



Incorporating Human Values in Education

**Realising the Aspiration of
the Draft NEP 2019**



Draft NEP 2019

**Effort required to
realise its Aspirations**

Developed around a vision of education for:

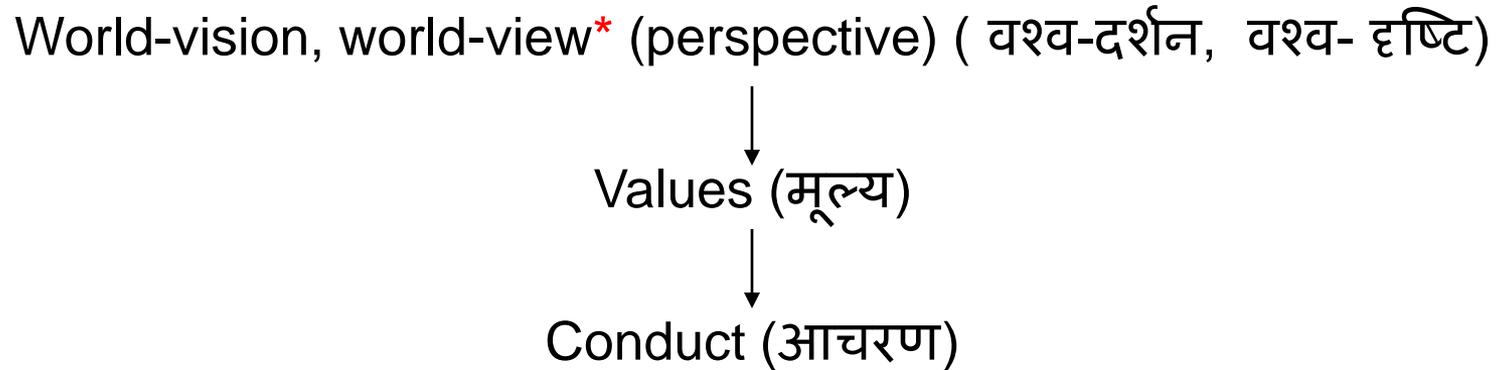
- The “**full development of human personality**” and
- The creation of a “**just and equitable society**”

We have to understand the meaning of

- Full human personality
- Just and equitable society

Source: https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf pp 24

For human beings
their conduct depends on their world view and values



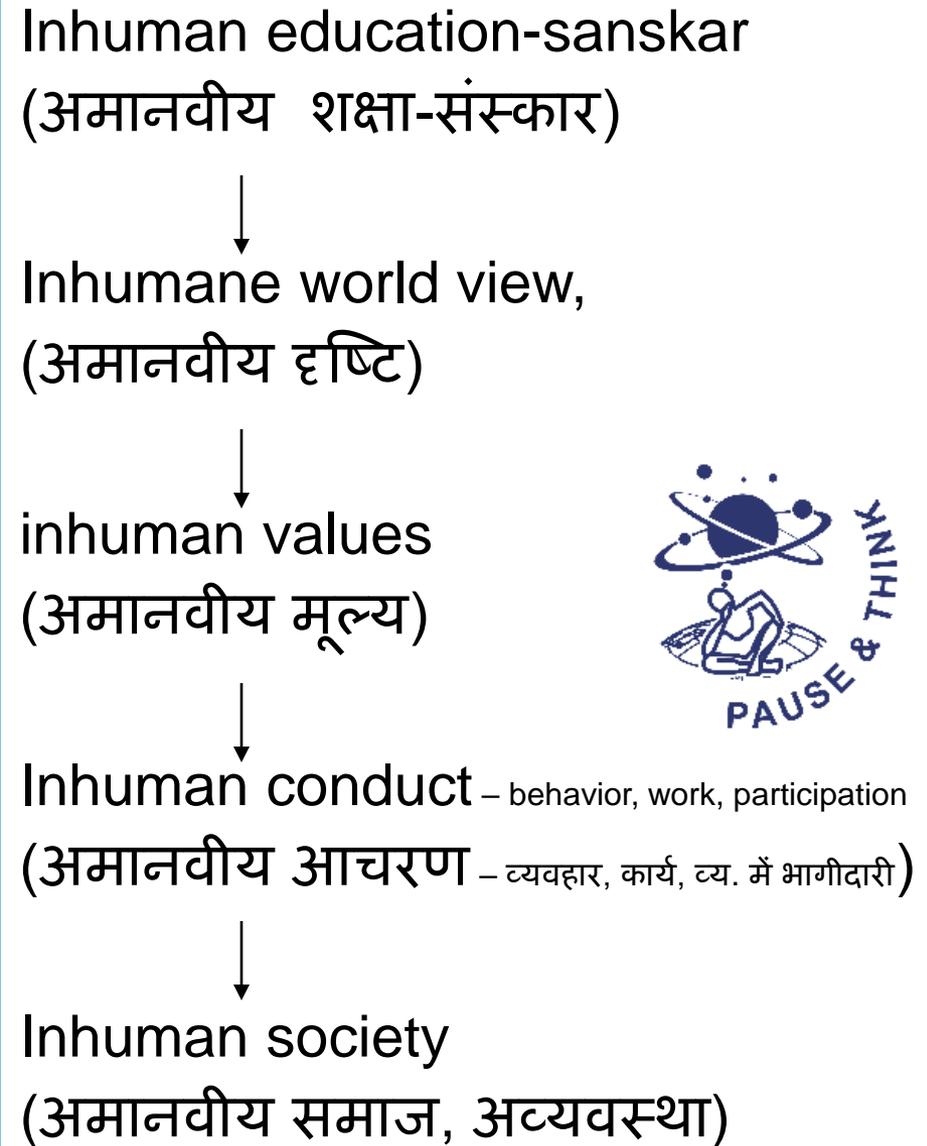
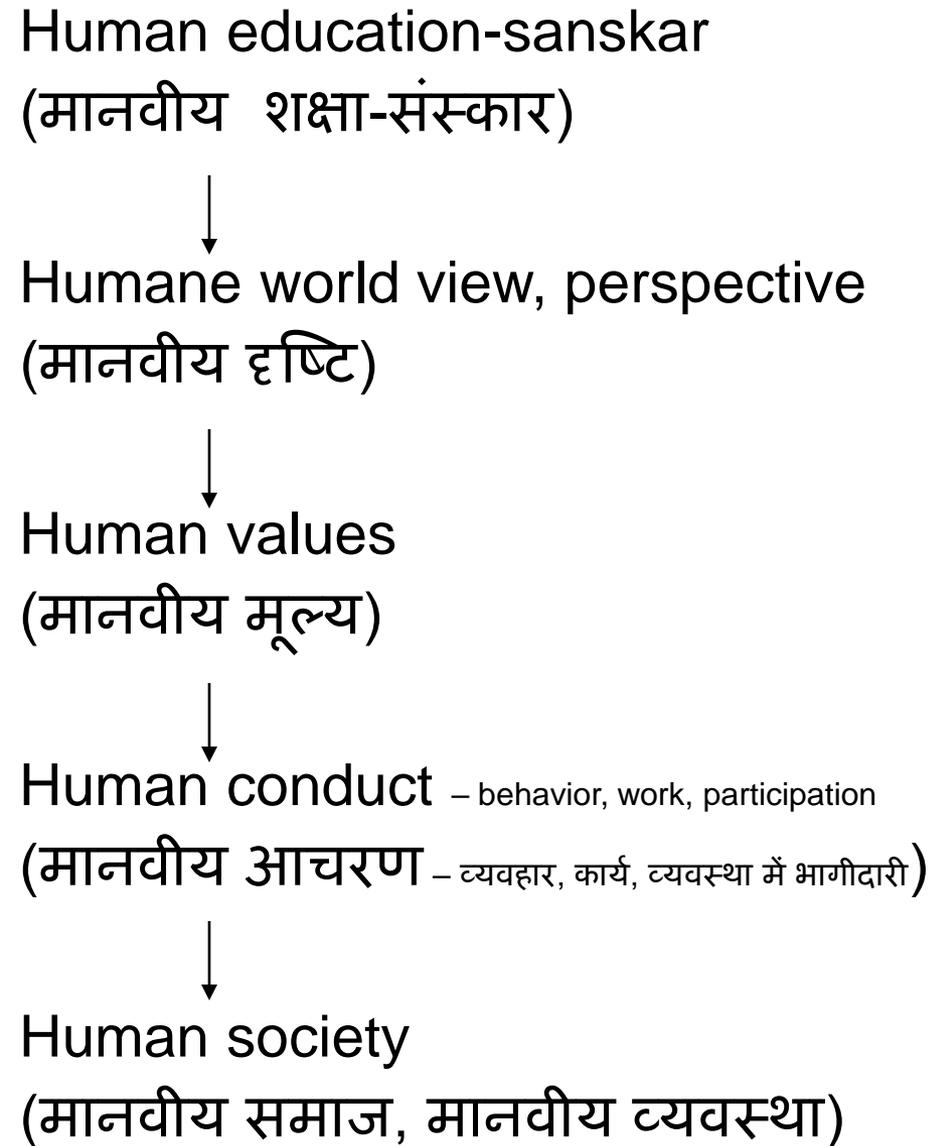
For the rest (animals, plants, trees, soil, water...)
their conduct is definite, pre-determined naturally

Today, is the conduct of human being definite or indefinite?



* world view- is meant to signify our perception of the world. This may be based on direct realisation of the existential reality or on our assumption about it.

Conduct of Human Being is based on their Education-Sanskar



Holistic Education

Human education-sanskar (मानवीय शिक्षा-संस्कार)



Humane world view, perspective
(मानवीय दृष्टि)



Human values
(मानवीय मूल्य)



Skills for living with human conduct
(मानवीय आचरण पूर्वक जीने के लिए हुनर)



Human society
(मानवीय समाज, मानवीय व्यवस्था)



Full human personality

Graduates will be able to contribute to a human society



A just and equitable society

Holistic Education

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**Universal Human Values
(UHV)**

Universal

Rational

Verifiable

Leading to Harmony



Value guided skill education



Just and equitable society

AICTE has taken an initial, but significant step to fill the crucial missing link

Holistic Education = Education on Values + Skills

Human education-sanskar (मानवीय शिक्षा-संस्कार)



Humane world view, perspective
(मानवीय दृष्टि)



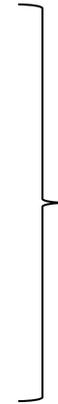
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Universal Human Values

+

Value guided skills

We will Focus on Universal Human Values

Our focus is on the value component,
which is the crucial missing link in present day mainstream education

If we are able to ensure it,

- The education on skills will be properly placed
- We will be able to make right utilisation of the skills

And, two things will happen

1. The full development of human personality will begin to be realised
2. Such people will have the mindset and skills to develop the foundations of a society which is just and equitable

i.e. the aspirations articulated in the Draft NEP 2019 will be fulfilled

In Mainstream Education, this need has been felt for a long time...

So, the need for reform in mainstream education, particularly inculcation of values, has been felt for quite a while

The issue had been about how to go about it

How to go about it in a manner which is acceptable to every human being, in all places, at all times...



Some of the Issues in Mainstream Education

You may also have these and other questions like this

In the effort for Self-reliance... High Focus on Skills

Stress, focus was on skills

Not able to give adequate attention to the value aspect

Right values



Right use of skills

Wrong values



Misuse of skills

With even more skills

Right values



Faster, more pervasive
Right use of skills

Wrong values



faster and more pervasive
Misuse of skills



Where are we are today?

Can Values be Taught?



One of the misconceptions has been that
“values cannot be taught, they are caught”

Of course, values are inspired and reinforced in institutions by people who are living models of human values

From the experiments in the last 15 years in mainstream education, it is clear that:

Human values can be taught !

- Students find it interesting, when it is shared as a proposal for self-exploration (rather than a set of instructions or do's and don'ts).
- Youth, regardless of their background, can explore, discover the humanness in them and develop.
- Self-exploration is an effective means of self-evolution. There is significant perceptual transformation in those exploring it seriously.

What is Value Education? Is it Effective?

Understanding
(definite, universal, invariant...)
Right World-view, Perspective

Value Education
(proposals,
self-exploration,
knowing,
Self-discipline)

Natural Acceptance

Thinking
(ideas, morals...)

Moral Education

Belief

Doing
(behaviour, work)

Discipline, Instructions
(externally enforced
fear, incentive...)



↓
**Conduct is
Indefinite**

↓
**Conduct is
Indefinite**

↓
**Human Conduct
(Definite)**

Is it too Late?

We have accumulated so many problems... at every level



At the level of individual: unhappiness, dissatisfaction, a sense of purposelessness or futility, tension, frustration, depression even suicide and on the other hand show the signs of domination, violence, crime, terrorism etc. Poor health of the body...

At the level of family: deprivation, complaints, fights, inter-personal tensions, injustice and hatred...

At the level of society: poverty, unemployment, division, discrimination, exploitation, opposition, struggle and war...

At the level of nature: ecological disturbances, pollution, resource depletion, global warming, heralding larger problems and disasters soon

If we can start even now, Where to start from?

Where to start from: teachers or parents or policy makers?

At what level to start in education: primary or secondary or higher?

Its good to start value education right from elementary stage – children start learning values right from childhood in their homes from their parents...

So, its better to start from their parents.



But when you go to educate the parents, ultimately you have to work with grown ups.

So, why not start with higher education!

Through higher education, you are directly able to address the future teachers, parents and policy makers.



Efforts on Universal Human Values

Encouraging Results

Effort for Realisation of Truth, Love & Compassion

All great people of the world have tried to realise the truth and to live by it in terms of love and compassion. They have tried to:

1. Understand themselves (human being)
2. Understand the underlying harmony in nature, in existence

They have tried to understand the role of the human being in nature, in existence,

to live by it,

and to develop a just and equitable society

For all such great people, we have a deep feeling of gratitude...

This effort on Universal Human Values is in continuation with that tradition of self-enquiry, for the wellbeing of all...

Drawing upon universal essence, it is put forth as proposals for self-exploration on one's own right...



Universal Human Values (UHV)

UHV has been experimented in the last 40 years or so with people from all walks of life

(children, families, youth in higher education, urban people, criminals in jail, politicians, administrators, social workers, NGOs, farmers, adivasis...)

It has been rigorously experimented in mainstream education over the last 15 years – starting with 1 college... to over 4000, with encouraging results

We feel that it is a workable proposal... with a significant potential

It can be used as a starting point for further developing a universal framework for incorporating values in mainstream education... and living

You are the custodians of education in the Nation...

We invite you to participate, to explore the content, the process and draw your own conclusions...



Universal Human Values – Foundation

The content and process of value education follows the basic guidelines:

Content

- **Universal**
- **Rational**
- **Verifiable**
- **Leading to Harmony**

Process

- **Self-exploration**

This will be sufficiently exemplified in the presentations in this workshop





AICTE efforts on Universal Human Values

Encouraging Results

AICTE adopted the UHV Approach for Value Inculcation in 2017

In March 2017, AICTE decided to update its Model Curriculum from the 2018-19 academic year for all technical education (UG and diploma in) across India:

- UHV is included as a core part of the mandatory Student Induction Program (UHV-I)
- UHV is to be offered as an essential 3-credit course (UHV-II or H-102) in 3rd/4th semester or earlier



Today, more than 10,000 colleges under the AICTE umbrella are preparing their teachers for this huge task of National importance

Implementation is a Meaningful, but Huge Task

AICTE has taken an initial, but significant step in this direction

It has initiated a process of value education... and value-based skill education... across the Nation

It is providing policy and financial support for it

To reach every student, the college has to prepare at least one faculty per 20 newly joined students...

The annual estimated intake of the approx. 3,000 professional (UG) colleges is about 7 lakh students

That means we have to prepare about 33,000 UHV faculty

At 60 faculty per workshop, we have to run about **600 8-day face-to-face workshops**

In the last 3 years, and in particular in the last 48 days...

Workshops have been conducted for VCs, director/principals and UHV conveners of various universities across the Nation (particularly in all major technical universities)

The response has been quite warm. They can see the relevance of AICTE's decision...

“Universal Human Values is useful in developing the vision and roadmap for the much-needed fundamental shift in Education”...

“It can be helpful in preparing people who can do the basic home-work required for the development of a just and equitable society”...

“We have felt the need for such a society... now we can accelerate a process to materialise it through education”...



Universal Human Values Broader Implications

**Need 100 committed Nodal Centres
across the Nation**

A Just and Equitable Society... Responsibility of the Society

This is a fundamental, civilisational change

Institutions, Government can take initiate, provide support...

But ultimately society has to recognise its responsibility, accept it and make the necessary effort

The Invitees to this Workshop

Colleges that have recognised the possibility, the relevance have risen up and taken responsibility as nodal centres

More than 50 AKTU colleges are nodal centres or making effort to be nodal centres

Like that there are colleges from IKG-PTU and BTU

And also from other universities keen to join this National effort

You are the select group of people from these nodal centres and potential nodal centres

You have been working on this for some time and are here with that background

What You can Do

Participate actively in this 5-day workshop...

Develop your view on this effort, its desirability, its potential...

Then formulate your commitment and share it...

Expectation from Nodal Centres

1. Develop internal resource persons
And a process for the continuity of their development
2. Orient/familiarise 100% of your college administration, staff, faculty, so that they are able understand the basic ideas, see the need for UHV in education and find out its potential
3. Develop the college as a living model of a “just and equitable society”

With this Preparation...

Nodal centres will become useful for others

Then they will be able to coordinate, help, guide nearby colleges, schools in this effort

In UP, there are at least 20 such Nodal centres which are at this stage

10 of them are regional nodal centres, which have been able to expand their efforts beyond just a few colleges to the community and society at large

They will be sharing their experiences during the course of this workshop

Complete Responsibility of Nodal Centres

Ultimately, nodal centres will be able to reach to the community and society at large, making the change required for the materialisation of a “just and equitable society”

So, there are 2 levels of responsibility:

1. Institutional responsibility (within the college)
2. Social responsibility
 - To assist in the nationwide work that AICTE has taken up
 - Rest of society – every family

For the AICTE Effort alone – Need 100 Resource Persons

It will be possible with 100 committed Nodal Centres across the Nation which will

1. Prepare competent resource persons
Identify promising faculty and invest in their development
(promising faculty not just for conducting workshops, but also for support, coordination, moderation etc.)
2. Make one (or more) resource person available for the work on the social responsibility part as their priority
(they can be available for institutional work as their second priority)

There are already good examples of such Nodal Centres
e.g. AKGEC, Ghaziabad, one of the regional nodal centres of AKTU,
has made one person available full-time and allocated resource persons
part-time on priority basis

Benefits of Making one Resource Person Available Full Time...

The college gains much more directly as well as indirectly. e.g.

- More harmonious relations amongst faculty

- Improved quality of teaching

- Better faculty retention

- Improved discipline amongst students

- Better student employability of students due to improved attitude Towards employer and job, teamwork

- More positivity in the thoughts of more and more people – staff, faculty...

- Departments function in a more self-organised manner

- More contribution to society

- Better college reputation

The investments, resource person salary etc. are quite insignificant in comparison

Now, it is up to you...

We look forward to your active participation...

We trust it will help in further refining your view about this effort, its desirability, its potential...

And we look forward to hear from you about your commitment...

Thank You!

Dr. Rajneesh Arora
Chairperson, National Coordination Committee for Induction Program
(NCC-IP)

