Incorporating Universal Human Values in Education

Realising the Aspiration of the NEP 2020

NEP 2020

Effort required to realise its Aspirations

National Education Policy 2020

सत्यमेव जयते

Ministry of Human
Resource Development

Government of India
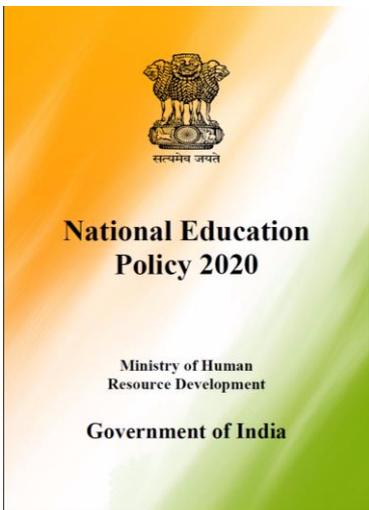
Education is fundamental for achieving

full human potential,

developing an **equitable and just society**,

and promoting **national development**

(See page 3)

We have to understand the meaning of

- Full human potential
- Equitable and just society
- National development

Source: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf p3

For human beings

their conduct depends on their world view and values

World-vision, world-view* (perspective) (वश्व-दर्शन, वश्व- दृष्टि)

↓

Values (मूल्य)

↓

Conduct (आचरण)
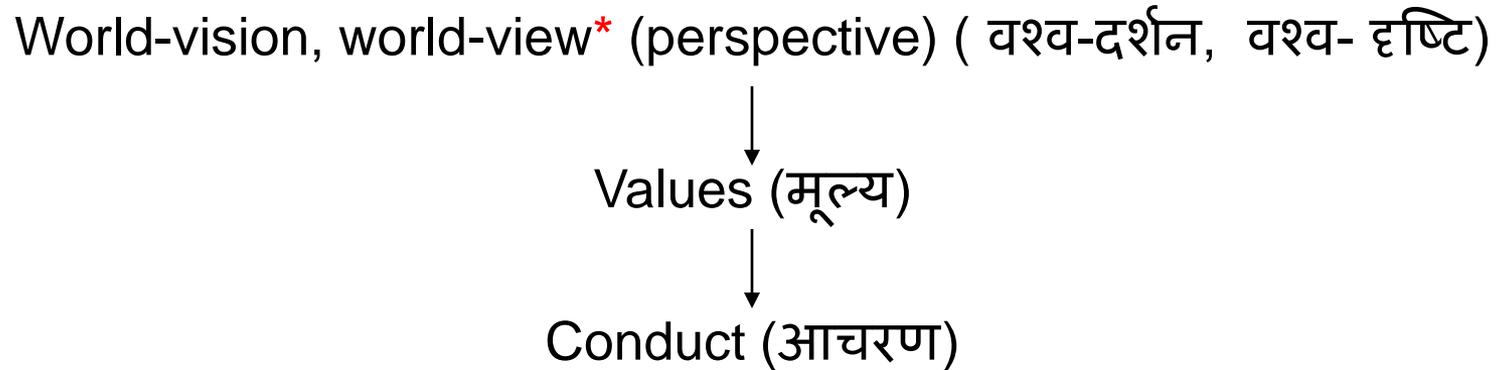
For the rest (animals, plants, trees, soil, water…)
their conduct is definite, pre-determined naturally

Today, is the conduct of human being definite or indefinite?

PAUSE & THINK

* world view- is meant to signify our perception of the world. This may be based on direct realisation of the existential reality or on our assumption about it.

Conduct of Human Being is based on their Education-Sanskar

Human education-sanskar
(मानवीय शिक्षा-संस्कार)

↓

Humane world view, perspective
(मानवीय दृष्टि)

↓

Human values, culture
(मानवीय मूल्य, संस्कृति)

↓

Human conduct – behavior, work, participation
(मानवीय आचरण – व्यवहार, कार्य, व्यवस्था में भागीदारी)

↓

Human society, culture, civilisation
(मानवीय समाज व व्यवस्था,
 मानवीय संस्कृति, सभ्यता)

Inhuman education-sanskar
(अमानवीय शिक्षा-संस्कार)

↓

Inhumane world view, perspective
(अमानवीय दृष्टि)

↓

inhuman values, culture
(अमानवीय मूल्य, संस्कृति)

↓

Inhuman conduct – behavior, work, participation
(अमानवीय आचरण – व्यवहार, कार्य, व्य. में भागीदारी)

↓

Inhuman society, culture, civilisation
(अमानवीय समाज, अव्यवस्था,
 अमानवीय संस्कृति, सभ्यता)

Human education-sanskar (मानवीय शक्षा-संस्कार)

↓

Humane world view, perspective
(मानवीय दृष्टि)

↓

Human values, human culture
(मानवीय मूल्य, मानवीय संस्कृति)

↓

Skills for living with human conduct
(मानवीय आचरण पूर्वक जीने के लए हुनर)

↓

Full human potential

Human society,
human culture, civilisation
(मानवीय समाज व व्यवस्था,
मानवीय संस्कृति, सभ्यता)

Graduates will be able to contribute to a human society

An equitable and just society

National development

Human education-sanskar (मानवीय शक्षा-संस्कार)

↓

Humane world view, perspective
(मानवीय दृष्टि)

↓

Human values, human culture
(मानवीय मूल्य, मानवीय संस्कृति)

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Skills for living with human conduct
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Human society,

human culture, civilisation
(मानवीय समाज व व्यवस्था,
मानवीय संस्कृति, सभ्यता)

Universal Human Values (UHV)
Universal
Rational
Verifiable
Leading to Harmony

Value guided skill education

AICTE has taken an initial, but significant step to fill the crucial missing link

Our focus is on the value component,

which is the crucial missing link in present day mainstream education

If we are able to ensure it,

- The education on skills will be properly placed
- We will be able to make right utilisation of the skills

And, two things will happen

1. The full development of human personality will begin to be realised
2. Such people will have the mindset and skills to develop the foundations of a society which is equitable and just, which will lead to National development

i.e. the aspirations articulated in the NEP 2020 will be fulfilled

So, the need for reform in mainstream education, particularly inculcation of values, has been felt for quite a while

The issue had been about how to go about it

How to go about it in a manner which is acceptable to every human being, in all places, at all times…

Some of the Issues
in
Mainstream Education

You may also have these and other questions like this

Stress, focus was on skills

Not able to give adequate attention to the value aspect

Right values

↓

Right use of skills

Wrong values

↓

Misuse of skills

With even more skills

Right values

↓

Faster, more pervasive

Right use of skills

Wrong values

↓

faster and more pervasive

Misuse of skills

PAUSE & THINK
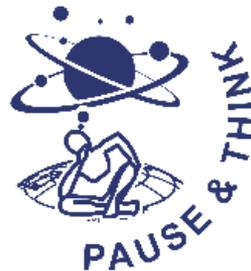
Where are we are today?

One of the **misconceptions** has been that
"values cannot be taught, they are caught" ✕

Of course, values are inspired and reinforced in institutions by people who are living models of human values

From the experiments in the last 15 years in mainstream education, it is clear that:

√

Human values can be taught!

- Youth, regardless of their background, find it interesting when it is shared as a proposal
  (rather than a set of instructions or do's and don'ts).
- They are able to explore into the proposals, discover the values intrinsic in them
- Self-exploration is an effective means of self-evolution. There is significant perceptional transformation in those exploring seriously.

Understanding
(definite, universal, invariant…)
Right World-view, Perspective

Value Education
(proposals, self-exploration, knowing, Self-discipline)

Natural Acceptance

Thinking
(ideas, morals…)

Moral Education

Belief

Doing
(behaviour, work)

Discipline, Instructions
(externally enforced fear, incentive…)

Conduct is Indefinite

Conduct is Indefinite

Human Conduct (Definite)

We have accumulated so many problems… at every level

At the level of individual: unhappiness, dissatisfaction, a sense of purposelessness or futility, tension, frustration, depression even suicide and on the other hand show the signs of domination, violence, crime, terrorism etc. Poor health of the body…

At the level of family: deprivation, complaints, fights, inter-personal tensions, injustice and hatred…

At the level of society: poverty, unemployment, division, discrimination, exploitation, opposition, struggle and war…

At the level of nature: ecological disturbances, pollution, resource depletion, global warming, heralding larger problems and disasters soon

Where to start from: teachers or parents or policy makers?

At what level to start in education: primary or secondary or higher?

Its good to start value education right from elementary stage – children start learning values right from childhood in their homes from their parents…

So, its better to start from their parents.

But when you go to educate the parents, ultimately you have to work with grown ups.

So, why not start with higher education!

Through higher education, you are directly able to address the future teachers, parents and policy makers.

Efforts on
Universal Human Values

Encouraging Results

Effort for Realisation of Truth, Love & Compassion

All great people of the world have tried to realise the truth
and to live by it in terms of love and compassion. They have tried to:
1. Understand themselves (human being)
2. Understand the underlying harmony in nature, in existence

They have tried to understand the role of the human being in nature, in existence,

to live by it,

and to develop an equitable and just society

For all such great people, we have a deep feeling of gratitude…

This effort on Universal Human Values is in continuation with that tradition of self-enquiry, for the wellbeing of all…

Drawing upon universal essence, it is put forth as proposals for self-exploration on one's own right…

Universal Human Values (UHV)

UHV has been experimented in the last 40 years or so with people from all walks of life

(children, families, youth in higher education, urban people, criminals in jail, politicians, administrators, social workers, NGOs, farmers, adivasis…)

It has been rigorously experimented in mainstream education over the last 15 years – starting with 1 college… to over 4000, with encouraging results

We feel that it is a workable proposal… with a significant potential

It can be used as a starting point for further developing a universal framework for incorporating values in mainstream education… and living

You are the custodians of education in the Nation…

We invite you to participate, to explore the content, the process and draw your own conclusions…

PG Diploma

-- Universal Human Values

M Tech

-- Holistic Development

Systems & Technologies

International Resource Centre for Universal Human Values, IKG-PTU

IRC-UHVE

The purpose of this centre is the universalisation of **humane education** and progress toward a **humane society**

Of course, we introduced the foundation course on UHV in the 1st/2nd Sem for all students of PTU

"Placement" – 100%

no campus recruitment – all had developed the self-confidence to independently find meaningful ways to live their life…

1980's Course on Science and Humanism at IIT Delhi

2001 MHRD established National Resource Centres in Value Education at IIT Delhi, NCERT and IIM Lucknow

2005 IIIT Hyderabad experiment with a mandatory 2-semester course on Universal Human Values

2009 UPTU (now called AKTU) – scaling up in 550 colleges

2011 PTU – **rapid scaling up**

2012 Bhutan – deeply resonating with GNH

2012 HPTU – natural flow

2018 BTU – rapid implementation

By 2020, 40+ universities in 10 states of India have the UHV foundation course as a core part of their academic curriculum

…

2011 IIT Gandhinagar starts a   5-week induction program for creating well-rounded personality

2013 NIT Trichy follows IITGNs model with 3-week induction

2016 153rd meeting of the IIT Directors endorsed IITGN's initiatives, recommended 5-week Human Values based orientation programme for new UG students in the IIT system

2016 Three IITs (IIT BHU, IIT Mandi and IIT Patna) start 3-week Induction Program

1. **Human values can be taught**

2. **Problems are largely a result of the lack of human values and not only the lack of skills**

UHV can be used as a starting point for further developing a universal framework for incorporating values in mainstream education

In March 2017, AICTE decided to update its Model Curriculum from the 2018-19 academic year for all technical education (engineering, architecture etc.) across India:

- UHV is included as a core part of the mandatory Student Induction Program (UHV-I)

- UHV is to be offered as an essential 3-credit course (UHV-II or H-102) in 3rd/4th semester or earlier

Today, more than 10,000 colleges under the AICTE umbrella are preparing their teachers for this huge task of National importance
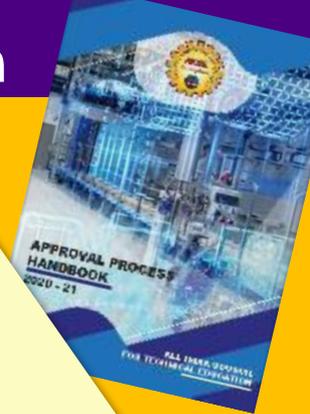
Policy

Induction Program Cell (IPC) at AIC...

SIP (UHV-I) and **UHV-II** in Mod...

Approval Process Handb...

Enablement

3-day FDP-SI thr...

8-day FDPs ...

(AICTE ... of participants)

... ...ful participants

...IV-I and UHV-II)

Recog...

AICTE w... ...his direction by

- Individua...
- Colleges a...
- Universities ...

This is an initial, but significant step in value-based education for value-based living, which includes

sustainable (planet-friendly) technology and humane (people-friendly) management practices

Steps for preparing faculty for these programs will be outlined on the last day

3. **Mandatory Induction program for students of 1ˢᵗ year on joining the Institution**

3 weeks student induction program for creating Level playing field, adjustment to new environment, developing confidence, ownership, sensitisation to society, dignity of individual, human values, teacher student relationship making life in campus smooth and inspirational. The induction manual is available on AICTE website.

- **Student Activity Cell (SAC)**

It is recommended that each Institution should have one Student Activity Cell (SAC) for implementation of Mandatory Student Induction Program, Universal Human Values~I (SIP) & related follow~up activities.

- **UHV trained Faculty**

Institution should ensure that in every department there should be one UHV trained Faculty for every 20 newly joined students.
The link of FDP~SI web portal is http://www.fdp~si.aicte~india.org

4. **Promoting Innovation/Start~ups**

Innovation Cell was created with the following emphasis:
- To encourage ideation, creativity amongst school and Technical Institutions students

Mandatory UHV-II Course

The UHV-II is a mandatory course

अखिल भारतीय तकनीकी शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
मानव संसाधन विकास मंत्रालय, भारत सरकार
नेल्सन मंडेला मार्ग, वसंत कुंज, नई दिल्ली - 110070
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प्रो.राजीव कुमार
सदस्य सचिव
Prof. Rajive Kumar
Member Secretary

F. No. AICTE/IPC/2020/93

Date: 19th February 2020

To
The Principals/Directors
All AICTE Approved Institutions

Subject: To incorporate 'Universal Human Values 2: Understanding Harmony' as a mandatory Course for all Under Graduate Students from Academic Year 2020-21.

Dear Sir/Madam,

You must be aware that AICTE has introduced Mandatory Induction Program for Under Graduate Students which aimed to impart Universal Human Values (UHV 1). To augment the exposure, which the students will get as a part of Universal Human Values 1 (Mandatory Student Induction), AICTE is making it mandatory to run one full course of 3 Credits of 'Universal Human Values 2: Understanding Harmony'. This course needs to be offered to all the Undergraduate Students from the category the Humanities & Social Science Course of 3 credits, currently being offered in either 3rd or 4th Semester. If, Humanities and Social Science Course of 3 Credits is not being offered in the 3rd or 4th Semester as per the current curriculum, then UHV 2 may be offered in any of the semester as a Humanities & Social Science course. Thus, not affecting the overall framework of nearly 160 Credits.

The Syllabus of 'Universal Human Values 2: Understanding Harmony' is attached for your reference. I request you to include this course in the curriculum from the upcoming Academic Year (2020-21).

Regards,

Prof. Rajive Kumar

Orientation FDPs (3-day face to face and 5-day online)

      17,000 faculty oriented   (about 8,000 after lockdown)

Training FDPs (7/8-day face to face)

      7,500 faculty trained

During the lockdown period, we are orienting faculty through 5-day online workshops (like this workshop)

After the lockdown, we will continue the 8-day face to face FDPs

We plan to conduct 4 workshops per month:

      August'20   4 workshops of 1,000 capacity

      Sep'20   4 workshops of 1,000 capacity

   Oct'20   4 workshops of 10,000 capacity

      Nov'20-Jan'21 TBD

By 31 Jan 2021, we intend to cover 36,000 faculty members in 5-day online workshops

Objectives of Induction Program

- New entrants go through years of strenuous preparation and get accustomed to it.

- Often they loose the connection from social life and recreational activities

- On the other hand, engineering demands a personality in all dimensions

Induction Program is designed for smooth transition from preparation environemnt to Engineering Curriculum

Preparation **Induction** → **Engineeing Curriculum**

Induction
For Initial 21 Days →

Student Activity Cell
For Remaining 4 Years →
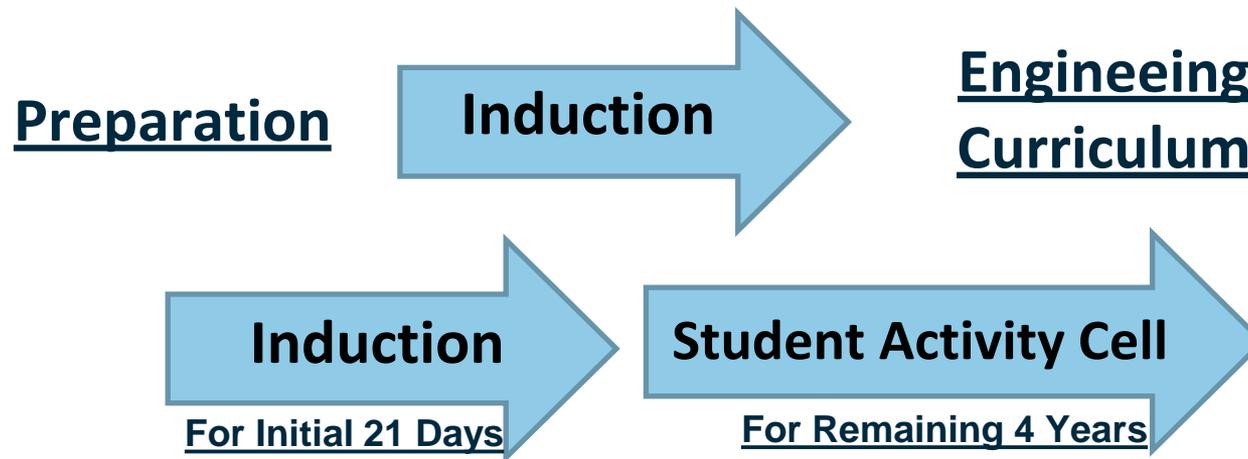
All the SIP activities (modules) are based on generic and universal principles

Local, regional, national and international examples are taken so that students can relate them to their day to day life

For example: We want to live with fulfilment as a society. This part is common, universal.

To exemplify this, we may expose students to traditional Indian culture and philosophy as well as contemporary western culture and thought.

In this way:

- It will help in connecting the basic principles through specific examples
- It will help the student to see and appreciate various cultures, to see the commonality amongst them, in the light of clarity about human culture and civilisation.
- It will help to evaluate any specific example, system or culture, with a view to fill the gaps, rather than to criticise or reject it. Further, we can also be mutually enriching for other cultures.

LTPC 2-1-0-3

Pages related to Course H-102 "Universal Human Values 2: **Understanding Harmony**" pages 166-170 of Volume II (see https://www.aicte-india.org/sites/default/files/Vol.%20II%20%20AICTE%20UG%20%20Curriculum.pdf

Objectives include:

1. Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence

2. Development of the commitment and courage to act on their own right

1. Syllabus
2. **Teachers Manual** (Lecture Plan 28 Lectures & 14 Practice Sessions)
3. **Text Book**
4. **Presentations**, including Practice Sessions, Tutorials & Videos
5. Video of Workshop Lectures
6. Web Site http://aktu.uhv.org.in/
7. **8-Day Faculty Development Program**
8. Weekly Meeting

The content and process of value education follows the basic guidelines:

Content
- **Universal**
- **Rational**
- **Verifiable**
- **Leading to Harmony**

Process
- **Self-exploration**

This will be sufficiently exemplified in the presentations in this workshop

You are the custodians of the future of technical education in the Nation…

We look forward to your active participation…

We trust it will help in further refining your view about this effort, its desirability, its potential…

And we look forward to hear from you about your commitment…

Thank You!

Dr. Rajneesh Arora

Chairperson, National Coordination Committee for Induction Program (NCC-IP)