



Ideas for Social Projects

As of 2012

Information (as of 2012)

Teacher's Orientation Program (8-Day Workshop)

21-28 Dec	IIIT Hyderabad	English
30 Dec – 6 Jan	Punjab	Hindi
27 Jan – 2 Feb	Galgotias, Gr. Noida	Hindi
19-26 April	GCBS Gedu, Bhutan (RUB)	English

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Resources for self-study & sharing

1. Syllabus
2. Teachers Manual (Lecture Plan 28 Lectures & 14 Practice Sessions)
3. Text Book
4. Posters
5. Presentations, including Practice Sessions, Tutorials & Videos
6. Video of Workshop Lectures (Lecture-by-Lecture)
7. Weekly Meeting
8. Web Site

9. 8-Day Teachers' Orientation Program
10. How to Share Values
11. Examination & Evaluation
12. Social Projects & Social Internship

13. Process of Implementation (stage by stage)

Advanced Study

1. PSL2 ...

How to Share Values

The role of the teacher is that of a facilitator – to facilitate the student to explore on their own right so that it leads to self-exploration...understanding

With this intention the teacher's role is:

1. To develop an environment of trust... affection... guidance at home, in the class, department, college ...
2. To place the proposals of what is right before the students
3. To draw their attention toward each proposal and to give enough time & opportunity to explore, verify, accept, validate on their own right (focus on self-exploration & right proposals vs person/book)
4. To respond with responsibility to the questions, or clarifications sought by the students in this process

College Value Education Cell (keep in touch with University Value Education Cell)

Weekly Meeting

Short Workshops

Socially Relevant Projects

Social Projects, Internship & Socially Relevant 4th Year Projects

The teachers & students can develop a 'holistic perspective' where they are able to visualize a life of social-participation and connectedness with the family, society as well as environment/nature (a shift from self-centeredness).

Through projects & internship, they can experience people who are making effort in this direction; are living-examples, particularly in their family, in their village and in the state.

Relevant data can be collected, collated and understood; and a wholesome way of living can become clear; this would be another step toward a humane society.

Facilitating teachers & students to develop their understanding is the focus of these projects and activities.

Human science & technology is one that facilitates clarity on human goal & fulfillment of human goal in one or more of the 5 dimensions:

1. Education–Sanskar
2. Health–Sanyam
3. Production–Work
4. Justice–Suraksha
5. Exchange–Storage

And one can see directly the connectedness to one or more of the human goals:

1. Right Understanding in every human being
2. Prosperity in every family
3. Fearlessness (Trust) in society and
4. Co-existence with Nature/in Existence

1. **understanding/realization**
2. feeling/thought
3. behaviour with human beings and
4. work with rest-of-nature

Priority

1. **right understanding in the self**
2. relationship with other human-beings as well as
3. physical facilities with rest-of-nature

Whatever project or activity is taken up, it must reinforce **right understanding**. With this clarity we can select projects and activities. e.g. Tree Plantation:

1. Understanding that human being can live with the rest of the nature in a mutually fulfilling manner
2. Our participation (bhagidari) in this Existence includes ensuring Enrichment, Protection and Right Utilization of rest of the nature. So, we need to ensure that we rightly utilize the products from the trees, like fruit, vegetables, wood etc. We also need to ensure that we are protecting and nurturing the trees that we have planted and have not damaged existing trees while planting the new ones
3. If we pay attention to all these points then it means that tree plantation helps us in developing our understanding
4. If we are doing tree plantation just to get respect, press coverage, tick mark on an activity sheet etc. then it means that we have not understood (the main point), and such a project would not be worth doing

In the absence of this clarity of human goal, most of the time & effort is spent on accumulation of physical facilities- that too in just a few individuals, leading to mistrust between people as well as resource depletion and pollution in rest-of-nature.

We do not suggest that one delve into the details of problems or exclusively finding out “what is happening”.

A detailed study of the current state can be helpful (what not to do) if there is clarity on human goal (what to do) and some direction for “what to do” and a project (action) for it is the bulk of the effort with your role in it clearly visible

1/ Projects in dimension 1-education-sanskar

The role of education is to facilitate the development of the competence to live with Definite Human Conduct by ensuring all 3 (Right Understanding, Relationships and Physical Facilities) – in every Human Being.

Education = Developing Right Understanding.

Sanskar = Commitment/ Preparation/ Practice for Right Living. Preparation includes Learning Right Skills & Technology.

1. Visit Riarki College (or watch the video). Share your observations on the method “each one teach one”. Further, you can share your observations on the impact on the local community (dimension 1-education-sanskar, type 1-study)
2. Read one chapter of a school (class 7-12) maths or science textbook. Relate this chapter to real life. E.g. the concept of inertia or LCM-HCF, integration-differentiation etc. (dimension 1-education-sanskar, type 2-model/prototype)
3. Run an evening class on a topic like mathematics, science or human values for the local community (dimension 1-education-sanskar, type 2-model/prototype)
4. Make a simple video using your cell-phone about a social issue like ‘how preconditioning is transferred in the society’ an example of which is “Ignored Truth (example of video students can make).FLV”. (dimension 1-education-sanskar, type 1-study)

2/ Projects in dimension 2-health-sanyam

Health-sanyam is to ensure health by appropriate ahar-vihar, shram-vyavam, asan-pranayam, aushadhi-chikitsa.

Sanyam – Feeling of responsibility for Nurturing, Protecting and Right Utilization of the Body

Health – the body is in order & acts according to the self.

1. Find out the quality of air and water in your village and in your house. What needs to be done so that the buildings in your village are eco-friendly? village (dimension 2-health-sanyam, type 1-study)
2. Study the awareness about Health-Sanyam in your family/community/village (dimension 2-health-sanyam, type 1-study)
3. Study the underlying assumptions in Ayurveda, Naturopathy, Homeopathy and Allopathy. Articulate your opinion (dimension 2-health-sanyam, type 1-study)

3/ Projects in dimension 3-production-work

Work – is the effort a human being does on the rest of nature.

Production – are the things obtained from work.

The important points about production-work are

- a) what to produce – necessary physical facility – for nurturing, protecting and right utilisation of the body*
- b) how to produce – by Avartansheel process – a process that is cyclic as well as mutually enriching*
- c) ensuring justice for the people involved in production*

1. Find out how much food is cooked, consumed, wasted per day in your hostel mess. Suggest ways to facilitate responsibility in food consumption (dimension 3-production-work, type 1-study)
2. Make your campus self-sufficient on renewable energy using biogas, night soil, gassifier, solar power, wind power etc. (dimension 3-production-work, type 3-implementation)
3. Find out about power generation from rice husk & similar 'waste' material. Is this system avartansheel? What changes are needed to make it avartansheel? (dimension 3-production-work, type 1-study)
4. Develop a prototype of a pedal driven generator (dimension 3-production-work, type 2-model/prototype)
5. Survey your village using the CDP Survey form. Share your observations (dimension 3-production-work, type 1-study)

Example of a Study Project in dimension 3-production-work

Find out the quantity of food-grain (rice, wheat, corn, jowar etc.) that your family consumes annually. Taking this as the base, find out the total requirement of food-grain for your country. Find out the total production of food-grain in your country. Is the production sufficient? Articulate your conclusions.

Total Population = 113 crore

Total Production = 23000 crore kg

If Total Requirement is 100 kg/year/person, then the total requirement is 11300 crore kg/year (which is an over-estimate as we have not taken the average age. Small children need less, older people also need less).

Conclusions: Food-grain available in India is more than 2 times the need. The problem is not of food-grain production or over-population, it is of mindset, of wrong assumptions, lack of feeling of relationship and, at the core, lack of right understanding.

A full 30-page report (1-Food Assignment.pdf) is attached as a sample report.

Example of a Prototype Project in dimension 3-production-work

- Sterling Engine (http://www.youtube.com/watch?v=7Q4UENGN_Yk)
- Pune (<http://www.youtube.com/watch?v=bwimXHIdx-E>)
- Pilani (<http://www.youtube.com/watch?v=W1-1fdIKFu8>)

- Anil Gupta TedX talk re. Honeybee Network
https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention

Example of a Prototype Project in dimension 3-production-work



Vegetable Garden Model

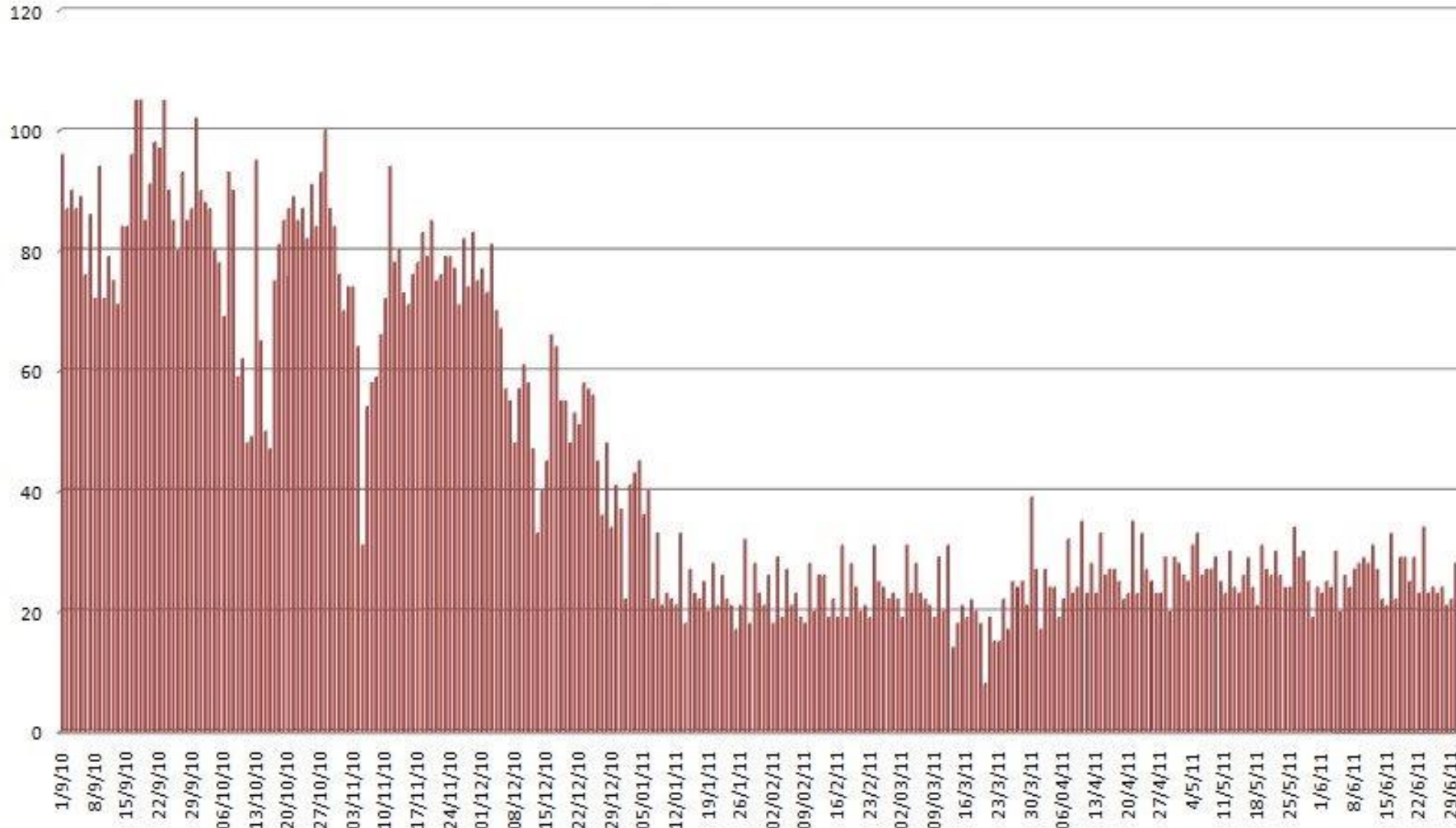
Aim: To understand Avartansheel process & experience it by growing vegetables (used for Hall 8 residents)

Vegetable farming was started in Hall 8 in the month of September, 2010 as a Hall activity owned by the Hall Environment Committee (HEC)

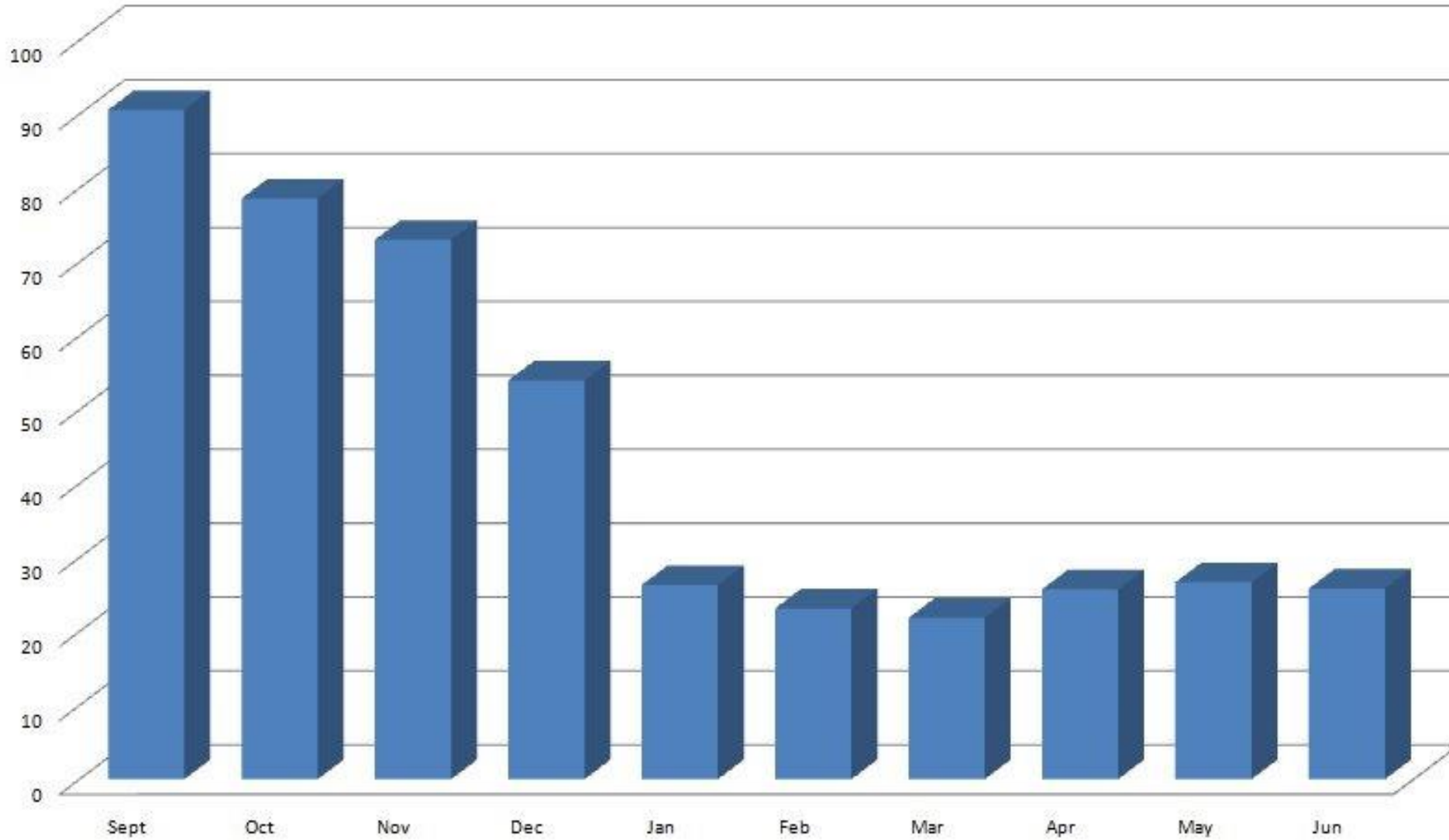
...Approx. one quintal each of bhindi and beans was harvested every week along with brinjals, tomato, cabbage... in April 2011



Reduction in food wastage in Hall 8 over the past 10 months



Average food wastage per day in different months



Innovations are all around – look for them!

बिहार: धान की भूसी से पक रहा है खाना, 7वीं पास के इनोवेशन ने किया कमाल!



https://hindi.thebetterindia.com/22239/innovation-bihar-man-invents-paddy-husk-stove-which-is-portable-and-smokeless/?utm_source=facebook&utm_medium=link&utm_campaign=innovation-bihar-man-invents-paddy-+17+oct&utm_term=fresh&utm_content=ni-sha&fbclid=IwAR3b9ipO3j7qEjy2y-pwi7eTgeUzigZ32pn7oKE83a6yA1Lujo9m9PUj0xo

Example of a Study Project in dimension 3-production-work

This is an example of using bullocks to power farm implements

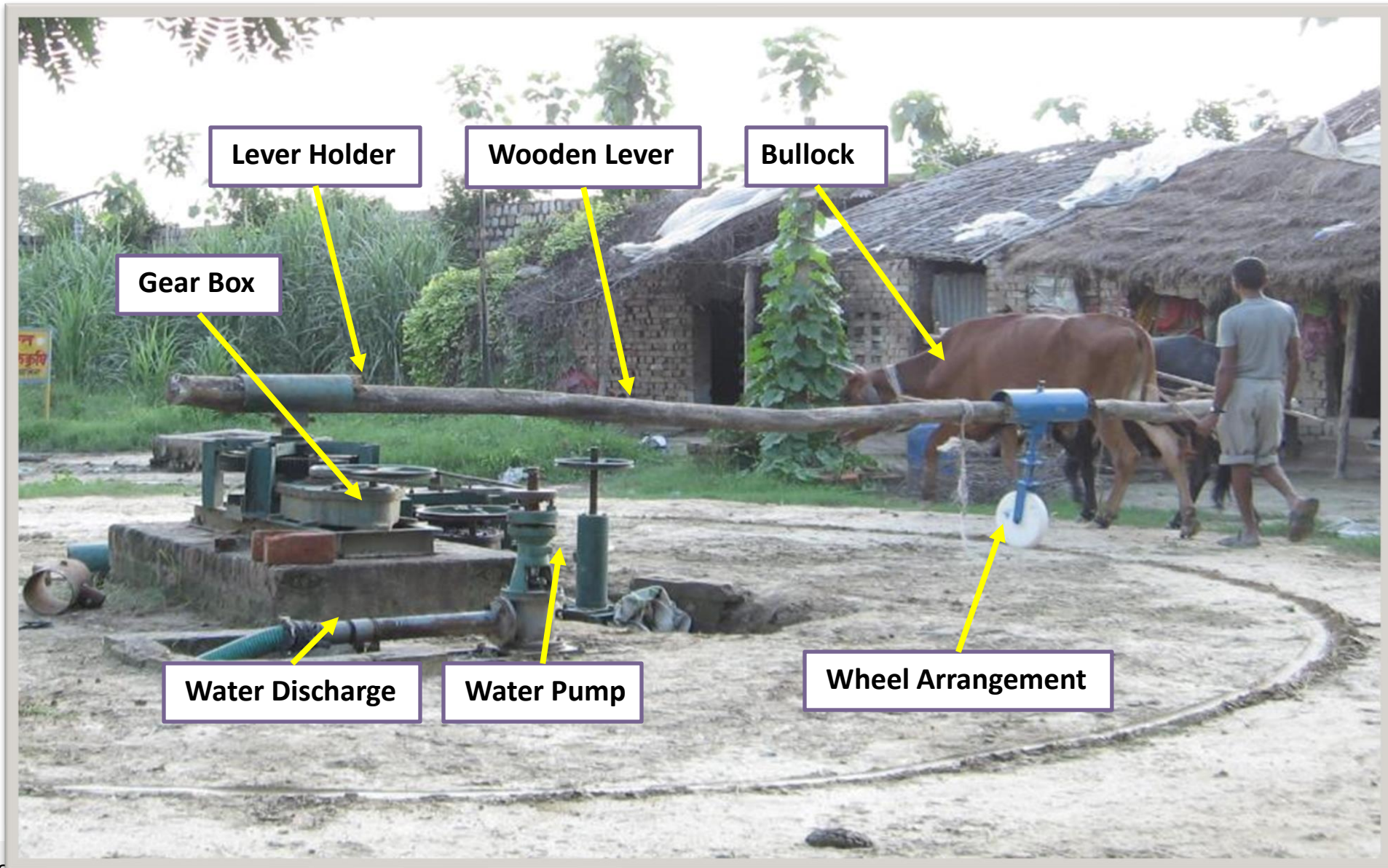
All requirements of ploughing, irrigation and threshing for 5-6 acres can be met by 2 bullocks working 6-8 hours/day

Examples in this case study:

- Pumping Water
- Cutting Fodder



Example of a Study Project in dimension 3-production-work



Example of a Study Project in dimension 3-production-work

Solar Powered Harvester
IIIT Hyderabad

Power requirement is
less than 10% of conventional
harvester for equivalent work
output

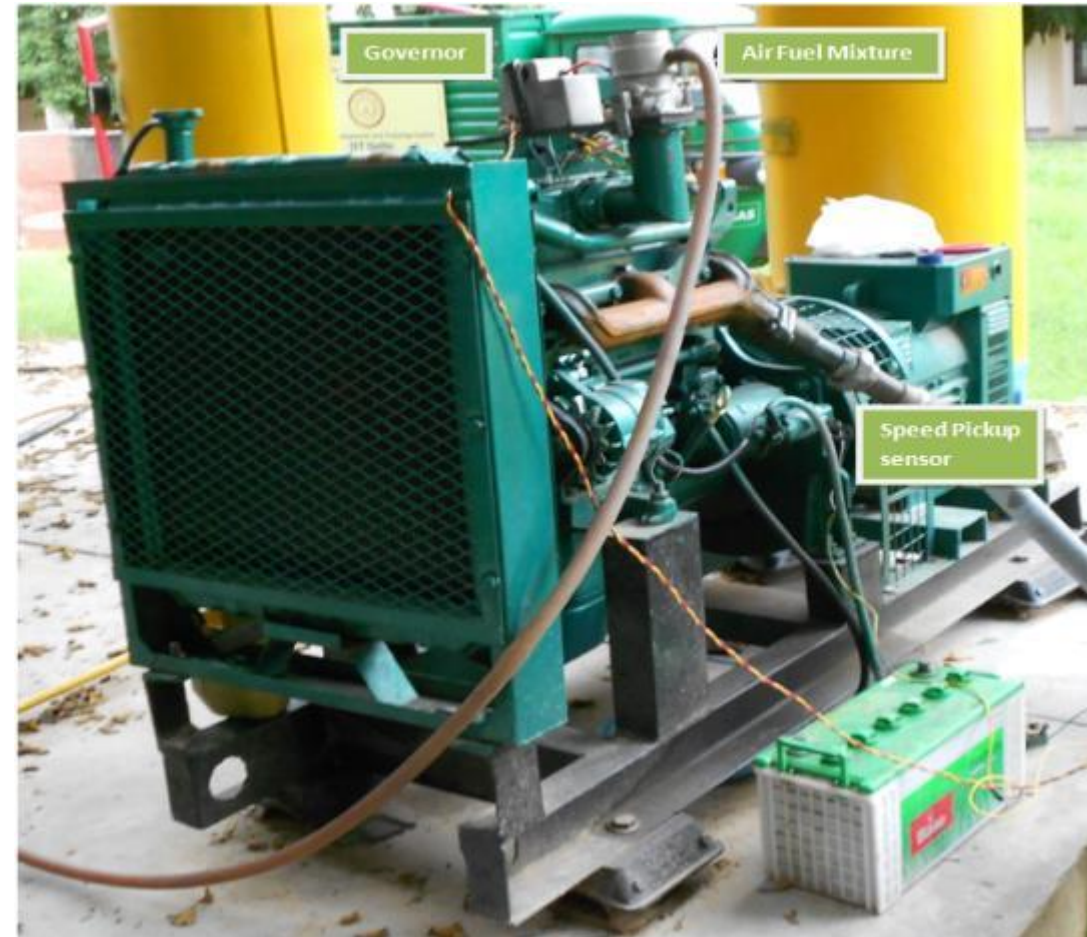


Example of a Study Project in dimension 3-production-work

Kit for Converting Existing Diesel Engine into 100% Biogas Engine
IIT Delhi in collaboration with M/s Govil Energy Solutions, New Delhi

Conversion from old
automotive engines or
old/new diesel genset
engines,
with 50% derating

100% Biogas gen-set with
electronic governing and ,
electronic ignition system
Power output range: 10-25 kW



Note: For smaller single cylinder Diesel Engines, the conversion kits were developed earlier and are already in use

Example of a Study Project in dimension 3-production-work

Bullock driven tractor by Bhartiya Cattle Resource Development Foundation, Delhi



Example of a Study Project in dimension 3-production-work

Go and meet the man who planted coconut & palm trees in his village

Example of a Study Project in dimension 3-production-work

"Sourabha" is located in southwestern part of Bangalore (Vijayanagar). Plot area is 2400 Sq. ft.
(40 ft. x 60 ft.)

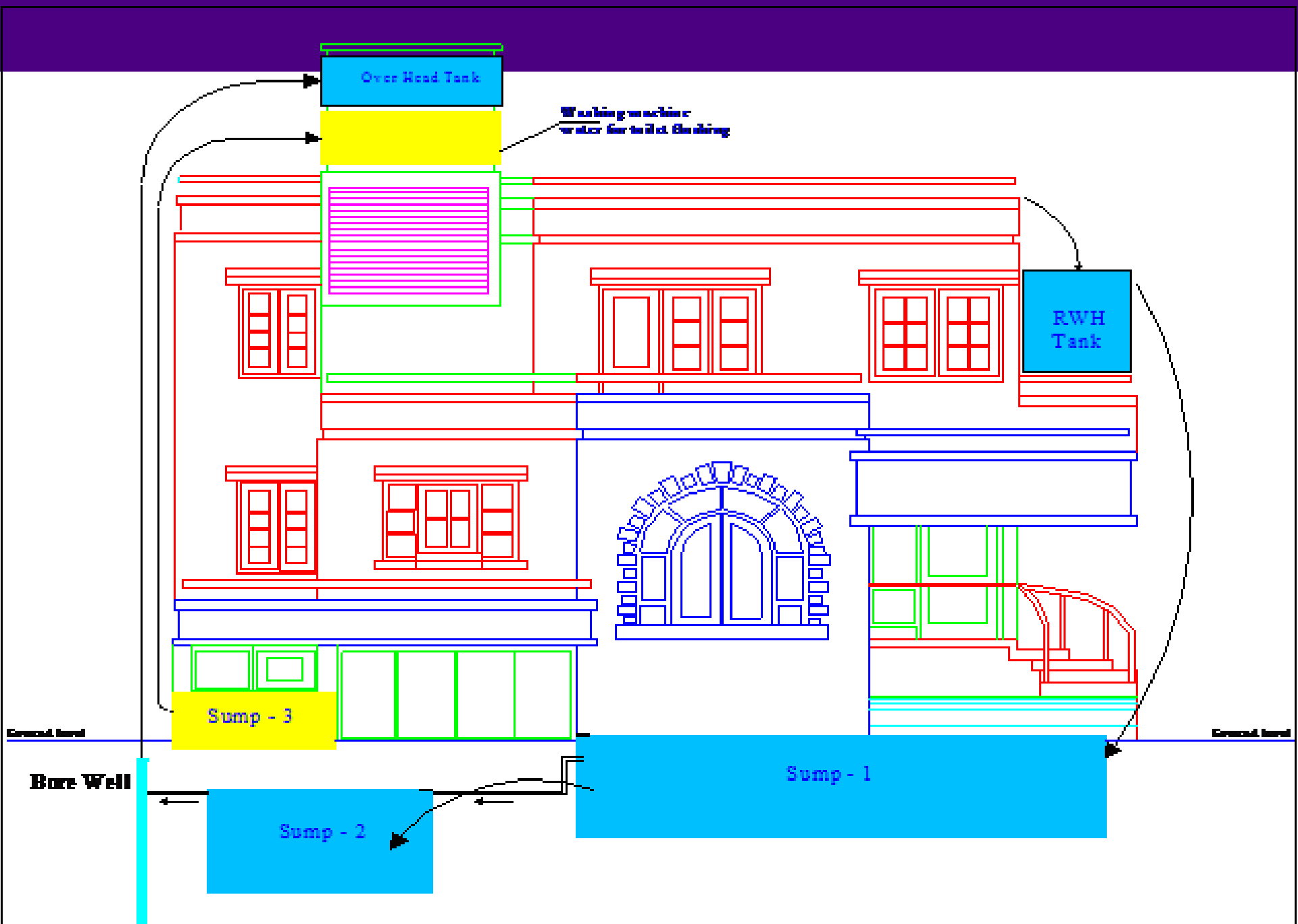
Constructed 1995

Entirely dependent on rainwater for all its needs since 1994
(including construction)

No Corporation or BWSSB water connection ever

Rainfall	~1000 mm/year
Collection	~2,23,000 lts/year
Need	~1,80,000 lts/year
Recharges	Ground Water





4/ Projects in dimension 4-justice-suraksha

Justice – Recognition of Human-Human Relationship, its fulfillment and evaluation leading to Mutual Happiness. We want to ensure Justice from family to world family.

Suraksha – Recognition of Human-Nature Relationship, its Fulfillment leading to Mutual Prosperity. i.e. prosperity in human being and suraksha (enrichment, protection & right utilization) of rest-of-nature. The immediate & fundamental issue here is right utilization. We want to ensure this from family order to world family order.

1. Plan and try out a 'RED CARPET SOCIETY', the 'opposite' of ragging in your hostel. The students of this society will proactively set out to help the new students settle in and be comfortable in every way at the beginning of an academic session (dimension 4-justice-suraksha, type 2-model/prototype)
2. Find out if your family has sufficient physical facilities. Is your family prosperous or deprived? Discuss this at home and articulate your conclusions (dimension 4-justice-suraksha, type 1-study)
3. Talk to your grandparents about the tradition of making “Gudadi”. Relate it to enrichment, conservation & right utilization of physical facilities (dimension 4-justice-suraksha, type 1-study)
4. Read chapter 4 of “One Sun Two Worlds – An Ecological Journey”. Relate this to what is happening in your district. Share your key takeaways (dimension 4-justice-suraksha, type 1-study)

Example – Assignment Experience by Wadhwa Shashank Lekhraj

As a part of our human values assignment we were asked to clean one of our friends' room in the presence of one of the housekeeping staff members to guide the exercise. The motive of the task was to learn to empathize with the housekeeping members, but there was lot more to learn in this task which I would like to share with all....

To conclude, this task was truly an eye opener. Some of the many things I got to learn after finishing were to respect every person, to not discriminate people by the work they do, to treat everyone alike and last but not the least I got to learn how to sweep my room.

Believe it or not, after this incident I never ask the housekeeping staff to clean my room; rather I do it myself.

Wadhwa is a student of IIT-Hyderabad.

This article appeared in the student magazine 'Ping' in 2010

Example: Yuktahar Mess IIT Hyd (*yukta*=appropriate, *aahar*=intake)

In June, 2005 a Yoga Workshop called *Prakritistha* was organized. The food was liked by everyone and it was proposed to regularize such food. Hence, in February, 2006 a new mess system was started...

The idea was to provide simple healthy home food without too much of spices for the students to eat in. As the concept evolved, the students were encouraged to run the Yuktahar. Many times, students accompanied Vinayak-ji (Yoga-Acharya) in the running of the mess. Students also helped in keeping the accounts. Slowly Yuktahar evolved...

The concept of Yuktahar also questioned some values of how one eats. As in many Indian homes people eat by sitting on the floor. Hence, Yuktahar has long benches that students can eat this way.

1. Simple and healthy food in a disciplined environment.
2. Working in a cooperative and coordinated manner as if it is a community kitchen.
3. Nurturing very basic habits like not wasting food,
4. Behaving in a friendly manner with the workers, etc.
5. Developing a sense of responsibilities and duties before demanding for rights.

In Yuktahar, many steps were taken to sensitize the students. Hence, the mess has developed a sense of dignity of labour. Once all the mess workers were sent home, sending mail to the student body regarding the situation, several students volunteered to serve food. 10-15 students were working at any given time for a couple...



the workshop
February,

the setting for
the running of
the mess.
materials.

and in many
places to ensure

for own plates.
activities. On
Sapatis and

Example: Yuktahar Mess, IIT Hyderabad

Goals of *Yuktahar Kendra*

1. Self Reliance (swavalamban) and Self-Sufficiency (atmanirbharta), by reducing
2. Selfless service (nishkaam karma) through volunteering in at least one of the ac
3. Health and Hygienic food by means of Organic Food, Health Drinks, Sprouted s
4. Giving Platform for Local Production from unnoticed farmers.
5. Providing access to traditional medicine as Ayurveda and Home-made solutions



Wastage typically 30 kg/day (280 students) 110 gms/student/day
Wastage in OBH mess 85 Kg/day (350 students) 243 gms/student/day

Typical Breakfast Menu

- Soaked almonds (8), washed dates (8)
- Unlimited seasonal fruits, sprouts
- Unlimited ragi/other whole grain porridge (sweet)
- Unlimited suji/other whole grain upma/poha (salty)
- Unlimited warm milk

The monthly bill is calculated taking into account all the expenses and dividing by
Transparency in the systems is maintained. At another level, the food is prepared
open view) which ensures quality of food (indicative price breakfast is Rs. 30, lu



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nsparantly in

The people working full time as mess employees are paid well (min 8000
OBH min 3000)

2-Acre Model

- G. Syamasundar Reddy



5/ Projects in dimension 5-exchange-storage

Exchange – of physical facilities for mutual fulfillment (not with madness of profit)

Storage – of physical facilities for right utilization in the future (not with madness of profit / of accumulation)

1. Suggest how the supply chain for summer vegetables can be optimised to minimize distance & time between production and consumption for your college mess (the cost of transportation is a major component of the total cost of the food today) (dimension 5-exchange-storage, type 1-study)
2. Read the book “Small is Beautiful”, EF Schumacher (many useful books, documentaries etc. can be reviewed). Articulate your takeaway about role of understanding, relationship, economics & money in society (dimension 5-exchange-storage, type 1-study)
3. Watch the video “Food Inc.”. Articulate your takeaway about the 3 key lessons for our society, i.e. things to do or things to avoid doing (dimension 5-exchange-storage, type 1-study)

Some possible centers for up-to one month Social Internship in Punjab – for Teachers and Students are (Sample List):

1. Kheti Virasat, Shri Anandpur Sahib
2. Riarki College, Guruhargobindpur
3. Pingalwara Trust, Sri Amritsar Sahib
4. Nirmal Kutia, Sultanpur Lodhi
5. Women Action for Ecology

The idea of internship is similar to projects, to observe what is and to share the observations in the form of a brief report

Program of Action for Teachers



Gross Misunderstanding – Activity for Domination, Sensation...

