

Value Added Education in Professional Studies

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Bibekananda Basu

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Aim

Any student dreams to become a professional right from his/her childhood days. Their parents are always after them to become a 'big man' with a target to become a 'rich man'. Because of this social need for status & money, the parents try to send their children in reputed schools/ colleges & spend money on them for tuitions, etc. in expectations of getting a 'high return'. As a result, several Engineering / Medical Colleges are growing with huge fee structure. Similarly there is also growing spree of Management colleges by keeping the same notion.

In comparison to growth of so many colleges of higher studies, there is laxity of true professionals who can educate the students in right directions. So many Institutions even do not have proper infrastructure to educate the 'fees payers' in proper value in education. The results become quite obvious that those students face jolts soon they enter at any Industry with a very high hope.

The Industries like to select only the right candidate with right knowledge in both theoretical & Practical aspects. Even if they select the students with 'not enough knowledge' & offering lower salaries will create frustrations among the new comers. In several cases the students from "such colleges" learn the subjects after joining the Industries & later on come in parallel with brand college students with their hidden talents. The Industries, who cannot afford to pay hand some salaries to the students from Brand Institutions, prefer to absorb students from 'non branded colleges' with lower pay structure and later on make fit as per their requirements by adding training to them. But that is not enough.

The Education Institutions must have proper infrastructures, qualified teachers with strong motivation to uplift the students so that they can face challenges in the Industries. During studies, sufficient industrial tours, projects are to be under taken to make the students a true professional by heart & knowledge. Thus education is a way to make life better. ^[1]

The education is the vehicle of knowledge, self-preservation & success. Education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character & self respect. The greatest gift education gives us is the knowledge of set of values. It helps one to know the right & wrong. It is a continuous venture.

Value Based Education & its Need

The VBE tries to develop three aspects: physique, mentality & character. Value based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. It has been observed scientifically that we learn more effectively by listening & observing than plain cramming. Our educational system needs to evaluate its

priority & understand that learning should not be coordinated with cramming. Just bookish knowledge is not sufficient. Education should be blissful than ignorance & that ignorance is nothing but unpleasantness in the face of opportunities that the world has to offer to us. It enhances our both internal & external personalities. It improves professional skills, sincerity competitive power & connects the world.

What is Value- Based Education? [2]

- Education opens up our mind, but Value-Based Education (VBE) gives us purity of heart.
- Education gives us capacity of better learning, but VBE gives us the tool for a deeper understanding
- Education gives us *Anna(bread)* but VBE provides us *Ananda(the joy of life)*
- Education may bring limitations but VBE is for liberation
- VBE is highly needed in our modern society because our lives have become more miserable
- The quantity of education has considerably increased, but the quality has decreased
- Education is not only for news but also for views; it is not only for information but also for inspiration
- It is not only educating but also enlightening. It is quite an integrated process. An educated person should have all kind of qualities. Education should make every individual capable physically, mentally, intellectually

How to Implement VBE in higher education?

- First of all, we need trained, committed & motivated teachers for VBE
- The faculties are to be motivated to train the students with zeal
- There should be high link with Industry & academic institutions at all respect
- Some of The faculties must have good industrial back ground in each institution who can take the students in industrial tours & training
- At each semester, the training should make mandatory for both teachers & students at least for some days
- The Projects must be taken in collaboration with industries where industries must feel good & welcome the motives. More & more emphasis is to be given in industrial based projects rather than in house
- The additional expenditures incurred during project works can be shared with the Institutions, by the students & Govt
- Industries encourage when they feel good about the project & in so many cases they allow lodging boarding
- The experts from the industries are to be welcome by the institutions & to take their guidance in making the projects successful. Time to time they should be invited to deliver lecture & share their industrial experiences

- The colleges must have sufficient infrastructure for practical training. Apart from it, the students should be aware of industrial scenario & problem solving attitude before entering to industries. It can be possible if the faculty members take interest by keeping aside their lethargic attitude.
- The academic institutions must have some budgetary fund to implement VBE in all respects. The poor students can be supported with scholarship to carry out the Training.
- Case studies & workshops can be arranged at Academic Institutions by inviting industrial experts.
- The hurdles are to overcome where there is lack of good governance, unhealthy education environments, pressure of private money-making institutions, & unstable political situations.
- The government/universities must have policy, guidance & control.

Value-based education of life [3]

Apart from higher education VBE can also be implemented at our day to day life for the Ultimate aim of human endeavours & to avoid privation & suffering & to attain prosperity & happiness. The Education System (ES) has to prepare students for life towards achieving that objective:

- a) By giving them appropriate knowledge & skills to become productive citizens in the
- b) various sectors of economic & social life
- c) By instilling in them ethical & moral values for enabling them to conduct themselves with proper attitude in society, promoting progress & happiness.
- d) Presently, our ES is essentially one of “transmission of knowledge & imparting skills for earning a living”.
- e) India has one of the largest Education & Research systems in the world, with 220 Universities, 27 Agri Universities, 10,000 Colleges, 1200 Engineering Colleges & 400 polytechnics, 820 Management Institutes, 100 Research Centres under ICAR, ICMR & CSIR & hundreds of Training institutions within the Government & outside, run by private & corporate sectors.

Potential benefits of undergoing this programme are:

- ✓ **Increased:** prosperity, work efficiency, achievement in professions & business, leadership qualities, competence to solve problems, communication ability, interpersonal skills, human relations, cooperation from others,
- ✓ **Enhanced:** happiness, peace of mind, life span, filial relationship, Immunity to diseases, restful sleep, courage, confidence to face problems, knowledge of the inner world, vision, selflessness, service consciousness, missionary attitude to all activities.
- ✓ **Decreased:** Worry, tension, anxiety, stress, alienation, loneliness, Sorrow, frustration, depression, avarice, jealousy, pride, hatred, Prejudice, illicit desire, etc.

A demand of value based higher education system in India [4]

According to UNESCO, “higher education is no longer a luxury; it is essential to national, social & economic development”. The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth & adults gain the knowledge & skills they need to better their lives & to play a role in building more peaceful & 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 & every learner. Quality must be seen in light of how societies define the purpose of education (EFA Global Monitoring Report, 2005). Quality improves the value of education.

So there is a lot of importance nowadays to increase the value of education. On an average, more than 350, 000 engineers & 5,000 Ph.D. scholars graduate from Indian Universities & Colleges every year.

Table 1: Number of teachers in institutions of higher education, 2005-06.

Institution	Enrolment (in thousands)	Teachers (in Thousands)	Student: Teacher ratio
University Departments & University Colleges	1427	79	18
Affiliated Colleges	9601	409	23
Total	11028	488	22

Source: University Grant Commission, Annual Report 2005-06.

The above table shows that student teacher ratio is higher in affiliated colleges which should be brought down.

Table 2: Gross enrolment ratio (GER) for 18-24 years (in %)

Year	Higher Education
2001-02	8.07
2002-03	8.97
2003-04	9.21
2004-05	9.97

Source: Ministry of Human resource Development.

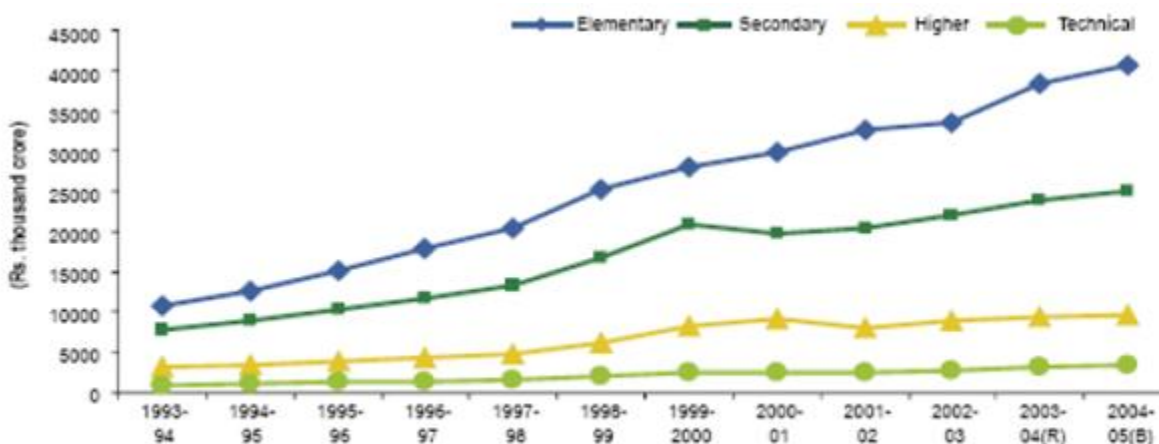


Figure 4. Sector-wise plan and non-plan budgeted expenditure for education Departments of State and Centre (Revenue Account). Source: Ministry of Human Resource Development.

The table shows that although the budgetary expenditures are being spent on Elementary & secondary education, but in case of Technical & higher educated it is not reflected.

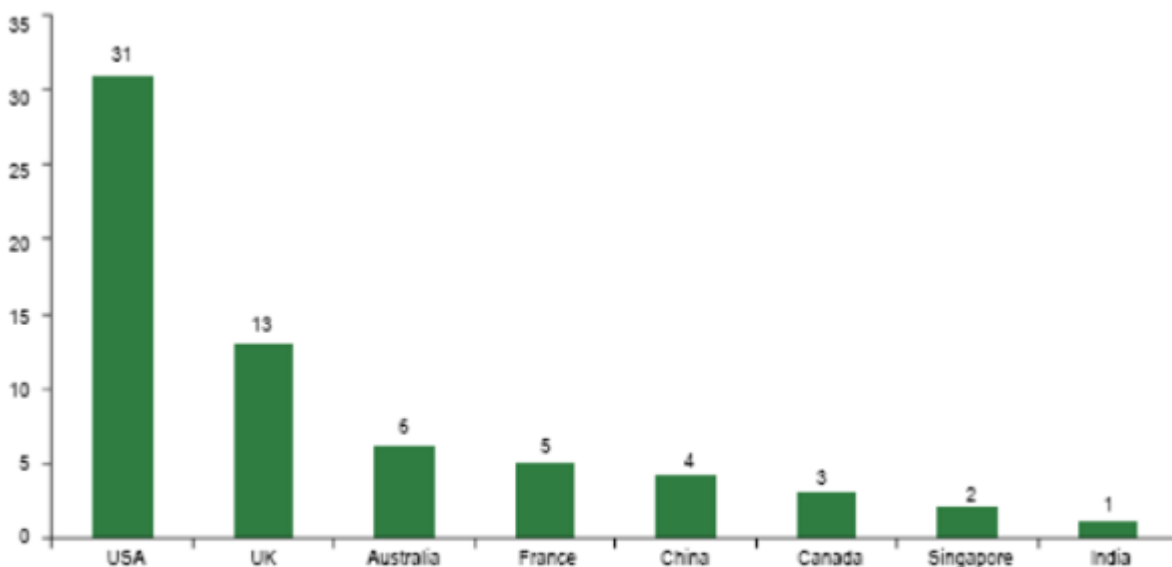


Figure 5. Country wise number of universities in times top 100 universities. Source: Times Higher Education Supplement, London.

The top 100 universities are highest in USA but lowest at India.

Country	Public Expenditure per student		Public Expenditure on education	
	% of GDP per capita		% of GDP	% of total government expenditure
	Tertiary			
	1999	2006	2006	2006
Australia	25.7	22.5	4.6	-
Brazil	57.0	32.6	4.0	-
China	90.1	-	-	-
India	90.8	61.0	3.8	-
South-Africa	60.7	50.1	5.4	17.6
United Kingdom	26.2	27.6	5.4	11.7
United States of America	27.0	23.5	5.6	14.4

Source: 2008 World Development Indicators, The World Bank, pp: 76-79.

Table 4 shows the public expenditure of the seven countries. Public expenditure in the year 1999 & the maximum Public expenditure per student with the percentage of GDP per capita are spent by India. In the year 2006, India also spent their maximum percentage, but the maximum public expenditure on education, which is the percentage of GDP, was spent by US & the minimum by India. The percentage of the total government expenditure spent on education is maximum by South-Africa & minimum by UK.

Table 5: Global competitiveness Index

Region	2009-2010 rank, & score (Out of 133)	2008-2009 rank & score (Out of 134)	2007-2008 rank & score (Out of 131)	2006-2007 ranks & score (Out of 131)
USA	2 (5.59)	1 (5.74)	1 (5.7)	1 (5.8)
United Kingdom	13 (5.19)	12 (5.30)	9 (5.4)	2 (5.6)
Australia	15(5.15)	18 (5.20)	19 (5.2)	16 (5.2)
China	29 (4.74)	30 (4.70)	34 (4.6)	34(4.6)
South Africa	45 (4.34)	45 (4.41)	44 (4.4)	35 (4.5)
India	49 (4.30)	50 (4.33)	48 (4.3)	42 (4.5)
Brazil	56 (4.23)	64 (4.13)	72 (4.0)	66 (4.1)

Source: 2009-2010 Global Competitiveness Report, World Economic Forum.

This table shows in global competitiveness, India is below USA, UK, Australia, South Africa, but a little higher than Brazil.

Table 6: Public Expenditure on education

Country	2005		2000		1990		1980		1970	
	% of GDP	% of total government expenditure	% of GDP	% of total government expenditure	% of GDP	% of total government expenditure	% of GDP	% of total government expenditure	% of GDP	% of total government expenditure
Australia	4.5	-	4.7	13.3	4.5	12.7	5.1	15.0	3.6	13.0
Brazil	4.0	-	4.0	12.0	4.4	-	3.5	-	2.9	10.6
China	-	-	1.9	13.0	2.3	12.8	2.5	9.3	1.3	4.3
India	3.7	10.7	4.4	12.7	3.7	11.2	2.9	10.4	2.4	10.7
South-Africa	5.3	17.9	5.6	18.1	5.1	-	-	-	-	-
United Kingdom	5.6	12.5	4.6	11.4	4.7	-	5.3	13.6	5.3	14.1
United States	5.3	13.7	5.7	17.1	5.6	12.3	6.5	20.1	7.4	22.7

Source: 2008 Global Education Report, UNESCO

According to the table, among all the countries, India spends the lowest on education in the year 2005. In the year 2000, China spent the lowest & India had a better position in spending on education. In the year 1990, 1980 & 1970, India spent a very less percentage of GDP on education, lower than other countries except China. However, China spent the lowest in these years.

Conclusions

1. It has become essential to include value based education right from primary school stage to higher education at any field. It will make life easy with prosperity, joyful with success.
2. In our country, more & more faculties are to be trained with the knowledge of value based with practical spirit.
3. In affiliated colleges, the student: teacher ratio is to be decreased.
4. In comparison to world scenario, the expenditure towards education is very less in India.

5. The colleges, universities & Govt are to think all the factors to improve the education system in India.

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