 2<sup>nd</sup> year under graduate students from July 2013
- Marks 60% internals, 40% written exam
- Pass/ Fail only (Satisfactory/ Unsatisfactory)

Mrs Sarojini Thakur, Chair, Private HE Regulatory Commission, HP Gov

- Regulator and facilitator
- 1-day exposure workshop for private universities will be held
- Identify change agents among the private universities

Prof Kamal, Dean (Academics), IIIT Hyderabad

- All 3 parties in the Institute should be aligned (management, faculty, students)
- Give content - like planting a seed - change slow but steady
- Scaling up - Books etc are already there
- Students should take unusual paths
- Outreach - To local residents, an and around college

Prof Surendra Pathak, IASE, Sardarshahar

- Peace and harmony as basis for education - Important to convey to teachers
  - Whereas current theories are based on conflict theories (or on Dialectical Materialism)
  - Existential theories – Peace and harmony

Prof Mahendra Singh, Member UGC, Nepal

- Very good conference. Learnt many things Value Education Course is
  - Non-sectarian
  - Has step wise path
- Research in VE - Do it later 5 years later
  - What methodology – Quantity,Quality
  - Should be value neutral - or value loaded
  - Research should be sentiment free. Will permit holistic development

Prof P J Narayanan, Dean (R&D), IIIT-H

- Values come from inside
- Institute should promote values it is preaching
  - Impact on institution
- Students who come to IIIT-H have very little exposure
  - Not anti values, but
  - How to develop sensitivities, students are sharp
- Effect of actions of professionals on others
  - Analyze
- Aspirations are low today - only jobs and money
- As groups/ institutions we are strong in mind and resources

- Discuss “what” rather than “how” - not just skills
- Institutions are here to transfer things not just
  - Good jobs, good research grants

Prof Chiranjib Sen, Azim Premji (earlier Prof IIM Bangalore)

- HV needed very much so - current times bad. Not like Independence Movement
  - Breakdown of many things
  - Individualism
- Individual HV - excessive self seeking. Corroding ethics
- Collective part of HV
  - Reconnect individuals
  - Connect with basic ethos Ex of teacher, of doctor
- Fragmented universities and colleges - no holistic education
  - Attitude of humility needed (from each discipline)
- Socially transformative learning for students
  - Look at impact of new development projects
  - Put professional ethics with practice in society
- Look at positive elements of religion - philosophy foundation
  - Collectively create themes around which many institutions can work
- Link HV with professional engineering education

## **T12. Valedictory - Summary and Way Forward**

- Observations by Dr Ajay Mishra, Principal Secretary, Education, Govt of AP
  - HV course should be in the form of a dialogue
  - Invite inspirational leaders so that the student relates to real life
- Recommendations - Read out by Prof Rajeev Sangal, Director, IIIT-H

### **Recommendations of conference**

- Value education should be introduced as an essential part of the curriculum of education, particularly technical education, at the national level. Different methodologies may be used as long as the content satisfies the guiding principles:
  - Universal - for all human beings in all space in all time
  - Logical - student should be able to discuss issues
  - Verifiable - student should be able to verify on one's own (on the basis of one's own Natural Acceptance and validation experientially in living)
  - Humanistic - Good of humanity
  - All encompassing - Touching all aspects of life
- Foundation course can provide a large common base after which can be conducted elective courses, humanities projects, social internships etc.
- MHRD can be requested to examine the model based on Jeevan Vidya vis-à-vis the guiding principles and consider it for widespread dissemination. It has been experimented on a large scale and the results are encouraging. Time has come to implement it broadly, by
  - Talking to various regulatory & accreditation bodies like UGC, AICTE, MCI & NAC as well as universities.
  - Holding workshop in various cities on VE.
- MHRD may support research in the area of universal human values by providing the guidelines and process for
  - Junior Research Fellowship in Universal Human Values
  - PhD in Universal Human Values
  - Post Doctoral Fellowship in Universal Human Values
- MHRD can further provide the requisite thrust to universal human value education by
  - Developing Centers of Excellence in Value Education in technical universities (like NRCVEE was established at IIT Delhi)
  - Developing Resource Centers for Value Education in general universities
- MHRD can set up an advisory or monitoring committee for the above activities with people who have been actively working for universal human values.
- Teachers should be prepared for universal human value education. Universities and organisations like NITTTR should run teacher training for universal human values and prepare a cadre of such teachers

- d. Regular teachers (who are teaching already)
- e. PG Students (future teachers – catch them young)
- f. Adjunct faculty (interested alumni, faculty spouses, enthusiastic people in society, retired people etc.)

17. Universities & accreditation bodies should duly reward the value competence of students, teachers and staff.

18. Start embedding VE in every subject (“VE Inside”). Initiation of R&D work for overall curricular modification, development of resource material and evolving alternative models in the light of right understanding.



# HUMAN VALUES IN HIGHER EDUCATION

16-18 February 2013 at IIIT Hyderabad

DETAILED PROGRAM (UPDATED)

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## 16 February 2013 (Day 1): Human Goal & Role of Education

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**9.30 – 10.00 am      Registration**

**10.00 – 11.30 am      T1. Inauguration**

- Welcome to the Conference – Prof Ramancharla Pradeep Kumar, IIIT Hyderabad
- Brief Account of Efforts in Value Education (VE) – Shri Rajul Asthana, MSSS, Kanpur
- Report of Progress from Last Conference & Purpose of this conference – Prof Rajeev Sangal, Director, IIIT Hyderabad
- Urgent Need for VE – Prof R R Gaur, Honorary Prof, IIT Delhi
- Introduction to Gross National Happiness (GNH) & Role of VE – Dasho Prof Pema Thinley, VC, Royal Univ of Bhutan
- Talk by Chief Guest – Dr M M Pallam Raju, Hon'ble Minister, HRD, GoI

Tea      11.30 – 12.00 noon

**12.00 – 1.00 pm      T2. Societal Vision and Value Education**

Gross National Happiness (GNH) & Role of VE – Dasho Prof Pema Thinley, VC, Royal University of Bhutan, Thimphu

Lunch 1.00 – 2.00 pm

**2.00 - 3.45 pm      T3. Societal State and Impact on Education – Panel Discussion**

**Issues:** Influence of media & impact on students, Wrong role models, Peer pressure among students, Unrealistic expectations of parents, Single minded focus on jobs & money, Lack of interest in studies.

**Moderator:** Prof Abhijit Mitra, IIIT Hyderabad

**Panelists:**

Prof Sandeep Sancheti, Director, NIT Delhi  
Dr Nachattar Singh, Director, Punjab Institute of Technology, PTU Jalandhar  
Prof Mahendra Singh, Member UGC, Nepal  
Prof Amit Prashant, IIT Gandhinagar  
Dr Andu Dukpa, Director, Royal Univ of Bhutan  
Prof Nandakishore Acharya, IIIT Hyderabad

Tea 3.45 - 4.15 pm

**4.15 - 6.15 pm T4. Holistic Development & Role of Education**

Holistic Development & Role of Education - Prof Ganesh Bagaria, ex-HBTI, Kanpur

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**17 February 2013 (Day 2): Values Education - Principles, Content & Process**  
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**9.30 - 11.00 am T5. Value Education - Guiding Principles**

Guidelines, Content & Process of VE in the Light of IIIT-H Experiences - Prof Rajeev Sangal, Director, IIIT Hyderabad

Tea 11.00 - 11.30 am

**11.30 - 1.30 pm T6. Sharing of Experiences in Implementing Value Education**

Experiences at GBTU, Lucknow - Prof Prem Vrat, VC, ITM University  
Experiences at MTU, Noida - Dr Manishi Mishra  
Experiences at PTU, Jalandhar - Dr S B Singh, Dr Jagmeet Bawa,  
Prof M S Grewal, Dr Gagan Deep Sharma  
& Team  
Experiences at Royal University of Bhutan - Dr Andu Dukpa  
Experiences in Andhra Pradesh - Prof Ramancharla Pradeep Kumar

Lunch 1.30 - 2.30 pm

**2.30 - 3.30 pm      T7. Content & Process of Value Education**

A Perspective for VE – Prof S G Dhande, ex-Director, IIT Kanpur

A Foundation Course on Human Values & Professional Ethics + Comprehensive EHV Package – Prof Rishi Raj Gaur, ex-Prof, IIT Delhi

Tea    3.30 – 4.00 pm

**4.00 – 6.00 pm      T8. Reorienting Higher Education – Panel Discussion**

**Issues:** How do we take the idea forward keeping it universal and non-sectarian? It should also appeal to the rational mind, and address all aspects of living.

**Moderator:** Prof. Rajeev Sangal, Director, IIIT Hyderabad

**Panelists:**

Prof G K Vishwanath, JNTU, Hyderabad

Prof Devdas Menon, IIT Madras

Prof P Krishna, Rajghat School, J Krishnamurti Foundation, Varanasi

Prof Shekhar Chauduri, IIM Cal

Prof Deborah Young, Naropa Univ, USA

Prof Charanjeet Singh, Desh Bhagat College, Punjab

Dr Buta Singh, Dean, PTU

Shri Ajay Sawhney, PS, Health, AP Gov

Prof Sangeeta Kohli, IIT Delhi

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**18 February 2013 (Day 3): Implementing Human Values in Higher Education**  
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**9.30 – 11.00 am      T9. Human Education for Universal Human Order**

Universal Human Order & Human Education – Prof Ganesh Bagaria, ex-HBTI, Kanpur

Tea    11.00 – 11.30 am

**11.30 – 1.00 pm      T10. Steps for Implementing Human Values in Higher Education**

Steps for Implementing Human Values in Higher Education – Shri Rajul Asthana, MSSS, Kanpur

Lunch 1.00 – 2.00 pm

**2.00 - 3.45 pm      T11. Future Plans for Implementing HV in Higher Education – Panel discussion**

**Issues:** Creating conducive environment in institutions, Strategies and mechanisms for scaling up, Policy for large scale proliferation, Living with human values, Providing thrust to research with application.

**Moderator:** Dasho Prof Pema Thinley, Vice Chancellor, RUB, Thimphu

**Panelists:**

Prof Shashi Dhiman, Vice Chancellor, HPTU, Hamirpur

Mrs Sarojini Thakur, IAS, HPPEI, HP Gov

Prof Kamal Karlapalem, IIIT Hyderabad

Prof Surendra Pathak, IASE, Sardarshahar

Prof Mahendra Singh, Member UGC, Nepal

Prof P J Narayanan, IIIT Hyderabad

Prof Chiranjib Sen, Azim Premji Univ

Tea 3.45 - 4.15 pm

**4.15 - 5.30 pm T12. Valedictory - Summary and Way forward**

Conference Summary & Recommendations

- Dasho Prof Pema Thinley, VC, Royal Univ of Bhutan, Thimphu
- Dr Ajay Mishra, Principal Secretary, Higher Education, Govt of AP
- Prof Rajeev Sangal, Director, IIIT Hyderabad

Valedictory address: Shri Ashok Thakur, Secretary,  
*Higher Education, MHRD, GoI*

Updated 20 February 2013  
(to reflect actual proceedings)

## PROCEEDINGS – Part 5

VE models discussed:

1. JV (6 universities 1000+ colleges 2.5 lakh students/year)
2. IIT Madras (GN5001- Prof. Devdas Menon – elective course on self awareness started in 2012. A book “Stop Sleepwalking through Life” has been written (9 lessons). At least one batch has gone through the program. Registration was announced for next batch in Jan2013). Indicator: Slow down our metabolism and breathing (presently fast--- paced and stressed), and discover deeper and subtler ranges of our inner being, learning to quieten the chattering mind and listening to the music of our soul, centred in the depth of our hearts;
3. IIT Gandhinagar (Amit Prashant, IIT Gandhi Nagar 5 weeks Foundation Program run for the 2011 batch 19 July - 23 August 2011. I am not sure if it is a regular feature of it was experimented just once)

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**Course Name: A Foundation Course in Human Values & Professional ethics** (Prof. Rishi Raj Gaur, Prof. Rajeev Sangal & Prof. Ganesh Bagaria)

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Name of the Module	:	<b>Universal Human Values and Professional Ethics</b>
Module Code	:	UHV401
Semester	:	I or II
Credit Value	:	12
Module Leader	:	
Module Tutor(s)	:	Faculty of the colleges who have attended 8 days Teachers' Orientation Program on Universal Human Values and Professional Ethics

### General Objectives or Aims of the Module:

This module is designed to enable students to appreciate the essential complementarity between VALUES and SKILLS to ensure sustained happiness and prosperity, which are the core aspirations of all human beings.

It is designed 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 of Existence.

It will highlight plausible implications of Holistic understanding in terms of ethical human conduct, trustful & mutually fulfilling human behavior and mutually enriching interaction with Nature.

This course can provide foundation/necessary background to Gross National Happiness (GNH) concepts and can be a base for higher courses on GNH.

### Learning outcomes:

This module is designed to achieve the following objectives:

1. To develop a critical ability to distinguish between essence and form; or between what is of value and what is superficial in life (to appreciate the importance of fundamental issues related to their happiness and real success in the life & profession).  
What makes it interesting & challenging is the fact that the ability is to be developed not for a narrow area or field of study, but for everyday situations in life. It covers the widest possible canvas.
2. To move from discrimination to commitment (to develop sensitivity and awareness leading to commitment and courage to act on the basis of their own understanding, rather than merely on the basis of assumptions)  
It is not sufficient to develop the discrimination ability, it is important to act on such discrimination in a given situation on their own right.
3. This module does not teach values.  
It encourages students to discover what they consider valuable. Accordingly, they should be able to discriminate between valuable and the superficial in real situations in their life.

Specific learning outcome expected to be achieved at the end of every week by the student are shown under subject matter.

### Learning and teaching approach used:

Lectures	: 2 hours per week
Practical	: 2 hours per week
Self study	: 4 hours per week

### **Selection of Faculty:**

At least two teachers are necessary per college in the first year of starting the course. One teacher can teach 80 students per semester on 2-0-2 basis (two lectures, two practice tutorials). Suitable teachers from **every teaching department** may be identified and selected based on following criteria:

- Those responsible in teaching and having a good rapport with management
- Those consistent in interaction with students and good reputation with students. Students & ex-students work with this teacher on larger issues (social, economic, political etc.)
- Those socially aware, concerned and interested in working for social causes
- Those having an interest in Universal Human Values

### **Assessment:**

Assessment by tutor: 10 marks

Assessment by self: 10 marks

Assessment by peers: 10 marks

Social relevant project/Group Activities: 20 marks

Semester End Examination - 50 marks

Students must obtain 40% each in the Continuous assessment of theory, practical and the semester end examination. The overall pass mark for the module is 50%.

### **Note:**

***Tutor will assess students observing change in their behavior/work/participation in larger orders. Students will also assess looking into changes undergone themselves. The assessment by the peers will be carried out watching the behavior changes observed while interacting with friend.***

## Subject Matter:

### Introduction to Value Education-Need, Basic Guidelines, Content and Process for Value Education

#### Week one:

##### Lecture

1. Understanding the need, basic guidelines, content and process for value education.
2. Self-exploration-its content and process; 'Natural Acceptance' and experiential Validations-as the mechanism for self exploration.

##### Practical

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.

##### Home Work:

What is your idea of success/progress/development?

##### 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.

#### Week two:

##### Lecture

3. Continuous happiness and prosperity-A look a basic human aspirations.
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being.

##### Practical

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 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?

##### Home Work:

1. What is your idea of success/progress/development (after lectures 3 & 4)?
2. What is your idea of happiness?

##### 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 value based living. Any solution brought out through fear, temptation of dogma will not be sustainable.

#### Week three:

##### Lecture

5. Understanding Happiness and prosperity correctly-A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: Understanding and living in harmony at various levels

**Practical**

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.

**Home Work:**

1. What are the 3 key problems you see around yourself at each of the 4 levels – individual, family, society and nature/existence?
2. What are the possible solutions you can think of for each of the problems identified earlier?

**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.

## **Understanding Harmony in the Human Being-Harmony in Myself!**

**Week Four:****Lecture**

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self('I') and 'Body'

**Practical:**

List down all your desires, Observe whether the desire is related to Self (I) or Body. If it appears to be related to both, see which part of it is related to Self (I) and which part is related to Body.

**Home Work:**

1. Write down 5 needs of your self and 5 needs of your body
2. Write down 5 activities of your self, 5 activities of your body and 5 activities of your body + self
3. Observe in yourself if the activities of your self are continuous or temporary

**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' '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.

**Week Five:****Lecture**

9. Understanding the body as an instrument of 'I'(I being the doer, seer and enjoyer)



## 10. Understanding the characteristic and activities of 'I' and harmony in 'I'

### Practical:

1. a. Observe that any physical facility you use, follows the given sequence with time:

Necessary & tasteful    Unnecessary & tasteful    Unnecessary & tasteless    Intolerable

1. 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.

### Home Work:

1. While you are studying by yourself, observe for 30 minutes – how much time your attention is on what you are reading and how much time your attention is on other things. What is the % of the time your attention is on the subject? Is this same for all subjects/topics?
2. What is the average study time required per day for you to understand completely all that is being taught in all the courses in this semester?  
e.g. If you spend 2 hours in assignments & self study for every 1 hour of lecture, you will need 3 hours to understand every lecture completely. Thus total study hours = No of subjects X No of lectures per subject X 3. If the semester has 150 days, the average study hours per day is 6 (including college lecture hours, assignments, exams as well as self-study hours)
3. How many hours are you actually devoting to study per day? And how are you spending the rest of your time – what are the 5 key activities where you spend the rest of the time?

### Expected outcome:

1. The students are able to see that all physical facilities 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.
2. 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.
3. 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

### Week Six:

#### Lecture

11. Understanding the harmony of 'I' with the body, correct appraisal of physical needs , meaning of prosperity in detail
12. Programs to ensure Sanyam

#### Practical

1. Chalk out programs to ensure that you are responsible to your body- for the nurturing, protection and right utilization of the body.
2. Find out the plants and shrubs growing in and around your campus. Find out their use for curing different diseases.

**Home Work:**

1. Make a list of your desires. Divide them into 2 parts – needs of the self and needs of the body. Next divide them into 3 parts – motivated by preconditioning, motivated by sensation and motivated by natural acceptance. What % are needs of the self and those of the body? What % of your desires are motivated by natural acceptance? Now analyse your weekly schedule – and find out what % of your time is spent on physical facility/sensation and what % is spent on effort for relationship and right understanding. What do you understand from this exercise?
2. What is your understanding of prosperity? In terms of clothes a) how many items of clothing do you have; b) how many items of clothing are required per year for protection of your body? What would that number be for getting respect from others? (similarly you can expand this exercise for other physical facilities)
3. What have you understood about right utilisation? For one week, note down all your expenses on a daily basis. At the end of the week, categorise the expenses – what do you spend most on? Do you feel this is the right utilisation of the money? What are some of the other resources you have that could be better utilised and how?

**Expected outcome:**

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.

## Understanding Harmony in the Family and Society-Harmony in Human –Human Relationship

**Week Seven:****Lecture**

13. Understanding harmony in the Family-the basic unit of human interaction.
14. Understanding values in human-human relationship; and program for its fulfillment to ensure trust and respect as the foundational values of relationship

**Practical**

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?
- 2a. Do I want to make the other happy?
- 3a. Is the other want to make him happy?
- 4a. Is the other want to make me happy?

What is the answer?

Intention (Natural Acceptance)

- 1b. Am I able to make myself always happy?
- 2b. Am I able to make the other always happy?
- 3b. Is the other able to make him always happy?
- 4b. Is the other able to make me always happy?

What is the answer?

Competence

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

**Home Work:**

1. Share an instance of your personal interaction where you could see that the other had the right intention but was lacking competence. What was your participation in the interaction – did you help the other?

2. Share one fight/opposition you remember you had with someone, even a stranger, where now you can look back and see that it was a result of doubting the intention of the other (e.g. even a smile or a laugh hurts us if we have a doubt on the intention). What did you do with the other? How do you feel about the other now?

**Expected outcome:**

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.

**Week Eight:**

**Lecture**

15. Understanding the meaning and differences between intention and competence
16. Understand difference between respect and differentiation; the other salient values in relationship.

**Practical**

1. Observe on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under- evaluation, over-evaluation or otherwise evaluation.
2. Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

**Home Work:**

1. List out 5 instances where you have done over evaluation and under/otherwise evaluation of the other/yourself. What would have been the right evaluation in that situation, as you are now able to see?
2. Share what you have understood about response. Analyse your interaction in the last 1 week. How many of these interactions are reaction and how many are response? Take one instance of reaction and one instance of response and share it in detail
3. Share your understanding about excellence and about being special. Where do you now want to put your effort for – to be special or to be excellent?

**Expected outcome:**

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 facilities or beliefs.

**Week Nine:**

**Lecture**

17. Understand the harmony in the society (Society being an extension of family)
18. Visualizing a universal harmonious order in society-Undivided society, Universal order-from family to world family

**Practical**

1. Write a note in the form of story, poem, skit, essay, narration, dialogue to educate a child. Evaluate it in a group.
2. Develop three chapters to introduce social science-its need, scope and content in the primary education of children.

**Home Work:**

1. What have you understood about human goal – as an individual, as an individual who is part of society? Write in detail about the goal of your family in the light of this understanding.
2. Out of the 5 dimensions of human order, where do you feel you can participate? And what specific goal would you be working for through this participation?

**Expected outcome:**

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.

## **Understanding Harmony in the Nature and Existence-Whole existence as Co-existence**

**Week Ten:****Lecture**

19. Understand the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature

**Practical**

List down units (things) around you. Classify them in four orders. Observe and explain the mutual fulfillment of each unit with other orders.

**Home Work:**

What do you take from nature; and what do you give back to nature? Are you a source of harmony in Nature?

**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.

**Week Eleven:****Lecture**

21. Understanding existence as co-existence of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence.

**Practical**

1. Make a chart for the whole existence. List down different courses of studies and relate them to different units or levels in the existence.
2. Choose any one subject being taught today. Evaluate it and suggest suitable modifications to make it appropriate and holistic.

**Expected outcome:**

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.

## **Implications of the above Holistic Understanding of Harmony on Professional Ethics-A look at professional Ethics**

**Week Twelve:****Lecture**

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct

**Practical**

Choose any two current problems of different kind in the society and suggest how they can be solved on the basis of natural acceptance of human values. Suggest steps you will take in present conditions.

**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.

**Week Thirteen:****Lecture**

25. Basis for Humanistic Education, Humanistic constitution and Universal Human Order

26. Competence in professional Ethics:

- Ability to utilize the professional competence for augmenting universal human order
- Ability to identify the scope and characteristics of people-friendly and eco-friendly systems and models.

**Practical:**

1. Suggest ways in which you can use your knowledge of technology/Engineering Management for universal human order, from your family to the world family.
2. Suggest one format of humanistic constitution at the level of nation from your side.

**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 production system.

**Week Fourteen:****Lecture**

27. Case studies of typical holistic models and systems.

28. Strategy for transition from the present state to Universal Human Order:

- At the level of individual: as socially and ecologically responsible professionals working for Human Society
- At the level of society: as mutually enriching institutions and organization

**Practical:**

The course is going to be over now. Evaluate your state before and after the course in terms of:

- Thought
- Behaviour
- Work
- Realizations

Do you have any plan to participate in the transition of the society after graduation from the institute? Write a brief note on it.

**Expected outcome:**

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 society.

## Social project:

The social project to be started after completing week 9 sessions.

Project work is to reinforce Right Understanding. With this clarity we can select projects and activities. We can illustrate this point with the help of an example. Following things can be reinforced by taking a project of tree plantation:

- Understanding that human being can live with the rest of the nature in a mutually fulfilling manner.
- Our participation in this Existence includes ensuring Enrichment, Protection and Right Utilization of rest of the nature. So, we need to ensure that we rightly utilize the products from the trees, like fruit, vegetables, wood etc. We also need to ensure that we are protecting and nurturing the trees that we have planted and have not damaged existing trees while planting the new ones.
- If we pay attention to all these points then it means that tree plantation helps us in developing our understanding.
- If we are doing tree plantation just to get respect, press coverage, tick mark on an activity sheet etc. then it means that we have not understood (the main point), and therefore this project would not be a worthy thing to do.

Some projects:

1. Find out the quantity of food-grain (rice, wheat, corn, jowar etc.) that your family consumes annually. Taking this as the base, find out the total requirement of food-grain for your country. Find out the total production of food-grain in your country. Is the production sufficient? Articulate your conclusions
2. What do we consider important as a family? Is our time and effort applied for what we consider important? What do we evaluate at the end of every month? Discuss this at home and articulate your conclusions
3. Does my family have sufficient physical facilities for my physical needs? Is my family prosperous? What do we need for feeling prosperous? Discuss this at home and articulate your conclusions
4. Find out how much water is available (rain, rivers, canals), how much water is needed
5. Find out how much water is available annually, and how much is used to generate electricity
6. Find out about power generation from low-head flowing-water, i.e. without making any dams. Can this system be avartansheel?
7. Finding out the change in water table in the local area and suggesting possible sustainable solutions
8. List Socially Relevant Work in your state, nearby states, whole country, nearby countries, whole world
9. What is one valuable lesson from your tradition? Study its impact on Trust in your family
10. Document your understanding of the meaning of Health of your Body and the Program for Health
11. Study the needs of families around your campus that are selling liquor. Suggest ways that they can meet their needs in a mutually fulfilling manner, rather than by exploitation

Example: Find out the quantity of food-grain (rice, wheat, corn, jowar etc.) that your family consumes annually. Taking this as the base, find out the total requirement of food-grain for your country. Find out the total production of food-grain in your country. Is the production sufficient? Articulate your conclusions.

Total Population = 113 crore  
Total Production = 23000 crore kg

If Total Requirement is 100 kg/year/person, then the total requirement is 11300 crore kg/year (which is an over-estimate as we have not taken the average age. Small children need less, older people also need less).

Conclusions: Food-grain available in India is just about 2 times the need. The problem is not of food-grain production or over-population, it is of mindset, of wrong assumptions, lack of feeling of relationship and, at the core, lack of right understanding. A full 30-page report (1-Food Assignment.pdf) is attached as a sample report.

For a pilot, 3-5 page project reports may be sufficient (an appendix may contain base data). The focus of the project is developing understanding; and the purpose of the report is sharing understanding, rather than a treatise on the topic.

The brief report can include:

1. Objective of study or activity (1/2 page)
2. The facts gathered (1-2 pages)
3. Conclusions (1-2 pages)

## Reading List:

1. R.R Gaur, R Sangal, G P Bagaria, 2009, A foundation course in Human Values and professional Ethics, Excel books, New Delhi
2. A.N. Tripathy, 2003, Human Values, New Age International Publishers
3. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth Club of Rome's report, Universe Books.

4. E F Schumacher, 1973, small is beautiful: A study of Economics as if People Mattered, Blond & Briggs, Britain
5. Fukouka, M., 1984, The one-straw Revolution: An Introduction to Natural Farming Published (in India) by Friends Rural Centre, Rasulia
6. P.L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publisher
7. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
8. Sussan George, 1976, How the Other Half Dies, Penguin press, reprinted 1986, 1991.

#### **Documentaries**

1. Story of Stuff
2. Right here right now
3. An Inconvenient Truth

#### **Note:**

It is suggested 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 as a separate, higher course.

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**Objectives**

1. To 'step back' and be aware of 'oneself': the nature of various 'instruments' and sources of forces that drive them, and the stillness from which they all emanate;
2. To aspire to gain clarity in one's life purpose, and how it is connected to the world around, and the little things in life;
3. To see clearly dysfunctional habits that need to be transformed and potential qualities that need to be nurtured – for self-actualization (and Self-realization);
4. To see how conflicts emerge and develop in our relationships and how we tend to put the blame on others, self-justify and develop a distorted perception of reality;
5. To take full responsibility for our impulses, emotions, intentions, actions and reactions;
6. To consciously bring about positive change in ourselves and inspire this in others, for mutual well-being and fulfilment.

**Course Contents:**

- A) Understanding and resolving human conflict through self-awareness:  
Martin Buber's "I-Thou" vs "I-It" relationships;  
Outer behaviour vs Inner 'way of being';  
Genesis of 'heart at war' and consequent inner violence; Getting stuck 'in the box' (ego-trap);  
Ego-entrapment and self-deception;  
Finding and sustaining a 'heart at peace';  
'Creative stress' vs 'Negative stress';  
Case studies.
- B) Evolving human consciousness: TELOS model of 'self'  
Instrumental parts of being: physical, vital, mental;  
Causal nature: higher self, deeper self, ego-self  
Subconscious and subliminal; supramental forces  
Finding life purpose  
Other models: 'Maslow's theory; Gebser's model; Sufi model; 'chakra' theory; Wilber's integral model
- C) Present moment awareness, coherence and equanimity:  
Traditional Buddhist practice of 'mindfulness';  
Developing attention, concentration, equanimity and insight;  
Coherence in human physiology – rhythms of breathing, 'prana', heart rate variability; brain waves.
- D) Heart-centred living: Sufi practices for developing and sustaining  
(a) optimism, vision and idealism ('elevated heart'),  
(b) care, compassion and healing ('deep heart'),  
(c) appreciation of beauty and harmony, seeing wider perspectives ('broad heart'),  
(d) passion for truth, discovering life-purpose, creative and courageous action ('driving heart') and  
(e) spiritual energy and inner light ('full heart').
- E) Study of "Siddhartha" by Hermann Hesse



Inaugural

**Prof. Ramancharla Pradeep Kumar** welcomed all to the 2<sup>nd</sup> International Conference on Human Values in Higher Education (ICHVHE) being jointly organised by IIIT Hyderabad, PTU Jalandhar and RUB Thimphu. He invited Dr. M. M. Pallam Raju, Dasho Dr. Pema Thinley, Prof. Rajeev Sangal and Prof. Rishi Raj Gaur to the dais. Lamp lighting was accompanied with Saraswati vandana by students of IIIT Hyderabad.

We have all felt the need for value education at IIIT, we explored the alternatives existing at that time in 2003. We studied the best possibility in detail and developed it into an academic curriculum following all the MHRD guidelines. We then experimented with it for 4 years at IIT Hyderabad. We have developed it as a foundation course in human values, which is a core part of our academic curriculum. HV1 is taught in 2<sup>nd</sup> semester and HV2 is taught in 3<sup>rd</sup> semester. The results are quite encouraging.

**Sh. Rajul Asthana**, added that the model developed at IIIT Hyderabad was introduced at Uttar Pradesh Technical University, Lucknow in 2009. This was a large scale experiment of this model. Further, in 2011, the same model was introduced at Punjab Technical University at a high speed. In both these large scale experiments, results were quite encouraging. Scaling up on a large scale required a systematic approach and various learning assets; these have been extensively experimented in 3 large universities with encouraging results. With this home work and implementation experience, we felt that this can be shared at national and international level. The 1<sup>st</sup> ICHVHE was held 6-8 January 2012 at IIIT Hyderabad. That was attended by 17 VCs/Directors. All felt the need of value education. 6 VCs committed and 3 universities have started implementation while 2 are actively considering. Now we are at this 2<sup>nd</sup> ICHVHE, we will share these efforts, so as to help you draw your own conclusions and plans.

### **Key Highlights or Quotable Quotes from conference (back cover page)**

India, as a rising power, is expected to play a role in the entire development of south east Asia and thereby the development of the entire world... what is this development going to be? Purely in terms of GDP or is it going to be much more than that? That's what we should think about. And that thought of "what you want to be" is what will translate into our education.

One of the first statements I made after taking over charge in October 2012 was on the reinforcement of values in our entire education system, right from schooling to higher education.

I was very excited that our academic institutions are taking such a topic which is so apt and relevant. And as one of my duties as HRD minister, I felt I had to be here, at least in spirit, and to convey my oneness with the cause of inculcating human values into our entire educational aspect.

I'll be the happiest if somebody from Hyderabad takes up this important aspect [like JNTU Hyderabad]

– **Dr. M. M. Pallam Raju**, Union Minister for Human Resource Development, Government of India

There has been vital support from MHRD. In 2001 MHRD set up National resource Centre for Value Education in Engineering (NRCVEE) at IIT Delhi "...to find a way out". Specific guidelines were also proposed.

Today, we are happy to share the results of these efforts. NRCVEE networked with other explorers, studied various alternatives and conducted several experiments. The model that we feel has the most promise is the one based on Jeevan Vidya. It is secular, scientific and effects the transformation of consciousness, rather than only superficial gaining of information. It has been experimented in detail at IIIT Hyderabad. This resulted in confidence and clarity of how this model can be conducted on a large scale. It was then tried at UPTU on a large scale; and subsequently implemented at PTU in a well organized manner. We feel we have come to a stage where an effective model has been adequately experimented and has shown its effect; it has the nature of wider implementation possibilities and can be universally applied in education.

– **Prof. Rishi Raj Gaur**, National resource Centre for Value Education in Engineering, IIT Delhi

Inspired & driven by the 4<sup>th</sup> king Jigme Singye Wangchuck, since the late 1970's, Bhutan has adopted Gross National Happiness as the development philosophy. GNH is more a more holistic measure than GDP. GNH, particularly the gross part, has profound meaning. It includes what all beings seek – happiness (harmony).

We must have the courage to break the boundary of current education of providing skills while the transformation of the person is laid aside. We must put human values back in education. We have decided to introduce it as a compulsory foundation course in higher education, at the level of our whole country starting July 2013.

– **Dasho Prof. Pema Thinley**, Vice Chancellor, Royal University of Bhutan

The first time I heard IIIT does programs on value education, I was a bit surprised, but knowing about him (Prof. Rajeev Sangal), I understood it. When I came here [to the 2<sup>nd</sup> ICHVHE], to my pleasant surprise, it was not about pontification and telling people what to do, but it was about sharing real experiences, what has actually been done. I felt more comfortable. Pehle karna chahiye, phir batana chahiye [first it should be done, and then it should be told]. And there is no sense of bragging in it. Just humbly sharing experiences and also listening to other people and institutions with similar goals.

Ever since the market forces have been unleashed in India, we have not been able to handle this wealth and prosperity which has come after 1991. Second is the sheer demographic pressure on this country. I think 18% of the world's population on this mass of land which is less than 2% or something. Therefore there is intense competition to get everything.

Our present minister, who inaugurated your conference, one of the first things which he asked me when he joined the ministry is "do we have value education as a part of our curriculum"? So we know where this question is coming from.

The constitution itself mandates [effort for excellence]. With this mandate we will try to build on this and from there we will devise programs in value education.

One of the biggest issues right now is the scalability of this particular model which you people have shown today after several rounds of discussion. I think they [recommended actions] are all eminently doable. I can assure you whatever is possible [at the country level], MHRD will definitely do.

This is a brilliant opportunity for all of us to build in this and in the next 5 years (12<sup>th</sup> five-year plan); we will try to build in all that is possible... upon the efforts put in by institutions like IIIT Hyderabad and all your participation.

– **Sh. Ashok Thakur, IAS**, Secretary Higher Education, Ministry of Human Resource Development, Government of India