

Model Curriculum for Minor Degree Course in Universal Human Values (UHV)

2022



ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

Nelson Mandela Marg, Vasant Kunj, New Delhi 110070

www.aicte-india.org



**Minor Degree
in
Universal Human Values
(UHV)**



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MESSAGE

With a view to enhance the employability skills and impart deep knowledge in emerging areas which are usually not being covered in Undergraduate Degree credit framework, AICTE has come up with the concept of '**Minor Degree**' in emerging areas. The concept of Minor Degree is discussed in the Approval Process Handbook (APH) for the academic session 2020-21 issued by AICTE. Minor Degree will carry 18 to 20 credits in addition to the credits essential for obtaining the Under Graduate Degree in Major Discipline (i.e. 163 credits usually).

Keeping in mind the need of manpower in emerging areas, AICTE with the help of industry-academia experts, has framed the curriculum for Minor Degree in Universal Human Values (UHV) to develop teachers, parents and policy makers of tomorrow who will have a humane worldview along with technical skills and strive to ensure value-based living for themselves as well as the society. The degree course will facilitate developing sufficient number of teachers to impart value-based education right from primary to higher education across the country.

Courses have been designed after rigorous brainstorming and considering the inputs from the experts of corresponding domain. I am hopeful that knowledge of this emerging area will help for nurturing students to their full human potential, so they can contribute to the development of an equitable and just society and promote national development.

I gratefully acknowledge the time and efforts of all those who were involved in preparation of this curriculum especially, the contributions of the members of the Working Group: Prof. HD Charan, Dr. Rajneesh Arora, Mr. Rajul Asthana, Dr. Kumar Sambhav, Dr. Gopal Babu, and Sh. Dharendra Chaturvedi.

The well timed initiative to have this model curriculum addressing the need by Prof. M.P Poonia, Vice Chairman, Prof. Rajive Kumar, Member Secretary, AICTE is highly appreciated. I also appreciate the continuous effort put in coordinating the complete process of development of this curriculum by members of the Policy and Academic Planning Bureau of AICTE namely, Dr. Ramesh Unnikrishnan, Adviser-II; Dr. Pradeep Bhaskar, Assistant Director, Mr. Rakesh Kumar Pandit, Young Professional and others.

(Prof. Anil D. Sahasrabudhe)

Chairman

All India Council for Technical Education

Working Group for this Model Curriculum of Minor Degree in Universal Human Values (UHV)

S.No	Name	Role in Committee
1	Prof. HD Charan, Present Chairman NC-UHV, Former VC, BTU, Rajasthan	Chairman
2	Dr. Rajneesh Arora, Present Chairman NCC-IP, MD, ACET Amritsar	Member
3	Mr. Rajul Asthana, Vice Chairman NC-UHV, Former Director, IRC-UHVE, IKGPTU, Jalandhar	Member
4	Dr. Kumar Sambhav, UPID, Noida	Member
5	Dr. Gopal Babu, AKGEC, Ghaziabad	Member
6	Sh. Dharendra Chaturvedi, Additional Director DPI, School Education Department, Government of Madhya Pradesh	Member

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**GENERAL COURSE STRUCTURE
and
THEME**

GENERAL COURSE STRUCTURE and THEME

A. Definition of Credit:

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
2 Hours Practical (P) per week	1 Credit

B. Range of Credits: Minor Degree will carry 18 to 20 credits in addition to the credits essential for obtaining the Under Graduate Degree in Major Discipline (i.e. 163 credits usually).

C. Course code and definition:

Course code	Definitions
L	Lecture
T	Tutorial
P	Practical
C	Credits
UHV	Universal Human Values

D. Structure of Minor Degree in Universal Human Values (UHV)

S.No	Course Code	Course Title	L	T	P	Credits
1	UHV-I ¹	Universal Human Values – Introduction	0	0	0	0
2	UHV-II ¹	Universal Human Values – Understanding Harmony and Ethical Human Conduct	2	1	0	3
3	UHV-III	Understanding Human Being, Nature and Existence Comprehensively	3	0	0	3
4	UHV-IV	Vision for Humane Society	3	0	0	3
5	UHV-V	Human Values in Various Philosophies (Darshans):	3	0	0	3
5a	UHV-BJ	Human Values in Bauddh and Jain Darshan				
5b	UHV-VD	Human Values in Vedic Darshans (Sankhya, Yoga and Vedanta)				
5c	UHV-MD	Human Values in Madhyasth Darshan				
6	UHV-VI	Human Psychology – for Realizing the Full Human Potential	3	0	0	3
7	UHV-VII	Holistic Human Health or Human Sociology	3	0	0	3
7a	UHV-VII (A)	Holistic Human Health				
7b	UHV-VII (B)	Human Sociology – for the Tradition of Humane Culture and Civilisation				
8	UHV-VIII	Human Economics – for Sustainable and Mutually Fulfilling Production and Management Systems	3	0	0	3
Total Credits						21

¹UHV-I & UHV-II are compulsory courses in all disciplines/programs

Minor Degree in Universal Human Values (UHV)

The NEP 2020 gives a clarion call to make the important and urgently required effort for nurturing students to their full human potential, so they can contribute to the development of an equitable and just society and promote national development.

AICTE has been making this effort for value-education → value-based education → value-based living since 2017. For this it has already placed in its Model Curriculum two mandatory value and culture inputs:

- Mandatory 3-weeks Student Induction Program for all newly joined students, which includes
 - UHV-I: Universal Human Values - Introduction
 - IKS-I: Introduction to Indian Culture and Civilization (with some present practices)
- UHV-II: Universal Human Values – Understanding Harmony and Ethical Human Conduct (a 3-credit mandatory course for all students during 1stsemester)
- IKS-II: Indian Culture and Civilisation with its Knowledge Systems and Traditions (a non-credit mandatory course for all students during 2ndsemester)

In response to NEP 2020, AICTE has decided to additionally offer minor degrees in UHV, IKS, etc.

- **Minor degree can be given for students who have completed the minimum credit requirement of 18-20 credits in the related stream**
- Courses are to be offered as part of the 163 credits and also offered as additional credits (over and above 163) for minor degree

Vision for Minor Degree in UHV

The minor degree in UHV will help to develop teachers, parents and policy makers of tomorrow who will have a humane worldview along with technical skills and strive to ensure value-based living for themselves as well as the society. The degree course will facilitate developing sufficient number of teachers to impart value-based education right from primary to higher education across the country.

Salient Features of the Courses

The salient features of the courses are:

1. They present a universal approach to value education by developing the right understanding of reality (i.e. a worldview of the reality “as it is”) through the process of self-exploration.
2. The courses are presented in the form of a dialogue whereby a set of proposals about various aspects of the reality are presented and the students are encouraged to self-explore the proposals by verifying them on the basis of their natural acceptance within oneself and validate experientially in living.

3. The prime focus throughout the courses is toward affecting a qualitative transformation in the life of the student rather than just a transfer of information.
4. While introducing the holistic worldview and its implications, a critical appraisal of the prevailing notions is also made to enable the students discern the difference on their own right.

Employability

It will have a direct impact on desirable, common graduate attributes¹, enhancing employability in the area of the major degree.

Further, in the present state of increasing problems of human-human conflict, global warming and climate change, it will help prepare the urgently required technical professionals for sustainable and value-based living.

It will enable the preparation of teachers for value education and soon, value-based education.

Higher Studies and Research

Programs of higher studies and research will be required for this to happen. Some of these are mentioned, below:

- PG Diploma – Universal Human Values
- PG Diploma – Holistic Health (Universal Health Principles, Guidelines and Practices)
- M Tech – Holistic Development, Technologies and Systems
- Research on Human Psychology (meaning of full human potential), Human Economics (leading to prosperity in every family), Sustainable Production (reversing global warming and resource depletion, leading to mutual enrichment) and so on

List of UHV Courses (Mandatory and Elective) for Minor Degree in UHV

	Mandatory Courses in UHV	Suggested Semester
1.	UHV-I: Universal Human Values – Introduction	Before 1 st Semester (part of SIP)
2.	UHV-II: Universal Human Values – Understanding harmony and Ethical Human Conduct	1, 2, 3 or 4

	Open Electives/ Streamed Electives for Minor in UHV	Suggested Semester
1.	UHV-III: Understanding Human Being, Nature and Existence Comprehensively#	3
2.	UHV-IV: Vision for Humane Society**, #	4
3.	UHV-V: Human Values in Various Philosophies (Darshans)***	5
4.	UHV-VI: Human Psychology**	6
5.	UHV-VII (A): Holistic Human Health** UHV-VII (B): Human Sociology – leading to Justice**	7
6.	UHV-VIII: Human Economics – Sustainable and Mutually Enriching Production Systems**	8

#These courses have already been offered by AKTU, Lucknow for all B. Tech. students as open electives. The course details and course materials of these courses are already available (the PPT, audio recording of lectures with PPTs, class notes etc.)

**The course details and course materials of these marked courses are in the process of development, therefore, the provision for these courses can be made and they can be offered when materials are ready (within 1 year, i.e. by July 2022).

*** These courses have already been offered by AKTU, Lucknow for all B. Tech. students as open electives. The course details and course materials of these courses are already available (the PPT, audio recording of lectures with PPTs, class notes etc.):

UHV-BJ Human Values in Bauddh and Jain Darshan
UHV-VD Human Values in Vedic Darshans (Sankhya, Yoga and Vedanta)
UHV-MD Human Values in Madhyasth Darshan

The course details and course materials of the courses listed below are in the process of development, therefore, the provision for these courses can be made and they can be offered when materials are ready:

UHV-CHR-ISL Human Values in Christianity and Islam
UHV-SIK Human Values in Sikhism
UHV-NEO Human Values in popular contemporary philosophies

Presently, UHV-I and UHV-II are being offered by the HSS department. It may be desirable to have a separate department for UHV. Similarly, a separate department for IKS is also desirable. These departments are in addition to the department of HSS.

The syllabus for courses being offered is given below.

Syllabus for UHV Courses (Mandatory and Elective) for Minor Degree in UHV

UHV-I: Universal Human Values – Introduction

Course Code	:	UHV-I
Course Title	:	Universal Human Values – Introduction
Number of Credits	:	0 (L: 0; T: 0; P: 0)
Prerequisite	:	None, Mandatory, before semester 1 (Student Induction Programme)

Course Objectives

- To help the student see the need for developing a holistic perspective of life
- To sensitize the student about the scope of life – individual, family (inter-personal relationship), society and nature/existence
- To strengthen self-reflection
- To develop more confidence and commitment to understand, learn and act accordingly

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.
6. Activities and exercises are used to enable the student to discover the need for values on their own right

Catalogue Description

The purpose of the course is to help develop a holistic perspective about life. A self-reflective methodology of teaching is adopted. It opens the space for the student to explore his/her role (value) in all aspects of living – as an individual, as a member of a family, as a part of the society and as a unit in nature. Through this process of self-exploration, students are able to discover the values intrinsic in them.

Contents

The session-wise topics are given below:

Session No.	Topic Title	Aspirations and Issues	Basic Realities (underlying harmony)
1	Welcome and Introductions	Getting to know each other	Self-exploration
2 and 3	Aspirations and Concerns	Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals	Basic human aspirations Need for a holistic perspective Role of UHV
4 and 5	Self-Management	Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement...	Harmony in the human being
6 and 7	Health	Health issues, healthy diet, healthy lifestyle Hostel life	Harmony of the Self and Body Mental and physical health
8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in relationship Feelings of trust, respect... gratitude, glory, love
12	Society	Participation in society	Harmony in the society
13	Natural Environment	Participation in nature	Harmony in nature/existence
14	Sum Up	Review role of education Need for a holistic perspective	Information about UHV-II course, mentor and buddy
15	Self-evaluation and Closure	Sharing and feedback	

Mode of Evaluation

Assignments and Self-evaluation

Course Outcomes

At the end of the course, the students will be able to:

1. Analyze the significance of value inputs provided in formal education along with skills and develop a broader perspective about life and education
2. Formulate their aspirations and concerns at different levels of living, and the way to fulfill them in a sustainable manner.
3. Evaluate their current state of understanding and living, and model a healthy lifestyle
4. Examine the issues of home sickness, interactions with seniors on the campus, peer pressure with better understanding and feel grateful towards parents, teachers and others
5. Develop more confidence and commitment for value-based living in family, society and nature

UHV-II: Universal Human Values – Understanding Harmony and Ethical Human Conduct

Course Code	:	UHV-II
Course Title	:	Universal Human Values – Understanding Harmony and Ethical Human Conduct
Number of Credits	:	3(L: 2; T: 1; P: 0)
Semester	:	1, 2, 3 or 4
Prerequisite	:	None
Desirable	:	UHV-I - Universal Human Values – Introduction

Course Objectives

- To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. The course is in the form of 28 lectures (discussions) and 14 practice sessions.
3. It is free from any dogma or value prescriptions.
4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.
6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Catalogue Description

Every human being has two sets of questions to answer for his/her life: a) what to do? and, b) how to do? The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, workplace and society, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Course Syllabus

Module 1: Introduction-Basic Human Aspiration, its fulfillment through All-encompassing Resolution

The basic human aspirations and their fulfillment through Right understanding and Resolution, Right understanding and Resolution as the activities of the Self, Self being central to Human Existence; All-encompassing Resolution for a Human Being, its details and solution of problems in the light of Resolution

Module2: Right Understanding (Knowing)- Knower, Known & the Process

The domain of right understanding starting from understanding the human being (the knower, the experiencer and the doer) and extending up to understanding nature/existence – its interconnectedness and co-existence; and finally understanding the role of human being in existence (human conduct).

Module 3: Understanding Human Being

Understanding the human being comprehensively as the first step and the core theme of this course; human being as co-existence of the self and the body; the activities and potentialities of the self; Basis for harmony/contradiction in the self

Module 4: Understanding Nature and Existence

A comprehensive understanding (knowledge) about the existence, Nature being included; the need and process of inner evolution (through self-exploration, self-awareness and self-evaluation), particularly awakening to activities of the Self: Realization, Understanding and Contemplation in the Self (Realization of Co-Existence, Understanding of Harmony in Nature and Contemplation of Participation of Human in this harmony/ order leading to comprehensive knowledge about the existence).

Module 5: Understanding Human Conduct, All-encompassing Resolution & Holistic Way of Living

Understanding Human Conduct, different aspects of All-encompassing Resolution (understanding, wisdom, science etc.), Holistic way of living for Human Being with All-encompassing Resolution covering all four dimensions of human endeavor viz.,

realization, thought, behavior and work (participation in the larger order) leading to harmony at all levels from Self to Nature and entire Existence

Text Book

1. R R Gaur, R Asthana, G P Bagaria, 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics. ISBN 978-93-87034-47-1, Excel Books, New Delhi.

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Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

At the end of the course, the students will be able to

1. Evaluate the significance of value inputs in formal education and start applying them in their life and profession
2. Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
3. Analyze the value of harmonious relationship based on trust and respect in their life and profession
4. Examine the role of a human being in ensuring harmony in society and nature.
5. Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.

UHV-III: Understanding Human Being, Nature and Existence Comprehensively

Course Code	:	UHV-III
Course Title	:	Understanding Human Being, Nature and Existence Comprehensively
Number of Credits	:	3(L: 3; T: 0; P: 0)
Semester	:	3
Prerequisite	:	UHV-II - Universal Human Values – Understanding Harmony and Ethical Human Conduct

Course Objectives

- To help the students develop clarity about human being, human aspirations and their fulfilment through all-encompassing resolution.
- To facilitate the competence to understand the harmony in nature/existence and participation of human being in the nature/existence.
- To help the students develop the understanding of human tradition and its various components.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or set of dos and don'ts related to values.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated and encouraged to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Catalogue Description

The students are able to learn that human being is co-existence of self and body in the foundation course. They are also able to learn about the four orders of nature and all-pervading space in the course. They need to further understand that self is central to human existence, being the knower, doer and experience, and co-existence is central to existence. In this course, the students get an in-depth understanding of the human being, the existence and the role of human being in the existence ensuring an all-encompassing resolution and holistic way of living.

Course Syllabus

Module 1: Introduction-Basic Human Aspiration, its fulfillment through All-encompassing Resolution

The basic human aspirations and their fulfillment through Right understanding and Resolution, Right understanding and Resolution are the activities of the Self, Self is central to Human Existence; All-encompassing Resolution for a Human Being, its details and solution of problems in the light of Resolution.

Module 2: Right Understanding (Knowing)- Knower, Known & the Process

The domain of right understanding starts from understanding the human being (the knower, the experiencer and the doer); and extends up to understanding nature/existence – its interconnectedness and co-existence; and finally understanding the role of human being in existence (human conduct).

Module 3: Understanding Human Being

Understanding the human being comprehensively is the first step and the core theme of this course; human being as co-existence of the self and the body; the activities and potentialities of the self; Reasons for harmony/contradiction in the self.

Module 4: Understanding Existence (including Nature)

A comprehensive understanding (knowledge) about the existence, which certainly includes the Nature. The need and the process of inner evolution (through self-exploration, self-awareness and self-evaluation)- particularly awakening to activities of the Self: Realization, Understanding and Contemplation in the Self (Realization of Co-Existence, Understanding of Harmony in Nature and Contemplation of Participation of Human in this harmony/ order leading to comprehensive knowledge about the existence).

Module 5: Understanding Human Conduct, All-encompassing Resolution and Holistic Way of Living

Understanding different aspects of All-encompassing Resolution (understanding, wisdom, science etc.), Holistic way of living for Human Being with All-encompassing Resolution covering all four dimensions of human endeavor viz., realization, thought, behavior and work (participation in the larger order) leading to harmony at all levels from self to Nature and entire Existence, ultimately, leading to a Humane Society and Human Tradition.

Reference Books

1. A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
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Mode of Evaluation

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

At the end of the course, the students will be able to

1. Develop clarity about human aspirations and their fulfillment through all-encompassing resolution
2. Evaluate the significance of right understanding for a happy and prosperous life
3. Distinguish between self and body, and formulate the role of self in the day-to-day activities of a human being
4. Examine the participation of human being in ensuring harmony in the family, society, nature and existence
5. Formulate the holistic way of living leading to human tradition with its various components

UHV-IV: Vision for Humane Society

Course Code	:	UHV-IV
Course Title	:	Vision for Humane Society
Number of Credits	:	3(L: 3; T: 0; P: 0)
Semester	:	4
Prerequisite	:	UHV-II - Universal Human Values – Understanding Harmony and Ethical Human Conduct
Desirable	:	UHV-III - Understanding Human being, Nature and Existence Comprehensively

Course Objectives

- To help the students understand the values ensuring justice in human-human relationship
- To develop the competence to think about the conceptual framework of humane society which includes undivided society (relationship based) and universal human order (system based).
- To help the students have the exposure for transition from current state to humane society (the undivided society and universal human order).

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or set of dos and don'ts related to values.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated and encouraged to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Catalogue Description

A human being naturally accepts to live in family with fulfilment. Every family is a part of society. We have been talking of undivided society for ages. The course aims at developing the vision of undivided society and universal human order in the students. For this the students need to understand the values embedded in every relationship and see their role in ensuring justice in every relationship. They also need to understand the

human-rest of nature relationship and role of work in its fulfilment. The course addresses these issues in a comprehensive manner and proposes the steps of transition from current state to universal human order and human tradition.

Course Syllabus

Module 1: Introduction to the course

Basic aspiration of a Human Being and program for its fulfillment, need for family and relationship for a Human Being, Human-human relationship and role of behavior in its fulfillment, Human-rest of Nature relationship and role of work in its fulfillment, Comprehensive Human Goal, Need for Undivided Society, Need for Universal Human Order, an appraisal of the Current State, Appraisal of Efforts in this Direction in Human History.

Module 2: Understanding Human-Human Relationship & its fulfillment

Recognition of Human-Human Relationship, Recognition of feelings in relationship, Established Values and Expressed Values in Relationship, interrelatedness of feelings and their fulfillment, Expression of feelings, Types of relationship and their purpose, mutual evaluation in relationship, meaning of justice in relationship, Justice leading to culture, civilization and Human Conduct.

Module 3: Justice from family to world family order

Undivided Society as continuity and expanse of Justice in behaviour – family to world family order, continuity of culture and civilization, Universal Order on the basis of Undivided Society, Conceptual Framework for Universal human order, Universal Human Order as continuity and expanse of order in living: from family order to world family order, a conceptual framework for universal human order.

Module 4: Program for Ensuring Undivided Society and Universal Human Order

Education – Sanskar, Health – Self Regulation, Production-work, Exchange – storage, Justice-preservation.

Module 5: Human Tradition

Scope and Steps of Universal Human Order, Human Tradition (Ex. Family order to world family order), Steps for transition from the current state, Possibilities of participation of students in this direction, Present efforts in this direction, Sum up.

Reference Books

1. A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. AvartansheelArthshastra, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
3. An Appeal by the Dalai Lama to the World: Ethics Are More Important Than Religion, Dalai Lama XIV, 2015.
4. Economy of Permanence – (a quest for social order based on non-violence), J. C. Kumarappa (2010), Sarva-Seva-Sangh-Prakashan, Varansi, India.
5. Energy and Equity, Ivan Illich (1974), The Trinity Press, Worcester & Harper Collins, USA.

6. Human Society, Kingsley Davis, 1949.
7. Hind Swaraj or, Indian home rule Mohandas K. Gandhi, 1909.
8. Integral Humanism, Deendayal Upadhyaya, 1965.
9. LohiyaKeVichar, LokBharti ,RammanoharLohiya, 2008.
10. ManavVyavaharDarshan, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
11. ManaviyaSamvidhan, A. Nagraj, Divya Path Sansthan, Amarkantak, India
12. SamadhanatmakBhautikvad, A. Nagraj, Divya Path Sansthan, Amarkantak, India
13. Small Is Beautiful: A Study of Economics as if People Mattered, E. F. Schumacher, 1973, Blond & Briggs, UK.
14. Slow is Beautiful, Cecile Andrews (<http://www.newsociety.com/Books/S/Slow-is-Beautiful>)
15. Sociology Themes and Perspectives, Harper Collins; EIGHT edition (2014), Martin Holborn and Peter Langley, 1980.
16. Samagrakranti: Jaya Prakash Narayan's philosophy of social change, Siddharth Publications, Renu Sinha, 1996.
17. Science & Humanism – towards a unified worldview, P. L. Dhar & R. R. Gaur (1990), Commonwealth Publishers, New Delhi
18. VyavaharvadiSamajshastra, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
19. VyavahatmakJanvad, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
20. The Communist Manifesto, Karl Marx, 1848.
21. Toward a True Kinship of Faiths: How the World's Religions Can Come Together Dalai Lama XIV, 2011.

Reference Videos

1. Kin school, Tekos, Russia (30 minutes)
2. Technology (Solar City etc.).
3. Natural Farming.
4. Economics of Happiness (1h 8m)

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

At the end of the course, the students will be able to-

1. Analyze the significance of feelings in ensuring justice in human-human relationships
2. Formulate a conceptual framework of humane society based on relationship and harmony
3. Evaluate the fulfillment in relationships in their personal and professional life with the understanding of established and expressed values
4. Develop the competence to work as a team based on relationship in different dimensions of life and society
5. Formulate the steps of transition from current state to humane society (the undivided society and universal human order)

UHV-V: Human Values in Various Philosophies (Darshans)

Course Code	:	UHV-V
Course Title	:	Human Values in Various Philosophies (Darshans)
Number of Credits	:	3(L: 3; T: 0; P: 0)
Semester	:	5

These courses are expected to draw out a minimum set of key points from each philosophy, including:

1. World vision (level of realisation)

- What is human being?
- What does this existence consist of (e.g. material + consciousness + space)?
- How is human being related to other human beings, rest of nature etc.
- What is the human purpose - individual and collective?
- What is happiness?
- What is prosperity?

2. Process to see, to understand

3. What are the human values on the basis of the world-vision (above)
How are these values implemented, expressed in living?

4. Program for fulfilment of human purpose at individual level
(if this program is successful, what will be the qualities of the human being...)

5. Program for fulfilment of human being at the collective (societal) level
(If this collective program is successful, what kind of society will it be? will it ensure wellbeing of all? - conditional or unconditional? Relationship with people (irrespective of their class, caste, creed, gender, faith...)? Relationship with rest-of-nature...)

6. What are the causes of the present-day problems? How will these get resolved?

7. Next step from where we are

Some of the courses on popular philosophies are:

- a) **UHV-BJ: Human Values in Bauddh and Jain Darshan**
- b) **UHV-MD: Human Values in Madhyasth Darshan**
- c) **UHV-VD: Human Values in Vedic Darshans (Sankhya, Yoga and Vedanta)**
- d) **UHV-CHR-ISL: Human Values in Christianity and Islam**
- e) **UHV-SIK: Human Values in Sikhism**
- f) **UHV-NEO: Human Values in popular contemporary philosophies**

UHV-BJ: Human Values in Bauddh and Jain Darshan

Course Code	:	UHV-BJ
Course Title	:	Human Values in Bauddh and Jain Darshan
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Semester	:	5
Prerequisite	:	UHV-II - Universal Human Values – Understanding Harmony and Ethical Human Conduct
Desirable	:	10 Day Vipassana Meditation course by Shri S. N. Goenka

Objectives

- To help students understand the basic principles of Bauddh and Jain Darshan
- To help students understand the existential realities including the human existence through Bauddh and Jain Darshan
- To help them see the participation of human beings in the nature/ existential realities (i.e. human values) and therefore the human conduct through each one of them
- To help students apply this understanding to make their living better at different levels- individual, family, society and nature
- To facilitate the students in applying this understanding in their profession and lead an ethical life

Catalogue Description

Bauddha and Jain Darshan form a part of the philosophy of Indian tradition. This course outlines the basic concepts and principles of these two philosophies and provides scope for further reading of the philosophies, so as to gain clarity about the human being, the existence and human participation i.e. human values expressing itself in human conduct. It is to be kept in mind that Darshan means realisation which calls for developing the capacity to see the reality in oneself directly. So, any study of Darshan shall help develop this capacity in the students through proper steps of practices and shall not just provide the information.

Course Syllabus

Module 1: Introduction to Bauddh and Jain Darshan

Need to study Bauddh and Jain Darshan; the origin of the two philosophies, their basic principles and scope for further reading.

Module 2: Basic Principles of Bauddh Darshan

Law of impermanence (changability); Four noble truths; Eightfold path; Law of cause-action (pratitya-samutpaad).

Definition of some salient words of Bauddh Darshan – nirvana, dhamma, tri-ratna(Bauddh, Dharma and Sangh), pragya, karma, parmi, ashta-kalap, trishna, shad-ayatan, samvedana, vipassana, anitya, maitri, brham-vihaar, tathagata, arahant.

Module 3: Purpose and Program for a Human Being based on Bauddh Darshan

The purpose and program of a human being living on the basis of it, clarity and practice of human values and human conduct, the natural outcome of such a program on society, nature and tradition.

Purpose-freedom from suffering, nirvana; root of suffering- vikaar – raga, dvesha and moha, Program – various steps of meditation for attaining knowledge; shamath and vipassana; sheel-samadhi-pragya; practice of equanimity (samatva), eightfold path(Ashtang Marg); combination of understanding and practice.

Module 4: Basic Principles of Jain Darshan

Basic realities – description of nine elements in existence (jeev, ajeev, bandh, punya, paap, aashrav, samvar, nirjara, moksha), 6 dravya of lok – dharma, adhrma, akash, kaal, pudgal, jeev; tri-lakshan, various types of pragya, various stages of realisation; samyak-gyan, samyak-darshan, samyak-charitra, syadvaad, anekantavaad, naya- nishchaya and vyavahar, karma-phal siddhanta

Definition of some salient words of Jain Darshan –arhant, jin, tirthankara, panch-parameshthi, atma, pramaan, kaal, pudgal, paramanu, kashay, leshya.

Module 5: Purpose and Program for a Human Being based on Jain Darshan

The purpose and program of a human being living on the basis of it, clarity and practice of human values and human conduct, the natural outcome of such a program on society, nature and tradition, possibility of finding solutions to present day problems in the light of it.

Purpose (goal) - moksha, Program- following mahavrat, anuvrat, 10 lakshan dharma; samyak darshan-gyan-charitra. Commonality with Bauddh Darshan

Text Books

1. Chattejee, S.G. and Datta, D.M., “An Introduction to Indian Philosophy”, University of Calcutta Press, 1960.

References

1. “Dhammapad”, Vipassana Research Institute, 2001.
2. Drukpa, G., “Musings from the Heart”, Drukpa Publications Private Ltd, 2018.
3. Jyot, “Ekcheezmilegi Wonderful”, A Film Directed by Jyot Foundation, 2013.
4. Goenka, S.N., “The Discourse Summaries”, Vipassana Research Institute, 1987.
5. Madhavacharya, “Sarva-darshan Samgraha”, Chaukhambha Vidya Bhavan, Varanasi, 1984.
6. Varni, J., “Samansuttam”, SarvaSeva Sangh Prakashan, Varanasi, 7th Edition, 2010.
7. A Foundation Course in Human Values and Profession Ethics (Text Book and Teachers’ Manual), R. R. Gaur, R. Asthana, G. P. Bagaria (2019 Second Revised Edition), Excel Books, New Delhi [ISBN 978-93-87034-47-1].

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

On completion of this course, the students will be able to

1. Analyze the basic concepts of Bauddh and Jain Darshan
2. Analyze the human being, the needs and activities of human being through Bauddh and Jain Darshan
3. Explain the whole existence based on Bauddh and Jain Darshan
4. Formulate the role of human being in the entire existence, thus getting clarity about values at all levels of living and human conduct based on Bauddh and Jain Darshan
5. Model the foundation of human society and human tradition based on Bauddh and Jain Darshan

UHV-VD: Human Values in Vedic Darshans (Sankhya, Yoga and Vedanta)

Course Code	:	UHV-VD
Course Title	:	Human Values in Vedic Darshans (Sankhya, Yoga and Vedanta)
Semester	:	5
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Prerequisite	:	UHV-II - Universal Human Values – Understanding Harmony and Ethical Human Conduct

Course Objectives

- To help students understand the basic principles of the Vedic Darśana covering Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, and Mīmāṃsā-Vedanta Darśana and Upaniṣads
- To help students understand the existential realities including the human existence through Vedic Darśana
- To help them to see the participation of human beings in the nature/ existential realities (i.e. human values) and therefore the human conduct through each one of them
- To help students apply this understanding to make their living better at different levels- individual, family, society and nature
- To facilitate the students in applying this understanding in their profession and lead an ethical life

Catalogue Description

The Vedic Darśanas form a major part of the philosophy of Indian tradition. This course outlines basic concepts and principles of these philosophies and provides scope for further reading, so as to gain clarity about the human being, the existence and human participation i.e. human values expressing itself in human conduct.

Syllabus

Module 1: Introduction to Vedic Darśana (2 lectures)

Need to study Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, Mīmāṃsā-Vedānta Darśana and Upaniṣads; the origin of these philosophies, their basic principles and scope for further reading.

Module 2: Nyāya Darśana (7 lectures)

Introduction to Nyāya Darśana, 16 padārthas (pramāṇa, prameya, saṃśaya, prayojana, dṛṣṭānta, siddhānta, avayava, tarka, nirṇaya, vāda, jalpa, vitaṇḍā, hetuābhāsa, chala, jāti, nigrahasthāna) pañcāvayavaprakriyā (pratijñā, hetu, udāharaṇa, upanaya, nigamana)

Module 3: Vaiśeṣika Darśana (7 lectures)

karma phala; mindful dāna; śucitā-aśucitā; reasons of rāga-dveṣa, avidyā, sukha-Introduction to Vaiśeṣika Darśana, definition of Dharma, abhyudaya, niḥśreyasa; 6 padārthas (dravya, guṇa, karma, sāmānya, viśeṣa, samvāya) – their definition, characteristics and relationship; nitya-anitya; cause-effect relationships; dṛṣṭa-adṛṣṭaduḥkha, etc. and how to get rid of them

Module 4: Yoga Darśana (8 lectures)

Yoga Darśana- the steps of Aṣṭāṅga yoga (yama, niyama, āsana, prāṇāyāma, pratyāhāra, dhāraṇā, dhyāna and samādhi) and the challenges in following them, afflictions (kleṣa)-avidyā, asmitā, rāga, dveṣa, abhiniveṣa, different types of vṛttis (pramāṇa, viparyaya, vikalpa, nidrā, smṛti), the process of nirodha of vṛttis; maitri, karuṇā, muditā, upekṣā; description of yama, niyama, āsana and praṇayaama; kriyāyoga –tapa, svādhyāya and Īśvara-praṇidhāna; different steps of samādhi, different types of saṃyama, vivekakhyāti, prajñā

Module 5: Sāṃkhya Darśana (6 lectures)

Sāṃkhya Darśana- Puruṣārtha, the nature of Puruṣa and Prakṛti, 24 elements of Prakṛti, bondage and salvation (liberation), the principle of satkāryavāda, triguṇātmakaprakṛti

Module 6: Upaniṣad and Vedānta Darśana (8 lectures)

Introduction to Upaniṣad and Vedānta Darśana; Īśopaniṣad – Idea of renouncement, Karma Yoga, balance of Vidyā-Avidyā and Prakṛti-Vikṛti; Tattirīyopaniṣad – Different names of the God and their meaning, parting message of Guru to the graduating student (Śikṣāvallī), Nature of Brahma and Prakṛti, Methods of Upāsanā; Nature of Ātmā, Description of existence, principle of karma-phala, description of pañcakośa, nature of mukti, process and way to achieve it, antaḥkaraṇa-śuddhi, different nature of paramātmā/brhma, Īśvara, Four qualifications (Sādhana-catuṣṭaya)

Module 7: Purpose and Program for a Human Being based on the Vedic Darśanas (4 lectures)

The purpose and program of a human being living on the basis of the Vedic Darśana, clarity and practice of human values and human conduct, the natural outcome of such a program on society, nature and tradition. Vedic system of living in a society - PañcaMahāyajña, Varṇa System, Āśrama System, 16 Saṃskāras, etc.

Reference books:

1. Acharya Udayveer Shastri, Sankhya Darshanam (vidyodaya Bhashyam), Govindram Hasanand

2. Acharya Rajveer Shastri, PatanjaliYogDarśanaBhashyam, Arsha Sahitya Prachar Trust
3. Acharya Udayveer Shastri, Brahma Sutra (Vedanta Darshanam), GovindramHasanand
4. Krishna, I. (2010) The SāṃkhyaKarika, BharatiyaVidyaPrakashan, 4th edition
5. Madhavacharya, Sarva-DarshanaSamgraha, ChaukhambhaVidyabhavan, Varanasi.
6. Muller, F.M. (1928) The Six Systems of Indian Philosophy, London: Longmans Green and Co. Publication.
7. Maharaj O. () PatanjaliYogpradeep, Geeta press Gorakhpur
8. Vachaspati M. Sankhyatatvakaumudi, Motilal Banarasi Das Publication.
9. Shreemad Bhagwat Geeta
10. Shankaracharya, VivekChoodamani
11. Rajyoga, Swami Shivananda
12. The Nyāya Sutras of Gotama, Sinha, N. (Ed.). Motilal Banarsidass Publ. (1990).
13. Pandit Madanmohan Vidyasagar. SanskarSamuchaya, VijaykumarGovindramHasanand. 1998
14. Vedic Vision: Ancient Insights Into Modern Life, SatyavrataSiddhantalankar, Vijay Krishn Lakhanpal, 1999
15. Sanskar Chandrika (Hindi), Dayananda Saraswati, and SatyavrataSiddhantalankar. Vijay KrishnLakhanpal, (1990).
16. THE TAITTIRIYA Upanishad, Achari, Sri Rama Ramanuja. (2013).
17. Vedic religion: The Taittiriya-Upanishad with the commentaries of SankaracharyaSuresvaracharya and Sayana (Vidyarana). Sastri, A. Mahadeva. (2016).
18. TaittiriyanishadSankaraBhashya With Hindi Translation Gita Press 1936.
19. Gautama's Nyāyasūtras: With Vātsyāyana-Bhāṣya. Jha, Ganganatha, ed. Oriental Book Agency, 1939.
20. NyayaDarshnam, Acharya Udayveer Shastri, Vijaykumar GovindramHasanand (2018)
21. VaisheeshikaDarshanam, Acharya Udayveer Shastri, Vijaykumar GovindramHasanand (2017)
22. Chattejee, S.G. and Datta, D.M. (1960) An Introduction to Indian Philosophy, Calcutta: University of Calcutta Press.
23. A Foundation Course in Human Values and Profession Ethics (Text Book and Teachers' Manual), R. R. Gaur, R. Asthana, G. P. Bagaria (2019 Second Revised Edition), Excel Books, New Delhi [ISBN 978-93-87034-47-1].

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

On completion of this course, the students will be able to

1. Analyze the basic concepts of the Vedic Darśana - Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, Mīmāṃsā-Vedanta Darśana and Upaniṣads
2. Analyze the human being, the needs and activities of human beings through Vedic Darśana.
3. Explain the whole existence through Vedic Darśana
4. Formulate the role of human being in the entire existence, thus getting clarity about values at all levels of living and human conduct based on Vedic Darśana
5. Model the foundation of human society and human tradition based on Vedic Darśana

UHV-MD: Human Values in Madhyasth Darshan

Course Code	:	UHV-MD
Course Title	:	Human Values in Madhyasth Darshan
Semester	:	5
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Prerequisite	:	UHV-II - Universal Human Values – Understanding Harmony and Ethical Human Conduct

Course Objectives

- To help students understand the basic principles of Madhyasth Darshan
- To help students understand the existential realities including the human existence through Madhyasth Darshan
- To help them to see the participation of human beings in the nature/ existential realities (i.e. human values) and therefore the human conduct through each one of them
- To help students apply this understanding to make their living better at different levels- individual, family, society and nature
- To facilitate the students in applying this understanding in their profession and lead an ethical life

Catalogue Description

Madhyasth Darshan is a new emerging philosophy that describes the existential realities along with its implication in behaviour and work at the level of individual as well as society. This philosophy has been propounded by Shri A. Nagraj in seventies.

It is to be kept in mind that Darshan means realisation which calls for developing the capacity to see the reality in oneself directly. So, any study of Darshan shall help develop this capacity in the students through proper steps of practices and shall not just provide the information.

Syllabus

Module 1: Introduction to Madhyasth Darshan and its Basics

Need to study Madhyasth Darshan; introduction, basic formulations of the darshan; the complete expanse of study and the natural outcome of living according to the darshan.

Module 2: Submergence of Nature in Space

The ever-present existence in the form of nature submerged in space; nature classified into two categories – material and consciousness, and four orders; the form, property, natural characteristic and self-organisation of the four orders, General direction and process of evolution in the nature/ existence.

Module 3: Human Being as an indivisible part of Nature

Human being as an indivisible part of nature; various types (five classes) of human beings; human being in the combination of self and body; purpose of self as realization, prosperity for the body; need of behavior and work for attaining the goals of realization and prosperity.

Module 4: Fulfillment of human goal of realization

Following natural, social and psychological principles for actualizing the human goal; form of conducive society and order for such practices, study process- achieving realization through self-study and practice while living in such a society (social order).

Module 5: Human Conduct based on Madhyasth Darshan

Description of such a realized self, continuity of happiness, peace, satisfaction and bliss through realization, conduct of a realized human being.

Possibility of finding solutions to present day problems (such as inequality of rich and poor, man and woman etc.) in the light of it.

Text Books

1. Nagraj, A., "Manav Vyavahar Darshan", Jeevan Vidya Prakashan, 3rd edition, 2003.

References

1. Nagraj, A., "VyavaharvadiSamajshastra", Jeevan Vidya Prakashan, 2nd edition, 2009.
2. Nagraj, A., "AvartanasheelArthashastra", Jeevan Vidya Prakashan, 1st edition, 1998.

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

On completion of this course, the students will be able to:

1. Analyze the basic concepts of Madhyasth Darshan
2. Analyze the human being, the needs and activities of human being through Madhyasth Darshan
3. Explain the whole existence through Madhyasth Darshan
4. Formulate the role of human being in the entire existence, thus getting clarity about values at all levels of living and human conduct based on Madhyasth Darshan
5. Model the foundation of human society and human tradition based on Madhyasth Darshan

UHV-VI: Human Psychology – for Realizing the Full Human Potential

Course Code	:	UHV-VI
Course Title	:	Human Psychology – for Realizing the Full Human Potential
Semester	:	6
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Prerequisite	:	UHV-II – Understanding harmony and Ethical Human Conduct
Desirable	:	UHV-III – Understanding Human Being, Nature and Existence Comprehensively

Course Objectives

- To introduce students to the basic concepts of psychology with an emphasis on developing clarity about full human potential
- To initiate / strengthen the process of self-exploration, to become aware of themselves and also aware socially
- To generate interest, commitment and to make effort for realising their full human potential and becoming responsible global citizens

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of human consciousness.
2. It is a process of self-investigation and self-exploration, and not of giving sermons. The students are facilitated and encouraged to verify the content on their own right, based on their Natural Acceptance and subsequent Experiential Validation.
3. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
4. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Catalogue Description

A study in psychology is aimed at fulfilling the basic human aspiration and its fulfilment so as to enable the student to realize one’s full human potential. The course is a study into the self of the human being, the imagination in the self with and without right understanding and its expression in living. The students are also introduced to various efforts made in the tradition and modern era to understand human psychology. An appraisal is also made of various theories proposed in the psychology in terms of enabling a fulfilling life of the human being.

Course Syllabus

Module 1 Introduction to Human Psychology

Human Psychology, Need to understand human being comprehensively, Process of inquiry into human psychology- Self-exploration, Human Being– an existential reality, Continuous happiness as the basic human aspiration, Efforts in the tradition and modern era to understand human psychology, Role of psychology in day to day life

Module 2 Understanding Consciousness (Self)- Imagination and its expression

Self (consciousness), Imagination (desire, thought, expectation), Bases of human behaviour, work and participation, Motivation and sources of motivation in the self, Sanskar – the acceptances based on right understanding or preconditioning, collection of taste, likes-dislikes, tendencies; its development, Higher activities of the Self (contemplation, understanding and realisation) leading to Right Understanding

Module 3 Full human potential- Right Understanding guiding the Imagination

Imagination when guided by the higher activities of the Self - its expression in behaviour, work and participation; its impact within the Self and also in the outside world, Imagination when not guided by the higher activities of the Self (under the influence of preconditioning and sensation) - its expression in behaviour, work and participation; its impact within the Self and also in the outside world, Way out – Development of the Self

Module 4 Concepts in Psychology in the Tradition and Modern Era

Concepts in Psychology in the Indian tradition- Vedic Darshan, Bauddh and Jain Darshan, Psychology in western tradition, Theories in psychology in the modern era, Placement of topics presently covered in introductory psychology courses (ego, conscious, sub-conscious, super-conscious, conditioning, reflexive actions, behavioural science etc.)

Module 5 Appraisal of the Concepts in Psychology and the Way Forward

A comparative study of different concepts proposed in psychology, Resolution emerging out of self-exploration as the way forward, Sum up

Readings

1. A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. Psychology, Class XII, Published by NCERT
3. MaanavSanchetnavadiManovigyan, A. Nagraj, Divya Path Sansthan, Amarkantak, India
4. Baron, R. and Misra. G. (2013). Psychology. New Delhi: Pearson
5. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning
6. Ciccarelli, S. K. and Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
7. Passer, M.W. and Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill

Mode of Evaluation

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam

Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

On the completion of the course, the student will be able to

1. Analyze the basic concepts of psychology and efforts made to understand human psychology
2. Evaluate the role of sanskar in the conduct of a human being
3. Examine the psychology of human being when guided by right understanding
4. Compare the various theories in psychology in the tradition and modern era
5. Appraise the concepts proposed in psychology and formulate the way forward

UHV VII (A) Holistic Human Health

Course Code	:	UHV-VII (A)
Course Title	:	Holistic Human Health
Semester	:	7
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Prerequisite	:	UHV-II – Understanding harmony and Ethical Human Conduct
Desirable	:	UHV-III –Understanding Human Being, Nature and Existence Comprehensively

Course Objective:

1. To introduce students to the universal health principles
2. To initiate / strengthen the process and practices to keep the Body in harmony
3. To generate interest, commitment and to make effort for realising holistic human health and staying healthy

Course Methodology

1. The methodology of this course is explorational and practically verifiable thus universally adaptable.
2. The students are facilitated and encouraged to verify the content on their own right, based on their Natural Acceptance and subsequent Experiential Validation.
3. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
4. This self-exploration also enables them to critically evaluate pre-conditionings and beliefs prevailing in the society at the individual as well as collective level (this helps them to see how to evolve these to higher states so that it results into full development of human potential and provides the basis for a just and equitable society).

Catalogue Description

In this course we will focus our study on efforts at staying healthy on the basis of an understanding of health holistically and in its totality. To ensure this, we will need to make an effort to understand the harmony at all the levels of living – as an individual human being, at the level of the family, society and nature.

In this process we will also learn of values that are inherent in all of us and that can guide our desires (feelings), thoughts and actions and ultimately are interconnected with our health at a most fundamental level. The course thus provides the student with a well-rounded and holistic perspective on health. It fulfils the core aspiration of the present healthcare system. However, it may appear to be in sharp contrast to the present healthcare system that seems largely focused on business for managing disease.

The holistic health course articulates universal health principles which are based on an understanding of the reality. The principles are universal; they are invariant, logical, rational and leading to harmony universally, for all. The course further presents guidelines for health which emerge from the basic principles. While the principles are universal, their implementation in practice vary, taking into account the various differences among human beings on the basis of body type, age, gender etc. and variations in the body resulting from diurnal and seasonal changes in the environment.

Implementation of the principles and guidelines in the form of a complete program on how to stay healthy empowers each and every individual human being to take personal responsibility for his/her own health and be of service to family, society and nature.

This of course has wide and far-reaching implications for the healthcare system in society. Not only does it provide a means of affordable health for all, but it also helps incorporate values in the individual such that the values then guide the medical skills that students learn in their respective institutions.

The expected outcome from this course is for the student to get a broad and holistic perspective on health based on the human being's interconnectedness with the environment as is visible and evident in the reality/nature. It also expects for students to be able to understand values and live by them; to take responsibility for their own health and to be able to see their participation in the larger whole- i.e., service to family and society.

Course Contents:

Module 1: Introduction and Understanding the Human Being

This module discusses the current perspective on health, its lack of a holistic outlook and shortcomings as a result of this. It puts forth the necessity for a change in perspective which can be brought about with better understanding of the reality. It also talks about the entire process of the course. The course learnings are put forward as proposals that students can verify for themselves in a logical way with reasoning and self-exploration rather than in the form of dos and don'ts.

In the process of understanding, the course focuses first and foremost on a complete understanding of the human being and not merely on the physical body of the human being.

The expected outcome from this module is a thorough understanding of the two realities that constitute the human being (the Self and the body), the differences in their needs and fulfillment of these needs, the differences in their activities and responses, the way to maintain harmony and the importance of this background in understanding health (harmony) in the Self and the body.

I. Current health perspective, need for change and process of understanding

1. Perspective about health – need for change
2. Process of the Course –process of Self–exploration (on the basis of Natural Acceptance)

II. Understanding the Human being, its Aspirations and fulfillment of these aspirations

3. Human being as a co-existence of Self and body
4. Basic aspiration of every human being- happiness and prosperity in continuity
5. Exploring the meaning of happiness and prosperity
6. Harmony within the Self – desires (feelings) in line with the Natural Acceptance

Practice/activity session for module 1:

1. Observing the Self by the Self (seeing the desires, thoughts and expectations within the Self)
2. Observing the body by the Self

Module 2: Universal health Principles and Guidelines

This module explains, very clearly and in depth, the universal health principles that are derived from an understanding of the reality as it is. It elaborates separately on the principles relating to the body and those relating to the Self and its interaction with the body.

The module further charts out the guidelines for health which are drawn from the basic universal health principles. These guidelines take into account the differences in human beings at the level of their physical body and personality and the impact of the changes constantly occurring in one's environment.

The expected outcome of this module is for students to see the universality of the health principles, the logic and rationality behind them and to understand the guidelines for health drawn from the understanding of the health principles as the foundation.

III. Universal health principles for all

7. Universal Health principles (in accordance with the reality) – Principles relating to the body
8. Universal Health Principles (contd.) - Principles relating to interaction of the Self with the body
9. Universal health principles (contd.)

IV. Guidelines for health based on the principles

10. Guidelines for health - details
11. Guidelines for Health (contd.)
12. Guidelines for health (contd.)

Practice/Activity session for module 2:

1. Observing the interaction between the Self and the body by the Self
2. Observing (by the Self) who is the decision maker in the interaction between the Self and the body

Module 3: Implementation (part 1 of 2)

Modules 3 and 4 describe the practical details of implementing the health guidelines on a day-to-day basis. Module 3 deals with our intake and describes the importance of having our daily routine (lifestyle) in synchronization with the diurnal and seasonal rhythms in nature.

V. Implementation of Health in the Individual

13. Program for staying healthy – practices and processes
14. Intake
15. Intake (contd.)
16. Intake (contd.)
17. Daily routine
18. Daily routine (contd.)
19. Daily routine (contd.)

Practice session for module 3:

1. Maintaining an intake that is nurturing for the body
2. Maintaining a daily routine that is in synchronization with natural cycles

Module 4: Implementation (part 2 of 2)

The fourth module is a continuation of the topic that was started in the third module regarding the practical aspects of implementing the health guidelines on a daily basis. This particular module deals with the practical benefits of physically working with nature, physical exercises and postures to regulate the internal and external organs of the body (e.g. yoga) and breath regulation (e.g. pranayam) and incorporating these practices in the daily routine of the student's life.

The module also provides an understanding of common herbs and spices that can be found in the kitchens of most households (particularly in India) and how these can be used to bring the body back to harmony and health if and when it does go into disharmony (ill-health). It also throws light on when an individual can treat minor ailments at home and when one needs to resort to the use of medication and treatment (a dependence on external machines etc. if the body has gone into chronic or permanent disharmony).

VI. Implementation of Health in the Individual (Contd.)

20. Labor
21. Exercise
22. The practice of postures for regulating the internal and external body organs (Yoga) and its impact on the health of the body
23. The practice of regulation of breath (pranayam) and its impact on the health of the body
24. Use of household remedies to keep body in harmony/bring it back from disharmony to harmony
25. When to resort to medication (when body is in temporary disharmony) and treatment (when the body is in permanent disharmony)

Practice/Activity session for Module 4:

1. Incorporating the practice of yoga and pranayam in the daily routine
2. Practically identifying household remedies and using them for minor ailments

Module 5: The Healthy Environment

The fifth module emphasizes the importance of seeing the human being as an integral part of the larger whole. This larger framework includes all that the human being is

interconnected with and interdependent on i.e. the environment of the human being. This includes relationships within the family, the society and all of nature/ existence. The module helps the student to understand the harmony at all these levels, the importance of living in harmony at all these levels and the impact of the environment (family, society and nature) on the health of the human being.

VII. Understanding the role of the environment in the health of an individual

26. Impact of environment (family, society and nature) on health of body
27. Understanding harmony in family (trust in relationships)
28. Understanding harmony in family (contd.) (respect in relationships)
29. Understanding harmony in family (contd.) (other feelings in relationship)
30. Understanding harmony in Society (trust/relationships, system in society)
31. Understanding harmony in Nature (innate order and harmony versus struggle for survival)
32. Understanding existence as co-existence (units submerged in space)

Practice sessions for Module 5:

1. Practically contributing to the health within the family, working out the possibility of contributing to health at the level of society
2. Working with nature and making effort to maintain the harmony in nature using cyclic processes

Module 6: Holistic Health

This last module is dedicated to a final look at the health of the human being in totality – in a holistic manner. It also briefly touches on implementation of health guidelines at levels beyond those of the individual i.e. implementation at the level of family and society.

The module ends with providing an understanding about the purpose or goal of the human being and looks at health in the body as a means of attaining this higher purpose rather than assuming health in the body as being the goal in itself.

A final sum-up of the entire course is also provided in this module.

VIII. Holistic Human health

33. Holistic Human Health (Health of Self + Health of body + Health of Environment (i.e. family, society, nature)
34. Implementation of health at level of family – designated family member to take responsibility
35. Implementation of health at level of society – health systems
36. Purpose of a healthy body and Sum up

Practice/Activity sessions for Module 6:

1. Observing what contributes to harmony within the Self (feeling of relationship, harmony and co-existence)
2. Designing a health system for society that contributes to harmony at every level. The student also needs to work out how he/she can contribute in this system and process.

References:

Class Notes and Handouts provided for this course, as well as

1. A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. Charaka Samhita
3. The Complete Book of Ayurvedic Home Remedies, Vasant D. Lad
4. Quantum Healing-Exploring the frontiers of Mind-Body Medicine, Deepak Chopra
5. Ageless Body, Timeless Mind, Deepak Chopra
6. Jeevan Vidya EkParichay, A Nagraj
7. A Practical Guide to Holistic Health, Swami Rama
8. Ayurveda: The Science of Self-healing: A Practical Guide, Vasant D. Lad
9. PranayamRahasya, Swami Ramdev
10. Yog – Its Philosophy and Practice
11. The China Study, Thomas Campbell, T. Colin Campbell, 2006 (A Comprehensive Study of Nutrition, Implications for Diet, Weight Loss, And Long-term Health)

Documentaries and Videos

1. Forks over Knives
2. Plant Pure Nation
3. The Earthing Movie

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcome

On the completion of the course, the student will be

1. Develop the feeling of self-regulation or responsibility for the nurturing and protection of the Body.
2. Formulate the program to take personal responsibility for his/her own health.
3. Develop the vision for holistic human health
4. Model healthy habits in personal and professional life
5. Formulate the strategy to contribute in maintaining the health of his/her family, society and nature.

UHV-VII (B): Human Sociology – For an Equitable and Just Society

Course Code	:	UHV-VII (B)
Course Title	:	Human Sociology – For an Equitable and Just Society
Semester	:	7
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Prerequisite	:	UHV-II – Understanding harmony and Ethical Human Conduct
Desirable	:	UHV-IV – Vision for Humane Society

Course Objectives

- To introduce students to the basic concepts of sociology that would enable them to observe, interpret and relate to social life
- To develop an understanding of an equitable and just society and appreciate the various efforts for it in India and the rest of the world
- To generate interest, commitment and to make effort for becoming responsible citizens

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of human being and society.
2. It is a process of self-investigation and self-exploration, and not of giving sermons. The students are facilitated and encouraged to verify the content on their own right, based on their Natural Acceptance and subsequent Experiential Validation.
3. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
4. This self-exploration also enables them to critically evaluate pre-conditionings and beliefs prevailing in the society at the individual as well as collective level (this helps them to see how to evolve these to higher states so that it results into full development of human potential and provides the basis for a just and equitable society).

Catalogue Description

A study in sociology is aimed at developing the vision for a humane society so as to set up the tradition of humane culture and civilization. In the course, the students are introduced to social institutions and their inter-relationship, social efforts required for preservation of culture and civilization and agencies of socialization. The students are also introduced to various issues addressed in sociology in the tradition and modern era. An appraisal is also made of various theories proposed in sociology in terms of enabling a humane society.

Course Syllabus

Module 1 Introduction to Human Sociology

Human Sociology, Vision for humane society, Dimensions of a society, Efforts in the tradition and modern era to understand human sociology, Role of sociology in day to day life

Module 2 Societal Institutions, their Goals and Interdependence

Societal Institutions and their Goals, Types of social institutions, Relatedness and interdependence of social institutions, Culture and Civilisation, Complimentarity and opposition, Effort for mutual development, Social organisations, NGOs and GOs

Module 3 Preparing Individuals for the Tradition of Humane Culture and Civilisation

Social efforts for development of individual Sanskar (pre-birth to last rites)- both at the level of consciousness as well as its expressions in behaviour (role of culture and civilisation), Individual and collective Behaviour at the family and societal level giving rise to culture in the society, Basis for successful working of the social institutions, Preservation and enrichment of culture, Work and Service (seva), Agencies of socialisation

Module 4 Concepts in Sociology in the Tradition and Modern Era

Concepts in Sociology in the Indian and Western tradition, Theories of Sociology in the modern era, Placement of various issues addressed in sociology (social inequality, colonialism, nationalism, class and community, social movements, rural-urban linkages and divisions, caste system, tribal communities etc.)

Module 5 Appraisal of the Concepts in Sociology and the Way Forward

A comparative study of different concepts proposed in sociology and the way forward, Role of students in a human society towards Nation building

References:

1. A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. Indian Society, Textbook in Sociology for Class XII (2021-22), Published by NCERT
3. Social Change and Development in India, Textbook in Sociology for Class XII (2021-22), Published by NCERT
4. Hind Swaraj or, Indian home rule Mohandas K. Gandhi, 1909.
5. Integral Humanism, Deendayal Upadhyaya, 1965.
6. Lohiya Ke Vichar, Lok Bharti, Rammanohar Lohiya, 2008.
7. Human Society, Kingsley Davis, 1949.
8. Science & Humanism – towards a unified worldview, P. L. Dhar & R. R. Gaur (1990), Commonwealth Publishers, New Delhi
9. Vyavaharvadi Samajshastra, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
10. Vyavahatmak Janvad, A. Nagraj, Divya Path Sansthan, Amarkantak, India.
11. The Communist Manifesto, Karl Marx, 1848.
12. Toward a True Kinship of Faiths: How the World's Religions Can Come Together Dalai Lama XIV, 2011.

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam

Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

On the completion of the course, the student will be able to

1. Analyze the basic concepts in human sociology and evaluate the efforts made to understand human sociology
2. Explain the goals of societal institutions and their role in building a human society
3. Evaluate the role of individuals in setting up the tradition of humane culture and civilization
4. Compare the various theories in sociology in the tradition and modern era
5. Appraise the concepts proposed in sociology and formulate the way forward

UHV-VIII: Human Economics – for Sustainable and Mutually Fulfilling Production and Management Systems

Course Code	:	UHV-VIII
Course Title	:	Human Economics – for Sustainable and Mutually Fulfilling Production and Management Systems
Semester	:	8
Number of Credits	:	3 (L: 3; T: 0; P: 0)
Prerequisite	:	UHV-II – Understanding harmony and Ethical Human Conduct
Desirable	:	UHV-IV – Vision for Humane Society

Course Objectives

- To introduce students to the basic ideas about economic prosperity, which they can apply in their day-to-day life as responsible members of their family and as responsible citizens
- To help students develop sensitivity to the economic issues in the development of the nation and commitment to participate in resolving them
- To equip the students with basic economic measures, tools and techniques to analyse economic issues

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of human being and society.
2. It is a process of self-investigation and self-exploration, and not of giving sermons. The students are facilitated and encouraged to verify the content on their own right, based on their Natural Acceptance and subsequent Experiential Validation.
3. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
4. This self-exploration also enables them to critically evaluate the pre-conditionings and beliefs in the present society regarding the notion of prosperity, wealth, economics, relationship between human being and natural resources etc., see the way to rectify them.

Catalogue Description

A study in economics is aimed at developing the vision for sustainable production and management systems in the society. In the course, the students are introduced to sustainable ways of wealth generation and sharing, the role of economics in societal development and three types of economics. The students are also introduced to various concepts in economics in the tradition and modern era and various issues addressed in economics. Towards the end of the course, an appraisal is made of various concepts proposed in economics and the way forward is explored.

Course Syllabus

Module 1 Introduction to Human Economics

Human economics, Vision for universal human order and role of economics therein, Human needs and their fulfillment, three types of economics, Efforts in the tradition and modern era to understand human economics, Role of economics in day to day life

Module 2 Sustainable Ways of Wealth Generation and Sharing

Meaning of Wealth, Sustainable ways of wealth generation (production), Preservation and right utilization of wealth, Feeling of prosperity, Marketplace, Distribution and exchange, Value and price, Measures, tools and techniques for production and management

Module 3 Role of Economics in Societal Development

Role of different societal orders in Societal Development and their interdependence, Wealth and Economics Contributing to overall societal order- certainly not contradicting it

Module 4 Concepts in Economics in the Tradition and Modern Era

Concepts in Economics in the Indian and Western tradition, Theories of Economics in the modern era, Placement of various issues addressed in economics (demand and supply, price determination, national income, money and banking, budgeting, economic reforms, etc.)

Module 5 Appraisal of the Concepts in Economics and the Way Forward

Evaluation of present day notion of Human Needs, Natural Resources, Wealth, economics etc., Inherent contradictions and dilemmas in modern day management, Way forward.

References

1. Club of Rome – Limits to Growth, <https://www.clubofrome.org/publication/the-limits-to-growth/>
2. Dierksmeier, C. and M. Pirson(2009)Oikonomia and Chrematistike: Learning from Aristotle about the Future of Management.Journal of Business Ethics, 88(3): 417-430.
3. GaurRR, Asthana R and BagariaGP (2019)A Foundation Course in Human Values and Professional Ethics. Textbook and Teachers' Manual. New Delhi: Excel Books. India, ISBN 978-93-87034-47-1
4. Introductory Microeconomics, Textbook for Class XII (2021-22), Published by NCERT
5. Macroeconomics, Textbook in Sociology for Class XII (2021-22), Published by NCERT
6. Illich, I. (1974) Energy and Equity. Worcester and London: The Trinity Press. UK.
7. Julien-François Gerber and Rajeswari S. Raina (eds.). 2018. Post-Growth Thinking in India: Towards Sustainable Egalitarian Alternatives, Orient Blackswan: New Delhi, ISBN: 9789352873937
8. Kumarappa, J.C. (1946) Economy of Permanence. Varanasi: SarvaSevaSanghPrakashan. India

9. Nagraj, A. (2001) AvartansheelArthshastra (Cyclical, Mutually Enriching Economics).Divya Path Sansthan,Amarkantak, India.
10. Schumacher, E.F. (1973) Small Is Beautiful: A Study of Economics as if People Mattered.London: Blond & Briggs.

Mode of Evaluation:

Based on participation of student in classroom discussions/Self-assessment/Peer assessment/Assignments/ Seminar/Continuous Assessment Test/Semester End Exam Socially relevant project/Group Activities/Assignments may be given importance in this course

Course Outcomes

On the completion of the course, the student will be

1. Analyze the basic concepts in human economics and evaluate the efforts made to understand human economics
2. Explain the sustainable and mutually fulfilling production and management systems
3. Evaluate the role of economics in societal development
4. Compare the various theories in economics in the tradition and modern era
5. Appraise the concepts and notions proposed in economics and see the way forward



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