**Techno India NJR Institute of Technology**

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**Course File**

**Session (2022-23)**

**Human Values:1FY1-05/2FYI-0**

**Human Values Lab**

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**Department of Basic Science and Humanities**

**SYLLABUS I Semester Common to all branches of UG**

**Engineering & Technology**

**I & II Semester**

**Common to all branches of UG Engineering & Technology**

**1FY2-23/ 2FY2-23: Human Values Activities**

**Credit: 1 Max. Marks: 50 (IA:30, ETE:20)**

**0L+0T+2P**

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|  | **PS 1**: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your salient achievements and shortcomings in your life? Observe and analyze them. **PS 2:** Now-a-days, there is a lot of talk about many technogenic maladies such as energy and material resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. - all these seem to be man made problems, threatening the survival of life Earth - What is the root cause of these maladies & what is the way out in opinion? On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, breakdown of relationships, generation gap, depression &suicidal attempts etc. - what do you think, is the root cause of these threats to human happiness and peace - what could be the way out in your opinion? **PS 3:** 1. Observe that each of us has the faculty of ‘Natural Acceptance’, based on which one can verify what is right or not right for him. (As such we are not properly trained to listen to our ‘Natural Acceptance’ and may a time it is also clouded by our strong per-conditioning and sensory attractions). Explore the following: (i) What is Naturally Acceptable’ to you in relationship the feeling of respect or disrespect for yourself and for others? (ii) What is ‘naturally Acceptable’ to you - to nurture or to exploit others? Is your living in accordance with your natural acceptance or different from it? 2. Out of the three basic requirements for fulfillment of your aspirations - right understanding, relationship and physical facilities - observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine. **PS 4:** list down all your important desires. Observe whether the desire is related to Self (I) or the Body. If it appears to be related to both, visualize which part of it is related to Self (I) and which part is related to Body. **PS 5:** 1. a. Observe that any physical facility you use, follows the given sequence with time: Necessary and tasteful - unnecessary but still tasteful - unnecessary and  |  |

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|  | tasteless - intolerable b. In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If not acceptable, you want it continuously and if not acceptable, you do not want it any moment! 2. List down all your important activities. Observe whether the activity is of ‘I’ or of Body or with the participation of both or with the participation of both ‘I’ and Body. 3. Observe the activities within ‘i’. Identify the object of your attention for different moments (over a period of sy 5 to 10 minutes) and draw a line diagram connecting these points. Try observing the link between any two nodes. **PS 6**: 1. Chalk out some programs towards ensuring your harmony with the body - in terms of nurturing, protection and right utilization of the body. 2. Find out the plants and shrubs growing in and around your campus, which can be useful in curing common diseases. **PS 7:** Form small groups in the class and make them carry out a dialogue focusing on the following eight questions related to ‘TRUST’; 1a. Do I want to make myself happy? 2a. Do I want to make the other happy? 3a. Does the other want to make himself/herself happy? 4a. Does the other want to make me happy? What is the answer? Intention (Natural Acceptance) 1b. Am I able to always make myself happy? 2b. Am I able to always make the other happy? 3b. Is the other able to always make himself/herself happy? What is the answer? Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate yourself and others on the basis of intention/competence. **PS 8:**1. Observe, on how many occasions, you are able to respect your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under-evaluation, over-evaluation or otherwise evaluation. 2. Also, observe whether your feeling of respect is based on treating the other as you would treat yourself or on differentiations based on body, physical facilities or beliefs. **PS 9:** 1. Write a narration in the form of a story, poem, skit or essay to clarify a salient Human Value to the children. 2. Recollect and narrate an incident in your life where you were able to  |  |

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|  | exhibit willful adherence to values in a difficult situation. **PS 10:** List down some common units (things) of Nature which you come across in your daily life and classify them in the four orders of Nature. Analysis and explain the aspect of mutual fulfillment of each unit with other orders. **PS 11:**Make a chart to show the whole existence as coexistence. With the help of this chart try to identify the role and the scope of some of the courses of your study. Also indicate the areas which are being either over-emphasized or ignored in the present context. **PS 12:** Identify any two important problems being faced by the society today and analyze the root cause of these problems. Can these be solved on the basic of natural acceptance of human values. If so, how should one proceed in this direction from the present situation? **PS 13:**1. Suggest ways in which you can use your knowledge of Science/Technology/Management etc. for moving towards a universal human order. 2. Propose a broad outline for humanistic Constitution at the level of Nation. **PS 14:** The course is going to be over now. It is time to evaluate what difference in your thinking it has made. Summarize the core message of this course grasped by you. How has this affected you in terms of; a. Thought b. Behavior c. Work and d. Realization What practical steps are you able to visualize for the transition of the society from its present state. Project: **Every student required to take-up a social project e.g. educating children in** **needy/weaker section, services in hospitals, NGO’s and other such work i.e.** **social work at villages adopted by respective institutes/ college.** |  |

**Human Values Lab** provides a sound foundation to the undergraduate students by giving quality education in basic sciences along with moral ethics and effective communication skills to

become competent engineers of tomorrow’s to serve the

society.

**COs and CO- PO Mapping**

**Credit: (Non- graded)**

**0L+0T+2P**

**Course Outcome for Human Values Lab Classes**

Learners should be able to:

**CO1** Identify what is valuable to human being and what are the aspirations of life.

**CO2** Apply the understanding of value education in solving various problems.

**CO3** Observe and examine the issues related to harmony in self, society and nature.

**CO4** Focus on physical and mental fitness.

 Title of Course: HUMAN VALUES Lab

CO PO1 PO 2 PO 3 PO 4 PO 5 PO 6 PO 7 PO 8 PO 9 PO 10 PO 11 PO 12 CO1 1 2 1 3 3 2 1 3 CO2 2 2 2 3 2 2 1 3 CO3 2 2 2 3 2 1 1 3 CO4 1 2 1

**Program Outcomes (POs) (Common to all Branches):**

**PO1**

Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

**PO2**

Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

**PO3**

Design/development of solutions: Design solutions for complex engineering

problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**PO4**

Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**PO5**

Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

**PO6**

The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

**PO7**

Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

**PO8**

Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

**PO9**

Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**PO10**

Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

**PO11**

Project management and finance: Demonstrate knowledge and Understanding of the engineering and management principles and apply these to one‘s own work, as a member and leader in a team, to manage projects and in

**POO12**

Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

**HUN101: Human Values Lab**

**PS 1**: Introduce yourself in detail. What are the goals in your life? How do

you set your goals in your life? How do you differentiate between right and wrong? What have been your salient achievements and shortcomings in

your life? Observe and analyze them.

**PS 2:** Now-a-days, there is a lot of talk about many techno-genie maladies such as energy and material resource depletion, environmental pollution,

global warming, ozone depletion, deforestation, soil degradation, etc. - all

these seem to be manmade problems, threatening the survival of life Earth - What is the root cause of these maladies & what is the way out in

opinion? On the other hand, there is rapidly growing danger because of

nuclear proliferation, arms race, terrorism, breakdown of relationships,

generation gap, depression & suicidal attempts etc. - what do you think, is the root cause of these threats to human happiness and peace - what

could be the way out in your opinion?

**PS 3:**

1. Observe that each of us has the faculty of „Natural Acceptance‟, based

on which one can verify what is right or not right for him. (As such we are

not properly trained to listen to our „Natural Acceptance‟ and may a time

it is also clouded by our strong per-conditioning and sensory attractions).

Explore the following:

(i) What is Naturally Acceptable‟ to you in relationship the feeling of

respect or disrespect for yourself and for others?

(ii) What is „naturally Acceptable‟ to you - to nurture or to exploit others?

Is your living in accordance with your natural acceptance or different from it?

2. Out of the three basic requirements for fulfillment of your aspirations -

right understanding, relationship and physical facilities - observe how the

problems in your family are related to each. Also observe how much time

& effort you devote for each in your daily routine.

**PS 4:**

1. a. Observe that any physical facility you use, follows the given sequence with time:

Necessary and tasteful - unnecessary but still tasteful - unnecessary and

tasteless - intolerable b. In contrast, observe that any feeling in you is

either naturally acceptable or not acceptable at all. If not acceptable, you

want it continuously and if not acceptable, you do not want it any

moment! 2. List down all your important activities. Observe whether the

activity is of „I‟ or of Body or with the participation of both or with the

participation of both „I‟ and Body.

3. Observe the activities within „i‟. Identify the object of your attention for

different

Moments (over a period of say 5 to 10 minutes) and draw a line diagram

connecting these points. Try to observe the link between any two nodes.

**PS 5:**

1. Write a narration in the form of a story, poem, skit or essay to clarify a

salient Human Value to the children.

2. Recollect and narrate an incident in your life where you were able to

exhibit wilful adherence to values in a difficult situation.

**PS 6:**

List down some common units (things) of Nature which you come across in your daily life and classify them in the four orders of Nature. Analysis and explain the aspect of mutual fulfillment of each unit with other orders.

**PS 7:**

Identify any two important problems being faced by the society today and analyze the root cause of these problems. Can these be solved on the basic of natural acceptance of human values? If so, how should one proceed in this direction from the present situation?

**PS 8:**

1. Suggest ways in which you can use your knowledge of Science/Technology/Management etc. for moving towards a universal human order.

2. Propose a broad outline for humanistic Constitution at the level of Nation.

**Project:** Every student required to take-up a social project e.g. educating children in needy/weaker section; services in hospitals, NGO’s and other such work i.e. social work at villages adopted by respective institute/ college.

**GENERAL INSTRUCTIONS**

(1) Students must bring their lab manuals to the lab without fail and get them signed by the faculty-in charge.

(2) Use of mobile phones during lab hours is strictly prohibited. (3) Should Wear Formal Dress only.

(4) Should come to the lab in-time.

(5) Should use the same system every time.

(6) Students are not allowed into the lab without ID Cards. (7) All students should actively participate in the lab activities.

(8) Students are evaluated based on their active participation and proper behavior.

**Activities to be performed**

**1. For PS-1**

(a) Getting awareness about the need for value based Goal setting.

(b) Students will differentiate between right and wrong on the basis of right understanding.

(c) Students will also analyze his/ her achievements and shortcomings on the basis of self – exploration.

Activities to performed – making list of aspirations,

introduction of self in the class, Group Discussion,

Written Assignments.

**2. For PS-2 :**Having awareness about various environmental, social and mental problems and finding out the way out on the basis of harmony in self , family, society and nature. Activities to be performed- written suggestions,

presentations, Group Discussion, Poster making, plantation.

**3. For PS-3:** Focus on the importance of right or wrong on the

basis of Natural Acceptance. Understanding self,

relationships and physical facilities by recognizing human

happiness and harmony. Activities to performed- listing the problems of self, family and society, recognizing and analyzing them through Natural

Acceptance, Presentations, written assignments.

**For PS-4:** Recognizing the needs of I (self) and body by listing

physical facilities on the basis of required sequence and by

listing the feelings in self on the basis of Natural

Acceptance.

Activities to perform – making a list of important activities,

classifying them and make line diagram showing that activity is

of self, body or both.

**For PS – 5:** Focus on the importance of Human Values in self

and society.

Activities to be performed – Value based story, skit or essay

written assignments, narrate in front of class or in writing

regarding personal experience showing adherence to values in

difficult situations.

**For PS – 6:** Having awareness about nature, its four orders and

their mutual fulfillment.

Activities to be performed- written assignment, chart making.

**For PS – 7:** Identification, analyzing and solving problems of

society on the basis of natural acceptance and proceeding further.

Activities to be performed- News papers cuttings,

presentations, group discussion.

**For PS – 8:** Focus on the use of value based science/

engineering knowledge for universal human order along with

preparing outline for Humanistic constitution at the level of

Nation.

**Activities to be performed - written assignments, case studies,**

**Presentation.**

**Human Values**

Human Values reflect the sense of right and wrong in a person. They also refer to appropriate courses of action, values define what ‘ought’ to be in society. Trust and Affection are seen as foundational and complete values in a society.

The concept of human values and man's inner reality.

On line with the explanation of the heart, mind and soul of man, Karen Homey, the psychologist, made important observations on human values. Based on her clinical findings, she noted the integral relationship between man's true nature and human values. The definition clearly implies that the essential reality of man is the source of constructive possibilities or values. It focuses attention on the heart, mind and soul of man as expressed in feelings, thoughts and actions. These are mainly responsible for man's act of valuation. This is supported by the International Encyclopaedia of Social Sciences (1969: 283) which explains "sheer reflex behavior does not manifest value or valuing". The manifestation of these inner aspects of man therefore need to be further highlighted in order to understand the types of human values evolving from them.

In addition to the explanation of human values as basically related to man's nature of being human, recent researches have projected other explanations. Based on clinical findings, leading psychologists, Abraham Maslow and Erich Fromm proposed the humanistic theory. The meaning of humanism given in J. A. Cuddon's dictionary of literary terms clarifies the implication of this theory: At its best, humanism helped to civilize man, to make him realize his potential powers and gifts.

**Value Education (Basic Guidelines)**

Moral sense or conscience is the need of the hour in todays society. Value Education helps to understand what is ‘valuable’ for human happiness. Value education needs to encompass the following

1- Universal (Needs to be applicable to all human beings)

2- Rational (Appeal to human reasoning)

3- Natural and Verifiable

4- All encompassing- cover all levels (Individual, Family and Society)

5- Leading to harmony

**1. Universal:** Whatever we study as values education that should be applicable all over the world and should be adopted by the human beings from all part of the world. It should not unfollow by the people of certain cast, religion, tradition, gender, nationality, etc. It helps to deal with the things on universal level.

**2. Rational:** These should be in harmony and based on reasons. Human being shouldn’t blindly belief on everything they heard. What the sermons taught to they, they influence us to do the things but we should do the thing on our own basis.

**3. Nature and verifiable:** Human being should learn something seems to be natural and that should be acceptable by the nature. When we move toward our goals by being natural then it leads to the achievement and gives the happiness. We need to verify these values on our own basis, it means we shouldn’t follow the thing only if it is written in book or preached by the sermons.

**4. Leading to Harmony:** Hence we can say that value education helps us to be in harmony and maintain balance in all the relationship. When we understanding these things lead to the situation when we know about the balancing of everything like harmony with others, with nature in natural way

**Accurate identification of our desire:** Every person in this world has their own desire or wish which needs to be fulfilled by them on any cost for their happiness. Hence the value education helps us to understand our needs and know about our aspiration with accuracy and also helps us to find the correct path towards the fulfillment. It also helps to remove our confusion and bring balance at all the level in the fulfillment of desire.

**Understanding universal human values to fulfill our desire:** Once we understand about what is really important for us, they become the basis for our desire and the action engaged with it. In order to make society as well as individual happiness and balance with his surroundings, there is need to explore the value domain through value education.

**Complimentary of values and skills:** To fulfill our desire both the values and skills are important and one should have the both these to fulfill the needs. When we identify our correct goal and we move forward in correct direction at the right time then it is known as the **value domain.** For e.g. if anyone is wishing to have the healthy and fit life then only wishing these things cannot goes everything correct but she/he needs to understand the meaning of health take action according to the need of healthy life and make the body fit.

**Evaluation of belief:** Every person has certain type of belief in some kind of fact but that belief is really true or false we don’t know but still we follow that because we had been heard that may be from our parents or by our elders, or by reading, hearing, what we see from our eyes, etc. every person has their own type of believes. We may have some type of believe in one thing but other may not believe on that thing and it is not important that one single fact may be followed by all over the world. Thus, value education will help us to evaluate our beliefs and assumed values, and their importance in reality. Technology and human values: The present system of education has generally based on skills and we give the first importance to the science and technology. However, the science & technology can only help to provide the different instrumental aid to achieve the needs. It is not important that science will always help to find what is really valuable to human beings.

Hence, we can say that we must understand the value of needs first of all before moving on the further process to fulfill that aspirations and the desire.

**Self-Exploration**

Self-Exploration is the process in which self-investigation is carried out. It a dialogue between ‘what you are’ and ‘what you want to be’. Self-Exploration enables us to look at our problems within, introspect and resolve them by becoming aware of our natural Acceptance.

Self-exploration as the process for value education -discusses the process of finding about what is valuable to oneself by investigating within oneself. To understand all this, we should start observing inside. Self-exploration and its purpose are defined as –

a) what you are and what you want

b) it’s a process of self-evolution through self-investigation

c) knowing oneself and through that knowing entire existence

d) recognizing one’s relationship and fulfilling it

e) it’s about knowing human conduct and character and living accordingly f) it’s about being in harmony with oneself and entire existence

g) identifying innateness and moving towards self-organization and self-expression.

**Wealth vs Prosperity**

Prosperity is defined as the state of success, wealth and good fortune. When someone possesses more than required number of physical facilities, they may feel prosperous. Wealth, on the other hand, is a materialistic concept and solely related to physical facilities. Prosperity is a feeling that also includes Wealth. A wealthy person may feel ‘prosperous’ and feel ‘deprived’. Prosperity, unlike wealth, leads to the sharing of physical facilities.

**Understanding Needs of Self and Body**

Human Being- Physical body and self (person’s essential being/ personal) Feelings which can’t be qualified by Self (I)

Needs of self (I)- Happiness- Qualitative needs. Needs can be fulfilled by right thinking, balance in thinking and action to achieve continuous happiness. Needs of Self like- Respect, Trust, Happiness, Love are continuous in terms of time.

Body- Physical Facility. Food, clothing, shelter- they are temporary needs. Fulfilling physical needs through material dependence.

Activities in Self (I) and Body

Self I activities- Thinkin, dreamin, analzin, understandin Emotions

Body activities- Digestion, Respiration (happening on their own) (Material) Self and Body Activities- Seeing, talking, listening (Need to participate actively)

In self, knowing things leads to recognizing and fulfillment. The body is an instrument of the self; the self is seer, does and enjoyer.

According to R.K. Mukherjee, “Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations”.

According to Zaleznik and David, “Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships”

According to I. J. Lehner and N.J. Kube, Values are an integral part of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, and manner of thinking and the principles by which we guide our behaviour.

According to T. W. Hippie, “Values are conscious or unconscious motivators and justifiers of the actions and judgment”

**Understanding Values in human relationship**

Understanding is how we evaluate values while beliefs are assumed values. Relationship is between self (I) and the other self (I). There are nine feelings (values) or expectation of feelings (value). They are definite and can be recognized, their fulfillment and evaluation lead to mutual happiness- trust: the foundational value in relationship.

**Trust-** ‘To be assured that each human being inherently wants oneself and the other to be happy and prosperous, is called Trust. Having faith in others and believing them. Trust is the belief and confidence in the integrity, reliability and fairness of a person or organization; an essential human value that quantifies and defines our inter-dependence in relationships with others. Trust is a choice we make toward someone when we are inspired that they have either earned our confidence or are by some other means worthy of it. It is difficult to acquire, and when fractured even harder to redeem, so perhaps the lessons of trust are not how to earn it, but what it takes to keep it. And perhaps the greatest value of trust is not the accomplishments we make with it, but rather what trust accomplishes in us on our quest to become people who are worthy of receiving it.

**Respect-** Personal space, individuality for others. In an article by Harvard Business Review, Rogers warns that lack of respect or an imbalance in the way employees are treated can create dysfunction in the job site. However, when employees report feeling respected, they tend to be more loyal to their companies and grateful for their jobs.

**Affection-** Connection, being related to each other. Affection is usually identified with emotion, but actually these are very different phenomena although closely related. Whereas the emotion is an internal individual response which informs of the survival probabilities that every concrete situation off, affection is a process of social interaction between two or more organisms. Social species need, at least in some periods of their lives, the collaboration of other members of the same species to survive. A social individual cannot obtain by itself all the resources that it needs to survive. Sociability is, then, the result of needing the others to survive. We define social interaction as any kind of interaction which shows a certain degree of help or cooperation. Help and cooperation is a requirement in all social species. Without help, without cooperation of the others, an individuals of a social species cannot survive.

**Care-** Nurture; The ethics of care mainly analysis three aspects:1-The role that emotions

play in life, and how they affect our perception and projection of reality,2-The sensitive (being empathic) approach to the specific context or situation we are experiencing, and 3- The world of relationships with oneself, others and the environment. The ethics of care improves our humanity. It is a positive message, a message of Peace, Love, Understanding, Joy, Protection, and Kindness.

Guidance- Right understanding and feelings; The feeling of ensuring right understanding and feelings in the other (my relative) is called guidance. We understand the need of self (‘I’) for right understanding and feelings. We also understand that the other is similar to me in his/her

faculty of natural acceptance, desire of wanting continuous happiness and the program of living in harmony at all the four levels. The other is also similar to me in the potential of desire,

thoughts and expectation.

**Reverence**- Acceptance of excellence; The feeling of acceptance of excellence in the other is called reverence. We understand that we aspire for continuous happiness and to realize it, we have to understand harmony at all the levels of our living, and live accordingly. When we see that the other has achieved this excellence- which means to understand and to live in harmony at all the levels of living ensuring continuity of happiness, we have a feeling of reverence for him/her. This feeling of accepting the excellence in the other is called Reverence.

**Gratitude-** Helping others and feeling of being helpful; Value of Thankfulness Gratitude is the feeling of acceptance for those who have made efforts for my excellence. Gratitude is an emotion that occurs after people receive help, depending on how they interpret the situation. Specifically, gratitude is experienced if people perceive the help they receive as (a) valuable to them, (b) costly to their benefactor, and (c) given by the benefactor with benevolent intentions.

**Glory-** Inspired by the past. Glory is the feeling for someone who has made efforts for excellence. We find that there have been people in the history, or even around us, who are investing their time, energy and their belongings to achieve excellence (to understand and to live in harmony at all levels of living ensuring continuity of happiness), to make others excellent. This gives us a feeling of glory for them.

**The characteristics of values are:**

▪ These are extremely practical, and valuation requires not just techniques but also an understanding of the strategic context.

▪ These can provide standards of competence and morality.

▪ These can go beyond specific situations or persons.

▪ Personal values can be influenced by culture, tradition, and a combination of internal and external factors.

▪ These are relatively permanent.

▪ These are more central to the core of a person.

▪ Most of our core values are learned early in life from family, friends, neighbor-hood school, the mass print, visual media and other sources within the society. ▪ Values are loaded with effective thoughts about ideas, objects, behavior, etc. ▪ They contain a judgmental element in that they carry an individual’s ideas as to what is right, good, or desirable.

▪ Values can differ from culture to culture and even person to person.

▪ Values play a significant role in the integration and fulfillment of man’s basic impulses and desire stably and consistently appropriate for his living.

▪ They are generic experiences in social action made up of both individual and social responses and attitudes.

▪ They build up societies, integrate social relations.

▪ They mould the ideal dimensions of personality and depth of culture. ▪ They influence people’s behavior and serve as criteria for evaluating the actions of others.

▪ They have a great role to play in the conduct of social life. They help in creating norms to

guide day-to-day behavior.

**Basic Human Aspirations**

The program to fulfill basic human aspirations, discusses how happiness and prosperity can be ensured. The desires and wants which are to do with physical things are called “physical facilities” and the other category of wants is “relationships”. The authors also suggest a neat equation as follows: Right understanding relationship = mutual fulfillment Right understanding + physical facilities = mutual prosperity. It explores about what the ‘right understanding’ is and it is tied to the need for happiness. The state of our happiness or unhappiness depends on three aspects like right understanding, relationship and physical facilities. Happiness may be defined as being in harmony/synergy in the state/ situation that I live in. “A state or situation in which I live, if there is harmony in it then I like to be in that state / situation. The state of liking is happiness.” Whereas, prosperity is the “feeling of having or making available more than required physical facilities”.

In the current scenario, we are generally trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. This is an attempt to achieve happiness through pleasant sensory interactions. The physical facilities are not seen in terms of fulfilling bodily needs but as a means of maximizing happiness.

This has resulted in wrong assessment of wants for physical facilities as being unlimited. But this pursuit is self-defeating. Neither can we hope to achieve continuous happiness through sensory interactions nor can we have prosperity, as it amounts to trying to fulfill unlimited wants through limited resources. This effort is engendering problems at all levels. It is

becoming anti-ecological and anti-people, and threatening the human survival itself. Some of the consequences of such a trend are summarized below:

**1. At the level of the individual** – Rising problems of depression, psychological disorders, suicides, stress, insecurity, psycho-somatic diseases, loneliness etc.

**2. At the level of the family** – Breaking of joint families, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, wasteful expenditure in family functions etc.

**3. At the level of the Society** – Growing incidences of terrorism and naxalism, rising communalism, spreading casteism, racial and ethnic struggle, wars between nations, attempts of genocide, fear of nuclear and genetic warfare, etc.

**4. At the level of nature –** Global warming, water, air, soil, noise, etc. pollution, resource depletion of minerals and mineral oils, sizeable deforestations, loss of fertility of soil.

**Practice Exercises and Projects**

**Module I**

**Week one:**

**Lecture**

1.Understanding the need, basic guidelines, content and process for value education.

2.Self-exploration-its content and process; ‘Natural Acceptance’ and experiential Validations-as the

 mechanism for self exploration.

 **Practical**

Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

**Home Work:**

What is your idea of success/progress/development?

**Expected outcome:**

The students start exploring themselves: get comfortable to each other and to the teacher and start finding the need and relevance for the course.

**Week two:**

**Lecture**

3.Continuous happiness and prosperity-A look a basic human aspirations.

4.Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of

 aspirations of every human being.

**Practical**

Now a days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out your opinion? On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc-what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

**Home Work:**

1. What is your idea of success/progress/development (after lectures 3 & 4)?

2. What is your idea of happiness?

**Expected outcome:**

The students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained solution could emerge only through understanding of human value based living. Any solution brought out through fear, temptation of dogma will not be sustainable.

**Week three:**

**Lecture**

5.Understanding Happiness and prosperity correctly-A critical appraisal of the current scenario

6.Method to fulfill the above human aspirations: Understanding and living in harmony at various levels

**Practical**

1.Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him.

 Verify this in case of:

i.What is Naturally Acceptable to you in relationship – Feeling of respect or disrespect?

ii.What is Naturally Acceptable to you – to nurture or to exploit others?

Is your living the same as your natural acceptance or different?

2.Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

**Home Work:**

1. What are the 3 key problems you see around yourself at each of the 4 levels – individual, family, society and nature/existence?

2. What are the possible solutions you can think of for each of the problems identified earlier?

**Expected outcome:**

1.The students are able to see that verification on the basic of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.

2.The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.

3.The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

**Module II**

**Week Four:**

**Lecture**

7.Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’

8.Understanding the needs of Self(‘I’) and ‘Body’

**Practical:**

List down all your desires, Observe whether the desire is related to Self (I) or Body. If it appears to be related to both, see which part of it is related to Self (I) and which part is related to Body.

**Home Work:**

1. Write down 5 needs of your self and 5 needs of your body

2. Write down 5 activities of your self, 5 activities of your body and 5 activities of your body + self

3. Observe in yourself if the activities of your self are continuous or temporary

**Expected outcome:**

The students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to ‘I’ ‘Body’ distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that ‘I’ and Body are two realities, and most of their desires are related to ‘I’ and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of ‘I’ too.

**Week Five:**

**Lecture**

9.Understanding the body as an instrument of ‘I’(I being the doer, seer and enjoyer)

10.Understanding the characteristic and activities of ‘I’ and harmony in ‘I’

**Practical:**

1.a. Observe that any physical facility you use, follows the given sequence with time:

Necessary & tasteful ® Unnecessary & tasteful ® Unnecessary & tasteless ® Intolerable

a.In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment!

2.List down all your activities, Observe whether the activity is of ‘I’ or of Body or with the participation of both ‘I’ and Body.

3.Observe the activities within ‘I’. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

**Home Work:**

1. While you are studying by yourself, observe for 30 minutes – how much time your attention is on what you are reading and how much time your attention is on other things. What is the % of the time your attention is on the subject? Is this same for all subjects/topics?

2. What is the average study time required per day for you to understand completely all that is being taught in all the courses in this semester?

e.g. If you spend 2 hours in assignments & self study for every 1 hour of lecture, you will need 3 hours to understand every lecture completely. Thus total study hours = No of subjects X No of lectures per subject X 3. If the semester has 150 days, the average study hours per day is 6 (including college lecture hours, assignments, exams as well as self-study hours)

3. How many hours are you actually devoting to study per day? And how are you spending the rest of your time – what are the 5 key activities where you spend the rest of the time?

**Expected outcome:**

1.The students are able to see that all physical facilities they are required for a limited time in a limited quantity. Also they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.

2.The students are able to see that activities like understanding, desire, though and selection are the activities of ‘I’ only the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of ‘I’ while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both ‘I’ and body.

3.The students become aware of their activities of ‘I’ and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance

**Week Six:**

**Lecture**

11.Understanding the harmony of ‘I’ with the body, correct appraisal of physical needs , meaning of prosperity in detail

12.Programs to ensure Sanyam

**Practical**

1.Chalk out programs to ensure that you are responsible to your body- for the nurturing, protection and right utilization of the body.

2.Find out the plants and shrubs growing in and around your campus. Find out their use for curing different diseases.

**Home Work:**

1. Make a list of your desires. Divide them into 2 parts – needs of the self and needs of the body. Next divide them into 3 parts – motivated by preconditioning, motivated by sensation and motivated by natural acceptance.

What % are needs of the self and those of the body?

What % of your desires are motivated by natural acceptance?

Now analyse your weekly schedule – and find out what % of your time is spent on physical facility/sensation and what % is spent on effort for relationship and right understanding

What do you understand from this exercise?

2. What is your understanding of prosperity? In terms of clothes a) how many items of clothing do you have; b) how many items of clothing are required per year for protection of your body? What would that number be for getting respect from others? (similarly you can expand this exercise for other physical facilities)

3. What have you understood about right utilisation? For one week, note down all your expenses on a daily basis. At the end of the week, categorise the expenses – what do you spend most on? Do you feel this is the right utilisation of the money? What are some of the other resources you have that could be better utilised and how?

**Expected outcome:**

The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

**Module III**

**Week Seven:**

**Lecture**

13.Understanding harmony in the Family-the basic unit of human interaction.

14.Understanding values in human-human relationship; and program for its fulfillment to ensure trust and respect as the foundational values of relationship

**Practical**

Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are:

1a. Do I want to make myself happy?

2a. Do I want to make the other happy?

3a. Is the other want to make him happy?

4a. Is the other want to make me happy?

 What is the answer?

Intention (Natural Acceptance)

1b. Am I able to make myself always happy?

2b. Am I able to make the other always happy?

3b. Is the other able to make him always happy?

4b. Is the other able to make me always happy?

 What is the answer?

Competence

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention & competence as well as the others’ intention & competence.

**Home Work:**

1. Share an instance of your personal interaction where you could see that the other had the right intention but was lacking competence. What was your participation in the interaction – did you help the other?

2. Share one fight/opposition you remember you had with someone, even a stranger, where now you can look back and see that it was a result of doubting the intention of the other (e.g. even a smile or a laugh hurts us if we have a doubt on the intention). What did you do with the other? How do you feel about the other now?

**Expected outcome:**

The students are able to see that the first four questions are related to our Natural Acceptance i.e. intention and the next four to our competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others’ intention as a result we conclude that I am a good person and other is a bad person.

**Week Eight:**

**Lecture**

15.Understanding the meaning and differences between intention and competence

16.Understand difference between respect and differentiation; the other salient values in relationship.

**Practical**

1.Observe on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under- evaluation, over-evaluation or otherwise evaluation.

 2.Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

**Home Work:**

1. List out 5 instances where you have done over evaluation and under/otherwise evaluation of the other/yourself. What would have been the right evaluation in that situation, as you are now able to see?

2. Share what you have understood about response. Analyse your interaction in the last 1 week. How many of these interactions are reaction and how many are response? Take one instance of reaction and one instance of response and share it in detail

3. Share your understanding about excellence and about being special. Where do you now want to put your effort for – to be special or to be excellent?

**Expected outcome:**

The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation(lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for them and for others through he may have different body, physical facilities or beliefs.

**Week Nine:**

**Lecture**

17.Understand the harmony in the society (Society being an extension of family)

18.Visualizing a universal harmonious order in society-Undivided society, Universal order-from family to world family

**Practical**

1.Write a note in the form of story, poem, skit, essay, narration, dialogue to educate a child. Evaluate it in a group.

2.Develop three chapters to introduce social science-its need, scope and content in the primary education of children.

**Home Work:**

 1. What have you understood about human goal – as an individual, as an individual who is part of society? Write in detail about the goal of your family in the light of this understanding.

2. Out of the 5 dimensions of human order, where do you feel you can participate? And what specific goal would you be working for through this participation?

**Expected outcome:**

The students are able to use their creativity for education children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

**Module IV**

**Week Ten:**

**Lecture**

19.Understand the harmony in the Nature

20.Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature

**Practical**

List down units (things) around you. Classify them in four orders. Observe and explain the mutual fulfillment of each unit with other orders.

**Home Work:**

What do you take from nature; and what do you give back to nature? Are you a source of harmony in Nature?

**Expected outcome:**

The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfillment among them. They are also able to see that human being s are not fulfilling to other orders today and need to take appropriate steps to ensure right participation(in terms of nurturing, protection and right utilization) in the nature.

**Week Eleven:**

**Lecture**

21.Understanding existence as co-existence of mutually interacting units in all-pervasive space

22.Holistic perception of harmony at all levels of existence.

**Practical**

1.Make a chart for the whole existence. List down different courses of studies and relate them to different units or levels in the existence.

2.Choose any one subject being taught today. Evaluate it and suggest suitable modifications to make it appropriate and holistic.

**Expected outcome:**

The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

**Module V**

**Week Twelve:**

**Lecture**

23.Natural acceptance of human values

24.Definitiveness of Ethical Human Conduct

**Practical**

Choose any two current problems of different kind in the society and suggest how they can be solved on the basis of natural acceptance of human values. Suggest steps you w will take in present conditions.

**Expected outcome:**

The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

**Week Thirteen:**

**Lecture**

25.Basis for Humanistic Education, Humanistic constitution and Universal Human Order

26.Competence in professional Ethics:

·Ability to utilize the professional competence for augmenting universal human order

·Ability to identify the scope and characteristics of people-friendly and eco-friendly systems and models.

**Practical:**

1.Suggest ways in which you can use your knowledge of technology/Engineering Management for universal human order, from your family to the world family.

2.Suggest one format of humanistic constitution at the level of nation from your side.

**Expected outcome:**

The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/Management to ensure mutually enriching and recyclable production system.

**Week Fourteen:**

**Lecture**

27.Case studies of typical holistic models and systems.

28.Strategy for transition from the present state to Universal Human Order: ·At the level of individual: as socially and ecologically responsible professionals working for Human Society

·At the level of society: as mutually enriching institutions and organization

**Practical:**

The course is going to be over now. Evaluate your state before and after the course in terms of:

·Thought

·Behaviour

·Work

·Realizations

Do you have any plan to participate in the transition of the society after graduation from the institute? Write a brief note on it.

**Expected outcome:**

The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for the happy and prosperous society.