

## **Practice – 1**

### **1. Title of the Practice**

Value based Inter-disciplinary Courses

### **2. Objectives of the Practice**

Today the education system is defined in a highly commercialised technological sense, for being impregnated with target oriented attitude, for having mercenary approach in life and for focussing on epicurean philosophy. As a result society which was an institution, has crumbled down. Hence, now there is a demand of value education to strengthen the bond of society, to establish an interpersonal relationship, and to meet the global challenges. Undoubtedly the value education has become indispensable in the modern context where we are living like blind, melancholic individuals reposing our faith in fundamentalism, where there is no respect for fellow beings, no reverence for nature and no place for values. In this complex background, there is an urgent need to impart value education to the youth in the proper perspective especially based on the deep rooted Indian Vedic Value education system so that they are not misled. It is in this perspective that the Vishwavidyalaya has introduced the courses like Indian Aesthetics, Indian Knowledge Traditions, Dharma, Darshan Sanskriti, Vedic Maths, Vedic Management, Vedic Physics, performance of Daily Yajana that helps make you a better person socially, emotionally, psychologically and physically to face the global challenges.

### **3. The context**

Indian tradition of imparting knowledge is known as Indian Knowledge Tradition which includes subjects like Indian Drama, Indian Music, Indian Aesthetics, Indian Literature, Indian History, Indian Philosophy, Vedic Maths, Vedic Management, Vedic Physics, Vedic Astronomy etc. At the spell of Western education in the country when these courses were thrown as redundant, the Vishwavidyalaya was established to bring India Renaissance. All these are value based courses to meet the global challenges.

### **4. The Practice**

- (i) In most of the Departments of modern science and engineering, a course based on Vedic knowledge in tune with the concerned subject is being taught. For example Vedic Physics in the Department of Physics, Vedic Mathematics in the Department of Mathematics, Vedic Chemistry in the Department of Chemistry, and Vedic Engineering in the Faculty of Engineering, such courses are taught. These courses are taught in their basic forms, yet are very informative to the students to feel them proud that the knowledge in conceptual form concerning the above subjects existed in our Vedic Literature.
- (ii) Courses on Dharma, Darshan and Sanskriti (Religion, Philosophy and Culture) Bhartiya Jnan Parampara are to all the UG students. The contents of the course include Human values, Indian Philosophy and Indian Culture based upon our ancient Vedic and Sanskrit literature. It helps the student become responsible citizen of the country

### **5. Evidence of Success**

Students from all over the country take admission in the Vishwavidyalaya with varying behavioural aspects. Initially they feel uncomfortable with the courses which are impregnated with Vedic values but within a due course of time they realise their importance and their attitude to life becomes different. Now their

approach becomes mercenary and starts reposing their faith in Indian social traditions and practices. After their studies when they join different institutions and organizations they accepted as better professionals and human beings.

## **6. Problems Encountered**

When we thought of framing the syllabi of the Vedic content based courses of different disciplines, the basic challenge was to filter out Vedic literature based on the particular program and compiling that material in the form of the units of the syllabi of that program. But with the help of the Vedic scholars and Modern Scientists and Engineers we were able to overcome the difficulty.

## **7. Notes**

The above practice is universal and may be adopted by any institution with no requirements of much infrastructure and resources.

## **Practice - 2**

### **1. Title of the Practice**

Performing Daily Yajna

### **2. Objectives of the Practice**

Today the society has crumbled down due to a highly commercialized technological attitude to life. We have forgotten the message of *lokasangraha* (Welfare of society) and the message of *idam namam* (non attachment). Hence, now there is a need of values to strengthen the bond of society, to establish an interpersonal relationship. We are socially, emotionally, psychologically, physically sick. In this complex background, there is an urgent need to practice a system which can sensitize our young generation to Society, Nature and Culture. It is in this perspective that the Vishwavidyalaya performs a daily Yajna that helps make a young student a better person socially, emotionally, psychologically, physically to face the global challenges.

### **3. The context**

In spite of the fact that the whole globe has environmental problems, the young generation is insensitive to environmental governance. In Indian tradition, Yajna is a device to sensitize the young generation to Environmental matrix. The Vishwavidyalaya is practising daily “Yajna” since its inception. The challenge initially faced, was to inspire the students and the staff to join “Yajna” as the students and staff were from different backgrounds. But once they joined they came to know the advantages and the peace of mind which they achieved after performing “Yajna”.

### **4. Practising Yajna**

Vedic Philosophy emphasized most on the protection of Environment. Rigveda mentions that whatever we take from the environment we should compensate by paying back in some form. So practising “Yajna” has two fold benefits- one inculcating Vedic values among the students and the other compensating the environment to strengthen its properties beneficial for the health of all living beings.

### **5. Evidence of Success**

Students from all over the country take admission in the Vishwavidyalaya with varying behavioural aspects. Significant behavioural changes have been observed among the students. They changed positively with having better regards for social and national patriotic values. Special Yajna, performed to cure tuberculosis, and for antimicrobial effects have established that microbes, responsible for tuberculosis decrease in the

vicinity where Yajna is performed. Also level of fungi in experimental area found decreasing. This demonstrates that performing Yajna cures diseases also.

## **6. Problems Encountered**

While conducting Yajna for specific purposes, making choice of “Samidhas” was a challenge for which Vedic literature was consulted and “Samidhas” of specific categories were chosen. Variable daily weather conditions as also a problem.

## **7. Notes**

The above practice is universal and may be adopted by any institution with no requirements of much infrastructure and resources.