# On-line Workshop

# Incorporating Universal Human Values in Education

# (An AICTE Initiative)

# About the Workshop

The National Education Policy 2020 is developed around a vision of education for achieving

* full human potential,
* developing an equitable and just society and
* promoting national development

For education to fulfil these aspirations, it has to be holistic. It has to develop graduates who have

* A holistic perspective about life. A perspective which includes the individual, family, society and the natural environment
* Values based on that holistic perspective. That essentially means having the clarity of one’s role or participation in ensuring harmony within oneself, one’s body, the family, the institution, community, society, nation… as well as the whole natural environment
* Skills for living in harmony in all aspects of life

Graduates of such an education will have the willingness, commitment and competence to participate in the development of family, society and the natural environment along with their own self-development. The efforts of such graduates will result in a just and equitable society in due course of time.

Presently, mainstream professional education seems to be mostly focused on skills. Graduates tend to have a rather narrow perspective focused on employment and on accumulation of wealth with minimum physical effort. The aspects related to family, society and even nature tend to be out of their field of vision.

The effect is quite visible in terms of problems at all levels[[1]](#footnote-2). In spite of higher levels of literacy, problems tend to continue, rather than becoming less. Paradoxically, more the skills, the greater are incidences of misuse of skills.

The crucial missing link in the present-day mainstream professional education seems to be the value component. While every commission on education has highlighted the need for values, the problem has been how to deliver it. How to teach values in an effective and acceptable manner.

The significant guidelines for education in general, and value education in particular, are:

1. Universal

The content needs to be universal – applicable to all human beings and be true at all times, all places

It should not depend on sect, creed, race, gender, etc.

1. Rational

It must be amenable to logical reasoning

It should not be based on blind beliefs

1. Verifiable

The student should be able to verify the values on one’s own right

Should not be asked to believe just because it is stated in the course

1. Leading to Harmony

Values have to enable us to live in peace and harmony within our own self as well as with others (human being and rest of nature)

The value inculcation efforts in higher education in the last 15 years have shown the efficacy of the Universal Human Values (UHV) approach. More than 40 universities in the Nation have adopted this approach as it has proven to be universal, logical, verifiable and in the interest of harmony (the wellbeing of all).

Adopting the UHV approach, in March 2017 AICTE updated the Model Curriculum from the 2018-19 academic year for all technical education (UG and diploma in engineering, architecture etc.) across India. It included a mandatory UHV-II course in the 2nd year syllabus – as the first tangible input on values for the students. As an introduction or orientation, a three-week mandatory Student Induction Program (SIP) based on UHV (UHV-I in AICTE’s Model Curriculum) was also included.

All AICTE approved colleges are required to develop the requisite teaching capacity for both UHV-I as well as UHV-II. As indicated in the Approval Process Handbook 2020-21, Each college must prepare at least 1 UHV faculty for every 20 newly joined students. Faculty must be prepared from every department/branch/discipline over the next three years (by 2023).

In the workshop, proposals about the full expanse of human existence will be shared for self-exploration, self-verification.

**All the sessions are connected to each other in a sequence. Therefore, please participate in all sessions. We trust you will find it fruitful.**

**Program Schedule**

**Day 1**

**9:30 – 11:30 AM Session 1: Inaugural Session**

Introductions and Welcome

Role of Values in Education: Prof. Anil D Sahasrabuddhe, Chairman AICTE

Incorporating Universal Human Values in Higher Education: Dr. Rajneesh Arora, Chairman, National Coordination Committee for Induction program (NCC-IP)

(Policy for value-based education, UHV-II, UHV-I (SIP) are significant steps in this journey)

**12:00 – 1:30 PM Session 2**

Holistic Development and Role of Education

**1 hour pre-assigned time for each group between 3:00 and 7:00PM Session 3**

Further discussion on the topics covered during day 1

**Day 2**

**9:30 – 11:30 AM Session 4**

Understanding Happiness – To be in Harmony

Understanding the Harmony in Human Being – Self and Body

**12:00 – 1:30 PM Session 5**

Understanding the Harmony in Human Being – Self

Understanding the Harmony of the Self with the Body – Prosperity

**1 hour pre-assigned time for each group between 3:00 and 7:00 PM Session 6**

Understanding the Harmony of the Self with the Body – Health

Further discussion on the topics covered during day 2

**Day 3**

**9:30 – 11:30 AM Session 7**

Understanding the Harmony in Family (Understanding Relationship) – Trust

**12:00 – 1:30 PM Session 8**

Understanding the Harmony in Family (Understanding Relationship) – Respect

**1 hour pre-assigned time for each group between 3:00 and 7:00 PM Session 9**

Further discussion on the topics covered during day 3

**Day 4**

**9:30 – 11:30 AM Session 10**

Understanding the Harmony in Family (Understanding Relationship) – Justice

**12:00 – 1:30 PM Session 11**

Understanding the Harmony in Society

Understanding the Harmony in Nature

**1 hour pre-assigned time for each group between 3:00 and 7:00 PM Session 12**

About Student Induction Program

About Implementation (Specific AICTE Program of Action)

**Day 5**

**9:30 – 11:30 AM Session 13**

Understanding the Co-existence in Existence

Sum Up and Program of Action

**12:00 – 2:00 PM Session 14: Valedictory Program – Commitments**

1. The many problems…

At the level of individual: We see today that human beings on the one hand suffer from unhappiness, dissatisfaction, a sense of purposelessness or futility, tension, frustration, depression even suicide and on the other hand show the signs of domination, violence, crime, terrorism etc. The body health is steadily declining in spite of improved levels of material and medical facility. A majority of people find themselves engulfed in problems of one type or the other, and some people have even come to believe that no solution is ever possible.

At the level of family: One finds that in family, among the members, there is complaints, fights, inter- personal tensions, injustice and hatred. Numerous attempts are made to solve these, but invariably it leads to disintegration. Reason for all these is ultimately assigned to lack of sufficient material facility (a feeling of being deprived), without ever deciding how much is going to be sufficient in terms of physical facility.

At the level of society: Problems are visible in the form of poverty and unemployment on the one hand and division, discrimination, exploitation, opposition, struggle, and war on the other hand. There are talks of cooperation with each other, but they end up in one form of exploitation or other.

At the level of nature: Problems manifest in the form of ecological disturbances (seasonal imbalance, pollution) and lack of natural resources. Air, water, soil and food are getting increasingly poisonous. Fertility of the soil is reducing. The problem of water shortage is deepening. The nutritional value of food is decreasing. Ecological imbalances have resulted into global warming (heating up of the earth), heralding larger problems and disasters soon. [↑](#footnote-ref-2)