

*The Journey towards Integrating Human
Values in Higher Technical Education*
(Some Explorations and Achievements)

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by

Prof. R.R. Gaur

Hon. Visiting Professor

**National Resource Centre for Value Education in Engg.
(NRCVEE), IIT Delhi (India)**

Realizing the Need for EHV Adequately

- It is essential to understand that Excellence in Education can only be achieved by an appropriate integration of 'Values' and 'Skills'.
- Understanding of Values enables us to set the right goals, the right direction for progress and development, while requisite skills and knowledge enable us to actualize these goals.
- There is a strong interaction and interrelationship between Science, Technology and Human Values.
- The present pattern of education is highly skill-biased and value-deficient and hence the need for education in human values (EHV).

Do we realize this need adequately?

All of us have to ask this question to ourselves as this is the first pre-requisite to start the journey!

Making Available Appropriate Models for Introducing EHV Effectively

The next important question is: How to do it in an effective and currently feasible way?

In a way, which can be widely proliferated

- To move ahead in this direction, it is essential to develop and facilitate the implementation of suitable models for introducing EHV in the present system.
- Of course, this is not an easy task. It requires serious research and experimentation to evolve proper vision, methodology and resource material as well as intensive teacher orientation. It also needs a strong commitment and a shift in the worldview of educational, planners and administrators to achieve this.

Some Challenges and Confusions about Introducing EHV

- We have to be adequately clear that education in human values is not a process of mere information transfer or prescribing certain Do's and Don'ts.
- Rather, it is a process of inculcating right understanding about ourselves vis-à-vis rest of existential reality through the process of self-exploration.
- It is a process of affecting perceptual transformation and developing the competence to live in accordance with it voluntarily.
- Also, EHV has to be implemented in a secular and a scientific way to enable its universalization in the present context.
- There are several confusions and misconceptions about EHV which need to be cleared up.

Salient Guidelines for Introducing EHV in the Present Education System

- Universal and rational
- Naturally acceptable and verifiable
- All encompassing - permeating to thought, behaviour, work and realization
- Leading to harmony at various levels - individual, family, society and Nature at large.
- Effectively executable in the current academic environment in Technical Institutions/Universities

Our Own Explorations in this Direction

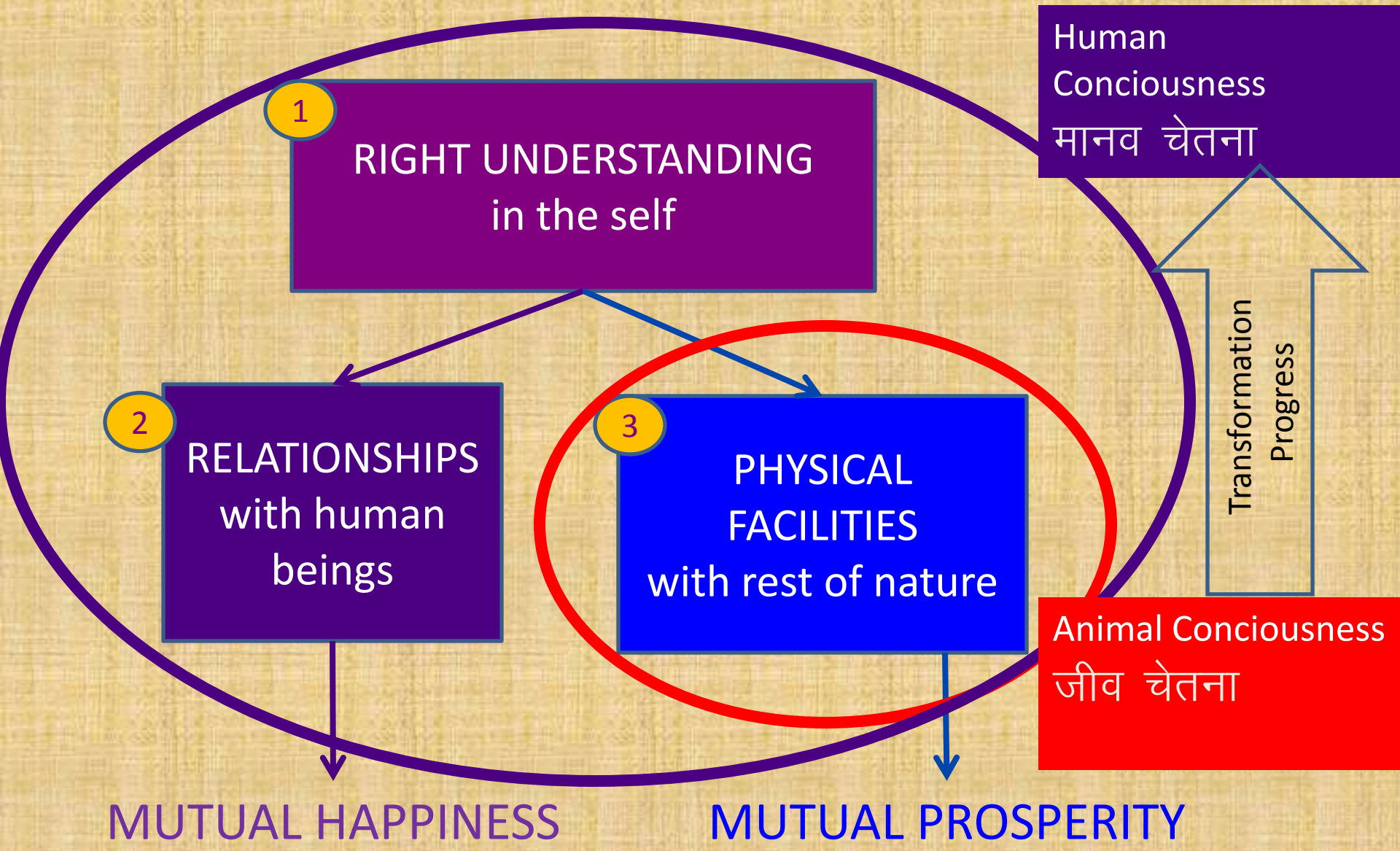
- A brief historical of the efforts spanning nearly three decades
- Earlier experiments at IIT Delhi
- Establishment of NRCVEE and the work as well as networking thereafter
- The salient developments at IIIT H, IIT K and other institutions
- Developing the resource team, resource material and intensive teacher orientation programmes and motivational workshops for Heads of institutions and Management etc.
- Large scale experimentations at GBTU, MTU, PTU, JNTU, RUB and several other institutions and their encouraging outcome.
- Rapidly growing interest in other technical universities/institutions and the increasing network

RIGHT UNDERSTANDING – THE CORE CONTENT OF EHV

- Developing right understanding about oneself vis-à-vis rest of existence forms the core content of EHV.

It includes;

- (a) Correct appraisal of basic human aspirations, viz., **Happiness & Prosperity** and their continuity
- (b) Understanding harmony at various levels
- (c) Understanding what is called human consciousness and human development - the requirements for fulfilling basic human aspirations
- (d) Understanding the implications of these in life and in profession



1

RIGHT UNDERSTANDING
in the self

2

RELATIONSHIPS
with human
beings

3

**PHYSICAL
FACILITIES**
with rest of nature

**Human
Consciousness**
मानव चेतना

Transformation
Progress

Animal Consciousness
जीव चेतना

MUTUAL HAPPINESS

MUTUAL PROSPERITY

Self-exploration as the Main Pedagogical Process for EHV

Such an understanding has to be systematically groomed by enabling the learner to focus attention on oneself and gradually discover the truth on one's own right. The teacher primarily acts as the facilitator. This process also enables the learner to see through one's false conditionings and beliefs critically with reference to one's natural acceptance which is universal, and invariant.

The Meaning and Purpose of Self Exploration

1. It is a process of dialogue between 'what you are' and 'what you really want to be'.

It is a process of focusing attention on yourself, your present beliefs and aspirations vis-à-vis what your really want to be (that is to say, what is naturally acceptable to you).

It is a process of discovering that there is something innate, invariant and universal in all human beings. This enables us to look at our confusions and contradictions within and resolve them by becoming aware of our 'natural acceptance'.

Self-exploration as the Main Pedagogical Process for EHV

2. It is a process of self-evolution through self-investigation. It successively enables you to evolve by bridging the gap between 'what you are' and 'what you really want to be'.
3. It is a process of knowing oneself and through that knowing entire existence. The exploration starts by asking simple questions about yourself, which give you clarity about your being, and then slowly gain clarity about everything around you.
4. It is a process of discovering the interconnectedness, co-existence and order in entire existence and learning to leave in accordance with it. Thus, it is a process of recognizing one's right relationship with every other unit in existence.
5. It is process of being in harmony with oneself, in harmony with other human beings and in harmony with rest of nature.

***Introduction of an appropriate
'Foundation Course'
focussing on the inculcation of
right understanding about oneself
vis-à-vis rest of Existence -- is the
first necessary input!***

*This has to be followed by
systematic introduction of
additional academic inputs and
activities to form
A comprehensive EHV Package*

*The long term strategy will be to
revamp the whole education to
make it compatible with
Right Understanding*

***Presenting a Brief Outline of the
Foundation Course on
'Human Values and Professional
Ethics'***

Course Objectives

This introductory course input is intended

- To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings.
- To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards Value based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much needed orientational input in Value Education to the young enquiring minds.

A brief Outline of the Foundation Course Developed

- **Module 1 : Course Introduction - Need, Basic Guidelines, Content and Process for Value Education** [6]
(Understanding Happiness and Prosperity – the basic human aspirations correctly;
Right understanding, Relationship and Physical Facilities – the basic requirements to fulfill above human aspirations)
- **Module 2: Understanding Harmony in the Human Being - Harmony in Myself!** [6]
- **Module 3: Understanding Harmony in the Family and Society -- Harmony in Human-Human Relationships** [6]
(Understanding Values in relationships; understanding comprehensive human goal and its actualization)

A brief Outline of the Foundation Course (Contd...)

- **Module 4: Understanding Harmony in the Nature and Existence** [4]

(Understanding interconnectedness self-regulation and recyclability in Nature; Whole existence discovered to be as Co-existence)

- **Module 5: Implications of the above Holistic Understanding** [6]

(Natural acceptance of Universal Human Values; Definitiveness of Ethical Human Conduct; Development of competence for professional ethics; Sustainable Development; Paving way for Peace and Harmony – Universal Human Order)

Practice Exercises

IMPLEMENTATIONAL ASPECTS

Teacher Orientation:

- 8-day residential Teachers Orientation Programme (an essential requirement) – being regularly held at IIT Kanpur/other Institutions

General Orientation at Institutional Level:

- One-day/two-day/three-day general orientational workshops - being held at selective institutional clusters

Monitoring and Coordination:

- Monitoring and Coordination by Value Education Cell of the University
- Initiating VE Cells at Institutions to facilitate this activity and for follow up programmes- Role of Heads of Institutions and the Management
- Examination and Assessment

Moving towards a Comprehensive EHV Package

- The introduction of the foundation course, though a crucial step but it is only the first step. It has to be followed by other suitable inputs and supporting activities to make the whole process effective.
- A mechanism to link various cultural and other extra curricular activities and social internship projects as well as management of campus life in consonance with the understanding developed will be required.
- Suitable elective course inputs dealing with applicational aspects and value interaction in the professional domain will be needed to evolve a comprehensive EHV package.
- Gradually, as things stabilize, it will be desirable as well as feasible to revamp the whole curriculum so as to be more in consonance with the holistic perception.

The Road Ahead

- Need for evolving strategies and policies for large scale proliferation of EHV.
- Need for development of nodal centres for orientation of teachers to cater to the growing requirement.
- Need for providing thrust to R&D work in this direction and creation of centre of excellence for development of improvise models, methodologies and resource material to make the process more and more effective.
- On one side the challenge is for scaling up and on the other, it is to maintain the effectiveness and the impact. We have to strive hard to meet these challenges squarely.

Thanking you!