

EMERGENCE

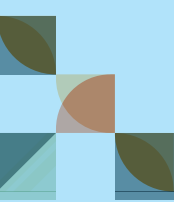
THE JOURNEY OF VALUE EDUCATION CELL (VE CELL)

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Message from the Chairperson, VE Cell

Dr. R. K. Agarwal

Director General, AKGEC

True essence of education lies in guiding individuals towards realizing their true potential—achieving harmony within themselves, their families, society, and nature. It is not merely about imparting technical skills but fostering a deeper understanding of life itself. Education should empower students with the clarity, commitment, competence, and consistent practice of living with human values, which are essential for both personal fulfilment and the creation of a harmonious society.

In this light, understanding 'what to do' the values and ethical framework that guide human conduct—is just as vital as understanding 'how to do' the technical knowledge and skills necessary for competence. Education can be called holistic only when these two aspects are integrated in it. The ultimate goal is not just technical excellence but nurturing well-rounded individuals who are capable of contributing meaningfully to the development of a humane society.

Our vision is to provide holistic, value-based education across all engineering branches. We aim to produce ethical, technically competent, and life-ready graduates who can contribute to shaping an equitable and just society while fostering the development of the nation. The emphasis is on preparing students who not only excel in their technical domains but also understand their responsibility towards society and the environment.

As we move forward with this vision, it is important to recognize that our college can evolve into a modern-day Gurukul, where education is not just limited to academic achievement but also extends to character development, empathy, and wisdom. In this Gurukul-like setting, the focus would be on holistic learning—harmonising technical knowledge with human values and nurturing individuals who are capable of leading society with both intellectual and moral clarity.

Our journey toward this vision is a collective one, and it is through the continuous efforts of the Value Education (VE) Cell, faculty, staff, and students, we can cultivate an atmosphere where values and education work hand in hand. This is not just about educating minds but transforming lives—helping each individual become a force for positive change, leading to a more harmonious, equitable, and just society, and contributing to the development of our nation.

Best wishes to the Value Education Cell, whose work is instrumental in our collective journey towards a more humane society.



Executive Summary

This "Emergence" report is an effort to document our evolving vision, efforts, impact, and plans for holistic, value-based education at AKGEC. We envision our graduates as individuals who are not only technically proficient but also guided by a strong ethical foundation. We want our students to be prepared to navigate through life responsibly, balancing professional expertise with ethical decision-making, fostering meaningful relationships, and demonstrating social accountability. Rooted in aspirations like happiness, prosperity, and harmonious coexistence, our graduates should contribute meaningfully to their families, professions, and society. At the same time, we want our institution to have a harmonious, ethical, and value-driven environment for everyone—students, teachers, and staff alike.

We have made efforts to take a holistic approach to education, focusing on empowering students, faculty, and staff while contributing to societal well-being. We have developed a robust framework to integrate Universal Human Values (UHV) into our educational ecosystem. This initiative is led by our Value Education (VE) Cell and is supported wholeheartedly by the leadership, including the Director General, Directors, Heads of Departments, and senior faculty. This commitment ensures a supportive ethical, and value-driven culture throughout our institution. This environment has enabled us to make more focused efforts for spreading human values.

Our framework includes:

- **Leadership Development Programs (LDPs):** Leaders significantly influence policies, culture, and the overall learning atmosphere at our institution. Therefore, we have tried to prepare leaders with a holistic worldview who prioritise coexistence, harmony, and ethical decision-making through our LDPs. These programs have yielded value-centric policies, such as mandatory UHV-II certification for faculty, incentives on attending higher level UHV FDPs, extended timing for reflective learning lectures, one and half hour weekly meetings with faculty members teaching UHV courses, departmental UHV seminars and two-hour UHV follow-up sessions for leaders once in a month.
- **Faculty Preparation:** Through preparatory sessions, weekly meetings, and departmental UHV seminars, we empower faculty to effectively deliver and embody UHV principles. Centralized resources and expert guest lectures further enrich this process.
- **Student Development Program:** UHV courses, from first year to final year, guide students through self-exploration and reflection. In addition to the courses, workshops on personal and social skills and activities conducted by UNAI and Nature clubs nurture accountability and holistic growth.
- **Staff Development Program:** Integrating UHV into staff development fosters a cohesive culture where every individual feels appreciated and aligned with the institution's overarching mission. As staff embody UHV principles, they contribute significantly to cultivating a nurturing academic environment, reaffirming the institution's dedication to holistic education.

Our efforts have yielded transformative outcomes across stakeholders:

- **Institutional Culture:** Our leaders, faculty members and staff note improved collaboration, empathy, and harmony across the organisation.
- **Faculty:** They experience a deeper understanding of values, enabling impactful teaching and stronger connections with students.
- **Students:** They report enhanced clarity in aspirations, improved decision-making, and stronger interpersonal relationships.
- **Community Impact:** External groups like CBI Academy, Dasna Jail etc., where UHV sessions were conducted, demonstrate measurable behavioral changes, underscoring the broad influence of our initiatives.

As a Regional Nodal Centre, we extend our vision by mentoring and supporting other institutions in implementing UHV principles. We actively conduct workshops and programs for diverse groups, including school communities, rural youth, faculty families, jail inmates and government trainees like CBI, Directorate General Resettlement (DGR), Ministry of Defence, and IITD alumni, showcasing the universal applicability of our approach.

With unwavering support from our top leadership, we are committed to fostering a values-driven academic and societal environment, contributing to a just, equitable, and harmonious world. Our nodal centre is a crucial step in realising this larger vision, enabling us to scale mentorship networks, develop resources, and guide diverse institutions nationwide. We hope that our framework and achievements will motivate you to integrate values into your organisational framework.

Our immediate priorities include enhancing collaborations with national bodies like AICTE, AKTU, and CBSE, refining UHV content, expanding training programs and starting research into holistic development and technologies.

Together, we can contribute to a society that is not just skilled but also humane, ethical, and socially responsible. We invite individuals and educational institutions to join us in this transformative journey.

Introduction

The Emergence 2.0 report chronicles how our institution has embraced Universal Human Values (UHV) to cultivate a caring, ethical, and value-driven environment for students, faculty, and staff. At the heart of these efforts lies the Value Education (VE) Cell, which has been instrumental in developing leaders, faculty members, and students who exemplify strong ethical values.

This report provides a comprehensive overview of the initiatives we've undertaken to integrate UHV into education. It highlights how programs like Faculty Development Programs (FDPs) and various value-based courses have fostered empathy, ethical behavior, and a profound sense of responsibility among all participants, extending beyond the campus to impact the broader community.

Our journey began under the visionary leadership of Dr. R.K. Agarwal, Director General and Chairperson of the VE Cell. Recognising that technical skills alone are insufficient to address future challenges, Dr. Agarwal spearheaded efforts to foster a holistic educational approach. This approach prepares students not only with professional skills but also for their roles in family, society, and nature.

A pivotal milestone occurred in 2009 when AKTU (formerly UPTU) introduced the mandatory course Human Values & Professional Ethics across all branches. This initiative laid the foundation for embedding UHV into the educational framework. Following a transformative UHV conference for affiliated institutions, the Value Education Cell at AKTU was established. This move encouraged affiliated colleges to set up their own VE Cells, aiming to systematize value education and support personal transformation, ultimately contributing to a more humane society.

At our institution, the VE Cell quickly became a vibrant hub for fostering human values. With consistent support from university policies, the Cell organized FDPs, workshops, and initiatives involving students, faculty, and staff. These efforts gained significant recognition, culminating in the designation of our institution as a Regional Nodal Center in June 2019. This milestone expanded the Cell's reach, enabling faculty members to become resource persons and actively promote value education across surrounding institutions.

Today, the VE Cell stands as a nationally recognised entity, with seven faculty members recognised as national resource persons for their contributions at both institutional and national levels, guided by the following vision and mission, the Cell continues to lead impactful initiatives:



VISION

To become an International Resource Centre dedicated to spreading the ethos of value education, fostering individual and societal transformation towards achieving a just and equitable society.

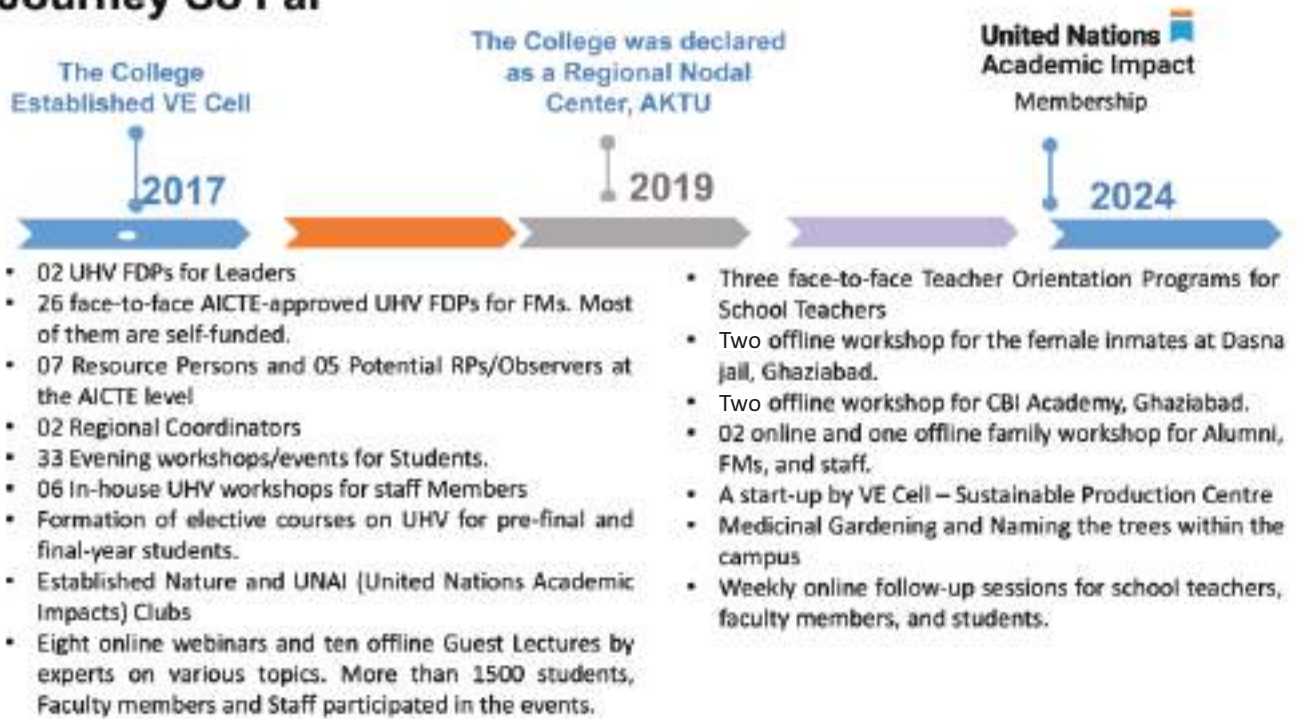
MISSION

The mission of the Value Education Cell is to foster an environment that promotes value education and value-based living within the college community. It aims to inspire research into holistic designs, models, systems, and technologies that support these values. Additionally, the cell is committed to assisting in the development of value-based policies, ensuring that the principles of ethical and responsible living are embedded in the institutional framework and practices.

The achievements of the VE Cell from 2017 to 2020 are detailed in the first Emergence report, available on the college website. This latest report continues the legacy, capturing the transformative initiatives and milestones achieved between 2021 and 2024. It is both a testament to our progress and a roadmap for future endeavours.

The diagram below shows a comprehensive presentation of all the activities organised by VE cell during 2017-2024.

Journey So Far



We hope this report not only showcases our achievements but also inspires other institutions to integrate values into their educational practices. This journey has been a collective effort, and we extend our heartfelt gratitude to everyone involved. Together, we look forward to advancing our commitment to holistic education through Universal Human Values.



Reinforcing Values in Leaders

Leadership Development Program

Academic institutions play a vital role in shaping society because these are the places where students spend many of their important, formative years. The policies, culture, and overall environment of these institutions greatly influence how students see the world. As these students grow, they will become future leaders in their families, workplaces, and communities. That's why it's crucial for the leaders of these institutions to have a broad and balanced view of life, one that values coexistence, harmony, and healthy relationships.

Understanding this need, the Value Education (VE) Cell runs Leadership Development Programs to help institutional leaders develop the perspectives needed to create an environment that supports basic human values and fosters a sense of purpose. Leaders with this holistic worldview are better equipped to make decisions, set policies, and create a positive culture that not only benefits the institution but also helps shape students into caring and value-driven future leaders.

The Leadership Development Program, guided by Universal Human Values (UHV), has had a significant impact on institutional leaders, prompting them to make key decisions that promote a value-based environment. Some of the major steps taken to create this positive ripple effect within and beyond the college includes:

Mandatory UHV-II FDP: All faculty members are required to complete at least one UHV-II Faculty Development Program (FDP) before their probation period ends, ensuring that they are well-prepared to teach values-based content and ready to facilitate the value-based environment.

Extended Lecture Time: The timetable has been adjusted to allow two consecutive lectures in the first half of the day, giving ample time for students and faculty to explore and absorb UHV content, which is known for its transformative nature and reflective teaching style.

Weekly Meetings for UHV Faculty: Faculty members teaching UHV to 2nd and 3rd-year students have dedicated weekly meetings lasting one hour and thirty minutes. These meetings are built into their schedule to ensure effective delivery of the UHV course content.

In-depth Discussions with Inclined FMs: Faculty members who have completed higher-level UHV FDPs (UHV-III and UHV-IV) participate in weekly in-depth discussions on UHV topics, deepening their understanding and ability to teach these concepts. These meetings are built into their routine schedule.

Departmental UHV Seminars: Each department holds a one-hour UHV seminar in the presence of the Head of the Department (HoD), allowing faculty members to engage in value-based discussions and share insights.

Incentive Policies: The college offers incentives to faculty members who attend higher-level UHV workshops. Those who participate in higher-level FDP receive Rs 10,000/—as an incentive.

UHV seminar for Leaders: As per college policy, a two-hour monthly seminar is conducted for Directors, Deans and HoDs in the presence of the Director General.

These actions help ensure that everyone, from institutional leaders to students, is deeply engaged with value-based content, effectively integrating it into the academic environment at all levels. This approach not only enriches the college community but also creates a lasting impact that extends beyond the campus.



Eight-Day UHV Refresher Workshop for the Leaders



Two-Hour Monthly UHV Follow-Up Session for the Leaders



Reinforcing Values in Faculty Members

Faculty Development Programs

Faculty members play a crucial role in shaping the academic and ethical environment of educational institutions. As the primary influencers of students during their formative years, the values, perspectives, and behaviour of faculty members have a significant impact on how students see the world and understand their roles within it. Therefore, it's essential that FMs focus not only on academic excellence but also on setting an example through their conduct that promotes holistic growth, including mental, ethical, and social development.

To support this goal, college policy requires all faculty members to complete the UHV-II Faculty Development Program (FDP). These programs aim to start a journey of self-exploration and self-reflection for the FMs. Many faculty members find that after attending these workshops, they become more reflective in their thinking. To further support faculty in this process, the college encourages those who are interested to attend higher-level UHV FDPs (like UHV-III, UHV-IV, etc.), which deepen their understanding and engagement.

Faculty members who attend these programs often experience personal transformations, which help them foster a similar process of self-exploration in their students. This approach not only supports students' academic and professional growth but also nurtures them to become compassionate individuals who can make meaningful contributions to society.

Several positive changes are commonly seen in faculty members who are engaged with UHV content or teach UHV courses:

- **Improved Emotional Well-being and Self-reflection:** Many faculty members report feeling better emotionally, becoming more reflective, and improving their classroom management and counselling skills after attending the FDPs.
- **Shift to a Student-centered Approach:** Faculty members often experience a personal shift from a strict, authoritarian teaching style to a more empathetic, student-focused approach.
- **Stronger Relationships with Students:** FMs now prioritise building meaningful connections with students, understanding their challenges, and creating a supportive learning environment.
- **Holistic Teaching Methods:** Faculty members integrate values-based education with their technical teaching, addressing both the academic and emotional needs of students.
- **Better Work-life Balance and Collegial Relationships:** Many faculty members report improved work-life balance and better relationships with their colleagues.

Through these positive changes, faculty members who engage with UHV are essential to the college's vision and mission of shaping future leaders with a strong ethical foundation. Faculty Members involved in UHV activities play a vital role in fulfilling the cell's mission of nurturing ethically grounded future leaders. Their growth and transformation not only benefit themselves but also create a nurturing environment that inspires students to grow into responsible and compassionate individuals.



Eight-Day FDPs on Universal Human Values for Faculty Members

Approaches to Strengthen UHV Teaching Outcomes

Simply offering UHV FDPs for faculty and running courses for students isn't enough to create a truly transformative academic environment. To make values a real part of everyday life at the institution, we need to go beyond the basics and adopt new, proactive approaches. The VE Cell uses several creative strategies to build a value-rich environment, moving beyond traditional teaching methods. These innovative approaches help create a culture where values aren't just taught but actively lived and experienced, making them a natural part of the learning atmosphere for everyone involved.

Preparation of FMs to Conduct Student Induction Program

The VE Cell organizes a one-week preparatory session for faculty members (FMs) responsible for teaching the UHV module during the Student Induction Program (SIP). Faculty members who have shown a strong interest in UHV content and have completed at least the UHV-II FDP are selected for this program. These sessions, led by VE Cell members, provide an in-depth understanding of the topics to be taught, ensure consistent delivery of content, and include discussions on frequently asked questions and their answers. This preparation helps FMs to be well-equipped for their teaching role in the SIP.

Consecutive Lectures - Creating Space for Reflective UHV Learning

The UHV teaching method is all about exploration and engagement. Instead of just lecturing, FMs present proposals and encourage students to explore and reflect on these proposals. This approach creates a lively, two-way conversation between students and teachers, making learning more interactive and meaningful. Since UHV is a subject that deeply impacts students, it invites them to look within themselves and consider the values and principles being discussed.

To support this kind of learning, the college schedules two back-to-back lectures, giving students the time to fully engage in self-exploration. This extra time helps students better understand the teachings, reflect on them, and connect what they learn to their own lives. The longer sessions are designed to match the reflective nature of UHV, allowing students to absorb the ideas and relate them to their daily experiences and future goals.

By combining interactive discussions with enough time for reflection, this teaching method ensures that students don't just understand the values on a surface level—they truly experience and internalize them. This approach helps students make these values a part of who they are, guiding their actions and decisions in both their personal and professional lives, long after they leave the classroom.

Testimonials

"Having two consecutive lectures in the morning minimizes the time spent on taking attendance. Additionally, it reduces the time needed for a quick review of previously covered topics by half compared to four separate lectures. Beyond these time-saving advantages, two consecutive lectures enhance two-way communication with students, as a 100-minute slot allows for more effective content planning. This extended period also fosters a personal connection with students and encourages in-depth exploratory discussions."

– **Dr. Jitender Chhabra**, Associate Professor, Department of Electronics and Communication Engineering.



"Having two continuous lectures for UHVPE offers several advantages over separate ones: It allows for deeper engagement and sustained focus, minimizing disruptions and administrative tasks. This setup enhances two-way communication, enabling more personalized feedback and in-depth exploration of topics. Additionally, it fosters stronger personal connections between teachers and students, and provides flexibility in content delivery."

– **Mrs Ankita Sharma**, Assistant Professor, Department of Electronics and Communication Engineering.



Consistent Faculty Collaboration: Weekly Meetings to Ensure In-depth Exploration in Faculty Members

Ongoing development and deeper exploration for faculty members are key to delivering UHV in a truly transformative way. To support this, faculty members teaching UHV courses have a dedicated 1 hour and 30-minute slot each week set aside for collaborative meetings. These meetings are designed to help FMs deepen their understanding of the topics they will be teaching and to support their own self-exploration journey. The sessions provide a valuable space for discussing classroom challenges, answering common student questions, and clarifying complex ideas, ensuring that faculty members feel prepared and confident in guiding their students.

In addition to these regular meetings, there is another weekly session specifically for selected faculty members who have completed advanced UHV training and are passionate about value-based education. These meetings help further enhance their self-exploration and support them in integrating UHV principles more deeply into their teaching. This focused approach not only strengthens their grasp of UHV content but also refines their teaching style, ensuring that their delivery of UHV is consistent, impactful, and true to the core values of the program.

Faculty members involved in these weekly sessions have reported a positive impact on their teaching. They feel more prepared to handle student questions and have noticed an improvement in how they deliver their lectures. The meetings also promote strong teamwork and collaboration among colleagues, enhancing coordination and mutual understanding. As a result, these faculty members naturally become torchbearers of values within their departments.

They also find themselves better equipped to counsel students holistically and have noticed stronger relationships with their students. Many faculty members have observed that they are less prone to anger and reactive behavior in the classroom, which has not only enhanced their ability to teach UHV but also improved their effectiveness in teaching technical subjects. Faculty members teaching UHV have found that their students show them greater respect and acceptance, even in technical courses, highlighting the wider impact of UHV training and weekly meetings on their overall teaching approach.

Testimonials

"The weekly meetings help me become more self-aware, giving me time to reflect on my thoughts and understand the gap between who I am and who I want to become. I feel thankful for this opportunity to explore myself in such a supportive environment at the college. These sessions not only help me reflect but also inspire me to engage more deeply with the proposals in Universal Human Values. This dedicated time really motivates me to keep improving."

– **Dr. Parul Verma**, Assistant Professor, Department of Applied Science



"The duration of this weekly meeting is purely 'me' time. I'm able to delve deep within and investigate my true Self. Feel lighter with the evaluation of my beliefs and deep rooted Sanskars. I'm able to relate to my participation with others and rest of nature in a better way. It doesn't let me get stuck with situations. Rather, the solution-centric approach leads to fulfilling solutions."

– **Dr. Manishi Mishra**, Assistant Professor, Department of Applied Science.



"The weekly meetings have kept me in touch with the content, which has been immensely helpful. As a result, I have started an internal dialogue with myself. This internal dialogue has greatly helped me control my anger. Now, I pause, think with some depth, and make decisions based on my natural acceptance."

– **Mr. Santosh Kumar Mishra**, Assistant Professor, Department of Information Technology.



Unified Learning Resources: Centralised UHV Study Material

To maintain the quality and consistency of UHV teaching across the institution, a centralized approach to learning resources has been put in place. Faculty members are provided with standardized materials, including study guides, question papers, PowerPoint presentations, and video lectures. This ensures that all students, no matter their class or instructor, receive the same high-quality learning experience.

By providing faculty with these consistent resources, the institution makes teaching easier and more streamlined while reinforcing the core principles of UHV. This approach helps create a unified learning environment where both FMs and students are better supported in achieving the desired outcomes of the UHV program.

Focused UHV Seminars: Departmental Engagement for Deeper Learning

To support a unified vision, each department holds monthly UHV seminars led by their Heads of Departments (HoDs) to boost engagement with value-based learning. These seminars offer a lively space for faculty members to dive deeper into value-based topics, exploring them from different angles through open discussions that cross traditional subject boundaries. By taking learning beyond the classroom, these seminars encourage active participation, helping both students and FMs gain a richer understanding of universal human values and inspiring them to apply these principles in their everyday lives.

When combined with regular classroom teaching, these departmental seminars create a well-rounded educational environment where UHV principles are not just taught but also lived. This approach helps build a culture of empathy, integrity, and well-being, connecting what is learned in theory with real-world practice. The aim is to create a connected vision that links students and departments, making the journey of self-exploration a continuous and essential part of the academic experience.



Department-Level UHV Monthly Seminar

By regularly engaging with value-based principles, these seminars emphasize the importance of value education as a core part of life, highlighting its everyday relevance and encouraging personal and community growth. This ongoing interaction with UHV helps embed these values deeply within the academic community, fostering a shared sense of purpose and development among students and FMs alike.

Testimonials

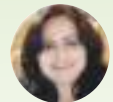
"The UHV seminar conducted by the department helps faculty members understand the significance of Universal Human Values (UHV) content. It also inspires them to participate in UHV workshops, which in turn prepare them to effectively teach these values. For those who have already completed UHV workshops, the seminar serves as a valuable refresher, reinforcing the importance of integrating the content into everyday life. Regularly revisiting and refreshing UHV content is essential for equipping faculty to live by these principles in their own lives."

– **Dr. Shashank Sahu**, Professor, Department of Computer Science and Engineering



"Attending the UHV seminar has been incredibly beneficial for our department. It has fostered a sense of empathy, understanding, and inclusivity among the faculty, creating a more respectful and tolerant atmosphere. I've noticed how it promotes collaboration, helping to resolve conflicts and improve teamwork within the department. This environment of support and cooperation has even contributed to better retention rates. The emphasis on human values serves as a strong reminder that when we embody these principles, it not only enhances our personal and professional growth but also helps us reach our full potential."

– **Dr. Ayushi Prakash**, Professor, Department of Computer Science and Engineering



"In our department, UHV seminars are organized every month, creating a space for meaningful discussions that promote ethical practices, harmonious relationships, and holistic development. These seminars not only help revise and strengthen our understanding of UHV principles but also encourage us to apply these values in real-life situations and within our departmental collaborations."

– **Dr. Anupama Sharma**, Professor, Department of Information Technology



Department-Level UHV Monthly Seminars

Guest Lectures to Deepen Understanding of UHV Concepts

To deepen the impact of Universal Human Values (UHV) learning, guest lectures are thoughtfully included after each unit of UHV courses. These sessions, organized by the VE Cell, feature national-level experts who bring in fresh insights and real-world experiences that enhance the UHV content depth.

Guest lectures act as a valuable extension of classroom learning, helping students connect what they learn in theory with practical applications. By engaging with these experts, students are exposed to different viewpoints and personal experiences that deepen their understanding of UHV principles. This approach not only reinforces classroom teachings but also inspires students to think about how they can apply these values in their own personal and professional lives.

These guest speakers create an interactive and engaging learning environment where students can ask questions, seek clarification, and explore ideas beyond the regular syllabus. This active participation helps students grasp the teachings more fully, ensuring that UHV principles are not just learned but truly understood and valued. By linking academic content with real-world application, guest lectures make UHV education more dynamic and impactful, supporting the overall development of students and highlighting the importance of values in everyday life.



Guest Lectures for Students by VE Cell

Empowering Staff



Three-Day Staff Development Program on UHV

Staff members play a crucial role in shaping the academic environment because they frequently interact with students and influence their everyday experiences. To make the most of this influence, it's important to bring Universal Human Values (UHV) into the professional development of staff, ensuring that their interactions reflect the values of empathy, integrity, and overall well-being. To support this, the VE Cell organizes self-funded, AICTE-approved Staff Development Programs (SDPs) specifically designed for college staff. All the staff members of the college have participated in these programs.

These staff development programs focus on boosting self-awareness, improving communication, and promoting teamwork—all through the lens of UHV. Through workshops, UHV sessions, and interactive activities, staff members are encouraged to engage in self-exploration and reflection, leading to personal growth that positively impacts their professional roles. By integrating UHV principles into staff development, staff members are not just trained to do their jobs efficiently, but also to embody the values that define the heart of the institution.

Bringing UHV into staff development helps create a unified culture where everyone feels valued and connected to the institution's larger mission. As staff grow in line with UHV values, they play a key role in fostering a supportive academic environment, reinforcing the institution's commitment to holistic education.

Testimonials

"Attending the three-day UHV workshop was a truly enriching experience. It enhanced my awareness of the importance of positive thinking and helped me focus on the true priorities of life rather than getting caught up in materialistic pursuits. I learned the value of maintaining a balanced approach to life, which has positively impacted my perspective."

– **Nirmal Joshi**, Training and Placement Officer, AKGEC, Ghaziabad.



"In the first UHV workshop, I encountered proposals like 'Human being is a coexistence of self and body' and 'self-exploration,' but I struggled to grasp their meaning at the time. However, after attending the second workshop, I finally understood these concepts. As a result, I've noticed a significant reduction in my anger and anxiety, and my relationships with my family have improved. Through self-exploration, my awareness of my thoughts has increased, which has had a positive impact on my overall well-being."

– **Mr. Rajesh**, Lab Assistant, Department of Applied Science and Humanity.



Shaping Responsible Individuals

Students are the heart of any academic institution, and their growth is key to shaping the future of society. As the next generation leaders, decision-makers, and contributors in their families, workplaces, and communities, it is important that students not only excel in academics but also grow as well-rounded individuals. Recognizing the importance of this balanced development, Universal Human Values (UHV) courses and workshops play a crucial role in helping students become compassionate, responsible, and value-driven individuals.

UHV courses help students explore fundamental human aspirations like happiness, prosperity, and long-term well-being. Through self-exploration and reflection, students are encouraged to think deeply about their role in society and their relationships with others. The college offers UHV courses throughout the four years of study to ensure a holistic understanding in continuity.

Curricular Efforts

The college provides a range of UHV courses, beginning with the mandatory AICTE programs and extending throughout the students' academic journey. This approach consistently emphasises value-based education, seamlessly integrated across their entire graduate program. Following are the details of various course curricula:

- **UHV-I** is a key part of the mandatory AICTE Student Induction Program (SIP), helping all engineering students start their academic journey with an introduction to human values.
- **UHV-II** is a 3-credit course on "Understanding Human Values and Professional Ethics," which introduces students to the basic concepts of Universal Human Values and ethics early in their academic careers.
- As students progress, UHV courses continue as Open Electives in the 3rd and 4th years. In the third year, students can take **UHV-III, "Understanding Human Being, Nature, and Existence Comprehensively,"** which helps them see the connections between human life, nature, and existence, encouraging a deeper sense of responsibility and self-awareness.
- In the final year, students can take **UHV-IV, "Vision for a Humane Society,"** which helps them not only imagine a fair and just world but also provides a roadmap for making that vision a reality.
- There is also an elective on "**Human Values in Madhyastha Darshan, Jain Darshan, and Vedic Darshan,**" which explores the philosophical aspects of human values and the importance of living in harmony with all beings.

By including UHV courses in the academic curriculum, the Value Education (VE) Cell ensures that students get a well-rounded education that combines professional skills with a strong ethical foundation, preparing them to be responsible and caring individuals. Faculty members who are passionate about UHV and have experienced personal growth through the process are chosen to teach these courses to ensure impactful and heartfelt delivery.

These courses emphasise the importance of coexistence, harmony, and active participation at every level—individual, family, society, and nature. By integrating these values into their everyday lives, students build a strong ethical foundation that guides their actions and decisions.

Students who engage sincerely with these courses often experience profound changes in themselves:

- **Clarity in Aspirations:** Students report that they now clearly understand their basic aspirations and know the right way to achieve them holistically.
- **Increased Self-awareness:** Many students share that they are more aware of their thoughts and feelings.
- **Vision for a Humane Society:** Students say that they have developed a clear vision for a more humane society and can now evaluate their future goals in light of these values.
- **Professional Benefits:** Alumni have also shared that the teachings from UHV courses have helped them navigate through their professional lives.

Through these experiences, students are not only prepared for their careers but are also equipped with the values and ethics needed to make meaningful contributions to society.

Co-curricular and Extra-curricular Efforts

To promote a value-based environment beyond the classroom, the VE Cell offers various extended programs that help students deepen their understanding of values through hands-on and reflective learning. These programs are designed to focus on personal growth, building better relationships, and understanding social responsibility, giving students practical tools to navigate life with a values-driven approach.

By participating in these workshops and activities, students get to explore the principles of coexistence in real-world situations, making their learning more meaningful. This approach not only enriches their educational experience but also supports their overall development, helping them grow into holistic individuals who carry these values with them in everyday life.

A Thirty-six-hour Course on Consciousness Engineering

The Consciousness Engineering course is not about learning new content; it's an experience that focuses on self-exploration. In this course, participants engage deeply with themselves, helping them unlock their inner potential. The process emphasizes a state of pure observer (Drishta, Sakshi Bhav), which enhances self-awareness, reduces distractions, and improves concentration.

A 36-Hour Course for Students on
Consciousness Engineering





A 36-Hour Course for Students on Consciousness Engineering

Through this hands-on approach, participants learn how to clear their minds of unwanted thoughts, save time, and gain mental clarity. The workshop also helps resolve conflicting desires, giving individuals a clearer understanding of their life goals and a sense of purposeful living. It encourages the development of humane wisdom, allowing participants to see their studies and life from a broader perspective. Ultimately, it helps align their actions with deeper values and personal insights, making life more meaningful and fulfilling.

Testimonials

“Earlier, if someone misbehaved with me or scolded me, I used to get hurt and feel bad for so many days, thinking again and again of the same thing and creating a storm of negative thoughts in my mind. But now I think of the intention behind their scolding, and I feel blessed to have elders and people around me who scold me because they care for me and love me. I can identify the reason behind their scolding, and I feel more loved and cheerful every day.”

— **Nehal Jain**, CSE, 2nd year



“I used to get irritated over small matters and say harsh words to my roommates, which made our relationship and environment toxic. Now, my anger is going down because I understand the suffering that I experience is caused by holding onto negative thoughts. When I observe a situation without getting caught up in it, I feel more at ease.”

— **Aditya Paswan**, CSE, 2nd year



“Previously, I got random thoughts in my mind and I get indulged in them. Generally, when I indulge, I react on them. This made me unhappy without any reason. But with the workshop I have understood potential to observe my thought and now I am able to think without any reaction in my mind.”

— **Vandit Mishra**, ECE, 3rd year



A workshop on Understanding Relationships through Self-Exploration

This five-day workshop, held for 2 hours each day, is designed to help students explore and understand the essence of unconditional relationships built on true feelings like trust, respect, and care. Through self-exploration, the workshop helps participants identify and resolve issues in their relationships, offering practical insights into building healthy and meaningful connections.

Many students who have attended the workshop report significant improvements in their relationships with family members and colleagues, experiencing greater harmony and understanding in their interactions. This engaging process empowers students to create and maintain fulfilling relationships, enhancing their overall well-being and sense of connection with others.



10-Hour Workshop on Understanding Relationships for Students

Testimonials

"Before taking this course, whenever my mother used to tell me that I always use my mobile, I would suddenly feel a reaction of anger. However, after the workshop, I can understand the intention behind her words and now I feel gratitude for her concern for me."

–Pranjul Shukla, MCA 1st year



"I was not aware of the real meaning of the feelings like trust, respect, etc. I made my definition based on the preconditioning, but now I am able to understand its real meaning and most of the time I am able to fulfil it."

–Kaushtubh Singh, ECE, 3rd year



"I was suffering from many family issues like misunderstanding, ignorance, etc. but I used to try to solve it through materialistic things. I was not aware of the root cause of the problems. Now, I am aware that most of the issues are because of misunderstanding of feelings."

–Tushar, CSE, 2nd year



A workshop on Mutually Fulfilling Communication

This five-day workshop, held for 2 hours each day, is designed to help students develop skills for a better and more fulfilling communication. Through interactive sessions, the workshop teaches students how to understand the feelings and viewpoints of others while also expressing their own emotions clearly and respectfully.

By building empathy and improving communication skills, students learn to have meaningful and respectful conversations that satisfy everyone involved. The workshop provides practical tools to help students handle conversations in ways that build understanding and strengthen their relationships, ensuring communication that is genuine and fulfilling for all.



10-Hour Workshops on Mutually Fulfilling Communication for Students

Drishti – A Video-based Event

Drishti is a video-based event organised by the students of VE Cell. During the event, a short video is shown to the participants, who are then asked to share their thoughts and perspectives. After the discussion, VE Cell students present the video



from a holistic viewpoint. This approach allows participants to observe the shift in perspectives, encouraging them to adopt a more holistic way of thinking.

Testimonials

"Now I can see a difference between feelings and thoughts. Now, I find myself communicating feelings to others and also able to sense other's feelings. Before the workshop, I always try to impose my thoughts on others."



Vaishnavi Mishra,
CE, 3rd year

Nature Club

Nurturing Skills and Values Beyond the Classroom

The Nature Club at AKGEC, run by the VE Cell, is dedicated to raising environmental awareness and promoting sustainable practices among students. One of its popular activities is installing informational boards under campus trees, highlighting their benefits and important properties. This simple initiative has been well-received, with many students expressing a newfound appreciation for the knowledge about trees that they had previously overlooked. By sharing this information, the Nature Club hopes to inspire students to value nature more and adopt greener habits.



Another great project by the Nature Club is the creation of a medicinal and herbal garden on campus. This garden features a variety of useful herbs and serves as a hands-on learning tool, teaching students about the importance of medicinal plants in everyday life. The garden has quickly become a favorite spot on campus, sparking interest in the healing power of herbs and encouraging students to connect more deeply with nature. These efforts align with the club's mission to promote environmental responsibility and share traditional knowledge about herbal medicine, highlighting the vital role plants play in our health and well-being. Through these hands-on activities, the Nature Club inspires students to explore, appreciate, and protect the natural world, preparing them to be future leaders in environmental conservation.



Nakshtra Trees in the Faith Centre



Medicinal Gardening near CS/IT Block

Shram Daan

Shram Daan is an activity that gives students a chance to connect with nature by working with the land and planting trees. Through this commitment, students learn accountability and the importance of looking after the environment, reinforcing their bond with nature. Shram Daan help students develop a deeper appreciation for nature, teaching them responsibility and the lifelong values of care and dedication to the world around them.



Shram Daan by Students and Faculty Members

Samridhi Pravaah

Over the past two centuries, we've seen incredible progress thanks to scientific and technological advancements. However, this growth has also put a huge strain on the Earth's resources, and our modern lifestyles are taking a toll on the environment. Now more than ever, it's important to use natural resources wisely, focusing on sustainability and recycling.

In response, the VE Cell at AKGEC has launched an initiative called 'Samridhi Pravaah,' which aims to reduce environmental impact and foster a sense of sharing within the AKGEC community. The initiative follows the 3R principle: Recognize, Right Utilize, and Recycle, promoting the protection of our planet.

Samridhi Pravaah encourages members of the AKGEC family to share their extra articles, like electronics, stationery, clothing, or any usable goods in good condition, with others in the community. By redistributing these items instead of throwing them away, we can reduce waste and ease the pressure on natural resources. This activity supports a circular economy, where resources are reused instead of discarded, promoting a more sustainable and eco-friendly way of living.



Samridhi Pravaah:
Sharing Resources
with Others

Vasudha (International Earth Day)

Due to busy lives and tight schedules in technical education, many of us often ignore Nature and its importance in daily and long-term life. It is believed that awareness about the present status of the environment has become very important in view of the precarious situation due to pollution, deforestation, Global Warming, Ozone layer depletion, etc.

Nature Club is committed not only to spreading awareness, as mentioned above but also to motivating students to find solutions to the above problems and live sustainably while ensuring complementarity with nature around us.

Nature Club celebrates International Earth Day each year, where we invite people who have contributed their lives towards the environment, like Greenman of India (Shri Vijaypal Bhagel), Nestman of India (Shri Rakesh Khatri), etc. Students are also encouraged to give ideas, presentations, and technical projects to address the most prevalent environmental issues.



Celebrating International Earth Day with the Nestman and Greenman of India

Sustainability Club

Aligned with our commitment to the United Nations Academic Impact (UNAI) goals, the VE Cell has also launched the “**Future Forward: Sustainability Club.**” This club is more than just an extracurricular activity—it’s a dynamic platform that engages students in meaningful discussions, hands-on projects, and impactful initiatives focused on sustainability.

The Sustainability Club provides students with opportunities to deepen their understanding and build practical skills in areas like climate change, renewable energy, environmental justice, and waste reduction. Through teamwork and collective action, the club empowers students to contribute to building a greener and more sustainable future, equipping them to make a positive impact on the world for generations to come.



Responsible Consumption: One of the club's key initiatives is to promote responsible water consumption, which conserves a precious resource and contributes to the Sustainable Development Goals (SDGs) we are all working towards. To support this, the club provides steel bottles to the participants of any Faculty Development Program (FDP), workshops, or events lasting more than two days.

By implementing this practice, we are not just making a significant contribution towards meeting Goals 3 (Good Health and Well-Being), 12 (Responsible Consumption and Production), 13 (Climate Action), 14 (Life Below Water), and 15 (Life on Land) of the seventeen SDGs, but also making a tangible impact on the environment. Each step we take in this direction is a step closer to a more sustainable future.



As a proud partner and stakeholder of the UNAI, the UNAI club conducted three events during November and December 2024: an interdepartmental plenary session on 'Our Stand for Gender Equality' to spread mass awareness about Gender Equality, Pradyut' 24 to provide a platform to students to showcase their innovative solutions aligned with the 17 SDGs, and a guest lecture on Sustainable Lifestyle by Mr Nipun Kaushik emphasising the need for practical strategies to balance environmental, social and economic needs.



An Interdepartmental Plenary Session on "Our Stand for Gender Equality"



A Guest Lecture on Sustainable Lifestyle

Insights from visionary leaders

The VE Cell organises guest lectures with inspiring leaders and well known figures like BK Sangeeta Didi from Braham Kumaris, The Greenman of India etc. These sessions give students a special chance to learn directly from experts who have made a real difference in their fields.

Through these engaging talks, students gain valuable insights into how value-driven leadership, caring for the environment, and living a meaningful, sustainable life work in the real world. These interactions motivate students to think beyond the usual, encouraging them to adopt innovative approaches and grow into future leaders dedicated to positively impacting society.



UTSAV

UTSAV - A celebration of efforts made towards excellence

On 14th June 2022, the Value Education (VE) Cell organised UTSAV, a celebratory event to recognise and honour faculty members, students, and alumni's voluntary contributions to value-based activities in and around the campus.

The event saw the Chairperson of the VE Cell, Director General Dr. R. K. Agarwal, felicitate eight faculty members, six students, and seven alumni with appreciation letters and certificates in acknowledgment of their impactful contributions.

During the program, faculty members and students shared heartfelt accounts of how UHV Faculty Development Programs (FDPs) and various activities have positively transformed their personal and professional lives. Alumni also reflected on the enduring influence of the VE Cell's teachings, highlighting how these principles have fostered teamwork and enabled them to work and live harmoniously.

The event witnessed the enthusiastic participation of Director, Deans, Heads of Departments (HoDs), and Section In-charges. The feedback shared by the alumni resonated deeply with the attendees and was widely appreciated for its authenticity and relevance.

Deans, HoDs, and Directors shared their insightful remarks during the event, offering words of encouragement that deeply resonated with the faculty members and students. Their positive reflections highlighted the significance of value-based education and reinforced the importance of such initiatives. These remarks were a strong motivation, inspiring the participants to continue their commitment to fostering a harmonious and value-driven campus environment.

Testimonial



'UTSAV', organized by VE Cell, was a unique programme and a very insightful experience. It was a good idea to honour and appreciate faculty members & students for their contribution towards the growth of VE Cell as well as for their own value based living.

The candid sharing by faculty and students/alumni about the transformational changes towards improved efficiency, peace and harmony clearly brought out the effectiveness of the efforts by the VE Cell as well as became a source of inspiration for participants.

The numerous initiatives and unrelenting efforts by the VE Cell towards promoting value education and creation of a conducive eco-system for living with definite human conduct are truly commendable.

Best wishes to all members of VE Cell and the participants for peace, harmony and happiness in their lives.



-Dr. R. K. Agarwal,
Director General, AKGEC

AKGEC as a Regional Nodal Centre

Ajay Kumar Garg Engineering College (AKGEC) plays an important role as a regional center, spreading Universal Human Values (UHV) through workshops for different groups, including faculty families, schools, government trainees, and rural youth.

UHV Workshops for Families of Faculty Members

To spread the impact of Universal Human Values (UHV) beyond the classroom, the VE Cell also conducts UHV workshops for the families of faculty members. These workshops aim to connect families with the core principles of UHV, helping them to live these values at home, not just talk about them.

By involving faculty families, the workshops deepen everyone's understanding of key values like empathy, integrity, and well-being, fostering a shared commitment among all family members. This approach strengthens family bonds and reinforces the values that faculty members bring to their work, creating a positive ripple effect that extends from the college to the wider community.

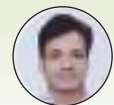


UHV Workshops for Family Members of Faculty Members

Testimonials

“Since the family members attended this workshop, my family environment has become harmonious. Our mutual understanding has increased, and we are able to talk at the feeling level. Now, we discuss feelings like trust, respect, etc. Earlier, I used to get stuck in family issues that affected my working efficiency. But I feel more relaxed in my family and can work more effectively in college.”

– **Surendra Kumar**, Assistant Professor, Department of CSE.



Connecting Schools to Core Values: Building Bridges for Holistic Education

Understanding that schools play a crucial role in shaping young minds, the VE Cell works to connect schools with the core principles of Universal Human Values (UHV) through Teacher Orientation Programs on Vision for Holistic Value-Based Education. These initiatives aim to bridge the gap between traditional education and values-based learning, promoting a more holistic approach by integrating UHV into school curriculums.



Teacher Orientation Programs on Vision for Holistic Value-Based Education

By engaging with teachers, administrators, and students, these programs help create a culture of values in schools, equipping students with the skills and mind set needed for personal and societal growth. This approach turns schools into nurturing spaces where compassionate, responsible, and values-driven individuals can thrive, creating a unified vision of education that goes beyond academics

Teacher Orientation Program at AKGEC

A 3-day (20-22 May 2024) Teachers' Orientation Program (TOP) on "The Vision for Holistic Value-Based Education- Realizing the Aspiration articulated in NEP 2020" was organised by Value Education (VE) Cell of Ajay Kumar Garg Engineering College, Ghaziabad. The TOP, a program of utmost importance, was an extension activity of VE Cell as Regional Nodal Centre. A total of 54 participants, including Principals, Advisors, Academic Coordinators, PGTs, TGTs and Counsellors from 12 schools in Rajasthan, Haryana and Uttar Pradesh, attended the TOP with great enthusiasm and keenness, inspired by the vision of holistic value-based education. The TOP focuses on the role of education in developing human-friendly and nature-friendly mindsets in students through holistic teaching. The sessions include all aspects of human potential, like the mechanism of decision-making, health hygiene, mutually fulfilling interactions, the effort for a just and equitable society, and environmentally responsible conduct, which are aligned with the expectations stated in NEP 2020.



Teacher Orientation Programs for Nearby Schools



Teacher Orientation Programs for Nearby Schools

Impacts of the TOP:

Post-workshop, the counsellors of O P Jindal Modern School, Hisar, reported a noticeable change in their perspectives. They felt more confident and equipped to handle moral and ethical discussions with the students. Furthermore, there was a heightened awareness of the importance of modelling positive behaviours and creating an atmosphere that fosters respect, empathy, and integrity.

The principal of KGDS Saraswati Vidya Mandir Rajnagar desired to conduct an eight-day TOP for all its teachers after the feedback of PGT teachers who attended the three-day TOP.

With the vision to spread the ethos of value education, fostering individual and societal transformation through education to achieve a just and equitable society, Value Education Cell AKGEC Ghaziabad conducted an 8-day (22-29 June 2024) Teacher's Orientation Program for the school teachers of Saraswati Vidya Mandir Rajnagar and Amrapali Global English School, Vasundhara Ghaziabad. As a great success of the last three-day TOP held during 20 – 22 May 2024 as AKGEC, the eight-day TOP requested by the principal of Saraswati Vidya Mandir was well accepted by the Director General Dr R K Agarwal under the extension activity of VE Cell AKGEC. He generously agreed to conduct it on the institute premises with all hospitality for eight days. A total of 41 participants (39 teachers and two family members, all involved in teaching) actively attended the TOP. They interacted on various issues and challenges in education in the light of proposals shared with them in a self-exploratory manner. The participating teachers strongly felt the need for such a holistic education that can help students realise their full human potential to ensure an equitable and just society, as expected in the new National Education Policy.

A few teachers shared their transformative experiences of the program in the presence of the Director General, Dr R K Agarwal, Chairperson, VE Cell AKGEC, along with the chief guests, Ms Deepti Mittal, Director, Saraswati Vidya Mandir Schools and Mr Pankaj Kumar Sharma principal, Saraswati Vidya Mandir, Rajnagar. These experiences were a testament to the program's positive impact, showing that the participants received the contents well and found them urgently needed by their school teachers and students to move towards a just and equitable society. This success story is a beacon of hope, demonstrating the potential for positive change in our education system.

Three-Day Teacher's Orientation Program for Sanatan Dharm School Bharatpur, Rajasthan from 26 – 28 July 2024

Based on feedback from the three-day Teacher Orientation Program (TOP), Dr. S.C. Sharma, the principal of Sanatan Dharm School in Bharatpur, Rajasthan, requested that another three-day TOP be conducted for all the teachers in their school. In response to this request, the VE Cell organized a three-day TOP specifically for their school teachers.

With feedback from the TOP, the principal desired to conduct an eight-day TOP session for their school and nearby school teachers. Now, the VE Cell is planning another eight-day TOP for their staff members.



Three-Day Teacher's Orientation Program at Bharatpur Rajasthan

Testimonials

"The best part of the workshop was the way it was conducted. As school teachers, we thought it would be based on moral values regarding do's and don'ts. But, the workshop was based on self-exploration. We are asked to self-explore and verify the proposals based on Natural Acceptance. The first time, I knew that I had innate faculty in us, and I could verify things on our own rights. I believe this content has enough potential to change student's perspectives. It should be mandatory in every school."

– **Sarita Pundir**, Teacher, Maharishi Dayanand Vidyalaya School, Ghaziabad, Uttar Pradesh

"Universal human values serve as guiding principles that transcend cultural, religious, and geographical boundaries, forming the ethical foundation upon which societies are built. Rooted in the inherent dignity and worth of every individual, these values uphold principles such as compassion, justice, integrity, respect, and empathy. We have understood after the completion of 3-day workshop that UHV, explores the significance of universal human values, their role in fostering a more harmonious and equitable world, and strategies for promoting their adoption across diverse cultures and societies."

– **Team Shri Ram Global School**, Greater Noida West

Rehabilitation Through Values: UHV Workshops for Jail Inmates

The VE Cell at AKGEC organised a 15-day Universal Human Values workshop for female inmates at Dasna Jail, Ghaziabad, led by experienced UHV Resource Persons. Held in two-hour daily sessions, the workshop focused on teaching core values like trust, respect, affection, and love while encouraging empathy and understanding among the inmates.

The program aimed to help participants move beyond their past mistakes, manage their emotions better, and reshape their futures. This approach not only reduced instances of violence but also helped create a more peaceful and positive environment inside the jail. By providing inmates with tools for emotional management and self-awareness, the workshop set a strong foundation for their successful reintegration into society after release.

This initiative inspired inmates to focus on self-improvement and build healthier relationships, enhancing the overall jail atmosphere and contributing to a more compassionate and supportive community. It played a key role in breaking the cycle of imprisonment and making a positive impact on society.

Impacts:

- One participant, Sharda Ji, understood that to reduce crime, the reference of natural acceptance proposed here is an important tool and becoming aware of it is an achievement of this imprisonment.
- Ms. Shilpa expressed that through this workshop, she gained a deeper understanding of herself and came to the realisation that true comprehension requires dedicated effort and the willingness to reframe one's understanding.
- Ms Yogita felt the need to come out of regret for punishment and make the program a fresh beginning with the right understanding.
- Another participant, Ms Mamta, shared that her mistakes were due to preconditioning in her imagination.



UHV Workshop for Female Inmates at Dasna Jail, Ghaziabad

Strengthening Core Values in Trainees of Government Services

UHV workshops for the Trainees of CBI Academy

A three-day workshop on Universal Human Values was conducted from May 23 to 25, 2024, at the CBI Academy in Ghaziabad for CBI trainees. The workshop was attended by 114 trainee officers. Mr. Sandeep Kumar Sharma, SP, CBI, inaugurated the workshop. Two Resource Persons, Dr. Gopal Babu and Dr. Manishi Mishra from Ajay Kumar Garg Engineering College, Ghaziabad, conducted the workshop in two parallel groups of 57 participants each. The participants found the workshop very useful for their personal and professional lives. Mr. Manoj Verma, SP, CBI, was present in the valedictory session, during which a few participants shared their feedback on the workshop. Mr. Verma found the feedback very useful for the candidates. He desired to include the UHV module in their training curriculum.



Three-Day UHV Workshop for CBI Academy Trainee Officers

Impact of the Workshop

VE Cell AKGEC conducted the 2nd workshop on Universal Human Values at CBI Academy for the 29th Batch of sub-inspectors (Trainees) from 31 December to 4 January 25. The workshop took place from December 31, 2024, to January 4, 2025, with a total of 57 participants, including eight female cadets. These trainees, posted across various regions of India, came from diverse backgrounds. Many of the participants expressed that the sessions enhanced their self-awareness and reinforced the importance of internal stability—an essential quality for conducting investigations effectively.

Based on the participants' feedback, the course is regularly offered to the new trainees of CBI Academy. The CBI officials desired to include it as a regular module for all upcoming batches.



Five-Day (First Half Daily) Workshop for CBI Academy Trainees

UHV workshops for the Trainees of DGR

AKGEC Skills Foundation, Instrumentation Automation Surveillance & Communication (IASC) and Sector Skill Council (SSC) jointly conducted a training program for 42 defence personnel nominated by the Directorate General Resettlement under the Ministry of Defence (DGR MoD), Govt. of India in the Industrial Automation Specialist. The training commenced on 27 August 2024 and concluded on 30 November with certificate distribution to the trainees.

The training included complementarity of Value-based Soft Skills (What to Do? - The life Skills) and Automation Skills (How to do?).

VE Cell conducted the sessions on life skills for a holistic perspective of trainees through Self-Exploration. Trainees took a keen interest in the program as they could relate it to their lives and see that Right Understanding and Right Feelings in one's 'Self' is the only solution to their existing life issues. Participants in their feedback desired to remain connected to the programs of VE Cell and attend face-to-face workshops along with their family members.



UHV Workshop for Defence Personnel

UHV Workshop for DDU-GKY Students

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a scheme launched by the Ministry of Rural Development (MoRD). It is part of the National Rural Livelihood Mission (NRLM), which is tasked with the dual objectives of adding diversity to poor rural families' incomes and catering to the career aspirations of rural youth.

DDU-GKY is uniquely focused on rural youth from poor families between the ages of 15 and 35. As part of the Skill India campaign, it plays an instrumental role in supporting the government's social and economic programs, such as the 'Make In India', 'Digital India', 'Smart Cities', 'Start-Up India', and 'Stand-Up India' campaigns.



UHV Workshop for Rural Youth

The college as a Regional Nodal Centre is not only committed to impart technical skills but also life skills through the VE Cell. The college has included the UHV module in its training program.

Following are the feedback of the participants

"I came to know about my swabhav (Natural Acceptance) here, and could easily see that most of my decisions are influenced by dabav and prabhav (Peer Pressure)". **Vikas Kumar**

"Now, I am able to see that my basic aspiration is happiness, but under peer pressure, I started copying others and becoming dependent on them (partantra), which made me unhappy." **Ms. Shalu**

Social and Civic Responsibilities

In conclusion, Ajay Kumar Garg Engineering College (AKGEC) is committed to spreading Universal Human Values (UHV) throughout different parts of society. Through its workshops, the college helps faculty families, school communities, government trainees, and rural youth learn important values like empathy, integrity, and respect.

These programs improve individual lives and strengthen the community by promoting understanding and cooperation among people. By reaching out to various groups, AKGEC plays a key role in encouraging personal growth and highlighting the importance of values in personal and professional life.



Annual Blood Donation Camp (Record 783 Units)



Adarsh Vikas Kendra (Charitable School)

Social and Civic Responsibilities



Adoption of Corporation School



Skill Development Programs for school students

Social and Civic Responsibilities



Pradhan Mantri Kaushal Vikas Yojna



Pradhan Mantri Kaushal Vikas Yojna

9th International Conference on Human Values in Higher Education (ICHVHE 2024)

As part of its unwavering commitment to fostering values worldwide, AKGEC played a pivotal role in organising the 9th International Conference on Human Values in Higher Education (ICHVHE 2024). Held online from November 22 to 24, 2024, the conference centred around the theme of *Value-based Education for a Humane Society (including SDGs)*.

The event featured three insightful panel discussions:

1. **Holistic Value-based Education**
2. **Holistic Human Health**
3. **Addressing SDGs at the Root**

AKGEC proudly hosted two key panel discussions—*Holistic Value-based Education and Addressing SDGs at the Root*—providing a platform for thought leaders and experts to exchange ideas on integrating values into education and addressing global challenges at their core. Attendees represented over 22 nations, connecting mainly through Zoom and YouTube.



Hosting Three-Day
9th International Conference on
HVHE in Hybrid Mode at AKGEC



Participation at the National Level

Mr. B N Pandey
Member
Faculty, CSE

- Regional Coordinator(NR), AICTE
- Member NCC-IP, AICTE
- Technical Team Member for UHV, NCC-IP
- Resource Person UHV

Dr. Gopal Babu
Coordinator
Faculty, IT

- Member NCC-IP, AICTE
- Member VE Cell, AKTU
- Resource Person-UHV
- Expert committee member to finalize the UHV model curriculum in AICTE

Dr. Upasana Mishra
Member
Faculty, CSE

- Regional Coordinator (NR), AICTE
- Convener- NCUHV (AICTE)
- Assistant Dean UHV, AKTU
- University Coordinator-UHV, AKTU
- Resource Person- UHV
- Coordinator-UHV, MP School Education

Dr Manishi Mishra
Member
Faculty, ASH

- Resource Person-UHV
- Team Member-UHV, School Education
- Team Member-UHV, Book Translation

Dr R K Agarwal
Director General
AKGEC

- Member, AICTE-NCUHV
- Convener, AKGEC VE Cell

Mr. R P Singh
Member
Faculty, ECE

- Member NCC-IP, AICTE
- Technical Team Member, UHV NCCIP
- Resource Person, UHV

Dr. Parul Verma
Dean
Faculty, AS&H

- Resource Person-UHV
- Team Member-UHV, MP School Education

Mr. Akhilesh Verma
Faculty, CSE

- Resource Person-UHV
- Team Member-UHV, MP School Education

Dr. Nitya Sharma
Faculty, AS&H

- Resource Person-UHV
- Team Member-UHV, MP School Education

AKGEC is honoured to make significant contributions to Value Education at the national level through its seven dedicated faculty members who hold esteemed positions and are recognized as Resource Persons for Universal Human Values (UHV). Their roles include:

- Members of the NCC-IP, AICTE, and VE Cell at AKTU.
- Expert committee members in finalizing the UHV model curriculum for AICTE.
- Regional Coordinators (NR) and Conveners for NCUHV under AICTE.
- Assistant Dean and University Coordinators for UHV at AKTU.
- Coordinators for UHV in MP School Education.

These faculty members actively conduct UHV workshops with the spirit of service to humanity, without any expectation of remuneration, demonstrating a deep commitment to nurturing well-being and fostering a humane society. Their efforts embody the journey from personal transformation to societal transformation, aiming not only to deliver Value Education but to advance toward Value-based Education that cultivates Value-based Living, ultimately creating the desired state of societal well-being.

Impacts at the National Level

Pro Bono Support to AICTE and AKTU

- Strong support to both AICTE and AKTU in terms of human resources and content development, provided on a pro bono basis.

Collaboration with New Universities

- Coordinating with new universities to initiate UHV courses. For example, institutions like Graphic Era University, Doon University, and Uttarakhand Technical University have already started UHV.

Nationwide Regional Connect

- Establishing and maintaining nationwide connections through Regional Coordinators, providing them with ongoing support.

Volunteering for Content Development

- Volunteer participation in the design of UHV content for school education, higher education courses, and Minor Degree programs.

Preparing Resource Persons

- Enhancing the process of self-exploration in faculty members nationwide through daily morning sessions and weekly meetings that foster personal growth and development.

Nationwide Mentor-Mentee Handholding

- Establishing a mentor-mentee relationship system nationwide to provide continuous guidance and support.

In conclusion, Ajay Kumar Garg Engineering College (AKGEC) is proud of its important role in promoting Value Education across the country through its dedicated faculty members. These teachers, known as Resource Persons for Universal Human Values (UHV), work hard to support both AICTE and AKTU without expecting any payment in return. Their commitment to building a better society is shown in their willingness to develop educational materials, help new universities start UHV courses, and keep connections with other institutions across India.

By volunteering their time and expertise, they enhance the learning experience for students and fellow faculty members, encouraging personal growth and positive change in society. Their initiatives, like creating mentor-mentee relationships and leading workshops, highlight the importance of teaching values and inspire others to live by these principles. Overall, the efforts of these faculty members help create a kinder and more understanding community, reflecting AKGEC's dedication to promoting well-being and making a positive impact in society.

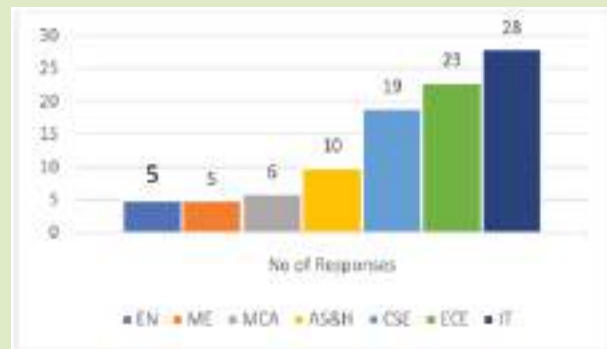
Impact Analysis

Department-wise participation in the survey

A survey to assess the impacts of the value-based efforts at AKGEC was conducted in August 2024. The survey questionnaire was consisted of 22 questions regarding the impacts experienced at professional, family, student, and nature's level. The analysis utilises a thorough combination of quantitative and qualitative research methods to evaluate the survey responses. Quantitative methods include correlation analysis, frequency analysis, and comparative analysis, which are conducted using Python libraries such as pandas for data manipulation, seaborn and Matplotlib for visualisation, and TextBlob for sentiment analysis. Qualitative analysis involves identifying common themes and trends in open-ended responses to understand the behavioural changes experienced by the faculty members. These methods provide a comprehensive and robust overview of the impacts of UHV FDPs. We have summarised the impacts of value-related efforts at AKGEC as mentioned below, though the detailed technical report with responses that can be found at the college website.

A total of Ninety-six faculty members participated in the survey, as shown in the diagram below.

Department	No of Responses
EN	5
ME	5
MCA	6
AS&H	10
CSE	19
ECE	23
IT	28
Total	96



Key Findings of the Surveys

The feedback from faculty members shows a very positive response overall. Many participants strongly believe that the value-based programs and activities have encouraged them to explore themselves and think reflectively. Many also feel more responsible for holistically helping students grow as individuals, not just job candidates. Additionally, participants expressed greater gratitude toward their families and colleagues, and many want to share what they've learned about UHV with others.

Most faculty members generally agreed with the positive statements about the efforts. Many reported feeling a better understanding of nature and how to preserve it and improved work-life balance. Participants also noted enhancements in their classroom management skills, showing the practical benefits of the workshops. However, there were some mixed feelings in certain areas.

Overall, disagreement with the UHV activities and FDPs was minimal, with only a tiny percentage expressing any negative feelings. The data suggests that faculty members are experiencing a positive change in their attitudes and perceptions. Many reported feeling better emotionally, reflecting more on their lives, improving how they manage classrooms, and gaining a clearer sense of purpose. The UHV FDPs and college philosophy inspire participants to apply the values they've learned at work and in their personal lives.

Conclusion

The survey results reflect a strong positive impact of the values-related efforts on participants' personal and professional lives, with notable improvements in emotional regulation, self-awareness, and responsibility towards students and society. While some areas had mixed responses, the overall sentiment remains highly favourable, suggesting that UHV activities have successfully facilitated meaningful personal and professional development.

Correlation Analysis

A correlation analysis is used to understand the relationships between different variables. With the participants' input, a positive correlation matrix related to value-based experiences for the selected variables, such as transformational experiences, self-exploration, mentorship, etc., is prepared and shown below. The variable names are short to give a clear picture of the matrix.



Figure 1-1 Positive Correlation Matrix of UHV impact Variables

The numbers in brackets show how strong these connections are, from 0 to 1—higher numbers mean a stronger link. Here's what each of the most important connections means in simple terms:

1. Personal Transformations Leads to Better Mentors (0.71):

Faculty members who experience personal transformation also feel more capable of guiding students holistically, i.e., their personal issues, family issues, etc. The correlation level of 0.71 here means this connection is quite strong. So, the more someone grows personally through self-exploration, the better they can support others.

2. Having Life Goals Helps Solve Problems Better (0.75):

Those who have clear life goals tend to handle problems more thoughtfully, looking at the big picture. The 0.75 shows this connection is very strong, meaning that people who have a clear sense of their life's purpose are better at thinking things through and making wise choices.

3. Knowing Your Purpose Builds Confidence (0.74):

People who are clear about what they want in life feel more confident in their decisions. The 0.74 shows a strong link, suggesting that understanding one's life purpose can make one feel self-assured and capable.

4. Clarity of Purpose Brings Emotional Calm (0.69):

People who are clear about their purpose in life are less likely to feel negative emotions like anger or frustration. The 0.69 here shows a close link, meaning that having a clear direction helps people feel calmer and more balanced.

5. Seeing the Big Picture Makes Better Mentors (0.72):

People who think about all sides of a problem are better equipped to guide students thoughtfully. The 0.72 means there's a strong connection here—showing that UHV helps people become both wiser problem-solvers and caring mentors.

In summary, value-related efforts through the VE Cell have a positive ripple effect, helping people become more confident, emotionally balanced, and thoughtful. This not only benefits their own personal growth but also boosts their ability to guide others in a meaningful way.

Sentiment Evaluation of Open-Ended Responses and Personal Sharings

After analysing the open-ended responses from the survey and writing about them, the following insights were gathered. The majority of responses from participants reflect a positive sentiment, focusing on personal growth, transformation in behaviour, relationships, and emotional well-being as a result of UHV (Universal Human Values) workshops.

Overall Sentiment Analysis:

The survey responses from participants show a highly positive impact of the value-related efforts. Most people mentioned how the workshops helped them grow personally, improve their relationships, and feel better emotionally.

On a scale from -1 to +1, the average feeling was +0.65, showing that most people felt positive about their experience. Many participants reported feeling more satisfied with life, having better control over their emotions, and becoming more empathetic and caring.

Key Themes of Positive Changes

1. Personal Growth

Many participants shared that they're now better at managing their emotions and being patient. For instance, one person said, *"I used to have a lot of anger, but now I pause and think before reacting."* This shows how they moved from quick, negative reactions to more thoughtful, calm responses.

2. Improved Relationships

Several people mentioned that the workshops changed the way they view family and relationships. For example, one person shared, *"The UHV workshops helped me understand my family better, making me more patient and understanding."* Many reported stronger bonds with family members, coworkers, and students, feeling a greater sense of harmony in their interactions.

3. Better Connections in the Workplace

Participants felt they became more approachable and supportive at work, especially with students. One person said, *"After the workshops, I feel more connected to my students, and they feel comfortable coming to me with personal and academic issues."* Many participants felt the workshops improved their relationships with both students and colleagues.

4. Focus on Inner Fulfillment Over Material Success

A recurring insight was that true happiness and prosperity come from within, not from material wealth. As one participant put it, *"The workshop helped me realise that true prosperity comes from within, not from material wealth."* This highlights a shift towards valuing emotional and inner well-being over just material success.

5. Shift in Behavior

Many reported that they became more patient and less reactive in their interactions. For example, one person said, *"Before, I was quick to react and impatient with coworkers, but now I listen and give constructive feedback."* This shift shows that the workshops helped people build better conflict resolution skills and handle emotions calmly.

Positive Impacts on Personal and Professional Life

Personal Life: Participants shared overwhelmingly positive changes in their personal lives, such as feeling more in control of their emotions, improving relationships with family members, and experiencing a general sense of well-being.

Professional Life: At work, participants felt they had better relationships with colleagues and students, showing more empathy and engagement, which improved their teaching and communication.

In summary, the UHV workshops seem to have brought about meaningful, positive changes in participants' lives, helping them grow emotionally, connect better with others, and find a deeper sense of fulfillment.

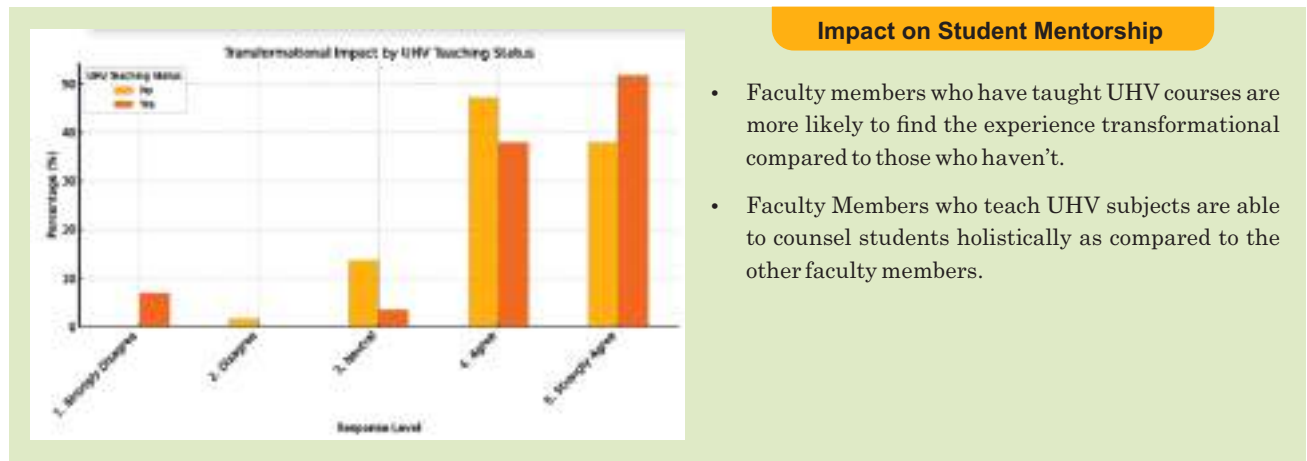
Thematic Analysis

Impact of UHV on Student Mentorship

The analysis shows that teachers who have taught Universal Human Values (UHV) courses generally feel more confident and positive about their ability to mentor students in a well-rounded way compared to those who haven't taught UHV. Many UHV teachers strongly feel that the training has helped them become better mentors, while only a few non-UHV teachers feel as strongly. On the other hand, non-UHV teachers are more likely to feel neutral about UHV's impact on mentorship, suggesting they may not fully see its benefits in this area.

Interestingly, although disagreement was rare, a few UHV teachers did express strong disagreement about the effectiveness of UHV for mentorship. Overall, those with UHV teaching experience tend to view it as beneficial for supporting their students' growth in a more holistic way.

In conclusion, UHV training appears to significantly enhance teachers' confidence and effectiveness in mentoring students, with those who have taught UHV courses viewing its impact more positively than their non-UHV counterparts.



Impact on Student Mentorship

- Faculty members who have taught UHV courses are more likely to find the experience transformational compared to those who haven't.
- Faculty Members who teach UHV subjects are able to counsel students holistically as compared to the other faculty members.

Transformation in Personal Temperament

Participants consistently report a profound transformation in their personal temperament after engaging in value-based activities and UHV FDPs. This change is characterised by improved emotional regulation, reduced impulsiveness, and greater self-awareness. Many faculty members previously prone to anger, impatience, and quick reactions now describe themselves as more composed, reflective, and empathetic. This shift is often linked to the practice of pausing before responding, which allows for thoughtful and calm interactions in both personal and professional contexts. The change is rooted in the self-exploration and ability to see one's acceptance as natural acceptance taught during the UHV FDPs.

Transformation in Personal Temperament

Participants consistently report a profound transformation in their personal temperament after engaging with the UHV proposals.

This change is characterized by improved emotional regulation, reduced impulsiveness, and greater self-awareness.

Many individuals previously prone to anger, impatience, and quick reactions now describe themselves as more compassionate, reflective, and empathetic.

This shift is often linked to the practice of pausing before responding, which allows for thoughtful and calm interactions in both personal and professional contexts.

The change is rooted in the self-exploration and natural acceptance as explored during the UHV workshops.

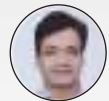
• "I had major anger issues in the past but now take a pause to think over it and then respond to the situation."

Ankita Sharma, Assistant Professor ECE



• "Through UHV I have learned the importance of taking a step back, which has improved my communication and reduced misunderstandings."

Surendra Kumar, Asst. Professor, CSE Department



• "I noticed a change in my temperament after attending a course... I was able to maintain my calmness and apologized, admitting that I should have waited a few more seconds to let the emotion pass."

Devendra Singh, Professor, ME Department






Teaching Transformations after UHV Workshops

Participants across multiple departments reported significant transformations in their teaching methodologies and interactions with students after engaging in Universal Human Values (UHV) workshops and teaching courses and were involved in other value-related activities. This transformation is characterised by a shift from a rigid, authoritarian approach to a more empathetic, student-centered teaching style. Educators now prioritise building meaningful relationships with students, understanding their challenges, and fostering a supportive learning environment. This shift also involves focusing on holistic development, integrating values-based education with technical teaching, and addressing both the academic and emotional needs of students.

The following quotes reflect the positive changes in teaching approaches, where educators emphasise empathy, relationship-building, and holistic development, directly resulting from their participation in UHV workshops.

Changes in Teaching Methodology

<p>"After connecting with UHV, my approach towards students has changed. Now I see that by connecting with students and understanding them, I can make efforts for them naturally." Dr. Ayushi Prakash, Professor, CSE</p>		<ul style="list-style-type: none"> • This transformation is characterised by a shift from a rigid, authoritarian approach to a more empathetic, student-centered teaching style.
<p>"Now I handle class with the feeling of relationships and am able to help them resolve their preconditionings." Dr. Shashank Sahu, Professor, CSE</p>		<ul style="list-style-type: none"> • Educators now prioritise building meaningful relationships with students, understanding their challenges, and fostering a supportive learning environment.
<p>"I now engage with students more effectively, developing deeper connections and interactions. I try to understand their feelings and take judgments with a sense of responsibility." Dr. Arvind Kumar Sharma, Asst. Professor, ASH</p>		<ul style="list-style-type: none"> • This shift also involves focusing on holistic development, integrating values-based education with technical teaching, and addressing both the academic and emotional needs of students.

This analysis illustrates how UHV workshops have enriched educators' teaching practices by promoting understanding, empathy, and stronger relationships with students.

Family-Level Transformations after UHV Workshops

Participants consistently report deep and meaningful transformations at the family level following their engagement with Universal Human Values (UHV) workshops and activities. These changes include improved communication, greater empathy, and stronger emotional bonds with family members. Many participants describe a shift from preconditioned behaviors to a more thoughtful and harmonious interactions. This transformation is characterized by mutual respect, understanding individual roles within the family, and fostering an environment of trust and openness. The workshops have helped participants apply UHV principles in everyday family situations, leading to enhanced relationships and a more harmonious family life.

The following quotes illustrate the profound impact of UHV workshops on participants' family dynamics, showcasing improvements in communication, understanding, and overall harmony within the family.

Family-Level Transformations



"I can see participation and roles of each family member. Before the workshop, I was taking many relationships for granted, but this perception has changed."

- **Nitya Sharma**, Assistant Professor, Department of ASH



"After attending UHV, we now share feelings with each other and take decisions collectively, fostering harmony day by day in the family."

- **Suvarna Muzumdar**, Assistant Professor, Department of ECE



"My wife could see the calmness in me when dealing with tricky situations, which made her curious about UHV, and since then, the environment at home has improved."

- **Jitendra Chabra**, Associate Professor, Department of ECE

This demonstrates how the UHV workshops have significantly improved family relationships by promoting trust, empathy, and a deeper understanding of each other's role.

Department-Level Transformations after UHV Workshops

Department UHV Seminars have catalysed notable transformations at the departmental level, fostering a more cooperative, respectful, and harmonious work environment. Participants report that after attending UHV workshops, their interactions with colleagues have become more empathetic and focused on understanding and improving interpersonal relationships. This shift has helped reduce conflicts, enhance teamwork, and create a supportive environment conducive to personal and professional growth. The workshops encouraged participants to approach colleagues with patience, mutual respect, and a solution-oriented mindset, leading to smoother communication and improved departmental functioning.

The following testimonials illustrate how UHV workshops have reshaped departmental relationships, fostering collaboration, respect, and understanding, which in turn has enhanced the overall working environment.

Department Level Transformations



"I have built strong relationships with my colleagues in a short span of time, nurturing a collaborative and supportive work environment."

- **Arvind Kumar Sharma**, Assistant Professor, ASH



"Most of the faculty members have completed Level 1, and there has been a significant improvement in their temperament... They have become more patient listeners and humble in their responses."

- **Devendra Singh**, Professor, Mechanical Engineering



"My behavior with my colleagues is now better than earlier... Before the workshop, I talked problem-centric, but now I talk solution-centric."

- **Bihari Nandan Pandey**, Assistant Professor, CSE

• These efforts have catalysed notable transformations at the departmental level, fostering a more cooperative, respectful, and harmonious work environment.

• Participants report that after attending UHV workshops, their interactions with colleagues have become more empathetic and focused on understanding and improving interpersonal relationships.

• This shift has helped reduce conflicts, enhance teamwork, and create a supportive environment conducive to personal and professional growth.

This highlights how UHV workshops have enhanced collaboration, respect, and solution-oriented discussions within departments, fostering a more harmonious and productive work environment.

Perspective Towards Society

Participants experience a shift in their understanding of their role within society, becoming more community-oriented and developing a sense of responsibility toward social harmony. They move from focusing solely on their own well-being to a broader understanding of how their actions impact others in society.

Perspective Towards Society



"Now I know that everyone around me is linked with me. UHV adoption can lead to a more harmonious and peaceful society."

- **Ankita Sharma**, Assistant Professor, ECE



"Society is multi-colored, but everyone wants to be happy. This I understand more after UHV sessions."

- **Surendra Kumar**, Assistant Professor, CSE

Perspective Towards Nature

The process of self-exploration through UHV FDPs and related activities cultivate a deeper respect and awareness of nature, encouraging participants to adopt sustainable habits and a more conscious approach to environmental issues. They begin to see their relationship with nature as integral to their overall sense of well-being and responsibility.

Perspective Towards Nature



"I save RO water and reuse my son's leftover notebooks. We must save resources and appreciate the beauty of nature."

- **Ankita Sharma**, Assistant Professor, ECE



"We planted 25 plants and took responsibility for their care, which transformed our local park into a flourishing space."

- **Arvind Kumar Sharma**, Assistant Professor, ASH

Improved Health and Daily Routine

Participants report enhanced physical well-being and better health habits as a result of the value-related efforts. They become more mindful of their body's needs and adopt healthier routines, including exercise, better eating habits, and mindfulness practices.

Improved Health and Daily Routine



"I started waking up early, walking, and practicing yoga. I now feel happier, calmer, and more composed."

- **Devendra Singh**, Professor, Mechanical Engineering



"After UHV, I prefer health over taste and focus on regular breaks for deep breathing and meditation."

- **Arvind Kumar Sharma**, Assistant Professor, ASH

Career Growth and Professional Development

- The efforts influence participants' professional lives by fostering clarity in their goals and providing a sense of purpose in their work. Participants report feeling more driven and focused on personal growth, as well as contributing positively to their organization.

Career Growth and Professional Development



"The right understanding of relationships greatly contributed to my successful tenure as HoD, especially during the pandemic."
- **Devendra Singh**, Professor, Mechanical Engineering



"It has given clarity to my career, making my work more purposeful."
- **Arvind Kumar Sharma**, Assistant Professor, ASH

Student Relationships and Mentorship

UHV has a profound impact on participants' relationships with students, encouraging teachers to become mentors who support their students' personal and academic development. Teachers report better connections with students and more meaningful interactions.

Student Relationships and Mentorship



"Now I do not see myself only as a teacher, but also as a mentor capable of guiding students in different aspects of their lives."
- **Parul Verma**, Assistant Professor, ASH



"Students feel more connected with me, even the most notorious ones now share their problems openly."
- **Bihari Nandan Pandey**, Assistant Professor, CSE

Concluding Remarks

In conclusion, the value-related efforts through the VE Cell have had a profound and multifaceted impact on participants, influencing their personal, professional, and social lives. Faculty Members reported significant improvements in their mentoring capabilities, teaching methodologies, and relationships with students, showcasing a shift toward more empathetic and student-centred approaches. At the family level, participants experienced enhanced communication and emotional bonds, fostering a harmonious home environment. Additionally, interactions within departments improved, leading to greater collaboration and respect among colleagues. Participants also expressed a deeper sense of responsibility toward society and nature, adopting more sustainable practices and community-oriented perspectives. Overall, the UHV workshops have facilitated personal growth, better health habits, and clearer professional goals, emphasising the importance of holistic development and ethical values in creating positive change across various domains of life.

Impact on Alumni

The VE Cell when organized a function called 'UTSAV' at the college. It invited alumni who actively participated in VE Cell programs to share their experiences on how they sustain the values learned during their college years at their workplaces. This event was attended by senior faculty members, including the Director General, Director, Deans, Heads of Departments, and Professors, highlighting the significance of the occasion.

Alumni shared transformative experiences that underscored the impact of value-based education on workplace dynamics. One participant emphasized the importance of gaining clarity in interactions with senior colleagues, noting that understanding their feelings rather than making assumptions has led to more positive work relationships. They credited the clarity achieved through VE sessions for fostering satisfaction in team discussions.

Another alumna discussed how VE Cell workshops helped her develop essential skills in teamwork, resilience,



and decision-making. She shared that the principles learned in these workshops have enabled her to enhance collaboration within her team, especially during high-pressure situations, allowing her to focus on solutions and boost team morale.

Additionally, participants reflected on how the VE Cell has reshaped their approach to teamwork by fostering empathy and a collective mindset. They now prioritize understanding their colleagues' situations and contributing to the overall success of the team rather than solely focusing on individual tasks. One alumni noted a shift in perspective when faced with challenges, recognizing that supporting each other is vital for true teamwork. Overall, the shared experiences during 'UTSAV' illustrated the profound influence of the VE Cell on alumni, enhancing their ability to foster supportive, collaborative, and resilient team dynamics in their professional lives.

Clarity and Positive Work Relationships

"In any case, where senior individuals behave inappropriately or contrary to their usual behaviour, I find it important to gain clarity by understanding their feelings rather than making assumptions that could negatively impact my work life. Additionally, both official and unofficial team meetings have always ended on a positive note, with my colleagues and seniors expressing satisfaction with our conversations. I believe that this clarity is a result of the sessions and workshops I have attended, as well as the guidance of the Value Education Cell."

Developing Teamwork, Resilience, and Ethical Decision-Making Through Value Education

"VE Cell courses and workshops helped me in developing key skills like teamwork, resilience, and ethical decision-making at my workplace. Prior to this, I struggled with team dynamics, but through the principles of relationships and communication learned in workshops, I now foster collaboration and harmony within my team. During high-pressure situations, I've become more stable and focused on solutions rather than succumbing to stress, which has positively impacted my performance and the team's morale."

Fostering Empathy, Teamwork, and Resilience

"VE Cell has reshaped my approach to teamwork, teaching me to empathize with my colleagues and focus on the success of the team as a whole, rather than just individual accomplishments. Now, instead of thinking only about my tasks, I try to understand my colleagues' situations and contribute to the collective good, knowing that teamwork is key. During stressful situations, I've learned to stay calm and focus on finding solutions, realizing that avoiding or delaying problems only worsens them."

Collaboration and Supportive Team Dynamics

"I now clearly understand the essence of teamwork, unity, and team spirit. For instance, in my current project, multiple teams from different departments are involved. I observed that if someone from one team makes a mistake—like sending an irrelevant email to the client—other teams tend to criticise them rather than support them. However, what I learned from the VE Cell helped me recognise the person's intention and competence, allowing me to rise above such behaviour. I strive to foster a collaborative mindset by helping others understand that pulling each other down does not contribute to true teamwork or project success"



Harsh Virendra Shukla
(2020-24)
GET in Solution Design Department,
Addverb Technologies



Vasu Gupta
(2017-21)
Assistant Manager – Fuel Economy
(R&D)
Maruti Suzuki India Ltd.



Ashish Chauhan
(2018-22)
Software Engineer
Nagarro Software Private Limited



Harsh Kansal
(2019-23)
Power Platform Developer
Celebal Technologies Pvt. Ltd.,

Future Plans

Advancing Universal Human Values

Building upon the achievements and learnings documented in "Emergence," our immediate priorities are directed towards creating a more profound impact through strategic collaborations and innovative projects. A primary focus will be on enhancing collaborations with national bodies like AICTE, AKTU, and CBSE. This will facilitate the refinement of UHV content, the expansion of training programs, and the initiation of research into holistic development and sustainable technologies.

To inspire and guide other institutions, AKGEC aims to establish itself as a living model of values. By embedding Universal Human Values into every aspect of institutional functioning, AKGEC will serve as a beacon for value-based education, fostering a culture of ethical and sustainable practices across the academic ecosystem.

We plan to undertake community-oriented projects that address societal challenges and contribute to human well-being. These initiatives will focus on leveraging the principles of Universal Human Values to design impactful interventions that bridge gaps in education, health, and environmental sustainability.

Research into value-centric pedagogies and technology development for holistic education will form another cornerstone of our plans. This will involve collaborations with academic and industry partners to innovate solutions that resonate with the foundational principles of Universal Human Values.

Finally, enhancing the involvement of students and faculty in these initiatives through experiential learning and project-based contributions will ensure that every stakeholder plays an active role in shaping a just and equitable society. Together, these efforts will pave the way for a transformative movement towards a value-driven world.

Conclusions

The various activities and initiatives documented under "Emergence" reflect a holistic and strategic approach towards fostering Universal Human Values (UHV) within the educational framework. The collective efforts demonstrate a strong commitment to nurturing value-based leadership, faculty empowerment, and the holistic development of students and staff.

The leadership team has played a pivotal role in embedding Universal Human Values into the institutional fabric. The proactive involvement of leaders and VE Cell members in organising conferences, delivering lectures, and conducting workshops highlights the emphasis on leading by example to promote a just and equitable society.

Faculty development programs and regular sessions for Heads of Departments (HoDs), Directors, and Deans ensure the seamless integration of values into educational delivery. These efforts aim to cultivate a value-centric environment where educators become facilitators of holistic growth.

Initiatives, in addition to regular courses, like the five-day Faculty Development Program on Conscious Engineering, 36-hour Conscious Engineering workshop for students, workshops on Understanding Relationships through Self-exploration, UNAI club activities, Nature Club activities, and guest lectures have significantly contributed to shaping students into socially responsible and ethically grounded individuals. The emphasis on gathering feedback from students and faculty members demonstrates the institution's focus on continuous improvement and impact assessment.

The institution's role as a Regional Nodal Centre for UHV and an organising partner for international conferences underscores its dedication to advancing value-based education globally. Recognitions like the 'Outstanding Contribution to National Development' (OCND) award from the IIT Delhi Alumni Association further validate the team's impactful work. Expansion of values through workshops for nearby schools, CBI, Dasna Jail, IIT Delhi, IIM Calcutta, etc., further shows commitment to value-based activities.

Active participation of students and faculty members in UHV programs, panel discussions on Sustainable Development Goals (SDGs), and leadership development programs reflects a shared vision for value-based living and learning.

The voluntary efforts of the UHV team, without any monetary expectations, emphasise the spirit of service to humanity and underline the ethical foundation upon which these initiatives are built.

Overall, the documented activities signify a transformative movement towards inculcating Universal Human Values in education. They establish a replicable model that integrates ethical leadership, participative governance, and innovative pedagogies to create a harmonious, sustainable, and value-enriched learning ecosystem.

“ Through value-driven education, we aim to nurture holistic development, paving the way for the emergence of a compassionate world family rooted in truth, love and compassion ”



35 COUNTRIES
4,842
 REGISTRATIONS

1278
 DELEGATES FROM
 22 NATIONS



PANELISTS
93



165
SPEAKERS
 FROM 11 COUNTRIES



Transforming Education for a Humane Society: The 9th ICHVHE
 A Global Dialogue on Value-based Education for a Humane Society held virtually on Zoom
 Hybrid Locations: AKGEC, SRMIST



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