

Guidelines for University UHV Cell, Institution UHV Cell and UHV Nodal Centers

This document contains basic guidelines for setting up formal structures for the inculcation of universal human values at universities and teaching institutions so that they progress towards Holistic and Value-based Education.

The Constitution of India, the aspirations articulated in NEP 2020, the DOs from the Ministry of Education, the goals mentioned in the UN SDGs, the directives of regulatory bodies like UGC, AICTE, NMC, etc. are all indicating the need for human values and the crucial role that education plays in their inculcation. Some Governments have even made a Ministry of Happiness, like Bhutan, Venezuela, UAE, and Madhya Pradesh, to name a few.

The basic structures are being referred to here as UHV Cell, but other structures like Departments and Schools can also be effective for this purpose. Some forward-looking universities have indeed developed Value Education Departments (or UHV Departments) with Deans responsible for them. They report progress (activity and impact) to all important stakeholders, including their Board of Governors.

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University UHV Cell

A focus group of senior leaders which is focused on developing right understanding and mutually fulfilling relationships in the university and its stakeholders. It develops policy and guidelines for the inculcation of universal human values (UHV) in the university. It supports efforts for it throughout the university and all teaching institutions to progress toward Holistic and Value-based Education (HVBE). It consolidates and reports the efforts and impacts to its stakeholders.

It takes inputs from various sources and compellingly incorporates them. The inputs include those of the governing body of the university, its teaching fraternity, student body, and other stakeholders, along with the values enshrined in the Constitution of India, the aspirations articulated in NEP 2020, the DOs from the Ministry of Education, the goals mentioned in the UN SDGs, the directives of regulatory bodies like UGC, AICTE, NMC, NAAC, NBA, etc.

Purpose of a University UHV Cell

- To coordinate the setting of the policy, and develop the guidelines and curriculum for the inculcation of universal human values at the university and all its teaching institutions so that they progress tangibly towards Holistic and Value-based Education
- To coordinate and support the efforts at the university and all its teaching institutions.
- To track and share the progress regularly with all stakeholders, Board of Governors
- To take regular measures for refinement of the efforts at the university and all its teaching institutions

Program and Activity of a University UHV Cell

- Orientation programs for management and administration (e.g., UHV MDP and UHV LDP) to refine/develop a holistic world vision, and perspective for holistic, value-based education; particularly the crucial role of universal human values in the inculcation of human values throughout the university
- Update the curriculum of the university by considering the policies, incorporating the guidelines, model curriculum, etc., proposed by its board of governors, regulatory bodies like AICTE, UGC and NMC, etc. (e.g., SIP, UHV-I and UHV-II as mandatory inputs and Minor Degree in UHV)
- Place the curriculum for UHV Courses, Minor Degree in UHV, the related notifications, about University UHV Cell and its activities prominently on the university website/portal
- Develop a congenial ambiance for holistic, value-based education at the university through various means like BOS, Dean Academics, University Coordinator, Nodal Centers, etc., and advocacy at different forums
- Foster dialogue, self and team development at various levels, through Weekly UHV Meetings and other available means
- Recognise and encourage teaching institutions, their faculty members, non-teaching and supporting staff to participate in UHV Introductory and higher level programs (like Intro

UHV FDP, UHV-II FDP, Regional and National conferences on UHV, etc.) for clarity on universal human values and how to share values

- Host regional, national and international conferences on human values
- Track, consolidate, and report activity and impact to various stakeholders, particularly BoG
- Incorporate UHV, HVBE in university vision, mission, values, etc.
- Take periodic measures for refinement
- Other Activities include
 - Participation of UCs in weekly/monthly UC meetings organised by NCC-IP, AICTE
 - Support and contribute to the efforts for human values and professional ethics, UHV, HVBE by AICTE, UGC, and other bodies

Typical Constitution of a University UHV Cell

Chairperson: Vice Chancellor / Nominee of VC

Convener: A dean/director (e.g., Dean Academic, DSA, etc.)

Coordinator: University UHV Coordinator (UC) identified/appointed by the university

Co-Coordinator: University UHV Co-Coordinator (UCC) identified/appointed by the university

Members: Heads/members of BoG, Academic Council, BoS, faculty members from teaching departments, etc.

Desirable qualifications of constituents of University UHV Cell:

- Interest and commitment to education, social upliftment and promotion of National development
- Familiarity with UHV (participation in at least an Introductory UHV FDP, MDP or LDP). This is essential at least for the UC and UCC

Institute (College) UHV Cell

A multi-disciplinary focus group at the teaching institute level which is focused on developing right understanding and mutually fulfilling relationships in the institution and its stakeholders. It develops, coordinates and implements programs for the inculcation of universal human values as per university policy and guidelines. It consolidates the efforts and impacts at the institution and reports/shares it regularly with the University UHV Cell.

Purpose of an Institute (College) UHV Cell

- To refine/develop and implement the curricular (SIP, UHV-I, UHV-II and Minor Degree in UHV), co-curricular (Faculty Mentor Program, Student Buddy Program) and extra-curricular programs (Student clubs, etc.) for the practical inculcation of universal human values (UHV), while adhering to university policy and guidelines
- To develop institute faculty and staff by orienting them with UHV and HVBE
- To offer value inculcation programs for the community around the institution
- To track and share the progress regularly with the institution's stakeholders, the university
- To take regular measures for refinement of the efforts at the institution and progress towards developing into a UHV Nodal Center*

* **A potential UHV Nodal Center** is an institution that aspires to develop itself into a living model of holistic value-based education and value-based living. It is a gradual progression from Value Education to Value-based Education and Value-based Living. It inspires and assists colleges in the region, and state to adopt value education, makes effort in the community, and contributes to their development. The focus of its community outreach is development of right understanding.

Program and Activity of an Institute (College) UHV Cell

- Enrich and utilise the curriculum for UHV Courses, Minor Degree in UHV, the related notifications, about University UHV Cell and its activities from the university website/portal and keep a copy on the institute website/portal along with information about the institute UHV Cell, its activities and impact
- Develop UHV Resource Library: Physical (study materials, books, journals, reports, etc.) Digital/Online (websites, YouTube channels, social media platforms, recordings, etc.)
- Implement the 3-week Student Induction Program (SIP) and ensure UHV-I is given the necessary time, is taught in small batches by prepared (AICTE certified) UHV-I faculty [who have successfully completed a UHV-I or UHV-II FDP]. After the SIP, ensure that the following are implemented:
 - Faculty Mentor Program – 1 faculty to mentor 20 newly joined students for all semesters, weekly meeting
 - Student Buddy Program – 1 senior student to be an “elder sibling” to 5 newly joined students for all semesters, weekly meeting

- Student Activity Cell to guide various clubs in the desired direction
- Implement the 1-semester 3-credit UHV-II course (A Foundation Course in Human Values and Professional Ethics: Understanding Harmony and Ethical Human Conduct), typically in 2nd year. Ensure that it is taught by prepared (AICTE certified) UHV-II faculty [who have successfully completed a UHV-II FDP and are actively participating in Weekly Meetings]
- Implement the Minor Degree in UHV. Elective 3-credit courses. Upon completion of 18 UHV credits, a minor degree will be awarded. Until these courses are locally available, they will be made available in self-learning mode through SWAYAM
 - UHV-III: Understanding Human Being, Nature and Existence Comprehensively
 - UHV-IV: Vision for Humane Society
 - UHV-V: Human Values in Various Philosophies (Darshans)
 - UHV-VI: Human Psychology – for Realizing the Full Human Potential
 - UHV-VII A: Holistic Human Health – its Philosophy and Practice
 - UHV-VII B: Human Sociology – for the Tradition of Humane Culture and Civilisation
 - UHV-VIII: Human Economics – for Sustainable and Mutually Fulfilling Production and Management Systems
- Foster dialogue, self and team development at various levels (administration, faculty, staff, students, etc.), through Weekly UHV Cell Meetings and other available means
- Nurture and guide various student clubs/societies in the institution towards harmony, Indian tradition of wellbeing of all, humanism, excellence (and away from individualism, competition, etc.)
- Prepare faculty, staff and administration
 - Each college must prepare at least 1 faculty mentor for every 20 newly joined students. Faculty must be prepared from every department/ branch/ discipline (minimum Introductory UHV FDP)
 - Each college must prepare at least 1 UHV-I faculty for every 60 newly joined students. Faculty must be prepared from every department/ branch/ discipline (additional UHV-I or UHV-II FDP)
 - Each college must prepare at least 1 UHV-II faculty for every 120 newly joined students. Faculty must be prepared from every department/ branch/ discipline (additional UHV-II FDP and participation in Weekly Meetings)
 - In the long run, each college can prepare UHV faculty for the Minor Degree internally. At that point, these courses may be offered internally
- Develop potential faculty as resource persons, competent to take UHV FDPs
- Host UHV FDPs, MDPs at the Institution for orientation of the entire faculty/staff towards UHV and HVBE; ensure necessary infrastructure
- Develop and track indicators or measures of the impact of UHV, HVBE (keep both +ve and -ve indicators). Keep records of activity and impact, prepare reports, publish papers with a view to establish the need for value education and efficacy of UHV, HVBE
- Participate actively in National level meetings and National development programs
- Take periodic measures for refinement
- Initiate supportive practices within the institution. Please see the indicative list in this document

Typical Constitution of Institute (College) UHV Cell

Chairperson: Director/Principal

Convener: A dean/HoD (e.g., Dean Academic, DSA, etc.)

Coordinator: Institute UHV Coordinator (IC) identified/ nominated by the institute

Faculty Representatives: At least one faculty member from each department

Staff Representatives: At least one member from each group like: Lab Assistant, Office Staff, Supporting Staff, Security Staff, Cleaning Staff etc.

Student Representative: Students from each department

Essential qualifications of constituents of Institute UHV Cell:

- Interest and commitment to education, social upliftment and promotion of National development
- Familiarity with UHV (participation in at least an Introductory UHV FDP, MDP or LDP). This is applicable to all constituents

Guidelines for conducting Weekly Meeting of UHV Cell

1. Reporting of the development taken place previous week at the College, University, AICTE related to UHV by the convener. (He/she may collect information from respective nodal Center/Regional nodal center etc).
2. Sharing living experiences and achievements of the practicing members of UHV with other participants.
3. Presentation on the pre decided topic by UHV teachers (Potential Resource Persons)
4. Question Answer/discussion with participants on the topic presented.
5. Discussion on any issue related to living based on UHV.
6. Decide topic and presenter for the next week.
7. Prepare minutes of meeting and share it on WhatsApp group or email.
8. Reminder message/ email to be sent to all participants a day before the meeting.
9. Preparing register of the meeting that includes list of participants attended, date and time of meeting, topic, presenter name, key points discussed in the meeting.
10. Reporting to the Nodal center/ University Coordinator and/or Regional Coordinator.

Potential Supportive Practices within the Institution

Supportive practices can go a long way in developing a with good habits (and deeper good sanskar) in individuals and a conducive culture, environment in the institution. Here is a raw list of practices, that may be further detailed out through dialogue:

1. Initiate, support and recognise socially relevant projects by faculty and students
2. Social internship for faculty and students focused on developing specific practices for living in harmony and wellbeing of all (at par with industrial internship)
3. Faculty Mentor Program (faculty as parent, responsible for overall development of students)

4. Student Buddy Program (senior students as elder sibling, responsible for developing junior students, in addition to formal faculty; each-one-teach-one)
5. Support Counseling Cell – develop value-based counseling
6. Regular Alumni Connect. UHV inputs for alumni and alumni as guardians, responsible for guiding senior students, sharing their life experiences as well as latest developments in their respective fields
7. Red Carpet for fresh students by senior students (not just no ragging, but welcome the younger siblings)
8. Examinations as learning opportunities (open book, viva based, 2-way...)
9. Evaluation system with higher weightage on overall harmony and practice (rather than a test of rote memorisation)
10. Students UHV Club (for students interested in advanced study, practice, direct observation; offer UHV for workers, staff, nearby communities)
11. Holistic Health Center (where students can learn and practice healthy habits; yoga, pranayama, meditation)
12. Circadian hostels (early-to-rise-early-to-bed hostels, regulated healthy routine also very useful in higher order academic absorption; can be largely student run in the long term)
13. Students Health club (where students can discuss and decide on health practices and support systems)
14. Disciplinary actions to deeper reformative processes based on feeling of relationship
15. Meetings, workshops, events for staff, families, parents, and other stakeholders
16. Sports and games which foster feeling of relationship, rather than the feeling of opposition (as is the case in win-lose sports and games)
17. Cultural festivals (Focused on meaning, yet fun; connected to tradition; less show-off, less indulgence...)
18. Yoga Mess and Canteen (Offering healthy choices of food, snacks, beverages; less on indulgence)
19. Opportunities for physical labour (Develop value of work with one's own hands)
20. Running departments/centres/institution based on responsibility in relationship for holistic development (effort for self-organisation, positional authority, rules used as supportive guidelines)

Potential Extension Activities outside the Institution

The focus of extension activities or community outreach is development of right understanding, right feeling, cultural of harmony and practices for living in harmony. Here is a raw list of extension activities, that may be further detailed out through dialogue:

1. Adopt a school. Offer programs for the teachers, staff and administration and motivate them for value education, and value-based education
2. Adopt a village. Offer programs to facilitate feeling of individual and collective purpose, justice, natural farming, etc.
3. Adopt a jail. Offer programs for harmony

4. Setup a direct farm-to-consumer system based on relationship
5. Make effort for geriatric support in a hospital, old age home
6. Work with programs like “Unnat Bharat Abhiyan” with harmony and wellbeing of all at the base

Developing the Institution UHV Cell into a Potential UHV Nodal Center and ultimately to a Global UHV Nodal Center

To realize a humane society, humane education is essential. Ensuring it and its specific articulations like those mentioned in the Indian Constitution, UN SDGs, NEP 2020, AICTE HVBE, UGC Mulya Pravah, etc., requires Holistic, Value-based Education and value-based living. The crucial part is the development of the holistic and humane world vision, for which Universal Human Values have been found to be effective. Institutions working on these lines can become torch-bearers for other Institutions in the region and beyond.

A UHV Nodal Center is a living model of holistic value-based education and value-based living. It is a gradual progression from Value Education to Value-based Education and Value-based Living. It inspires and assists colleges in the region, and state to adopt value education, makes effort in the community, and contributes to their development. The focus of its community outreach is development of right understanding. Community outreach may include a school, village, farm, hospital, old age home, slum, jail, etc.

Step 1: Be recognized as a Potential UHV Nodal Center

Criteria

Active Institution (College) UHV Cell with top-level advocacy and support

SIP Implementation with UHV-I

UHV-II Course Implementation

Contributing to National Effort

Preparing Potential Resource Persons (PRPs)

Interest in implementing Holistic, Value-based Education (HVBE)

Process

Open Application or Nomination

Scrutiny by NCC-IP Sub-Committee

For any kind of assistance required; the following Regional Coordinators of your respective region may be contacted

List of Regional Coordinators: <https://fdp-si.NCC-IP, AICTE-india.org/Contactus.php>

Step 2: Progress to a UHV Nodal Center

Further Steps: Progressively develop towards a Global UHV Nodal Center

| S.N . | Item | Institution UHV Cell | UHV Nodal Center | Regional UHV Nodal Center | National UHV Nodal Center | Global UHV Nodal Center |
|-------|--|------------------------------------|--|---|--|--|
| 1 | Scope (area of work, influence) | Value education for Own College | Value-based education for Own College and Value education for 10 Nearby Colleges | Value-based education and value-based living for Own College and Value-based education for Nearby 5 Nodal Centers | Value-based education and value-based living for Own College and Value Education across the Nation | Value-based education and value-based living for Own College and Value Education across the Globe |
| 2 | Minimum no of Resource Persons (RP) | 1 | 3 | 5 | 10 | 20 |
| | Minimum no of Potential RP | 3 | 9 | 15 | 30 | 60 |
| | Minimum no of Co-Facilitators | 5 | 15 | 25 | 50 | All Teachers |
| 3 | Minimum no of Faculty Members who have attended Intro UHV FDP | 20% | 40% | 100% | 100% | 100% |
| 4 | Minimum no of Faculty Members Attended UHV-II FDP | 10% | 30% | 60% | 100% | 100% |
| 5 | Minimum no of Faculty Members Attended some UHV FDPs for Minor Degree in UHV | 5 | 15 | 25 | 50 | All Teachers |
| 6 | Minimum no of Faculty Members Attended all UHV FDPs for Minor Degree in UHV | 3 | 9 | 15 | 30 | 60 |
| 7 | Admin and Management involvement (Type of Workshop/FDP Attended) | Dean & Director (Intro UHV FDP) | Dean & Director (UHV-II FDP) | Management Members (Intro UHV FDP) | Management Members (UHV-II FDP), Director & DEAN (some UHV FDPs for Minor Degree in UHV) | Management Members (some UHV FDPs for Minor Degree in UHV), Director & DEAN (all UHV FDPs for Minor Degree in UHV) |
| 8 | Regular Meetings being held regularly | (a) Weekly Meetings in the College | (a) + (b) Weekly meetings of Nearby colleges and Regional UHV Conference | a + b + (c) monthly meetings of all colleges of the region and Regional UHV Conference | a +b +c + (d) National UHV conference | a +b + c + d + (e) International UHV Conference |
| 9 | Focus area of the College | Awareness about UHV in the College | Preparation of Resource Persons | Becoming a Living Model of UHV | Preparing at least 3 other Educational Institutions as Living Model of UHV | Preparing at least 10 other Educational Institutions as Living Model of UHV |

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|----|--------------------|--|---|---|---|---|
| 10 | Community Outreach | Outreach within college (staff, labour, canteen, etc.) | may include a school, village, farm, hospital, old age home, slum, jail, etc. | may include a school, village, farm, hospital, old age home, slum, jail, etc. | may include a school, village, farm, hospital, old age home, slum, jail, etc. | may include a school, village, farm, hospital, old age home, slum, jail, etc. |
| 11 | Evaluation Process | Self-Evaluation of Teachers and Students | College UHV Team Work – Assigning role and responsibilities with right evaluation of competence and abilities of each Team members | Region Wise Team Work - Assigning role and responsibilities with right evaluation of competence and abilities of each Team members | Different Teams working for the four Human Goals – Right understanding, Prosperity, Fearlessness, Co-existence; at National Level | Different Teams working for the four Human Goals – Right understanding, Prosperity, Fearlessness, Co-existence; at Global Level |