



Faculty Orientation: Overview of UHV-I in Student Induction Program

For Faculty and Student Buddies who are Volunteering in SIP

Agenda

What is the Student Induction Program

The UHV-I Module

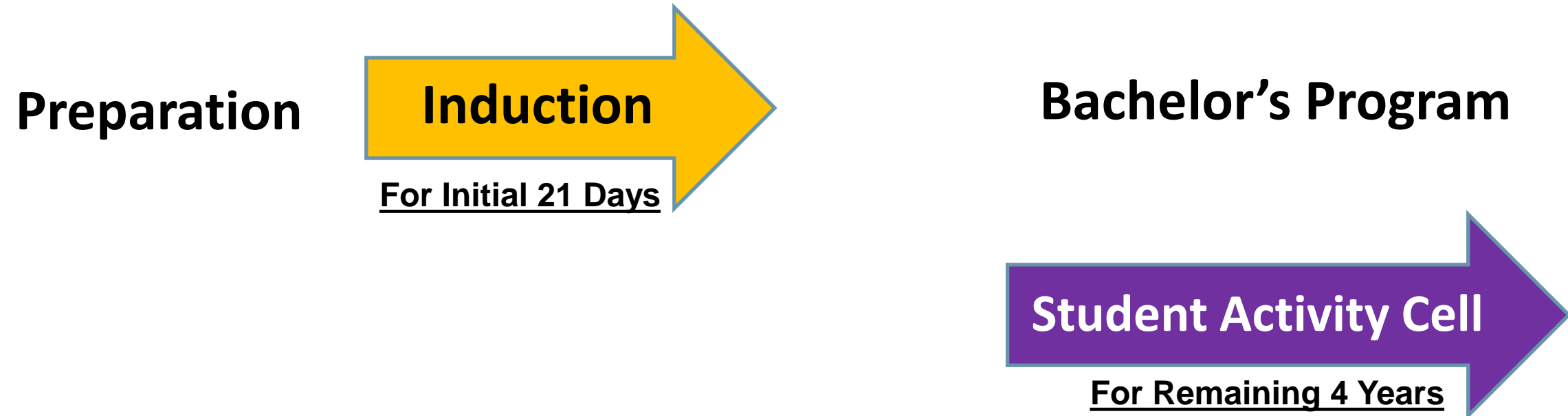
How to Conduct UHV-I

Resources

Student Induction Program – Context

- New entrants go through years of strenuous preparation and get accustomed to it.
- Often they lose the connection from social life and recreational activities
- On the other hand, higher education, like engineering, demands a personality in all dimensions

The Student Induction Program is designed for a smooth transition from school, preparation environment to higher education



Goals of SIP

- To become familiar with the ethos and culture of the new surroundings
- To develop bonds with peers, seniors, faculty and staff
- To provide an exposure to a holistic vision of life
(based on largernational and human good; or the well-being of all)
Develop awareness, sensitivity and understanding of the
Self---family---Society---Nation---International---Entire Nature
- To develop a healthy lifestyle and ethical professional discipline
- To connect and appreciate the diversity of cultures
- To overcome weaknesses in some essential professional skills to be ready for higher study
(only for those who need, e.g., mathematics, languages/communication)

Universal Approach

All the SIP activities (modules) are based on generic and universal principles

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

For example, module 2 is about “physical health and related activities”. In this, we will be talking about “holistic human health” which is generic and universal. To exemplify this, we may take the example of Ayurved.

For example: We want to live with fulfilment as a society. This part is common, universal. To exemplify this, we may expose students to traditional Indian culture and philosophy as well as contemporary western culture

In this way:

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

Solution Centric Approach

The world today has become a mixture of various cultures

In India, we can see

- Urban / City culture
- Western culture
- Liberal culture
- Movie/Internet culture
- Traditional rural Indian culture
- and so many others

Today, the problem is that one culture tends to compare with other cultures and be opposed to them. This is because their basic assumptions and therefore thoughts are different. Even though there are commonalities at the core, the conflict is at the level of expression and details

With this situation, it is imperative to

- **Appreciate the different approaches and achievements**
(to whatever extent a culture has realised the basic human values of truth, love and compassion at the core)
- **Be complimentary, help to fill the gaps, rather than to compare, criticise or reject**



SIP Activities

**Universal Human Values (UHV)
Foundation**

⊙ Inaugural Ceremony ~2 hours

⊙ M1: Universal Human Values I (UHV-I) 15-25

⊙ M2: Physical Health and Related Activities 35-50

⊙ M4: Visit to a Local Area 03-05

⊙ M5: Lectures by Eminent People 02-05

⊙ M7: Literature / Literary Activities 15-30

⊙ M8: Creative Practices 30-36

⊙ M9: Other co-curricular Activities 05-10

**Indian Knowledge System (IKS)
including local, regional, national
international examples
focused on wellbeing of all**

3 Weeks

⊙ M3: Familiarization of Dept/ Branch and Innov 02-05

⊙ M6: Proficiency Modules 05-15

**Nature friendly and
human friendly skills and
their practice**

⊙ Grand Celebration 02-06

UHV-I is intended to provide a glimpse of universal human values, and how going by them leads to living a fulfilling life – by looking at one's aspirations holistically and resolving some of their present-day issues. It helps develop an interest in understanding harmony in completeness

In the UHV Module of SIP, the main points we want to highlight are:

1. Every student has the possibility to reach to their full potential as a human being
2. For this, we have to understand
 - Ourselves (our aspirations, concerns...), other people, other things around with which we interact...
 - Our relationships – with oneself, with other people, other things around us...
3. It is possible to understand – because
 - The need to understand is innate in every human being and
 - The potential to understand is intrinsic to human being
 - The essential things to understand are definite
4. We will use a process of self-exploration for this... we simply have to pay attention, and explore into the proposals... Let the time in this institution be a time of intense and joyous exploration!

UHV is an exploration into it, so that the student can discover their full human potential, develop a holistic plan for realising it and take some steps towards it

For this we will try to

1. Discover our aspirations and articulate our concerns
2. We can slowly realise that
 - We all have the same basic aspirations
 - We have to understand to fulfil our aspirations
 - We all have some concerns, some problems, These can be different for different students
 - To resolve any problem or concern also, we need to understand
3. The process to understand is simply to pay attention. We can easily do that. We can understand, realise our aspirations and resolve our concerns
 - E.g, Find out if it is true that “whatever you have paid attention to has revealed itself to you”. E.g. maths seemed so difficult, but now you know it... because you paid attention to it
4. In this UHV module, we will go over this process at four levels
 - Individual, family, society and nature

Thus, the objectives of the UHV module (UHV-I) are:

1. To help the student to see the need for developing a holistic, humane world-vision
2. To sensitise the student about the scope of life – individual, family (inter-personal relationship), society and nature/existence
3. Strengthening self-reflection
4. To develop more confidence and commitment to understand, learn and act accordingly



How to Conduct UHV-I

An Overview

15 sessions of 1 to 1.5 hours each

General Guidelines

1. Conduct 15 sessions of 1.5 hours each in face-to-face mode in small groups of 20 students (only if not possible, use larger groups, shorter sessions or online mode)
2. Ensure that the guidelines (universal, rational, verifiable, leading to harmony)
3. Connect their real life, their aspirations and concerns with the basic reality (underlying harmony). This will help students to develop interest in understanding
4. Keep the discussion live, natural and interactive (not instructive, made-up, artificial...)
5. Propose, encourage exploration (not preach, try to convince, get students to “agree”...)
6. Have continuity from one session to another, overall (not independent unconnected...)
7. Prepare well
8. Note specific suggestions for refinement

Self

Understanding
Thinking
Doing

Self + Body

Other (human being, rest of Nature)

External Interaction

UHV-I Module

Session No.	Topic Title	Aspirations and Concerns	Basic Realities (underlying harmony)
1	Welcome and Introductions	Getting to know each other	Basic need to relate
2 and 3	Aspirations and Concerns	Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals	Basic human aspirations and their fulfilment Need for a holistic, humane world-vision, Self-exploration
4 and 5	Self-Management	Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement...	Happiness Harmony in the human being Harmony in the Family
6 and 7	Health	Health issues, healthy diet, healthy lifestyle Hostel life	Harmony of the Self and Body Mental and physical health

8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in the Family (feelings of trust, respect... gratitude, glory, love)
12	Society	Participation in society	Harmony in the society
13	Natural Environment	Participation in nature	Harmony in nature/existence
14	Sum Up	Review role of education Need for a holistic, humane world-vision	Information about UHV-II course, mentor and buddy
15	Self-evaluation and Closure	Sharing and feedback	



UHV-I

Session 1

Welcome and Introductions

Let's get to know each other!

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Suggestions for improvement are welcome

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IND 1: Introductions

Goal: To develop a conducive teacher-taught environment

Activity: Introductions of faculty and students

Introduction of Faculty

Name:

Place to which I belong (root):

Educational background:

Role in the college / university:

Family background: parents, siblings, spouse, children:

Share an incident from your life or something you have understood which will connect to why you volunteered to facilitate the UHV session as a co-explorer, e.g.,

I will be your faculty co-explorer for this UHV orientation / I will be your mentor starting now till you leave the college (and maybe beyond that)

Introduction of Students

Please speak to the person sitting on your left and introduce him/her

Name:

Place from where s(he) belongs (root):

Department s(he) has joined:

One hobby or interest:

Family background: parents, siblings...

How s(he) relates to family and society:

Aspiration in life:

Expectation from education:

Please be specific (try not to use adjectives)

IND1: Home Assignments

- 1.1. Get to know as many of your batch mates as you can! You should be able to introduce at least 5 of them in detail
- 1.2. Make a list of your aspirations (चाहना), the expectations (अपेक्षा) of your family and friends and the hopes (आशा), you see, the nation has from you
- 1.3. Make a list of your achievements in your life
- 1.4. Make a list of your concerns (चिंता), fears (भय), confusions (भ्रम), questions (जिज्ञासा) etc.

Aspirations (what you really want to be)	Achievements	Concerns

To be written in your UHV-I Notebook

Did you draw attention to basic realities to be und. to address the aspiration or concern?

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UHV I

Session 2

Exploring our Aspirations and Concerns

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Part 1: Listen to participants' exploration, home assignment... Q&A

Aspirations	Achievements	Concerns
To do well in college	Came first in my class	Tension, peer pressure
Happiness in the family	Spends time with family	Anger, not much time for family
Patent	Good marks	Lack of Confidence
Good marks	Good human being	Social Anxiety
Job with good package	Solved a problem	Overthinking
Human values	Communication skills	Lack of discipline
Society	Able to get over anger	Time management
Make parents proud	Control your emotions	Overwhelmed with work stress
Care for parents	Getting out of <u>depression</u>	Stage fear
Support family	Part time jobs	Uncomfortable to express
Be happy	Am happy	Lack of guidance
Fulfill dreams	Have lots of friends	Overdo want to do many things but unable to do them
Be a good human being	Helping nature	Lack of concentration

Present effort



Expect to become something



Expect to get/do something



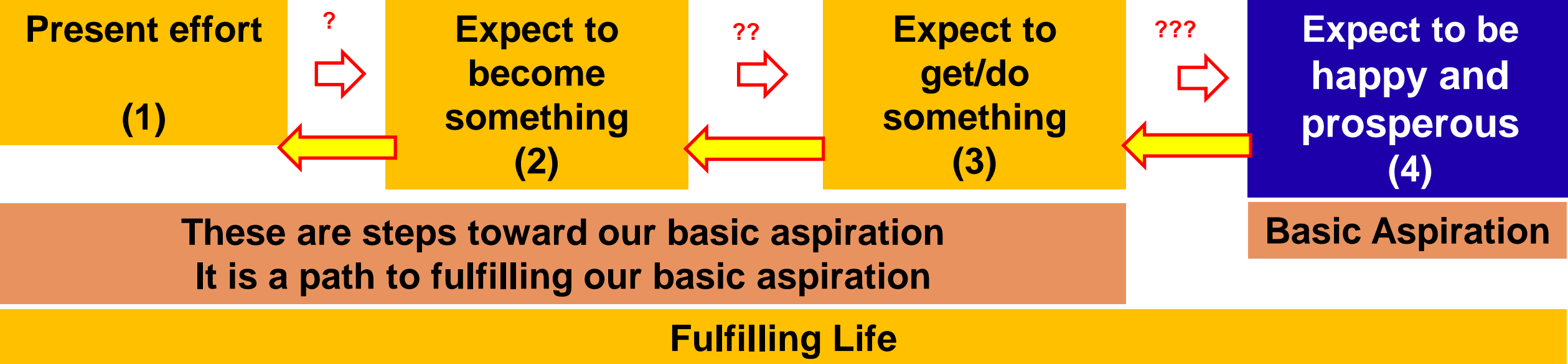
Expect to BE something

Studying	Engineer	Get Money
Doing internship	Doctor	Earn Name, Fame Do Research, Innovation
Practicing	Farmer	Take care of your parents Make your family/nation proud
Attending coaching	IAS Officer	Gain Expertise in area of your choice
Doing articleship	Lawyer	Earn your living well Live with Self Respect
Doing MBA	Businessman	Get Power in society
Researching	Scientist	Earn Respect Get Satisfaction

These may be steps toward the basic aspiration



Effort for a fulfilling Life



How would you like to plan your life?

1-2-3-4: Plan the steps without being clear of your basic aspiration?

or

4-3-2-1: Develop clarity of your basic aspiration (happiness and prosperity) and then work out the steps?

Check how you are planning now

IND 2: Key Points

- Everyone has some aspirations, some concerns. To identify the basic aspiration, ask why multiple times
- The basic aspiration (of every human being) is continuity of happiness and prosperity
- The goals to be something, to do something, to get something may be steps, but not the basic aspiration
- There may be several steps leading to the fulfilment of the basic aspiration, so if one path is not available, another path can be taken

- Planning the steps can be done more effectively with clarity of the basic aspiration (end goal, where you want to reach and stay in continuity), rather than being chosen on some other basis

- Students can be facilitated in exploring

Did you draw attention to basic realities to be und. to address the aspiration or concern?

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UHV-I

Session 3

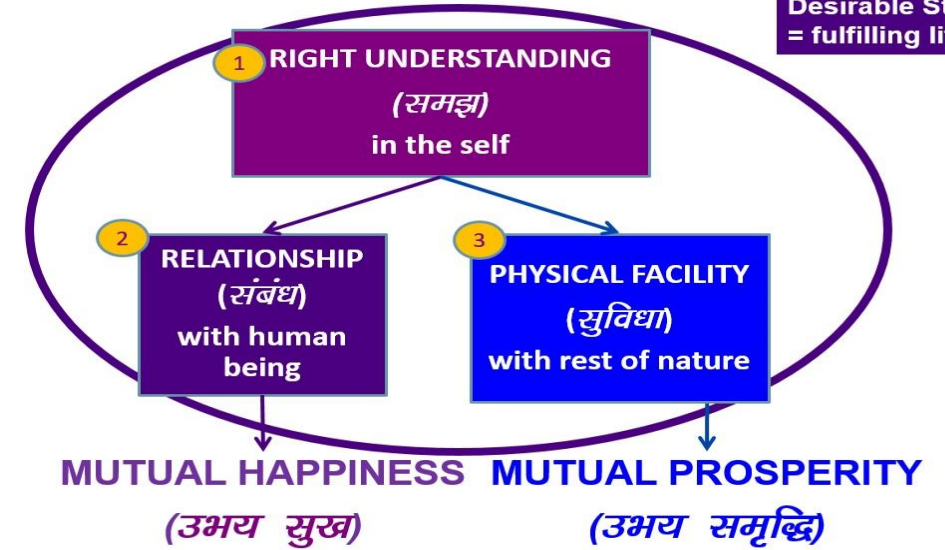
Basic Human Aspirations and their Fulfilment

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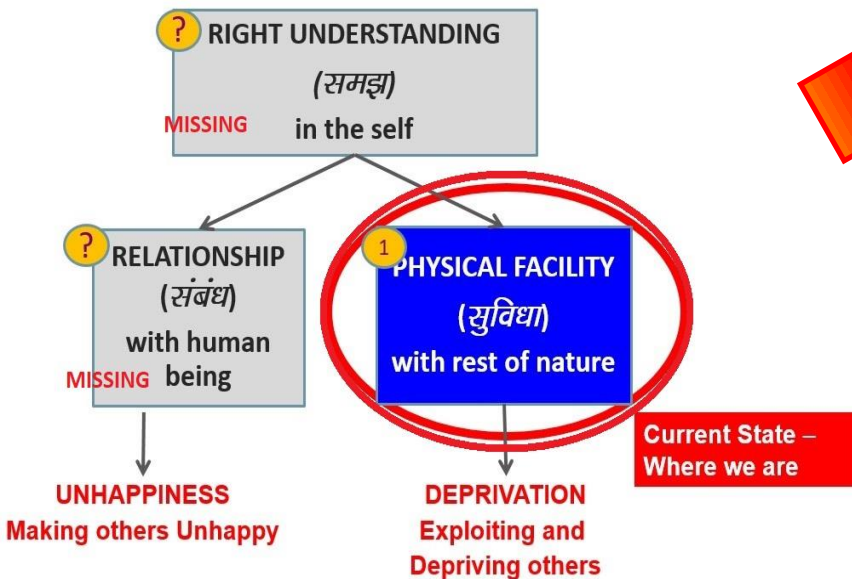
Transformation (संक्रमण) = Holistic Development (विकास)

Requirement to fulfill Basic Aspiration

Desirable State = fulfilling life



Transformation - Progress
संक्रमण - विकास



Where do you want to be – on the left or on the right?
 Is this transformation desirable for you?
 Do you need to make effort for this transformation?
 Do you need a holistic, humane world-vision to make this effort?
 Should education help you to make this effort?



IND 3: Key Points

- Right Understanding, Relationship and Physical Facility are required for the fulfilment of aspirations or resolution of concerns
- Holistic Development is the Transformation from Current State to Desired State
- While presenting, cover the content mentioned, rather than open up new content. E.g., in this presentation, the difference between animal conscious and human consciousness is not covered – it is covered in the Introductory UHV FDP for faculty, but not in UHV-I for students – it is covered in UHV-II for students
- While responding to questions, stay with the content covered, rather than open up new content that may be covered later. Our role is to encourage and facilitate the student to explore and find the answers within, not to provide ready-made answers

Home Assignment 3.1

Take your list of aspirations + concerns (from session 1 home assignment).

Find out what is needed to fulfill your aspirations + address your concerns

- right understanding (clarity)
- relationship (right feeling)
- physical facility (money, some real physical facility like food, clothes, shelter, mobile...)

<u>e.g., Aspiration/Concern</u>	<u>right und</u>	<u>relationship</u>	<u>physical facility</u>
Money	?	?	✓ (salary...)
Name, fame, attention	✓	✓	✓
good food	?	?	✓ (food)
latest bike	?	?	✓ (bike)
peace of mind	✓	✓ (family and friends)	
good health	✓	✓ (with body)	✓

Also find out approximately how much time and effort you put in every day in these 3 areas

Through exploration, students are expected to see the following

1. For the fulfilment of any aspiration or for addressing any concern, right understanding and relationship are definitely required. Physical facility may or may not be required
2. In general, our effort is mostly for physical facility (maybe because we have assumed that it is the main thing required for a fulfilling life),
so more effort is required on developing right understanding

Example

Aspiration

/Concern

1 right understanding

2 relationship (right feeling)

3 physical facility

Money	✓	✓	✓ (salary...)
Good friends	✓	✓	✓ (food...)
Peace of mind	✓	✓ (within!)	may not be required!

All the three are required

The base is right understanding

On that basis the feeling of relationship (within)

And with that, physical facility

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UHV-I Session 4

Aspirations and Concerns at the Individual level

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From the list of Aspirations and Concerns, draw out those at the Individual Level

To be happy
To be healthy
To be prosperous
Knowledge – quest for knowledge
Ability to decide properly on my own, independently
Clarity in thoughts
Self confidence
...

Coming out of stress
Managing pressure of academics
Time management
Time lost due to illness
Entertainment
Domination of one gender by the other
Pressure of placement
Overcoming –ve thinking
Attending classes
Peer pressure
Temptations
Anger
Depression
Suicidal thoughts

Key Points

Recall: our aspirations can be fulfilled and concerns can be resolved by

1. **Right understanding (सही समझ)** in the self
2. Living with fulfilment in **relationship (संबंध)** with human beings and
3. Ensuring more than required **physical facility (सुविधा)** with rest of nature

The root cause of concerns, problems can be traced to lack of right understanding

In this session, a basic proposal about Human Being is shared

Human Being मानव	Self (I) मैं	Co-existence सहअस्तित्व	Body शरीर
Need आवश्यकता	Happiness (e.g. Respect) सुख (जैसे सम्मान)		Physical Facility (e.g. Food) सुविधा (जैसे भोजन)
In Time काल में	Continuous निरन्तर		Temporary सामयिक
In Quantity मात्रा में	Qualitative (is Feeling) गुणात्मक (भाव है)		Quantitative (Required in Limited Quantity) मात्रात्मक (सीमित मात्रा में)
Fulfilled By पूर्ति के लिए	Right Understanding & Right Feeling सही समझ, सही भाव		Physio-chemical Things भौतिक-रासायनिक वस्तु

Explore if understanding human being makes any difference. Two examples are shared:

- Health of body
- The other is like me

Exploration 1

While selecting and eating food, what is desirable?

Selecting nutritious and tasty food	Body is nourished	+ Self is happy
Selecting nutritious, but not tasty food	Body is nourished	+ Self is unhappy
Selecting not nutritious, but tasty (Junk food)	Body is not nourished	+ Self is happy
Selecting not nutritious and not tasty food	Body is not nourished	+ Self is unhappy

Who is selecting what to eat, how much to eat, when to eat...? Self or Body?

Find out what is the difference it may make by

- understanding human being as the co-existence of self and body or
- assuming that human being is just a body (or something else)



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UHV-I

Session 5

Resolution of Concerns

Peer pressure, Reaction...

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Concern

We want to be accepted by others

We think that we will be accepted when we are like them or better than them – in how we look, how we dress, how we talk, what we eat, what we drink, etc.

So, there is a pressure to be like them or better – in appearance, clothes, language and expression (e.g. English), etc.

This is part of the peer pressure

Analysis

If we assume that happiness may be ensured by **favourable feeling from others**, we try to get these feelings from them by way of:

1. **Being ahead of others** - (in terms of appearance, clothes, language & expression- English, money etc)
2. **Seeking likeness** - belongingness with a specific group (because others are doing it/ having it, so should I)

These two become the major sources of peer pressure

Even the other may be in the same state i.e., wanting to be accepted by you!

We try to address Peer Pressure by

1. Copying (नक़ल) – we give in to peer pressure
2. Arbitrariness (मनमानी) – we rebel (विद्रोह)

There is a Third Option

3. Right Understanding (सही समझ)

Verifying things on your own right:

- On the basis of your **natural acceptance** and
 - On the basis of validating by living accordingly (experiential validation)
- (understanding happiness)
- (understanding human being) The other is like me
- (understanding relationship, trust) We feel happy when we relate to each other, be complimentary to each other, help each other to develop rather than oppose each other

What is Naturally Acceptable to You? What is the Solution?

Copying – adopting

Living
on the basis of others
(some do's & don'ts)

**Indefinite
conduct**

Sometimes “happy”
Sometimes “sad”

Decided by other
“Peer Pressure”
(परतंत्रता)

Arbitrariness

Living
on the basis of
one's own
likes-dislikes

**Indefinite
conduct**

Sometimes “happy”
Sometimes “sad”

Rebel
“Reaction”
(परतंत्रता)

Right Understanding

Living
on the basis of
natural acceptance

**Definite
conduct**

Always happy
(निरंतर सुख)

Self-organised
Self-confident
(स्वतंत्रता)

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UHV-I

Session 6

Understanding Health

(Part 1 of 2)

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Aspirations

- **To be healthy**
- Want to eat tasty but healthy food
- Want a healthy, peaceful environment

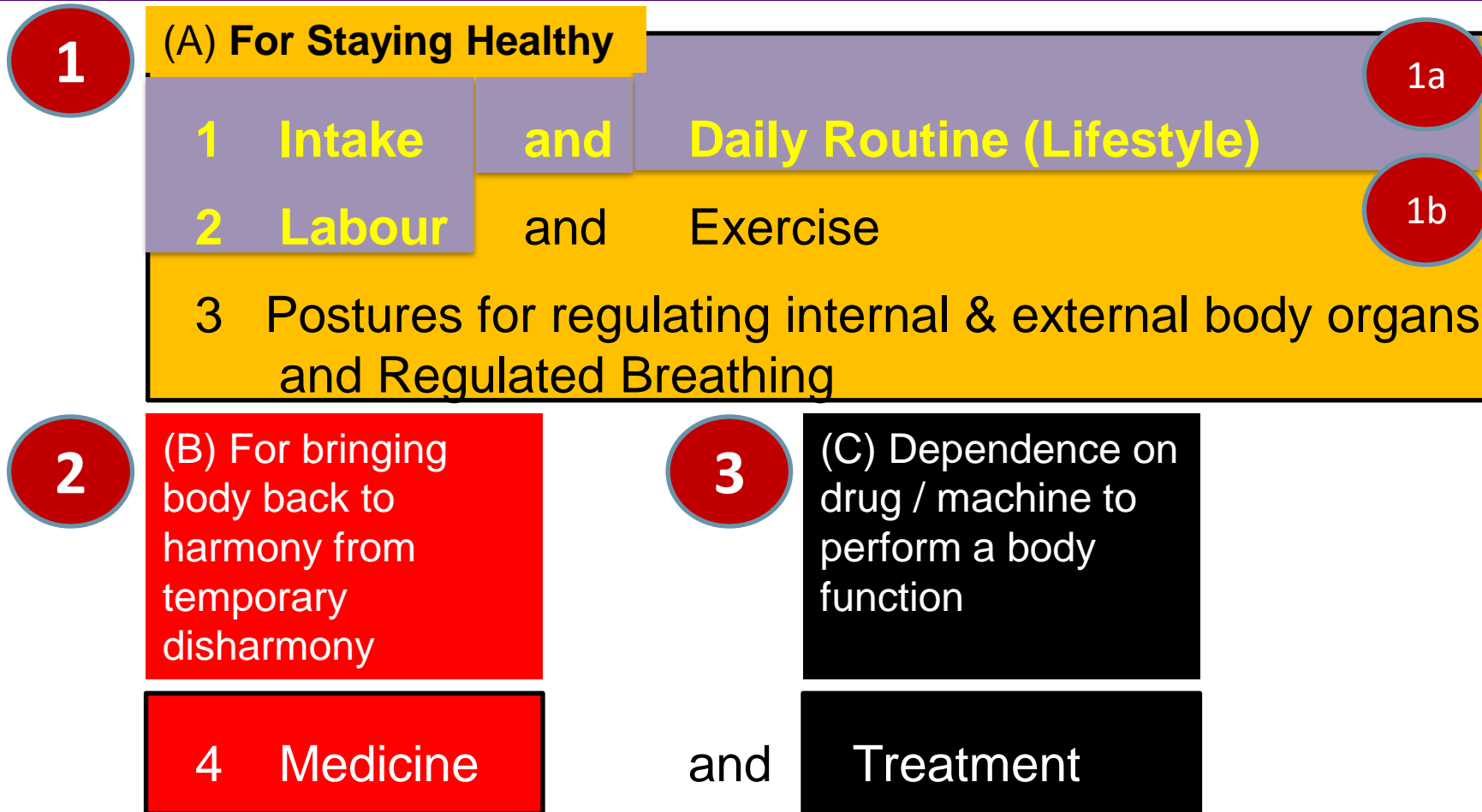
Concerns

- Infections (environment)
- Non-communicable disorders like obesity
- Tension, depression
- Inefficient use of time
- **Time loss due to illnesses**

Let us explore how understanding human being can help us in: realising our aspirations and also resolving the issues holistically

Human Being मानव	Self (I) मैं	Body शरीर
Need आवश्यकता	Happiness (e.g. Respect) सुख (जैसे सम्मान)	Physical Facility (e.g. Food) सुविधा (जैसे भोजन)
Fulfilled By पूर्ति के लिए	Right Understanding & Right Feeling सही समझ, सही भाव Feeling of Self-regulation(संयम) Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body	Physio-chemical Things भौतिक-रासायनिक वस्तु Health (स्वास्थ्य) 1. The Body acts according to the Self 2. Parts of the body are in harmony (in order)





Sum Up

Human Being is co-existence of Self and Body, Body is an instrument of the Self

Physical Facility is required, in a limited quantity, for Nurturing, Protection & Right Utilisation of the Body

The Self and the Body are in Harmony when there is a feeling of Self-regulation in the Self and Health in the Body

- Self-regulation = Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body
- Health = The body acts according to Self and parts of the body are in harmony (in order)

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UHV-I

Session 7

Program for Health

(Part 2 of 2)

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Looking at Health holistically

Health of the Human being = Health of the Self → Health of the Body

The family has an impact on the health of the individual

A family that keeps “an early to rise and early to bed” schedule is healthier

A family with internal strife, fighting etc. may be more prone to illness

Like that, in the society and nature

**Holistic
Health**

Health of the **Self** **1**

Health of the **Body** **2**

Health of the **Environment** = Health of Family, Society, Nature

3

Discussion: Health of the Family, Friends Circle...

Food habits

Daily routine

Collective labour

Collective exercise...

Home remedies...

Discussion: Health of the Society (Institution...)

Hostel – Timings for healthy lifestyle (sleeping time, waking time...)

Mess – Options for tasty and healthy food, giloy kadah...

Canteen – Tasty and healthy options

Juice stall – fresh fruit and vegetable juice

...

Discussion: Health of the Natural Environment

Clean and fresh air

Water

Free of viruses

...

Natural Farming Club – In campus production by way of labour

Key Points

- Holistic Health: Health of the Self, Body and Environment
- Programs of Self-regulation with a holistic, humane world-vision

Did you draw attention to basic realities to be und. to address the aspiration or concern?

Session No.	Topic Title	Aspirations and Concerns	Basic Realities (underlying harmony)
1	Welcome and Introductions	Getting to know each other	Basic need to relate
2 and 3	Aspirations and Concerns	Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals	Basic human aspirations and their fulfilment Need for a holistic, humane world-vision, Self-exploration
4 and 5	Self-Management	Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement...	Happiness Harmony in the human being Harmony in the Family
6 and 7	Health	Health issues, healthy diet, healthy lifestyle Hostel life	Harmony of the Self and Body Mental and physical health



UHV-I

Session 8a

The Foundation of Relationship – Trust (Concerns: Anger, Mistrust, Fear...)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Did you draw attention to basic realities to be und. to address the aspiration or concern?

8, 9, 10 and 11	Relationships	<p>Home sickness, gratitude towards parents, teachers and others</p> <p>Ragging and interaction</p> <p>Competition and cooperation</p> <p>Peer pressure</p>	Harmony in the Family (feelings of trust, respect... gratitude, glory, love)
12	Society	Participation in society	Harmony in the society
13	Natural Environment	Participation in nature	Harmony in nature/existence
14	Sum Up	<p>Review role of education</p> <p>Need for a holistic, humane world-vision</p>	Information about UHV-II course, mentor and buddy
15	Self-evaluation and Closure	Sharing and feedback	

Trust (विश्वास)

- Trust = to be assured (आश्वस्त होना)
= to have the clarity that the other wants to make me
happy & prosperous
= दूसरा मेरे सुख, समृद्धि के अर्थ में है, ऐसा स्पष्ट होना

Resolution of Concerns

- Doubt on Intention leads to issues like Mistrust on the other, Anger, Fear in relationships, etc.
- With Trust on Intention, one is able to get rid of the root cause of such issues.
- In UHV II, the resolution of such issues will be discussed further.

Anger – Reason

Anger arises, when we are not able to differentiate between the **intention** and **competence** of the other. Based on lack of competence of the other, we doubt over their intention

Once, we have a doubt on the intention of the other, then instead of relating to the other, we feel in opposition to the other

Thus, any small unfavourable incidence may lead to irritation or even anger

Anger – Solution

If I understand the human being correctly, then I am able to see-
“**The other is a human being like me** (co-existence of self and body)”

The other self has the intention, i.e. natural acceptance (to be happy and make other happy) just like me

The other may be lacking in competence to fulfil their intention, just like I am lacking in competence

With Trust on Intention, we feel related to the other. Then there is no feeling of Anger

Anger – Reason

When our desire does not get fulfilled and we perceive that it is due to the other, then we get irritated or angry

Anger – Solution

If I can see that the other has the right intention, but lacks competence, then instead of getting angry, I re-examine my desire/expectation and action:

- Is my expectation right or not?
- Is the program to fulfill the desire correct or not?
- Have I developed the necessary competence in myself ?
- What effort have I made to help the other in improving his/her competence?



Trust is to have the clarity that the other wants to make me happy & prosperous

If I have trust on intention, I accept the other (I am assured of the other) and we are able to make effort for mutual development

I make a program with the other based on right evaluation of our mutual competence

- In case the other is lacking in competence
 - I make effort to assure the other
 - I make effort to improve his competence once he is assured in relationship (and not before that)
- If I lack competence, I become ready to take help from the other to improve my competence

If I have doubt on intention

- I evaluate myself on the basis of my intention and others on the basis of their competence
- I have a feeling of opposition with the other which shows up as irritation or anger (and it further leads to fighting, struggle and war)

Did you draw attention to basic realities to be und. to address the aspiration or concern?

8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in the Family (feelings of trust, respect... gratitude, glory, love)
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UHV-I Session 8b

Video Discussion Right Here Right Now (Reaction and Response)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related
Materials for UHV-I

Suggestions for improvement are welcome

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Right Here Right Now

Watch the video Right Here Right Now

A short film about human behavior and its propagation. It is directed by Anand Gandhi

Source:

Part 1: <https://www.youtube.com/watch?v=OVAokeqQuFM>

Part 2: <https://www.youtube.com/watch?v=gIYJePEnvUY>

We will discuss your observations:

1. Interactions with each other – reaction or response
2. Are the actions indicating right understanding, trust?

Response

Reaction

You decide your feeling on your own right

You decide your feeling based on the behavior of the other

It is based on right understanding

You always have the right feeling

It is definite and unconditional

It depends on whether you like or dislike the (taste of the) behavior of the other

The behavior of the other is only an indicator of the state of the other

- If the other behaves properly, you have a right feeling and may behave properly

- If the other misbehaves, you have a wrong feeling and you may also misbehave

With that input you decide your behavior to ensure mutual happiness

You decide your own behaviour

Your “remote control” is with the others

You are self-organised

You are enslaved

Your conduct is definite

Your conduct is indefinite

In your own interactions, find out

- **the % time you are responding**
- **the % time you are reacting**

What is the effort required to progress from reaction to response?

- To develop the right understanding (at least about relationship)...
(this will be discussed in detail in the UHV-II course)
- To be aware of your imagination, develop the right feeling within
- To “repair” the damage from past reactions

Sum Up

- Response is naturally acceptable, Reaction is not acceptable naturally.
- Reaction could be Positive or Negative, but it is not based on right understanding, right feeling.



UHV-I

Session 9

Respect

**– Right Evaluation of Intention and Competence
(Concerns: Lack of Self-confidence, Ego, Depression, Peer
Pressure, Differentiation,...)**

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

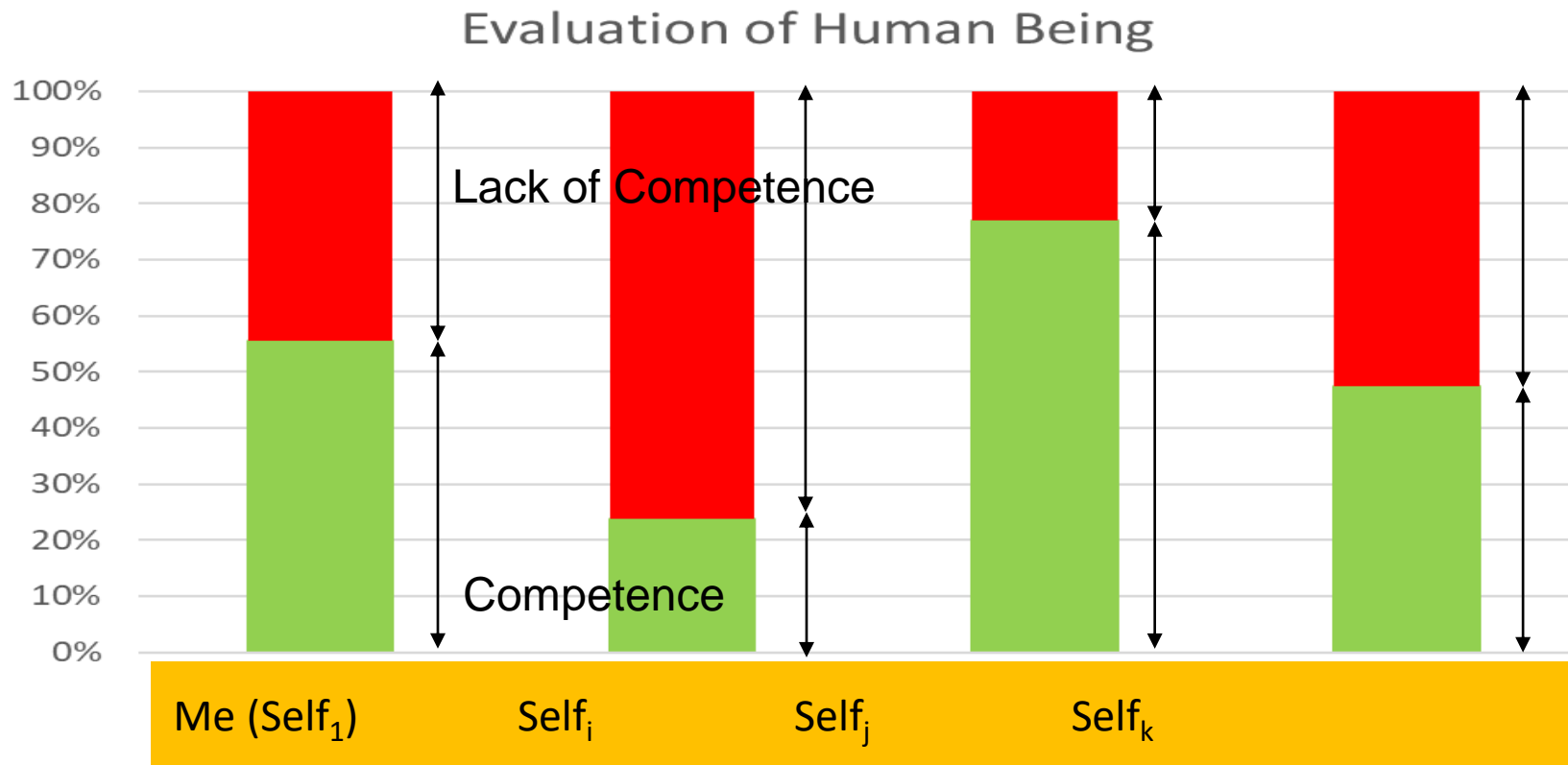
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Right Evaluation

Intention (natural acceptance) is same for all

Purpose, Program and Potential Same for all



Competence of various people may be quite different

Respect = Right evaluation

(of intention and competence)

Take-away:

The feeling of Complementarity

The Other is Similar to Me. We are complementary to each other

With the feeling of complementarity, other feelings naturally follow

Peer Pressure

When we try to get respect from the other, we have to conform to their way of looking things and doing things their way – such as their language, clothes etc.

This becomes a major source for peer pressure

When I have the feeling of respect on the basis of understanding of human being, as discussed in this session, I will have the feeling of respect for everyone including myself

Therefore, I don't have to be dependent on getting feeling from the other and hence will not be under pressure to conform to the other

Take-away re. Respect

The feeling of Complementariness

All the specific characteristics at the level of Body, physical facility, belief etc. can be used to express that complimentarity

e.g. a person with greater physical strength do the heavy work

e.g. a person at a higher post can work for the development of more people and so on

All with a feeling of complementariness, giving and responsibility in relationship

With the feeling of complementariness, other feelings naturally follow

Respect is right evaluation (it is possible only with a feeling of trust on intention)

Under evaluation, over evaluation or otherwise evaluation is disrespect
Differentiation is disrespect

Respect on the basis of Self(I) – The other is like me and we are complementary to each other

Did you draw attention to basic realities to be und. to address the aspiration or concern?

8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in the Family (feelings of trust, respect... gratitude, glory, love)
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UHV-I

Session 10

Affection and Reverence

(Concerns: Interaction vs. Ragging
Cooperation vs. Competition)

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Affection (स्नेह)

The feeling of being related to the other

(acceptance of the other as one's relative, the other is like me)

दूसरे को संबंधी के रूप में स्वीकारने का भाव। निर्विरोधिता।

One has the responsibility and commitment for mutual fulfilment in the relationship

Opposition, jealousy... are an indication of the absence of affection

How do you feel when a relative/ friend comes to your family?

- We feel happy about it. We want to share many things with them and also listen from them. This exchange of feelings and words satisfy all of us. That is interaction

(Here, we feel connected with them, take care of their immediate needs and facilitate them to set their things in order....)



- When we are not able to see this relationship with the newcomers, then we may tease them, make fun of them just for the sake of fun.
- We are not concerned about its impact on the newcomer. Of course, it hurts others. That is ragging.
- Can you recall, how does it feel, when you are hurt by someone? For how many days/ months/ years, it disturbed you?
- Is it wise/ a normal mental status to seek enjoyment by hurting others?

Interaction and Ragging

Of course, a welcoming healthy interaction is a must, because we are a member of the same institute family, will be staying together for 3-4 years

Thus, we are related to each other, we want to know each other so that we can be of help for each other in the process of understanding and learning together

**Suggest few ways to develop affection
between senior and junior batches.**

Natural Acceptance for Excellence

All of us want to excel in life

Let us understand **excellence** – is it about

a. being better than another in a particular area of life?

or

b. something else?

We will also explore the program for it – is it

a. through **competition**?

or

b. through **collaboration**?



Adverse impact of feeling of Competition:

- On our own sense of fulfillment
- On other human beings with whom we are interacting
- On the society and nature
- We feel unhappy, whenever we have a feeling of competition within
- Hinders the growth of others and makes them unhappy
- Promotes struggle, war etc in the society
- Over-consumption and therefore exploitation of natural resources
- Has piece-meal approach

Collaboration/Cooperation

- When we feel related to each other, we cooperate
- Our natural acceptance is for relationship and cooperation

Sum Up

- Affection is the feeling of being related to the other. With affection, one has the responsibility and commitment for mutual fulfilment in the relationship.
- Excellence is the understanding and living in harmony at all levels of living. Making effort for Excellence and Competing with the other is not the same thing.
- Reverence is the feeling of acceptance for excellence

Did you draw attention to basic realities to be und. to address the aspiration or concern?

8, 9, 10 and 11	Relationships	<p>Home sickness, gratitude towards parents, teachers and others</p> <p>Ragging and interaction</p> <p>Competition and cooperation</p> <p>Peer pressure</p>	Harmony in the Family (feelings of trust, respect... gratitude, glory, love)
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UHV-I

Session 11

Gratitude and Love

(Concerns: gratitude vs. ungratefulness,
love vs. Infatuation)

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Suggestions for improvement are welcome

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Gratitude for all the Help we Receive

Let us **list down the help we are receiving** from family, friends, teachers, society (related to food, shelter etc..) and nature

- Make a list of needs (e.g. food) that you are using throughout the day.
- See, the people and natural environment which are immediately responsible to fulfill this need (e.g. cook)
- In the next level, make the list of people who have helped in growing the food, processing it, transporting it to your place etc.
- A similar thread could be seen for the utensils in which we are eating, machines which are used for cooking, furniture on which we sit while eating, construction of the dining hall etc.

- **Can you count the total number of people who are directly or indirectly involved in ensuring just one meal for you?**
- **Can money provide it**, if these people involved do not participate in the process?

Self Reflection

If you are mostly focused on “what has not been done”, then,

- You need to broaden your vision to see the entire reality, and to evaluate both “what has been done” and “what has not been done”

If the feeling of gratitude comes and goes, then

- If the other has shared right understanding, right feeling as well as physical facility and you are not able to see that, then you need to pay more attention on your own understanding and your own feeling. Then your expectations will also be set right
- If the other has primarily shared physical facility and is expecting gratitude in continuity, then that expectation may not be fulfilled – is an over expectation

If you are “expecting these feelings from the other”, then

- You need to make effort to ensure right understanding and right feeling in yourself. Then you would be able to live with responsibility with the other

Preconditioning Related to Love – Common misunderstandings

Excitement (from sensation, preconditioning) is confused for feeling

Sensation –

Lust, getting from the other

Continuity not possible

Preconditioning –

Infatuation

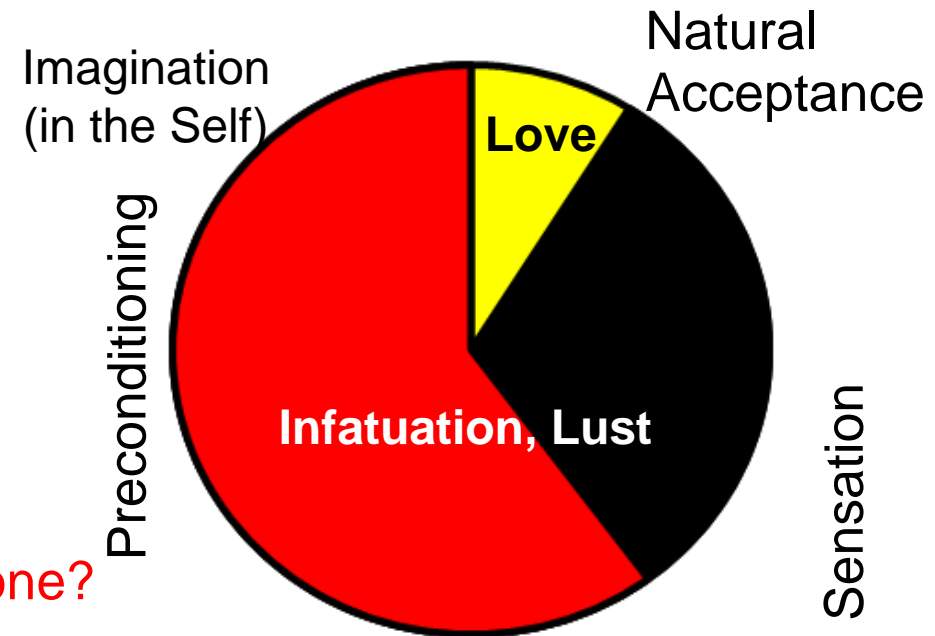
1. Love at First Sight?
2. By this age, I must have GF/BF?
3. The other has 4 GF/BF; I have only one?

Continuity not possible

Right understanding (natural acceptance) –

Love (प्रेम) = **feeling** of being related to all, responsible towards all, giving to all
Continuity

Once trust, respect, affection, care, guidance... are ensured within, then the feeling of being related to all follows naturally



Sum Up

- Gratitude is the feeling for those who have made effort in terms of providing help in the process of my development (excellence).
- Love is the feeling of being related to all (Complete Value). There are several preconditionings related to love which need to be rightly evaluated.

Did you draw attention to basic realities to be und. to address the aspiration or concern?

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UHV-I

Session 12

Society

(Institution, Community...)

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Suggestions for improvement are welcome

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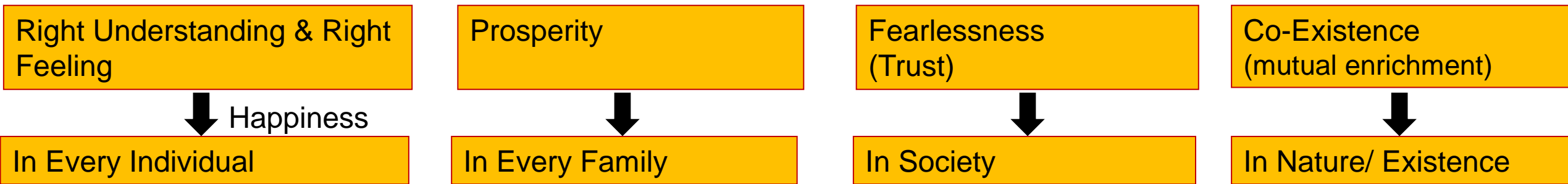
Present State

- Many times we work with a limited vision: me, my family, my job, my career, enjoyment at workplace and in family etc.
- But real life is not just this.
- In real life, we have to face the society in multiple ways
- When we do not have a holistic vision of society and we are faced with some disturbing issues, we try to fight against the problems, many times we start feeling lonely
- Can there be a holistic vision for a harmonious society, a harmonious world?
- Unless my vision is clear, how do I pick my role in it?

- Hence, I need to understand the common goal of human beings living in the society together

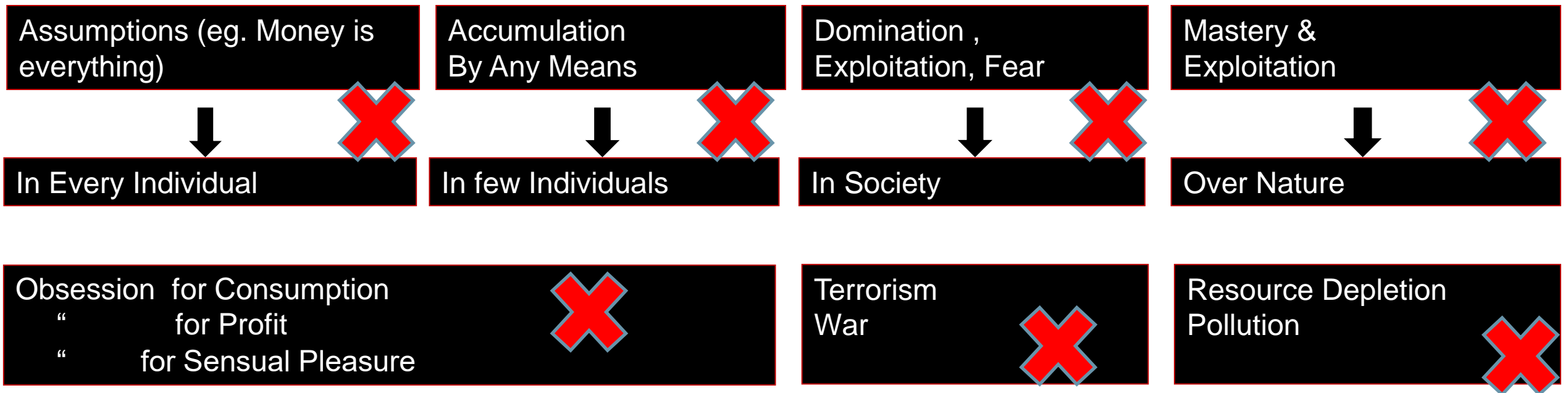
What are we Actually Making Effort for?

For Human Goal (in Family... in Society)



or

Just for Managing in the Current System



Sum Up

- At the level of society, we have a common goal.
- The common goal is to ensure right understanding and right feeling in every individual, prosperity in every family, fearlessness in the society and co-existence in the nature/existence.
- Lack of fulfillment of human goal has led to problems at every level.

Did you draw attention to basic realities to be und. to address the aspiration or concern?

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UHV-I

Session 13

Natural Environment

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So far **we have explored** -

As individual human beings, we want to live with happiness and prosperity in continuity.
Collectively, we want to live in a humane society.

Now, **we will explore** -

If there is a provision in nature for living in harmony

- **Is nature by way of harmony?**

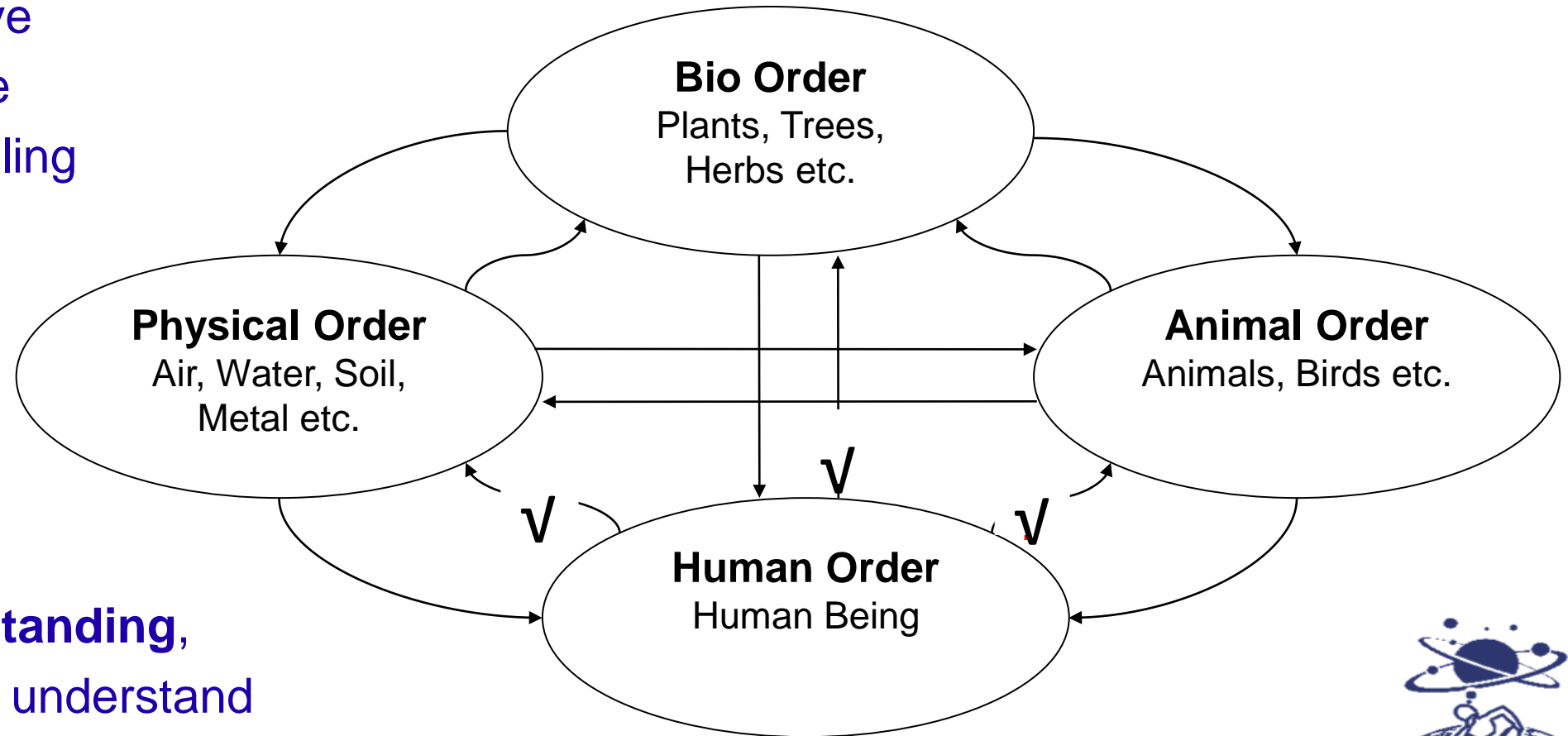
or

- **Is nature by way of struggle, survival of the fittest etc.?**

Relationship of Mutual Fulfillment

Physical Order, Bio Order and Animal Order are fulfilling for Human Order, but Human Order **(without right understanding)** is not fulfilling for any of the 4 orders

Human beings have natural acceptance to be mutually fulfilling



With right understanding, human beings can understand the mutual fulfilment and be fulfilling for all 4 orders...



Interdependence and Abundance in Nature

Nature is organised in such a manner that the physical facility required for any order is available in abundance

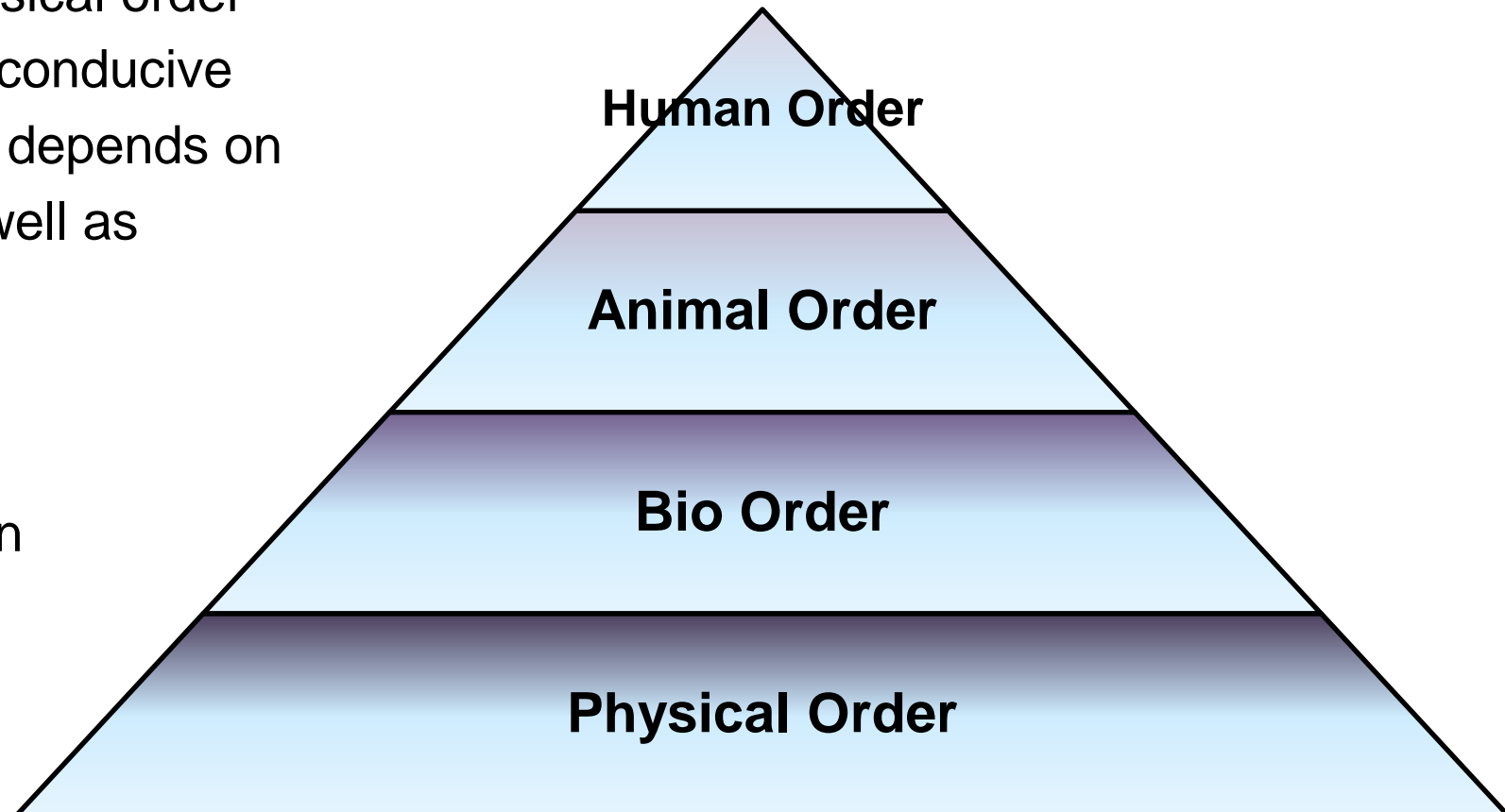
Dependence of any order is on all previous orders

e.g. Bio order is dependent on physical order

e.g. Human order needs the most conducive environment. Human order depends on animal order, bio order as well as physical order

Quantity of units

Physical >> Bio >> Animal >> Human



Sum Up

1. Physical order – air, water, soil, metals etc.
2. Bio order – trees, plants, herbs etc.
3. Animal order – animals, birds etc.
4. Human order – human beings

} Nature = Collection of Units
= 4 Orders

} Relationship of mutual fulfilment
(harmony)

There is a relationship of mutual fulfilment (harmony) amongst these 4 orders. The first 3 orders are mutually fulfilling for each other. They are fulfilling for human being also. It is naturally acceptable to human beings to be fulfilling for all the orders

The role of human being is to realize this mutual fulfilment – For this, all that human beings need to do is:

1. **To understand that mutual fulfilment (harmony) is inherent in nature – we do not have to create it**
2. **To live accordingly – then the mutual fulfilment amongst the 4 orders will be realised**

and there is provision in nature for living with mutual fulfilment (harmony)

Did you draw attention to basic realities to be und. to address the aspiration or concern?

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UHV-I

Session 14

Sum Up

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Sum Up

At the core of it

we want to be always happy and prosperous,

we want to be healthy,

we want to live in relationship in the family, with friends, in the institution...with every human being,

we want to live in a just and equitable society and

we want to have a conducive natural environment

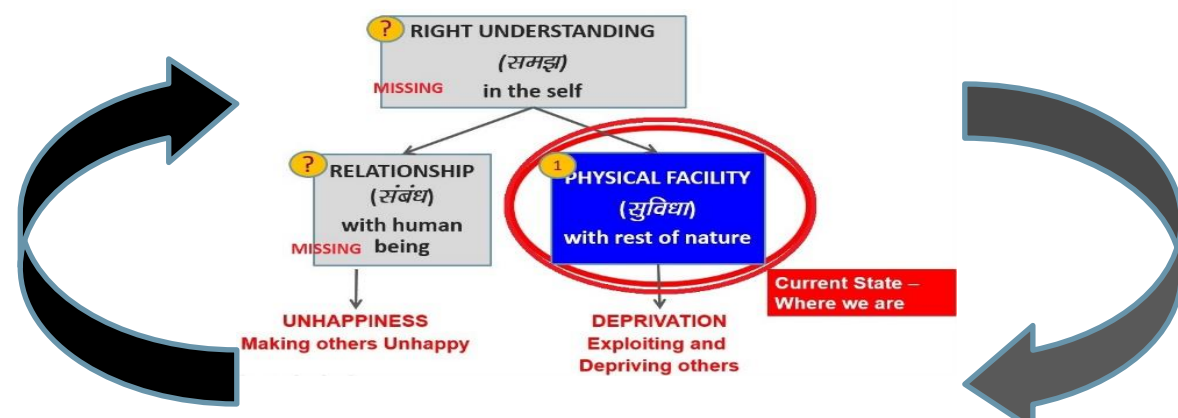
We also do not want problems

For fulfilling our aspirations (and for resolving our problems), we have to understand, ensure the right feeling in ourself and participate in a meaningful manner in the larger systems in the family, society and nature

There is every provision for this...
only we have to make the effort in this direction

Purpose of Education: To Enable Transformation

People living with human consciousness give rise to a humane society



Inhuman "Society" (Crowd or Battlefield)

Assumptions (eg. Money is everything)	Accumulation By Any Means	Domination, Exploitation, Fear	Mastery & Exploitation
In Every Individual	In few Individuals	In Society	Over Nature
Obsession for Consumption for Profit " " for Sensual Pleasure		Terrorism War	Resource Depletion Pollution

Individual based (having different or opposing goals)



Humane Society

Right Understanding & Right Feeling	Prosperity	Fearlessness (Trust)	Co-Existence (Mutual Fulfilment)
↓ Happiness	↓	↓	↓
In Every Individual	In Every Family	In Society	In Nature/ Existence

Family based Society (families having common goal)

Transformation - Progress
संक्रमण - विकास

We are making effort for this transformation
We want our institution to be a living example...

Did you draw attention to basic realities to be und. to address the aspiration or concern?

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UHV-I

Session 15

Self-Evaluation and Closure Session

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UHV Team (uhv.org.in)

Thanks!

This UHV orientation was a glimpse of the introductory UHV content

It was a joy for us to share it with you

We trust the orientation was useful for you, for looking at life in its entirety, developing a holistic, humane world-vision

The full introductory content of UHV is shared in

- UHV-II, the mandatory one-semester course

For in-depth study

- Open electives are proposed in subsequent years



Resources for Preparing



Materials

1. Presentations (includes interaction questions, videos, assignments...)
2. Handouts
3. Surveys and Assignments
4. Recordings
5. Material and recordings on “Preparing to Share”
6. Reference Text Book and Teachers Manual

Further Activities

1. Higher Level FDPs
2. Volunteering
3. Weekly RP Development Meetings
4. Weekly Mentor-Mentee Meetings
5. The Morning Session

Links

AICTE FDP-SI Website	https://fdp-si.aicte-india.org/
SIP YouTube Channel	https://www.youtube.com/@aicte-sip1598
UHV Website	https://www.uhv.org.in/
UHV Youtube Channel	https://www.youtube.com/@UniversalHumanValues

Presentations, Surveys and Assignments

<https://drive.google.com/drive/folders/1016XJBOvMgE1DqLW2pBsb2r6Izbtqzmu?usp=sharing>

Preparing to Share Values

<https://www.youtube.com/watch?v=vbvPkZ8X4d8&list=PLWDeKF97v9SOkLsFSULd2I6tQ4PRxyvRo>

Hindi Recording

<https://www.youtube.com/watch?v=nBdLaFUIO8E&list=PLYwzG2fd7hzeSdsr3W9-8B6mFlx-FlsgB>

English Recording

https://www.youtube.com/watch?v=OgdNx0X923I&list=PLYwzG2fd7hzer-n_sVjmtFnuSs_Mph4Bi

Present AICTE FDP-SI Website



Welcome to Induction Program Cell

In its 49th meeting held on 14th march 2017 AICTE had approved a package of measures for further improving the quality of technical education. NEP 2020 has further highlighted the need for rethinking on "education for achieving full human potential, developing an equitable and quality education for all". AICTE is making effort towards technical education which is holistic, i.e., value-based as well as multi-disciplinary and taught in a modern manner.

It's three components are:

1. Education on values – Universal Human Values (UHV)
2. Education on Indian Knowledge Systems (IKS)
3. Education on Emerging Technologies (ET)

STUDENT INDUCTION PROGRAM For a smooth transition from school to higher education

Circulars | **Announcements of the courses** | **Authentication of the certificates**

- Introduction and What is Student Induction Program (SIP) ▾
- How to Conduct SIP ▾
- Actions Required Post SIP ▾
- How to Report SIP ▾
- Assessing the Implementation and Impact of SIP ▾
- How to Prepare Faculty to Conduct SIP and Post SIP Mentoring ▾
- eSIP Sampler conducted online ▾

Certified Faculty Requirements

Minimum 1 faculty per 20 students (faculty from every department / branch / discipline to be prepared for mentoring the students for all semesters) Faculty mentors must attend at least one Introductory UHV FDP

<https://fdp-si.aicte-india.org/index.php>



Circulars

[Letter to Universities & Colleges regarding Minor Degree in UHV](#) | [Proposal – Minor Degree in UHV](#) | [AICTE – Minor Degree in UHV](#) | [Letter to Univer](#)

[Introduction and What is Student Induction Program \(SIP\) ▾](#)

[How to Conduct SIP ▾](#)

[Actions Required Post SIP ▾](#)

[How to Report SIP ▾](#)

[Assessing the Implementation and Impact of SIP ▾](#)

[How to Prepare Faculty to Conduct SIP and Post SIP Mentoring ▾](#)

[eSIP Sampler conducted online ▾](#)

Certified Faculty Requirements

Minimum 1 faculty per 20 students (faculty from every department / branch / discipline to be prepared for mentoring the students for all semesters) Faculty mentors must attend at least one Introductory UHV FDP

Minimum 1 faculty per 60 students (faculty from every department / branch / discipline to be prepared for teaching UHV-I Module of Student Induction Program. A minimum of 2 faculty per institution/college must be prepared)

Faculty teaching UHV-I must attend at least one online UHV-II FDP

Pre-requisites: at least one Introductory UHV FDP

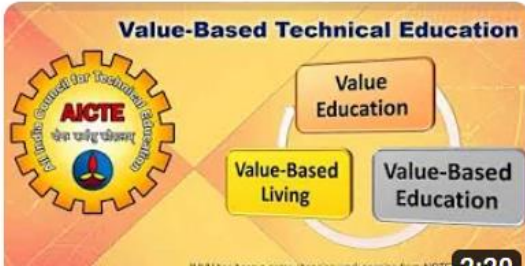




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UHV Initiatives at AICTE 2022 Hindi

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1. AICTE has been making effort for value education and value-based education for value-based living since 2017. 2. NEP 2020 articulated this vision with great clarity "Education for full..."



UNIVERSAL HUMAN VALUES

UNIVERSAL HUMAN VALUES IN EDUCATION

"All great people of the world have tried to realise the truth and to live by it in terms of love and compassion.

They have tried to :

Understand themselves (human being)

Understand the underlying harmony in nature, in existence

They have tried to understand the role of the human being in nature, in existence, to live by it, and to develop an equitable and just society which ensures the wellbeing of all

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





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