



# Foreword



सत्यमेव जयते

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अध्यक्ष  
Prof. Anil D. Sahasrabudhe  
Chairman

## MESSAGE

The New Education Policy approved by the Union Cabinet is set to bring a slew of major changes. One of the stated aims of the policy is to instil a "deep-rooted pride" in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values that support responsible commitment to human rights, sustainable development and living, and global well-being.

AICTE has been making effort for "value-based education for value-based living" for the past several years. We see that Universal Human Values (UHV) can provide for a holistic and humane world-vision and values, while the Indian Knowledge System (IKS- having a holistic and humane world-vision at its base) can provide the historical and experiential validation, making way for value-guided skills which are important ingredients for holistic, value-based education. Such an education seems to be the key to realising the aspirations articulated in the NEP 2020.

The first and crucial step of incorporating Universal Human Values (UHV) in technical education has been vigorously followed up in the last three years:

- We introduced a 15-session introductory UHV module (UHV-I) as an essential part of the mandatory 3 week Student Induction program (SIP). Hundreds of colleges have reported very positive results/outcomes.
- We included a mandatory 1-semester foundation course "Universal Human Values - Understanding Harmony and Ethical Conduct" (UHV-II) in the Model Curriculum. Recently, we made special provision of 3-credits exclusively for it.
- Over 30,000 faculty members from every state of the Nation have been oriented through rigorous FDPs on UHV. 18,000 could be certified. We have consistent follow-up through Weekly Meetings. The response is quite encouraging.
- More than 64 universities have responded to our call for making effort for UHV. Several have incorporated the UHV courses in their academic curricula also.
- From 2021-22, we have instituted the Prof. RR Gaur Award for Excellence to recognise institutions who are making serious effort for value-based education and developing themselves into living models of an equitable and just society.
- Our two committees, NC-UHV and NCC-IP have been working diligently on this effort, even right through the lockdown period.
- There is a committed team of more than 150 volunteers and resource persons from across the country supporting this effort pro-bono.

Indeed, UHV has been a game changing work ongoing from AICTE. We are committed to continue and strengthen it. I am very fortunate to have a committed leadership team in Prof. MP Poonia, VCM and Prof. Rajive Kumar, MS as well as a dynamic implementation team headed by Dr. Neetu Bhagat, DD IPC.

I am happy to offer the foreword for this document prepared by our two committees NC-UHV and NCC-IP and welcome you to go through its contents. I trust you will be able to see the need for an all-out effort for holistic, value-based education and the steps we academicians can take immediately.

Anil D. Sahasrabudhe

## Abstract

The new education policy has come with great clarity on the expectations from education. It states that "education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development". That means the graduates coming out of our educational institutions must have the commitment and competence to work on and realise the aspirations articulated in NEP2020.

The policy calls for a bold implementation plan which has universal human values as well as Indian culture and ethos (IKS) at the centre. The essence being humaneness, human consciousness and well-being of all.

So, if we work out the vision, mission and values of the proposed education system, it will look something like this:

### **Vision:**

To realise an equitable and just society as well as promoting national development (making India a global knowledge leader).

### **Mission:**

To develop graduates to their full human potential (human consciousness, human conduct), who will be committed to national development and global well-being in a collaborative manner with all concerned agencies.

### **Values:**

- Universal Human Values of truth, love and compassion
- Indian constitutional values of justice, liberty, equality and fraternity
- Human rights, sustainable development, sustainable living as well as global well-being

Realistic, measurable graduate attributes reflecting the above have been developed. These are grouped as common attributes and stream specific attributes.

Holistic value-based education will focus on preparing graduates with these desirable attributes<sup>1</sup>. By way of:

1. Education on values, leading to the development of a holistic and humane world vision:
  - Universal Human Values of truth, love and compassion
  - Indian constitutional values of justice, liberty, equality and fraternity
  - Human rights, sustainable development and sustainable living as well as global well-being

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#### <sup>1</sup>Common Graduate Attributes

1. Holistic vision of life
2. Socially responsible behaviour
3. Environmentally responsible work
4. Ethical human conduct
5. Having Competence and Capabilities for Maintaining Health and Hygiene
6. Respect for excellence (merit) and gratitude for all

Universal Human Values (UHV Team) provides well-tested foundational inputs on value education. This model has been successfully applied in more than 40 universities in 10 states over the last 15 years; and since 2017 across the Nation by AICTE. The results have been quite encouraging

2. Courses, examples and case studies of local, regional and national values, languages and skills to reinforce and exemplify a holistic and humane world vision

The Indian Knowledge System (IKS) is based on a deep understanding of human being as well as of the underlying harmony in nature and the entire existence. It has been tested through practice, verified and improved over thousands of years. As a result, the Indian Knowledge System is an effort for the 'wellbeing of all'. Therefore, IKS, its science, technology and systems offers many good case-studies of effort for human thought, culture, science, technology and systems

3. Education on value-guided world-class skills in the areas of
  - Environmentally responsible science, technology and management (for mutual prosperity)
  - Socially responsible behavioural skills, team work, collaboration (for mutual fulfilment)
  - Skills for meaningful participation in the family, neighbourhood, institution, workplace, community, etc. all the way to the Nation and beyond
  - Orientation and skills for service which promotes harmony in family, society at all levels

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# MESSAGES

## Prof. MP Poonia, Vice Chairman, AICTE



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Prof. M.P. Poonia  
Vice-Chairman



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### MESSAGE

I see NEP2020 as a validation and strengthening of what AICTE has been working on for the last few years. In particular, the inculcation of values amongst students. While this had been a dream for many of us, the problem was "how to go about it?"

A lot of us think that "values cannot be taught, they are caught". Also, many of us feel that if at all values have to be taught, it should happen in school or even at home; they need not be included in the curriculum of higher education, and particularly in higher technical education!

I have been convinced that "values can be self-discovered" through a process of self-exploration. This is on the basis of the short-term as well as long-term response of the faculty and students participating in the SIP and other UHV programs. I can see a positive impact on their participation, volunteering and discipline amongst the students.

I urge strong collaboration with the universities. Many of them have shown great interest in partnering with AICTE as UHV Nodal Centres. More than 64 universities have responded to our call for making effort for UHV. Several have incorporated the UHV courses in their academic curricula also

One of the leading examples is AKTU - they have established 50 UHV Nodal Centres and 10 Regional UHV Nodal Centres for UHV in the last 5 years. They have developed a practical, effective faculty selection and development process. I have visited ARGEC in Ghaziabad, which is one of their Regional UHV Nodal Centres and have seen the impact and approach.

Similarly, BTU has done some good work. BTU is now successfully running the SIP and also have commenced the UHV-II course as a core part of their academic curriculum. Steps have been initiated to provide UHV orientation to its entire team of management, faculty, staff and students. I have come to know that BTU is now extending the importance of SIP by conducting this programme for its nearby schools as well.

Our effort has to be with an appeal for all (universal, not sectarian) as this is an effort of National significance and importance.

My support and best wishes for this effort and endeavour.

(Prof. M.P. Poonia)  
Vice Chairman, AICTE

25/3/21



## Prof. Rajive Kumar, Member Secretary, AICTE



प्रो. राजीव कुमार  
सदस्य सचिव  
Prof. Rajive Kumar  
Member Secretary



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अखिल भारतीय तकनीकी शिक्षा परिषद्

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### MESSAGE

Incorporating human values in technical education is one of our most significant initiatives. Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. We have 10,000+ professional colleges with an approved student intake of 17 lakh.

The full development of their potential is possible only with the adoption of a meaningful process, focused curriculum and above all the most crucial aspect is the preparation of the teachers and shaping the faculty.

In the next 2½ years, AICTE aims to prepare 1 teacher for every 20 first year students (1:20) in each department of every AICTE approved institution aggregating to about 70,000 teachers.

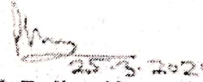
The basic preparation can be done putting selected teachers through an 8-day UHV FDP. The first batch was all of us from AICTE – led by the Chairman himself! Since then there have been almost 40 FDPs conducted in the last 11 months. The uptake and feedback is very encouraging – we feel our value education offering is most appropriate and it is being implemented by our NCC-IP and NC-UHV teams.

I have observed total involvement of all associated with this endeavour while monitoring the progress on a monthly basis.

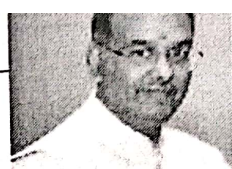
This is a work for the "Wellbeing of All", and an all-inclusive approach for creating a better world by shaping the lives of the students through the teachers and faculty in the early years of knowledge transfer and career advancement to finally benefit the organisation's in which they may be employed or self-employed with an ethical work and life balance.

शुभं करोति कल्याणं !!

My best wishes...

  
(Prof. Rajive Kumar)  
Member Secretary





## Prof. Vinay Pathak, VC, AKTU, Lucknow

प्रो० विनय कुमार पाठक  
कुलपति  
Prof. Vinay Kumar Pathak  
Vice-Chancellor



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उत्तर प्रदेश, लखनऊ  
Dr. A.P.J. ABDUL KALAM TECHNICAL UNIVERSITY  
Uttar Pradesh, Lucknow  
Dated 22.03.2021

### MESSAGE

Value education is a critical requirement in Indian education and it is an important part of NEP 2020. AKTU recognised this need as far back as 2009 and we have been working consistently towards incorporating human values in every aspect of our education.

Today, we have a full-fledged Department of Value Education with a Dean, Deputy Dean, coordinator and separate BoS for Value Education. We have developed and experimented Universal Human Values by means of various credit and audit courses in Engineering and other professional courses at Graduate/Post Graduate Level. This includes:

- The AICTE model of the 21-days Student Induction Program (UHV-I) for all newly joined students
- A 3-credit mandatory Foundation Course (UHV-II) on Universal Human Values and Professional Ethics for 2<sup>nd</sup> year students
- Socially relevant final year projects and Social internship
- Two higher level elective courses on Universal Human Values (UHV-III and UHV-IV)
- Three open electives on Human Values in Sankhya Yoga and Vedant darshan, Human Values in Jain and Buddhist Darshan as well as Human Values in Madhyasth Darshan

The study material for these courses and MOOCS material have been developed and freely available for National use.

We are also able to see that deans, HoDs and other administrative position holders have become more responsive to VE activities. Referral admissions have increased. There is a strong demand for evening and family workshops. Students are becoming more self-disciplined and there is reduced need for externally enforced discipline, for example, attendance and academic sincerity has increased in students, there is more responsible utilization of institute and hostel resources, less food wastage in the mess, the relationships among different stakeholders have improved and there is greater voluntary participation in institute and societal activities.

We have conducted several National as well as co-sponsored International conferences since 2012. One of the major impacts of the conference can be seen in the continuing UHV work in Bhutan and Bangladesh.

Our 50 UHV nodal centres and 9 regional centres are actively participating in the extension of UHV efforts in the region, state and now also nationally.


Our over 150 volunteers have been the core pillar for the work being done through AICTE. Some of our regional nodal centres, like AKGEC, Ghaziabad have done an outstanding job not only within their own institution, but also commendable work in the region, and now offering resource persons for the ongoing National effort at AICTE. The fact that our faculty and staff are willing to invest their own time and money on these efforts for value education itself is an indicator of their commitment and resolve.

I trust that this document will be a source of inspiration for further efforts that must be taken up if the spirit of NEP2020 has to be actualized. The two key success factors, in my opinion, are

1. Orientation of the VCs and other policy makers and their taking up the lead personally
2. Support for and preparation of faculty members and resource persons

Appropriate long-term initiatives by agencies such as MoE, UGC, AICTE, VCs/ Board of Governors/ Academic Councils of Universities, School Education Boards, various socio-political organizations will be crucial.

I extend the support of AKTU along with my best wishes to all

  
(Prof. Vinay Kumar Pathak)  
Vice-Chancellor

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## Dr. Rajneesh Arora, Chairman NCC-IP (AICTE) and Former VC PTU Kapurthala, Punjab

The need for values in main stream education has been felt for a long time. The problem has been "how to go about it!". When I was Vice Chancellor of Punjab Technical University at Kapurthala, Punjab, I came across Universal Human Values (UHV) course at the BoG meeting of IIT Delhi. I found UHV to be the essence of human effort for understanding the human reality, and in continuation of our glorious Indian tradition.



Together with the team of the University, we made extensive efforts at PTU to take UHV to each student at the University. We introduced the foundation course in Universal Human Values for all our 300+ affiliated colleges in the year 2011. We focused intensively on development of teachers through continuously conduct of Faculty Development Program so that the classroom teaching becomes effective. The initial impact was quite encouraging. This gave us the confidence to introduce 2 PG level courses:

1. PG Diploma in Universal Human Values & Ethics (PGD-UHVE) – aimed at preparation of resource persons and competent teachers.
2. M. Tech in Holistic Development – Systems & Technology (HD-S&T) – aimed at preparation of competent professionals and technocrat with a holistic vision of society.

Now as Chairman, National Coordination Committee for Induction Program (NCCIP), I can see a National Effort with similar impact. The crucial factors for the success of this National Effort are:

1. Orientation of Policy & Decision Makers
2. Incorporation of UHV courses into the academic curricula and
3. Preparation of the Teachers

To support a conducive environment for Holistic Values Based Education in the country, AICTE has shown great foresight and provided strong policy support.

The NCC-IP volunteers have done a tremendous job. In just the last 12 months, they have contributed about 100-man years of effort (it is also a validation that society must and can take responsibility of societal systems while government can provide policy support and resources). The impact of the Student Induction Program (SIP), Faculty Development Program (FDP) for SIP and UHV-II (Universal Human Values – Understanding Harmony and Ethical Conduct) has been quite encouraging. It seems to have the potential to provide a base for a Bharat with value-based life and culture.

The long tradition in Bharat has been that the *rishi* shared knowledge and guidance while the *raja* implemented them. It is time the *rishis* re-emerge, develop themselves, the policy makers and the implementers to take up the call to make Bharat *vishwaguru* once again. The opportunity, in the form of NEP 2020, to make the necessary transformation in our education has come to us after a long time. This document is a sincere effort to work out how this transformation can be brought in education, so as to make education an effective agent for realizing a society and nation which ensures the "wellbeing of all". I urge you to go through this document and join hands to realise it in its essence.

Best wishes...

# Prof. HD Charan, VC, BTU and Chairman NC-UHV (AICTE)

BIKANER TECHNICAL UNIVERSITY,  
BIKANER

बीकानेर तकनीकी विश्वविद्यालय,  
बीकानेर



Prof. H.D. Charan  
Vice-Chancellor

प्रो. एच.डी.चारण  
कुलपति

(Aligning with 21 Century - The Century of Consciousness)



## Message

In present context, our mainstream education system has continued to become lopsided in favor of skill generation and information enrichment and the value dimension has been languishing.

Although the overall purpose of education is to enable a human being to live a fulfilling life, in harmony with oneself and with family, society and nature. Hence it becomes the responsibility of educators to enable the resolution of these issues, so that human society can achieve the cherished goals. In light of this, it becomes essential to find out what is of value, or what is really valuable to human being. Technology is an important human endeavor, but it is only a mean to achieve what is considered "valuable" for human beings in an effective and efficient manner. There is an essential complementarity between values and skills which needs to be ensured in any education system.

NEP-2020 has come with clarity on the expectation from education. The graduate coming out of institutions must have the commitment and compliance to work for well-being of all. They understand the purpose of life and live it with definite human conduct with Indian culture and ethics (IKS).

In context to this Bikaner Technical University within a short span of three years have introduced the Universal Human Value Course in B. Tech, M. Tech, MBA, MCA and B. Design as the part of Curriculum with credit scores. UHV workshops have been conducted for the faculty to understand the content of the course. Workshops were also conducted for the Deans and Directors of the institutes. During the pandemic, we have conducted 22 five day online workshops for students and their parents. We are proud to say that about 700 faculty and 7500 students have undergone workshops. Weekly meetings of faculty are also conducted at the Five Nodal Centers of BTU to monitor the progress and prepare resource persons. Recently we have moved a step further, and conducted workshops in nearby schools as "Ek Kadam Vidhyala ki Aur". Almost 1000 students from twelve schools have undergone these workshops. The response of school teachers and students was very enthusiastic. We are planning more workshops in coming summer vacation.

Along with students the teachers have also benefited with the course by acquiring a better ability to relate to students, in addition to benefiting in their own personal lives. The Institution have benefited from being able to have a holistic view of the education being imparted and infusing new energy in both teachers and students.

We have noticed a tangible change in the thinking of students, in terms of their vision about happiness and prosperity, the clarity about life-goals, improvement in human relationships, self-confidence, commitment to learning, feeling more responsible towards the profession. The effects of self-exploration are found to be very rewarding. Our efforts were highly appreciated by the parents of students during the feedback session of the workshops.

In short I just want to say that such a value based education system will fulfil the aspiration of NEP-2020.

(Prof. H.D. Charan)  
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Dr. Karisidappa, VC, VTU Belagavi and Member NCC-IP  
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ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ  
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**Visvesvaraya Technological University**  
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MESSAGE



"ModaluMaanavanaagu" meaning "Be a Human first" are the words inscribed on the Visvesvaraya Technological University (VTU) logo. This University is very strongly and deeply committed to the cause of Universal Human Values which has been a highly emphasized topic by the New Education Policy. Holistic Value Based Education to the students will be the prime focus of VTU. To strengthen the efforts of AICTE, 1300 faculty members from VTU and its affiliated colleges participated in the online FDP's from May 2020. Universal Human Values are a mandatory component of Student Induction Programmes (SIP) at VTU. Universal Human Values course is a compulsory credit course. UHV Cell is constituted at Bengaluru Regional Office of VTU and four nodal centres are activated at four Regional Centres of Belagavi, Mysuru, Kalaburgi and Bengaluru.

My sincere congratulations and gratitude to the Chairman, All India Council for Technical Education, New Delhi and team for their efforts and assure that Visvesvaraya Technological University will definitely synergize these efforts towards this noble mandate.

Dr. Karisiddappa 18.3.21  
Vice Chancellor

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## Dr. Neetu Bhagat, Deputy Director, Induction Program Cell, AICTE

My sincere best wishes from my side as well as from my team.

Dr. Neetu Bhagat  
Deputy Director, Induction program Cell, AICTE



# Understanding the Aspirations articulated in NEP2020

The new education policy<sup>2</sup> has come at a very opportune time, with great clarity on the need for value-based education (VBE) for teachers, students, other stakeholders, society, nation, and the world at large.

**Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.**

**The purpose of the education system** is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and pluralistic society as envisaged by our Constitution.

**Education must build character**, enable learners to be ethical, rational, compassionate, caring, collaborative and teamworker; develop basic human and Constitutional values (such as *seva*, *ahimsa*, *swachchhata*, *satya*, *nishkam karma*, *shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) in all students.

**The primary goal of overhauling the service environment and culture** of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal:

**The school curriculum** will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.

**Promoting human as well as societal well-being** and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.

**Value-based education** will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programs will be considered an integral part of a holistic education.

**Faculty motivation** in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession.

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<sup>2</sup>More details in Appendix 1 "NEP 2020" as well as Appendix 2 "United Nations' Sustainable Development Goals"