

UNIVERSAL HUMAN VALUES FOR CONSCIOUSNESS DEVELOPMENT AS VALUES EDUCATION IN TECHNICAL EDUCATION

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ABSTRACT-The engineers and technologists are involved in various tasks during their work which can be considered the work for society. Whilst their task directly impacts the people and nature, as well as they are the part of family and nature. It is so important to have human values within engineers so that they can fruitfully contribute for the society and nature and live happily within family. There is need to incorporate these aspects in the curriculum of the technical education. The involvement of the engineering profession in general progress is linked with ethics and accountability. But there are some initial issues of integrating education in human values with professional engineering education. The paper proposes the values education along with technical education in the light of MadhyasthDarshan. The current education is able to provide information & skills via the method of memorization & analysis; it fails to touch upon the basic aspects of human living. The objective of this paper is to bring the context of human living into the Technical education.

KEYWORDS -Universal Human Values via Consciousness Development [UHVCD], MadhyasthDarshan,

INTRODUCTION

Despite the long history of education on this planet, the outcomes for us as individuals, families, society & our impact on our natural environment are far from satisfactory. This is because the content and process of humane education yet remain to be identified in a universal manner: While theism/spiritualism could not enunciate their proposals in a universal manner, materialism/science has not been able to provide a way for universal goodness. The process of education is based on a fundamental and deep understanding of the human conscious, mind & psychology as it is in reality [1].

Education has to integrate all the dimensions of an individual's personality by developing human values [Shukla, 1997]. J S Rajput [2001] emphasizes that it is the education sector that must take the responsibility of developing human values. Sen. I [1983] says that education should promote instrumental and intrinsic values and the education system should reconcile modern education with traditional values. Sharma, A. P.[1990] says, education needs to foster universal and eternal values. Values education means, education is the process of developing in the child knowledge, skills, attitude, values and behavior patterns that society considers desirable for him to have, both as an individual and as a member of society. Society expects to preserve and promote its values through education desirable changes in the child's way of thinking, feeling and in the way he acts in accordance with good life. [2]

The major aim of Vedic Education was to promote understanding of the moral values of life. The main aim of Boudha religion education has been salvation, emancipation, character formation and dignity of labor. The main aim of Islamic education has been to develop morality among individuals. The aim of British was to anglicize the Indians through English education which was criticized by all the leading national movement leaders and social reformers. The scheme of values oriented education of Gandhiji in India was accepted in 1937. [2]. The place of philosophy is important in education, and the social behavior conduct and activities influence the educational principles and practices in the global society. [3]

It is clear that the current content and context of education is materialistic in nature – it predominantly involves the study of the material aspects of nature leading to a material outcome – of a consumerist lifestyle & society. While this ensures physical comfort, it is both unsatisfying to us as Humans as well as detrimental to nature. Fundamental aspects like understanding of the Self, understanding the nature & purpose of human relationships, living in family & society, and our relationship with nature are completely ignored, or at best addressed in a halfhearted manner in prevalent education [4].

The content of Value Education for Consciousness development or Chetna Vikas Mulya Shiksha (CVMS) aims to reduce that gap and point both students and teachers in the right direction by providing them with the relevant content and direction needed. This 'alternative view' of study and life can be provided to students so they may appreciate the need for living with human values and human-consciousness and make efforts to study & practice the same. The need for human education is as follows [1]:

- Human beings belong to the 'knowledge-order'. Our **fundamental need** is knowledge.
- Humans have the **expectation** to understand the truth about everything, including their living
- There are such realities in existence and the **possibility** that we can understand them
- Humans have the **capability** for such understanding.
- The role of education is to **enable** this understanding.

PEDAGOGY OF EDUCATION

There are realities in existence and the meanings & understanding of these realities reside in the teacher/guru. Since words are the most potent means of communication, they are used to provide direction to the pupil's imagination. Education thus, is the process of transferring this understanding or right values (sanskar) from the teacher to the student enabling the student to have these impressions of reality & live accordingly.

The process of education has the following characteristics:

1. Addresses 'self'

The Education would address inquisitiveness and exploration by each child, since the innate need for every human is to know – in place of mere memorization and rote learning. One can respect the freedom of imagination and freedom of action in the child allowing for their creative thinking & expressions. One should have ability of Critical thinking which enables students to scrutinize & evaluate using their own freedom of imagination and decide between right & wrong, true & false in their own right.

2. Recognizes human relationship

It is based on sound teacher-student relationship – between one who knows and one who wants to know: as against it being a 'job' alone. It is based on values & evaluation, as against fear and enticement. (punishment and rewards). It fosters cooperation and mutual fulfillment with other children/ humans – in place of seeing them as opponents to compete against. It also promotes excellence – everyone can be excellent as against specialty & competition.

3. Integrated approach based on reality

The subjects would have taught in an integrated manner – as the inter-related fabric of the cosmos, to human life on this planet and our roles as individuals, in families, society, nation-state etc – as against fragmented teaching leading only to specialization. It addresses all dimensions of human living: realization, thought, behavior and occupation – as against the current goal of education largely for an occupation, or 'to make a living'. It is based on the reality of Coexistence – of Existence being in harmony, that can be known – as against material-centrist chaos/instability based view or mysticism/god centrist views [5].

OUTCOMES OF EDUCATION

The person that successfully completes such education is endowed with the following five qualities:

- Has assurance, trust in oneself and his capabilities and knowledge
- Respects excellence in the other human – recognition of who has worked for, or reached the common human goal
- Has balance in his knowledge and personality – can live according to what he/she knows
- Is sociable in behavior: pupils living does not cause an imbalance in society: lives within the confines of marital relationship and displays kindness in behavior with other humans, lives with human values.
- Is self-sufficient in occupation: has the needed skills to work for his and family's material prosperity

The person with above qualities is capable of living in human-consciousness or with 'awakening'

Implementation with the current educational content

Students don't get complete knowledge in any single subject in the current Education system. The study of the missing aspects need to be inculcated to make prevalent education complete: with addition of Conscious aspect in Science, addition of Mental-impressions in Psychology, addition of Ethical utilization of the material and conscious aspects in Economics, addition of Culture and Civics of Humaneness in Sociology, addition of Conservation and Encouragement of Humaneness in Political-Science, addition of Activity of Matter in Philosophy (Darshan-Shastra), addition of Human being and Humaneness in History and Geography, addition of Essential Reality in Literature.

CONCLUSION:

The human values via consciousness development or ChetnaVikasMulyaShiksha (CVMS) fulfills the criterion of universal, logical and verifiable, and livable. Universal means naturally acceptable to the human & natural to existence/nature and it is not being an imposition. Logical & Verifiable means appeals to human reasoning and intuitively and experientially verifiable. Livable means it comes in living i.e. it improves quality of understanding and living and leads to harmony with humans and nature. Living in human-consciousness or with 'awakening' results in an answer to every state/situation we live in, in a harmonious manner in all spheres of our living. This is called samadhan or 'resolution'. Such an 'awakened human being' lives with resolution within, with material prosperity in family, trust & cooperation (Fearlessness) in society & coexistence with nature – which itself is happiness, peace, satisfaction being recognized as human aspirations and goal.

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