AN IMPACT OF VALUE BASED EDUCATION ON THE VARIOUS LEARNING PRINCIPLES IN HIGHER EDUCATION IN INDIA

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ABSTRACT

Higher education system is essential for national, social and economic development of the country. There is a need of value based higher education system which empowers youth for self-sustainability by inculcating employment skills and hence reducing poverty. India's higher education system is the third largest in the world. The Paper proposes educational reforms and explains the critical aspects of managing, and delivering superior value based education of the higher education system in India. This study gives a complete view of the need of values that is indulged in making of the Finished Professional in higher education system in India.

Keywords: Higher education system, value-based system, youth empowerment, self-sustainability, educational reforms.

Introduction:

The rising demand for higher education is represented by an increase from 125.8 million tertiary students worldwide in 2020 to 197.5 million in 2027. The higher education sector has undergone major changes throughout the world which led to increased competition for institutions in this sector. According to UNESCO, "higher education is no longer a luxury; it is essential to national, social and economic development". The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth and adults gain the knowledge and skills they need to better their lives and to play a role in building more peaceful and equitable societies. This is why focusing on quality is an imperative for achieving EFA. As many societies strive to universalize basic education, they face the momentous challenge of providing conditions where genuine learning can take place for each and every learner. Quality must be seen in light of how societies define the purpose of education.

The broad objective of education is to create a sizeable population of such educated men and women who could understand the world well enough and are able to bring about a change leading to adequate health and education services, a better environment, and elimination of ignorance and deprivation (limitations), which continue to strangulate the developing societies. The policy, therefore adhering to the principles of equity, quality and efficiency place added emphasis on the education of the people, who are under-privileged and live in misery.

In the next few decades, India will probably have the world's largest set of young people. Even as other countries begin to age, India will remain a country of young people. If the proportion of working population to total population increases, that should be reflected in a sharp increase in the country's savings rate. And if India can find productive job opportunities for working population, that would give India a big opportunity to leapfrog in the race for social and economic development and as a result growth rates would go up. China and other countries of South East Asia face the phenomenon of ageing population and India is an exception to this rule. Therefore, it might be India's opportunity to leapfrog in the race for social and economic development. India's youth can be an asset only if there is an investment in their capabilities. A knowledge-driven generation2 will be an asset. If denied this investment, it will become a social and economic liability. Hence, there must be an investment in building the knowledge base of coming generation.

Objectives of the study
- ✓ To find the factors that helps in creation of value-based higher education.
- ✓ To find the impact of values in India's higher education policies and its development.
- ✓ To give suggestions for improving India's higher education system for the adoption of new methodologies into value based education.

Research Methodology

In this paper, the research was based on secondary data taken from different research reports, journals and research papers. The research was based on the comparative study of components of value based higher education and its impact on human individuals.

Historical Background

History of higher education in India is long and diverse, with roots dating back to ancient times. India has been a centre of learning and scholarship for centuries, attracting scholars from various parts of the world. Since ancient times, India has a strong tradition of higher education. This is evident from centers of learning like the Buddhist monasteries which existed in the 7th century BC and Nalanda which existed in the 3rd century AD (Perkin, 2006).

Few of these centres were very large, having several faculties. Invasions and disorder in the country has extinguished ancient Indian education system (Britishers brought western and secular education, with an emphasis on scientific inquiry, to India. The first college was set up in 1918 in Serampore, in Bengal, imparting western education inIndia. In 1857, three Central Universities of Calcutta, Bombay and Madras were set up, and 27 colleges were affiliated to them. In 1947, 19 Universities were already in existence in India (CABE, 2005), while after independence, higher education system grew rapidly. As per AISHE (All India Survey on Higher Education), 2020-2021. Total student enrolments in higher education increased to nearly 4.13 crore in 2020-21 from 3.85 crore in 2019-20. India witnessed 7.5% increase in student enrolments across the country compared to 2019-20. Since 2014-15, there has been an increase of around 7,200,000 in the enrolment (21%). The Gross Enrolment Ratio (GER) in higher education has reached 27.3 per cent. GER is the ratio of 18-23-year-old adults attending college to the total population. It has been calculated according to the 2011 census.

Highlights of All India Survey on Higher Education (AISHE) report 2020-21
Gender:

The total number of students comprises 51.3 per cent males and 48.7 per cent females.
Female enrolment in higher education programmes had increased to 49% of total enrolments in 2020-21 compared to 45% the previous year.
Female enrolment has increased to 2.01 crore from 1.88 crore in 2019-20. There has been an increase of around 44 Lakh (28%) since 2014-15. The percentage of female enrolment to total enrolment has increased from 45% in 2014-15 to around 49% in 2020-21.
Gender Parity Index (GPI) has increased from 1 in 2017-18 to 1.05 in 2020-21
Categorisation of Student: Of total of 4.14 crore students enrolled in higher education institutions in India in 2020-21:
14.2 per cent belong to SC: 2 lakh more SC students got enrolled in 2020-21.
5.8 per cent belong to ST: 3 lakh more ST students got enrolled in 2020-21.
35.8 per cent belong to OBC: 6 lakh more OBC students got enrolled in 2020-21.
44.2 percent belong to other communities.

Overall enrolment percentage of Scheduled Caste (SC), Scheduled Tribe (ST) and Other Backward Class (OBC) students in higher education institutions has increased notably from 2014-15 to 2020-21.

Enrolment at UG & PG Level:

Highest enrolment was seen at the undergraduate level, which accounted for 78.9% of all enrolments, followed by postgraduate level courses, which accounted for 11.4% of the year's total enrolments.

Amongst UG enrolments, Bachelor of Arts programme (most popular), saw 104 lakh enrolments (52.7% women; 47.3% men), followed by Bachelor of Science courses.
Engineering is the only undergraduate programme in the country that has registered a decline in student enrolment over the last five years even as overall admission numbers have increased at the Bachelor's level.

At PG level, the most popular courses remained in the Social Sciences stream, where women accounted for 56% enrolments in 2020-21, followed by Science courses, where women accounted for 61.3% of all enrolments.

Except for management courses at the PG-level, where enrolment of women stood at 43.1%, all other PG courses saw women outnumbering men.

At the PhD level:

Most popular course is in the field of Engineering and Technology, followed by Science.

In both disciplines, women accounted for less than 50% enrolments (33.3% for Engineering and Tech; and 48.8% for Science).

STEM Enrolments: The overall figures for STEM enrolments (at all levels of higher education) showed that women lagged behind men, who accounted for over 56% of enrolments in these fields.

Figure 18: % Enrolment in Private & Government College
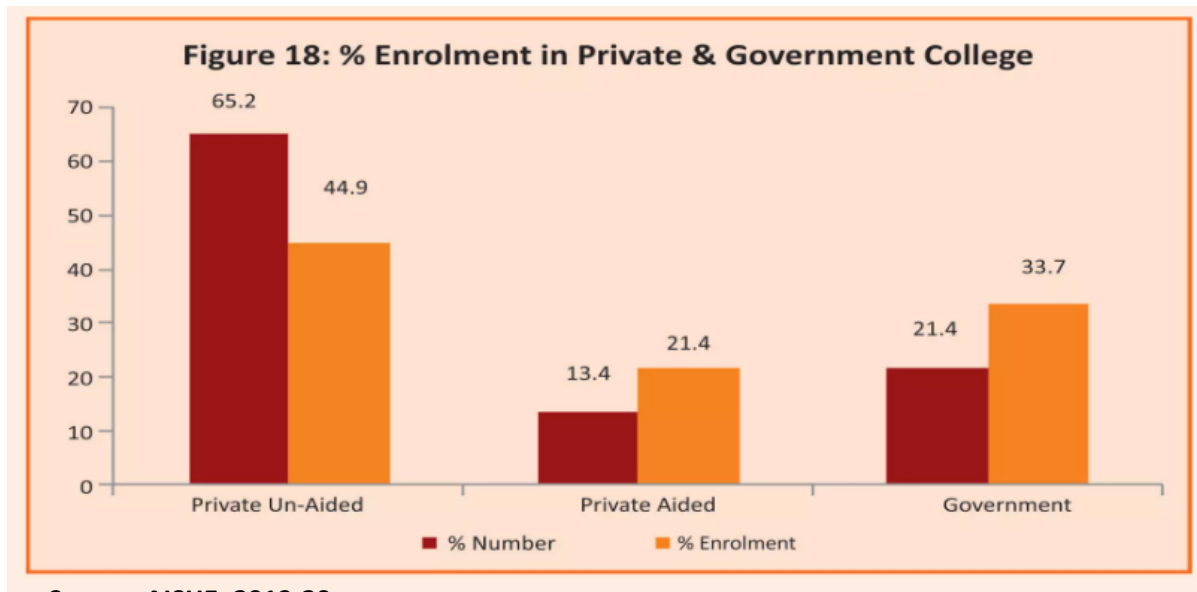
Source: AISHE- 2019-20

Faculty:

Total number of faculty/teachers are 15,51,070 of which about 57.1% are male and 42.9% are female.

Under-representation of SC & ST: At All-India level, 56.2% teachers belong to General category; 32.2% to OBC; 9.1% to SC and 2.5% to ST category.

About 5.6% teachers come from Muslim minority group and 8.8% are from other minority groups.

Female per 100 male faculty has improved to 75 in 2020-21 from 74 in 2019-20 and 63 in 2014-15.
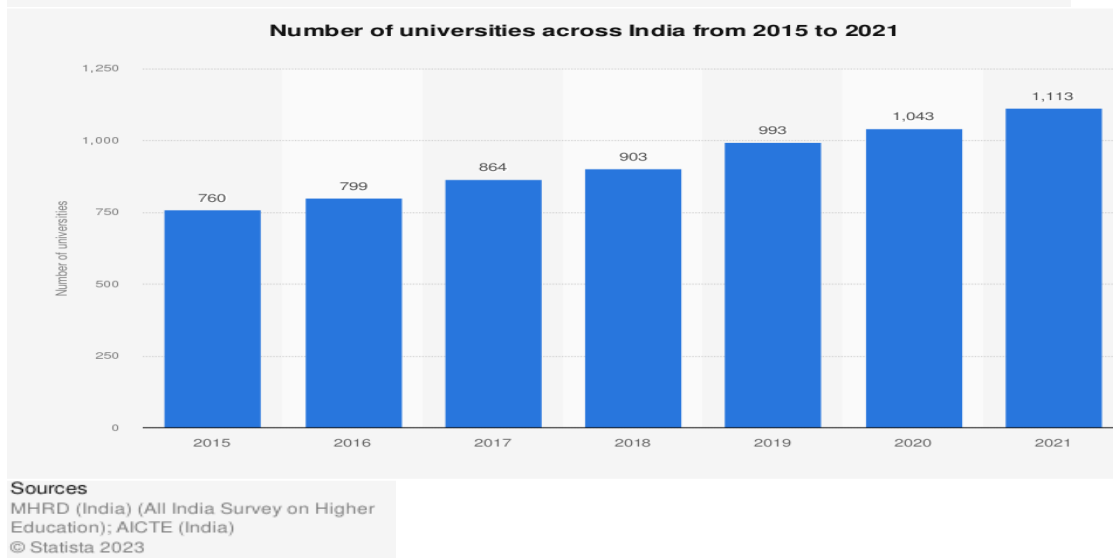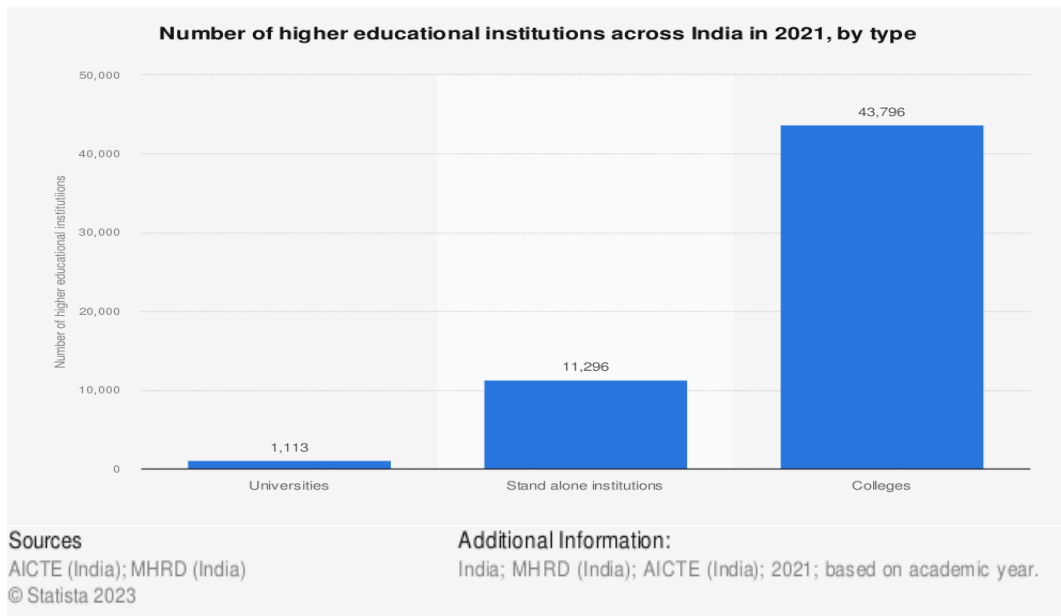
Number of Institutions:

Number of Universities has increased by 70, and the number of Colleges has increased by 1,453. The maximum increase came in State public universities and State private universities, which saw an increase of 17 and 38 respectively, followed by a rise of 14 in the number of Institutes of National Importance, and an increase of 3 in the number of Central Universities. Government universities constituting 59.1% of total universities contribute 73.1% of total enrolment, whereas 40% of private universities account for only 26.3% of total enrolment.

State and Regional Performance:

Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu, Madhya Pradesh, Andhra Pradesh, and Gujarat topped the states with the maximum number of colleges.

Districts with the Highest number of Colleges:

Bangalore Urban (1058), Jaipur (671), Hyderabad (488), Pune (466), Prayagraj (374), Rangareddy (345), Bhopal (327) and Nagpur (318). 43% universities and 61.4% colleges are located in Rural Areas.

Number of higher educational institutions across India in 2021, by type

Sources
AICTE (India); MHRD (India)
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Additional Information:
India; MHRD (India); AICTE (India); 2021; based on academic year.

Number of universities across India from 2015 to 2021

Sources
MHRD (India) (All India Survey on Higher Education); AICTE (India)
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An overview of the key periods and developments in the history of higher education in India:
Ancient Period:

Ancient India had an advanced system of education, with centres of learning called "Gurukuls" and "Viharas." Gurukuls were residential schools where students lived with their teachers (Gurus) and received education in various subjects, including philosophy, literature, science, and arts.Nalanda and Taxila were renowned ancient universities that flourished between the 5th and 12th centuries. Nalanda, in present-day Bihar, was a Buddhist centre of learning, while Taxila, in present-day Pakistan, was a hub of diverse academic disciplines.

Medieval Period:

During the medieval period, Islamic rulers established centres of learning, called "Madrasas," where Islamic theology, law, and philosophy were taught.The Mughal Emperor Akbar also promoted learning and established centres of scholarship.

Colonial Period:

The arrival of European colonial powers, particularly the British, had a significant impact on the Indian education system.In 1813, the British East India Company passed the Charter Act, which allocated funds for promoting education in India. This led to the establishment of modern educational institutions, including the Calcutta University (now Kolkata) in 1857, Bombay University (now Mumbai) in 1857, and Madras University (now Chennai) in 1857. These universities were modelled on the British educational system.

Post-Independence:

After India gained independence in 1947, there was a significant emphasis on expanding higher education and making it accessible to a larger population.The University Grants Commission (UGC) was established in 1956 to oversee higher education and allocate funds to universities and colleges.The Indian Institutes of Technology (IITs) were set up in the 1950s to focus on

technical education and research.The Indian Institutes of Management (IIMs) were established in the 1960s to cater to management education and research.

Need of value based Indian higher education system

In the socio-economic development of a nation, human capital has a very crucial role. So, there is a need of investment in education In India, education, particularly higher education, is mostly owned by the public sector. Hence, the role of the State is very important in making literacy levels high. Private sector role is also increasingly becoming important because of wrong kind of state intervention or too little state intervention. About 0.37% of GDP12 is spent on higher education in India and this is also falling in recent years. Therefore, education in developed countries, have been able to have "market complementary arrangements"13 rather than "market excluding arrangements"14 which will result into widespread literacy levels (Government of India, 2017).

The government of India has pursued a five-fold strategy following the recommendations of the NPE15 consisting of the following:
1. Improvement of infrastructural provision and human resources for education.
2. Provision of improved curriculum and teaching-learning material.
3. Improve the quality of teaching – learning process through the introduction of child-
Centred Pedagogy.
4. Attention to teacher capacity building.
5. Increased focus on specification and measurement of learner achievement levels.

Objectives:

Value-based education can have a significant and positive impact on higher education in several ways. Value-based education goes beyond academic learning and focuses on inculcating moral, ethical, and social values in students. Here are some of the ways in which value-based education can influence higher education:

a) Holistic Development: Value-based education aims to develop the whole individual, not just their intellectual capabilities. It encourages personal growth, emotional intelligence, empathy, and social skills. This holistic development contributes to creating well-rounded and responsible individuals who are better equipped to face real-world challenges.

b) Ethical Decision Making: Higher education institutions that promote value-based education help students develop strong ethical principles and moral reasoning. Graduates who have a deep understanding of ethics are more likely to make responsible decisions in their personal and professional lives, which can lead to a positive impact on society as a whole.

c) Creating Responsible Citizens: Value-based education emphasizes the importance of being socially responsible and contributing to the betterment of society. Students are encouraged to become active and engaged citizens who are aware of their responsibilities towards their community and the environment.

d) Nurturing Empathy and Tolerance: In a diverse world, value-based education fosters empathy, tolerance, and understanding towards people from different backgrounds, cultures, and beliefs. This can lead to a more inclusive and harmonious society as students learn to respect and value diversity.

e) Enhancing Leadership Skills: Leadership qualities such as integrity, honesty, and accountability are integral to value-based education. Higher education institutions that incorporate these values in their programs can produce graduates who become ethical leaders and agents of positive change in various fields.

f) Improving Interpersonal Relationships: Value-based education emphasizes the importance of healthy interpersonal relationships. Graduates who have developed strong interpersonal skills can build better professional and personal relationships, leading to a more harmonious and productive working environment.

g) Reducing Unethical Practices: Value-based education can help mitigate unethical practices in various sectors. Graduates who have internalized values like honesty and integrity are less likely to engage in dishonest behaviour, plagiarism, or corruption.

h) Promoting Well-being and Mental Health: With an increased focus on values such as mindfulness, compassion, and self-awareness, value-based education can contribute to better mental health and overall well-being among students.

i) Encouraging Lifelong Learning: Value-based education often encourages a love for learning beyond academics. Graduates who value learning for personal growth and development are more likely to pursue lifelong learning, continuously updating their skills and knowledge.

The objectives of the value-based education in higher education institutions can produce graduates who are not only academically competent but also responsible, compassionate, and ethical individuals. These qualities can have a profound and positive impact on society, contributing to the creation of a more just, inclusive, and sustainable world.

Scope-Findings of the Study:

a) Incorporating value-based education into higher education institutions requires a deliberate and systematic approach. Here are some strategies that can help institutions infuse value-based education into their curriculum and campus culture:

b) Define Core Values: Start by identifying and defining the core values that the institution wishes to promote. Common values include integrity, honesty, empathy, social responsibility, respect, and tolerance. These values will serve as the foundation for all educational activities and interactions.

c) Integrate Values Across the Curriculum: Infuse the core values into the existing academic curriculum across various disciplines. Professors can incorporate discussions, case studies, and projects that highlight ethical dilemmas and promote critical thinking about values.

d) Develop Specialized Courses: Create specific courses or modules that focus on value-based education and ethics. These courses can delve deeper into ethical theories, moral dilemmas, and real-life applications of values in different professional contexts.

e) Faculty Development: Provide training and workshops for faculty members to understand and integrate value-based education into their teaching methodologies. Encourage faculty to be role models for the values the institution promotes.

f) Co-curricular Activities: Organize co-curricular activities, events, and workshops that emphasize values, leadership, community service, and social engagement. These activities can help reinforce the importance of values in practical settings.

g) Service-Learning Programs: Encourage students to participate in service-learning programs where they can apply their skills and knowledge to address societal challenges. These experiences can foster empathy, social consciousness, and a sense of responsibility.

h) Character Education Programs: Implement character education programs that focus on personal development, emotional intelligence, and self-awareness. These programs can help students understand their values and beliefs, enabling them to make ethical decisions.

i) Campus Culture and Policies: Foster a campus culture that promotes and celebrates values. Align institutional policies, rules, and codes of conduct with the core values to ensure consistency in the educational experience.

j) Partnerships with Community Organizations: Collaborate with community organizations and NGOs to provide students with opportunities for community engagement and experiential learning. This can deepen their understanding of social issues and the importance of values in addressing them.

k) Assessment and Evaluation: Develop mechanisms to assess the impact of value-based education initiatives on students' attitudes and behaviours. Regularly evaluate the effectiveness of these programs and make necessary improvements.

l) Involve Stakeholders: Involve students, faculty, staff, parents, and alumni in the process of shaping and implementing value-based education initiatives. A collective effort can create a more inclusive and supportive learning environment.

m) Institutionalize Sustainability: Ensure that value-based education becomes an integral part of the institution's identity and mission. Continuously reinforce the importance of values in all aspects of institutional functioning.

By adopting these strategies, higher education institutions can successfully incorporate value-based education into their academic and co-curricular activities, nurturing graduates who are not only academically competent but also ethically conscious and socially responsible individuals.

Conclusion

Value based education can be a rewarding and enriching experience. It allows you to explore new interests, develop valuable skills, make friends, and contribute to the campus community. Education for all cannot be achieved without improving quality and hence value. In many parts of the world an enormous gap persists between the numbers of students graduating from school and those among them who master a minimum set of cognitive skills. Any policy aimed at pushing net enrolments towards 100% must also assure decent learning conditions and opportunities.

Lessons can be drawn from countries that have successfully addressed this dual challenge. Better education contributes to higher lifetime earnings and more robust national economic growth and help individuals on other matters that are important to their welfare. International achievement tests reveal that socioeconomic status has a strong influence on levels of

Education outcomes. Two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The dual challenge of improving quality and expanding access in an equitable way requires a level of sustained investment that is currently beyond the reach of countries. The achievement of these objectives is more difficult to assess and compare across countries. In low- income countries, the positive impact on quality and hence of education is by increase spending for the provision of more textbooks, reduce class size and improve teacher education and infrastructure facilities on learner's cognitive achievement. In rich countries, the standards
Are much higher than low-income countries.

The education quality stands at the heart of Education for All. It determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and development goals. So, this research paper offers a map for understanding, monitoring and improving quality. Education quality, low or high, is judged by the extent of its objectives that are met. Government committed to improve learning outcomes face difficult choices, but policies exist that are not necessarily beyond the reach of the most resource constrained countries. They start with a focus on the learner and they place emphasis on the dynamics of teaching and learning, supported by a growing body of research on what makes the schools and teachers effective. Links among different parts of the education

Sector can help improve quality but they are often hidden or ignored by the compartmentalized machinery of government. Successful qualitative reforms require
Government to play a strong leading role. Although external assistance can boost resource levels and help in managing education system, it cannot make up for the absence of a societal project for educational improvement. Education and society are linked strongly and each influences the other strongly. Education can help to change the society by improving and strengthening skills, values, communications, mobility (link with personal opportunity
And prosperity), personal prosperity and freedom

The government in India has taken steps to improve the value of higher education, but the stepshave to be strictly implemented in all public and privateinstitutes or colleges. The Indian Education System improvement is required at higher

education and research institutions of national excellence. At all levels, there is a need to improve both access and excellence. There are fiscal and administrative challenges to be tackled and there are intellectual and leadership issues to be addressed. At the bottom of "knowledge pyramid", the

Challenge is one of improving access to primary education. At the top of the "pyramid", there is needed to make institutions of high education and research to be that of world class. There is a genuine funds constraint in the public sector that is being neutralized only in part by

The private sector. Together, the public and private sectors are not able to cope with the demand for higher and professional education. However, there is an additional problem at the top of the pyramid, namely, that of quality. India's Universities and centre of excellence

Are falling behind the best in the world both in terms of human capital and physical infrastructure.

Specialized institutions are equally important in facilitating informed Policy-Making. NKC suggest ways in which the Central and State Governments can improve rules and regulations and the capacity of policy-making institutions that deal with knowledge institutions. The Knowledge Commission has proposals aimed at improving excellence in research and teaching, especially in the frontier areas of mathematics, science and technology.

Here are some steps which enhance the students' abilities in Higher education if they use Value based education as their base in learning and evaluation

a) Explore the Options: Start by exploring the various co-curricular activities available on campus. Most universities have a wide range of clubs, organizations, and events that cater to different interests, such as sports, arts, academics, community service, cultural activities, debate, and more.

b) Attend Orientation or Activities Fair: Many universities organize orientation events or activities fairs at the beginning of each semester. These events provide an opportunity to learn about different clubs and organizations and meet their representatives.

c) Talk to seniors and Peers: Reach out to seniors and peers who are already involved in co-curricular activities. They can share their experiences, provide insights into different clubs, and help you find the ones that align with your interests.

d) Consider Your Interests and Passions: Reflect on your interests, passions, and skills. Choose activities that align with your values and what you genuinely enjoy doing. This will make your involvement more fulfilling and sustainable.

e) Attend Club Meetings and Events: Once you've identified a few clubs or activities of interest, attend their meetings, workshops, or events to get a feel for what they do and how they operate. This will also give you a chance to meet other members and see if it's the right fit for you.

f) Volunteer for Initiatives: If you're unsure about joining a club immediately, consider volunteering for their events or projects. Volunteering allows you to get involved without a long-term commitment and provides an opportunity to learn more about the organization.

g) Start Your Own Initiative: If you can't find a club or activity that matches your interests, consider starting one yourself. Gather like-minded individuals who share your passion, and work together to create a new club or group on campus.

h) Manage Your Time: Participating in co-curricular activities requires time management, especially if you're balancing them with academic commitments. Be realistic about your schedule and commitments to avoid overwhelming yourself.

i) Be Open-Minded and Inclusive: Embrace diversity and inclusivity in your co-curricular involvement. Engage with people from different backgrounds and perspectives, and be open to trying new things.

j) Take on Leadership Roles: As you become more involved in a co-curricular activity, consider taking on leadership roles within the organization. Leadership experience can help you develop valuable skills and enhance your resume.

k) Seek Support from Advisors: Many clubs and organizations have faculty or staff advisors who provide guidance and support. Reach out to them for advice on getting involved and making the most of your experience.

SUGGESTIONS

(a) India has to improve on all factors which affect value of higher education system by setting committees or organizations so that they can keep track and improve on these factors. Thus, the suggestions of these committees and organizations must be implemented.
(b) India has to take better steps to improve gross enrolment ratio by increasing awareness on Value-Based Education education. Its Principles can definitely benefit the student all round development
(c) Government can also work towards provision of free education to all till graduation.
(d) Government must take steps to improve the numberof inbound mobile students by increasing the Value based programmes or participation in international fairs which works on the same entity.

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