

## **Best Practice II:**

### **Implementation of Universal Human Values Education for Holistic Development and Living**

#### **Goal:**

To address “Universal Human Values” and the issue of Consciousness development that leads to a fundamental –inner transformation resulting into Happiness and wellbeing of the individual, family, society and Environment at large.

#### **Context:**

The following issues in students were not adequately addressed in education:

- Lack of ‘real interest’ in subjects, the focus is largely on ‘marks’.
- Lack of ‘critical thinking’ abilities and choosing between ‘right’ & ‘wrong’.
- Little or no respect for the teacher, the guru and general rebelliousness at home and school
- Anxiety, peer pressure and extreme competition leading to aggressiveness or depression.
- Poor health, obesity and early onset of lifestyle diseases.
- Excess consumption, over indulgence in pleasure seeking and profit mentality have become the ‘aims of life’
- Breakdown in interpersonal relationships and family structure
- Little to no improvement in the ‘clarity of life’, ‘basic values’ and ‘character’ of a student even after 16 to 21 yrs of formal education and a lot of ‘degrees’.

Envisioned by His Divine Holiness Hariprasadswamiji Maharaj and P.P. Tyagvallabhsamiji, Presidents and Mentors of the Sarvodaya Kelevani Samaj Trust, the managing trust of the college; Atmiya campus is designed as an integrated educational community.

Within this framework, primary objective is to deliver a well-rounded education that encompasses human values, life skills, and technical expertise. Consequently, the implementation of the 'Universal Human Values Education for Holistic Development and Conscious Transformation' based on Madhyastha Darshan, Co-existential Philosophy as propounded by Late Shri A. Nagraj, Amarkantak, Madhya Pradesh.

The approach seeks to empower our students with the requisite skills for meaningful engagement in society, enabling them to assume responsible leadership roles while nurturing a profound sense of coexistence consciousness.

This educational philosophy implemented in **2014-2015** at the college; this closely now also aligns with the National Education Policy (NEP) 2020 that emphasizes holistic development, including critical thinking and ethical values, recognizing that nurturing conscious individuals is vital for a resilient society.

It is additionally harmonious with Sustainable Development Goal 4 (SDG 4) – Quality Education. SDG 4 envisions not just academic excellence but also the cultivation of vital life skills and values, making our approach crucial for achieving global educational equity and well-being.

Hence the educational institution has embraced the paradigm of "Universal Human Values Education for Holistic development and Living through Transformation of Consciousness" as both a progressive approach and a vital societal imperative.

**The Practice** (Each of the 17 SDG's is addressed as it is an effort towards Education for Sustainable Development Goals):

- **Commencement:** The initiative commenced with a series of faculty workshops, helping understand the critical role of Universal Human Values (UHV) in education.
- **Curriculum Integration:** Credit courses were carefully designed, and experiential assignments were methodically integrated to actively immerse students in the exploration of UHV principles and their practical applications.
- **Academic Discourse:** The Departmental Goshthi/meetings offered a platform for thorough discussions pertaining to educational practices harmonized with the principles of Universal Human Values (UHV), enriching the academic discourse within the institution.
- **Student Engagement:** Regularly scheduled workshops and meetings of the Happiness Club were purposefully arranged to encourage active student participation in meaningful discussions related to UHV. Some of the students have enthusiastically joined the deep study and practice (*Adhyayan*) of principles of Madhyastha Darshan, demonstrating their commitment to becoming active participants in this transformative journey

- **Diksharambh Program:** Specifically designed for first-year students, the Diksharambh-Student Induction Program (SIP) program cultivated an environment characterized by harmony and the cultivation of critical thinking, serving as the foundation for the incorporation of Universal Human Values (UHV)
- **Educational Counselling Impact:** The "*Samvad*" counselling sessions, have been instrumental in addressing personal, behavioural, and career-related challenges, thus contributing significantly to the overall well-being and development of the individual Student.
- **Cognitive Advancements:** Students demonstrated improved concentration in academics and mental clarity, leading to more thoughtful decision-making in various academic, personal & family aspects of their lives.
- **Increased Engagement:** The initiative experienced a notable rise in student participation and voluntary involvement in UHV-related activities, signifying a evolving dedication to principles of Madhyastha Darshan.
- **Feedback-Driven Validation:** In-depth surveys conducted yielded valuable insights, highlighting the significant improvement in perspectives related to relationships, happiness, and the tangible relevance of Universal Human Values (UHV) content in practical life.
- **Holistic Student Development:** Strategic alignment of initiatives like terrace farming, internships, and project proposals with Universal Human Values (UHV) principles played a pivotal role in fostering comprehensive student growth across various facets of their development.
- **Research Recognition:** Three projects were proposed by students of sister institution and selected by the IKS Division of the Ministry of Education. Under the guidance of the UHV mentor of the college (Dr.) Jigar Ratnottar, these students completed the student internship programme successful namely Study of Madhyastha Darshan and its Effectiveness on Student's Behaviour and Sanskar, Study of Pramanas in Bhartiya Darshana and Co-existential Philosophy and its Relevance in Human Traditions.
- **Student Family Engagement:** We initiated weekly Family Goshti sessions to facilitate meaningful interactions between faculty members and students' families, fostering insightful dialogues centred on Universal Human Values (UHV) topics.

- **Strengthened Interpersonal Bonds:** The integration of Universal Human Values (UHV) into education cultivated stronger faculty-student relationships, fostering a supportive learning atmosphere.
- **Resource Conservation:** Initiatives such as the "*Food Wastage Notice Board*" have proven effective in sensitizing and minimizing food wastage and fostering a culture of responsible resource utilization among students and faculty in our mess.
- **Amplifying Influence:** The tangible impact of our outreach efforts became increasingly apparent as UHV seminars extended to neighbouring institutions, igniting a beneficial ripple effect that extended well beyond the confines of our campus. This expansion included workshops catering to educationists, school teachers, and B.Ed. / M.Ed. students within the region.

Additionally, we extended our outreach to engage with broader segments of society, including corporates, industries, and professionals across various fields of study, including medical practitioners. This approach facilitated more extensive and inclusive dialogues on Universal Human Values (UHV).

- **Community Empowerment:** Our institution has taken on the crucial role of contributing to the well-being of neighbouring villages by annually organizing educational programs. Notably, in 2017 and 2018, we orchestrated UHV sessions specifically designed for primary school students residing in *Vagudad* and *Mahika* villages during NSS special camps. These sessions left a meaningful impact on more than 680 beneficiaries of the villages. The primary objective of these sessions was to cultivate awareness concerning the values of individual growth, family harmony, and environmental conservation within these young minds.
- **Emerging Model:** This initiative has gathered attention and is evolving into a living model within our institution. Initially comprising just two resource persons, the team has now grown to include over 20 dedicated members. It is heartening to witness the positive influence our team is exerting on nearby educational institutions.

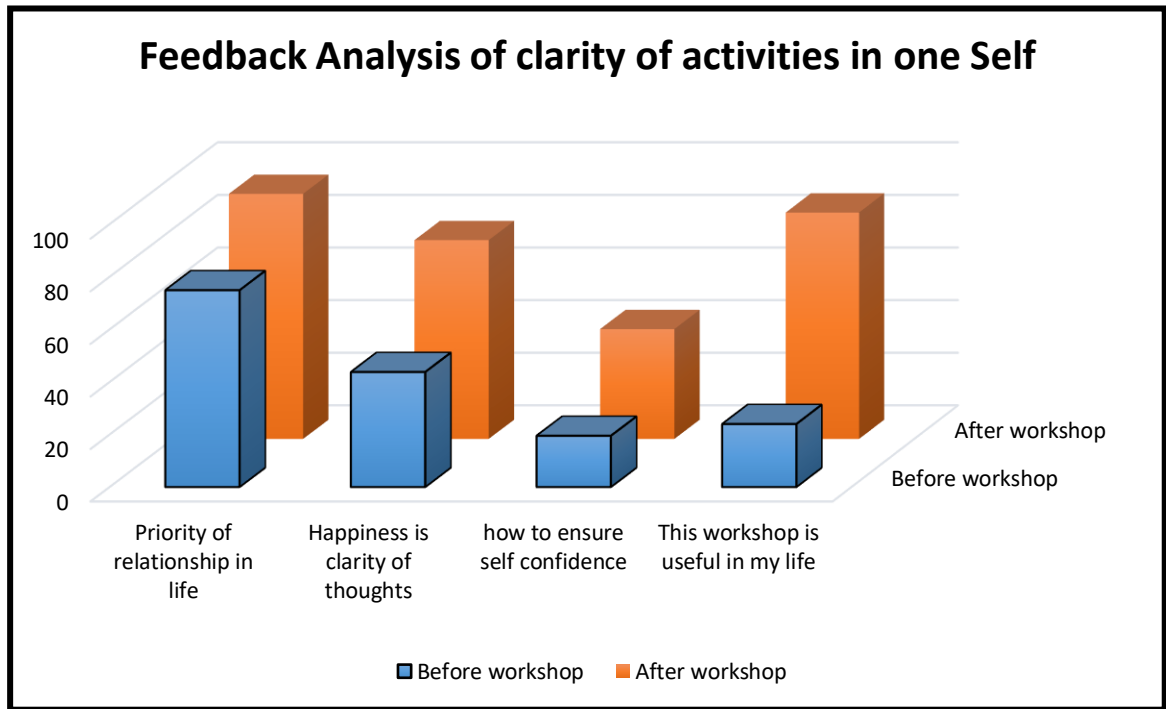
- **Spreading Awareness:** Our UHV cell has conducted more than 50 UHV seminars for both students and faculty members from other institutions. These seminars have had a transformative effect on these institutions.
- **Promoting Sustainability:** Several faculty members have taken up terrace farming, demonstrating their newfound understanding of the importance of harmonizing with nature. These endeavours serve as inspirational examples for our students.
- **Workshops conducted:** As depicted in **Table 1** below; over the span from 2016-17 to 2021-2022, we had successfully organized a total of 214 UHV workshops/ Workshops/ SIP/ FDP/ staff development program for diverse stakeholders, each varying in duration to cater to specific aspirations of the UHV in Education. And we have continued working in the direction of Humanizing of Education by involving each and every faculty into the understanding of the UHV concepts and taking up deep study and research.

UHV Event	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1 to 5 days FDP (Orientation level workshop )	3	4	1	6	7	4
6 to 8 days FDP (Parichay level workshop)	3	2	3	1	2	1
8- days Residential Shivar	-	1	-	2	-	-
Capacity Building Program (Adhyayan - 6 to10 days/ Conference 3- days/ Rashtriya Sammelan-3-days)	2	6	9	3	-	1
Extension Activity (Outdoor events- 1 to 6 days)	7	4	7	6	3	10
3 to 5 days SDP/SIP Student Development Program/ Student Induction Program	28	24	4	4	4	4
01- day Workshop for Parents	-	1	2	2	2	1
6 to 8 days Staff Development Programme (Non-teaching and Supporting Staff)	2	2	1	5	7	1
01- day Happiness Meet	1	2	2	3	9	30

**Table 1:** Year-wise Number of Events organized for Institutions on Atmiya campus by UHV Cell

## Evidence of Success:

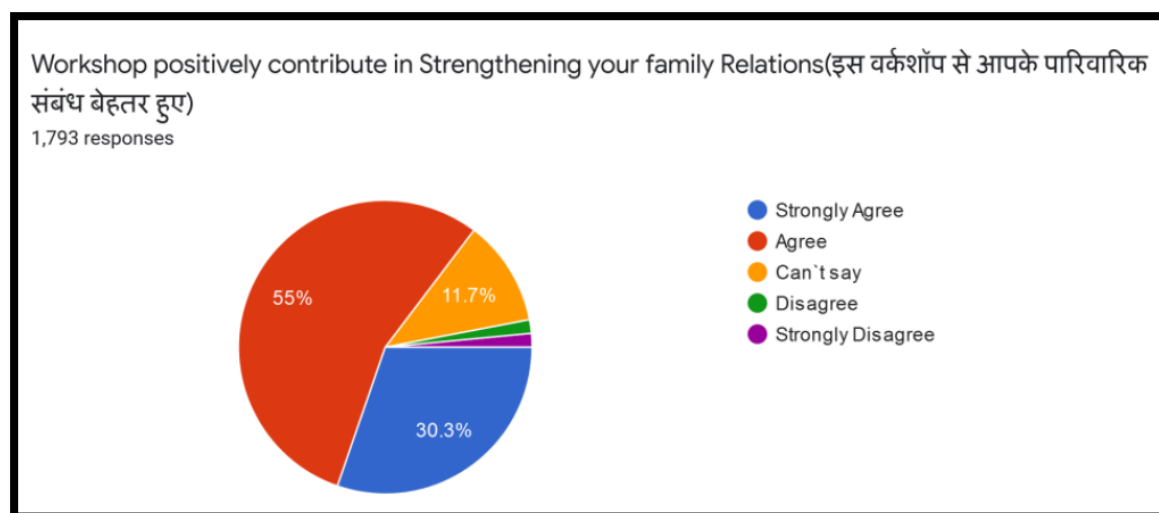
- 1) As per the study conducted and as shown in **Figure 1** the bar chart findings reveal significant shifts in student perspectives following their participation in the UHV workshop:



*Figure 1: Student Feedback Analysis on clarity of activities in one self*

- a) **Priority of Relationships:** A notable 93.2% of students came to the realization that relationships hold greater importance than physical facilities.
- b) **Happiness and Clarity:** A substantial 75.6% of participants expressed that happiness is not solely tied to material accumulations but is intricately linked to the clarity of their thoughts.
- c) **Perceived Usefulness:** Approximately 86.1% of students acknowledged that the workshop's content holds considerable practical utility in their lives.

- 2) As per another study conducted as shown in **Figure 2** the pie chart analysis illustrates a significant outcome: 85.3% of students either agree (55%) or strongly agree (30.3%) that their family relations are strengthened after participating in the workshop. This result is a noteworthy accomplishment, benefiting both our organization and the families involved.



**Figure 2:** Student Feedback analysis on impact of the workshop in Family Relationships

- 3) As per the **Table 2** - the number of beneficiaries (fresh & repetitive) of the various UHV related workshops conducted from 2016 to 2022:

UHV Event	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total Beneficiaries
1 to 5 days FDP (Orientation level workshop )	115	476	109	618	378	180	1876
6 to 8 days FDP (Parichay level workshop)	357	238	327	32	104	50	1108
8- days Residential Shivar	-	50	-	145	-	-	195
Capacity Building Program (Adhyayan - 6 to10 days/Conference-3 days/Rashtriya Sammelan-3 days)	104	126	327	60	-	30	647
Extension Activity (Outdoor events- 1to 6 days)	220	180	483	394	502	529	2308
3 to 5 days SDP/SIP Student Development Program/ Student Induction Program	1336	1324	236	359	413	240	3908
01- day Workshop for Parents	-	60	180	75	66	40	421
6 to 8 days Staff Development Programme (Non-teaching and Supporting Staff)	110	92	15	75	105	16	413
01- day Happiness Meet	15	25	30	45	108	360	583
<b>Total</b>	<b>2257</b>	<b>2571</b>	<b>1707</b>	<b>1803</b>	<b>1676</b>	<b>1445</b>	<b>11459</b>

**Table 2:** Year-wise beneficiaries (fresh & repetitive) of UHV Events as mentioned in Table-1

- a) **Faculty (3,179 beneficiaries):** Faculty members represent the largest group of beneficiaries. Their significant **repetitive/refreshing** presence highlights the importance of programs and initiatives that cater to the professional development and growth of educators within and outside our institution.
- b) **Students (4,491 beneficiaries):** The student population represents a substantial portion of our beneficiaries. This highlights the institution's commitment to providing valuable educational experiences and support to its student body.
- c) **Industry & Corporate/Professionals (2,308 beneficiaries):** The inclusion of industry professionals and corporate affiliates as beneficiaries indicates a strong connection between our institution and external stakeholders. Engaging this group can be mutually beneficial in terms of knowledge exchange, research collaboration, and career opportunities for students.
- d) **Parents (421 beneficiaries):** The involvement of parents as beneficiaries signifies recognition of their role in supporting their children's education. Engaging parents in educational initiatives can contribute to a more holistic and supportive learning environment.
- e) **Non-Teaching and Support Staff (413 beneficiaries):** Non-teaching and support staff as beneficiaries suggests that involving these essential personnel in development programs can enhance the overall institutional ecosystem and job satisfaction among employees.

**In summary,** this analysis demonstrates a diverse range of beneficiaries across faculty, industry professionals, support staff, students, and parents. It underscores the institution's dedication to serving various stakeholders and fostering a collaborative and inclusive educational ecosystem.

- **Demonstrating Successful Expert-Led Training:** Our college's expertise in facilitating Universal Human Values reaches various sectors, including industries, corporates, and educational institutions through extension programs and have positively impacted several prominent organizations, such as Samarth Diamond Group – Visnagar, Harekrushna Diamond Group – Surat, Anand Niketan Group of Schools – Ahmedabad, KJIT Engineering College – Savali, Navyug Science College, Surat and Lokbharti Vidyalaya–Sanosara. These initiatives have directly benefited over 5,000 individuals, serving as strong evidence of the success of our approach.



- **Successful Program Adoption by Other Institutions:** Recognizing the significant benefits of this practice at the institute various educational institutions, notably Navyug Science College affiliated with VNSG University, Surat have embraced its integration. It has seamlessly become a part of their curricula, benefiting both faculty and students, a testament to its credibility and inherent value.
- **Student Buddy Program:**The effective implementation of the Peer-to-Peer Learning Program, named "Student Buddy," highlights the institution's commitment to nurturing collaborative learning among students. This achievement is made possible by the institution's UHV education approach, which instils the values of collaboration and coexistence.
- **Promotion of Organic Farming:** With approximately 60-80% of students hailing from farming backgrounds, a notable success of this program lies in its ability to motivate participants to embrace sustainable agricultural practices, especially through techniques like terrace farming. The institution has effectively encouraged participants to explore and adopt these eco-friendly farming methods.
- **Enhanced Outreach through Regional Content Development:** In pursuit of expanded outreach, Abhibhavak Vidhyalaya in Raipur has embraced the Jeevan Vidya (UHV) based School model. As a strategic step to make these valuable concepts more accessible, the institution has undertaken the translation of the curriculum content, spanning grades 1 to 10, into the regional language, Gujarati. This proactive initiative seeks to serve the wider population in the Gujarat region, ultimately enhancing the quality of learning experiences for all.

### **Problems Faced and Solutions Implemented:**

1. **Initial Emphasis on Motivation over Clarity:** At the outset, content delivery leaned heavily towards motivation rather than clarity. To address this, we implemented faculty development programs, resulting in a significant enhancement of content comprehension and delivery.
2. **Challenges in Material Preparation:** We confronted difficulties related to the preparation of educational materials. These challenges were met through a commitment to continuous improvement, driven by valuable feedback from our students.

3. **Management of Limited Faculty Resources:** The constraint of having limited faculty resources was effectively addressed by the introduction of daily Goshthi sessions and in-depth Adhyayan studies.
4. **Overcoming Language Barriers:** We successfully overcame language barriers by developing educational content in regional languages, thereby ensuring improved comprehension for all learners.

### **Resources Required:**

1. **Faculty training and Mentoring:** Training faculty members to enhance their abilities in taking up deep studies, conduct impact analysis and develop strategies for content delivery, mentoring and affective learning.
2. **Establishment of Bharatiya Bethak Classrooms:** Bharatiya Bethak classrooms to cultivate conducive learning environments with a touch of Indian Gurukul system.
3. **Conventional Learning Resources:** Conventional learning resources to facilitate content delivery and provide support.