

**ATMIYA<sup>®</sup> GROUP OF INSTITUTIONS, RAJKOT**  
**INTERNATIONAL CONFERENCE ON HUMAN VALUES IN HIGHER EDUCATION**  
**(ICHVHE 2016)**

**Recommendations**

1. It was strongly felt by all that education on universal human values and ethics (UHVE) should be introduced as an essential part of the academic curriculum in the form a foundation course, particularly in the domain of higher technical education, at the national level. Extensive experiments which have been carried out so far have adequately established the viability and effectiveness of such a \process. Necessary resource material, resource persons and teacher orientation programmes have also become available to enable its initiation in any university or institution of higher learning.
2. Even though different formats may be adapted for introducing such a foundational input, the content and process need to be compatible with the following guiding principles to achieve the desired goals:
  - a. Universal – for all human beings in all space, in all time
  - b. Logical – students should be able to rationally discuss the various issues
  - c. Verifiable – students should be able to verify on their own (on the basis of one’s own Natural Acceptance and experiential living)
  - d. Humanistic – conducive to the good of humanity
  - e. All encompassing – touching all aspects of human life
3. The foundation course can provide a large common base of a holistic perception based on right understanding. It should be further supplemented with appropriate extra-curricular activities and projects, higher level elective courses, social internships etc. to consolidate right understanding and facilitate living in accordance with it.
4. Teachers should be prepared for universal human value education. Universities and similar organizations should run teacher training for universal human values and prepare a cadre of such teachers
  - a. Regular teachers (who are teaching already)
  - b. PG Students (future teachers – prepare them when young)
  - c. Adjunct faculty (interested alumni, faculty spouses, enthusiastic people in society, retired people etc.)
5. Continuous efforts need to be made through the value education cell at the institutional level to create a conducive environment for ‘living the values’.
6. To provide requisite thrust to this activity, it is essential to promote R&D work for overall curricular modifications, development of resource material, teacher training etc. to finally evolve more appropriate models of education in the light of right understanding.
7. Efforts should also be made to develop P.G. diploma/degree courses to provide a comprehensive understanding of this theme particularly for prospective teachers and researches.

8. For this, centers of excellence need to be created at various nodal institutions/universities where already sufficient work has been accomplished.
9. There was a recommendation to start embedding UHVE in every subject. Initiation of R&D work for overall curricular modification, development of resource material and evolving alternative models in the light of right understanding should take place. The idea should be to have value based education through all the subjects at all levels.
10. MHRD, UGC, AICTE and other monitoring and accreditation bodies in the country should be approached to obtain policy as well as other umbrella support to proliferate this activity at a wider level and to duly recognize and reward the value competence of teachers and students along with their other academic skills.
11. The interest and commitment shown by the representatives from SAARC countries and the progress already made by Bhutan in this direction is really very encouraging. A coordination committee may be set up for close follow-up and initiation of new experiments in these neighbouring countries paving way towards building an International network.
12. Efforts should be made on priority, to introduce UHVE in teacher training programmes such as Lecturer training (B.Ed., M.Ed. etc.) to prepare ground for introducing UHVE in school education as well.
13. The need for orienting bureaucracy on UHV through refresher training programmes in centre/state administration academies or mid-career training programs was also highlighted. In this context, introduction of a compulsory paper from the year 2014 on 'Ethics, Values and Aptitudes' in the civil services examination by UPSC (India) was hailed as a welcome step. This would really fructify if supported by appropriate training in this area, particularly by the administrative academies.
14. Orienting politicians for Value Education is recommended.
15. A proposal should be sent to UGC for introducing UHVE in all areas of higher education, in addition to technical education as an essential course.
16. UHV education is required to be extended to media and communication colleges
17. Create a course content committee to formulate curricula from school i.e KG to 12<sup>th</sup> class.
18. Hold annual conference for students who have taken at least one course in UHVE
19. Create a Wikipedia site for UHVE and make it a comprehensive repository of reference material and include case studies of different models being practiced in this area and networking of UHVE centers at various universities/institutes to share best practices.