



# Faculty of Transformative Education

School of Consciousness Development and Value Education

Chetna Vikas Mulya Shiksha (CVMS) Cell

Handbooks and Manuals on

## Consciousness Development and Value Education

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Rajkot

“सर्व शुभ मे स्व शुभ समाया हुआ है”





Blessings of H.D.H. Hari Prasad Swamiji Maharaj

"Oh, Lord whether anyone become ATMIYA or not,  
Please make me ATMIYA"

Blessings of H.D.H. Premswaroop Swamiji Maharaj

**H.D.H. Premswaroop Swamiji Maharaj**

President - Sarvodaya Kelavani Samaj



### Blessings

I extend heartfelt congratulations to all the students, whose efforts to acquire different kinds of knowledge for the betterment of humankind earned them official recognition through this convocation to render services to society!

Under the auspices of **His Divine Holiness Hariprasad Swamiji Maharaj**, we have developed such a pattern of education at **Atmiya University**, where the best of the best infrastructure with a touch of 'Atmiyata' (spiritual harmony) uniquely nurtures every individual to realize one's dream to become a 'Perfect Person'! The journey of life will be enlightened through this 'Atmiya Abhigam'!

Shmuel Agnon, Noble laureate said in his banquet speech, 'Not every man remembers the name of the cow which supplied him with each drop of milk he has drunk and nurtured...' In a larger context, we can say, though we cannot elaborate on how a particular person, book or thought becomes beneficial to us. However, it nurtures our soul, body and mind uniquely, so we can transform ourselves for all-around success. Remember this statement from your heart. It will inspire you to remain humble to the person, who comes before you and help you to become true 'Karmyogi'!

May Lord Swaminarayan and Brahmswaroop Hariprasad Swamiji Maharaj bless all!

With prayers

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## Blessings of Pujya Tyagvallabh Swamiji

### Sadhu Tyagvallbhdas

Founder President - Atmiya University, Rajkot



### Presidential Address

#### On the Threshold of Excellence: A Message for the 4th Convocation of Atmiya University

To the graduating class of 2023 & the Research Scholars,

Today, under the vibrant skies of Gujarat, we stand witness to a momentous occasion – the 4th convocation of Atmiya University. As, I stand before you brimming with pride, not just for your academic achievements, but for the transformation you have undergone within these pious Atmiya University's campus.

With the blessings of Brahmawarop Hariprasad Swamiji; His Divine Holiness Premswarop Swamiji, and the efforts of your faculty and Guru, this journey that concludes today began with a spark of ambition, a thirst for knowledge, and a dream for a brighter future. You studied your core subjects, researched, refined your skills, and challenged yourselves in classrooms and laboratories. But more than that, you embraced the Atmiya spirit – a spirit of co-existence, of service, and of striving for excellence not just in scholarship, but in all aspects of life.

You leave here today not just as degree holders, but as torchbearers of Atmiya's legacy. You carry within you the wisdom of our esteemed faculty, the companionship of your peers, and the human values that have been woven into the very fabric of this university. Remember, a degree is not merely a ticket to a comfortable life, but a stepping stone – a launchpad to propel you toward the transformative experiences that await.

The world you step into is one riddled with challenges, complexities, and unexplored areas. It needs your resilience, your creativity, and your unwavering commitment to ethical leadership. Remember the lessons of Atmiyata, sustainability and responsible citizenship that were nurtured within these campus. Be architects of a future where progress serves humanity, where technology empowers inclusivity, and where knowledge paves the way for a more equitable world.

As you embark on this new chapter, carry with you the warmth of the Atmiya community – a community that will forever be your support system and your extended family. Never hesitate to reach out, to seek guidance, and to share your accomplishments. And most importantly, never lose sight of the spark that brought you here today – the passion in your eyes, the hunger for knowledge, and the relentless pursuit of excellence.

The world awaits your contributions, your innovations, and your unique stories. Go forth, dear graduates and Research scholars, and make us proud. May your journey be paved with success, your spirit undeterred by obstacles, and your impact felt in every corner of the world.

Congratulations, Class of 2023!  
With best wishes,

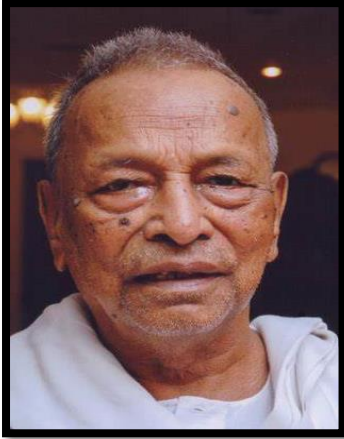
4<sup>th</sup> Convocation, Atmiya University, Rajkot, Gujarat

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## Madhyastha Darshan – a new perspective to Human Knowledge by A. Nagraj Ji



Shri A Nagraj developed Madhyastha Darshan, also known as Jeevan Vidya, through his extensive meditative practices and realizations

- **Early Life:** Born on January 14, 1920, in Agrahar, Karnataka, India, A. Nagraj was deeply curious about the inconsistencies he observed in traditional scriptures and teachings.
- **Spiritual Journey:** He embarked on a rigorous meditative practice in the forests of Amarkantak, Madhya Pradesh, from 1950 to 1968. Through this, he attained a state of realization and developed the principles of Madhyastha Darshan based on what he ‘saw’.
- **Philosophical Contributions:** His work focuses on understanding existence as coexistence, the conscious self, humane conduct, and establishing a humane social order via value education for consciousness development in Humankind. Shri Nagraj has provided us with a vast body of literature covering fundamental human topics.

A. Nagraj’s contributions have provided a new perspective on human existence and consciousness, emphasizing harmony and coexistence.

### ***The Jeevan Vidya Program***

Since 1980, many ordinary & eminent people, many humans, came in touch with Sri Nagraj and spent substantial amounts of time trying to learn what he had understood. Many of us took to this Study seriously, recognizing it resolved all human questions. These efforts slowly took the shape of a program to disseminate this understanding among people and to bring it in school & higher education.

Sri Nagraj established the ‘Jeevan Vidya program’ without any established structure, or hierarchies. There is no give and take of money. The only concern for those involved is *gyan*, knowledge and the Universal Good. All his efforts were to establish this understanding in others – just as a seed replicates itself; so the vision of an Undivided Human Society and Universal Order can be evidenced on this planet.

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- **About Atmiya University**

The **Sarvodaya Kelavani Samaj**, Rajkot (Gujarat) established in 1967, became an ancillary of **Yogi Divine Society-Baroda** in 1988, is the sponsoring body of **Atmiya University**, established on **April 13, 2018, under the Gujarat Private University Act, 2009** is located in the educationally disadvantage region of Saurashtra, Rajkot with an academic legacy of 57 years of erstwhile institutions. The University is recognised under Section 2(f) of the UGC Act, 1956 and has received approval from UGC, AICTE and PCI.

The campus spread across 23.5 acres of sprawling lush green land with the State-of-art infrastructure, adequate support facilities, excellent landscaping. The University emphasizes to train inquisitive minds in consonance with the doctrines of higher education, SDG's and Universal Humane Values focusing leading to the holistic development of the stakeholders through its curriculum where human values are placed in the fulcrum with CBCS, OBE system and semester pattern.

All Certificate, Diploma, Undergraduate, Postgraduate, and Doctoral programs incorporate cross-cutting themes of professional ethics, gender equality, human values, environmental sustainability, and social responsibility. These programs are designed to address local, regional, national, and global challenges, emphasizing employability, entrepreneurship, and skill development.

In line with the NEP-2020, the University has implemented a 4-year Undergraduate program framework with MEME approach, adhering to the CCFUP and SOP recommendation from the Government of Gujarat. The University has registered for Digi-locker National Academic Depository (NAD) and ABC/APAAR-ID.

The University has many MoU's/Linkages/Collaboration of National & International level leading to several awards, accolades & recognitions. The University's decentralized and participatory structure empowered by various centres/cells/departments that contribute to a vibrant and collaborative academic, research& innovation ecosystem.

The motto of the University is सुहृदंसर्वभूतानाम् (Suhradam Sarva - Bhutanam) which means well-wisher of all living beings. The campus where Atmiya University is located is known as Yogidham Gurukul.



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## About Faculty of Transformative Education (FoTE):

Education is meant to instill the capabilities in an individual to understand the needs of individual, family, society and nature and its interconnectedness. Only such holistic education can bring the qualitative transformation in a human being effectively bringing harmonious living and essence of Atmiyata. Through various academic interventions and other activities, FoTE at Atmiya University is making great efforts towards achieving this vision.

The journey towards study of Co-existential Philosophy started at the University in 2014. The University has introduced compulsory credit courses in all Diploma, UG and PG programs. For further study and practice other elective courses are also introduced. Number of other activities like shivir, adhyayan satra, developing and promoting sustainable products and practices, etc. are also carried out. A five - year integrated Ph.D. program in Consciousness Development & Value Education (in light of Madhyastha Darshan) is also being offered at School of Consciousness Development and Value Education at FoTE.



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## About Madhyastha Darshan (Co-existential Philosophy)

The state of affairs in human beings today is a direct result of the assumptions/understandings that we humans individually or collectively perceive and live according to our 'mental-impressions'. Education is one of the most potent weapons by which such assumptions, perceptions, mental impressions & understandings are formed. Prevalent education system is very good at providing information & skills via the method of memorization & analysis but it fails to touch upon the universal aspects of human living & humane conduct. It is amply clear that the current content and context of education is materialistic in nature – it predominantly involves the study of the material aspects of nature leading to the 'materialistic' outcomes. As a result, humans have mastered inventions & innovations, economic & infrastructure development, technological advancement, etc. to accumulate material wealth but still it is vividly seen that materialistic growth is threatening humankind's survival on Mother Earth. Therefore, presently we as society facing the following issues:

- Environment Degradation, Resources Depletion, Climate Change & Pollution.
- Individualism, Competition, Stress, Depression, Anger, Anxiety & Toxicity.
- Consumerism, Communalism, Social Inequality & Societal Intolerance.
- Increasing Aimlessness & Loneliness in Individuals.
- Breakdown in Interpersonal Relationships and Family Structures.
- Erosion of Human Values, Ethics & Cultural Heritage.
- Unstable Demand & Infinite Consumption of Products & Services.
- Sedentary Lifestyles, Obesity, Mental & Physical Health Problems.
- Geopolitical Conflicts, Global Inequalities & Repercussions.

The Madhyastha Darshan (Co-existential Philosophy), propounded by Shri A. Nagraj, uncovers the nature of consciousness and all dimensions of reality. The Madhyastha Darshan provides a universal solution to mankind's current existential, personal, familial, social and technological dichotomies. It is a *new* discovery based on natural law that inaugurates the fundamental nature of the Universe, Humane Conduct, and Consciousness Development & Human Purpose. This Co-existential Philosophy (Co-existentialism) is being presented as an 'Alternative' to Materialism (Science) and Theism/Spiritualism for evaluation and study by humankind.

'Jeevan Vidya' is a proposal to understand all of life based on new philosophy with comprehensive clarity on all aspects of reality and all dimensions of human life: experiential, rational, emotional and occupational for harmonious living. It offers a 'grand unified view' enabling coherence in one's spiritual, intellectual, behavioural and materialistic resolutions for our multidimensional dichotomies and problems via awareness and consciousness development.

Through hundreds of programmes during more than the last two and half decades, the Jeevan Vidya approach has helped millions of participants to live a purposeful life in harmony with family and society. In today's time of global turbulence and complexities, the Jeevan Vidya offers a simple and easy to implement solution which has the power to change minds towards meaningful, purposeful, sustainable and peaceful living.

AICTE has been also striving for Value-based Education right from Primary to Higher Education since 2017 in the light of Madhyastha Darshan in the form of UHV Programs.

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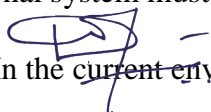


- **Preface**

Humanity has come a long way in its long history. Our comprehension of the physical world has improved thanks to science, and technology is still providing conveniences in ever-more inventive ways. Humans are able to identify education as a "fundamental need" and perceive the necessity of peaceful coexistence at the level of human civilization. We have come a long way from the days of fearing the elements and feuding tribes. Even if we have achieved great strides and inventions, the question of whether or not we are happy with the current condition of affairs persists. Investigating this matter reveals that we continue to confront significant issues on a number of fronts. Human relationships within the family are plagued by issues with mutual understanding, growing mistrust, insecurity, and generational gaps, while individuals themselves continue to struggle with conflict, stress, and a lack of clarity regarding their life goals. Furthermore, we observe growing intercommunal conflict, exploitation and strife, terrorism, and violence in many forms at the level of human interactions in society. Serious worry is also being expressed about the rising levels of corruption and other unethical behaviour in a variety of professions. The depletion of resources and different forms of environmental deterioration are becoming more and more of a threat to the survival of the human race on a natural basis. Despite all of the advances in science and technology, all of these issues are actually directly related to the "well-planned" human activity that has been carried out in the name of development. So where's the answer hiding? What specifically is wrong? This is a significant query that still fascinates people's minds today.

The ultimate goal of education is to provide people the tools they need to live happy, meaningful lives in balance with their families, communities, and the natural world. Thus, educators must facilitate the resolution of these problems in order for human society to realize its long-cherished objective. Given this, it becomes imperative to determine what is important, or what a human being truly values. Technology is an important human endeavour, but it is merely a tool for accomplishing goals that are deemed "valuable" by humans in a productive and efficient way. Technology therefore has no business determining "what is valuable" to an individual. Worth education is the field of study that addresses "what is of value" or "what is valuable to a human being." As a result, values serve as the foundation for all we do, and any educational system must guarantee that values and skills complement one another.

In the current environment, the value dimension has been neglected as our mainstream education system has continued to tilt in favour of information enrichment and skill

  
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development. The aforementioned issues are the result of this imbalance. The useful approaches and models for value education have not yet found a proper home in our educational system, despite the fact that the significance of value education is frequently emphasized on a variety of platforms and by numerous commissions and expert committees on education. We have had first-hand experience as technical education researchers and instructors with the necessity of closing this gap and incorporating suitable value education into the current system. We have been conducting experiments and working on developing our own understanding and vision for value education for a number of years in an effort to create appropriate inputs that may be successfully incorporated into the curriculum as they stand.

We have found great assistance in developing and testing the methodology presented in this book thanks to the foundational work of Sh. A. Nagraj of Amarkantak, who introduced Sah-astitvavūd (also known as Madhyastha Darshan) as a philosophy to comprehend human reality in relation to the rest of existence, with a primary focus on realizing the inherent harmony (Vyavasthā) and co-existence (Sah-astitvavād) at every level of existence. We now have a solid foundation upon which to build a comprehensive strategy for value education thanks to this ideology.

The true foundation for ingraining universal human values and moral behaviour is thought to be developing the correct understanding of oneself and the rest of reality through self-exploration and recognition of the inherent co-existence, harmony, and self-regulation at various levels in existence. This is what will contribute to the shift toward a human consciousness that is based on a holistic worldview, which is value education's main goal. This is also what is actually important to guarantee moral behaviour in the workplace. In order to create a vision for humanistic education, humane behaviour, and a humanistic constitution that results in a universal human order, values must be identified based on correct understanding. This gives R&D a lot of room to develop comprehensive technologies and systems.

- **Need of Universal Human Values Education**

*Life in School and College*

For the most part, we began school fairly early. We may have started with alphabets when we were four or five years old, then gradually progressed to phrases, and finally learned how to speak and write in a language. After learning how to count, we soon encountered topics like science, geography, history, and many more in both our studies and daily life. These

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courses have given us the opportunity to investigate our reality in a variety of ways and have helped us see new aspects of both our own lives and the world we live in.

We also discover that at some point during this process, we stopped viewing all of this knowledge as a means of landing a "job" or launching a business. We believe that employment and business bring money, and that money, in turn, can provide security, elevate us to a sense of "success," enable us to face our fears, and maybe even be used to purchase items that will make us happy. This is evident when we note that the majority of us now prioritize doing well on competitive exams. 'Getting through' and establishing a career is the ultimate aim, regardless of the exam—Engineering, Medical, SAT, or GRE. Developing a career appears to be the ultimate goal of our entire schooling thus far!

Have you ever asked yourself, "Do I really need to study all these subjects in order to start a business or get a job?" Is this the aim of every education received in school and at university? What do we believe to be the ultimate objective, the overarching reason for the education we have received thus far and are undergoing today?

### ***Life with Family and Friends***

In addition to putting in a lot of time in the classroom and studying, we also spend a significant portion of our life in our homes forming bonds with our friends and family. Our network of ties with our parents, siblings, and friends is a vital part of who we are and a great source of happiness and support. We are grateful for and hold our parents' affection and care for us in the highest regard as we grow into young adults. In a similar vein, once we reach our teenage years, we begin to spend a lot of time with our pals. We communicate with them our feelings, joys, sufferings, and thoughts. It is true that not many people in our world can honestly say that they have not found significance in their relationships with family and friends thus far in their lives!

However, these relationships can occasionally become unpleasant and lead to arguments with the other person. That's when we start to doubt ourselves and start blaming and criticizing the other person—and occasionally even ourselves. In the process, we both start to feel bad about ourselves. Have there been arguments in your friendships or family relationships? Sometimes, the way other people behave, and even the way we behave around them, intrigues, perplexes, or even irritates us. We frequently don't know how to address these interpersonal problems, which disturbs us.

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Some of us even shun our interactions with friends and family because we see them as a burden. Today's formal education offers little assistance in recognizing and appropriately resolving these problems. We receive little to no direction regarding relationships and how to live they well in school or college. Because "it is not covered in the syllabus."

### ***Life all around us***

Every day, the many incidents that occur throughout the world are reported in newspapers and on television. From events in distant nations to local happenings, the TV and newspaper help us stay informed about the world while we are at home. The media exposes us to a different aspect of our lives that is not covered in the formal education system at school. It does this through a variety of means, including lifestyle programs that tell us what people in different places are eating, wearing, and living, political and social issues programs that highlight issues in various parts of the world, educational documentaries, and movies. But is this whole programming only meant to provide us with information? What function do these various programs serve in your daily life?

Ideas about what is "right," "wrong," and socially acceptable or unacceptable are imposed onto us by the media, which does so subtly through celebrity endorsements and commercials. Individuals consume all of this, grow increasingly divided in our thinking, and start buying into the media and the goods it promotes. As a result, media starts to profoundly affect our preferences, beliefs, and, most of the time, the decisions we make in life. Do we recognize these influences, their effects, and their repercussions on us?

In addition, there is an incredible diversity of plants and animals around us. In addition, there is the ground we tread on and the air we inhale. Even though we may not always notice them, the things in our immediate environment play a crucial role in our lives and we are both dependent on and tied to them. These days, we can't escape hearing about environmental problems and phrases like "global warming" and "climate change." How should we understand these problems? What part do we think we can play in finding solutions?

- **What this content is about**

What do we personally think these issues are? How can we as individuals and young people determine what is important to us and what is not? This content makes an attempt to answer these concerns inside of you and puts out some hypotheses for consideration.

The information is meant to help you better understand yourself and your life via self-study. Through this process of guided self-discovery, you will be able to gain a comprehensive and enriching awareness of both yourself and the world around you.

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The goal of this content is to help you find the answers to the questions that are most important to you and to bring all the parts of your life together into a cohesive whole. We will investigate the basic questions that influence our life and how we live. We shall investigate our goals and methods for achieving them.

We'll explore the things that bring us joy and sorrow. We'll make an effort to comprehend the nature, significance, and boundaries of money. We'll look at internal processes and mental processes. We'll examine our friendships and familial ties to discover what transpires and why. We shall examine society and our place in it for a while. Naturally, we will also discuss nature and what it means to coexist with it.

As we progress through college and beyond, we also discover that it gets harder to manage our time and responsibilities, set priorities, and follow through on them. These items may also be the source of our tension. Furthermore, we frequently experience internal contradictions, misunderstandings, and conundrums that are challenging for us to overcome. We may experience a lack of confidence in our own choices and deeds. We shall also investigate these facets.

To get here, each of us had to endure a protracted learning process, a great deal of labor, and a demanding evaluation procedure. We need to get a more comprehensive understanding of the world, ourselves, and our needs as we prepare to shape our lives. To be responsible human beings, achieve success, balance, and happiness, and reach our full potential, it is imperative that we understand what is required. With the help of this content, we will be able to examine every aspect of ourselves that is pertinent in order to recognize, assess, and make informed decisions about them.

- **What this content is not**

This is not "moral science" material. There are no dos and don'ts in this text. We won't be lecturing you on who you should be or what you ought to be doing. The information is not intended to upset you or incite you to criticize other people or yourself. All this content will do is invite you to look within – in an open, kind, and courteous manner.

Understanding topics that are crucial to our lives and happiness is the focus of this content, not memorization of facts to be repeated on tests in order to achieve good grades! This material will discuss the true meaning of "marks" in daily life and as a human being.

- **Our 'relative' values and beliefs today**

You might be wondering at this point, "Why do I need to explore this content to find this out?" I already know what's valuable to me. It came from my family, my parents, and the

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other works I've read! This content is here for two reasons: (1) we need to make sure that what you consider valuable is actually so; and (2) if you haven't been paying attention to certain other aspects of life, you can do so by using this information.

If we examine ourselves closely today, we discover that we all hold certain views, and we define what "values" or what they mean to us based on these beliefs. For instance, beliefs are particular assessments or judgments we have about the people in our lives, the world at large, and ourselves. For instance, someone can think that "working for the government is the best kind of work," "IIT is the best university to attend," or "metropolitan areas are the best places to live." We can also have ideas like "I want to be famous," "I need money to be happy," "success is important," "I am smarter than other people if I get more marks," "I can be a great manager because I can talk," and so on. We all live with these kinds of notions. We pick up these ideas from the things we are exposed to by reading, watching, hearing, talking with friends, parents, publications, television, and other media. That is to say, we all live with a variety of belief systems at any one time, and these beliefs permeate every aspect of our lives.

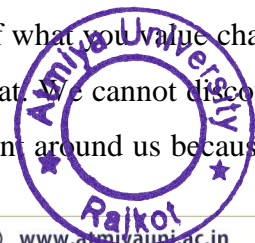
The intriguing part about beliefs is that we can examine this within ourselves and that they typically evolve over time. It's possible that we once believed that "getting into a good college" was the most important thing, but that belief has since evolved to include "getting a good job." Once we acquire a great job, it could be crucial to perform well and make a lot of money. Having a good position—that is, what we consider useful and significant—may become more important once we have the money because our priorities change or "shift" over time. We occasionally have opposing "values" or "beliefs," and depending on the circumstance, we feel compelled to sacrifice our moral principles.

Beliefs are also typically not true for everyone. Although a group or a sizable portion of the population may have certain beliefs, they are not universally believed. For instance, while earning money may be more essential to your friends than having good grades, it may not be as important to you. While you may believe that protecting the environment is crucial, your friend might believe that enjoying life to the detriment of the environment is acceptable. This is not just true for us, but also for the majority of those in our immediate vicinity; people's beliefs vary greatly from one another. Our current beliefs, which shape our values, desires, and identity, might not actually be our own; rather, they might have been "borrowed."

You could wonder, what's wrong with it. The only real issue is that you won't be able to determine your own happiness or your own objectives and goals if what you value changes over time or if you are unsure of it! And today, we find precisely that. We cannot discover a continuous and permanent stability in ourselves or in the environment around us because we

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view the world and ourselves through the lens of our conditioning ideas and values. When we interact, there may be arguments and discontent since what is "value" to me might not be "value" to you. The reason we have this issue now is that our conditioned views and values are frequently inconsistent, contradicting, and unstable, and they might not be founded in reality.

We cannot guarantee our happiness if we live our life solely according to our ideals. It is critical that we comprehend this. Do we really wish to live with such dubious morals and beliefs? Or do we prefer to live in a state of certainty? When it comes to making decisions, do we have to choose to act in accordance with our presumptions and beliefs or do we need to base our decisions on an understanding of reality that we can verify for ourselves?

Value education is concerned with what makes life meaningful and purposeful for us as individuals, as well as our objectives and strategies for achieving them. We can see the meaning and purpose of life with this clarity. This clarity, along with the satisfaction that comes from achieving this goal, makes us feel confident in ourselves. This gives us faith in our own inner capabilities. Finding out how we may be confident in our values, or who we are, therefore becomes crucial; this is the goal of value education. Thus, this is undoubtedly not a dull topic!

- **Life is a Laboratory**

Human values are more than just what you learn in a few hours at school. Because of this, these are not limited to the formal session like other lessons! That is to say, the process of seeing, analysing, and considering the proposals continues outside of the classroom, in our everyday lives, and even after these "classes" have ended. With the aim of better comprehending the topic of discussion, the classroom setting is designed to facilitate a concentrated conversation on the same and benefit from the many opinions put out by participants.

This content is meant to support research and self-discovery. You have the ability to independently verify the propositions made in human values as you proceed through life. It is helpful to consider the suggestions and investigate and evaluate their applicability in various spheres of life.

- **Basic Guidelines for Value Education**

Now that the necessity of value education has been established, let's also envision some practical and broadly embraced rules that will make it possible to implement value education within the current framework. The following general guidelines can be used to determine what would be considered a suitable input in value education:

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### ***Universal***

All of the material we study for value education must be true in all circumstances and universally applicable to all people. Furthermore, it is not limited to any one nationality, gender, creed, or sect. It must therefore address universal human values.

### ***Rational***

It must be defensible by logic and not predicated on ideologies or dogmas. It cannot consist of a list of precepts or dos and don'ts.

### ***Natural and Verifiable***

Our goal is to explore what comes naturally to us. Being natural implies that it is acceptable to all people in a natural way. Living according to these principles that come naturally to us brings us fulfilment and happiness. It also benefits the other people and the environment with which we interact. We also want to confirm these values for ourselves; that is, we don't want to take anything at face value simply because it is written in a manual or mentioned here; instead, we want each other to independently confirm these values to see whether they hold true for us. In order to accomplish this, we must first validate it inside ourselves as something that is both naturally acceptable and something we can apply to our daily lives and see to be fruitful.

### ***All Encompassing***

Education in values is more than just homework. Its goal is to change the way we think and live. It must therefore penetrate all aspect of our lives—thought, behaviour, work, and understanding/realization—as well as every level—individual, family, society, and environment.

### ***Leading to Harmony***

Lastly, a value education must help us live in harmony both with ourselves and with others. Therefore, we begin to see that living according to these principles will result in harmony within us as well as harmony in our relationships with other people and the natural world.

- **The Content of Value Education**

Every unit in this existence has worth based on how it contributes to the greater order of which it is a part; for example, a pen's value stems from its ability to write. In this instance,

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writing represents the pen's participation in the larger order that includes the pen, paper, and human person. The ability to see is what gives an eye its value. Vegetable plants are valuable because they provide food for both people and animals. What is the worth of an individual human?

What role does a human play in the larger scheme of things is implied by this question. Humans, plants, water, soil, air, animals, birds, and so on are all part of that larger order. A human being's participation in this arrangement is what gives them value. Therefore, in order to comprehend human values, we must examine human reality in conjunction with everything else that makes up the greater order of existence, as well as the place of the human being in relation to every other unit in existence.

- **The Process of Value Education**

Before moving further, we must determine the value education method. Now let's familiarize ourselves with the approach to value education that we will take. Proposals will be made regarding many facets of reality that aid in the comprehension of human values in this course. You must independently confirm these suggestions and consider your life in this context. Let's investigate how we can validate these suggestions.

- ❖ We'll use introspection to confirm these suggestions. We will look into these suggestions and make an effort to independently confirm ourselves.
- ❖ We will conduct this self-exploration based on whether the recommendations are acceptable to us in a natural way; that is, whether they are something we would naturally embrace rather than something that is imposed upon us.
- ❖ Verifying the proposals by experience validation—that is, by adhering to them—will also be a part of self-exploration. Experiential validation will guarantee that, when we make decisions based on this education, both our surroundings and ourselves will find fulfilment in our lives.
- ❖ It's not necessary to agree with everything expressed because the process is about self-exploration rather than dispensing advice or dictating dos and don'ts. Just be prepared to look into things seriously. We don't want to merely impose predetermined truths and theorize.
- ❖ This process of self-discovery must first take the shape of a conversation—that is, a discourse between the presenter, or teachers, and the receivers, or students—and then gradually transition into a dialogue that takes place inside the reader/students. We can all perform this internal check on ourselves.

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- ❖ It is anticipated that this process would start a shift in how we interpret consciousness and how we live.
- ❖ All submissions must go through this self-verification process. We shall move forward in this manner, one proposal at a time. We shall work on the suggestions and confirm their veracity in ourselves and in our daily lives because life is a laboratory. To sum up, everything stated in this book should be regarded as a suggestion that has to be looked into and confirmed. This book is not meant to be a sermon or to prescribe dos and don'ts; rather, its content is designed to help the reader become a truer version of themselves via introspection.
  - **The Basic Human Aspirations - Continuous Happiness and Prosperity**

### *Happiness*

As a result, it is clear to us that the sensation of inner contentment or happiness is all that humans really want. This is the most basic goal we have. According to psychology, happiness is a mental or emotional state of well-being that is characterized by pleasant or good feelings, which can range from profound delight to satisfaction. Contentment, flourishing, quality of life, and well-being are a few similar ideas.

However, precisely what emotion or condition are we attempting to reach or achieve? Have you given it any thought? Here, let's do just that.

Observe that we get a sense of well-being when we achieve our goals, whether they include being, doing, or obtaining something. We experience internal tension when we are unable to do so or when it is improbable that we will succeed in doing so. For example: you want to buy a new bike, but you can't or the possibility seems unlikely, you want to solve a puzzle or build a house, but you can't or it seems unlikely, you want to eat pizza, but it seems unlikely or you can't, you want to be with good friends, but you have few or are unable to, There are countless reasons why you might wish to learn more about a subject or exam but are unable to do so. We can see that there is internal strife and struggle in each of these scenarios as a result of the disconnect between our desires and what actually occurs or is likely to occur. We wish to leave this state since we don't like it here. We reject these internal circumstances and look for solutions

On the other hand, when we accomplish such triumphs, we experience a lack of disharmony and a sense of contentment or well-being.

We can thus understand Happiness as

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‘To be in a state of non-conflict/harmony, or  
To live with a feeling of acceptance is happiness’

However, we find it intolerable when we are unable to accomplish our goals, when we are denied our desires, when we feel disrespected or like failures, when we lack confidence or have self-doubt, etc. We want to try and alter such moods because we reject them and do not want these sensations to persist within us. Thus, we can define unhappiness as:

To be in a state of conflict/disharmony, or  
To live in a state of unacceptance is unhappiness.’

Here, we have one more thing to note. It is evident that we do not want to be unhappy, not even for a brief while. For this reason, we make every effort to avoid errors in all that we do. We all strive to perform to the best of our abilities.

It is evident that when we are free of opposing ideas or tensions, when we are able to achieve our goals, and when we are able to become, do, and experience life as we have chosen, we feel at peace. When we are knowledgeable, we are also happy. When combined, these feelings are often referred to be "happiness."

Put otherwise, our definition of "happiness" encompasses feelings of tranquility, satisfaction, and joy.

***Prosperity:***

All humans are in need of tangible items, or what we refer to as "material things." For us, material possessions play a part in happiness. List all the "things" that we now require. We utilize a variety of items in our daily lives, such as toothpaste, brushes for cleaning teeth, clothing, food, cooking utensils, eyeglasses, TVs when needed, two- or four-wheel drives, radios, cell phones, houses, running water, and a lengthy list of other items. Such worldly goods appear to be necessities in our lives. Indeed, it appears like obtaining these material possessions is the only goal for many of us! Regardless of how "simple" or "complex" a person's life may be, everyone requires material possessions.

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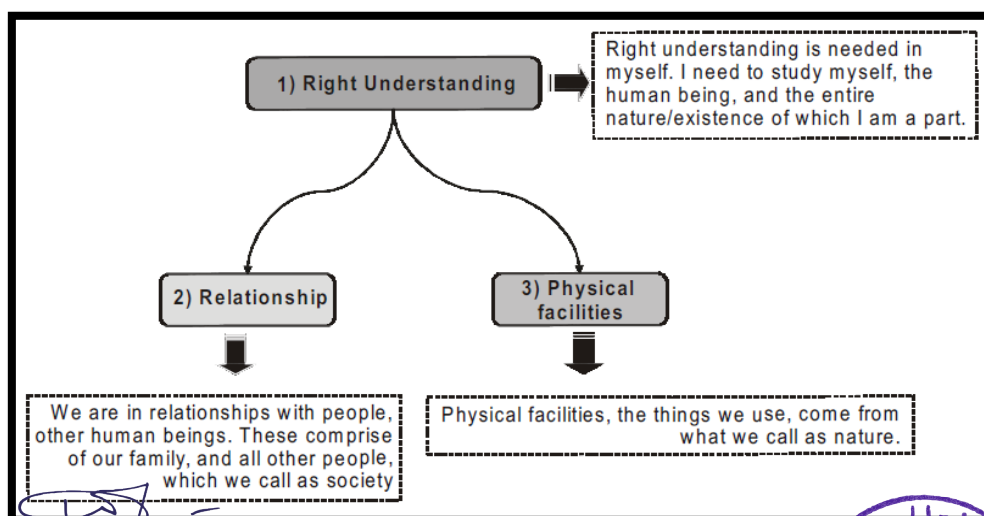
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These days, in order to purchase these tangible items, we need money. Naturally, there was a period when people traded products without using money—a practice known as "barter." However, in the modern day, money is utilized in exchange for goods. How much money is required now is the question. "Knowing the amount of material things we need and in what quantity will tell us how much money is needed," could be a straightforward response.

If so, how does one determine the appropriate amount of material possessions? What constitutes "this much is enough"? Answers to all of these pertinent and significant questions are required. Nowadays, most adult humans' labour long hours for material pleasures and goods and make great efforts to accumulate wealth and material possessions. Therefore, this is a crucial area of our lives that we must comprehend.

The concepts of money and "material" items are commonly referred to by the terms "wealth" and "prosperity." Are these phrases synonymous or do they have different meanings? As an illustration: Assume for the moment that I am extremely wealthy and have a lot of money. When you visit my home, I start to worry that you might remain longer than anticipated and that I might have to provide you with tea, snacks, or perhaps a full supper. It's a humorous circumstance, but it does occur. Which state would we refer to this as? A wealthy individual does not want to part with even a small portion of their wealth. Despite having wealth, the person feels "deprived," or in other words, they don't feel "prosperous." There is more than enough "wealth" in any case, so if he or she felt wealthy, they would have shared what they had. Conversely, a person with little wealth can invite you to stay in their home for a few days and offer your assistance when you need it. This is a sign that one is experiencing "prosperity." Thus, it is evident that:



**Wealth** is something that can be measured. It can refer to having a lot of material possessions, money, or both.

Prosperity is a sensation, the result of comprehension or clarity. Since it is not a tangible standard, it cannot be measured. We get a sense of prosperity when we are able to possess or generate more material stuff than our family need.

Prosperity = 'feeling of having, producing more, or the ability to produce more material things than is required'.

- **Our 3 aspects of living- the source for our happiness's**

We've seen that the fundamental reason and objective of all our acts is to be happy, peaceful, content, and prosperous. Additionally, we've seen that contentment is a condition of harmony, order, and absence of conflict. Let's review the various states and circumstances we find ourselves in and assess our performance on each of these fronts. The three facets of our (human) existence are as follows. These parts of our lives either comprise or give birth to our happiness or lack thereof. These are the origins of our current joys and sorrows.

### *Aspects of Human being*

We discover that there are four levels in which humans exist, and that none of them can be disregarded or eliminated. Nothing else can be added to these, and taken as a whole, they make up everything that we own.

Let us now explore these different levels of our living:

#### *Living in Myself:*

Everybody has ideas, opinions, fantasies, and choices. This is our basic standard of living. We think before we express ourselves in relationships, and everything we get back from the other goes through our internal processes once again. This is what we call (our) Self. We refer to this combination of the body and the inner world, or "myself," as a "human being."

We observe that most of the time we are preoccupied with ourselves, planning, considering, and so on. We must examine ourselves first and foremost. This entails making an attempt to comprehend our own needs, wants, and actions. So far, we have made assumptions without doing a thorough internal investigation. We have read a great deal of literature and have endured years of subliminal and silent indoctrination about our identity, desires, and appropriate behaviour—in other words, "how to live!" We must start with "knowing" ourselves and put our beliefs to the test by allowing our natural acceptance of them.

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### ***Living in Family:***

We are all born into a family—our parents—when we are born. This is each person's initial web of relationships; after that, we each have further relationships with our siblings, friends, classmates, teachers, and other people. We refer to the group of people we live with every day as our "family."

My perception of myself determines how I perceive others and how I relate to them as fellow humans. I can see the other person more clearly and better if I can better understand myself. And my relationship with the other is built on this knowledge. Understanding oneself enables us to comprehend others, and harmony with one another is the cornerstone of a relationship. We must comprehend the expectations in human interactions and whether they can be met in order to maintain peace in the home and in society.

### ***Living in Society:***


We live in a wider community with other families, where there are ties to food, clothes, housing, services, health, education, and the law, among other things. As members of this human system, we dwell here. This is how we live in society. We are able to fulfil our relationship with others in society as we become more aware of who we are and how we relate to them in our families.

### ***Living in Nature/Existence:***

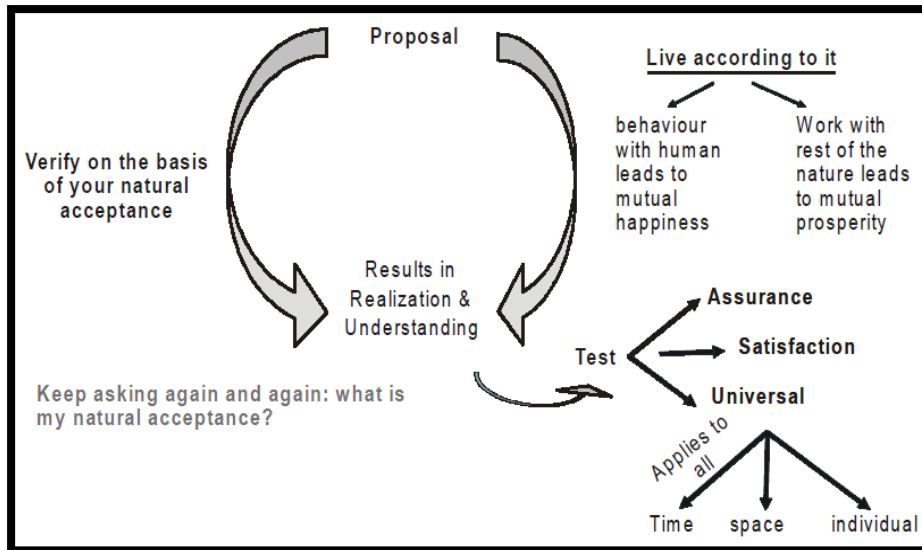
We dwell in a vast ecosystem known as nature, surrounded by grass, plants, trees, birds, animals, and other people. This is the earth on which we are situated. Our hamlet, town, or city, wherever we may be, is a part of this natural ecosystem or eco-system. The moon, the sun, and the many stars and planetary systems that envelop our globe are all part of a wider system of planetary bodies. All that exists in this entire "existence" coexists with our earth, which is a part of the solar system. Additionally, there is space between planets—even, at this moment, between you and the book! Together, these objects in space are referred to as existence. "Existence" refers to all that is.

Understanding nature allows us to interact with it in a way that brings us both fulfilment.

We can begin our investigation into this harmony inside ourselves by observing what comes easily to us. By practicing Natural Acceptance, we can connect with our intrinsic selves, our invariant selves, and our natural selves.

  
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*Our natural Acceptance is only for Harmony.*

*Or, in other words*

*We only like situations that are harmonious.*

Let's go over the verification procedure based on natural acceptance once more:

Regardless of the nation or culture we are from, as well as our age or gender, each of us have this innate acceptance. All people possess the human quality of natural acceptance. It is complete and constant in every one of us. No matter how strong our preconceptions or views are, they cannot upset natural acceptance, which remains constant and unchanged.

Each one of us can thus see that we want to

*Understand and be in harmony within ourselves*

*Understand and live in harmony in family*

*Understand and live in harmony in society*

*Understand and live in harmony in nature/existence*

This is our program; this is what we ultimately want.

When I can perceive and comprehend this harmony for myself, I feel confident in who I am. I come to understand that I, too, may be in harmony with all other units when I am able to perceive that nature/existence is harmonious and that each unit in existence is in harmony with all other units.

- **Values in Human Relationships**

The relationship between the Self ('I') and the other Self ('I') is outlined quite clearly in the proposal above. The Self, or "I," must have a relationship with another. We have feelings

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for each other since we are in a relationship. Nothing tangible or material can ever take the place of these emotions. These emotions are distinct and serve as the "values" of a partnership. Emotions of one Self ('I') with another ('I') are distinct, recognizable, comprehensible, and satisfying. Even in our closest relationships, we get into trouble and feel that we can never satisfy the other if we don't understand them. As a result, we harbour resentment.

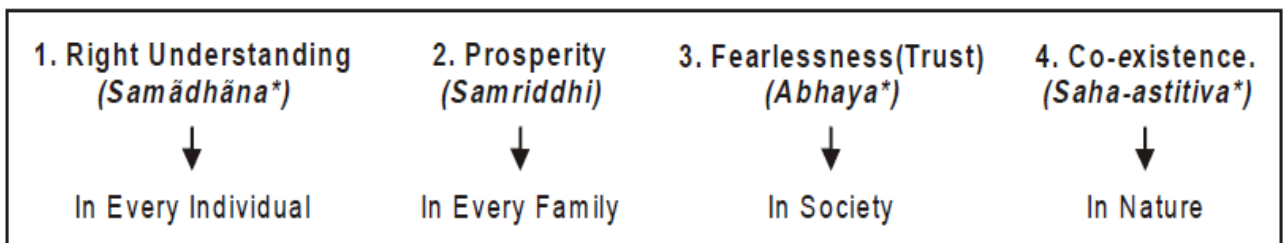
Let's enumerate the important relationship values and see whether we can embrace them within ourselves. As previously stated, in order to achieve mutual fulfilment, we must first confirm them at the level of our natural acceptance and then make an effort to live appropriately.

**Feelings (Values) in Relationships:**

- (1) Trust (Visvāsa )
- (2) Respect (Samman)
- (3) Affection (Sneha)
- (4) Care (Mamatā)
- (5) Guidance (Vātsalya)
- (6) Reverence (Shraddhā)
- (7) Glory (Guarava)
- (8) Gratitude ( Kritagyatā )
- (9) Love (Prema)

• **Identification of the Comprehensive Human Goal**

In order to facilitate the fulfilment of the basic aspirations of all human beings in the society, the following comprehensive human goal needs to be understood. This is what will be conducive to the fulfilment at the individual level as well as sustainable prosperity, peace and harmony in the society:



1. Right understanding is necessary for the human being, for all human beings. When one does not have the right understanding, one remains disturbed and also acts in an manner so Registrar disharmony with other human being as well as with rest of nature.



2. Prosperity is needed in every family. Prosperity in the family means that the family is able to identify its needs and is able to produce/achieve more than its requirements.
  3. Trust in society means every member of society feels related to everyone else and therefore there is trust and fearlessness.
  4. Co-existence in nature means there is a relationship and complementarity among all the entities in nature including human beings.
- **Programs Needed to Achieve the Comprehensive Human Goal: The Five Dimensions of Human Endeavour**

In the light of the comprehensive human goal, let us visualize how the following five salient dimensions of human endeavour are to be shaped and implemented in society. It will be necessary to develop appropriate systems and programs to cater to the above goal in order to ensure human welfare.

The five dimensions of human endeavour are:

1. Education – Right Living (*Sikshā - Sanskāra*) (or ‘*Shiksha-Sanskar*’)
2. Health – Self-regulation (*Svāsthya-Sanyama*) (or ‘*Svasthya-Sanyam*’)
3. Justice – Preservation (*Nyāya-Surakshā*) (or ‘*Nyaya-Suraksha*’)
4. Production – Work (*Utpādana-Kārya*) (or ‘*Utpadan-Karya*’)
5. Exchange – Storage (*Vinimaya – Kosha*) (or ‘*Vinimaya-Kosh*’)

These five dimensions broadly cover all the activities that are necessary and fundamental to the harmonious existence of human society.

- **The Four Orders in Nature**

If we look around, everything that we see can be put into one of the following four ‘orders’.

- A. Material Order (*padārtha avasthā*) – e.g. soil, water, air, etc.
- B. Plant/Bio Order (*prāna avasthā*) – e.g. grass, plants, trees, flowers, fruits, etc.
- C. Animal Order (*jīva avasthā*) – e.g. Animals and Birds.
- D. Human (Knowledge) Order (*gyāna avasthā*) – Human Beings.

Large land masses known as continents, enormous amounts of water such as oceans and seas, mountains, rivers, the atmosphere above, deposits of metals and minerals below, and dense gasses and fossil fuels located deep beneath the earth's surface are all considered to be part of the Material Order. Indeed, if we gaze beyond Earth, we can see evidence of the material order in the form of stars, planets, moons, and other astronomical bodies.

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Order	Material	Plant/Bio	Animal	Human
Things (vastu)	Soil, Air, Water	Plants, Animal Body, Human Body	Animal Body + 'I'	Human Body + 'I'
Activity (kriyā)	Composition/ Decomposition	Composition/ Decomposition + Respiration	(Composition/ Decomposition, Respiration) in Body + Selection in 'I'	(Composition/ Decomposition, Respiration) in Body + (Selection, Thought, Desire) in 'I' & need for Realization & Understanding
Innateness (dhāraṇā)	Existence	Existence + Growth	(Existence, Growth) in Body + Will to live in 'I'	(Existence + Growth) in Body + Will to live with happiness in 'I'
Natural Characteristic (svabhāva)	Composition/ Decomposition	Composition/ Decomposition + Nurture/ Worsen	(Composition/ Decomposition, Nurture/Worsen) in Body, + (Non- cruelty, Cruelty) in 'I'	(Composition/ Decomposition, Nurture/Worsen) in Body + (Perseverance, Bravery, Generosity) in 'I'
Basic Activity (kriyā)	Recognising, Fulfillment	Recognising Fulfillment	(Recognising Fulfillment) in body + Assuming, Recognising, Fulfillment in 'I'	(Recognising Fulfillment) in body + Knowing, Assuming, Recognising, Fulfillment in 'I'
Conformance (anu-sangitā)	Constitution conformance (pariṇāma anu sangitā)	Seed conformance (bija anu- sangitā)	Breed conformance (vanśa anu- sangitā)	Right values/sanskāra conformance (sanskāra anu- sangitā)

Grass and tiny plants cover our land mass, forming the lining of the entire earth. Along with the marine vegetation, shrubs, plants, and trees combine to form enormous forests. The next major order on Earth is the plant/bio order, which includes everything mentioned above.

The Animal Order, which includes both animals and birds, is the third largest order. Once more, we observe that the number of plants and other bio-orders is significantly more than that of animals.

The smallest level, known as the Human level, consists only humans. Compared to the human hierarchy, animals are significantly more numerous.

Each one of us can recognize all these four orders around ourselves and see that together these four orders comprise of all the units that we see and understand around us.



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- **Professional Ethics in the Light of Right Understanding**

A profession is an important area of human endeavour that aims to include people in the greater order, which encompasses the surrounding environment and society. In light of this, it is everyone's meaningful involvement in one or more of the five human effort fields that are necessary for a peaceful society. Among these, production and activities connected to it happen to be one significant domain. Additionally, it provides one with the means of subsistence—the physical facilities—for oneself and one's family. In this place, one must communicate with both other people and the other living and non-living things in the natural world. One obtains the specialized information and abilities needed to make this contribution to the greater order through professional education. The proper use of one's professional abilities to the accomplishment of all human goals and, thus, a meaningful contribution to the greater order is implied by ethical conduct in the workplace. Thus, it is required of a competent professional to practice their trade with appropriate knowledge, skill, and dedication in order to make an effort that promotes human welfare, that is, the happiness and prosperity of all people as well as the enrichment of the rest of nature. However, in addition to the necessary abilities, human beings must have value competence, or ethical competence, in order to accomplish this. Professional skill sophistication is currently being prioritized more and more, and the majority of educational efforts are focused on achieving this goal. The development of ethical competence—which is attained through suitable value education—is scarcely ever stressed. It should be clear that developing this ethical competency and promoting professional ethics are important outcomes of having the proper understanding.

The concerns surrounding unethical behaviour in the workplace are currently gaining considerable attention. Humans have gained immense power to affect both the condition of nature on this planet and the lives of other beings due to their increased knowledge and skill, as well as the availability of advanced technology and systems for large-scale networking to harness these abilities. It becomes imperative in such circumstances to guarantee the moral application of the professional skills. And the only way to become competent in this regard is to have the proper comprehension of it and the mindset to live according to it, that is, through moral behaviour.

If we examine the prevailing ethos of the modern era, we find that the primary focus is on what is referred to as "economic development," which in reality amounts to pervasive inclinations toward the accumulation of wealth or the maximization of profits as well as the expansion of physical infrastructure that is thought to be the route to happiness and prosperity.



Therefore, all of the resources, technologies, know-how, and abilities are only used in one direction. This is leading to a number of worldwide illnesses as well as paradoxes and conundrums on many different levels. Hazardous repercussions are already being experienced as a result of this trend's globalization. Therefore, it is becoming more and more important to correct this condition, and the only way to do so successfully is by developing the proper understanding.

## **Report on Implementation of Universal Human Values at Atmiya Group of Institutions**

### **Introduction**

Education opens up our intelligence, but Human Values give us serenity; education endows us with dexterity, but Human Values nurture earnestness; education extends our affiliation with the world, but Human Values tie us with our own family, education makes our living better, but Human Values silhouette our life; education teaches us to race, but Human Values cajole us to be complete; education makes us skilled, but Human Values instil in compassion, education takes us to the zenith but Human Values en-route the entire humanity to be blissful, education gives us ability of enhanced learning, but Human Values inculcate profound understanding, education gives us Anna but Human Values indoctrinate in us Ananda; education may bring limitations but Human Values are for liberation. After all right education means- "Sa Vidya Ya Vimuktaye". It means that knowledge is what helps us to attain liberation.

### **The call for of Human Values in Higher Education**

Human Values in Higher Education are significantly considered necessary in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. The number of educated people has reached at a high level, but murder, hatred, and selfishness have spread out like wildfire everywhere. Many institutions are opened, but only few civilized people are produced. Degrees are available for all, but the dignity has gone down. Trained people are produced from many institutions, but sincere people are very few. Many books are written; much research is done; many professional achievements are attained, but humanity is threatened. As a result, we necessitate Human Values in Education. The highest purpose of education is now either disregarded or may be forgotten.

### **Our Says and Conscientiousness**

Conduct degrades the society and environment, in spite of all the education, we ought to review it.

The realization of restoration and upholding Human Values in Education has been repeatedly highlighted by various commissions and committees on education viz: Dr Radhakrishnan, Dr Kothari, UNESCO's declaration on service to society and so on. UGC has requested universities to take essential steps to sensitize students with human rights and human values in 2013. "Ethics, Integrity and Aptitude" has been introduced as compulsory paper in Civil Services (Main) Exam since 2013. The AICTE review committee has made strong recommendations regarding humanizing education to the Government in 2014.

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It is the responsibility of educators to make genuine efforts to resolve these issues and develop education that enables the students to live a fulfilling life – in harmony with oneself, family, society and nature. It should facilitate the development of human conduct and competence to contribute to undivided society and universal human order.

### Let's Awaken Ourselves

So we must awake and act now. In fact the bright future of our nation depends on the inquisitive learners as there is a saying -"If you plan for one year, plant rice. If you plan for ten years, plant trees. If you plan for 100 years, educate children". Our ancestors gave us the highest message of Value Based Education - "Satyam Gyanam Anantam Brahman". Therefore, after the completion of education at Gurukul, the Gurus finally used to sermonize their students in the graduation ceremony - Satyam Vad, Dharmam Char, Swadhyayan-ma Pramad, Matrivedo Bhav, Pitridevo Bhav, Acharyadevo Bhav etc. Consequently, the time has again come to revive and restore our ancient knowledge based on Human Values in this modern age without being biased, extremist, prejudiced and orthodox. It is only ancient knowledge and Vidya which will change the attitudes of our learners making them complete human beings. And, in return they will change the entire human society. "Vidya Dadati Vinyam, Vinayat Yati Patratam; Patratwat Dhanama-pnoti, Dhanat Dharma Tat Sukham"

As long as you are not comfortable with your own self you cannot do much for people around you. So values like self-discipline, self-respect play a major role in shaping "Who I am today?" understanding each other's situation, mind set and overall nature is the way to maintain harmony in family. Encouragement, love, care, respect, trust create a strong backbone in blood relations. And finally when you are comfortable with your self- your actions, you live in synergy with nature too. Human Values Seminar is a subtle way of making people realize their life goals and mistakes and getting them back on the better track. Human Values are important for healthy relations. Various human values workshops were conducted at Atmiya Group of Institutions in the last one and a half year.

### Details of the various Workshops conducted at AGI

#### 1) Module 1 Workshops for Students:

Place: Atmiya Group of Institutions, Rajkot

Date: June 2014 – September 2015

Participants: 78 Batches with approximately 60 students per batch

Total Workshop: 123 Students: 7147 Students



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Sr. No	Class	Workshop Date	No. of workshops	No of Students	Total No. of Students
1	MAM Semester I	24th -26th June, 2014	2	55	110
2	Degree- Engineering	25-30th Nov, 2014	4	60	240
3	Diploma - Engineering	14th -16th July, 2014	14	60	840
4	FY,SY and TY Pharmacy	5th- 7th Sept, 2014	3	50	150
5	MAM	24th -26th June, 2014	2	60	120
6	FY, SY and TY - BBA	10th -12th July, 2014	6	55	330
7	MCA, MBA	2nd -4th Sept, 2014	7	50	350
8	MSc- BT, IC, POC, Micro	18th-20th July, 2014	4	40	160
9	Semester V - BCA/BSc IT	24th-26th June, 2014	4	55	220
10	Semester III - BCA/BSc IT	24th-26th June, 2014	4	60	240
11	Semester I - BCA/BSc IT	22-24 July, 2014	4	60	240
12	Semester V- Science	30th June- 2nd July, 2014	10	55	550
13	Semester III- Science	3rd - 9th July, 2014	12	60	720
14	Semester I -Science	9th- 14th Sept, 2014	11	60	660
15	Semester I -Science	29 th June-1 st July,2015	12	60	720
16	Semester I - BCA/BSc IT	29 th June-1 st July,2015	3	58	174
17	Semester I BBA	29 th June-1 st July,2015	3	80	240
18	Semester I B.voc	29 th June-1 st July,2015	2	50	100
19	Semester I MAM	13 th July -17 th July ,2015	3	51	153
20	Semester I CE,IT	5 th August-9 th August,2015	3	62	186
21	Semester I Mech	10 th August-13 th August,2015	3	61	183
22	Semester I civil	17 th August-20 th August,2015	3	59	177
23	Semester I EC,IC,Ele	21 st August-24 th August,2015	2	70	140
24	Semester I MBA	8 th Sept-12 th Sept,2015	1	71	71
25	Semester I MBA	13 th Sept-17 th Sept,2015	1	73	73
Total Workshop			123	Total Student	7147



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## 2) National Workshop on Human Values in Higher Education:

Place: Atmiya Group of Institutions, Rajkot

Resource Person: Dr. Bagariaji

Date: 11th Aug – 13th Aug 2014

Participants: 500 Faculties

Sr. No.	Faculty	Number
1	AITS - MCA,	25
2	AITS- MAM, MBA	27
3	AITS- Degree Engineering	165
4	AITS- Diploma Engineering	123
5	Atmiya Institute of Pharmacy	23
6	AITS- Library and Non-Teaching	73
7	MNVSC- GIA	27
8	MNVSC-SIF	108
9	School	38
10	Faculty other than institute	10
	<b>Total Faculty</b>	<b>619</b>



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### 3) Post Orientation Workshop on Universal Human Values in Technical Education:

Resource Person: Dr. Kumar Sambhav, Galgotias University, Greater Noida

Place: Atmiya Group of Institutions, Rajkot

Date: From 27th Sep – 28th Sep 2014

Participants: 500 Faculties

Sr No	Faculty	Number
1	AITS - MCA,	25
2	AITS- MAM, MBA	27
3	AITS- Degree Engineering	165
4	AITS- Diploma Engineering	123
5	Atmiya Institute of Pharmacy	23
6	AITS- Library and Non-Teaching	25
7	MNVSC- GIA	27
8	MNVSC-SIF	108
9	School	4
	<b>Total Faculty</b>	<b>527</b>



### 4) 5 Day National Workshop - "Jeevan Vidya Parichay ",

23rd - 27th March, 2015- Mr Suresh Patel, Gandhinagar

Sr. No.	States	Participation
1	Gujarat	108
2	UP	01
3	Jharkhand	01
4	Delhi	01
5	Rajasthan	01

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## 5) Teachers' orientation PSL1 and\*PSL1++

Place: Atmiya Group of Institutions, Rajkot

Date: From 6th May-19th Oct.2015

Participants: 558 Faculties



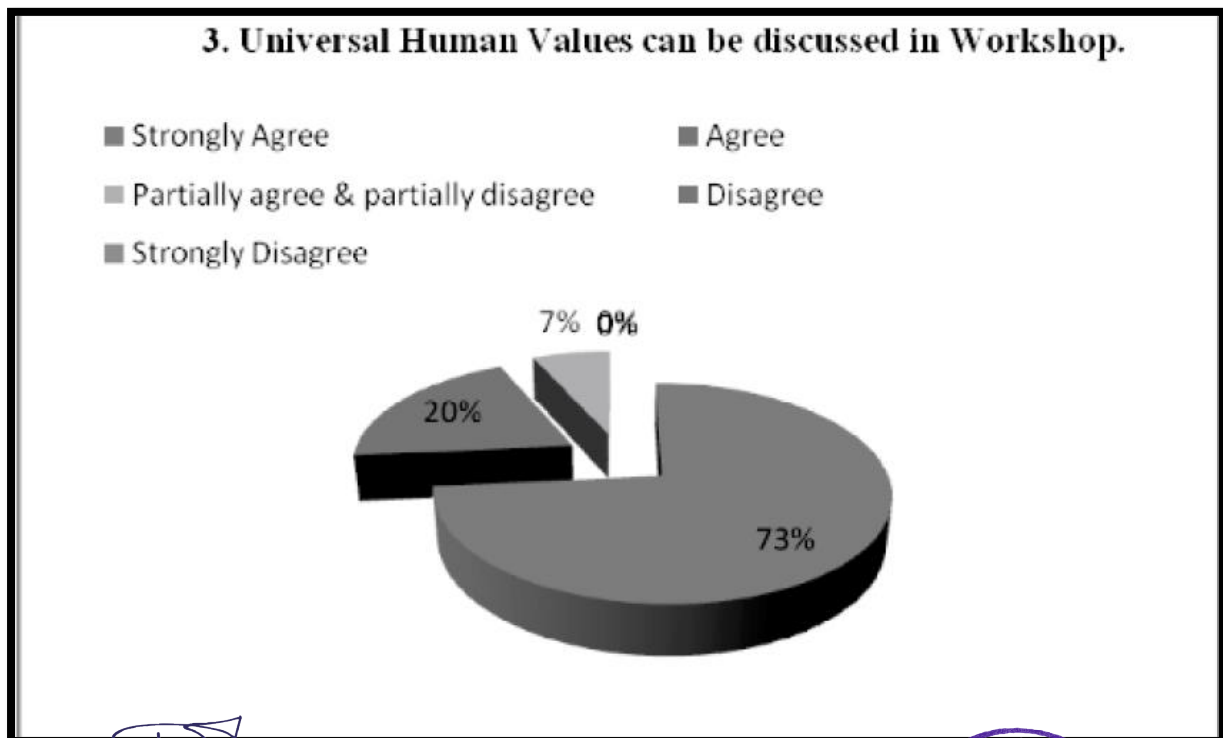
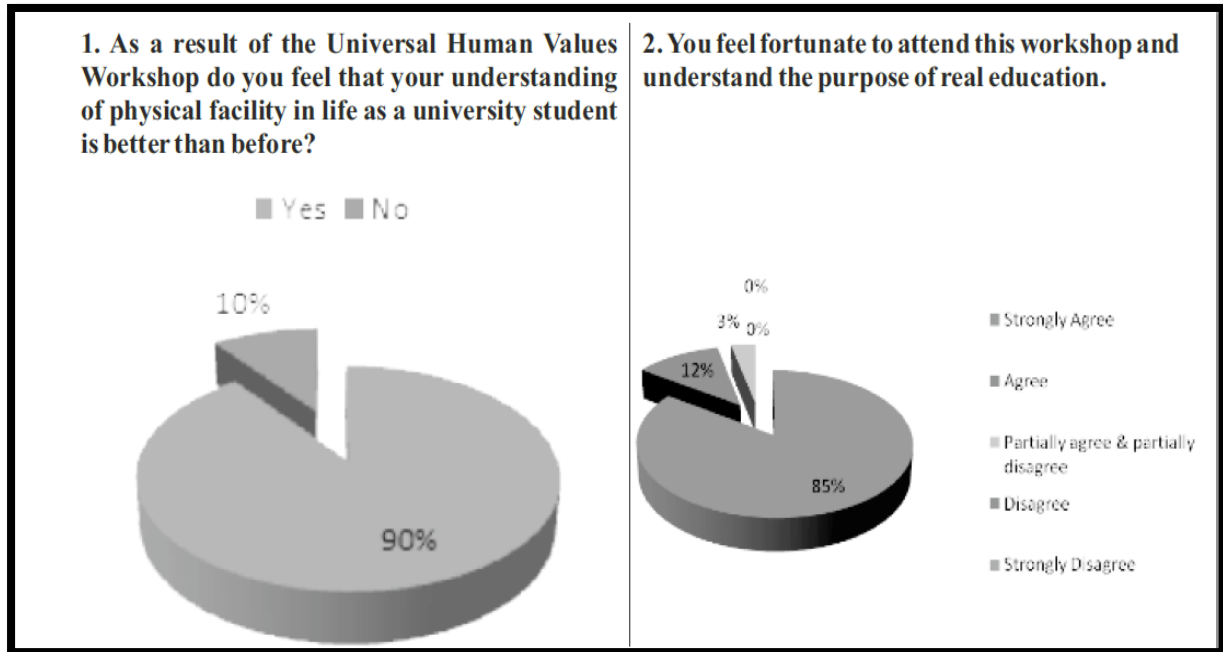
Sr.no	Date	Participants	RP	No of participants
1	6 th May-13 th May,2015	Teaching staff from VSC,AITS and ASVM	Shri Gopalbabu	108
2	25 th May-30 th May,2015	Teaching staff from VSC,AITS and ASVM	Shri Udhdhav Rathod	99
3	1 st June-8 th June,2015	Teaching staff from VSC,AITS and ASVM	Shri Kumar Sambhavji	60
4	9 th June-16 th June,2015	Teaching staff from VSC,AITS and ASVM	Shri Gopalbabu	130
5	17 th June -24 th June,2015	Teaching staff from VSC,AITS and ASVM	Shri Gopalbabu	100
6	26 th June-3 rd July,2015	Teaching staff from VSC,AITS and ASVM	Shri Gopalbabu	101
7*	12th Oct-19th Oct.2015	Resource persons from VSC,AITS and ASVM	Shri Gopalbabu	60
<b>Total</b>				<b>558</b>

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## Statistical Analysis

7147 Students attended workshops. After the workshop students were asked some questions, based on their answers following conclusions were made and some of their comments are also quoted.

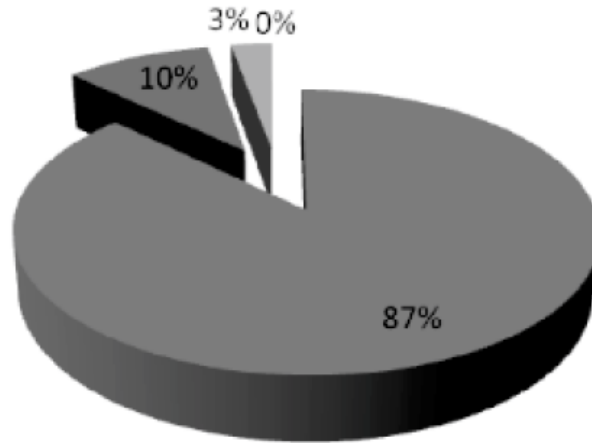


  
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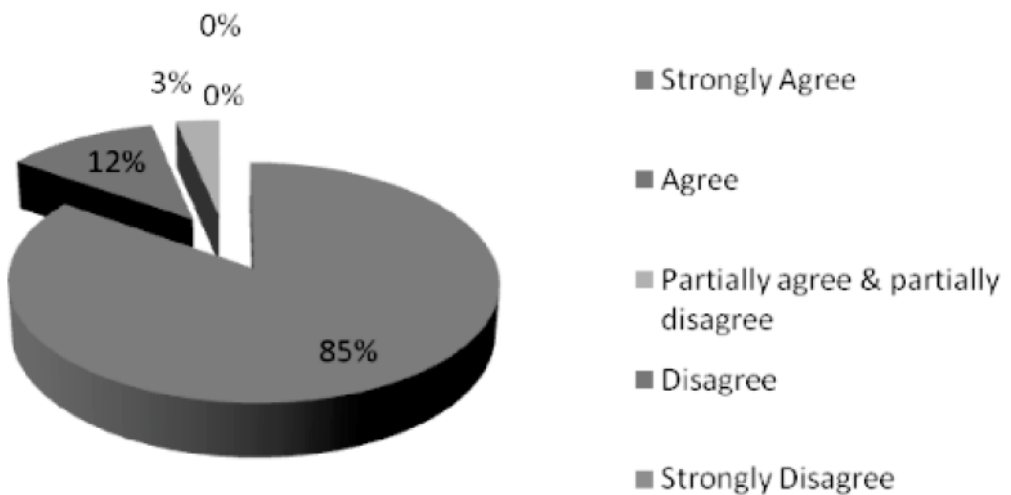


**4. Universal Human Values can be followed by an individual in his day to day life.**

- Strongly Agree
- Agree
- Partially agree & partially disagree
- Disagree
- Strongly Disagree



**5. You feel fortunate to attend this workshop and understand the purpose of real education..**

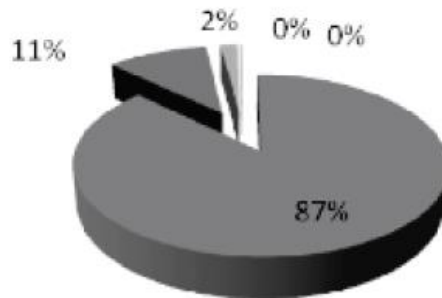


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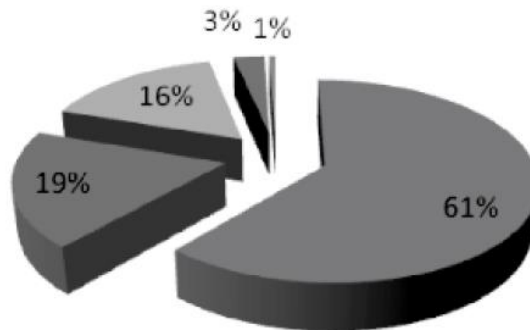
**6. The unhappiness in society is more due to lack of fulfillment in relationship than due to lack of physical facility.**

- Strongly Agree
- Partially agree & partially disagree
- Strongly Disagree
- Agree
- Disagree



**7. Your frequency of doubting others intention has decreased.**

- Strongly Agree
- Partially agree & partially disagree
- Strongly Disagree
- Agree
- Disagree



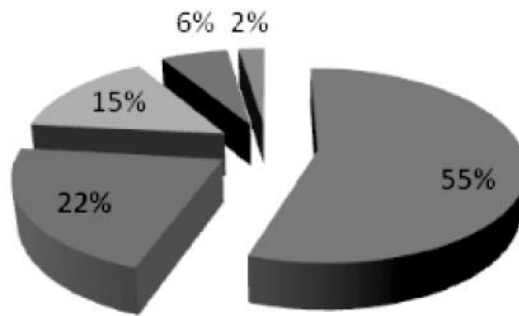
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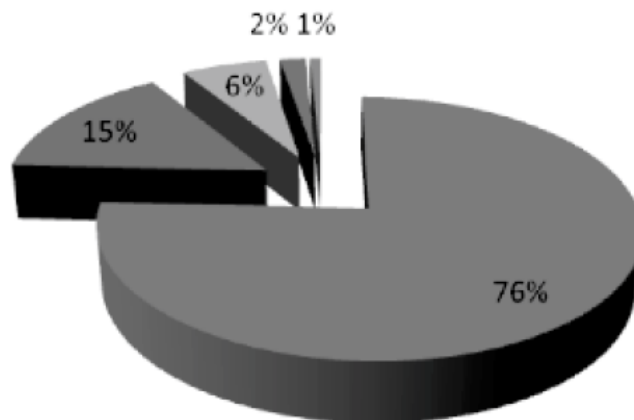
**8. Your frequency of getting angry on others has decreased.**

- Strongly Agree
- Partially agree & partially disagree
- Strongly Disagree
- Agree
- Disagree



**9... helped in understanding relationships and developing better relationships and more meaningful interactions with your Parents.**

- Strongly Agree
- Partially agree & partially disagree
- Strongly Disagree
- Agree
- Disagree



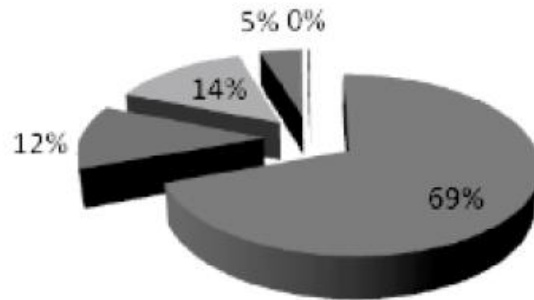
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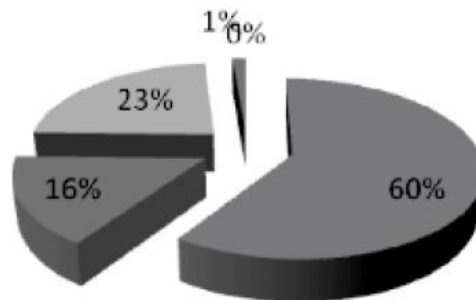
**10.....helped in understanding relationships and developing better relationships with your Friends.**

- Strongly Agree
- Agree
- Partially agree & partially disagree
- Disagree
- Strongly Disagree



**11..helped you better understand the true meaning of Happiness**

- Strongly Agree
- Agree
- Partially agree & partially disagree
- Disagree
- Strongly Disagree

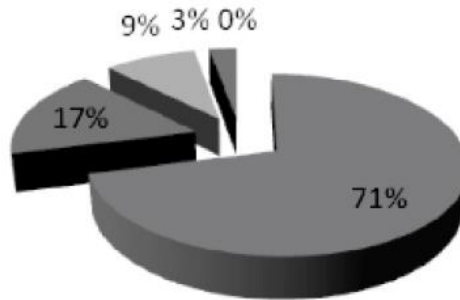


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**12. Self exploration will make you more happy and prosperous, leading to continuous happiness and prosperity.**

- Strongly Agree
- Agree
- Partially agree & partially disagree
- Disagree
- Strongly Disagree



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A Place to Learn, A Chance to Grow with Divinity

### Universal Human Values (UHV) Cell

Name of Student : \_\_\_\_\_

Enrolment No: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Program: \_\_\_\_\_ Part: 1

### Work Book

For

UG PROGRAMS

Subject: Human Values & Holistic Living (HVHL)



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## Student Profile

<b>Full Name:</b>	
<b>Contact Number: (Home/Mobile)</b>	
<b>Residential Address:</b>	
<b>Date of Birth:</b>	
<b>Hobbies:</b>	
<b>Your Strength:</b>	
<b>Goal in your Life:</b>	

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## Experiential Assignment: 1

**Tutorial Title:** Heroes.

**Tutorial Objective:**

- The main objective of this activity is to build a rapport with the students and get them to open up in the class.
- Also draw their attention towards their thinking process.

**Q 1:** Name the 5 people from your life (*among your family, friends, teachers, relations, acquaintances*) you admire.

Person name	Your relation with the person	Why do you admire that person?

**Q 2:** If you could interview them, what are the two questions you would want to ask?

**A. interview question 1:**

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## B. interview question 2:

**Self reflection:** write down some points that explain why you want to get the answers to those interview questions.

2. What you understand from the above exercise?

Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

"ना किसीसे आगे जाना है, ना किसीसे पीछे रहना है, पूर्णता के अर्थमें सहयोग लेना है-सहयोग देना है.."

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## Experiential Assignment: 2

**Tutorial Title:** Know yourself.

**Tutorial Objective:**

- The main objective of this activity is to get to know each one of them better.
- Intention of getting to know their thoughts.

**Q 1:** fill the below questionnaire:-

- Your Name: \_\_\_\_\_
- What do you do for fun? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What would be your ideal vacation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What is the most memorable activity you did with your family as a child? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What quality do you appreciate most in a friend? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What is the one characteristic you received from your parents that you want to keep, and one you wish you could change? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What is a good thing happening in your life right now? What makes it good? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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- If you were told that you would succeed at everything you did and you would have all the resources to do it, what would you like to do in the next five years? \_\_\_\_\_

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---


**Self reflection:** write down some points that explain why you want to get the answers to those interview questions.

**Your learning outcome:**

**Teacher's Remarks:**

**Signature of faculty:**

Expressed	Partially expressed	Did not express

 — "जिसका सदुपयोग हो गया उसकी सुरक्षा हो गई. ."

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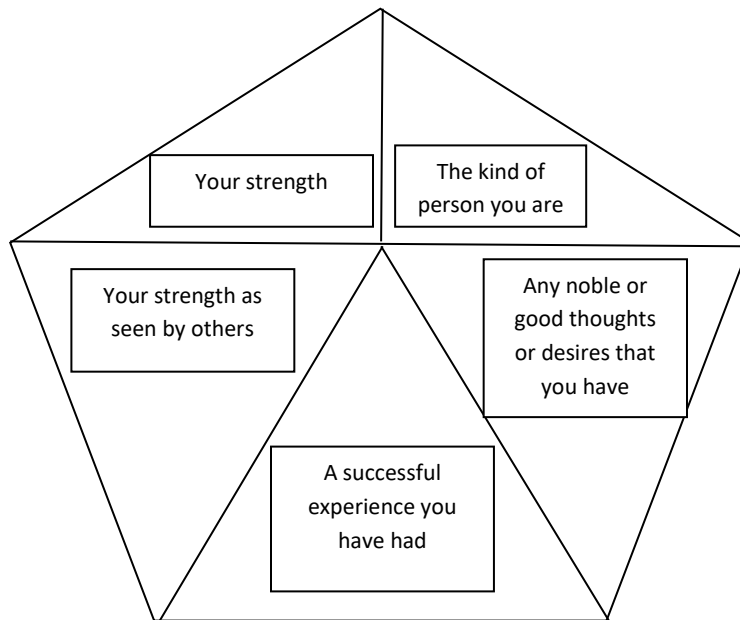
## Experiential Assignment: 3

**Tutorial Title:** Who am I (my strength and weakness).

**Tutorial Objective:**

- The main objective of this activity is to identify their strength and the kind of person they are.
- Also they can find noble or good thoughts or desires that they have.

**Q 1:** draw the similar shape of given pentagon.



**Draw the shape and write appropriate answer**

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- For answering: be creative, think broadly and include little things.
- Write down your any two weakness or the things you wish you were better at or things you would like to change about yourselves.

Weakness 1:

Weakness 2:

- You can share your picture to other students and explain drawn or written in the five boxes and read at least one thing he/she wrote in the weakness.
- After each one of you are done explaining your pentagon, the rest of the students can take two minutes to ask questions or suggest other possible strengths.

*Q 2: how did you feel when you shared your strength?*

*Q 3: how did you feel when you shared your weakness?*

*Q 4: have you noticed any recent change in your beliefs or notions?*

**Your learning outcome:**

**Teacher's Remarks:**

**Signature of Faculty:**

Expressed	Partially expressed	Did not express

“हर मनुष्य सही करने का अवसर और साधन लेकर ही जन्मता है. .”

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## Experiential Assignment: 4

**Activity Title:** Human Being is the coexistence of self and body.

**Activity Objective:**

- 1) The purpose of this activity is to identify the correct need and activity of self and body.
- 2) Students can distinguish the need of self and body and they can gain the skill to fulfil that needs

**Q 1:** From the table given below identify the need or requirements.

Need/ Requirement	Related to self	Related to body	Related to both	Reason
Food				
Cloths				
Shoes				
Home				
Mobile				
Bike/Car				
Tasty food				
Branded cloths				
Luxurious home				
Trust				
Education				
Happiness				
Justice				
Relationship				
Balanced Environment				





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**Q 2: From the table given below identify the activities related to self or body.**

Activities	Related to self	Related to body	Related to self and body
Blood circulation			
Respiration			
Thinking			
Expectation			
Eating			
Talking			
Walking			
Desire			
Digestion			

- Your learning outcome:

**Teacher's Remarks:**

Expressed	Partially expressed	Did not express

“शिक्षा याने साथ साथ जीनेकी योग्यता . .”

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## Experiential Assignment: 5

**Activity Title:** My wardrobe

**Activity Objective:**

- 1) The main purpose of this activity is to educate the students about clothing for the protection of the body.
- 2) By understanding this purpose they are able to identify and decide with definiteness how much clothing they need.
- 3) Also, the objective is to draw their attention towards the source and process of cloth manufacturing and related environmental impacts if any.

**Q 1:** fill the details regarding your wardrobe in the given table. Short them into types observe and mark the winter, summer and monsoon clothing. Also, mark against each clothing its material and its source.

Clothing Wear outside home	Material	Source	I'd like to have more of this	Why?
Eg. Shirts/tops	Cotton	nature	Y	Different colours/design
Pants				
Salwars				
Kurtas				
Socks				
Wear at home	Material	Source	I'd like to have more of this	Why?
Shirts				
Pants				
T-shirts				
Shorts				





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Winter Clothing	Material	Source	I'd like to have more of this	Why?
Sweater				
Jackets				
Monsoon Clothing	Material	Source	I'd like to have more of this	Why?
Raincoat				
Jacket				

- You have the right amount of clothes that you need\_\_\_\_\_
- You don't have enough clothes. You need more\_\_\_\_\_
- You have more than necessary clothes\_\_\_\_\_
- **Your learning outcome:**

Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

“दुसरे की अयोग्यता से प्रभावित ना होना ही मेरी योग्यता है. .”

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## Experiential Assignment: 6

**Activity Title:** Health and its importance

**Activity Objective:**

- 1) The purpose of this activity is to identify the role of body in fulfilment of human goal.
- 2) Students can observe the body's role and can able to pay attention towards its nurturing and protection keeping its health in focus.

*Q 1: From the table given below identify how much time you spend for which activities*

Activity	Time I spend throughout the day	Usefulness of activity			
		Nurturing of my body	Protection of my body	Useful for fulfilling human goal	It is just for my time-pass
Eating healthy food					
Playing games					
Wearing clothes and shoes					
Cleaning the home					
Doing exercise/yoga					
Watching T.V					
Playing sports					
Uploading selfie in social media					
Gossiping with friends					
Party with friends					
Discussion with my teachers/family					
Healthy sleep					
Use of mobile phone					
Getting angry on anyone					
Remaining stressed/depressed					

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**Q 2:- Count Number of activities given above and out of that how many activities is useful to you?  
(Count no. of activities fall under usefulness)**

**Q 3:- What do you think how much time of yours is spent upon nurturing and protection of your body?**

**Q 4:- Do you think health of your body is important? What changes you require in your life for having a good health?**

**Q 5:- which type of discussion with family/teachers can be helpful in fulfilling human goal/desire?**

- **Your Learning Outcome:**

**Teacher's Remarks:**

Expressed	Partially expressed	Did not express

“संबंध है तो शोषण नहीं, शोषण है तो संबंध नहीं. .”

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### Universal Human Values (UHV) Cell

Name of Student : \_\_\_\_\_

Enrolment No: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Program: \_\_\_\_\_ Part: 2

### Work Book

For

UG PROGRAMS

Subject: Human Values & Holistic Living (HVHL)

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## Experiential Assignment: 1

**Tutorial Title:** The foundation value in a relationship.

**Tutorial Objective:**

- The main objective of this activity is to observe our intention and competence to fulfil our desire.

*Q 1: Verify the following four statements on the basis of intention:*

### Situation

Yes/No/?

- 1a. I always want to make myself happy.
- 2a. I always want to make others happy.
- 3a. Others always want to make themselves happy.
- 4a. Others always want to make themselves happy.

*Q 2: Now verify the following four statements on the basis of Competence:*

### Situation

Yes/No/?

- 1b. I am always able to make myself happy.
- 2b. I am able to always make others happy.
- 3b. Others are always able to make themselves happy.



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4b. The other is able to make myself always happy.

**Q 3: What is the difference between the above situations?**

**Q 4: In your day to day relationship with your friends, parents, siblings, teachers or neighbours, observe the following:**

1) Whenever there is a problem, do you doubt the other person's basic-desire (basic-intention) or their capability (competence)? Are you able to distinguish between these two – capability/apparent intention and basic-desire/basic-intention?

2) Similarly, are you able to distinguish between their basic-nature or swabhava and their qualities/properties? (The former is unchanging & the same for every human being, the latter changes, varies)

3) Do you evaluate other people & human interactions, based on what you 'like and don't like', or based on what is 'just & unjust' (likes-profit perspective or justice-order perspective)

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Your learning outcome:

Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

## Experiential Assignment: 2

**Tutorial Title:** 7 Human - Human relations.


**Tutorial Objective:**

- The main objective of this activity is to identify the definite relations between human to human.
- To understand the expectations belongs to those relationships.

**Guidelines:**

- In every relationship there are fixed feelings (expectations). We must understand these feelings and fulfil these feelings.
- Others' expectation from us is our responsibility and our expectations from others are their responsibility.
- If we do not understand our roles and responsibility we cannot fulfil others expectations and if others don't know their roles and responsibility they will not be able to fulfil our expectations.

*Q 1: To understand our roles and responsibilities and to know our expectations we do the following exercise.*

Sr. No.	Relationship with	Your expectations from this relationship	Ask what are their expectations from you
1	Mother/Father  Registrar		





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2	Brother/Sister		
3	Friends		
4	Teachers		

**Q 2: Do you think the types of Relationships and expectations mentioned above are Universal? And these are the same everywhere in the world whether in US, Europe, Japan, South Africa and so on? How?**

Your learning outcome:

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Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

## Experiential Assignment: 3

**Tutorial Title:** Respect - The Right Evaluation.

**Tutorial Objective:**

- The main objective of this activity is to identify the right evaluation.
- To understand the contribution in larger order.

*Q 1: What is your belief for respect?*

*Q 2: Is there any difference between respect and attention?*

*Q 3: Observe different people in surroundings and list down the bases of respect (on what base people respect other people)?*

1.

2.

3.

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4.

5.

6.

**Q 4: In the below table write down the 4 persons name whom you respect and the base of respect?**

Sr. No.	Name of the person whom you respect	Base of the respect				
		Appearance (Roop)	Strength (Bal)	Wealth (Dhan)	Position (Pad)	Internal respect
1						
2						
3						
4						

Your learning outcome:

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Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

## Experiential Assignment: 4

**Activity Title:** Identify the correct priority order for Human Being.

**Activity Objective:**

- 1) The main objective of this activity is to identify the correct priority order for Human Being.
- 2) Students can identify how much time he/she spends to fulfil the aspirations.
- 3) Students can identify the output. (Mutual Happiness and Mutual Prosperity)

**Q 1:** From the table below, give your opinions based on your learning.

Eg.	Right Understanding (RU), Relationship (R) Physical Facility (PF) or Other	Your Learning (Mutual Fulfilment or others) write in brief
<ul style="list-style-type: none"> <li>The person who used chemicals or pesticides for farming.</li> </ul>		
<ul style="list-style-type: none"> <li>The one who feels that the other is for my happiness and prosperity.</li> </ul>		
<ul style="list-style-type: none"> <li>The resources of nature are limited and we must rightly utilize all the resources.</li> </ul>		
<ul style="list-style-type: none"> <li>The one who nurtures my</li> </ul>		

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body.		
● I have clarity of all situations and there are no contradictions in me.		
● I feel related to one or many.		
● I understand my role in this existence/nature and contribute accordingly.		

*Q 2: What do you observe from the above table?*

*Q 3: Write down how we can ensure mutual happiness and mutual prosperity.*

- Your learning outcome:

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Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

## Experiential Assignment: 5

**Activity Title:** Prosperity or Accumulation.

**Activity Objective:**

- 1) From this activity students can identify how much monthly earning you require (minimum) and for this they can observe the skills to fulfil that need.
- 2) The purpose of this activity is to aware the students that the major issue today is one of over consumption and accumulation and not of lack of material things.
- 3) They realize that more variety does not necessarily mean more comfort or prosperity.

**Q 1: Do the exercise in your worksheet with given criteria**

1. Sit with your family and write down your daily, monthly and yearly expenses
2. Multiply daily expense with 365
3. Multiply monthly expense with 12
4. Keep yearly expense as it
5. Get the total of all the expenses to fulfil the yearly needs
6. Divide all expense by 12
7. You will get monthly expense of your family

● **For Example**

Sr. No	Need	Daily	Monthly	Yearly
1	Vegetables	50		
2	Light bill		1000	
3	College fees			5000

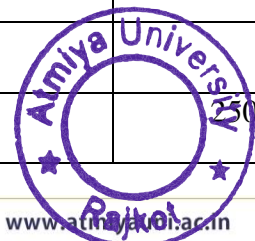
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4				
5				
		TOTAL (1)	TOTAL (2)	TOTAL (3)
		A = TOTAL (1 X 365)	B = TOTAL (2 X 12)	C = TOTAL (3)
TOTAL YEARLY EXPENSE (D) = A + B + C				
TOTAL MONTHLY EXPENSE = D/30				

- Write your observation whether your family is earning more than this, less than this or near to this?
- If your family is earning less than this monthly income then according to you what are the plans to increase the monthly income?
- If your family is earning more than this monthly income then what do you do with that extra income?
- What do you think, is the monthly expense limited or unlimited?
- If monthly income is enough for your family, then do you feel prosperity or still you feel that something is missing? Or do you think you need to earn more?

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- Will you use it in the next one month? Or at a future date? When?
- Do you think these things are fulfilling the purpose for which you bought them?
- Are these things helpful for maintaining other things in your home?
- Make a note against the thing if you consider it an accumulation or an asset?

- Your learning outcome:  
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Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

## Experiential Assignment: 6

**Activity Title:** Harmony with the Nature.

**Activity Objective:**

- From this activity students can understand the holistic study of science and also interconnectedness between all the orders of nature.

**Q 1:** Find out the salient aspects in each order:

Order	Material	Plant/Bio	Animal	Human
Things (vastu)				
Activity (kriya)				
Innateness (dharma)				
Natural Characteristic				







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(svabhava)				
Conformance (anu - sangiyta)				

**Q 2: Find out the appropriate Utility Values for following things:**

Things (Vastu)	Utility Values
Shelter	
Food	
Cloths	
Mobile	
T.V.	
Bike	
Shoes	
Watch	
Water	
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<b>Trees</b>	
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- **Your learning outcome:**

**Teacher's Remarks:**

**Signature of faculty:**

<b>Expressed</b>	<b>Partially expressed</b>	<b>Did not express</b>

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### Universal Human Values (UHV) Cell

Name of Student : \_\_\_\_\_

Enrolment No: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Program: \_\_\_\_\_ Semester: 1

## Work Book

For

PG PROGRAMS

Subject: Wisdom & Ethics for Success in Life (WESL)



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## Student Profile

<b>Full Name:</b>	
<b>Contact Number: (Home/Mobile)</b>	
<b>Residential Address:</b>	
<b>Date of Birth:</b>	
<b>Hobbies:</b>	
<b>Your Strength:</b>	
<b>Goal in your Life:</b>	

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## Experiential Assignment: 1

**Tutorial Title:** My short term and long term Goal.

**Tutorial Objective:**

- The main objective of this activity is to build a capacity to think about their goals.
- Also draw their attention towards the basis or the reason for their expectation.

*Q 1: fill the details in the give worksheet*

Goals	Material	Emotional (related to relationship)	Intellectual	Within 6 months	Basis (Source)	Timeline

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**Q 2:** Think about your goals and write about whether their goals are desires, vision, expectations or purpose (purpose of living).

**Q 3:** If you were asked - “are your goals or expectations right or wrong, what points would you considered to make this decision?”

**Your learning outcome:**

**Teacher’s Remarks:**

**Signature of faculty:**

Expressed	Partially expressed	Did not express

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## Experiential Assignment: 2

**Tutorial Title:** The fundamental human desires.

**Tutorial Objective:**

- The main objective of this activity is to draw the attention of students to their aspirations/desires.
- Also they can identify the right way to fulfil those aspirations.

*Q 1: Meet with the 8 people from given professions and with the help of them fill the table.*

Person name	Profession	Why did they have that desire?	What do they get from that desire?	What do they currently feel from that desire?
	Doctor			
	Engineer			
	Govt Class 1 or 2 officer			
	Farmer			





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	Teacher			
	Business man			
	Entrepreneur			
	Artist			

*Q 2: After reviewing column 5 of the above table, what are your observations?*

*Q 3: How can you relate yourself with the given table?*

- Your learning outcome:

Teacher's Remarks:

Signature of faculty:

Expressed	Partially expressed	Did not express

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## Experiential Assignment: 3

**Tutorial Title:** The need for knowledge/wisdom.

**Tutorial Objective:**

- The main objective of this activity is for students to understand that the fundamental human desires can be fulfilled by the resolution within.

**Q 1:** *Let's explore the questions and give your opinions.*

- Where do we need 'Understanding' or 'Wisdom'?

Ans:

- Who lives?

Ans:

- Who becomes happy or sad?

Ans:

- Who has complete or incomplete views or beliefs?

Ans:

- Who retains assumptions or preconditions?

Ans:

- Who has to understand?

Ans:

- We have to first study

Ans:

**Q 2:** *where are our attentions today?*

- in self

Ans:

- in family

Ans:

- in society

Ans:

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- in nature

Ans:

**Q 3: Ask yourself the following**

- Do I want conflicts or contradictions within myself?
- Do I want conflicts or contradictions in family?
- Do I want conflicts or contradictions in society?
- Do I want conflicts or contradictions with nature?

**Q 3: What is naturally accepted to you? Why?**

- Do I desire conflict/contradiction in some aspects of my life? OR,
- Do I desire to only avoid conflict/contradiction in any aspects of my life? OR,
- Do I desire harmony/synergy in every aspect of my life?

Why:

- **Your learning outcome:**

**Teacher's Remarks:**

**Signature of Faculty:**

Expressed	Partially expressed	Did not express

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## Experiential Assignment: 4

**Activity Title:** Understanding Human Beings.

**Activity Objective:**

- The objective of this activity is to examine ourselves and how we are, in actuality.
- Students can also easily differentiate the needs and activities of self and body.

**Q 1:** Given your opinions in below table:

<i>Needs</i>	<i>Mental</i>	<i>Bodily</i>
Happiness, peace		
Food, water, juice		
Curiosity		
Clothes, jackets		
Knowledge		
Shelter, housing		
Medicines		
Love		
Shoes		
Respect		
Car, bike		
Trust		
Security		
Confidence		
Glasses		
Balance		
Success		
Goodness		

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**Q 2: Given your opinions in below table regarding characteristics of human needs:**

<i>Characteristic</i>	<i>Mental</i>	<i>Bodily</i>
Material in nature		
Not material in nature		
Varies with time		
Not varies with time		
Cannot be bought with money		
Can be bought with money		
Can be seen by eyes, have form		
Cannot be seen by naked eyes		
Have weight		
Not continuously required		
Fulfilled by physio-chemical things		
Don't have weight		
Fulfilled by right understanding/right feelings		

**Q 3: Give the examples of Intentional activities where both mental (self) and body are involved:**

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**Q 4: Give the examples of Automatic activities- no direct participation of the self.**

**Q 5: Give the examples of Intentional activities where only the self is involved.**

- **Your learning outcome:**

**Teacher's Remarks:**

Expressed	Partially expressed	Did not express

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## Experiential Assignment: 5

**Activity Title:** My actions are based on my preferences.

**Activity Objective:**

- The main objective of this activity is to identify their choices or selections (their likes or dislikes) with respect to following – taste, smell, sound, clothing, form.

*Q 1: fill the worksheet*

<i>Based on</i>	<i>Choices</i>	<i>Like</i>	<i>Health</i>	<i>Profitable/ Less expensive</i>
<i>Taste</i>				
<i>Smell</i>				
<i>Sound</i>				
<i>Clothing</i>				
<i>Form</i>				

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**Q.2: Write honestly about your analysis about your choices as possible.**

**Q.3: Write the name of two people whom you most appreciate (could be from your family, friends or society) and why (what is it that you admire about the person?)**

**A. Name of the person you admire:** \_\_\_\_\_

**What you admire about him or her:**

**B. Name of the person you admire:** \_\_\_\_\_

**What you admire about him or her:**

- **Your learning outcome:**

**Teacher's Remarks:**

**Signature of faculty:**

Expressed	Partially expressed	Did not express

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## Experiential Assignment: 6

**Activity Title:** Consumer or Producer.

**Activity Objective:**

- The purpose of this activity is to understand the prosperity and it is ensured from working with nature.
- Students can easily understand that the contribution is a must to achieve the human goal.

*Q 1: From the table given below fill the details honestly.*

Make a list of all things you consume/use in a day	Which of these things can you make/produce yourself	Can you make it yourself or do you need help? If yes, how many people do you need?	If you can't produce them, do you at least have the knowledge of how to produce them?	Would you call yourself a consumer or a producer?
vegetables				
oil				
telephone				





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- Did you find that there will always be some consumers and some producers?
- Can all families be producers of some kind or the others? Or this is impossible.
- Should there be more producers than consumers or vice versa?
- Is there any value in being a producer?
- Do you feel happy about the fact that you are only a consumer and don't produce anything?
- **Your Learning Outcome:**

## Teacher's Remarks:

Expressed	Partially expressed	Did not express

 - "शिक्षा याने साथ साथ जीनेकी योग्यता.."

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Name of Student : \_\_\_\_\_

Enrolment No: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Program: \_\_\_\_\_ Semester: 2

## Work Book

For

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Subject: Wisdom & Ethics for Success in Life (WESL)



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## Experiential Assignment: 1

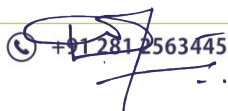
**Tutorial Title:** Documentary: Self Image - The Amazing, Absolute key to all personal growth.

**Tutorial Objective:**

- The main objective of this activity is to identify their strength and the kind of person they are.
- Also they can find noble or good thoughts or desires that they have.

*Q 1: after watching documentary, do you think that by changing your appearance your self-image will change? If yes, then in what way and if no, why?*

*Q 2: how much of your self-image is influenced by the way you look (physical appearance) and how much is free of it?*



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***Q 3: if you change your appearance – will people’s behaviour towards you change? Why? What about the people you live with all the time (family, close friends)?***

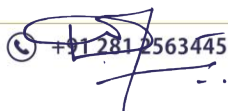
***Q 4: do you think there is a part of yourself that is really true – that won’t change?***

**Your learning outcome:**

**Teacher’s Remarks:**

**Signature of faculty:**

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## Experiential Assignment: 2

**Tutorial Title:** Feelings in relationship.

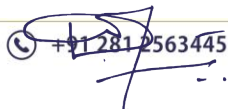
**Tutorial Objective:**

- The main objective of this activity is to identify the definite feelings in relationships.

*Q 1: When do you feel afraid of somebody, and when do you feel assured? Why?*

*Q 2: How do we know the other person's intentions are?*

*Q 3: Why do people have poor competence?*



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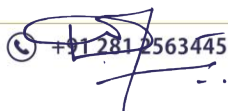
**Q 4: Do you want to be related to the other or be against the other? What is your Natural Acceptance?**

- Your learning outcome:

Teacher's Remarks:

Signature of faculty:

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## Experiential Assignment: 3

**Tutorial Title:** Relation (संबंध) and Exhortation (संबोधन).

**Tutorial Objective:**

- The main objective of this activity is to identify the definite expectations in relationships.
- How to evaluate the values in relationship.

*Q 1: How many relations are there in one family?*

*Q 2: When Exhortation (संबोधन) is fulfilled in Relationship?*

*Q 3: What is the real meaning of mother? When the exhortation mother is fulfilled?*

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**Q 4: What is the real meaning of Friend-Friend relationship? When it is completed?**

**Q 5: Whom we accept as a Teacher? Which is the main feeling in teacher for the student?**

**Q 6: Mention the expectation between the relationship between you and your parents?**

- Your learning outcome:

Teacher's Remarks:

Signature of Faculty:

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## Experiential Assignment: 4

**Activity Title:** Understanding Values in relationship

**Activity Objective:**

- The main objective of this activity is that student can live accordingly the definite values in relationship.
- They can experience the justice by fulfilling those definite values.

**Q 1.** Give two incidents from your experience where you have not experienced mutual fulfilment (Ubhay Tripti). Analyze briefly why this happened?

a. *You felt dissatisfied, other was satisfied.*

b. *You felt satisfied, other was dissatisfied.*

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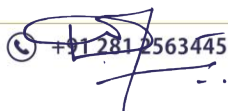
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**Q 2. Give an example where you helped someone by sacrificing the fulfilment of your need. Why did you do it? How did you feel? (Your example involves other than your parents or immediate family members).**

- **Your learning outcome:**

**Teacher's Remarks:**

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## Experiential Assignment: 5

**Activity Title:** Understanding harmony in Nature.

**Activity Objective:**

- The objective of this activity is that student can explore the complimentarity between all orders of nature.

*Q 1. Give three examples from nature (one from each, material order, plant order and animal order) showing that the conduct of those three orders is definite.*

*Q 2. Discuss how there is a harmony among the different orders.*





*Q 3. Define the pollution in terms of content discussion with you, also define the types of pollutions.*

*Q 4. What are the options in front of humankind to avoid the pollution? What will be your contribution to achieve pollution free world?*

- Your learning outcome:

Teacher's Remarks:

Signature of faculty:

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## Experiential Assignment: 6

**Activity Title:** Self introspection.

**Activity Objective:**

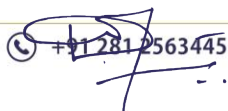
- The purpose of this activity is to experience the overall purpose of the discussed course.
- They can realize that the journey to understand the existence is started from the self.

*Q 1. Choose any TWO advertisements. For each Ad., answer the following questions:*

- a. Give a short description of that Ad.
- b. Is the Ad. Describing the quality of the product, or trying to take the advantage of your temptations and insecurities? Explain how?
- c. What underlying beliefs does it end up planting in its viewers? Analyze and discuss in depth.

**Ad 1:**

**Ad 2:**



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**Q 2. Identify TWO activities related with yourself which you are doing under 'Competition' and describe them. Suggest ways to convert them into 'Excellence'.**

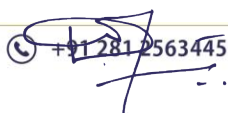
**Q 3. What is your responsibility towards the following and how would you fulfill it:**

- Health of your body
- Hostel wing/House
- Studies
- Facilities you use (water, electricity, computers)
- Nature around you

- Your Learning Outcome:**

**Teacher's Remarks:**

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# Atmiya University, Rajkot

Faculty of Transformative Education (FoTE)

School of Consciousness Development and Value Education

Chetna Vikas Mulya Shiksha (CVMS) Cell

Part III in Syllabus of UG/Diploma Programmes  
(For UG students admitted from A.Y. 2023-24 & onwards)

Semester – I & Semester - II		
Course Code	Course Title	Credits
23UGVE070	Human Values & Holistic Living (HVHL)	3 Credits

### Course Description:

The overall purpose of the education is to enable a human being to live a fulfilling life, in harmony with oneself and with family, society and nature. Hence, it becomes the responsibility of educators to enable the resolution of these issues, so that human society can achieve the cherished goal. In light of this, it becomes essential to find out what is of *value*.

The subject that deals with ‘what *is of value*’, or ‘*what is valuable to a human being*’ is called ‘value education’. Values thus provide the *basis* for all our actions and there is essential complementarity between values and skills which needs to be ensured in any education system.

### Course Purpose:

1. Students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
2. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
3. Students can rightly evaluate their skills and accordingly contribute in the society and in the nature.

L-T-P-C: 2 - 2 (1 for sem. 1 and 1 for sem. 2) – 0 - 3

**Note: All Lectures are taken in form of workshop and tutorial sessions are taken in form of class activities/assignments.**



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<b>Course Outcomes:</b> Upon completion of this course, the learner will be able to		
<b>CO No.</b>	<b>CO Statement</b>	<b>Bloom's taxonomy Level (K<sub>1</sub> to K<sub>6</sub>)</b>
CO <sub>1</sub>	Recall basic guidelines of value education and understand the basic aspirations.	K1, K2
CO <sub>2</sub>	Understand the needs of self and body based on their natural acceptance and solves their conflict using self exploration.	K2, K3
CO <sub>3</sub>	Identify the relations between human-human and they have the ability to fulfill the expectations in relations.	K1, K2
CO <sub>4</sub>	Understand required skills to understand the laws of nature.	K2

<b>Course Content (for semester 1)</b>	<b>Hours</b>
<b>Module-I: Exploring the fundamental human desire &amp; identifying the basic questions for life.</b>	<b>7 hrs.</b>
<ul style="list-style-type: none"> <li>• Purpose and motivation for the course, recapitulation from induction program.</li> <li>• Identifying the important Questions for Life, and their integral nature to human living.</li> <li>• Exploring the Fundamental Human Desire – Happiness, Peace, and Contentment as related to the 3 dimensions of Living. (Material, Behavioural, and Intellectual)</li> <li>• Identifying how we can fulfil this Holistic Desire &amp; deciding the way for holistic living – our Plan for life, as Intellectual Resolution &amp; Material Prosperity.</li> <li>• Understand the Method of Study: ‘Listen &amp; Reflect’ = Self referenced study &amp; verification based on Scrutiny, Examination &amp; Survey with examples and implementation. Introduction to Critical Thinking abilities &amp; how we can validate our understanding.</li> </ul> <p>Expected SDG covered: <b>SDG 4 – Quality Education</b> <b>SDG 16 – Peace &amp; Justice</b></p>	
<b>Module-II: Understanding order in the human being.</b>	<b>8 hrs.</b>
<ul style="list-style-type: none"> <li>• Understanding human being as a co-existence of the sentient Self and the</li> </ul>	

<p>material Body based on the different needs and functioning of the Self &amp; Body.</p> <ul style="list-style-type: none"> <li>• Getting to know myself better – based on ability of imagination &amp; the freedom of action.</li> <li>• Introduction to the activities in the Self or Mind &amp; how they function together &amp; what causes problems within.</li> <li>• See incomplete &amp; partial understanding as the root cause for such problems.</li> <li>• Identify the solution as knowing = complete holistic understanding.</li> <li>• Defining Health with the Body - Understanding Order with the Body.</li> <li>• Current appraisal of health at individual, family &amp; societal levels &amp; their resolutions.</li> </ul> <p>Expected SDG covered: <b>SDG 3 – Good Health &amp; Well-being</b> <b>SDG 12 – Responsible consumption and Production</b></p>	
<b>Course Content (for semester 2)</b>	<b>Hours</b>
<p><b>Module III: Understanding order in human-human relationship: The Family and Society</b></p>	<b>6 hrs.</b>
<ul style="list-style-type: none"> <li>• Introduction to people &amp; Human Relationships and their state today</li> <li>• Understanding Trust – the foundation of Human Relationship</li> <li>• The 7 Human Relationships &amp; the 18 universal values or expectations inherent in them.</li> <li>• Understand Respect – difference between Respect as the correct assessment of a person VS a cause for differentiation.</li> <li>• The Art of Living in the Family</li> <li>• Understanding the Order in Human Society – its components &amp; our role in them. The need for an Undivided Human Society &amp; Universal Order.</li> </ul> <p>Expected SDG covered: <b>SDG 5 – Gender Equality</b> <b>SDG 10 – Reduced Inequalities</b></p>	
<p><b>Module IV: Understanding the order in Nature.</b></p>	<b>5 hrs.</b>
<ul style="list-style-type: none"> <li>• Understanding the inherent Order, Cyclist &amp; Self-Regulation in Nature.</li> <li>• Living complementarily with Natural Law.</li> <li>• Exploring Nature further: The 4 dimensions of Form Properties, Basic Nature &amp; Innateness.</li> </ul> <p>Expected SDG covered: <b>SDG 7 – Affordable and Clean energy</b></p>	



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<b>SDG 8 – Decent work and Economic growth</b>	
<b>Module V: Understanding Coexistence in Existence.</b>	<b>4 hrs.</b>
<ul style="list-style-type: none"> <li>• Understanding Existence as Coexistence of mutually interacting units in pervasive space.</li> <li>• Holistic perception of inherent order at all levels of existence.</li> <li>• Summarising Holistic Living.</li> <li>• Connect the need to understand and live according to Values &amp; Ethics as per this Holistic understanding.</li> </ul> <p>Expected SDG covered: <b>SDG 17 – Partnership for the Goals</b> <b>SDG 13 – Climate action</b></p>	

#### **Text books**

- Values, Ethics & Holistic Living – a practical introduction: by Shriram Narasimhan (*Springer Textbooks*)- English Version

#### **Reference books:**

- Jeevan Vidya: Ek Parichay, A. Nagraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
- Anand P, Happiness Explained – Oxford Ed 2016
- Nagraj A, Vyavharwadi Samajshastra (Behavioural Sociology) 2009 Ed. jeevan vidya prakashan, amarkantak
- Michael J. Sandel (Harvard), What Money Can't Buy, 978-0-374-20303-0
- Dacher Keltner (UC Berkeley), Born to Be Good: The Science of a Meaningful Life. 978-0393065121
- Hegde BM (MD, FRCP, Padma Bhushan) – How to stay Healthy
- Marshall Rosenberg, (2005) Being Me, Loving You: A Practical Guide to Extraordinary Relationships: 978-1892005168

#### **Pedagogic tools:**

- Chalk and Talk
- Power point presentation
- Group Discussion
- Documentary/Videos
- Charts/Poster
- Student Workbook



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## Suggested MOOCs

- <https://www.edx.org/course/the-science-of-happiness-3>

## Methods of assessing the course outcomes

Components of the course: 100 marks (remarks based)

Sr. No.	Component	Duration	Total weightage	Remarks
1	Experiential Assignments (activity based learning/Tutorials/ Quiz, etc)	During the whole year	60%	i. Expressed ii. Partially Expressed iii. Did not Express
2	A1 Workshop report  B1 CIA	During the whole year	20% of workshop report And 20% of CIA	i. Excellent ii. Very good iii. Good iv. Satisfactory
3		Grand Total	100 %	1. Course completed (more than or equal to 40%  2. Course not completed (less than 40%)



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# Atmiya University, Rajkot

## Universal Human Values (UHV) Cell

Part II in Syllabus of PG Programmes  
(for PG students admitted from A.Y. 2022-23 & onwards)

Semester – I & Semester - II		
Course Code	Course Title	Credits
21CEWE01	CEC I- Wisdom & Ethics for Success in Life (WESL)	2 Credits

### Course Description:

This content is a new development in human understanding. This is a comprehensive knowledge system (*darsana*) that examines all dimensions of reality & human life: the existential-spiritual, intellectual-logical, emotional-behavioral & occupational. This philosophy is not based on any previous *darshan*, thought or philosophy. It has been presented as an 'Alternative' to Materialism and Theism/Spiritualism for evaluation and study by humankind.

This knowledge system proposes an Undivided Human Society & Balance in Nature via Humanization of Education.

### Course Purpose:

- Provides students with a holistic perspective of life.
- Students are able to differentiate between success in career & success in life.
- This module teaches the students the innate values in human being.
- Students can understand harmony in family and how to fulfill those values in family.
- This module will also help students to understand ethical human conduct.

L-T-P-C: 2 – 2(1 for sem.1 and 1 for sem. 2) – 0 - 2

**Note: All Lectures are taken in form of workshop and tutorial sessions are taken in form of class activities/assignments.**



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<b>Course Outcomes:</b> Upon completion of this course, the learner will be able to		
<b>CO No.</b>	<b>CO Statement</b>	<b>Bloom's taxonomy Level (K<sub>1</sub> to K<sub>6</sub>)</b>
CO <sub>1</sub>	Differentiate the career success, academic success and life success	K2
CO <sub>2</sub>	Identify the correct priority order in life and illustrate the human goal	K1, K3
CO <sub>3</sub>	Understand that the relationships are definite.	K2
CO <sub>4</sub>	Understand the Interconnectedness between all the orders in existence.	K2

<b>Course Content (for semester 1)</b>	<b>Hours</b>
<b>Module-I: Academic success, Career success and Life success and Living domain of Human</b>	<b>6+2 hrs.</b>
<ul style="list-style-type: none"> <li>• Role of sustainable development goals (SDG) in life</li> <li>• To understand academic success (marks)</li> <li>• To understand career success (recognition &amp; position)</li> <li>• To understand life success (balance &amp; contentment)</li> <li>• To understand ultimate goal of human being</li> <li>• Difference between happiness and excitement</li> <li>• Right Understanding (RU), Relationship (R), Physical Facility (PF) with right priority</li> <li>• How our choices are affected by RU, R, PF</li> <li>• On the basis of needs and activities understand the human being</li> </ul> <p>Expected SDG covered: <b>SDG 1- No Poverty</b> <b>SDG 4 – Quality Education</b></p>	
<b>Module-II: Understanding Values (MULYA)</b>	<b>7 hrs.</b>
<ul style="list-style-type: none"> <li>• Understanding the Right Evaluation</li> <li>• What is the current basis of Differentiation.</li> <li>• Understanding the expectations in 7 relationships               <ol style="list-style-type: none"> <li>1. Mother-Father/Son-Daughter</li> <li>2. Husband-Wife</li> <li>3. Brother-Sister</li> <li>4. Friend-Friend</li> <li>5. Teacher-Student</li> </ol> </li> </ul>	



6. Colleague-Coworker 7. Societal  Expected SDG covered: <b>SDG 5 –Gender Equality</b> <b>SDG 16 –Peace &amp; Justice</b>	
<b>Course Content (for semester 2)</b>	<b>Hours</b>
<b>Module III: Human to Human Relationship and Universal Values</b>	<b>4 hrs.</b>
<ul style="list-style-type: none"> <li>• To understand the Harmony in Family</li> <li>• Relationship is one self to other self</li> <li>• Sambandh and Sambhodan</li> <li>• Sthapit Mulya &amp; Shisht Mulya in relationship</li> </ul> Expected SDG covered: <b>SDG 11 –Sustainable cities and communities</b>	
<b>Module IV: Comprehensive Human Goal</b>	<b>6 hrs.</b>
<ul style="list-style-type: none"> <li>• Understanding (Gyan), Wisdom (Vivek), Science (Vigyan)</li> <li>• Human Goal (Samadhan, Samrudhhi, Abhay, Santulan)</li> <li>• Five dimensions to fulfill human goal             <ul style="list-style-type: none"> <li>• Shiksha-Sanskar (Education-Inculcation)</li> <li>• Nyay-Suraksha (Justice-Protection)</li> <li>• Utpadan-Karya (Production-Work)</li> <li>• Vinimay-Kosh (Exchange-Storage)</li> <li>• Swasthya-Sanyam (Health-Self regulation)</li> </ul> </li> </ul> Expected SDG covered: <b>SDG 2 –Zero Hunger</b> <b>SDG 3 –Good Health &amp; Well Being</b>	
<b>Module V: Harmony in Nature and Existence and Ethical human conduct</b>	<b>5 hrs.</b>
<ul style="list-style-type: none"> <li>• The four orders in nature</li> <li>• Interconnectedness and mutual fulfillment</li> <li>• Introduction to space</li> <li>• Definitiveness of ethical human conduct</li> <li>• Values (Mulya)</li> <li>• Policy (Niti)</li> </ul> Expected SDG covered: <b>SDG 13 –Climate Action</b> <b>SDG 14 –Life below water</b> <b>SDG 15 –Life on land</b>	



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### Text books

- R.R Gaur, R Sangal, G P Bagaria, “A foundation course in Human Values and professional Ethics”, 2009. – English Version

### Reference books:

- Nagraj, “JivanaVidyāEkParichaya”, JivanaVidyāPrakāsana, India, 1998.
- Nagraj, “Vyavahārvādī. Samājshāstra”, JivanaVidyāPrakāsana, India, 1999.
- Nagraj, “ManavaVyavahāra Darsana”, JivanaVidyāPrakāsana, India, 2003.
- Nagraj, “SanchetnavadiManovigyan”, JivanaVidyāPrakāsana, India
- Nagraj, “Vyavharatmak Janvad”, JivanaVidyāPrakāsana, India, 2009
- Nagraj, “Abhyas Darshan”, JivanaVidyāPrakāsana, India, 2004
- Michael J. Sandel (Harvard), What Money Can't Buy, 978-0-374-20303-0
- Dacher Keltner (UC Berkeley), Born to Be Good: The Science of a Meaningful Life. 978-0393065121
- Hegde BM (MD, FRCP, Padma Bhushan) – How to stay Healthy
- Marshall Rosenberg, (2005) Being Me, Loving You: A Practical Guide to Extraordinary Relationships: 978-1892005168

### Pedagogic tools:

- Chalk and Talk
- Power point presentation
- Group Discussion
- Documentary/Videos
- Poster/Charts
- Student workbook
- Workshop 1 (beginning of semester 1) for students who have not learn that subject in UG Program, they have to attend 6-Day's crash workshop (4Hrs. /Day) and also submit the report to UHV Cell.
- Workshop 1 (beginning of semester 1) for students who have learn the subject in UG Program, they have to go attend 2-Day's refreshing workshop (4 Hrs. /Day) and also submit the report to UHV Cell.
- Workshop 2 (3-Days) for all the students of starting of semester 2 and they have to submit the workshop report to UHV Cell.

### Suggested MOOCs

- <https://www.edx.org/course/the-science-of-happiness-3>



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## Methods of assessing the course outcomes

Components of the course: 100 marks

Sr. No.	Component	Duration	Total weightage	Remarks
1	Experiential Assignments (Tutorials/Activity based learning/ Quiz, etc)	During the whole year	60%	i. Expressed ii. Partially Expressed iii. Did not Express
2	A1 workshop report B1 CIA	During the whole year	20% of workshop report And 20% of CIA	i. Excellent ii. Very good iii. Good iv. Satisfactory
3		Grand Total	100 %	1. Course completed (more than or equal to 40%) 2. Course not completed (less than 40%)



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# Atmiya University

Faculty of Transformative Education (FOTE)

School of Consciousness Development and Value Education

<b>Part II</b>			
<b>Transdisciplinary Elective</b>			
For the students admitted from A.Y. 2021-22 onwards			
<b>Offering Department:</b>	<b>Offered to:</b> Students across the University for whom at least 80% of this course content is not covered in one or more courses, which are part of their regular curriculum.		
<b>Semesters: IV-V (3 year program) / VI-VII (4 year program)</b>			
Course Code	Course Title	Credit	Hr/Wk
	<b>Vision for Humane Society</b>	<b>2</b>	<b>2</b>

### Prerequisite:

Students must gone through Human Values for Holistic Living (HVHL) in 1<sup>st</sup> Year.

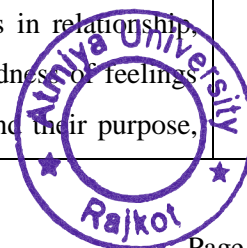
### Course Objective:

- To help the students understand the values ensuring justice in human-human relationship.
- To develop the competence to think about the conceptual framework of humane society which includes undivided society (relationship based) and universal human order (system based).
- To help the students have the exposure for transition from current state to humane society (the undivided society and universal human order).

### Course Content:

Modules (Vision for Humane Society)	Hours
<ul style="list-style-type: none"><li>• <b>Module 1: Introduction to the course</b> Basic aspiration of a Human Being and program for its fulfillment, need for family and relationship for a Human Being, Human-human relationship and role of behavior in its fulfillment, Human-rest of Nature relationship and role of work in its fulfillment, Comprehensive Human Goal, Need for Undivided Society, Need for Universal Human Order, an appraisal of the Current State, Appraisal of Efforts in this Direction in Human History</li></ul>	<b>8</b>
<ul style="list-style-type: none"><li>• <b>Module 2: Understanding Human-Human Relationship &amp; its fulfillment</b> Recognition of Human-Human Relationship, Recognition of feelings in relationship, Established Values and Expressed Values in Relationship, interrelatedness of feelings and their fulfillment, Expression of feelings, Types of relationship and their purpose,</li></ul>	<b>8</b>

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mutual evaluation in relationship, meaning of justice in relationship, Justice leading to culture, civilization and Human Conduct.	
<ul style="list-style-type: none"> <li>• <b>Module 3: Justice from family to world family order</b> Undivided Society as continuity and expanse of Justice in behaviour – family to world family order, continuity of culture and civilization, Universal Order on the basis of Undivided Society, Conceptual Framework for Universal human order, Universal Human Order as continuity and expanse of order in living: from family order to world family order, a conceptual framework for universal human order</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>• <b>Module 4: Program for Ensuring Undivided Society and Universal Human Order</b> Education – Sanskar, Health – Self Regulation, Production-work, Exchange – storage, Justice-preservation</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>• <b>Module 5: Human Tradition</b> Scope and Steps of Universal Human Order, Human Tradition (Ex. Family order to world family order), Steps for transition from the current state, Possibilities of participation of students in this direction, Present efforts in this direction, Sum up.</li> </ul>	<b>8</b>

#### **Pedagogic Tools:**

- Chalk & Talk
- PPTs & Videos
- Assignments

#### **Reference Books:**

- A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034- 47-1 2.
- Avartansheel Arthshastra, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
- An Appeal by the Dalai Lama to the World: Ethics Are More Important Than Religion, Dalai Lama XIV, 2015.

#### **Reference Videos:**

- Kin school, Tekos, Russia (30 minutes)
- Technology (Solar City etc.).
- Natural Farming.
- Economics of Happiness (1h 8m)

  
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**Methods of Assessment & Tools:**

Components of CIA: 100 marks

<b>Sr.</b>	<b>Component</b>	<b>Content</b>	<b>Duration (if any)</b>	<b>Marks</b>
1	Attendance	---	---	10
2	Assignment-1	---	---	10
3	Assignment-2	---	---	10
4	Test-1	Module I & II	1.5 Hours	20 (set for 30)
5	Test-2	Module I to V	2.5 Hours	50 (set for 50)
<b>Total</b>				<b>100</b>



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<b>Part II</b>			
<b>Transdisciplinary Elective</b>			
For the students admitted from A.Y. 2021-22 onwards			
<b>Offering Department:</b>	<b>Offered to:</b> Students across the University for whom at least 80% of this course content is not covered in one or more courses, which are part of their regular curriculum.		
<b>Semesters: IV-V (3 year program) / VI-VII (4 year program)</b>			
Course Code	Course Title	Credit	Hr./Wk.
	<b>Holistic Human Health</b>	<b>2</b>	<b>2</b>

**Prerequisite:**

Students must gone through Human Values for Holistic Living (HVHL) in 1<sup>st</sup> Year and Vision for Humane Society in semester IV-V (3 year program) / VI-VII (4 year program)

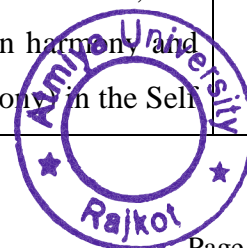
**Course Objective:**

1. To introduce students to the universal health principles
2. To initiate / strengthen the process and practices to keep the Body in harmony
3. To generate interest, commitment and to make effort for realizing holistic human health and staying healthy

**Course Content:**

<b>Modules (Holistic Human Health)</b>	<b>Hours</b>
<ul style="list-style-type: none"> <li>• <b>Module 1: Introduction and Understanding the Human Being</b> This module discusses the current perspective on health, its lack of a holistic outlook and shortcomings as a result of this. It puts forth the necessity for a change in perspective which can be brought about with better understanding of the reality. It also talks about the entire process of the course. The course learnings are put forward as proposals that students can verify for themselves in a logical way with reasoning and self-exploration rather than in the form of dos and don'ts.  In the process of understanding, the course focuses first and foremost on a complete understanding of the human being and not merely on the physical body of the human being. The expected outcome from this module is a thorough understanding of the two realities that constitute the human being (the Self and the body), the differences in their needs and fulfillment of these needs, the differences in their activities and responses, the way to maintain harmony and the importance of this background in understanding health (harmony in the Self)</li> </ul>	<b>8</b>

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and the body.	
<ul style="list-style-type: none"> <li> <b>Module 2: Universal health Principles and Guidelines</b>            This module explains, very clearly and in depth, the universal health principles that are derived from an understanding of the reality as it is. It elaborates separately on the principles relating to the body and those relating to the Self and its interaction with the body.            The module further charts out the guidelines for health which are drawn from the basic universal health principles. These guidelines take into account the differences in human beings at the level of their physical body and personality and the impact of the changes constantly occurring in one's environment.            The expected outcome of this module is for students to see the universality of the health principles, the logic and rationality behind them and to understand the guidelines for health drawn from the understanding of the health principles as the foundation.         </li> </ul>	8
<ul style="list-style-type: none"> <li> <b>Module 3: Implementation (part 1 of 2)</b>            Modules 3 and 4 describe the practical details of implementing the health guidelines on a day-to-day basis. Module 3 deals with our intake and describes the importance of having our daily routine (lifestyle) in synchronization with the diurnal and seasonal rhythms in nature.  <b>Implementation of Health in the Individual</b>            Program for staying healthy – practices and processes            Intake            Daily routine         </li> </ul>	8
<ul style="list-style-type: none"> <li> <b>Module 4: Implementation (part 2 of 2)</b>            The fourth module is a continuation of the topic that was started in the third module regarding the practical aspects of implementing the health guidelines on a daily basis. This particular module deals with the practical benefits of physically working with nature, physical exercises and postures to regulate the internal and external organs of the body (e.g. yoga) and breath regulation (e.g. pranayam) and incorporating these practices in the daily routine of the student's life. The module also provides an understanding of common herbs and spices that can be found in the kitchens of most households (particularly in India) and how these can be used to bring the body back to harmony and health if and         </li> </ul>	8

<p>when it does go into disharmony (ill-health).It also throws light on when an individual can treat minor ailments at home and when one needs to resort to the use of medication and treatment (a dependence on external machines etc. if the body has gone into chronic or permanent disharmony).</p>	
<p>• <b>Module 5: The Healthy Environment</b></p> <p>The fifth module emphasizes the importance of seeing the human being as an integral part of the larger whole. This larger framework includes all that the human being is interconnected with and interdependent on i.e. the environment of the human being. This includes relationships within the family, the society and all of nature/ existence. The module helps the student to understand the harmony at all these levels, the importance of living in harmony at all these levels and the impact of the environment (family, society and nature) on the health of the human being.</p>	<p><b>8</b></p>

**Pedagogic Tools:**

- Chalk & Talk
- PPTs & Videos
- Assignments

**Reference Books:**

- A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034- 47-1
- Charaka Samhita
- The Complete Book of Ayurvedic Home Remedies, Vasant D. Lad
- Quantum Healing-Exploring the frontiers of Mind-Body Medicine, Deepak Chopra
- Ageless Body, Timeless Mind, Deepak Chopra
- Jeevan Vidya EkParichay, A Nagraj
- A Practical Guide to Holistic Health, Swami Rama
- Ayurveda: The Science of Self-healing: A Practical Guide, Vasant D. Lad
- Pranayam Rahasya, Swami Ramdev
- Yog – Its Philosophy and Practice

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- The China Study, Thomas Campbell, T. Colin Campbell, 2006 (A Comprehensive Study of Nutrition, Implications for Diet, Weight Loss, And Long-term Health)

**Reference Videos:**

- Forks over Knives
- Plant Pure Nation
- The Earthling Movie

**Mode of Evaluation:**

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

**Methods of Assessment & Tools:**

Components of CIA: 100 marks

Sr.	Component	Content	Duration (if any)	Marks
1	Attendance	---	---	10
2	Assignment-1	---	---	10
3	Assignment-2	---	---	10
4	Test-1	Module I & II	1.5 Hours	20 (set for 30)
5	Test-2	Module I to V	2.5 Hours	50 (set for 50)
<b>Total</b>				<b>100</b>



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