



Human living can be seen as encompassing the 4 levels, viz. Myself, Family, Society and Nature / Existence. On self-investigation one wants to be in Harmony at all 4 levels of living :

Harmony in Myself resulting in **HAPPINESS** & a feeling of **PROSPERITY**.

Harmony in Family resulting in **MUTUAL FULFILMENT**
in **RELATIONSHIP** and **PROSPERITY** in the **FAMILY**.

Harmony in Society resulting in a **TRUSTFUL, UNDIVIDED & UNIVERSAL** Society.

Harmony in Nature/Existence resulting in **UNDERSTANDING**
the inherent **CO-EXISTENCE**.

A Brief Report on Jeevan Vidya @



ATMIYA UNIVERSITY



Jeevan Vidya at Atmiya University

Atmiya University, Yogidham Gurukul, Rajkot, Gujarat, Bharat

1. Introduction

At Atmiya University, we believe that education is a medium and a channel through which we can inculcate and shape the aspirations of human being, values for sustained relationship with mutual happiness as a goal, skills to produce basic needs of humans leading to prosperity and mutual enrichment with nature.

We are convinced that this can be achieved by establishing an ecosystem rooted in *Sanskar* (cultural values) and fostering a deep comprehension of the fundamental purpose of life (*Jeevan*). Thus, the true education is the education for life that eventually prepares individual to live in harmony with both human and nature at large. Hence, at Atmiya University and all the institutions under Atmiya Group of Institutions i.e. school and institutions of higher education, we consider education as *Jeevan Vidya*.

2. About Inspiration and Promoters

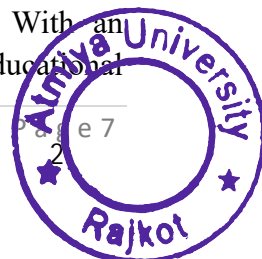
H.D.H. Bhramswaroop Hariprasad Swamiji Maharaj is the inspiration and the Founder President of the parent trust Yogi Divine Society. Swamiji's vision of spirituality is articulated in His message of "ATMIYATA" – spiritual harmony. This message has swept across the global landscape through centres based within and outside India, all effectively spreading the altruistic societal services and spiritual objectives of Yogi Divine Society.

Yogi Divine Society, with the moto “Service unto Humanity is Service sent unto God!”, is involved since last four decades in various activities related to social welfare, youth empowerment, education, medical services, relief services during time of natural calamities, tribal community empowerment, environmental care and in many other such social activities. The trust runs a school in the cities of Ahmedabad, Vadodara and Bharuch in State of Gujarat which caters education from nursery to standard 12. The trust has also adopted a grant-in-aid school Shri Vijay Vidya Mandir in Avidha, a tribal area in Bharuch district taking care of all educational needs of the students.

Sarvodaya Kelavani Samaj, a trust inspired by Yogi divine society, is based in Rajkot and primarily focusing on youth empowerment through education. Working with the moto “Build Temples in Youth through Education!”, the trust runs various institutions catering education from nursery to Ph.D. The trust runs four private schools and one grant-in-aid school. It also runs institutions of higher studies namely Atmiya University, a State Private University and Shri M & N Virani Science College, a grant-in-aid autonomous college. Under the divine blessing of P.P. Premswarup Swamiji Maharaj, President of the Sarvodaya Kelavnai Samaj, and mentorship of P.P. Tyagvallabh Swamiji, Founder President of Atmiya University, all institutions are making great efforts to spread essence of *Atmiyata* through education.

3. About Atmiya University & Yogidham Gurukul

Atmiya University is a private multi-disciplinary university committed to foster knowledge creation and dissemination in various disciplines through value-based education. With an academic journey of 35+ years, in 2018, various erstwhile self-finance higher educational



institutions functional under the Atmiya Group of Institutions were brought under the umbrella of Atmiya University. The university is established under Gujarat State Private University Act 11 of 2018 and is duly recognised by University Grant Commission (UGC). Various programs at the university are approved by concerned National regulatory bodies like AICTE and PCI.

As a multi-disciplinary university, under 6 different Faculty, Atmiya University offers diploma, undergraduate, postgraduate, postgraduate diploma and doctoral programs in areas of Science Business and Commerce, Engineering and Technology, Health Sciences, Humanities and Social Sciences and Transformative Education. The university currently offers total 65 programs with at total student count of 7000+ and faculty member count of 330+. The university is located in the heart of Rajkot city at Yogidham Gurukul campus that spreads across the sprawling lush green 23+ acres of land with state-of-the-art infrastructure, adequate support facilities and excellent landscaping.

Yogidham Gurukul is a unique 21st century spirituo-educational commune set up with a sole endeavour of developing the students intellectually, socially, emotionally and most important spiritually. Along with a University, one Autonomous grant-in-aid college and three schools, Yogidham Gurukul also has students' hostel, ashram for saints and a temple *Haridarshnam*. *Haridarshanam* is the heart of the campus and source of all activities on the campus. Celebration of various festivals, special program for youth (*Yuva Mahotsav*), weekly assembly (*Sabha*) and easy accessibility of saints on campus nurtures an individuals in multi-fold ways. The campus also has more than 500 Neem trees, a Gaushala, an Herbal garden, units like Sarjan, Parivartan and Samarth promoting sustainability practices, solar panel installations and rain water harvesting system and many other facilities. Yogidham Gurukul represents a unique Integrated-holistic campus that provides an opportunity to an individual to learn in a sublime environment not only excelling in the professional studies but also understanding the co-existence in existence.

4. Core Values of Jeevan Vidya at Atmiya University

We believe that the ultimate outcome of education is achieving the state of eternal happiness. This comes from the realization of the spirit of *Atmiyata* and through the state of wellness. This reflects the state of harmony at following 4 levels.

- Harmony in Self – Resolution within self (स्वयं मे समाधान)
- Harmony in Family – Prosperity in Family (परिवार मे समृद्धि)
- Harmony in Society – Fearlessness in Society (समाज मे अभय)
- Harmony in Nature – Balance in Nature (प्रकृति/अस्तित्व मे संतुलन)

The above can be achieved through understanding of inherent co-existence that exist in the existence.

Keeping this as our core values, we are adopting transformative education model. The traditional education model is majorly job or career oriented and does not serve the holistic purpose of education. Transformative education model focuses on the behaviour change through education for life for overall betterment of self, family, society and nature at large.

In current education system most of the educational institutions have their models where they target cognitive behaviour changes up to 84% in their curriculum. This is followed by skilling to



bring about psychomotor behaviours changes up to 15% and only around 1% toward value education for affective behaviour change. This may lead to great professionals but probably not great humans and safe society.

At Atmiya University and Atmiya Group of Institutions, we keep the affective behaviour change first and up to 25% by bringing social immersion and community engagement through which students and faculty members can understand what is happening in surrounding and in existence, identify problems and work towards finding the possible solution taking an empathetic approach. Following to this, finding solutions to these problems needs kinesthetics learning to bring about psychomotor behaviour changes. So, up to 40% of our curriculum and components are more on problem solutions and self-learning. Through this automatically, there will be cognitive behaviour change where they will have knowledge acquisition. This includes curriculum and components up to 35% that enables getting new knowledge as well as study and verification of existing information.

This paradigm shift in orienting education makes Atmiya's model unique and more sensible towards the *Jeevan Vidya*.

5. Graduate Attributes at Atmiya University

Contemporary graduate attributes that are globally accepted for undergraduate programs are –

- Academic excellence and core competence
- T- Shaped Individual
- Technology competence & integration
- Lifelong learning

At Atmiya University, in light of *Jeevan Vidya* model of education, following graduate attributes are identified for UG and PG programs which not only maps the contemporary graduate attributes but goes beyond these.

Graduate Attributes for UG Programs

- Trust within oneself (स्वयं में विश्वास)
- Respect for qualities and values (श्रेष्ठता का सम्मान)
- Balanced and Integrated personality (प्रतिभा और व्यक्तित्व में संतुलन)
- Social in behaviour (व्यवहार में सामाजिक)
- Self-reliance in occupation (व्यवसाय में स्वावलंबी)

Graduate Attributes for PG Programs

- Core competence
- Transferable global and impactful societal skills
- Adaptability and Resilience
- Sense of purpose and curiosity
- Ethics and lifelong immersive learning



6. Realising Jeevan Vidya Model through Learner-Centric Learning Model

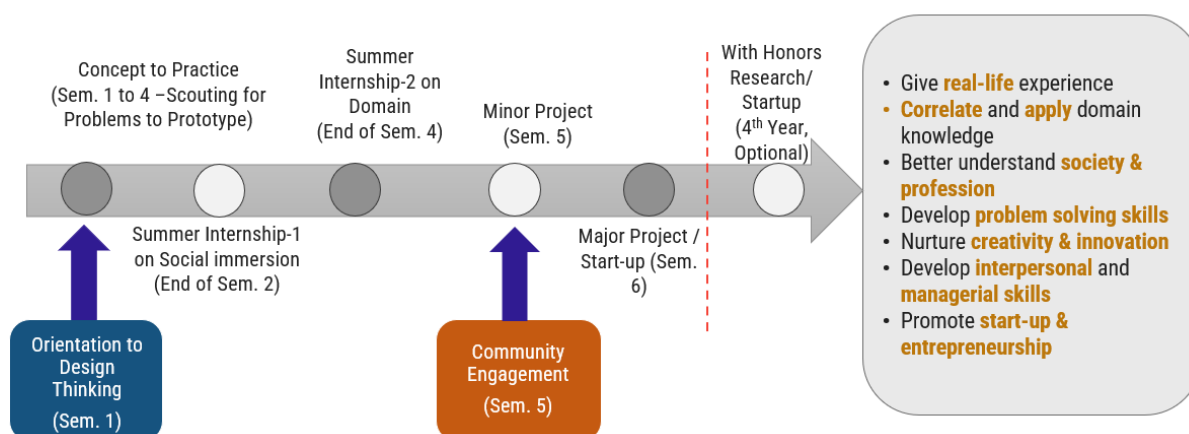
Learner-Centric Learning model is both for faculty members as well as student and on a continuous basis. Typical learning approaches are 3 namely pedagogy which represents instructor-led learning, andragogy which represents self-directed learning and the third heutagogy which represents self-determined learning. Typical teaching learning approach at an institute involves instructor-led learning up to 80%, self-directed learning up to 15%, and self-determined learning only up to 5%.

Atmiya University from its first curriculum in AY 2018-2019, followed by major revision based on NEP 2020 in AY 2021-2022 has started adopting needful practices to make learning more learner centric. From AY 2024-25 and onwards, the curriculum and practices will be designed to reduce instructor-led approach from 80% to 40% and increasing other two approaches namely self-directed learning increased to 40% from 15% and self-determined learning increased to 20% from 5%. So, self-directed and self-determined learning will be in total 60 %, whereas classroom teaching i.e. instructor-led learning will be only 40%. The instruction-led learning will be only for fundamental courses and the share of other two components will increase through advanced and applied courses and components, skilling and problem solving.

7. Creating Different Learning Pathways with Focused Outcomes

Learning pathways represents set of courses and components present in the curriculum across the semesters that are designed progressively to meet a specific outcome in terms of skills or knowledge. This set of courses includes some courses and components which are fundamental in nature that may be compulsory and other courses and components that may be offered as elective or optional. Various options in terms of Inter disciplinary courses, Discipline specific electives, Core electives, Transdisciplinary electives, online courses, professional certification, micro credentials, extra credit courses, etc are available for student to curate his/her own learning pathway.

One such example of a learning pathway leading to skill building towards innovation, research and entrepreneurship is shown below.



Above indicates a seamless integration of courses & components that may interest student looking for startup and entrepreneurship opportunities. It starts with social immersion in the first year

through early part of Concept to Practice where students scout for problem identification and also a dedicated internship on social immersion. The fundamental of Design Thinking are also given in first year. This is followed by development of prototype in 2nd year under Concept to Practice. The experience in designing the prototype is vetted through second internship in domain area. The student interested can continue to improve on the prototype as part of Minor project in semester 5 and can field test the same under Community Engagement course. Option is also given to such student to select for start-up and move towards product development in final semester instead of regular project or skilling. Further, those who want to continue in the fourth year for research or skilling or startup can continue in fourth year. Student can opt for startup in entire fourth year passing through incubation stage at campus and also earning honours degree.

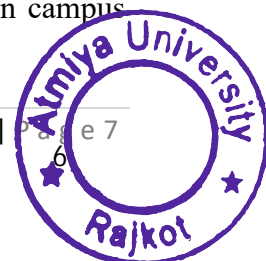
8. Key Adoptions and Adaptations in Curriculum

Immediately after approval of NEP-2020 by the Union Cabinet of India in July 2020, a task force was constituted at Atmiya University to study the recommendations in NEP-2020 and its phase-wise implementation. The university has started adopting aspirations of NEP 2020 right from AY 2021. Till date investment of around 20,000+ man hours would have been made on study, deliberations, trainings, strategic planning & implementation of NEP-2020. Some of the key adoptions and adaptations in the curriculum are as follows.

- Co-created learner curated curriculum
- Curriculum framework has 9 UG, 4 PG and 2 Doctorate program models providing the flexibility and room for curriculum innovation
- With curriculum framework defined for the program; design of courses & components are dynamic and defined before the commencement of semester through Board of Studies and Academic Council which meets twice a year
- Courses and components are categories as Fundamentals, Advanced and Applied and accordingly course outcomes and Assessment schemes are defined
- Various models of formative and summative assessment are adopted and offered based on type of courses. These models includes flexibility of Semester End and Continuous internal assessment in ratio of 60:40, 50:50, 40:60 and 0:100
- Mapping of 17 SDGs across syllabus of courses on Universal Human Values, Environment Science, Social immersion internship and Concept to Practices
- Credit course on Universal Human Values compulsory for all UG & PG programs

9. Promoting Universal Human Values

Value based education had been at the core of the campus right from its inception. However, since last one decade more objective and concrete steps are taken towards the same leading to some visible outcomes. Journey of formal introduction of Universal Human Values in the mainstream education started in 2014 when P.P. Tyagswamiji and Leadership team on campus attended 8-days workshop on UHV at Bhutan. This was followed by training of team of 20 faculty members at PSIT, Kanpur in 2014. Followed to this a UHV cell was created on campus with dedicated team of faculty member full time engaged in the promotion of Universal Human Values on campus



through mainstream education. Some of the significant activities and outcomes related to this are as follows.

- Introduced UHV subject as credit course from AY 2014-2015 in few programs at Atmiya Group of Institutions. This was followed by introduction of regular credit course in all UG and PG program from 2016. Currently 11 different courses related to UHV are offered at the University in form of compulsory and elective course.
- Organized National Conference (2015) and International Conference (2016).
- For basic orientation towards UHV, the university recommends all Faculty members to undergo AICTE UHV FDP (Level - 1) and 8 days *Jeevan Vidya Parichay Shivir*
- Introduced Minor degree in UHV in 2021.
- Introduced Faculty of Transformative Education at the University in 2023.
- Introduced Integrated Ph.D. in *Chetna Vikas Mulya Shiksha* (Consciousness Development and Value Education) in 2023
- To facilitate intense study the university introduced one six months Adhyayan Shivir at campus every year from 2023.
- Organized 500+ workshops/shivirs/adhyayan for staff members, students and society with total beneficiary 27000+
- Staff members from the University would have conducted more than 100+ programs as resource person outside campus in last three years.
- As a part of outreach activities, currently University is actively working with 8 organization that includes both academic and industries in Gujarat facilitating understanding and implementation of UHV promotion

10. About Faculty of Transformative Education

Faculty of Transformative Education was introduced at Atmiya University in 2023. It is a unique initiative by the University with an objective to mainstream the values and life skills in teaching, training and research with emphasis on Consciousness Development, Sustainability, Indian Knowledge Systems and Humanism.

Faculty of Transformative Education has been started with the following three Schools:

1. School of Consciousness Development and Value Education
2. School of Indian Knowledge System
3. School of Sustainable Development

Integrated Ph.D. in *Chetna Vikas Mulya Shiksha* (Consciousness Development and Value Education) is currently offered under School of Consciousness Development and Value Education. In addition to this around 15 credit courses are designed and currently offered by various schools under the Faculty.

11. Future Plans

In context to the *Jeevan Vidya* model of education at Atmiya University, the University aspires to achieve following in due course of time.



- To move towards a complete Gurukul System of study with *Guru-Shishya Parampara* giving Live-in-Lab type experience to learners.
- To further strengthen Sustainable Practices through energy audit practices and green initiatives. Also to develop a *Nakshatra Van* on campus.
- On academics front it is envisaged to promote learning and applications of IKS through and in domain discipline.
- Further to promote online courses and online and offline programs in UHV, *Chetna Vikas Mulya Shiksha* and IKS domain.
- Innovation and Research to be more focused on areas mapped to *Jeevan Vidya* and Sustainability with outcomes towards *Atmiyata*.

