Teacher Educators' Perceptions on Efficacy of 'Mulyapravah': Quality Initiative of UGC for Value Inculcation

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Abstract

The University Grants Commission introduced the Quality Mandate initiative, which led to the development of guidelines on "Mulya Pravah - Inculcation of Human Values and Professional Ethics in Higher Educational Institutions." The fundamental objective of these guidelines was to foster the holistic development of students by integrating essential ethical principles and human values into the academic curriculum. However, despite the laudable intentions behind these guidelines, the effective implementation of value education programs has encountered challenges, notably the lack of familiarity among educators and a dearth of concerted efforts by universities to execute these transformative initiatives. This study aims at the teacher educators' perceptions regarding the efficacy of the 'Mulyapravah'. Survey and focusgroup discussions revealed that teachers have positive reception of UGC guidelines on value education. The results emphasis on strategies that promote student engagement, such as teaching that incorporates core values and activities centered around students, highlights the changing pedagogical trends in higher education. The study suggests a sample curriculum for undergraduate students that enriches their value acquisition through creative practicums.

Keywords: Value education, Mulyapravah, Indicative curriculum, value implementation

I. INTRODUCTION

Th For preparing Indian higher education towards the future, it is essential to synchronize teaching, research, and extension activities with global challenges without the decline of human values. The significance of higher education must be recognized as a strategic investment for long-term societal and economic advancement, fostering economic growth, cultural enrichment, social harmony, equity, and justice. it is imperative to emphasize competitiveness, which can only be attained through the implementation of measures that enhance the quality and excellence of higher education. India requires a well-skilled and highly educated workforce with empathy, integrity and compassion capable of propelling our economy towards progress. Transformation of our country from a developing nation to a developed one requires the nurturing of values among its citizens. Education is deeply intertwined with the development of values, as without the ability to nurture values, education loses its essence. Policymakers and educators have recognized the potential of education to fulfil the expectations and aspirations of society in developing human values.

In recent years, the need for holistic education, encompassing not only academic excellence but also the development of ethical values and character traits, has gained significant recognition in the field of education. In the era of rapid advancements in artificial intelligence (AI), the integration of values and ethics has emerged as a pivotal concern. As AI

systems become increasingly intertwined with various aspects of human life, addressing the ethical challenges associated with their development and deployment has become imperative (UNESCO,2023). Recognizing the importance of instilling value education among students, the University Grants Commission (UGC), India's apex regulatory body for higher education, introduced the 'MulyaPravah' program as a quality initiative. This research paper aims to analyse the efficacy of 'MulyaPravah' in terms the implementation strategies and indicative curriculum for value education among higher education students.

II.   BACKGROUND OF THE STUDY

The mark of an educated person", wrote Plato in The Republic, "is the willingness to use one's knowledge and skills to solve the problems of society." Education must imbue children with a proactive social conscience. Society is the empowering context for individuals. No one can become fully human or attain dignity and fulfilment outside the web of relationships and responsibilities presupposed in society. True education equips individuals to live creatively, responsibly and peaceably in a society, and become agents of change for a better society. (NCERT, 2012).

The Kothari Commission (1964-1966), recognized the significance of value education in India. In its report, the commission highlighted the importance of value-oriented education for the holistic development of individuals and the nation as a whole. The commission emphasized that education should not only focus on intellectual growth but also on nurturing ethical, moral, and social values among students Furthermore, the commission emphasized the need to integrate value education across various subjects and activities rather than treating it as a separate and isolated subject. It recommended that value education should be seamlessly integrated into the teaching-learning process and co-curricular activities to ensure its effective implementation.

The Secondary Education Commission (1952-1953) in India also recognized the significance of imparting human values in education. The commission emphasized the role of education in not only developing intellectual abilities but also in shaping the character and values of individuals. According to the commission's report, education should strive to instil moral and ethical values, social responsibility, and a sense of citizenship in students. Furthermore, the commission emphasized the role of teachers as role models and facilitators in imparting values education. It recommended that teachers should possess high moral character and should actively engage in promoting and practicing human values in the classroom and school environment.

The NEP 2020 recognized the significance of experiential learning in developing human values. It suggested incorporating activities, projects, and practical experiences that allow students to engage with real-life situations and reflect upon the ethical aspects and value implications of their actions. The Sustainable Development Goals, 2030 (SDG 2030) of the United Nations and the connected Sustainable Development Goal 4 (SDG 4) on Education are serving as the beacon light to help education to navigate towards value-based and ethical practices. Several scholars and researchers have emphasized the significance of value education in fostering moral and ethical development. In their work, Berkowitz and Bier (2005) highlighted the positive impact of value education on social-emotional learning and academic performance. Philip (2023) stressed the importance of integrating value education into the curriculum to foster civic engagement and ethical decision-making among students. Luckin and Issroff (2018) identify a number of things that people should know and be able to do with artificial intelligence (AI), they mention a combination of knowledge (basic AI concepts, digital literacy, data literacy, online safety protocols), skills (basic AI programming, AI systems building), attitudes and values (ethics of AI). Everyone should understand not just the opportunities that AI offers but also its limitations. Human rights and fundamental freedoms must be respected, protected and promoted throughout the life cycle of AI systems. Governments, private sector, civil society, international organizations, technical communities and academia must respect human rights instruments and frameworks in their interventions in the processes surrounding the life cycle of AI systems. New technologies need to provide new means to advocate, defend and exercise human rights and not to infringe them (UNESCO, 2023).

The current higher education organization do not accomplish the goals for which it was established. In overall, schooling has developed such a profitable company that excellence has suffered as a result of the increase in the number of proficient organizations, with quotas and partisanship addition fuel to the fire of the spoil scheme, resulting in increased joblessness of graduates with no immediate respite to alleviate their sufferings in the country's work market. (Bhat, Naidu and Singh, 2019). As a result, the shortcomings of higher education highlight the need for changes to make it desirable and helpful to all parties involved (Jena, 2020).

In 2019, the University Grants Commission (UGC) introduced the Quality Mandate initiative, which led to the development of guidelines on "Mulya Pravah - Inculcation of Human Values and

Professional Ethics in Higher Educational Institutions." These guidelines have undergone revisions to incorporate the key recommendations outlined in the National Education Policy, 2020 announced on July 29, 2020.The revised guidelines, known as Mulya Pravah 2.0 - Inculcation of Human Values and Professional Ethics in Higher Education Institutions, propose an updated curriculum and pedagogy for Higher Education Institutions (HEIs) with the aim of fostering a profound respect for Fundamental Duties and Constitutional Values among students. This includes cultivating a strong connection with one's country and fostering conscious awareness of one's roles and responsibilities in a changing world. The revised guidelines also emphasize the importance of universal human values such as truth (satya), righteous conduct (dharma), peace (shanti), love (prema), non-violence (ahimsa), scientific temper, citizenship values, and life-skills. This framework encourages institutions to identify their own innovative approaches to create an educational setting that not only imparts knowledge but also nurtures essential values and ethics among students.

The ambience in and around HEIs should be conducive to value education and to bringing professional ethics with qualitative change in life and work, at home and at the workplace. Human values, professional ethics, and legal framework are the three main constituents that give direction to the appropriate human behaviour and decision-making guidelines in an organization. The program emphasizes the integration of values such as integrity, respect for diversity, compassion, and environmental consciousness into the curriculum and co-curricular activities. By fostering a culture of value-based learning, 'MulyaPravah' aspires to equip students with the necessary ethical foundation to navigate the complexities of modern society. It strengthens them to envision new patterns and leverages systemic and cultural change and economic and social transformation, through equitable actions transform contentious arguments and create a space for listening and change.

This research paper is intended to find out the perceptions of teachers on the role of 'Mulyapravah' in developing values in higher education. The findings of this study are expected to contribute significantly to the existing body of knowledge on value education and its implementation through institutional initiatives like 'MulyaPravah.' By evaluating the program's efficacy, this research aims to provide evidence-based recommendations for further improvement and better alignment with the evolving needs of society.

III. METHODOLOGY

The data for the study was collected through Survey method. The initial survey was conducted among a sample consists of 85 teacher educators of higher education. The questionnaire prepared with the major components of the 'Mulyapravah' was circulated to collect their perceptions. Teachers are directed to rank the value implementation strategies that are preferred by them. The rank order varies from 1to 15. The mean rank order obtained for each strategy is found; as the mean value lowers, the preference becomes higher. The questionnaire was validated through expert review. Then a focus group discussion was conducted with 28 teacher educators to discuss upon the indicative curriculum. The responses were compressed and categorized to themes to formulate the curricular components.

IV. RESULTS AND DISCUSSION

A. Preferences of Value implementation strategies

Table I presents various value implementation strategies suggested in 'Mulyapravah' and the preferences of teacher educators.

TABLE 1. Teacher preferences of Value Implementation Strategies

Sl No.	Value implementation strategy	Rank order Mean	Preference order based on Mean
i.	Value Embedded Teaching	4.56	1
ii.	Additional Course with Credits	4.89	2
iii.	Cultural Activities	5.91	3
iv.	Community Programmes	6.12	4
v.	Anecdotes. /Stories Exposure	7.43	5
vi.	Short movies	7.56	6
vii.	Dramatizations	8.32	7
viii.	Case studies	9.4	8
ix.	Writing Reflective journal	10.88	9
x.	Discussions	11.91	10
xi.	Community programmes	12.13	11
xii.	Writing in Newspaper/ periodicals	12.43	12
xiii.	Demonstration	13.12	13

Sl No.	Value implementation strategy	Rank order Mean	Preference order based on Mean
xiv.	Lecture	13.45	14
xv.	Collaborative reserach	13.83	15

The findings shows that teachers prefer value embedded teaching as the most preferred approach for value inculcation among students. The implementation of a special course with credits is the second preferred activity. Cultural activities and community related programmes are the next preferred. Exposing students with anecdotes and stories, short movies, case studies, writing reflective journal and discussions are the moderately preferred activities. Field visit, writing in periodicals and demonstration are not much preferable for teachers whereas lecture and collaborative research are the least preferred activities.

The findings show that direct teaching and research are not interesting for teachers for developing values and professional ethics in higher education.

B. Teacher requirements for effective value implementation

Teachers opine that they require capacity augmentation for inculcating value and ethics among students. 100% of the sample responded that for value implementation they need enhancement of competencies in the following areas.

i. Professional Development and Training

ii. Stakeholder Engagement and Interaction

iii. Consultation and Guidance

iv. Collaborative Engagement

v. Mentorship and Role Modelling

vi. Real-life Case Studies

vii. Integration of Values in Communication

viii. Curricular Practice for Additional course

While the aforementioned factors continue to persist within the realm of higher education, there exists a need to redefine and rejuvenate approaches concerning value education. Currently, the emphasis remains largely directed towards the enhancement of cognitive skills and the facilitation of career advancement. As a result, the perspectives held by teacher educators regarding this matter is relevant.

C. Proposed curriculum for value and ethics

The conducted focus group discussion aimed to deliberate on the sufficiency of the indicative curriculum proposed by the UGC. During this discourse, teacher educators noted that certain contents lean heavily towards theory and necessitate explanations initiated by the teachers themselves. Consequently, there is a demand for the inclusion of elements that are more relevant to students' lives and conducive to self-initiated learning. The ensuing themes that surfaced through the focus group discussion are outlined below, organized into five distinct modules.

Figure 1-Suggested Curriculum

The proposed curriculum gives more importance for student activities that enable them to get awareness of values, engaged in value internalization activities and inspire them to demonstrate values and ethics in real life. This curriculum can be implemented as a special additional course which is mandatory for all higher education students.

V. CONCLUSION

The present study highlights that teachers in higher education exhibit a positive attitude towards 'Mulyapravah' the Guidelines on value education. These guidelines are viewed as beneficial for effectively executing educational plans. The study identifies that teachers particularly favor implementation strategies that promote active student engagement. Among these strategies, value-embedded teaching and a curriculum that emphasizes student-focused activities stand out as the preferred approaches.

The study reveals that teachers express a strong preference for all the implementation strategies outlined by the UGC guidelines. However, the study suggests that the efficacy of these strategies could be enhanced further through curriculum modifications. Specifically, the study suggests reducing the emphasis on theoretical content and increasing the integration of practical, real-life activities within the curriculum. Values are the guiding principles that underpin what people believe to be important when making decisions in all areas of private and public life. They determine what people will prioritize in making a judgement, and what they will strive for in seeking improvement. They are significant in daily life oriented (Haste, 2018). The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilization of knowledge, skills, attitudes and values to meet

complex demands. Acquiring these competencies leads to desirable individual development and well-being, and to flourishing cultures and societies (Keyes and Haidt, 2002). Cognitive skills, such as exposure to and training in other languages; and emotional and social skills, such as perspective-taking and empathy are critical for fully participating and thriving in increasingly diverse communities (OECD, 2018). Hence a balanced curriculum that provides knowledge, skills, values and attitudes is essential for holistic development of the learner. Interdisciplinary research could be promoted for developing new modalities.

This research not only underscores the significance of aligning teaching approaches with the evolving educational landscape but also emphasizes the need for continuous adaptation and refinement of pedagogical methods. The study's insights can serve as a valuable resource for educational institutions and policymakers aiming to enhance the quality of higher education by integrating innovative strategies, fostering student engagement, and cultivating a curriculum that resonates with real-world applications. Ultimately, the findings of this study contribute to the ongoing dialogue on effective teaching practices in higher education, aiming to create a more impactful and engaging learning environment for both educators and students alike.

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