**5-Week Induction Program 2019/ Human Values: Guidelines for Mentors and Class Plans**

**Aims of the Human Values Modules**

• Overall aim of this module is draw the attention of the students towards these points: (i) With their starting of graduate studies, now they are starting their preparations for their contribution in the existential order. (ii) For achieving this certainly they have to put cheerful hard effort in learning the necessary skills and have to excel in them (iii) Along with getting involved in learning the skills they need to also plan the roadmap for identifying their contribution and role that will make this world a better place and same time it should add to their satisfaction. (iv) For planning their participation they need to start the self-reflection about (a) themselves and the (b) existence around them. (v) They need to start this because without proper understanding of these two (larger world order) outcomes are their contributions are likely to be more uncertain. (vi) After starting this exploration exercise during the 5WIP, in discussion with students and other stakeholders we will try to continue the discussion for self exploration even after the conclusion of 5WIP and will try to find out other possibilities for exploration through experiential activities/ living.

* Promoting a spirit of self-reflection among students. Young students should be able to relate the classes to their own life and they relate it to their own practice about what they have learnt from the society and discover the merits and flaws in them.

• Encouraging students to introspect about their life and career goals, and about their contribution and place in society.

• Inculcating appreciation for ethical life choices in the realm of both personal relationships and professional life; Ethics – academic, professional and personal.

• Familiarizing student with the power of positive thinking.

• Alerting students to the dangers of various kinds of addiction, and equipping them with the mental resources to guard against the same.

• The building of relationship between teachers and student is the fundamental objective of this course. Mode and content of classes should build that bond between faculty and students, where the faculty member truly becomes a friend, philosopher and guide.

**General Guidelines for Faculty Mentors**

**1. Mode of conducting classes:**

 There will be no *Dos and Don'ts.* We will put proposals and not prescriptions before students.

The sessions will be conducted primarily on an interactive basis and in discussion mode, and not in the lecture mode. **Purpose of interaction is knowing the questions of the students and meaning of discussion is to attempt to motivate the students for exploring the answer of those questions.** For moderating the discussions, faculty mentors will present the brief outline within starting 10 minutes. Based on their creativity they are encouraged to use other supporting contents.

It is expected that all the students will actively and spontaneously take part in the discussion, (coming out of their shell).

At the beginning of every session, two students would independently be assigned for writing the summary of the class. They would be asked to present the summary in about 5- 7 minutes at the beginning of the next class, and submit the write-up. This will encourage all students to pay attention to the discussion, and also provide a re-cap of the previous session.

**2. Attendance:**

In the first session, mentors must inform students that they are expected to attend each and every session.

Mentors should note down the names of all students attending each session.

If a student is absent in a class, ask him/her the reason for the absence in the next class. If a student is absent in two consecutive classes, he/she should give reason for absence in writing. Tell them that if students are absent, it breaks continuity of the class discussions. If a student is absent in more than one class, mentors should inform the coordinator of the modules. This exercise should also be used as a mean to develop personal bonding with the students.

**3. Maintaining a separate class notebook:**

Mentors should ask students to maintain and notebook for the sessions.

Assignments which are given in class itself should be written in the notebook so that students can find them in one place later, and the mentor too can chart the progress made by students.

**4. Other Guidelines:**

entors should speak to the students in English and encourage them to do the same.

In discussions, take the students from *near* to *far*, that is, self reflection should start from the situations and resources which are of immediate concern and responsibility.

The course will take *ordinary* everyday situations, and not *extra-ordinary* situations. If we can deal with ordinary situations, hopefully we can deal with extra-ordinary situations as and when they arise.

When discussing a situation, avoid the discussion on third persons. Ask the student to place himself/herself in the shoes of the third person, and speak in **first** person. The students should begin their sentences with an “I…”.

Bring about a shift from physical things to feeling and mental needs.

Do not be judgemental. Students should feel free to speak their mind frankly, without feeling the pressure of being judged. They should feel comfortable and be able to see a bond with you.

Avoid talking about hostel, mess, and department problems in the first few classes. First build a rapport and deliver some content.

**Contents**

**0. Distinguished lecture for Motivating for self reflection.**

**1. Aspirations and Family Expectations**

**2. Academic and Professional Ethics**

**3. Interpersonal Relationships: Gender based Discrimination**

**4. Why Human Values-Happiness & Self Exploration**

**5. Mindfulness through Self-Exploration**

**6. Human Relationships: Trust, Respect and Gratitude**

**7. Competition, Cooperation, and Excellence**

**8. Harmony with Nature, Sum Up, and Self-evaluation**

**8. To be continued in the form of weekly two hour meeting session**

**9. Making effort for creating opportunity for students so that they can continue the self-exploration by participating in various activities**

**Class Plan Session # 1**

**Aspirations and Family Expectations (Total Duration 80 minutes)**

Objectives of this Session:

To encourage students to feel comfortable with the mentor as well as with other students, and to have the confidence to share their thoughts with others.

To get to know students’ background and interests so that subsequent sessions are tailor-made for their requirements.

**1. Get to know students of your group : Opening remarks by Mentor (2 mins)**

You can begin by introducing yourself (in brief) and that you would be their ‘Human Values’ mentor. Also outline the importance and flexible format of introduction expected form students .

**2. Get students to introduce themselves one-by-one (25 mins).**

**a) At personal level**

-Place/city where ‘I’ come from (‘I’ stands for the student)

-Family & schooling background (the extent to which the student is comfortable to share)

-Hobbies & interests

**b) At ‘thought level’**

- What I wish to be: (What kind of professional career and personal goals, how I project myself, etc.)

- What I wish to do in my life: (What to do in life through career or otherwise)

- Thereafter, the students may be asked the following to continue interaction:

- Understanding my own goals, desires, feelings

- Reflecting on my own actions/behaviour

**2. Ten minutes are allocated for A1-1 to A1-1-3. (10 minutes)**

**3. Discussion on: ‘What are the expectations of my family members from me’** (**3 minutes for opening remarks**).

-Mentor may also briefly and precisely put what are the expectations of the Institute from the students. Some background and suggestion is included in parentheses below (Adopted from IIT Directors deliberations on need of induction programme):

**(Nation has expectations from its engineering colleges to generate manpower that is:**

Well trained in technical knowledge and skills,

Has a holistic outlook

Will work for the national needs

**Incoming undergraduate student may have different concerns:**

Insecurity about one's future { jobs, livelihood}

Unsure of their own aspirations { low goals}

Lack of relationships with teachers { generation gap}

Perhaps used to taking short cuts { dishonesty, cheating}

Group conflict in campus, Contradictions in society

**To bridge the gap:**

Get students to reflect upon

Develop relationship between teachers and students

Inculcate understanding and feeling of responsibility towards national and larger human goals**)**

3.1 **Five minutes are allocated for A1-1 to A1-1-3. (5 minutes)**

**3.2 Ask students to talk about their family, and their expectations from different family members.** These inputs may be asked even by few studetns in random order **(25 mins)**

-You may respond in between if the students are focussing on only material or non-material aspects.

**-We may divide the responses into two categories – material requirement (tangible things) for the ‘body’ and non-material requirement (intangible things) like love, respect, care, etc. for the ‘mind’. Having done so, the mentor may create the platform for self introspection by the students that how they prioritise these two types of requirements in their own life.**

**4. Conclude:** This conclusion section may also be in form of framing many questions for students and we may keep collecting response from students. **(10 Minutes)**

We got some sense about what we want.

How many things are common and what are different in our aspirations.

What are conflicts in our/ family and Institute expectations

Can these conflicts may be resolved?

We will continue on exploring on these questions in coming sessions. Next session will focus on identification of role of budding engineer (student) in their development while they are studying here and fulfilment of their roles while working as graduated engineers.

(Writing time: 15 mins + discussion time: 50 mins + Mentor speaking time : 15 mins = 80 min).

**HV -Class Assignment # 1:**

**A1-1.** Write about half page on a person you know who has influenced you a lot. You should have sufficiently interacted with that person (5 Minutes). (purpose of this exercise is to draw attention on valuable qualities in someone for which I may aspire)

2. List down your aspirations and expectations.

3. List down your achievements of life.

4. List down your expectations from your family:

5. List down your family’s expectations from you:

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**Class Plan Session # 2**

**Academic and Professional Ethics**

Objectives of this Session:

* To appreciate that doing the right thing is good in itself.
* Exploration of meaning of personal consequences.
* Evaluation of positive and negative personal consequences in doing the right thing.

In this session we will discuss following:

1. Case study about academic honesty

2. Discussion on Ethics statement of IEEE/ ASME

3. Case study based discussion professional engineering conducts.

**2.1 Case study about academic honesty:**

**2.1.1 (Narrating/ Reading time for the case ) (5 Min)**

There is an incident which occurred at the examination during my first year at the high school and which is worth recording. Mr. Giles, the Educational Inspector, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was 'kettle'. I had misspelt it. The teacher tried to prompt me with the point of his boot, but I would not be prompted. It was beyond me to see that he wanted me to copy the spelling from my neighbour's slate, for I had thought that the teacher was there to supervise us against copying. The result was that all the boys, except myself, were found to have spelt every word correctly. Only I had been stupid. The teacher tried later to bring this stupidity home to me, but without effect. I never could learn the art of 'copying'.

Yet the incident did not in the least diminish my respect for my teacher. I was, by nature, blind to the faults of elders. Later I came to know of many other failings of this teacher, but my regard for him remained the same. For I had learnt to carry out the orders of elders, not to scan their actions.

**(Page 25:** <https://www.mkgandhi.org/ebks/An-Autobiography.pdf> )

**Students may be asked to comment on whether this attitude mentioned in above case study have any positive impact on personal consequences for the man. (5 Minutes)**

2.1.1 Knowledge acquiring (focus of undergraduate studies): **(20 Minutes discussion on these points)**

* Role of Students in gaining knowledge.
* Role of teachers in students acquiring knowledge.
* Possible advantages of shortcuts, cheating in examinations, copying assignments etc.
* Damages caused due to taking shortcuts in learning, cheating in examinations, copying assignments etc.
* Why students indulge in taking shortcuts in learning, cheating in examinations, copying assignments etc.
* List five points for indicating the Importance of grading/ evaluation for your learning at IIT Mandi?
* How shortcuts, copying, cheating affects this process?

**2.2** With an effort for shifting the discussion to professional ethics once engineer is going to perform duties in field, mentor will introduce about accepted ethical practices. Students may be given time to read the following code of ethics **(10 Minutes)**

IEEE Code of Ethics **:**

**to hold paramount the safety, health, and welfare of the public, to strive to comply with ethical design and sustainable development practices, and to disclose promptly factors that might endanger the public or the environment;**

1. to avoid real or perceived conflicts of interest whenever possible, and to disclose them to affected parties when they do exist;
2. to be honest and realistic in stating claims or estimates based on available data;
3. to reject bribery in all its forms;
4. to improve the understanding by individuals and society of the capabilities and societal implications of conventional and emerging technologies, including intelligent systems;
5. to maintain and improve our technical competence and to undertake technological tasks for others only if qualified by training or experience, or after full disclosure of pertinent limitations;
6. to seek, accept, and offer honest criticism of technical work, to acknowledge and correct errors, and to credit properly the contributions of others;
7. to treat fairly all persons and to not engage in acts of discrimination based on race, religion, gender, disability, age, national origin, sexual orientation, gender identity, or gender expression;
8. to avoid injuring others, their property, reputation, or employment by false or malicious action;
9. to assist colleagues and co-workers in their professional development and to support them in following this code of ethics.

[**https://www.ieee.org/about/corporate/governance/p7-8.html**](https://www.ieee.org/about/corporate/governance/p7-8.html)

2.2.1 After reading the code of ethics, 15 minute discussion on importance of various points in this code of ethics is planned. **(15 Min)**

**3. Case study based discussion of professional engineering conducts.** (Mentors may narrate **only one of these** disaster stories of misconduct in engineering practices in **10 Minutes** followed by **15 minute** discussion time): They may also bring same case studies.

**3.1 : Theranos and Elizabeth Holmes**

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American entrepreneur and the founder and former [CEO](https://en.wikipedia.org/wiki/Chief_executive_officer)of [Theranos](https://en.wikipedia.org/wiki/Theranos), a now defunct company known for its unlikely claims to have revolutionized [blood testing](https://en.wikipedia.org/wiki/Blood_test)using surprisingly small volumes of blood such as from a [fingerprick](https://en.wikipedia.org/wiki/Fingerprick). In 2015, *Forbes*named Holmes the youngest and wealthiest self-made female billionaire in America on the basis of a $9 billion valuation of Theranos.By the next year, following revelations of potential fraud, *Forbes*revised her net worth to zero dollars and *Fortune*named Holmes one of the "World's Most Disappointing Leaders".

[**https://en.wikipedia.org/wiki/Elizabeth\_Holmes**](https://en.wikipedia.org/wiki/Elizabeth_Holmes)

**3.2 Volkswagen Emission Testing Fraud Case**

Volkswagen Emission CASE studies (Full details of how it worked are sketchy, although the EPA has said that the engines had computer software that could sense test scenarios by monitoring speed, engine operation, air pressure and even the position of the steering wheel.).

 More details can be studied at this link about Volkswagen Emission CASE : <https://www.bbc.com/news/business-34324772>

**3.3 Engineering Ethics Case Study: The Challenger Disaster**

On January 28, 1986, the Space Shuttle Challenger burst into flame shortly after liftoff. All passengers aboard the vehicle were killed. A presidential commission was formed to investigate the cause of the accident and found that the O-ring seals had failed, and, furthermore, that the seals had been recognized as a potential hazard for several years prior to the disaster. The commission’s report, Report to the President by the Presidential Commission on the Space Shuttle Challenger Accident, stated that because managers and engineers had known in advance of the O-ring danger, the accident was principally caused by a lack of communication between engineers and management and by poor management practices.

“The consensus of the Commission and participating investigative agencies is that the loss of the Space Shuttle Challenger was caused by a failure in the joint between the two lower segments of the right Solid Rocket Motor. The specific failure was the destruction of the seals that are 29 intended to prevent hot gases from leaking through the joint during the propellant burn of the rocket motor. The evidence assembled by the Commission indicates that no other element of the Space Shuttle system contributed to this failure.” (Report to the President 1986, vol. 1, p. 40)

<https://thegrcbluebook.com/wp-content/uploads/2013/01/Ethics-Challenger-Disaster.pdf>

**3.4 Discussion Points (15 minutes for any of above narrated case)**

* Why knowingly we engage in fraudulent practices for incrasing the speed of job or show off component in the assignment?
* Why we knowingly take extra risks in violating the safety practices because of fear of losing money, job security etc.?
* What role did whistle blowing have?

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**Class Plan Session # 3**

**Interpersonal Relationships: Gender based Discrimination**

**1.1** (Mentor may take about 10 minutes for discussing the need of gender based discrimination and narrating the following case) **(10 min)**

Holly has been working at a large construction company for three years. Although an intern, Holly has earned the respect of her peers. Her supervisor (and project manager), along with her coworkers, constantly support her by teaching her new materials and encouraging her to tackle new tasks. For one specific project, her supervisor chose her to visit the jobsite for the construction of flood retaining walls. Holly is familiar with the protocol required by her company, and her boss trusts her to always wear protective equipment every time she goes into the field.

However, when she went to the job site for this project, she heard someone yell, “Be careful not to break a nail!” while she was walking down a particularly steep mud slope. She dismissed the comment at first, but throughout the remainder of the project, different construction workers would make condescending remarks and gestures at her. They would call her ‘Princess’ or hold out their arms as though expecting her to fall, slip, or hurt herself.

Holly feels she is being treated disrespectfully because of her gender, but never brings it up to her supervisor as the workers were subcontracted from various companies by the General Contractor. Holly doesn’t feel right getting other people in trouble for such little comments, and is worried long term about how her success might be affected if she makes a complaint.

Should Holly say something?

##### Nabilah Deen (Nabilah Deen was a 2014-2015 Hackworth Fellow in Engineering Ethics at the Markkula Center for Applied Ethics at Santa Clara University.)

Reproduced from [Markkula Center for Applied Ethics](https://www.scu.edu/ethics/) (<https://www.scu.edu/ethics/focus-areas/more/engineering-ethics/engineering-ethics-cases/foul-on-the-field/>)

**1.1.1** Discussion on answer of question “Should Holly say something” (**15 min)**

**2.1** (Writing exercise 5 Minutes + 15 Minute Discussion):

List down five instances of gender based discrimination encountered by you?

**2.2 Discussion Points: (10 min)**

* What is purpose of differentiation based on following basis:



* What percentage of our living is “Treat me as a human being—don’t look at me as a woman/man”?
* We will further revisit this point while discussion on inter-personnel relationship in session 6.

**3.1 (British police use tea as analogy for sexual consent):**

3 Minute video clip may be screened in the class **(5 min)**

(https://www.youtube.com/watch?v=Gp6alIALDHA&feature=youtu.be)

**3.2 (Discussion 20 Minutes)**

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**Class Plan Session # 4**

**Why Human Values?**

Objectives of this Session:

Need for self-reflection.

Continuous happiness as expectation of every human being.

Discuss about the notion of happiness and scope and need of continuity of happiness **(20- 25 Minutes)**.

Process of Self Exploration

Holistic/ Integrated Perspective

Ask students to complete the **first page of Writing Assignment (10 Minutes)**

1. In the first session, students have talked about their expectations from their family (or friends). If you get them to think about it, they are likely to come to the conclusion that these were "arbitrary" or indefinite. This leads us to the question whether the expectations are definite or indefinite? (Most students answer that they are "indefinite".)

What are the expectations between a student and a teacher? Between parents and children? (Get the students to talk about these).

For each of the above relations, the basic expectations are **quite small in number and are definite**, even though there is a lot of variety in their expression in real life.

Taking the example of a child and a parent, the parent must understand the expectations of feeding and guiding the child. This requires (1) recognition of expectations, (2) feeling of responsibility towards fulfilling these, and (3) ability to fulfill the expectations. The parents are not understanding their role in guiding the child?

Points (1) and (2) require understanding of 'values', and (3) requires acquiring of 'skills'. For example, for a parent to feed the child, the expectation must be recognized and responsibility understood, and to fulfil it, for example, one must know cooking (35 mins).

Distinction and complementarity between ‘values’ and ‘skills’ should be highlighted.

2. Mankind has progressed a lot related to skills. Students clearing a difficult exam like JEE is a proof. But there is a lack of understanding of values. What are the consequences of lack of understanding of values? One consequence may be sub-optimal utilisation of skills, lack of fulfilment with missing appreciation of values, may conflicts and lot of effort is needed in managing conflicts such as managing of relationships, time management, getting addicted etc.??

What can be done regarding it?

(Get the students to think about what can be done? Ask for their suggestions about what mankind can do?) If a Martian were to observe the earth, what would he see? Even after passing an exam like JEE, why do many students not understand their responsibility towards studies? Why do parents not understand their role in educating their children? Societal crisis being faced across the world comes from this lacuna. **(15 min)**

3. Introducing 'values' in education is a way to reach all human beings. Human Values modules are an attempt to draw attention towards values. However, for it to be effective, the teaching method is not based on do's and dont's. It must relate to real life. The process of self-exploration related to these questions must start because these questions are important for us. The HV modules strive to start this process of self-exploration about values by remaining connected to the present situation **(10 mins)**.

4. What are skills and what are values?

There is a complementarity of skills and values -- their relative placement with respect to each other needs to be understood.

For an understanding of one's expectations, it would require clarity of one's goals, besides knowledge about living in family, society and nature.

Appreciation of values enables us to find out why and what of our actions with the appreciation of larger context. Learning the skills is helpful in enabling us in the ‘how’ (execution) part of our actions.

Therefore, in this course we will discuss about our goals including how they relate to f**amily, society and nature**. Our examples will be from real life, and based on our personal experience, as much as possible **(20 mins).**

5. Put the proposal about process of self-exploration. (**5 Minutes**)

Discuss the process of self exploration. **(10 Minutes)**

Ask students to complete the **second page of Writing Assignment (10 Minutes)**

6. Emphasize that this process of self-exploration helps us in becoming self-dependent. End the class by declaring that we will start the evaluation of proposals through the process of self-exploration from next sessions. **(5-10 Minutes)**

**HV Session 4: Writing Exercise**

1. Do you want continuous happiness for yourself or intermittent incidences of happiness? Why you want interruption in happiness?

2. In your assessment, how many hours your are happy in 24 hours (mention the representative assessment for yourself)?

3. Do you think that continuity of happiness will slow down your speed of progress? Why

**HV Session 4: Writing Exercise**

4. Which is naturally acceptable option to you?

(a) You decide your goals yourself

(b) Others should decide your goals

(c)..................

5. How much time you are unhappy due to lack of physical facilities? How much time you are unhappy due to mismatch of expectations in relationship? How much time you are unhappy due to contradiction in thought? Reflect on these questions.

**Class Plan Session # 5**

**Mindfulness through Self-Exploration**

Objectives of this Session:

Appreciation of the need of self-motivation by clarity of goal and purpose of that goal in the context of existential realities.

As part of understanding existential realities, put the proposal about the Individual. Ask students to evaluate them.

--Highlight the continuous part **and it is in terms of time**.

-Many times we are confused about which needs are continuous, which are intermittent and which are cyclic.

-**Continuous in terms of time or spread in space** should also be differentiated.

Interaction Points:

--Continuity in terms of time is required.

--Notion of more and less happiness?

--Role of understanding, fulfilling relationship and physical facilities in continuity of happiness

-What are other things for continuity of happiness.

-Role of continuity of pleasant sensations in the continuity of happiness?--**Addiction**

**-Role of confusion in notion of happiness for starting the addiction needs to be discussed?? Can separate class be added after this for discussing addiction in more detail??**

**-Productive work, Recreational activity, Time Killing**

After evaluation of first proposal ask them to complete Q1 of writing excercise.

Put proposals about Desire, Thought and Selection/ Tasting. Ask them to explore about the source of the desires.

--Listing desires and their sources: **Q2 of the Class assignment.**

**HV Session 5: Writing Exercise**

1. List down 10 human activities. What is role of self and what is the role of body in that activity.

**HV Session 5: Writing Exercise**

2. Make a list of your desires. Indicate which are related with body and which are related with self. Indicate the source of those desires.

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**IIT Mandi - 5-Week Induction Program 2019/ Human Values**

**Class Plan Session # 6**

**Human Relationships: Trust, Respect and Gratitude**

**Objectives of this Session:**

Appreciation of fulfilment in relationship as important need of human. It is not something just a mean for facilitating optimal production and distribution of physical facilities.

**Interaction Points:**

Some situation or context setting video (Right Here Right Now) may be used for starting the discussion.

How contradiction/conflicts in relationship affects our happiness?

How non- fulfilment of relationship affects our focus on work and behaviour in the organisation?

Managed relationship and fulfilling relationship?

How recognition and fulfilment in relationship affects the distribution of physical facilities?

**CA 4.1: To 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. Does the other want to make him happy?

4a. Does 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.

Explain to students the meaning of trust (**slides 35-40**)

**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.

**Explain to students the meaning of Respect (slides 45-51).**

**CA 4.2:**

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.

Also observe whether your feeling of respect is based on treating the other as yourself or on **differentiation based on body, physical facilities or beliefs**. **Discussion on gender based differentiation may be extended.**

We will explore the meaning of Respect in next class. With the feeling of acceptance (other is like me), we will try to understand excellence along with role of competion and co-operation in achieving excellence.

**Talk about feeling of gratitude (after writing exercise question 5).** Also draw attention of students that when we lack the feeling of gratitude, we have complaints. What is the impact of feeling of only complaints on our selves? (It may be also added as writing exercise 5.1 if time permits?)

**HV Session 6: Writing Exercise**

1a. Do I want to make myself happy?

2a. Do I want to make the other happy?

3a. Does the other want to make him happy?

4a. Does the other want to make me happy?

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?

2. On how many persons you have continuous trust (he/ they want to make me happy)?

4. 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.

Also observe whether your feeling of respect is based on treating the other as yourself or on differentiation based on body, physical facilities or beliefs. We will explore the meaning of Respect.

5. For ensuring your education who are contributing. Make their list along with contribution.

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**Class Plan Session # 7**

**Competition, Cooperation, and Excellence**

Objectives of this Session:

Clarity about meaning of three terms and to focus on the connection between them.

**1. What is competition & excellence?**

In initial **5-10** minutes, explain the meaning of excellence (slide 58-59). Other feelings may also be mentioned quickly (**slide** 55-57) for defining the justice.

Get students to give answers to this question in the class. (**20 mins**)

- Issues in comparison

|  |  |  |
| --- | --- | --- |
| Issue | Competition | Excellence |
| Comparison: | Compare with others | Compare with yourself |
| Goal: | Do better than others (relative) | To do the task well (absolute) |
| Ex.: | How many people can come first? | How many people can get 100 out of 100 marks? |
| Evaluation: | Rank in group | Task specific performance |
| Inner State:(while doing) | Tension, jealousy | Persevering |
| Inner state:(on completion) | Dejection, elation(Elation is short lived unless welike the task) | Satisfaction |

**2.** Goal: Activity vs. result of activity. (30 mins)

+ Ex. - Walking in the morning (activity as goal).

 - Walking to reach somewhere (result as goal).

 - If we have a liking for the activity or see its relevance, then we can do it for a long time without being “burnt out”.

 + Ex. JEE and admission in IIT. Do we get burnt out?

-Q. (student): But admission into IIT is through competition? Are you saying we should have gone for excellence?

 Now that you are in, competition is not the goal. Now work for excellence.

-Student say we have to have competition to change branch

+ Tell students, we do not have control over society and processes, so

- We do not say “do not participate in competition”

- But have high goals (& find your talents & interests)

\* Most importantly, if you do not limit yourself to the competition and take care of the larger vision, you would do well in life and be satisfied.

-Q. (student): Why are there so few opportunities? Isn’t life like that?

When we build “wrong” systems in society and people do not understand their intrinsic talents, we breed competition and strife, unnecessarily.

-Students discuss around better marks-Ex. How to go from 80 to 100 marks

But they are thinking of excellence within the boxed boundary of exams and marks?

Get them to break it & come out.

Take them towards: How deep is their understanding of the subject?

-What excellence means? Isn’t competition necessary to achieve excellence?

 How many scientists/engineers who discovered/invented something, did it because they were competing vs trying to solve a (difficult) problem?

+ Examples from our own life

-Put your passion in trying to excel in your chosen areas.

  But do pass in all subjects.

Ex. In 3rd year B.Tech (in early 1970s in the then 5-year B.Tech.), a student at IITK got 92/100 marks in Fluid Mechanics, the rest of the class was below 34/100, because he loved the subject and was very good at it. Permitted to change branch from EE to Chem Engg. even in his 3rd year as a special case by Senate. (He later went on to do PhD & became a faculty member.)

Ex. A student at IIIT Hyderabad who was second last in his B.Tech (in CPI) was the best computer systems expert. Got an extremely good job, his talent was recognized. Of course, although he was second last, he did not fail in any subject.

Ex. Cambridge University – Ramanujan was admitted even when he was class XII fail. The University believed in Hardy, who put his reputation at stake. (we may have our own examples.)

3.How do we select our areas of interest in which our talent lies? (**20 mins**)

 Everyone of us has some talents. We need to build and develop those.

Ex. This building – how has it reached its height? Thru support on pillars! Develop & build on your talents or pillars. But need to identify those.

-To cover excellence properly, the following points may be noted:

One must be excellent in a chosen area/task.

Must also be able to do the associated tasks/areas for right utilisation of “chosen area/task”.

\* Being excellent in one area is not enough. One must learn basics of other areas as well.

  Ex. Rabbit should try to learn basics of swimming in water, just as tortoise knows walking on land.

4.Read short story on Competition and Cooperation in class (PDF attached) and discuss (15 **mins**)

**HV Session 7: Writing Exercise**

1. What are the basis of differentiation under the wrong Notion of Respect?

2. What is difference between excellence and competition? Write some examples where competition can be useful for achieving the excellence.

3. What do you mean by Justice?

4. Give some examples where competition is not leading to excellence?

**Class Plan Session # 8**

**Harmony with Nature and Dealing with Addiction**

**Objectives of this Session:**

-We will explore the underlying design of Nature.

-Is mutual fulfilment inherent in Nature & there is provision in Nature/Existence for living in harmony as an Individual, as a Family, as a Society?

-Is it possible to be in harmony at all 4 levels? Or the design of nature/existence is by way of opposition, struggle, survival of the fittest…?

--You may show the **movie: Clip of An Inconvenient Truth/ Short Video on Earth Overshoot day/ story of stuff**

Proposal about four orders (Physical, plant, animal, Human) and status of mutual fulfilment among them can be discussed.

We can talk about reason/wrong assumptions due to which Humans are not fulfilling to other orders.

Confusion of fulfilling the continuous needs (fulfilment in relationship and right understanding) through continuation of sensations (either chemical sensations like smoking or virtual selection/tasting/expectation in feelings) leads to addictions.

We need to put larger effort in right understanding. Right understanding will enable us to ensure **Right utilisation, Preservation and Enrichment of** resources.

Addictions: Physically and/or mentally dependant on a particular substance or activity. Social Media addictins.

Awareness about self and sorting of Σ (D, T, E) empowers us to ensure right utilisation of sensations. That enables us to avoid addictions.

**HV Class 8: Writing Exercise**

Q1. What type of fears you have? What are sources of those fears according to you?

Q2. Is addiction a weakness?

Q3. Why do you think people get addicted?

Q4. Does “show off” puts huge burden on natural resources? How show off can be “minimised/ eliminated”?

Q5. Do you think that many people take help of addiction for suppressing the unpleasant sensations/ thoughts? What is the alternate to suppressing/ forgetting the unpleasant sensations/ thoughts?

**Session # 8 Self-Evaluation**

The purpose of the evaluation session is to share the points to which your attention was drawn to, and what you have reflected upon. (Use blank space sheets if needed)

Please include:

1. Your Brief Introduction:
2. Your thoughts:

|  |  |
| --- | --- |
| - before the sessions | after the sessions |
|  |  |

 Your behaviour/work :

|  |  |
| --- | --- |
| - before the sessions | after the sessions |
|  |  |

4. Incidents reflecting the above (if any):

5. Relevance of Right Understanding

- At the level of Individual:

- At the level of Family:

- At the level of organization/Society:

-At the level of Nature

6. The Possibility you see

- For Yourself

-For Your Family

- For Society

-For Nature

7. Your Plans regarding further Understanding (You can ask your friends) if they want to participate in your plans

8. Anything else you would like to share:

**Supporting Material and Further Reading Content**

* For emphasizing the need of self exploration: Summary of “Thinking fast and slow” book by Nobel Prize winning economist who was psychologist in his academic career will be useful. Story about Lion cub being reared by herd of sheep and how the lion explores his can be also useful (Dr. Sudhir Pandey will prepare this material). {for class 2}
* This Ted Talk may be useful in session 2:

Helping others makes us happier -- but it matters how we do it

https://www.youtube.com/watch?v=lUKhMUZnLuw

* “A cure for Laziness” may be shared in session 3. (Story by Sudha Murthy)
* “Treat me as Human” story by Sudha Murthy from book “Wise and Otherwise” can be used in session 4 along with video right here right now.
* Session 5: Story of Tortoise and Rabbit is useful in this session.
* Session 6: “Honesty Comes from Heart” from book Wise and Otherwise can be used in session 6 along with video Story of Stuff.
* Short Video on Earth Overshoot day/ Summary of An inconvenient truth may be used in session# 7.
* In Session # 8 all students will share their progress according to self evaluation format.

**Supporting Material and Further Reading Content**

1. 1Movie Story of Stuff can be shown in session 2:

1.2 Movie Right Here Right Now can be screened in Session 4.

1.3 Two Minute Clip of Aankho Dekhi (13.48 minutes to 15.60 minutes)

**3.1 Avoiding Addiction**

Objectives of this Session:

To alert students to the various kinds of addictions.

To equip them to say “No” in a conscious way.

1. Discuss general definitions with students. Ask them: What is addiction? What kinds of addiction are there (alcohol, drugs, smoking, social media etc. - 20 mins).

2. Discussion on: Why do you think people get addicted? (20 mins).

3. Ask them: Do you know a person who is an addict? What have you observed about such a person? (20 mins).

4.Is addiction a weakness? (10 mins).

5. If your friend got addicted to something undesirable, how would you help him/ her?

(30 mins).

Online resources for Mentors:

1. <http://www.computerworld.com/article/3014439/internet/social-media-addiction-is-a-bigger-problem-than-you-think.html>

2.<http://www.wikihow.com/Defeat-a-Social-Networking-Addiction>

**3.**[**http://www.learnpsychology.org/college-campus-addiction-resources/**](http://www.learnpsychology.org/college-campus-addiction-resources/)

### **Notes on Addiction**

*Addicted*: physically and/or mentally dependant on a particular substance or activity.

*Levels of addiction*: Of the criteria below, number that are met: 2-3 – mild addiction; 4-5 – moderate addiction; 6-7 – severe addiction. (Adapted from <http://www.learnpsychology.org/college-campus-addiction-resources/>)

1. Indulging in the substance/activity in larger amounts and for longer than intended?
2. Wanting to cut down or quit but not being able to do it?
3. Spending a lot of time obtaining the substance or performing the activity?
4. Having cravings or strong desires to use the substance/perform the activity?
5. Repeatedly being unable to carry out major obligations at work, school or home due to substance use/activity?
6. Continuing to use despite persistent or recurring social or interpersonal problems, caused or made worse by substance use?
7. Stopping or reducing important social, occupational or recreational activities due to substance use?
8. Continually using the substance/doing the activity in physically hazardous situations?
9. Consistently using the substance, despite knowing it causes persistent or recurrent physical or psychological problems?
10. Building a tolerance — a need for markedly increased amounts of the substance to achieve desired effect, or a markedly diminished effect with continued use of the same amount of the substance (this does not apply for patients using substances under appropriate medical supervision).
11. Feeling withdrawal symptoms — as either a characteristic syndrome or when the substance is used to avoid withdrawal (this does not apply for patients using substances under appropriate medical supervision).

# How to Defeat a Social Networking Addiction

So, the first thing you do after getting up is to log into your Facebook /Twitter /Myspace /Friendster/ Orkut account? and it's also the last thing you do before going to bed, your work, studies and chores take a back seat? Problem diagnosed, you are addicted to this social networking site. Assuming you want to get over this unhealthy addiction, here are a few steps to face your book rather than Facebook!

1. Acknowledge your addiction.Accept the fact that you are addicted and know that you ought to get over this addiction for a better lifestyle. If you get success in accepting that you are addicted,then you have passed the most difficult step.
2. Whenever you have that urge to log in to see what's new, stop and think why you joined this social networking site in the first place, to connect with old friends or find people with common interests.
3. Think how much time you would be needing for these activities that you signed up for, be fair to yourself and make a timetable with time slots of the various activities you do while online. Say, 15 minutes for checking and replying to notifications and 10 minutes to update your profile etc.
4. Stick to this time slot and only use the social networking site when you know that all your days work is done over with. Do not promise yourself that you will be online for 20 minutes and then get back to work, it doesn't work and you'll find that 2 hours have flown by and you are still online and your work is pending. Only and only log in once you are completely free of all your responsibilities.
5. Delete extra people from your friend list, the more the people, the more vast your news feed, and the more time you spend checking things out while you could be engaging in a useful activity. Change that whooping 4 digit number to a reasonable number of friends who you really know and consider as friends.
6. If you have an important assignment coming up then temporarily deactivate your account or install COLD TURKEY, a programme that physically blocks you from various addicting sites. (It's great)
7. Think about the useful things you could be doing instead of wasting time on these sites. You could: Learn a new language, play an instrument, socialize physically and not virtually, get fit and exercise, learn a new recipe, take the dog out, date an attractive guy/girl, do yoga, read a book or even pursue a fun hobby.
8. If none of the above works out, take a deep breath, muster your courage and permanently delete your account, remember it's for the best.
9. Believe in yourself, you know you can do it, beat that addiction)

# Tips

* Do not log in for a day, followed by three, followed by a week, and see how it goes.
* Think about the satisfaction you will get by not being an addict to social networking.
* Whenever you feel like logging in say NO to yourself, have self control.
* Give your password to a trusted person and ask him/her to change it for the better.
* Try to indulge yourself in regular activities, such as listening to music, so that your mind remains concentrated and doesn't get distracted.
* Try to enjoy the peace that you get by not using social media. This will help you feel good about your decision.

# Warnings

* Do not blame yourself, this stuff is addictive.
* There is no problem in seeking help, do not hesitate to ask for it.

# Things You'll Need

* Courage
* Determination
* Cold turkey software (optional)
* A fun hobby
* A strong will and a strong mindset

**4.1 Gratitude**

Objectives of this Session:

To make students more aware of the interconnected webs of family/society/nation/world and nature of which they are a part.

1. In the past week, expectations within the family have been touched.  Goal was to move the focus from material to non-material aspects. Now we expand the circle from family to people who help us live.

You may ask students to list people who have done things in the past or are doing things for them.

For example, I had meals today. Who are the people helped me so that I was able to have my meals? Some students might answer, I am grateful towards my father as he has paid for it. Ask who else? Some students might say no one else.

One of the answers that might come is: ‘parents paid for the meals, so persons concerned have received their due’.

We may revert back: think, can their contribution be fully repaid in terms of money alone?

- Someone had served the food, someone cooked the food, someone bought the raw materials from the market, someone brought food from farms to market, and someone grew the food. There is a long chain of people who helped us in this process.  Do you know who served, who cooked, who …..? – We do not know most of them.  In hostel, it may happen that we do not even know who had cooked our food today!!

Do you feel gratitude towards each one of the people in the chain? (30 mins)

2.To exemplify the above case, we may narrate a situation like below:

During scorching summer, on the road someone felt so thirsty that it was difficult to sustain without water. You shared your water. Next day ‘the person’ came with a bucket of water to repay. – How would you feel? Do you think even money could repay your ‘contribution’?

Think, for such situations, how the contributions can be repaid.

(We may create the spark in the students: how about helping others in similar situations!)  (30 mins)

3. How many people have we helped? - ask the students to think from their past experience.

How many people are we helping now?  Most students might realize that they are doing very little for others (30 mins)

4. **Home assignment**

We should try to know at least one person whom we do not know well who is in the long chain of people helping to get our meal, or in maintaining living condition or in educating us, etc.

Get to know the person, his or her family, background, current state of thinking and well being.  Submit a write-up one week from today. Can we ever repay?

**[For future: The Assignment may be kept open for longer duration. During next home visit, get to know one/two persons and their detailed background. How do you feel for them? Can we ever repay? What best can we do for them?] (explain home assignment in 10 mins)**

**4.2 Ragging:**

***General Definition*:** Ragging involves existing students baiting or bullying new students. It is also defined as: An act that violates or is perceived to violate an individual student's dignity (5 mins).

2. **Scenario 1:** You are going from your class to hostel. Some people call you rudely, almost ordering you to come towards them. You stop and they demand to know your name. What would you do?

*Discussion*:- Following might be the answers

-Ignoring and continuing to walk.

-Stopping and try to appease the other person.

-Getting angry and insulting back.

-Be normal and answer with dignity and firmness.

 What does it show about ragger’s mentality?

-He probably suffers from an inferiority complex. Have pity on him!

What should you do?

-Firmly but without anger you can refuse to interact if the interaction is turning into one which you do not like. If the things continue still, you can rise and walk out (20 mins).

**3.Scenario 2**

You go to the mess to have your dinner. You sit down on a table and start talking to people who are sitting there. You think that the people are freshers, like yourself. After you finish your dinner, and just about to leave, you learn that the persons are not freshers, but old (senior) residents. Was it interaction or ragging? It was perhaps an example of what interaction really means.

**Issues/Questions more directly on ragging**

What is interaction?

-Learning about each other. May occur between freshers or between freshers and older students, etc.

What is ragging?

-Ragger tries to humiliate you. Why?

(a) **Not to generalize hastily**

If one senior has mis-behaved, it does not mean all the seniors are like that. Similarly, if one of the freshers has blamed a senior batch based on one incident, it does not mean that all the freshers have blamed an entire batch.

(b) **When does an “interaction” become “ragging”?** (this is also likely to come up).

Scenario-1 is related to this. An “Interaction” is something which is “pleasant” while “Ragging” is NOT. If the interaction continues even after you have expressed “NO” to it, by default it comes under “Ragging”.

(c) **Making friends – “means” and “ends” (i.e. ways and goals)**

The aim of a senior student in Ragging might be - he is trying to make friends with you. Though his “ends” are good, ‘means’ followed are not correct.

- How to deal with such situation?

-Shouldn’t you help him in his “ends”? But important to tell him at some stage that his “means” are faulty (20 mins)

 **4. Scenario 3**

You have recently moved into a colony. There are others who are already living there. You meet someone at the local shop. He talks to you, and asks you questions about yourself. You do not like the tone of his asking the questions. What would you do?

 **Issues/Questions**

Would you try to find out whether this is normal interaction in the colony?

(Hint: Probably this is not normal. When you find old residents interacting, there is a difference.)

If the interaction is not normal, would you stop talking and go away?

What would you do if he is an inﬂuential person?

 **Complementary scenario**

If you are an old resident in a colony, and you meet a new resident what would you do?

Would you act differently?  (20 mins)

**5. Power Structure and Ragging**

-How do you deal with a situation, where there is a “power structure” and you are at the bottom level?

-What does it mean to be at the bottom? You have to realise - the power structure exists because you allow it to exist! It is certainly true in the ragging situation, where there is no physical force.

Gandhiji created a brilliant situation wherein people at the bottom of the power structure refused to recognize the power structure even where there was physical force.

What can you do if you are at the bottom of the power structure? And force can also be used against you.

How to break fear from people’s mind

- Choose an issue where law is immoral [Truth]

+ Ex. Salt ban was immoral - against a natural right

-Britishers said let him protest, we hardly earn any revenue.

-But it was a household item, which led to household protests throughout the country.

 \* Message was: “Break unjust laws”

Power structure is maintained

-Largely by getting people to accept the law ("legitimacy")

Usually by some amount of force (fear) and a lot of temptation.

-Realization came that => “British laws are immoral”

\* Established that the British stood for untruth

How to change the law

-Break the unjust law or civil disobedience,

BUT without opposition to the ruler or enemy [Means - Non-violence]

No violence in deeds or words

No violence in mind either !!

When people at the bottom of the power structure refuse to accept the power   (because it is immoral), half the battle is won.

-Win the other half of the battle through non-violence.

-This is a cycle - 'ends' and 'means', and again 'ends' and 'means' and so on (35 mins).

**6.1 Peer Pressure**

Objectives of this Session:

To reinforce the message to students that they are only in competition with themselves; that they should try and become the best possible versions of themselves.

To link this module with the next module on Avoiding Addiction.

1.What is Peer Pressure? Ask all students to give an example from their life when they have experienced it; What did they do? (30 mins).

2. Is peer pressure a good thing or a bad thing? Ask all students to give their comments on this, not just a yes/no answer (20 mins).

3.Is there any connection between Peer Pressure and Excellence? Discuss (10 mins).

 4. Discuss the issue of branded clothes, and other status symbols that we ourselves and people we know use in our daily lives. What does the use of such status symbols mean? (20 mins).

 5. How does the mass media (TV/ films etc.) influence our choices and our views about ourselves? Discuss (20 mins).

**Notes on Peer Pressure (Adapted from https://www.wku.edu/heretohelp/database/peerpressure.php)**

What is peer pressure?

Peer pressure is when we are influenced to do something we normally wouldn't do because we want to fit in with other people or be accepted by our peers. A peer is someone you look up to like a friend, someone in the community or even someone on TV.

How does peer pressure affect me?

Peer pressure can be both a positive and negative influence and will challenge us do things whether they are right or wrong. This is left for you to determine. Peer pressure can influence several areas in your life like; academic performance, who you choose for friends, it can influence who you mat choose for a boyfriend or girlfriend, it can influence decisions about sex, it may change your feelings about alcohol and drug use, and it can even determine your fashion choice.

Why do people give into peer pressure?

Though it's different in many ways from high school, there is still pressure at college to "fit in" and to be liked by others. There is often peer pressure to do things you wouldn't normally do "because this is college" and you are trying to meet new friends. While a walk around campus at 3 am may be a fun new thing to try, experimenting with drugs or alcohol "because this is college" and definitely not good choices. Listen to your common sense.

For some people peer pressure may come from you directly, this may be because you are feeling different than everyone else even if they are not suggesting you join. Other times groups of friends can have certain activities and habits they do together. If you find that hanging out with people who tend to do things you wouldn't normally do and you feel unaccepted unless you follow through, "get out" so you don't fall into the pressure to "fit in"

What can I do about it and who can I turn to for support?

You could first try take responsibility for yourself and do what you feel is best for you, try letting this group know you are fun to be with even if you don't participate in all the same activities as them. It's ok to be an individual.

Things to do to manage peer pressure:

* just say "no"
* stick with what you believe is right
* don't judge others – if you respect other people's decisions even if they are different from yours this may help others to respect you choices
* try to find a new crowd- find people who like doing the same things as you so that you don't find a need to have to change your values under pressure
* "take action" for others who are being pressured – if others see you standing up for someone other than your self, they may see that what they are doing is wrong,
* if you need further assistance talk to your favourite faculty, or visit the Guidance & Counselling Service for support.

Online resources for Mentors:

1. <http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Peer-Pressure-104.aspx>

2. <https://www.wku.edu/heretohelp/database/peerpressure.php>

Link of TED Talks and Other Video Resources

# To find work you love, don't follow your passion | Benjamin Todd | TEDxYouth@Tallinn

https://www.youtube.com/watch?v=MKlx1DLa9EA

**Thoughts on Correction in Session 2018:**

**1. No plan for combined lecture.**

**2. Continuity part to be emphasized. Addiction to be talked in the beginning.**

**3. Gratitude should be included.**

**4. Being Proactive, left brain and Right brain activities to be brought in focus.**

**5. Writing exercises to be improved.**

**6. Short summary of movie: An inconvenient truth to be played.**

**8. Summary of Movie Gandhi**

**9. 2 Day workshop for mentors to be arranged. (3 Hour sessions each day)**

**10. Schedule for follow up meetings to be announced in the beginning.**