

# Education in Universal Human Values

*Fostering Personal Development and Social Progress:  
An empowerment programme for capability building to develop  
confident, skillful and capable change makers-- visionaries  
with practical feet and value-based approaches.*

**Bahá'í Academy:**  
An educational  
institution engaged  
in research  
and action in the  
field of value  
education for  
institutions of  
higher learning



**A Collaborative Programme for Institutions of Higher Learning**  
Initiated by the Bahá'í Academy (Estd. 1982)  
to Foster Social Progress



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“Programmes in areas like Moral Capabilities, Basic Concepts of Education, True Happiness, Harmony and Peace and the new course in “Human Rights and Duties” are novel and bridge an important void in traditional education. The Bahá'í Academy deserves compliments for devising secular and universally relevant programmes with special emphasis on building moral capabilities and life skill. In a nation like India which is home to different religions and cultures, such programmes which seek to broaden the outlook of students making them responsible citizens of society have special relevance.”  
(30 Jan. 2007)

**His Excellency Shri S. M. Krishna**  
The Former Governor  
of Maharashtra



## Introduction



In the face of great opportunities that the new information age offers to the youth and the destructive impacts of social and environmental challenges intensified by the extremes of wealth and poverty in India and the world at large it is apparent that there is a need for new approaches centered on the principles of unity, justice and equity. The challenge before us is not so much technical but moral. This requires the transformation of thoughts and behaviors so as to allow the benefits of a holistic development to reach all people.

The current educational scenario seems to be more focused on transfer of information or completing syllabi rather than building students' competence and make them capable Indians of tomorrow and true citizens of the world. While building their intellectual capacities, if the

young people do not develop their moral capabilities, value system and right attitudes, one wonders how much positive change can come to the society. This void needs to be bridged through an educational programme that is at once "secular, universally relevant and has special emphasis on building moral capabilities and life skills", a programme to "broaden the outlook of the students, making them responsible citizens of society."

"Education in Universal Human Values" aims to bridge that void. It is organized around the gradual acquisition of one or more capabilities. Students develop capacities to think and act within a well defined sphere of activity and following a well defined purpose. These general capabilities are required for effective social action in any field. Among them are the capability of managing one's affairs and responsibilities with rectitude of conduct, creating environments of unity built on diversity, taking initiative in a creative and disciplined way, and promoting social harmony and peace. The concept of leadership that is based on moral development and the skills required to take social action are well reflected both during the contact sessions, practical assignments and the field work that follows each module.

## Salient Features of the Programme



- The content is universal in nature and approach, secular and dynamic.
- Joyful learning takes place through participatory, experiential and cooperative learning.
- Pedagogical elements include individual and group study, discussions and presentations, educational games, interactive art, service learning activities, research, writing and reporting.
- Participants begin transforming their own lives and taking initiative to promote social progress through projects for social harmony and development, gender equality, rectitude of conduct, and building environments of unity based on diversity in their extended families, communities or institutions.
- Faculty members of institutions of higher learning can be trained in the Programme. They in turn can train students.

## Academy's Courses of Study

### **Four Level Course: Fostering Personal Development and Social Progress (A modular programme for youth to develop a new personality with moral capabilities, life skills and leadership abilities)**

Man should be regarded as a mine rich in gems of inestimable value. It is through education alone that these gems can be unraveled and enable mankind to benefit there from. These gifts include the capacities, strengths and qualities that are hidden in the mine of every individual. This Course sets to explore these mines and discover their treasures. But it does not end there. Enhancing individual's growth and happiness and promoting the betterment of the world are integrated in "Fostering Personal Development and Social Progress". Indeed these two constitute the two-fold purpose of moral development.

The emphasis of the course is on building moral capabilities, life skills and leadership abilities. The five components that lead to such abilities include clarifying concepts, practicing necessary skills, developing healthy attitude, strengthening spiritual qualities, and acquiring relevant information. Hence the programme goes beyond "chalk and talk", and emphasizes practical application of the values and principles in real life situations. Exercises and activities prepare the participants to apply their learning through service learning activities.

This Course is offered at four levels:

**Level 1:** Foundation Course consisting of the 'Moral Capabilities' module and service learning activities. Duration: Minimum 3 months and Maximum 1 year

**Level 2:** Certificate Course consisting of two modules of 'Moral Capabilities' and 'Beauty, Knowledge, Transition' and service learning activities. Duration: Minimum 5 months and maximum 2 years

**Level 3:** Diploma Course consisting of three modules of 'Moral Capabilities', 'Beauty, Knowledge, Transition' and 'Basic Concepts' and service learning activities. Duration: Minimum 8 months and maximum 3 years

**Level 4:** Advanced Diploma consisting of four modules of 'Moral Capabilities', 'Beauty, Knowledge, Transition', 'Basic Concepts' and 'True Happiness, Social Harmony and Peace' and service learning activities and Project / Research work. Duration: Minimum 12 months and maximum 5 years.

For details of each module visit [www.bahaiacademy.org](http://www.bahaiacademy.org)

**Methodology:** "Tell me and I'll listen. Show me and I'll understand. Involve me and I'll learn" is a famous say. **Interactive, Experiential and Cooperative Learning** methods are used to enhance the learning experience. They involve individual and pair work, team activities, large group work, individual and group presentations, performing arts, "Happy Hippo Shows", educational games, songs and service learning activities. Open-ended questions abound in order to help participants think both critically and creatively, explore and look for deeper meanings. Silence and thoughtful reflection as well as noise and apparent chaos can often be observed. In short, **students become active agents of their own learning and not passive listeners.**

*Inspired by the universality of the Bahá'í teachings, the course is broadly based and universal in nature and approach. The secular course materials do not seek to promote practice of any particular school of thought, tradition or religion.*



**Prof. Raghunath Shevagaokar**

Director IIT, Delhi and  
Former Vice-Chancellor  
University of Pune

### MESSAGE

"I am delighted to know that Baha'i Academy Panchagani is printing its brochure 2010-2011 for distribution among academicians, teachers, resource persons and dignitaries in Maharashtra and beyond. I am particularly happy to know that the Academy functions in close collaborations with various Universities and Colleges. It gives me immense pleasure to send a few words on the auspicious occasion.

This brochure will be very much appreciated for giving a platform in the field of value education for institutions of higher learning, college and university students, research scholars, and teachers to exhibit their knowledge to the society.

...My best wishes to Academy for its future progress." (July 26, 2010)



**Prof. (Dr.) N. J. Power**  
Vice-Chancellor  
Shivaji University, Kolhapur

## MESSAGE

"Baha'i Academy has been actively engaged in inculcating the spirit of value education for institutions of higher education. It has significantly helped the college & university students in promoting personal development and environment of peace and harmony amongst them. The community as a whole has been benefited by the various secular & universally relevant programmes undertaken by the Academy, which broaden the outlook of the students in shaping their future.

I wish the Baha'i Academy all the best in its future endeavour."  
(23 July 2010)

**Awarding Certificates and Transcripts:** On completion of the modules and service learning activities, certificates and the transcripts are awarded to students jointly by the Bahá'í Academy and the collaborating institution.

**Medium of Instruction:** The courses are available in both Marathi and English mediums. Preparation of the modules in Hindi is in process.

**Eligibility:** Students of all faculties, both undergraduate and postgraduate, from any recognized university can join the programme through collaboration of their institution with the Bahá'í Academy.

### **Strategy for Implementing the Programme at an Institution:**

The programme is implemented in an institution by training teachers through a 40 - hour Orientation Workshop to become mentors. They in turn form small study groups of about 20-25 students each and offer the programme to their students through face to face sessions. Subsequent refresher workshops are held to train the mentors on the other modules.

### **Teachers' training to become Mentors:**

Teaching faculty members of higher academic institutions, colleges and universities, are given

40 hours of orientation in order to become mentors for the course. The professional hands-on training during the Orientation Workshop for mentors has the following objectives that are met through:

1. Getting acquainted with the general aims and objectives, content, methodology, and spread of "Education in Universal Human Values" programme.
2. Getting full familiarity with Module-1 of Fostering Personal Development and Social Progress and its related soft skills and life skills.
3. Experiencing cooperative learning and cooperative games and practicing six cooperative learning structures i.e. pair discussion, pair discussion-share, write - pair discussion-share, team discussion, team discussion-write-share, interviewing, and brain storming.
4. Having basic training on the interactive theater called "Happy Hippo Show", prepare, present and evaluate a "Happy Hippo Show".
5. Learning about cooperative and educational games, play and practice some such games related to Module 1.
6. Learning about planning, implementation, evaluation and presentation of service learning activities / extension projects related to the module.

Through subsequent workshops mentors are trained on the other modules.



### **What is a Module About?**

The Moral Capabilities module is a masterpiece. At the start it clarifies five components through which capability can be developed, going beyond the assimilation of information alone. It focuses on 'clarifying concepts' that is the bedrock of learning and addresses skill development without which concepts and information cannot be applied for one's development and social change. The module goes to the all-important aspect of one's personality - that is his attitude and human qualities. It engages the students to creatively think about their families and professional environments and their purposeful activities to enrich those environments. It helps students to develop their vision to build an ideal community.



In the remaining six units of Moral Capabilities, six capabilities are developed: Managing One's Affairs with Rectitude of Conduct; Promoting Rectitude of Conduct; Creating Environment of Unity Built on Diversity; Unity of Action; Exercising Initiative in a Disciplined and Creative Way; and Fostering Initiative.

The Module is a combination of study, team work, educational games, energizers and interactive theater followed by field activities.

**The Happy Hippo Show:** Happy Hippo Show is an experiential learning tool that is used in this programme to help students have more effective field work. It is an interactive show with a skit on a social or moral issue. The Show was developed by Association for Creative Moral Education, Russia, over two decades ago and is currently implemented in over sixty countries worldwide. It is very flexible and portable and can be conducted in locations as varied as classrooms, youth camps, schools, colleges, and local communities. Whatever the form may be, the focus is to bring out positive moral values, while addressing a problematic situation in a dramatic way and to plan community action. Students are trained on preparing Happy Hippo Show to use it in their extension activities for social action.



**Service Learning Activities:** Each module is followed by an extension activity from the college to the society to be carried out by the students; it is called "service learning activities". Mentors help course participants to design their activities in order to:

1. Strengthen their experiential learning and improve their capabilities
2. Practice service to fellow citizens and foster social progress.

The service activities can be implemented in college neighbourhood, a nearby community, school or in the participants' own institution.

Guidance is provided through the 'service learning activities' module.



### Two Level Course:

#### An Introduction To Cooperative Learning and Cooperative Games

Great achievements in human history take place through teamwork, where members of groups cooperate toward achieving high aims. So it is with cooperative learning. Educators throughout the world are increasingly accepting that cooperative learning enables students, from kindergarten to university, to achieve greater heights of learning and good character compared to competitive learning and individual work. However cooperative learning is not learned in a few hours of theory with little or no practice. To be good at it takes time and effort.

Therefore, this course puts teachers, on the path toward better results for students' academic, moral, and social development. In it theory and practice are united. Otherwise the course would not be effective. If Norgay and Hillary didn't know how to get to the top of the Everest and did not practice the ways to get to the summit, the result would have been nothing.

Some features of this course include:

- Cooperation and Competition - What is Cooperative Learning - Why Should We Use Cooperative Learning - Some Cooperative Learning Procedures and Strategies - Some Aspects of Learning Together - The Structural Approach - Social Skills and Their Evaluation - Testing and Evaluation - Cooperative Games. Participants learn and practice over twenty-five cooperative learning structures suitable for various situations and age groups.

The course duration is 150 hours for contact sessions and a similar number of hours for field work.

A 30-hour course "An introduction to Cooperative Learning" is also available.

"Education must provide a climate for the nurture of values, both as a personalized set of values forming one's character and including necessarily social, cultural and national values....." (The Ramamurti Committee 1990)

"The growing concern over the erosion of essential values and the increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values." (National Education Policy, 1986)

"We underscore that the primary task of the teacher is concerned with man making, namely the making of the Indian of tomorrow." (Chattopadhyay Commission, the 1985 national Commission on teachers)

**Course: e-B.Ed:**  
**Launched by the Indian Consortium for Educational Transformation**  
**(I-CONSENT)**

Since May, 2003, the I-CONSENT has launched an innovative programme of Bachelor of Education (e-Education) through the Internet and face-to-face mode. I-CONSENT is a consortium of about a dozen institutions that include universities, organizations and NGOs and is established for transforming and establishing a new paradigm of education for the emerging Knowledge Society. It is a not-for-profit organization and is supported in its academic activities by Commonwealth of Learning,

Vancouver, Canada. It has developed two programs, e-B. Ed and Virtual School and Learning Homes, and works by establishing partnerships of public & private institutions and communities. Its founding full members include YCMOU, Nashik, Shivaji University, Kolhapur, the Maharashtra Knowledge Corporation Limited (MKCL) Pune, the Network of Educational Transformation (NETRA) Pune, the Bahá'í Academy, Panchgani, the Indian Institute of Education (IIE), Pune, and Gram Mangal, Pune.



The e-B.Ed programme is designed as a new paradigm programme in a connected society in which learning, working and developing are integrated. It is based on "constructivist approach" and "situated learning design" with the focus on four pillars of education, i.e. learning to know, learning to do, learning to live together and learning to be (UNESCO). The program is conducted in a technology mediated way. On-Line as well as "Face to Face" activities using Technology Mediated Open and Distance Education (Tech-MODE) approach are used. Six role-based courses compose the content of the programme. Each course has a specific competency as its focal point with both learning objectives and developmental outcomes. These courses are as follows:

- ⦿ Teacher as a Nurturer of e-Culture
- ⦿ Teacher as a Change Agent and Net-Worker
- ⦿ Teacher as an e-Learning Specialist
- ⦿ Teacher as an e-Learning Resource Developer
- ⦿ Teacher as a Content-Based Techno-Pedagogue
- ⦿ Teacher as an Action Researcher and Evaluator and a Project Work.

Each course is developed by a team of experts. Course 1, developed under Bahá'í Academy's leadership in collaboration with Education Dept. of the University of Pune and MKCL, consists of three modules:

- 1.1 Attributes of e-Culture: Developing and Using Practices, Protocols, Tools and Ethics
- 1.2 Cooperative Learning for Development with Universal Human Values
- 1.3 Culture of Quality and Excellence in e-education



On completion of the e-B.Ed Programme, degrees are awarded to the students by the Yashwantrao Chavan Maharashtra Open University. For further information visit <http://www.mkcl.org/ebed/>.

## Participants' Benefits:

Participants benefit from the Programme by developing their moral capabilities, soft skills, and leadership competence. They will be:

- L**earning better communication skills,
- E**nhancing their self confidence,
- A**cquiring a global perspective and world view,
- D**eveloping their vision and purpose in life,
- E**xperiencing personal and social transformation,
- R**eflecting on and creating a new mind-set,
- S**erving communities and developing leadership qualities.

## The Bahá'í Academy



The Bahá'í Academy is an educational institution engaged in research and action in the field of value education. It is a non-profit organization that was established in Panchgani, Maharashtra, three decades ago. Situated in Panchgani, a peaceful hill resort about 4,300 feet above mean sea level, its 'Permanent Seat' overlooks a scenic valley, and mountain range with farm land terraces, and is surrounded by trees and gardens. Since the year 2000 it has

engaged in this innovative educational programme which promotes personal development of college and university students, builds their moral capabilities and empowers them to contribute to social progress, harmony, peace and human rights. The opportunity to develop such capabilities is otherwise unavailable to the youth in institutions of higher learning. Through many years of research and experience, the courses have been designed to meet the needs for holistic development of the youth of today.

The Academy is well equipped to host workshops, courses and other events. A library, dining facilities, an uplifting multimedia workshop hall with enchanting beauty of the mountain peaks at its backdrop, a devotion chamber for personal meditation, three halls of residence to accommodate 60 guests with the opportunity for closer association among them, a recreation room, STD & ISD connections, fax and internet are among the facilities available at the Academy. It provides an ideal space for intellectual discourses, training, study, contemplation, and self-rejuvenation.

**International Collaborators:** Academy's International Collaborators include FUNDAEC, Columbia & Association for Creative Moral Education, Russia, both of which have received international acclaim for undertaking significant and innovative educational programmes for the past several decades. Academy's resource persons include both Indian and international educationists, academicians, and social scientists.

## Limitless Potentialities

“...man is neither a fallen creature nor merely the product of socio-economic forces. The rational soul ... is a phenomenon with limitless potentialities: intellectual, spiritual, emotional and moral. Service to humanity is among the primary influences unlocking individual capacity.” (BIC, 1989 Feb 09, Right to Development, [www.bic.org](http://www.bic.org), accessed on 10 April 2010)

## Impressions !

“When we heard on the first day that there were no lectures in this workshop we became so glad as we embarked to learn cooperative learning and interactive methods...we were never tired”. (A teacher participant)

“In the training organized at Bahá'í Academy we always get new heights and vision of life. As teachers whatever we learn we can give back to the society by inspiring the students to learn, practice and carry forward for qualitative improvement of the society”. (A teacher participant)

At the end of an orientation workshop a teacher participant said "I feel changed!"

## Impressions !

“Collaborating with some internationally recognized academic agencies, the Academy initiated over six years ago an innovative educational programme that focused on universal human values in the context of the challenges being faced by the youth today. It also addressed the need for a holistic approach to education for development... The feedbacks received from the participants under six universities indicate that they have found the programme to be interesting and practical; indeed a new morn has dawned in their education progress and in developing their capabilities.” (Dr. Pandit Palande, Hon'ble former pro-VC, YCMOU)

“The course on universal human values is very important in the college as young people come to college and they must develop their capability to live harmoniously in the society following the essential principles and values of life. As we are young we can grasp easily and adopt the principles in life. Through the course our views will be changed and eventually there can be change in the society. When the young generation is changed it is easy to change the society” (An Education student, Chembur, Mumbai)

**Research:** Together with training and action, research is one of the main activities of the Bahá'í Academy. It encourages the teachers and students who join its programme to undertake research projects to relate education in universal human values for personal development and social progress to various fields of study --medicine, social sciences, arts, science, sustainable development, etc. It also encourages research on innovations in teacher education programmes in pursuit of equality, quality and quantity, employing L3 and ICT, as well as education for development. Students can select a research project individually or as a team to fulfill the requirements of their service learning activities.

## Connections With NAAC Criteria

This programme of "Education in Universal Human Values", relates to the accreditation and assessment criteria set by the National Accreditation and Assessment Council (NAAC) in the following ways:

- It offers human value education courses (related to criterion # 5).
- It practices innovation in teaching/learning methodology (related to criterion # 2).
- It involves extension activity from college to society (related to criterion # 3).
- It provides institutional collaboration (related to criterion # 5).

“As far as seven NAAC criteria for assessment and accreditation is concerned, Education in Universal Human Values, as has been shown by the Academy, relates to them in many ways.” ( Prof. Ram Takwale, member of the Baha'i Academy Advisory Board, Eminent Academician and former Vice-Chancellor of University of Pune, IGNOU, and Yashwantrao Chavan Maharashtra Open University)



The five value based criteria for re-accreditation announced by NAAC are also closely related to the Academy's programme.

## To Launch The Programme At Your Institution

- Select an initial group of about 30-45 members of your faculty and capable students in a suitable proportion to attend a 40-hour Orientation Workshop at the Academy(or your institution).
- Form study groups of 20-25 members among students at your institution and start face-to-face sessions.



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