

**Dr. S.S. Ahluwalia**

Ref. No. 3845

Date. 01/05/2017

To  
The Director/Principal  
All Affiliated Colleges  
IK Gujral Punjab Technical University, Kapurthala

**Subject: - Invitation cum Registration form for 8 Days Residential Faculty Development Programme on Universal Human Values & Ethics (UHVE) for new HVPE Teachers.**

Dear Sir/Madam,

We are glad to share with you that the Board of Governors of IKG PTU has initiated a sensitization project. In this project all the faculties of the affiliated colleges will be sensitized on UHVE. For this we need to conduct 3 and 8 days workshops for all the colleges. To cater to this, we need to prepare teachers of UHVE who can develop themselves to conduct 3 days workshops of the teachers in their institution.

In this regard, International Resource Center for Universal Human Values & Ethics (IRC-UHVE) is organizing the following 8 days residential workshop on UHVE scheduled during the summer (July 2017) breaks. You are requested to encourage your participation actively:

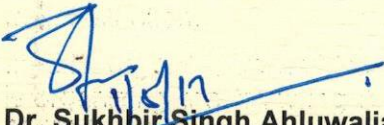
S. No	Activity	Venue	Schedule
1	8 Days Residential Faculty Development Programme	DAVIET, Jalandhar	6-13 July 2017
2	8 Days Residential Faculty Development Programme	Amritsar College of Engineering & Technology (ACET), Amritsar	17-24 July 2017

**PLEASE DO ENSURE YOUR ACTIVE PARTICIPATION & NOMINATE FACULTIES FROM YOUR INSTITUTION FOR THE WORKSHOP.**

Please take the print of **Registration Form (given below)** and send the duly signed scanned copy of this Registration Form to [mohitkjain@ptu.ac.in](mailto:mohitkjain@ptu.ac.in) by 10<sup>th</sup> May 2017.

***I invite you to cooperate and participate in this initiative!***

Regards

  
Dr. Sukhbir Singh Ahluwalia  
Director

International Resource Center for Universal Human Values & Ethics (IRC-UHVE),  
IK Gujral Punjab Technical University, Jalandhar

Encl:

1. Registration Form for 8 days residential FDP
2. About the 8 days residential FDP
3. IRC-UHVE Status Report 2017

**I.K. Gujral Punjab Technical University Jalandhar**

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# International Resource Centre for Universal Human Values & Ethics (IRC-UHVE), IKG-PTU Kapurthala

## Schedule cum Registration Form

Workshop No.	Venue	Date	Please tick (✓) below:
1	DAVIET, Jalandhar	6-13 July 2017	
2	Amritsar College of Engineering & Technology (ACET), Amritsar	17-24 July 2017	

**I would like to attend the above marked (✓) workshop. My particulars are as follows:  
Please fill in CAPITAL LETTERS**

NAME			
DESIGNATION			
ORGANIZATION NAME			
DISTRICT			
COLLEGE CONTACT NO		MY MOBILE NUMBER	
MY EMAIL ID			
TRAVEL ON (ARRIVAL DAY & TIME)			

*Signature of Teacher*

Principal's signature

**My Commitment** (Please cross out any line that you cannot commit to):

1. I will prepare for the workshop by discussing with at least 2 previous participants of the workshop
2. I understand that the 8-day workshop is a full-time, residential workshop from 9am to 8pm daily. I will plan on staying at the workshop venue during all 8 days
3. I understand that the issuance of certificate is tightly governed by the norm of 95% attendance.
4. I understand that this workshop is of an integrated nature. I will attend it completely and I will not plan any other engagement any time during the workshop days. I will plan my shopping, sightseeing etc. before or after the workshop days
5. I understand that only simple vegetarian food will be provided at the workshop
6. I understand that substances like cigarettes, liquor & drugs are not allowed at the workshop venue or at the accommodation provided
7. I understand that seating is on mattresses on the floor of the classroom (few chairs are available only for those with disability)
8. I will abide by the rules & regulations of the host institution

Please note that there is a limit to the number of participants to be registered. Therefore, the selection will be on first come first served basis. **Please submit this form latest by 10<sup>th</sup> May 2017.**

Please send a scanned copy of this registration form to [mohitjain@ptu.ac.in](mailto:mohitjain@ptu.ac.in) with subject - "Registration for Universal Human Values Workshop".

Please contact the following for any assistance: Sh. Mohit Jain-(o) 9478098136



## About

# The Faculty Development Programme on Universal Human Values (An 8-Day Residential Workshop)

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Education is the key determinant of conduct. Human education facilitates human conduct, otherwise education results in inhuman conduct. This need for value based education has been repeatedly highlighted by various commissions and expert committees on education [Dr. Radhakrishnan, Dr. Kothari, UNESCO declaration on service to society and so on].

The scope of education is to understand one's purposefulness or goal, both as an individual, as well as a society, and to develop the commitment, competence & practice to fulfil these goals. Education should facilitate students to have the understanding, commitment, competence and the practice of living with definite Human conduct and to participate in the development of a humane society.

Education must be clearly about understanding (what to do?), learning skills (how to do?) and practicing the understanding & skills, leading to fulfilment of one's purpose. It is not just about learning skills (how to do?). The subject which deals with "what to do" (and "what not to do") is value education – it facilitates development of Right Understanding. The subject which deals with "how to do" is technical education or professional education – it facilitates development of skills. There is a complementarity between the two. Of course both are required. However the priority needs to be values, then skills.

Understanding of "what to do", "what is valuable" is required and learning "how to do" is also required. Both are required. Human education must enable the student to (in order of priority):

1. Develop Right Understanding – By sharing the understanding of "what to do" (Value Education)
2. Develop Right Skills – By teaching "how to do" (Technical Education)
3. Practice Right Living during the period of education
  - a. Living in relationship with human being leading to mutual happiness
  - b. Living in relationship with rest-of-nature leading to mutual prosperity

Knowingly or unknowingly, our education system has focused on the skill aspects (learning and doing). It concentrates on providing to its students the skills to do things. In other words, it concentrates on providing "How to do" things. The aspect of understanding "What to do" or "Why something should be done" is assumed. No significant cogent material on understanding is included as a part of the curriculum.

With the priority on skills, the value aspect is largely missing. In our educational institutions, and consequently in society, the manifest problems range from self-centeredness, acute competitiveness and insensitivity towards others – to indiscipline and violence in various forms, addiction to drugs etc. In the extreme cases, depression and apathy towards life itself, leading to suicide. Many students, who enjoyed learning and creativity in schools, lose interest in academics rapidly after joining higher profession institutions. They are carried away more by the peer pressure rather than by their own Natural Acceptance. Their self-confidence also dwindles and they find it difficult to manage themselves.

In educational institutions, students, and teachers, are under tremendous peer pressure. Being with the in-crowd is a priority, and many have adopted a life style of sleeping late, waking up late, eating out, branded clothing, dating, watching movies, TV, electronic gaming and internet chatting. This promotes casualness, a non-serious attitude towards work and life and it shows up as lack of hard work in studies and, later on, at work. The hostel environment promotes this.

A result of this is the production of graduates who tend to join into a blind race for wealth, position and jobs. Even so, a very high percentage of graduates are not job-ready and/or do not find employment. At the same time, the skills acquired are often misused; the wealth and confusion breeds chaos in family, problems in society, and imbalance in nature.

The mindset of student community is an indicator of the society to be 10 years hence. In spite of the efforts being made in education made with the intention of a better society, we observe worsening in society. The mindset of the students today indicates an increasing trend towards mutual mistrust, strife, terrorism, crimes and corruption etc. in the society of the next few years if we continue with the same recipe.

While the need has been felt quite acutely, one significant impediment in introducing value education has been the lack of clarity on the vision, methodology and the availability of necessary wherewithal for incorporating it in the present teaching-learning environment.

During the past three decades, a pioneering group has devoted serious efforts towards developing appropriate value education inputs and have experimented with integrating value education in education institutions, particularly in technical/management/higher education. From this, a holistic and comprehensive approach based on self-exploration has emerged. Necessary wherewithal to introduce these inputs in the present curriculum are now available and can be readily adopted.

A Foundation Course on Human Values & Professional Ethics has been designed by Prof. R. R. Gaur, Prof. Rajeev Sangal and Shri. Ganesh Bagaria to sensitize the students to the possibility of a humane society. A major portion of the course is focused on understanding of all dimensions and all levels of human existence. This course:

- a) Satisfies all the guidelines for value education\*<sup>1</sup> – to be universal, rational/logical, natural, verifiable, all-encompassing and leading to harmony
- b) Can provide the clarity for human target and universal human order
- c) Can facilitate human conduct which is required for the above
- d) Can provide the guidelines for Professional Ethics, which is a particular aspect of human conduct

This Teachers' Orientation Program is (TOP) designed to essentially start a process of self-exploration and facilitate going through the key proposals in this course. The process of self-exploration is the critical part, and this usually gets focused only when one participates actively in a TOP.

The TOP is a starting point in preparing teachers who have a responsibility to teach this subject. Once they go through a TOP, they refine their personal perspective on value education, on education, and on teaching. They are equipped to share the content effectively. There is ample scope for advanced study in this area. The validation of advancement is directly visible in living, rather than in "academic" achievement alone.

Since 2005, four universities are running this course in about 1000 colleges (as of March 2012), touching about 80,000 students per year. The feedback of the approximately 1000 teachers who have been teaching this subject, after doing the TOP, has been very encouraging. Every year this number is increasing.

Dr. Abdul Kalam, the then President of India, spoke about this topic in his address to the nation on the eve of the Independence Day (15<sup>th</sup> August) 2006 "... being practiced by Prof Ganesh Bagaria, ... Prof Rajeev Sangal... and their teams ... [it] is a „teachable human value based skill"... This process of imparting self-knowledge would promote a learning atmosphere, where this whole movement of inquiry into knowledge, into oneself, into the possibility of something beyond knowledge would bring about naturally a psychological revolution... From this comes inevitably a totally different order in human relationship and therefore society as a whole. The intelligent understanding of this process itself can bring about a profound change in the consciousness of mankind..." The full text of Dr Kalam's speech is available at [http://www.indianembassy.ru/docs-htm/en/en\\_hp\\_win\\_official\\_direct\\_t075.htm](http://www.indianembassy.ru/docs-htm/en/en_hp_win_official_direct_t075.htm)

In addition to teachers, this workshop is attended by people from every walk of life. A sampling\*<sup>2</sup> is included at the end of this note. For instance people in government or nongovernmental organisations find it particularly useful in developing a holistic perspective on development. Individuals who can use language to communicate (typically children from 3 years onwards) have attended. Some feedback is included in section 4.

The workshop is conducted as a dialog, free from any value prescriptions or do's and don'ts\*<sup>3</sup>. Proposals about universal principles of life are placed for evaluation and discussion at one's own right.

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## **\*1 Guidelines for Value Education**

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Effective and widely acceptable guidelines for value education have been drawn up to help decide what would qualify as a course on value education:

- Universal – Whatever is studied as value education needs to be universally applicable to all human beings and be true at all times and all places. In addition, it should not depend on sect, creed, nationality and gender etc. So it deals with universal human values
- Rational - It has to be amenable to reasoning and not based on dogmas or blind beliefs. It cannot be a set of sermons or Do"s and Don"ts
- Natural and Verifiable – We want to study something that is natural to us. Being natural means, it has to be acceptable in a natural manner. When we live on the basis of such values that are natural to us, it leads to fulfilment i.e. it leads to our happiness, it is conducive to other people we interact with, and the interaction with nature is mutually enriching. We also want to verify these values ourselves, i.e. we don"t want to assume something just because something is stated, and rather, each one of us will want to verify these to find out whether they are true for us. This can be done by both checking for validity within ourselves, as well as something which we can implement in our living and observe its outcome
- All encompassing – Value education is not merely an academic exercise. It is aimed at transforming our consciousness and living. Hence, it has to permeate into all dimensions of our living, namely, thought, behaviour, work and understanding/realization; as well as all levels namely individual, family, society and nature
- Leading to harmony – Finally, value education has to enable us to be in harmony within and in harmony with others. Hence, when we live on the basis of these values, we start understanding that it will lead to harmony in us and harmony in our interactions with other humans and the rest of nature. That is it leads to human conduct

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## **\*2 Workshops Conducted for People from Different Walks of Life**

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The approach is holistic, covering a large canvas, and it has made a tremendous impact on people from different walks of life. Some experiences are given below. Although, the concerns of each of the groups are different, what they realize at the end is that there is a need for human values and relationships and that is founded upon the knowledge in the self.

### **Young students in engineering**

The workshop has been included as a compulsory part of the academic curriculum. It has led to a major rethinking among the students. They have been reflecting on what their goals are, the place of money in life, the joy one derives in relationship, and in seeking knowledge and not merely on jobs and the money they get out of it. They have become relaxed in their self, and become more sensitive to relationships with their friends and family, and regarding society and nature.

### **People from different walks of urban life**

People from different walks of life are affected by the workshop. Many realize the lack of time they give to their family in their relentless pursuit of wealth, and even more importantly, the way they behave with their children, spouse or old parents. Many such people are affected profoundly and come back to further workshops with their family members, again and again.

### **Criminals in jail**

The workshop touches criminals in jail most directly. Those who are seething with revenge, slowly start realizing that in fact their "enemies" are not bad. They are to be pitied and not hated. In turn, they themselves get depressurized and relaxed. This eventually gets reflected in their day to day behaviour with other jail inmates and with jail authorities. Bilaspur jail experience shows that some of the most violent criminals with also the worst behaviour inside the jail got totally transformed.

### **Social workers from NGOs**

People working for uplift of downtrodden in rural and urban areas are greatly affected by the workshop. It dawns on them that along with work on employment generation, agriculture, irrigation, health, sanitation, scientific tempers, it is also important to work on "understanding" of the self and on relationship, without which their work and successes are short lived.

### **Farmers and rural folk**

Rural folk today are in a state of demoralization. They are being told that they are backward, and need to be developed; that they are ignorant and do not know what is good for them; that they need to study English and IT without which there is no future. The present political structure and political parties has led to a breakdown of the community decision making. High powered marketing along with TV has led to a loss of community life and led them to yearn for Pepsi and the "luxury of city life". They do not realize what they possess - clean air, clean water, and a stronger possibility of a wholesome life with fulfilling relationship in family and community. Experience of rural people who attend the workshop has been that they feel a sense of empowerment regarding themselves and what they can do at their own place. Rather than treating farming as an unworthy activity, they see value in what they are doing. The importance and necessity of physical labour for all, comes out as a corollary.

Established business men who have done the workshop have taken up sustainable or "zero-input" farming where all the required resources for farming is generated from farm land it. Several experiments in renewable energy are also in full swing. They are deriving happiness out of farming and physical labor.

### **People with spiritual background**

People with spiritual background usually take time to come to terms that one can talk about "human values" without bringing in elements from mystery or unknown. Many are elated at this discovery. People from different faiths - Hinduism, Buddhism, Sikhism, Islam, Christianity - have started getting deep into a process of self-exploration after doing the workshop, and are able to see that the human values can be derived through this process of self exploration by each one of us and are the same as professed by their respective faiths.

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### **\*3 What the Workshop is not**

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The Workshop is not a course in moral science. It does not tell you DOs and DONTs. It does not tell you what you should become, or what you should do. (It only seeks to connect you with your Self and encourages you to seek answers within self).

The workshop does not talk about rewards and punishments in an after world. (The goal is happiness here and now. It puts forward the proposition that the basic human values are inherent and intact in all of us, what is needed is to be aware of them. When we follow what is innate in us, we derive joy and happiness. The listener is free to do self investigation and self exploration and come to his own conclusions).

The workshop does not say physical facilities are unimportant and must be shunned. It rather talks of prosperity in every family. (It says that there is place for facilities in life and encourages people to fix their place in their own life. This also requires separating needs from desires generated by TV and consumerist culture, where the irony is that accumulation of wealth is accompanied not by a sense of fulfilment but by a sense of deprivation, the workshop presents this aspect forcefully).

The workshop is not the representation of an organization or society. It does not insist on any specific faith or any specific belief. (It only proposes and asks its listeners to investigate and explore into their own inner self and connect to what is innate and intact in all of them as something which is universal, natural and all-fulfilling for them as well as others. They can do this irrespective of their own religion or faith or beliefs).

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### **\*4 Some Feedback**

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"Since coming across this material, in October 2010, **our own vision, at PTU, has broadened, from being university centric & employer centric to now being even more society focused.** While we always wanted to actively participate in the development of a humane society, we now have more clarity on how to go about it. We have developed specific goals and programs related to value education as well as technical education. We intend to facilitate the development of responsible and competent citizens for society who have the competence, practice and entrepreneurial ability to be meaningfully employed or self-employed; and to actively participate in developing a Humane society" **Dr. Rajneesh Arora, Former Vice Chancellor, IKG Punjab Technical University** [January 2012]

**Dasho (Dr.) Pema Thinley, former vice chancellor of The Royal University of Bhutan (RUB),** at a recent international conference [IIIT Hyderabad, January 2012], said that they are working toward Gross National Happiness (GNH) very sincerely. All national systems have been gearing up for this comprehensive goal, including planning and education. In July 2011, the General Assembly of the United Nations added Bhutan's model of GNH on its agenda to see whether it can be used as a holistic development indicator. Through this (inclusion of human values foundation course) we will be redefining education. RUB is working toward introducing this foundation course as a part of the GNH module.

I sincerely believe that Value Education is the missing link in education today. This course has been extremely important for The Royal University of Bhutan. I am convinced that this course has to be introduced without delay in all colleges of The Royal University of Bhutan. This is exactly what Gross National Happiness is about as it would give a concrete framework for research and policy debate for The Institute of GNH Studies that RUB is planning to establish soon. I am committed to introduce Value Education as a foundation program in all colleges of The Royal University of Bhutan and then set students to continue as a program of self-exploration as a life-long endeavour [At the Teachers' Orientation Program at IIT Kanpur, May 2012].

He, later reiterated this commitment introduce it for all students starting spring semester 2013 at the closing ceremony of the 32nd Seminar of International Society for Teacher Education (ISTE), 21-25 May 2012 at Paro College of Education, Royal University of Bhutan, Paro, Bhutan. The theme this year was "Educating for Gross National Happiness: Role of Teachers" [May 2012]

Himachal Pradesh Technical University had already decided to introduce this foundation course from the Academic Year 2012-2013. **The ex-vice chancellor, Prof. Shashi Dhiman** said "people in Himachal already lived in harmony, but due to lack of conviction and due to the incessant pressures, they are being carried away into many of the ills of modernity. By this process of value education, it seems possible to re-instil self confidence for a harmonious way of life. This would be a first step toward value based education which, in turn, would facilitate a more harmonious, mutually fulfilling way of living" [Jan 2012]

Feedback of Teachers:

- This has had an impact on my personal attitude it is relevant for me
- This has had an impact on my personal relationships in my family it is relevant for my family
- This had had an impact on my relationship with my students. I feel more responsible toward students. I find it enriching to teach this subject and also other subjects
- There is a change in the attitude of my students it is relevant for my students

Feedback of Students who were taught by certified teachers:

- I am now clearer about what to do. I.e. about what is right, about my goal
- My attention has been drawn to relationships, which I had undermined
- I am able to correctly understanding the need of physical facilities
- My academic performance has increased on account of this clarity

At the level of management and administration the feedback is encouraging from those colleges where the management has taken a hands-on implementation approach. They tell us four things:

- Our institution's agenda, academic curriculum, content and teaching methods is becoming increasingly purposeful and meaningful
- Our institution has started to be managed on the basis of relationship rather than on the basis of shasan (opposition). We can observe that life on campus becomes more and more holistic, participative and fulfilling
- We can observe that students are developing more responsibility; they are doing well academically and becoming more self disciplined. Some of them also participate in efforts for order in society
- There is sufficient space in the existing system to experiment. Changes toward self-organization are accepted and multiplication is possible



**Universal Human Values  
At  
IK Gujral Punjab Technical University**

**STATUS REPORT JANUARY 2017**

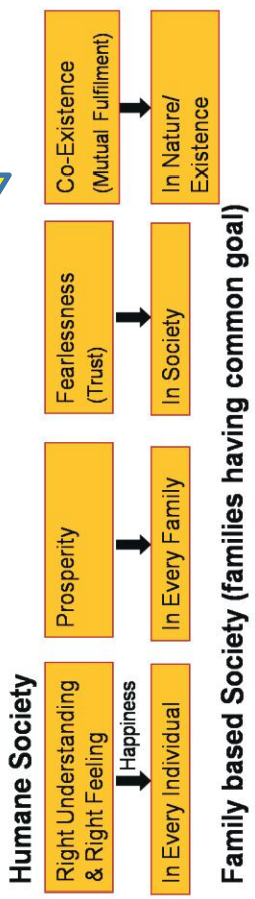
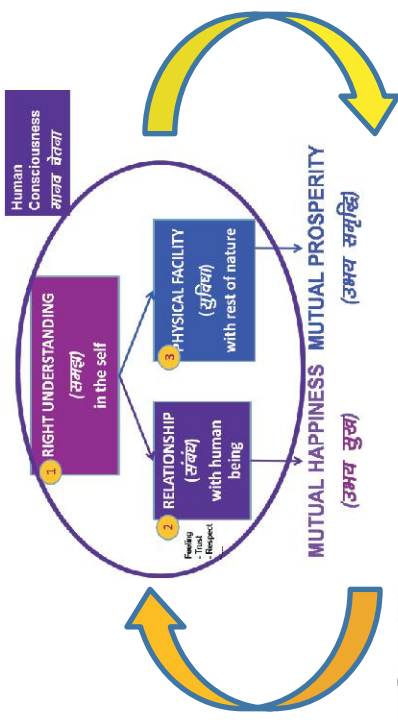


**INTERNATIONAL RESOURCE CENTRE  
FOR  
UNIVERSAL HUMAN VALUES & ETHICS  
(IRC-UHVE)**

**IK Gujral Punjab Technical University  
Kapurthala, Punjab, India**

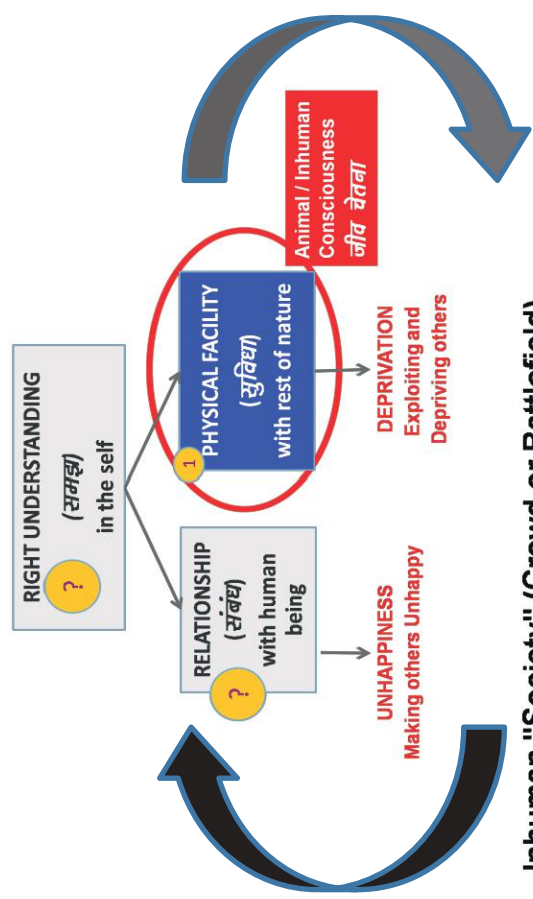


# IKG-PTU is making effort for this transformation by way of preparing people-developing into a living model of a humane society

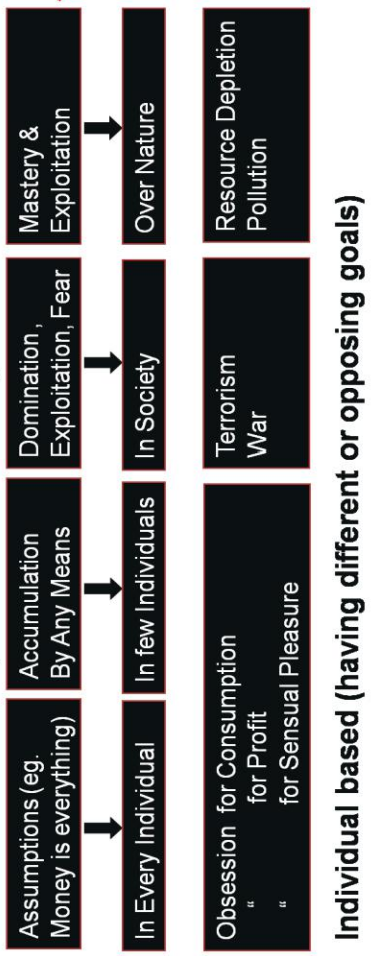


Transformation - Progress  
संक्रामण - प्रगति

The role of education -sanskar is to facilitate personal transformation to human consciousness and through that, the evolution of a humane society



## Inhuman "Society" (Crowd or Battlefield)



## **BRIEF ABOUT IRC-UHVE**

An International Resource Centre for Universal Human Values & Ethics (IRC-UHVE or the center) was established at IK Gujral Punjab Technical University in August 2014 after 3 years of rigorous effort of evaluating the veracity and effectiveness of the Universal Human Values approach to value education. This approach has also been successfully tried out and is now established at 40+ universities in 9 states of India and 2 universities in Bhutan over the last 11 years.

The center coordinates the foundation program at IKG PTU and engages with teachers & students in an effort to develop teachers and entrepreneurs. The overall idea is to develop such people with the vision and competence to develop a humane society. When there are sufficient numbers of such people in any region, a humane family and humane society can slowly materialize.

We aspire to be a living model (Centre of Excellence) with the following:

**Vision:** To prepare people who are competent to contribute to a Human Society

**Mission:** To facilitate the universalization of Human Education

**Objectives:** To develop the content & process for Human Education and to prepare Resource Persons

### **Vision**

**The purpose of this center is the universalization of human education and progress toward a human society\***

\*A Society is composed of families living in harmony and having a common human goal. A society in which this goal is fulfilled for all human beings, generation after generation is a human society.

Human Goal:

1. Resolution (Happiness) – in every individual
2. Prosperity – in every family
3. Fearlessness (Trust) – in society
4. Co-existence (mutual fulfilment) – in Nature/Existence

The human being and more specifically, human being having the right perception is central to this human endeavor.

Education that enables right perception is essential for preparing the people who can live with definiteness within, with prosperity in family and contribute a human society.

## **Key Goals**

1. To develop resource persons (from teachers, researchers...)
2. Facilitating the Conduct of Foundation Course in all the affiliated institutions
3. Prepare conducive environment through Sharing / proliferating UHV in > 2 universities / year till 100% of universities in India are covered
4. Living model, Centre of Excellence using technology / management (IRC is one example) – as an output, teachers & students are living accordingly & are resource persons

The IRC-UHVE has been doing the following major activities:

1. **Foundation Course on Universal Human Values & Ethics UHVE** since 2011  
*(In all college affiliated to the university)*
2. **PG Diploma in UHVE** since 2014
3. **M.Tech in Holistic Development- Systems & Technologies (HD-S&T)** since 2014
4. **Development of living model at IRC-UHVE** since 2014
5. **International Collaborations/Proliferation** since 2011

## **A. DETAIL OF MAJOR ACTIVITIES OF IRC-UHVE**

This International Resource Centre for Universal Human Values & Ethics is focused on facilitating Universal Human Values in Education globally. Initially, it will start with professional, technical and higher education. In the long run, the center itself aspires to be a living model of a humane family making effort for a humane society through human education.

The IRC-UHVE was established in August 2014 by merging the Department of Human Values of IKG PTU into a full-fledged center, reporting to the IKG PTU Board of Governors.

The center intends to make this universal, self-verifiable proposal available pervasively in education by preparing resource persons and people who are motivated to live in a mutually fulfilling manner with other human beings while living in a mutually enriching manner with the rest of nature. The major activities of IRC are as follows:

### **1. Foundation Course on UHVE (in all colleges)**

At IKG PTU, a foundation course in universal human values and ethics was introduced in 2011, based on the long efforts in this area compiled at IIT Delhi's National Resource Centre for Value Education in Engineering (NRCVVE). The course adheres to all the MHRD guidelines (universal, rational, verifiable & leading to harmony). Universal human values is based on the natural laws, on reality, as it is – in a way that anyone can understand on their own right, through self-exploration. This course is offered in the form of 3-0-0 mode. About 40,000 students are studying this course annually in the university. The whole course is divided into 5 modules and 28 lectures. This course is specially designed for preparing professionals or technocrats with blend of values & ethics.

The key highlights of the foundation course running at all the affiliated colleges are:

- 1.1 It is taught in and examinations conducted in Punjabi, Hindi and English. It is universal in approach. It is taught by faculty members who have been prepared through at least an 8-day Teachers' Orientation program on Universal Human Values & Ethics. The results are quite encouraging.
- 1.2 Regular 8-day workshops are being held to prepare teachers. Over 5000 teachers have been through the 8-day Teachers' Orientation program on Universal Human Values & Ethics. Total 50 people actively pursuing Universal Human Values in their families & profession. Out of which around 20 people are really active and in the process of becoming future resource persons
- 1.3 Over 300 senior academicians, chairpersons, directors and PTU Officers have attended one or more of the 30 orientation workshops on universal human values conducted by the university. Several workshops have been conducted by colleges and individual teachers in their institutions. There is a sense of acceptance for this topic and this approach.
- 1.4 The foundation course text-book, teacher's manual and other material has been translated into Punjabi in 2012.
- 1.5 Facilitating the other universities of Punjab e.g. Adesh University, Bathinda, Baddi University, Baddi and neighboring states universities e.g. HPTU, Hamirpur (HP).

**2. Preparation of Resource Persons :** for preparation of resource persons and competent human beings, the following 2 courses have been started at the center:

**2.1 PG Diploma in UHVE**

This programme is specifically targeted towards preparing teachers in general. It will be of interest to faculty members already teaching Human Values who are committed to deep study of the subject.

**Intake:** 10 Students/ year, 5 students have registered in this session (2016-17) & 3 students registered in the last year session (2015-16)

**Scholarship:** for selected students

**Duration:** Two semesters      1<sup>st</sup> Sem – 5 Courses + 1 Minor Project

**Total Credits:** 40                      2<sup>nd</sup> Sem – 2 Courses + 1 Major Field Work

*Completed 2 years successfully. 4 Diploma students passed out till now.*

**2.2 M. Tech in Holistic Development- Systems & Technologies (HD-S&T)**

This M. Tech program is specifically aimed at developing the competence for taking up social entrepreneurship as a viable profession and make effort for prosperity.

**Intake:** 10 Students/ year, 3 students have registered in this session (2016-18) & 4 students registered for session (2015-17)

**Scholarship:** for selected students

**Duration:** Four semesters                      1<sup>st</sup> Sem – 5 Courses

**Total Credits:** 80                                      2<sup>nd</sup> Sem – 5 Courses

3<sup>rd</sup> & 4<sup>th</sup> Sem – Field Work & Major Project

*10 M.Tech Thesis on Holistic Themes are underway.*

**Thesis Title of First Batch (2014-16) students**

- 2.1.1. Exploring Holistic Livelihood System, its framework & steps for transformation
- 2.1.2. Holistic Approach of Living Through Natural Farming (2 Acres Model)
- 2.1.3. Exploring Holistic Livelihood System, its Framework & Steps For Transformation
- 2.1.4. Dairy Farm & Possible Holistic Technologies in a Dairy Farm
- 2.1.5. Agriculture- A Way of Living
- 2.1.6. Developing a Systemic Framework for Holistic Living- Paddy Exchange Storage System in Village Economy

**Thesis Title of Second Batch (2015-17) students**

- 2.1.7. Developing a Self-learning Model for Introducing the foundation course in “Human Values and Professional Ethics” through Distance Education
- 2.1.8. Design and Feasibility Analysis of a Holistic Mess System
- 2.1.9. Harnessing the Flow Energy of Water using Water Wheel
- 2.1.10. Cluster Level Self Reliant Water Management Model

**2.3 Eight students are pursuing PhD in Human Values at PTU.**

**2.4 The center’s internship program is attracting socially committed students from around the state. Currently the intake is 5 interns/year. The aspiration is to increase the number of Interns to 20/year shortly.**



**3. Collaborations/Proliferation at National & International level:**

3.1. For this purpose, IKG PTU has been jointly organizing ICHVHE, an **international conference on universal human values in higher education**, since 2011, Five International Conferences have been organized till date

S. No	Year	Host	Collaborators
1	2011	IIIT Hyderabad, Andhra Pradesh	IIIT Hyderabad, IKG-PTU, IIT Kanpur
2	2012	IIIT Hyderabad, Andhra Pradesh	IIIT Hyderabad, IKG-PTU, IIT Kanpur
3	2013	IKG-PTU, Punjab	IIIT Hyderabad, IKG-PTU, IIT Kanpur, Royal University of Bhutan
4	2014	Royal University of Bhutan, Bhutan	IIIT Hyderabad, IKG-PTU, IIT Kanpur, Royal University of Bhutan
5	2015	Atmiya Group of Institutions, Rajkot, Gujarat	IIIT Hyderabad, IKG-PTU, IIT Kanpur, Royal University of Bhutan
6.	<b>2017 (Current Conf.)</b>	<b>IIT Kanpur</b>	<b>IIIT Hyderabad, IKG-PTU, IIT Kanpur, IIT-BHU, Varanasi, Royal University of Bhutan, Atmiya Group of Institutions, Rajkot, AKTU, Uttar Pradesh</b>

It has helped to reach out to universities in India and SAARC nations. **Discussion started with universities of Pakistan – Univ. of Education-Lahore, Univ. of Health Sciences-Lahore & University of Sindh- Jamshoro., Nepal - Far Western University- Kathmandu**

- 3.1.1. This has directly resulted in universities from SAARC nations getting familiarized with this topic and approach. In particular, the Royal University of Bhutan introduced universal human values in the 2012. In 2014, three universities from Pakistan have started planning for universal human values and the responsibility of their teacher training is being taken by the IRC-UHVE.
- 3.1.2. Within the country, the government is taking notice. For instance in Andhra Pradesh, the Commissionerate of Collegiate Education (AP-CCE) has initiated the introduction of universal human values in 17 universities across Andhra Pradesh in 2013
- 3.1.3. Universities and educational groups like Eternal University in HP and Atmiya Group of Institutions in Rajkot have been inspired to start universal human values.
- 3.1.4. Adesh University of Medical Sciences, Punjab, has become the first medical university of the country to introduce the foundation course on Human Values as an essential input in all of their courses and affiliated colleges.
- 3.1.5. 2 more universities of Punjab namely Baddi University of Emerging Sciences & Research, Baddi, Himachal Pradesh and Guru Angad Dev Veterinary & Animal Sciences University, Punjab are also considering to introduce Human Values into their curriculum.

☺ One National Seminar on Integrating Human Values in Technical Education was organized at Punjab Technical University in the year Dec 2010.

**4. Development of living model at IRC-UHVE (i.e. establish a Centre of Excellence in Human Education)**

**The institute develops into a live model of living with happiness and prosperity**, i.e. on the basis of right understanding and right feeling, behavior, work and participation in the institution order. Programs for self-sufficiency of the institution through cyclic & mutually enriching production activities and take such activities to a scale where all the faculty, staff and students can be supported internally. This will help transform the institution into a family participating with self-responsibility for a cohesive harmonious journey toward excellence for all

5. **Reaching out to Society.** Through the efforts of colleges, teachers and students, and based on the significant changes in the observable behavior and work of the teachers and students, parents and people from society are attending the human values' workshops. This number is slowly increasing.

#### 6. Publications

6.1. The text book in Punjabi has been translated

6.2. Proceedings of the National Seminar on Integrating Human Values in Technical Education, June 2011

6.3. Report of the Department of Human Values (DHV), February 2014

6.4. Quarterly Report Dec 2015- March 2016

6.5. Quarterly Report April- July 2016

## B. KEY TARGETS AND EFFORTS AT THE IRC-UHVE

The initial targets set and the activities carried out at centre to meet out these targets are as follows:

1. **Conduct the foundation course for 100% Students (in all colleges) and Coordinate Implementation-** Implementation and tracking progress of the Foundation Course on Universal Human Values & Ethics at universities and institutions where the course is a part of the core curriculum

#### Targets:

- Continually ensure that only prepared & certified faculty teaches the foundation course from the beginning
- Develop a conducive environment in the college/ university within 5 years from the start
- Facilitate development of teachers within 5 years from the start

#### Activities:

- 1.1 Refine, share and coordinate implementation strategy and program, including faculty selection criteria
- 1.2 Develop resource material
- 1.3 Conduct 8-day Teachers' Orientation program on Universal Human Values & Ethics (TOP)
- 1.4 Conduct weekly teacher's meetings online
- 1.5 Conduct 3-day make-up Teachers' Orientation for teachers teaching UHVE without participating in any 8-day TOP
- 1.6 Conduct Refresher Workshops on Universal Human Values & Ethics for interested high potential teachers
- 1.7 Keep track of and nurturing the community of UHVE teachers as they continue their development toward becoming full-fledged resource persons
- 1.8 Incubate social projects, social internship and higher level courses for swift development and transfer to affiliated colleges
- 1.9 Develop & maintain MoUs related to UHVE with universities, particularly universities outside India and required liaison with MEA etc.

## 2. Prepare Conducive Environment

2.1 Workshops may be conducted for the following:

2.1.1 Members of BoG and senior officer of the universities

2.1.2 Chairpersons/ Directors of the affiliated colleges

2.1.3 Professors, HoD, Deans & officers of affiliated colleges to university

2.1.4 Board of Studies members

- 2.2 Orient 200 key people of Punjab by 2020
- 2.3 Establish Nodal Centers in different regions of the Punjab state– providing foundation course for college, group of colleges, community
- 2.4 Regular interaction with university officers, staff & experts

**3. Develop Resource Persons.** Develop people capable of living and sharing UHVE, particularly in their native/ regional languages.

**Targets:**

- Develop 10 committed resource persons every year
- Develop 20 committed entrepreneurs every year

**Activities:**

- 3.1 Develop advanced level programs
- 3.2 Conduct One Year PG Diploma in Universal Human Values & Ethics (UHVE)
- 3.3 Conduct Two Year M.Tech in Holistic Development, Systems & Technologies (HDST)
- 3.4 Faculty sabbatical & Student internship at the center
- 3.5 Student research fellowship
- 3.6 PhD in Universal Human Values
- 3.7 Conduct advanced level workshops (Level 2 and Level 3 Workshop) for potential resource persons
- 3.8 Develop resource material
- 3.9 Conduct weekly discussions & meetings for potential resource persons

**4. Develop Nodal Centres.** The center will develop colleges into world-class Centres of excellence in universal human values based technical education, producing responsible human beings who are worthy professionals

**Targets:**

- Develop 5 nodal Centres at PTU by 2020
- Develop PTU into a UHVE based university by 2050
- Develop 5 nodal Centres at every university where the UHVE activity starts

**Activities:**

- 5.1 Short (1-3 days) awareness workshops for decision makers
- 5.2 Program for self-exploration (adhyayan) leading to a campus where clarity in every member, mutual trust, justice, responsibility in relationship, fearlessness and ultimately mutual happiness prevails
- 5.3 Program for labor (abhyas) leading to mutual prosperity, i.e. members have clarity on their physical needs and they make individual and collective effort to fulfill most of their physical needs through their own labor using cyclic mutually-enriching (natural) processes; in particular members are competent to do right utilization, maintenance and production and ultimately have a sense of prosperity, so they help / nurture others
- 5.4 Facilitating the culture of justice in human-human relationship and mutual prosperity in human-rest-of-nature relationship, starting from teacher/staff families, to group of student families and ultimately undivided institution family

5. **Proliferation.** Facilitate interested universities and other education bodies to **adopt the foundation course** on Universal Human Values and Ethics (UHVE) in their core curriculum

**Targets:**

- Reach all universities in India by 2020
- Reach at least 5 SAARC Nations by 2020

**Activities:**

- 6.1 Publications  $\geq 1$  / year
- 6.2 National Seminar / Conference = 1 / year
- 6.3 International Conference (ICHVHE) = 1 / year
- 6.4 Short (3 hour to 3 days) orientation workshops, including webinars
- 6.5 Consultation with decision makers
- 6.6 Consultation on curriculum development and implementation processes
- 6.7 Develop & refine material appropriate for decision making bodies like university academic councils, boards of studies etc.

6. **Publish and Share.** The center will develop forums for meaningful interaction between education policy makers, decision makers and teachers in India and internationally

**Targets:**

- Develop linkages with the 100 key people, families and organizations making effort for humane society through education by 2016
- Publish an annual report (every year)
- Conduct a national conference on education policy every year
- Conduct an international conference on universal human values in education every year
- Collate points of view as well as data on all aspects of human society
- Policy advocacy support, particularly for education policy
- Liaison with universities and regulatory bodies like MHRD, UGC, AICTE, NAC
- Liaison with institutions working for holistic development globally, like NDP Secretariat (Bhutan)
- Maintain a web presence (website, web-meetings, social media etc.)

## C. JOURNEY & PROGRESS OF IRC-UHVE

At IKG PTU, like any other good university, we have always made effort in education to groom people with an expectation that it will help develop a humane society. These efforts have produced varying degrees of success. At the same time, we still see many problems. We are well aware that every framer of education policy has expressed the need to impart human value in formal education. In 2010, we asked ourselves if the situation is becoming better day by day or not, we found that it was not. We decided that something more needs to be done.

In our continuing search for excellence in education at IKG PTU, we have always made effort. These efforts have produced varying degrees of success. At the same time, we still see some problems. We are well aware that every framer of education policy (Dr. S. Radhakrishnan Commission-1948, Dr. D.S. Kothari Commission-1964, Dr. Yashpal Committee-1993, National Knowledge Commission-2005 and S.



Muthukumaran Committee-2007, UGC guidelines for equity-access-excellence in higher education 2012, UNESCO declaration on service to society and others) has expressed the need to impart human value in formal education.

In 2010 we organized a National Seminar on Integrating Human Values in Technical Education. The , then **Chancellor, Honourable Governor of Punjab, Shri. Shivraj Patil declared** *“While every responsible body on education in India has recognized the need for human values in education, but so far we have not been able to fully deliver such education. The need continues to become more and more urgent...I am very happy to know that the attempts are being done by the technical institutions (PTU) to impart knowledge and information about human values. May I pray and hope that our journey will march in this direction”*

From the National Seminar:

1. Universal human values is based on the natural laws, on reality, as it is – in a way that anyone can understand on their own right, through self-exploration. Living accordingly enables one to live an informed, purposeful, happy and responsible life – as an individual, as a member of family, as a member of society and as an unit in nature/existence – leading to a human tradition in which the society is integrated in mutually fulfilling relationship (undivided human society) and a humane society (universal human family order), wherein the human goal is fulfilled for all, generation after generation.
2. In education, this input provides a universal basis for human values that supplements and provides direction to the current educational system. The foundation course provides the essential guidelines for a humane society and helps develop commitment for it.

Since the National Seminar, the vision of the university has broadened. **The Former Vice Chancellor, Dr. Rajneesh Arora stressed** *“at IKG PTU, we reinforced the development of responsible and competent citizens for society who have the understanding, hands-on practice and entrepreneurial ability to be employed or self-employed; and the commitment to actively participate in developing a humane society”*.

At IKG PTU, we introduced a foundation course in universal human values and ethics in 2011, based on the long efforts in this area compiled at IIT Delhi’s National Resource Centre for Value Education in Engineering. The course adheres to all the MHRD guidelines (universal, rational, verifiable & leading to harmony). Universal human values is based on the natural laws, on reality, as it is – in a way that anyone can understand on their own right, through self-exploration. Living accordingly enables one to live an informed, purposeful, happy and responsible life – as an individual, as a member of family, as a member of society and as an unit in nature/existence. In education, this input provides a universal basis for human values that supplements and provides direction to the current educational system.

An Advisory Committee was formed in 2011 with Dr. S. P. Singh as chairperson, Dr. H. S. Bedi, Sh. Satnam Manak, Dr. S. B. Singh, Prof. Dharmendra Ubha and Dr. Achroo Singh as members. Under the able guidance of Dean Academics, Dr. Buta Singh Sidhu the effort has taken shape. The curriculum for the foundation course was approved to be run as a regular essential credit course (3-0-0) in all undergraduate and MBA streams, i.e. 28 lecture-sessions and 14 tutorials (practice-sessions).

**Localization & Translation:** as per the committee suggestions, localization, translation of teaching material and teaching the course in Punjabi, Hindi & English has been followed since the very beginning in 2011. Examinations have been held regularly in all 3 languages. The Text Book in Punjabi, translated under the guidance of Dr. Sarabjit Singh Mann, was published in 2012 and it was launched by Shri. Prakash Singh Badal, the honorable chief minister of Punjab.

**Teachers Orientation:** A series of 8 days residential Teachers Orientation Programme have been conducted to prepare the necessary pool of teachers at all the affiliated colleges. Till January 2017, about 5000 teachers have been oriented. From time to time, refresher workshops and higher level workshops have also been conducted so that committed teachers may groom themselves to become future resource persons.

**IRC-UHVE was set-up** in the year 2014 with an enhanced mandate of preparing resource persons, developing a living model, facilitate other universities to take up Value Education.

**The following PG Programme were introduced in order to achieve the mandate of IRC-UHVE:**

1. One year PG Diploma in Universal Human Values & Ethics (UHVE)
2. Two year M.Tech in Holistic Development – Systems & Technologies (HD-S&T)

**The team at the center was augmented in the year 2015.**

**In the same year, the Board of Governors of IK Gujral Punjab Technical University approved a sensitization project to orient the faculty of all affiliated colleges with Human Values.**

#### **D. FEEDBACK & OUTCOME SO FAR**

The foundation course on Universal Human Values & Ethics (UHVE) is based on the natural laws, on reality, as it is – in a way that anyone can understand them in his/her own right and live with this understanding. Living according to this understanding enables one to live an informed, purposeful, happy and responsible life. In education, this input provides a universal basis for human values that supplements and provides direction to the current educational system.

**The teaching methodology** is student focused: It is a set of proposals for the student to verify on his own right, on the basis of his natural acceptance. For instance one can verify what is valuable – “relationship or opposition” or “in relationship, the feeling of trust & respect of mistrust & disrespect” or “food for taste alone or food for nurturing the body” and so on. This process of self-exploration, once started, leads to self-evolution. The purpose of the foundation course is to initiate this process of self-exploration.

The curriculum follows the MHRD guidelines for value education:

- **Universal:** Whatever is studied as value education needs to be universally applicable to all human beings and be true at all times and all places. It should not depend on sect, creed, nationality, race, gender, etc.
- **Rational:** It has to be amenable to logical reasoning. It should not be based on blind beliefs.
- **Verifiable:** The student should be able to verify the values by checking with one's own experience, and is not asked to believe just because it is stated in the course.
- **Leading to Harmony:** Values have to enable the student to live in peace and harmony within our own self as well as with others (human being and rest of nature).

With a strong teaching methodology of self-exploration, the foundation course provides the essential guidelines for a humane society and helps develop commitment for it. The content & process has been found to be quite effective. The typical course feedback is:

1. **Attention on Mutual Prosperity versus Accumulation of Physical Facility:** Students have a sense of prosperity once they understand the purpose of physical facility and identify their need of physical facility
2. **Attention toward Feelings in Relationship leading to Mutual Happiness versus mostly on Sensation:** There is a significant realization of the value of relationship, with family, colleagues, teachers & students...
3. **Clarity of Human Purpose and Purpose of Education:** Students start to pay more attention to understand what is taught when they see the purpose and relevance of education. They can also appreciate the guidelines for eco-friendly technology and human-friendly management models which are appropriate for sustainable human development – that is the base for professional ethics
4. **Clarity of Human Purpose and Purpose of My Life:** Students share that they are clearer about direction and **purpose of life**, resulting in increased self-confidence, self-discipline and sense of responsibility
5. **Commitment of Teachers:** Teachers share an increased commitment toward teaching, a deeper responsibility toward society, particularly their home village (*pond*) and clearer responsibility toward nature. Several teachers have expressed their desire to develop themselves into resource persons for teaching human values in Punjab and neighboring states
6. Teachers and students express an **increased sense of Gratitude** for their elders, their culture and their religion

Students having studied the subject made some significant contributions/achievements. Taking significantly more academic responsibility; research activities with more socially relevant objectives carried out the same with high level of effectiveness; much more active part in sports and co-curricular activities; run evening school for kids of the labor working on campus; and cleared the placement interviews easily – *Dr. M. S. Grewal, Principal, Dec 2012*

HV is a platform where we can understand how to live in harmony as human beings. My gain is my change, which has come in me after attending these workshops. It has turned me into a social catalyst. I am always ready to help my students, parents and solve their problems. Not merely this I have greater options to help the society and become an asset to my nation and humankind – *Dr. H. S. Majhail, Executive Director, Mar 2013*

In this, two academic bodies have contributed significantly:

- The Board of Studies on Human Values.
- The Department of Human Values.

These bodies have been guided by Dr. S. B. Singh, Dr. H. S. Bedi, Dr. Buta Singh, Dr. R. P. Bhardwaj, Dr. M. S. Grewal, Dr. Nachattar Singh, Dr. A. P. Singh and others

**Today this content on universal human values is a part of the core curriculum of 40+ universities in 9 states of India and 2 universities of Bhutan.**

**E. MAIN EVENTS ORGANIZED BY IRC-UHVE:**

IKG Punjab Technical University organized/hosted the 3<sup>rd</sup> International Conference on “Human Values in Higher Education” at IKG PTU Jalandhar in collaboration with IIT (BHU) Varanasi, IIIT Hyderabad and The Royal University of Bhutan. The dates were 28 Feb – 2 Mar 2014. our attention on SAARC (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka).

**Sh. Madan Mohan Mittal, Minister of Technical Education, Government of Punjab** inaugurates the 3rd International Conference on Human Values in Higher Education (ICHVHE2014). It is attended by 100 senior educationists from SAARC nations, Bhutan, Bangladesh, Nepal, Pakistan, Sri Lanka and 13 states from India. **As a direct result, two universities in Pakistan and the Atmiya Group of Institutions, Rajkot initiate curricular inputs on universal human values.**

**August 2014 – The International Resource Centre for Universal Human Values & Ethics (IRC-UHVE or the centre) is established at IKG Punjab Technical University** after 3 years of rigorous effort of evaluating the veracity and effectiveness of the Universal Human Values approach to value education.



**27-29 March 2015 – IKG PTU organized the 4th International Conference on Human Values in Higher Education at Gedu, Bhutan in collaboration with IIIT Hyderabad, IIT (BHU) Varanasi and Royal University of Bhutan.** It is attended by 120 distinguished educators from 10 countries working in various fields – academia, government, civil society, foundations, and many others. The participants included 33 Government Policy Makers, Chancellors, current Vice

Chancellors, former Vice Chancellors, Pro-Vice Chancellors, and over 85 Institute Directors, Champions and leaders of human values education, heads of government and non-government agencies, leaders in the justice system, professors, research scholars, thought leaders, students and many others.

The first two conferences have been held at IIIT Hyderabad in 2012 and 2013; they have both been quite fruitful. As a result of the first conference, we could reach out to Bhutan. The second conference was initiated by Dr. Pallam Raju, union minister MHRD. As a result of the second conference, we could reach out to 17 universities in Andhra Pradesh under the aegis of AP-CCE (Andhra Pradesh Commissionerate of Collegiate Education).

**May 2015- 2 PG diploma (UHVE) students passed out in May 2015. The M.Tech (HD-ST) started working their Thesis work.**



July 2015, the BoG of IKG PTU initiated a sensitization project for sensitizing all the IKG PTU faculties. A committee was constituted for the implementation. Dr. M P Poonia, Director, NITTR, Chandigarh was the chairman of this committee.

14<sup>th</sup> August 2015- Dr. S. S. Ahluwalia joined the IRC-UHVE as a director. The center enrolls 7 students from 4 Indian states & 1 country i.e. Bhutan in 2 PG programs.



September 2015- A 2 year plan was submitted & approved a sensitization project in its 58<sup>th</sup> meeting held on 21<sup>st</sup> September 2015. To fulfil this,

### PTU approves project on Universal Human Values and Ethics



By Babushahi Bureau

Jalandhar, December 30, 2015:

The Board of Governor of I.K. Gujral Punjab Technical University (PTU) has approved a sensitization project on 'Universal Human Values and Ethics' for training teachers of all affiliated colleges. Two workshops have already been organized in last three weeks. The university is going to organize 3-day workshops in January 2016, a press note issued by the university stated.

The workshops will be organized by the "International Resource Centre- Universal Human Values" of the University, said Director of the Centre Dr. Sukhbir Singh Ahluwalia while addressing a delegation of university affiliated colleges.

under the Sensitization Project a series of 8 days workshops and 3 days workshops were organized from Dec 2015 to March 2016. The 8 days' residential workshop or TOP is a starting point in preparing teachers who have a responsibility to teach this subject. Once they go through a TOP, they refine their personal perspective on value education, on education, and on teaching. They are equipped to share the content effectively. There is ample scope for advanced study in this area. The validation of advancement is directly visible in living,

rather than in "academic" achievement alone. A total of 432 participants were sensitized through these workshops.

08-10 January 2016- The 5<sup>th</sup> International Conference on Human Values in Higher Education (5<sup>th</sup> ICHVHE) was organized at Atmiya Group of Institutions, Rajkot (Gujarat) from 8-10 January 2016 in collaboration with IIT(BHU) – Varanasi, IKG PTU – Kapurthala Royal University of Bhutan - Thimpu, IIIT – Hyderabad and AKTU – Lucknow.

A delegation of 8 officers from IKGPTU, Kapurthala participated in 5<sup>th</sup> ICHVHE. There were 170 participants from 13 countries who deliberated on the theme. The need of Human Values in Higher Education was clearly emphasized by all. Many participants shared their interests & commitment in taking the initiative in implementing Universal Human Values in their universities/colleges/institutions.



15-22 January 2016- An 8 days' workshop on UHVE was organized at Laureate College of Pharmacy, Jwala Ji in collaboration with IKGPTU, Kapurthala and HPTU, Hamirpur. The workshop was inaugurated by Dr. R L Sharma, VC-HPTU, Hamirpur

**15-17 February 2016:-** A 3 days' workshop on UHVE was organized at Baddi University of Emerging Sciences and Technology (BUEST), Baddi in collaboration with IKG PTU, Kapurthala and BUEST, Baddi. Dr. R R Gaur, Ex Prof from IIT Delhi was the chief guest of the workshop. Dr. S S Ahluwalia, Director, IRC-UHVE was representing the IKG PTU Kapurthala. the Dr. Rakesh Kumar Maurya from IIT Ropar and Prof. Raminder Singh Uppal from BBSBEC, Sri Fatehgarh Sahib were the key note speaker of the workshop

# ਬਦੌਦੀ ਮੈਂ ਪਠਾਯਾ ਮਾਨਵੀਯ ਮੂਲ੍ਯੋਂ ਕਾ ਪਾਠ

**ਬਦੌਦੀ ਯੂਨਿਵਰਸਿਟੀ ਮੈਂ ਈਡੀਜੀਪੀ ਸਿਟਿਕੀ ਨੇ ਬਰਤੌਰ ਮੁਲ੍ਯਾਤਿਯਿ ਵਿਯਾ ਸੇਮਿਨਾਰ ਕਰ ਯੁਥਮਾਂਰਮ**

ਬਦੌਦੀ ਯੂਨਿਵਰਸਿਟੀ ਮੈਂ ਈਡੀਜੀਪੀ ਸਿਟਿਕੀ ਨੇ ਬਰਤੌਰ ਮੁਲ੍ਯਾਤਿਯਿ ਵਿਯਾ ਸੇਮਿਨਾਰ ਕਰ ਯੁਥਮਾਂਰਮ। ਸੇਮਿਨਾਰ ਵਿੱਚ ਆਗੂ ਡਾ. ਰਾਮੇਸ਼ ਕੁਮਾਰ ਮਾਯੂਰਾ ਨੇ ਮੁੱਖ ਮਹੱਤਵਪੂਰਨ ਟਿੱਪਣੀਆਂ ਕੀਤੀਆਂ। ਉਨ੍ਹਾਂ ਨੇ ਮੁਲ੍ਯਾਤਿਯਿ ਦੇ ਮਹੱਤਵ ਅਤੇ ਇਸਦੀ ਸਹਾਇਤਾ ਨਾਲ ਮਨੁੱਖੀ ਮੁੱਲਾਂ ਨੂੰ ਪ੍ਰਮਾਣਿਕ ਰੂਪ ਵਿੱਚ ਪੜ੍ਹਾਉਣ ਦੀ ਸਲਾਹ ਦਿੱਤੀ। ਸੇਮਿਨਾਰ ਵਿੱਚ ਡਾ. ਸੀ. ਐਚ. ਗੌਰ, ਡਾ. ਸੀ. ਐਚ. ਅਹੁਵਾਲੀਆ, ਡਾ. ਰਾਮੇਸ਼ ਕੁਮਾਰ ਮਾਯੂਰਾ, ਡਾ. ਰਾਮੇਸ਼ ਸਿੰਘ ਉੱਪਲ ਅਤੇ ਡਾ. ਰਾਮੇਸ਼ ਕੁਮਾਰ ਮਾਯੂਰਾ ਸਮੇਤ ਬਹੁਤ ਸਾਰੇ ਮੁੱਖ ਮਹੱਤਵਪੂਰਨ ਸ਼ਿਕਸਕਾਂ ਅਤੇ ਯੁਵਕਾਂ ਦੀ ਸ਼ਿਰਕਤ ਹੋਈ। ਸੇਮਿਨਾਰ ਵਿੱਚ ਮੁੱਖ ਮਹੱਤਵਪੂਰਨ ਟਿੱਪਣੀਆਂ ਕੀਤੀਆਂ ਗਈਆਂ।

**7-12 June 2016- A 6 days National workshop on Data Analytics at IKG PTU Kapurthala**



ਆਖਰੀ ਕੋ ਗੁਜਰਾਲ ਤਕਨੀਕੀ ਯੂਨੀਵਰਸਿਟੀ 'ਚ ਡਾਟਾ ਵਿਸ਼ਲੇਸ਼ਣ ਸਬੰਧੀ ਲਗਾਈ ਗਈ ਵਰਕਸ਼ਾਪ ਦੇ ਆਖਰੀ ਦਿਨ ਵਰਕਸ਼ਾਪ ਵਿਚ ਹਾਜ਼ਰ ਹੋਏ ਸਹਾਇਕ ਪ੍ਰੋਫੈਸਰ, ਰਿਸਰਚ ਸਕਾਲਰ ਤੇ ਵੱਖ-ਵੱਖ ਯੂਨੀਵਰਸਿਟੀਆਂ ਦੇ ਨੁਮਾਇੰਦੇ। ਅਜੀਤ ਤਸਵੀਰ

A 6 days' National workshop on Data Analytics was organized from 7th June to 12th June at IKG Punjab Technical University, Kapurthala. This National workshop was organized by International Resource Center for Universal Human Values & Ethics (IRC-UHVE) in Association with Science & Engineering Research Board, Department of Science & Technology (DST), Government of India, New Delhi. A total of 36 participants (Assistant Professors, Research Scholars & Students) from 10

states & 13 universities participated in the workshop.

**July 2016- 8 students enrolled in third batch of PG programs at IRC-UHVE.** The M.Tech (HD-ST) second batch students started working their Thesis work.

**29-31 August 2016- A 3 days' workshop was organized at Adesh University (Medical Sciences), Bathinda for the doctors of the host institution. Around 54 participated in the workshop. The VC of university, Dr. GPI Singh, shared that their university is also going to start the foundation course on UHVE as a credit course.**

**Oct 2016- An another 3 days workshop on UHVE was organised at BUEST, Baddi.**

**15-22 Dec 2016- An 8 day's residential workshop was organised at IET, Bhaddal. Around 50 teachers from affiliated colleges participated in the workshop.**

**23-30 Dec 2016- An 8 day's residential workshop was organised at IRC-UHVE, IKG PTU Kapurthala. Dr. A. S. Nanda, VC, GADVASU, Ludhiana inaugurated the workshop.** He further showed his interest to start the foundation course at his university. He invited tea IRC-UHVE to organise such workshop at his university for the Management and teachers. Around 70 teachers from affiliated colleges participated in the workshop.

## ਮਾਨਵੀਯ ਵਿਕਾਰ ਹ੍ਰਮਾਨ ਵੈਲਯੂਜ਼ ਸੇ ਹੀ ਵਿਸਰਜਿਤ ਹੋਗੇ: ਡਾ. ਜੰਦਾ

**ਪੀਟੀਊ ਕੇ ਹ੍ਰਮਾਨ ਵੈਲਯੂ ਏਜੂਕੇਸ਼ਨ ਵਿਭਾਗ ਮੈਂ ਵੇਟਨਰੀ ਯੂਨਿਵਰਸਿਟੀ ਨੇ ਦਿਖਾਈ ਰੁਚਿ**

ਚਕਰਵਾਹਿ ਮੈਂ ਵਿਸ਼ਿਸ਼ ਚਕਰਵਾਹਿ ਸੇ 70 ਟੀਚਰਜ਼ ਹੁਏ। ਡਾ. ਅਜੀਤ ਸਿੰਘ ਨੰਦਾ ਨੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਮਾਨਵੀਯ ਮੁੱਲਾਂ ਦੇ ਮਹੱਤਵ ਅਤੇ ਇਨ੍ਹਾਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀ ਜ਼ਰੂਰਤ ਬਾਰੇ ਸਪੱਸ਼ਟ ਟਿੱਪਣੀਆਂ ਕੀਤੀਆਂ। ਉਨ੍ਹਾਂ ਨੇ ਕਿਹਾ ਕਿ ਮਾਨਵੀਯ ਮੁੱਲਾਂ ਨੂੰ ਸਿਰਫ਼ ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ ਹੀ ਸੀਮਾ ਨਾ ਰੱਖੀ ਜਾਵੇ, ਬਲਕਿ ਸਮਾਜਿਕ ਅਤੇ ਪੇਸ਼ਾਵਰੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਵੀ ਪ੍ਰਮਾਣਿਕ ਰੂਪ ਵਿੱਚ ਪੜ੍ਹਾਉਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ। ਡਾ. ਨੰਦਾ ਨੇ ਕਿਹਾ ਕਿ ਆਪਣੀ ਯੂਨੀਵਰਸਿਟੀ ਵਿੱਚ ਵੀ ਇਹਨਾਂ ਮੁੱਲਾਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ ਅਤੇ ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੀ ਯੂਨੀਵਰਸਿਟੀ ਵਿੱਚ ਇਹਨਾਂ ਮੁੱਲਾਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀ ਜ਼ਰੂਰਤ ਬਾਰੇ ਸਪੱਸ਼ਟ ਟਿੱਪਣੀਆਂ ਕੀਤੀਆਂ।



The ultimate goal is to work for the well-being of all (**sarv-shubh or ਸਰਬਤ ਦਾ ਭਲਾ**); for a happy, peaceful and prosperous society of individuals living in harmony at all levels – from individual, to family, to society and in nature/existence. In other words, it is as an effort for **universal human good** in a **universal, rational, secular, understandable and realizable manner through Education**.

We urge you to spend some time in reviewing this effort and support the same.

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