

DEVELOPMENT OF A FRAMEWORK FOR ASSESSING VALUE EDUCATION AT TERTIARY LEVEL

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OCTOBER 2020**

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Development of a Framework for Assessing Value Education at Tertiary Level

by

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Submitted

in fulfillment of the requirements of the degree of Doctor of Philosophy

to the



**Indian Institute of Technology, Delhi
OCTOBER 2020**

Dedicated to

**My Grandparents, my Parents, and all well-wishers who
inspired me to continue walking on the path of wisdom**

Certificate

The thesis entitled “**Development of a Framework for Assessing Value Education at Tertiary Level**” being submitted by Mr. Raj S. Amonkar to the Indian Institute of Technology, Delhi for the award of the degree of Doctor of Philosophy is a record of original bonafide research work carried out by him. He has worked under our guidance and supervision, and has fulfilled the requirements for the submission of this thesis, which has attained the standard required for the Ph.D. degree of this Institute.

The results presented in this thesis have not been submitted elsewhere for the award of any degree or diploma.



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Acknowledgements

Completing this research and writing this thesis has been a fascinating and enlightening journey. It has given us an insight into the power of purposeful team synergy where researchers, academicians, and facilitators have worked together for 7+ years to construct a practical framework for assessing value education.

It is the kind of assessment that can help an individual make a meaningful and purposeful difference to one's own life journey, and in turn, be a facilitator for "Bahujan Hitay, Bahujan Sukhay, Lokanukampaya" (For the benefit of many, for the wellbeing of many, for Self-compassion). I would like to thank several gifted and wise people across the planet those who have contributed to the final result.

To commence with, I am most grateful to the divine grace and blessings of elders and well-wishers, those who have bestowed upon me good health, courage, clarity, persistence, and wisdom needed to sustain this research.

I would like to express my sincere gratitude to my advisor Prof. M. R. Ravi, at IIT-Delhi, for continuously sharing his wise guidance and supporting me to reach the first major milestone on this research mission. His humility, patience, and wisdom insights have helped me immensely to persist since 2012. It was my good fortune to receive timely insights and advise from my co-advisor Prof. Suneet Varma, Delhi University, who also introduced me to the basics of social science research and Indian Psychology.

Ex-head of NRCVEE at IIT-Delhi, Prof. Sangeeta Kohli's kindness, constant encouragement, understanding, patience, and healthy criticism, made this a worthwhile journey. Despite her extremely busy schedule, she had accepted the responsibility of monitoring that I do not waver from reaching the final completion of this research.

I cannot imagine anyone being blessed with a such a gifted and wise team of advisors and mentors for one's Ph.D. study. I am grateful to Prof. P. L. Dhar for encouraging me in 2011 and introducing me to such authentic and committed academicians.

I would like to thank my student research committee at IIT-Delhi: Prof. Madhusudan Rao, Chairperson, Prof. Kanika Bhal, and Prof. Rahul Garg, for sharing their precious time, insightful comments and encouragement, but also for asking relevant questions which

inspired me to refine my research from various perspectives. Prof. R. R. Gaur shared his immense enthusiasm, sharp insights, and guidance during every SRC meeting.

In July 2013, when I registered as a full-time student for a semester at IIT-Delhi to complete the course work, I thoroughly enjoyed being a student again after 25 years, mainly due to excellent teaching skills of Dr. Kamlesh Singh (Principles of Psychometric analysis), Dr. Upasana Sharma (Social Research Methods), Dr. Sangeeta Kohli (Human Values and Technology), and Dr. Suneet Varma (Indian Psychology). These four courses provided a firm foundation to take this research to the next level.

In 2016, Dr. Ajay Kumar at JNU showed great faith in this research and invited me to design a 2-day workshop for university students on "Mindful Leadership and Wellbeing" in collaboration with Dr. Tithi Bhatnagar and Dr. Vatsal Singh. Our team synergy, for which I am grateful, inspired the participants to be lifelong learners and practitioners.

When I look back on this journey, sometime in early 2007, Sh. Kishore Saint, our family friend for over 60 years in Udaipur and a nation builder through his mission oriented service in education, environment, and livelihood, inspired me to write a short note as a follow-up on a couple of days of deep deliberations on what facilitates and sustains a great civilization.

After reading that 4-page note titled "If livelihood is for life, then what is life for?" in 2010, Prof. S. G. Deo, a sagely teacher of Advanced Mathematics and an author of more than 12 books, said that he can see the seeds of multiple humanity building missions in that note. He insisted that I should collaborate with other researchers in academia and civil society in other parts of India and the planet to take this research forward.

It is a divine coincidence that a "Saint" (Kishore ji) and a "God" (Prof. Deo) had to come together to inspire and bless this research mission right from the beginning.

As the research progressed in 2014, we realized that creation and validation of a framework for assessing value education at tertiary level can only be completed meaningfully with insights and inputs from an expert council. I am truly grateful to our wise council members, who over many years, (see Annexure 1 for their brief background) shared their wisdom, finesse, and their lifelong commitment to authenticity (they walk their talk). Expert council members in alphabetical order: Dr. John Christopher (USA), Dr. S. G. Deo (Goa and

Mumbai), Dr. Narayan Desai (Goa), Sh. G. M. Dhumal (Pune), Dr. Kapil Joshi (Mumbai), Dr. Asawari Kanade (Pune), Lt. Gen. (Retd.) Ashok Joshi (Pune), Dr. Ross Macdonald (New Zealand), Dr. Varsha Naique Amonkar (Goa), Sh. Deepak H. Pagare (Manmad), Dr. Vanita Patwardhan (Pune), Sh. Kishore Saint (Udaipur), Sh. Vincent Toscano (Goa), Dr. Kuperan Vishwanathan (Malaysia).

Prof. (retd.) R. L. Bijlani (AIIMS, New Delhi) by meaningfully interacting with me and gifting his Medical research methods book, Dr. Tithi Bhatnagar by sharing her valuable time and experiential insights for designing qualitative analysis through interviews, timely and wise insights sharing by members of Aurobindo Ashram, New Delhi, Value education program data collection support from Sh. Gopal Babu (facilitator of HVPE course) have helped immensely in reaching this milestone. I am most thankful to them for their unconditional support.

My sincere thanks also go to Dr. Kailasnath B. Sutar, Dr. Abdul Rahman Khan and the staff of NRCVEE who shared their valuable time, positive spirit, and provided precious support on campus during this research. They were my best student friends on the campus.

I appreciate the fact that every now and then, when the research journey was not making satisfactory progress, I was blessed to have well-wishers who would not give up on me, encouraged me, and sustained my commitment to completing this research. They made a difference when it was needed most. I am grateful for the genuine caring shown by Dr. Rajendra Barve, Dr. Tithi Bhatnagar, Smt. Leela and Sh. Ramesh Borkar, Smt. Rajashree and Dr. Ghanashyam Borkar, Smt. Sushma and Dr. S. G. Deo, Er. Deepak Chodankar, Dr. Dhananjay Chavan, Dr. Chandrakant Chouhan, Fr. Peter Desouza, Sh. Rommel Desouza, Fr. Romuald Desouza, Sh. G. M. Dhumal, Sh. Bharat Grover, Sh. Manohar Mirje, Ms. Allison Murdoch, Sh. Deepak Pagare, Sh. T. R. Patil, Sh. Salvador Pinto, Sh. Purushottam Shenoy, Sh. Kishore Saint, Sh. J. P. Singh, Dr. Vatsal Singh, Adv. Sanjay Usgaonkar, and Er. Suharsh Usgaonkar. They shared with me the power of unconditional love.

During my semester long stay in New Delhi (Aug-Dec 2013), our family friends Smt. Satlaj Deo and Sh. Ram Gopalan welcomed me in their home, which happened to be located exactly opposite one of the IIT-Delhi campus gates. I am grateful to them for taking care of me with kindness, providing peaceful habitat for doing research, and facilitating our team synergy to the next level.

My wife Dr. Varsha, daughters Dr. Sparsh and Ms. Sanika, and in-laws (late Smt. Sharmila and Sh. Baboia Naique), encouraged this self-funded research journey since 2005, and without their love, affection and quiet support, I would not have been able to sustain this research until today. This is another real-life example of purposeful team synergy during this journey.

During an important phase of university education in the USA, which I started even before I had turned 18, Smt. Alka (aunty) and late Prof. Ravindra (Babu uncle) G. Amonkar, welcomed me into their home and provided precious care, affection, and guidance throughout my stay. That opportunity enabled me to transform into a lifelong learner, experience the power of technology, and understand the magical potential of purposeful team synergy.

This research mission needed that authentic, universal vision, purposeful team synergy from advisors, mentors, and experts, and genuine blessings from around the planet to reach this stage. I feel blessed that I was chosen by the universe to serve this research mission.

And for this grace, I am ever grateful to my late parents, Smt. Sudha and Sh. Suresh G. Amonkar, who had dedicated their lives to education and literature. My mother, apart from being a gifted and inspiring teacher at New Goa High School just like my father, was the first one who taught me through her example, the joy of seeing and nurturing the best in everyone possible, and the magical practice of gratitude (counting one's blessings). My father touched many of his students and colleagues through his commitment to excellence and joie de vivre.

May we all enjoy the inner freedom (Vimukti) with awareness and clarity to optimize every day we are blessed with, and in turn, offer the universe the best of the potential sage-cum-scientist within.

..... Raj S. Amonkar

Abstract

Wise men who have lived values-driven lives have shared their perspectives with humanity that unless men increase in wisdom as much as in knowledge, increase in knowledge will be increase of sorrow. Or in today's technology distracted world, just educating a human in mind but not in morals or values-based clarity can be a disaster. UNESCO's report on Education in 21st Century titled "Learning the Treasure Within" highlights four pillars of education, namely Learning to know, Learning to do, Learning to live with others, and Learning to be. *Learning the Treasure Within* emphasizes that for decades, education curriculum has focused mainly on Learning to Know and Learning to do which are more career or livelihood oriented. The other two neglected pillars (**Learning to live with others** and **Learning to be**) need to be strengthened through the formal system of education. At the level of tertiary education, which is when an individual shapes one's own thinking and analysis independently, inputs towards "Learning to be" dimension are critical for shaping the character and clarity of every student, and in turn, that of a society. The Mission of the National Resource Centre for Value Education in Engineering at IIT Delhi is "To identify, develop and disseminate techniques by which engineering students and practicing engineers can be motivated to imbibe human values and appreciate their impact on technology development, professional ethics and human welfare". In order to embark on such a mission, it is imperative that existing techniques be researched and assessed for their effectiveness in inspiring individuals to imbibe human values and to appreciate their impact on life and profession. It is also essential to define what is meant by Human Values in this context, and qualify the terms such as effectiveness, and arrive at a rigorous and scientific methodology for assessing actual change in the student's present quality of life. The research aims at defining the foundational basis of Human Values in terms of one's present levels of **Authenticity, Right Understanding,**

and **Clarity**, (**ARC**) terms that have emerged from the grounded theory approach and also find mention in the literature. It further aims to develop a framework to assess the effectiveness of value education programs (VEP) at tertiary education students. The framework is built upon the three above value attributes (**ARC**) and three process metrics of **Awareness, Acceptance, and Action (AAA)**. Continuous refinement of one's levels of Awareness, Acceptance, and Action (**AAA**) in the attributes of Authenticity, Right Understanding, and Clarity (**ARC**) can strengthen both the "Learning to be" and "Learning to Live with Others", recognized as two critical pillars of education. This assessment framework is the foundation for developing and testing an assessment tool called "A-ARC of Values". A-ARC tool, administered at pre and post stages of a value education program, can assess/monitor the changes in VEP participant's levels of effectiveness attributes and metrics. The tool has been developed and validated with a limited number of participants for internal consistency and reliability through statistical tools. It has subsequently been applied to assess effectiveness of two VEPs – an 8-day non-residential course and a semester-long course as case studies. While the results are promising, they also have offered newer insights into the process of assessment of VEPs.

Keywords: Assessment Framework, Effectiveness, Value Education, Authenticity, Right Understanding, Clarity, Awareness, Acceptance, Action, Grounded Theory, Focus group.

सार

मूल्यवान जीवन जीने वाले समझदार लोगों की यह सोच रही है कि जब तक मनुष्य अपने ज्ञान की वृद्धि के साथ अपने विवेक को भी पुष्ट नहीं करता, तब तक ज्ञान की वृद्धि उसके दुःख की बढ़ोतरी का ही कारण बनेगी। या यूँ कहा जाए की आज के प्रौद्योगिकी प्रधान युग में मानव जाति को केवल बुद्धि के स्तर पर शिक्षित करना और नैतिक मूल्यों की शिक्षा की अवहेलना करना घोर संकट को निमंत्रण देने के समान है। इक्कीसवीं सदी में शिक्षा पर यूनेस्को की रिपोर्ट "लर्निंग द ट्रेजर विदिन" (आंतरिक निधि का ज्ञान) शिक्षा के चार स्तंभों को उजागर करती है: ज्ञान कैसे प्राप्त किया जाए - इसकी शिक्षा; ज्ञान को क्रियान्वित करने की शिक्षा; मिल-जुल कर रहने की शिक्षा; और मानव की आंतरिक क्षमताओं को विकसित करने की शिक्षा। यह रिपोर्ट इस बात पर ज़ोर देती है कि कई दशकों से, पहले दो स्तंभ ही शिक्षा के पाठ्यक्रम के मुख्य केंद्र रहे हैं। तीसरे और चौथे स्तंभों पर अभी तक ध्यान नहीं दिया गया था, लेकिन अब इन्हें शिक्षा प्रणाली के माध्यम से मज़बूत बनाने की ज़रूरत है।

स्कूल के बाद कॉलेज की शिक्षा के स्तर पर आंतरिक क्षमताओं के विकास की ओर विशेष ध्यान जाना चाहिए क्योंकि इस समय व्यक्ति की स्वतंत्र रूप से सोचने और विश्लेषण करने की क्षमता विकसित होती है। ऐसे समय में यदि उचित शिक्षा के माध्यम से विद्यार्थियों को अंतर्मुखी होकर चौथे स्तंभ की दिशा में बढ़ने के लिए प्रेरित किया जाए तो इसका प्रभाव उनके चरित्र और स्पष्ट रूप से सोचने की क्षमता पर अवश्य पड़ेगा। इन विद्यार्थियों के ज़रिए इस शिक्षा का असर पूरे समाज पर पड़ेगा।

आई.आई.टी. दिल्ली में नेशनल रिसोर्स सेंटर फ़ॉर वैल्यू एजुकेशन इन इंजीनियरिंग (इंजीनियरी में मूल्य शिक्षा का राष्ट्रीय संसाधन केंद्र) का यही लक्ष्य है - "ऐसी तकनीकियों की पहचान, विकास एवं प्रचार जिससे इंजीनियरी के छात्रों को और कार्यशील इंजीनियरों को मानव मूल्यों को आत्मसाध करने के लिए प्रेरित किया जा सके तथा इससे वे पहचान सकें कि कैसे मानव मूल्यों का प्रौद्योगिकी के विकास पर, व्यावसायिक नैतिकता पर, एवं मानवता के कल्याण पर कितना प्रभाव पड़ता है।"

इस लक्ष्य की प्राप्ति के लिए यह आवश्यक है कि मानव मूल्यों के प्रति विद्यार्थियों और अन्य लोगों को संवेदनशील बनाने के लिए जो भी विधियाँ उपलब्ध हैं उनका शोध के माध्यम से मूल्यांकन किया जाए कि वे

कितनी प्रभावशाली हैं। इस संदर्भ में मानव मूल्यों की स्पष्ट परिभाषा देना आवश्यक है। इन विधियों के माध्यम से विद्यार्थियों के जीवन में आए सकारात्मक परिवर्तन का वैज्ञानिक रूप से आकलन भी ज़रूरी है।

इस शोध का उद्देश्य मानवीय मूल्यों के मूलभूत आधार को प्रामाणिकता, सही समझ और स्पष्टता (ए.आर.सी.) के वर्तमान स्तरों के संदर्भ में परिभाषित करना है जो ग्राउंडेड सिद्धांत के माध्यम से निकले हैं और साहित्य में भी उनका उल्लेख है। इस शोध में कॉलेज के स्तर पर मूल्य शिक्षा कार्यक्रमों की प्रभावशीलता का आकलन करने के लिए एक रूपरेखा तैयार की गई है। यह रूपरेखा मूल्य शिक्षा से प्रभावित होने वाले उपरोक्त तीन गुणों पर आधारित है। इन गुणों में विकास के तीन मापदंड चुने गए हैं - जागरुकता, स्वीकृति और आचरण (ए.ए.ए.)। मूल्य शिक्षा का उद्देश्य यह है कि प्रामाणिकता, सही समझ और स्पष्टता - इन तीनों गुणों की जागरुकता, स्वीकृति तथा उनके आचरण में वृद्धि हो।

इस रूपरेखा के आधार पर "ए.आर.सी. ऑफ़ वैल्यूज़" नामक एक मूल्यांकन की विधि बनाई गई है। मूल्य शिक्षा कार्यक्रमों के पूर्व एवं पश्चात इस विधि के प्रयोग से प्रतिभागियों के गुणों (ए.आर.सी.) में आए बदलाव को उपरोक्त मापदंड (ए.ए.ए.) के अनुसार मापा जा सकता है। विधि के आंतरिक तालमेल एवं विश्वसनीयता को जाँचने के लिए सीमित संख्या में प्रतिभागियों के साथ इसका प्रयोग किया गया है, तथा स्टैटिस्टिक्स के माध्यम से इसकी वैधता को जताया गया है।

इसके पश्चात इस विधि का प्रयोग एक आठ दिन के गैर-आवासीय शिविर में, तथा एक चार महीने के पाठ्यक्रम में भी किया गया है। इनके परिणाम संतोषजनक हैं, और साथ ही इस शोध से मूल्य शिक्षा कार्यक्रमों के आकलन के विषय में नए आयाम भी उभर के आए हैं।

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NOMENCLATURE

Abbreviations:

AAA	Awareness, Acceptance, Action
ARC	Authenticity, Right Understanding, Clarity
CASEL	The Collaboration for Academic, Social, and Emotional Learning
FDCW	Foundation for Developing Compassion and Wisdom
GOI	Government of India
GVV	Giving Voice to Values
MBSR	Mindfulness based Stress Reduction
MHRD	Ministry of Human Resources Development
NCERT	National Council for Educational Research and Training
NITTTR	National Institute of Technical Teachers' Training and Research
PRME	Principles of Responsible Management Education
SEE	Social Emotional Ethical
VEL 700	Human Values and Technology semester course at IIT-D
VEP	Value Education Program
VEPs	Value Education Programs
UHV&PE	Universal Human Values and Professional Ethics
UNESCO	United Nations Educational Social Cultural Organization