

Impact Study of UHV Implementation by IRMA

Executive Summary

Context

With deep concern for the need for human values in technical education, AICTE included Universal Human Values (UHV) in its Model Curriculum in 2017. UHV was picked due to its universal, rational, verifiable, and humane characteristics. It is since collaborating with the UHV Team, a voluntary group of concerned experts and faculty members to implement it:

1. **Faculty Development (2,00,000+ faculty registered** from 100% of the states and union territories of our Nation for **791+ full-time 3-8 day FDPs)**
2. **Student Development (233 universities are implementing** the UHV programs
 - a. **UHV-I** in the Student Induction Program
 - b. **UHV-II** as a 1-semester 3-credit foundation course

To gauge the effectiveness of these efforts, AICTE contracted the Institute of Rural Management (IRMA), Anand in 2022 as follows:

1. Task A: **Analysis of Existing Survey Data** (covering **27,036 faculty and 11,000 students from 5,325 institutions** from 34 states and union territories)
2. Task B: Longitudinal Study (**face-to-face interviews** covering **faculty and students from 3 sample institutions**)
3. Tasks C&D: Preparation of **future study instrument** (2 questionnaires, one for faculty and one for students)

We feel that the studies have been responsibly carried out and the results are quite encouraging. **However, the studies are articulated in academic language and format, so we suggest writing an executive summary and report in plain language.** These **five key findings** are made after a thorough analysis of available reports (task A, task B and addendum to task B).

Key Findings

UHV helps in the development of a holistic, humane vision of life, understanding the purpose of life, and a shift from materialistic to meaningful goals. In addition to immediate reaction-level inputs, several sustained changes have been observed on the day-to-day living and documented in the longitudinal study (task B).

Overall, IRMA has found UHV to be effective and recommends that faculty and students be given sustained exposure to UHV, throughout the education process and consider initiating UHV education from the school level.

The impact of UHV in day-to-day living includes:

1. **Enhanced academic performance:** improved academic sincerity, commitment to learning, greater self-discipline, improved time management

"I am committed to following a day-to-day routine and have devised a schedule. This approach has reduced my burden during exams and helped me complete the syllabus on time." (page 22)

"When I paid attention to the lessons and interactions in the classroom, my interest got kindled. The classroom interactions were fascinating, and the teachers sought our opinions on real-life situations." (page 23)

2. **Improved mental health and well-being:** reduction in stress, tension, anger, destructive tendencies, suicidal thoughts... reduction in bad habits

"I used to have heated debates with my friends over small things, but now the relationship has improved. After attending the workshop, I do not try to win in any conversation but try to learn something from them." (page 25)

"The self-exploration process made me question whether I am doing the things I want to do. Am I doing the Bachelor of Technology because of people around me, or am I really interested in doing this?" (page 26)

"Now, I try to talk to everyone nicely. As I said earlier, I was short-tempered. I had anger issues. And I ended up saying something adverse to everyone." (page 24)

3. **Improvement in physical health:** awareness of physical needs and well-being, adoption of healthier habits

"We realized that the needs of the self and the needs of the body are completely different things, and what we focus on are mostly materialistic things. We focus on how to get marks and how we can get a better smartphone or laptop, but we never contemplate what the needs of the inner self are." (page 23)

"I am committed to following a day-to-day routine and have devised a schedule. This approach has reduced my burden during exams and helped me complete the syllabus on time." (page 22)

4. **Better collaboration and teamwork:** Increased empathy and understanding, development of trust and mutual respect, respect for diverse beliefs, enhanced

communication skills, improved interpersonal relationships with peers, faculty, and family, reduction in conflict

"Due to the generation gap (with reference to her parents), we faced issues with our parents despite knowing they have good intentions. Earlier, I used to react abruptly and impulsively to them. Still, after undergoing the UHV course, I developed the patience to listen and understand their point of view." (page 24)

"The interaction with the teachers improved significantly as we started understanding and appreciating their efforts to teach us values and ethics beyond the regular curriculum." (page 27)

"We learned to respect and value different beliefs and traditions, which has broadened our perspective and helped us appreciate the diversity in our society." (page 27)

5. **Heightened environmental awareness:** more conscious of environmental impact, greater sense of responsibility towards resource conservation and ethical conduct

"Yes, I am trying. I turn off lights in my room and the classrooms whenever I see they are not in use. This is my humble contribution to saving nature. Also, I do not buy things that are not required. I consume responsibly." (page 24)

Challenges and Recommendations

The major challenge is the prevailing mindset in society, including that of students and faculty, pointing to the need for developing a conducive value-based environment at all levels, particularly in educational institutions.

Other operational challenges include large class sizes, vocabulary, time constraints, syllabus deadlines, and exam performance vs. genuine understanding. These point to the need for further research, curriculum adaptation for contextual relevance, emphasizing even more practical learning experiences, and refining assessment methods.

Statistics on the Effectiveness of the UHV Programs

General Overview

- **Total UHV Programs:** 791
- **Total Registrations:** 2,10,306
- **Total Recommendations:** 77,677

- **Reach:** All AICTE regions across India (Addendum to Task B-Tren...)(IRMA Task A_Report on e...).

Year-on-Year Analysis

- **Pre-2020:** All UHV programs were conducted face-to-face.
- **2020 Onwards:** Introduction of online UHV programs due to the COVID-19 pandemic, resulting in increased reach and flexibility.
- **Mixed-Mode Delivery:** Successful implementation of a mixed-mode (online and face-to-face) model from 2022 onwards.

Program Participation by Year

- **Up to 2017:** 332 events, 17,481 registrations, 17,481 recommendations.
- **2018:** 76 events, 2,666 registrations, 2,666 recommendations.
- **2019:** 93 events, 3,262 registrations, 3,262 recommendations.
- **2020:** 60 events, 33,432 registrations, 12,318 recommendations.
- **2021:** 45 events, 58,953 registrations, 17,386 recommendations.
- **2022:** 67 events, 53,615 registrations, 13,239 recommendations.
- **2023:** 118 events, 40,897 registrations, 11,325 recommendations(Addendum to Task B-Tren...)(IRMA Task A_Report on e...).

Region-wise Distribution

- **Centre Region:** Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh
 - Total Certificates: 4,265
- **East Region:** Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Sikkim, Tripura, Uttarakhand, West Bengal
 - Total Certificates: 5,190
- **North Region:** Bihar, Delhi, Uttar Pradesh
 - Total Certificates: 10,266
- **Northwest Region:** Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir, Ladakh, Punjab, Rajasthan
 - Total Certificates: 7,438

- **South Central Region:** Andhra Pradesh, Telangana
 - Total Certificates: 6,331
- **South Region:** Puducherry, Tamil Nadu
 - Total Certificates: 10,855
- **Southwest Region:** Karnataka, Kerala, Lakshadweep
 - Total Certificates: 9,308
- **West Region:** Andaman and Nicobar Islands, Dadra and Nagar Haveli, Daman and Diu, Goa, Maharashtra
 - Total Certificates: 8,020(Addendum to Task B-Tren...)(IRMA Task A_Report on e...).

State-wise Distribution

- Higher successful completion rates were observed in states like Tamil Nadu, Maharashtra, Karnataka, Gujarat, and Andhra Pradesh.
- States such as Bihar, Jharkhand, and Tripura have lower completion rates, indicating areas for potential improvement(Addendum to Task B-Tren...).

Faculty Development Programs (FDP) Participation

- **Total Participants:** 27,036
- **Institutions Represented:** 5,325 from 34 states and union territories.
- **Participant Levels:**
 - Assistant Professors: 63%
 - Lecturers: 10%
 - Associate Professors: 10%
 - Professors: 7%
 - Others: 10.26%
- **Volunteer Participation:** 52% volunteers, 48% nominated by institutions(IRMA Task A_Report on e...).

Key Insights

1. **Broad Reach:** The UHV programs have effectively reached all AICTE regions across India, demonstrating their widespread impact.
2. **Increased Participation:** There has been a significant increase in registrations and recommendations over the years, particularly with the introduction of online programs.
3. **Mixed-Mode Delivery:** The shift to a mixed-mode model of delivery has allowed for greater flexibility and reach, accommodating a larger audience.
4. **Regional Variations:** While some regions and states show high participation and completion rates, others may benefit from targeted efforts to improve engagement and outcomes.
5. **Positive Impact on Faculty:** The UHV Faculty Development Programs (FDP) have significantly impacted participants, enhancing their understanding of life and application of UHV concepts in education.

These comprehensive statistics underscore the effectiveness of the UHV programs in promoting universal human values across a wide range of institutions in India.
