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Secretary



विश्वविद्यालय अनुदान आयोग
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Respected Madam/Sir,

National Education Policy (NEP)-2020 recommends value based education including, among other things, truth (Satya), harmonious being and living (Harmony, Dharma) and relationship (Love and Compassion)-Justice (Nyaya). The education on these values will help graduates contribute for an equitable and just society.

The UGC in this regard has already published "Mulya Pravah- Inculcation of Human Values and Professional Ethics". In order to create awareness about Universal Human Values, UGC in collaboration with AICTE is organizing a discussion on "**Holistic Value-based Education**" on 11.05.2022 at 11:00 AM.

A programme schedule and background note are enclosed herewith.

The programme will be live webcast on **UGC Twitter** handle at:@ugc-india and

UGC Youtube channel at: <https://youtube.com/channel/UCIbbWYTjSiXnhShJ0Zl-05g>

I take this opportunity to invite you to join the online discussion and also request you to share live webcast details with students, teachers and staff and ensure their participation.

With kind regards,

Yours sincerely,

(Rajnish Jain)

Encl. as above

To

The Vice-Chancellors of all State universities/Private universities/Deemed to be Universities



Online Discussion on Holistic value-based Education



Organised by UGC & AICTE

Wednesday, 11.05.2022, Time: 11:00 AM – 1:05 PM

PROGRAMME

11:00-11:15 AM	Opening Address: Prof. Mamidala Jagadesh Kumar, Chairman UGC
11:15-12:00 PM	Holistic Development and Role of Education: Dr. Kumar Sambhav, UPID Noida
12:00–12:25 PM	Holistic Value-based Education for Holistic Development: Prof. Rajneesh Arora, Chairman NCC-IP
12:25 – 12:35 PM	Potential Next Steps Holistic Value-based Education at Central Universities: Dr. N Gopukumar, Joint Secretary UGC, member NCC-IP
12:35 – 12:55 PM	Sharing/ Feedback and Commitment from the Dignitaries
12:55 – 01:05 PM	Concluding Remarks Prof. Rajnish Jain, Secretary and CVO, UGC

Background:

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

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

For education to fulfil these aspirations, it has to be holistic (covering all aspects of human existence) and value-based (leading to harmony). It has to develop graduates who have

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

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

Therefore, holistic value-based education must have three components:

1. Education on values founded on a holistic and humane world vision
2. Courses, examples and case studies of local, regional and national values, languages and skills to reinforce and exemplify a holistic and humane world vision. The Indian Knowledge System is an outstanding example of it
3. Education on world-class value-guided skills (nature-friendly and human-friendly systems and technologies)

The education on values must be centered on the three core values espoused by NEP 2020: Truth (*Satya*), Harmonious being and living (Harmony, *Dharma*) and Relationship (Love and Compassion – Justice, *Nyaya*). These values are universal, rational, verifiable and living by them leads to harmony or the wellbeing of all.

With an understanding of these core values, the other values mentioned in NEP 2020, the values espoused in the Indian Constitution, the UNSDGs and those articulated by various philosophies and schools of thought can also be understood.

To exemplify a humane world-vision, human culture and civilisation, the Indian Knowledge System can be properly placed. It is based on a deep understanding of human being as well as of the underlying harmony in nature and the entire existence. It has been tested through practice, verified and improved over thousands of years. As a result, It is an effort for the 'wellbeing of all'. Therefore, its science, technology and systems offer many good case-studies of effort for human thought and culture

Such an education will lead to a confident "responsibility-based approach" to life rooted in the Indian culture and ethos.

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

The effect is quite visible in terms of problems at all levels¹. In spite of higher levels of literacy, problems tend to continue, rather than becoming less. Paradoxically, more the skills, the greater are incidences of misuse of skills.

¹ The many problems...

At the level of individual: We see today that human beings on the one hand suffer from unhappiness, dissatisfaction, a sense of purposelessness or futility, tension, frustration, depression even suicide and on the other hand show the signs of domination, violence, crime, terrorism etc. The body

The new education policy has come with great clarity on the expectations from education. It states that “education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development” (p3, Introduction). It calls for a bold implementation with human culture and ethos at the centre, of which Indian culture and ethos is one of the long-standing examples.

This workshop presents a broad, universal framework for such an implementation. It includes a broad framework of holistic value-based education for realizing “full human potential”, an “equitable and just society” and “National development”. The potential next steps that universities can take up will also be outlined.

health is steadily declining in spite of improved levels of material and medical facility. A majority of people find themselves engulfed in problems of one type or the other, and some people have even come to believe that no solution is ever possible.

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

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

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