

**VALUE BASED EDUCATION FOR SUSTAINABILITY IN INDIA:
A STUDY**

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Abstract

This paper seeks to enlighten the fact that education should grow on the fulcrum of values and ethics. Without the values the growth and development of education will have its own peril because the empirical evidence of the developed country shows the fact highest GER (Gross Enrolment Ratio) does not result in sustainability of resources. There is a paradox that by the high rate of education in a country. The resource utilization is not optimize on the other hand the resources are used relentlessly which may put the country in jeopardy in course of time. The present paper seeks to explore how the education in India based on values and ethics will judiciously utilize the resources and at the same time provide employment opportunity for seeking livelihood for the masses. It also touches upon ecological balances owing to prudent economic activity supported by education in India.

Key words: Value based education, Resource Utilisation, Sustainability, Livelihood, Economic development, social equality.

Introduction

The term sustainable development connotes the process by which people satisfy their needs and improve their quality of life in the present while safeguarding the ability of future generations to meet their own needs. This mode of development, has to allow a balance between the economic growth, the social equality, the environmental protection and the participation of the citizen.

In developed countries a better quality of life means a higher standard of living, usually measured in terms of income level and utilization of resources and technology in an unlimited manner. Almost all the developed countries of the world adopted the American way of life who consumes about 25% of the resources of the earth for 7% of the population. According to the environmental association WWF, it would be needed 5 to 6 planets to meet the needs of all. This demographic figure shows only a part of global population utilizing resources relentlessly and maximum population of developing countries are deprived of higher standard of living due to lack of educational qualification. This affected livelihood of common people that leads to poverty. This poverty is again accompanied by unemployment, illiteracy, malnutrition, exposure to environmental risks and limited access to social and health services resulting unsustainable development. Such people have not come to the main stream of economic development.

The fact shows that the current development being a consumer of non-renewable resources and considered by these critics as inequitable and unsustainable, a reflection was led around a new mode of development called sustainable development.

Indian Scenario

India is a land known for its morality, spirituality, ethics and values preached by Mahaveera, Buddha, Ramakrishnaparamahansa, swami Vivekananda AcharyaTulsi Sri Ravishankarguruji, Brahmakumari and other great personalities. At present alsoArabinda ashram, Ramakrishna ashram, Brahmakumarisamaj, Anuvratsamiti and many more organizations working for this cause. Ancient education system of India impart 72 disciplines of knowledge for men and 64 disciplines of knowledge for women which includes moral, ethical and value education. Hence, Indians are inborn with morals, ethics and values and backed by it, India known for its **secularism** and '**Unity in Diversity**'. Therefore it is called as punyabhumi, karmabhumi, and yogabhumi from age old period.

The impact of globalization on the corporate sector has suddenly created a demand for human resource trained in the field of education with innovative ideas, new approaches in business as well as professional skill in all disciplines of knowledge.Keeping in mind the significance of modern education, the Indian government has liberalized the education market since 1990, resulting an unprecedented growth in the number of technical and management institutions through private investment. India now trains largest number of management students with 75,000 degrees annually next to USA. At present more than 1,200 institutions providing education in the country at the same time it is very important to access the quality education imparted to the student in various institutions in India.

In this context the challenges of quality in education in India is related to more of value and ethic based rather than wealth creation. This is due to globalization effect; the present education is more of wealth creation and value erosion resulting unsustainable development. Hence, value based education is need of the hour for long term sustainability.

Value based education (VBE)

The 32nd general conference of UNESCO recently recognizes the earth charter as an important ethical frame works for sustainable development. UNESCO is planning to use the earth charter as an educational instrument for sustainable development. The charter's first four main principles provide an overview of ethical vision.

1. Respect earth and its life in all its diversity.
2. Care for the community life with understanding, compassion and love.
3. Build democratic societies that are just participatory sustainable and peaceful.
4. Secure earth's bounty and beauty for present and future generation.
5. Reduce economic inequality and poverty problems.

The promise of earth charter is that it provides an integrated ethical vision of sustainable development. It can also assist to frame new economic and social polices not for short term economical gain, but towards long term sustainable development.

Education for Sustainable Development(ESD) is not only aknowledge based, but also an ethical and valuebase related to environment, economy and society.Therefore people need basic knowledge fromnatural sciences, social sciences, economic science and humanities to understand the principles of sustainable development. How the values are involved and how they can be

implemented can be addressed by Education for Sustainable Development. It also addresses learning skills, perspectives and values that guide and motivate people to seek sustainable livelihoods, participate in a democratic society and live in a sustainable manner. ESD also involves studying local when appropriate local issues are emerged. Therefore ESD based on the slogan "**Act local, think global**" used by RANA Dubs, a French agronomist, biologist and ecologist. In this context the present education should be reoriented with sustainability education system including green oriented, inter disciplinary education by incorporating moral, ethics, values, honest and fair trade practices. The campus as a model sustainable community and sustainability focused academic program with all stakeholders of education to improve sustainability education at their own institutions known as **Value Based Education**".

Objective

The aim of this paper is to analyse how the value embedded education in India would ensure optimum and judicious utilization of resource for the betterment of the society in the long run,

Research Review

- In an article of journal of academic and business ethics observed that commerce curriculum require an ethics as a part of program. Jacob recommends that today's work place needs a generation of business leaders and graduates who are trained in board responsibilities accountability for transparent investment and those are experts in designing compensation systems that promote long run value not only for company but also for economy. (Jacob's 2009, A13)
- In the journal of academic and business ethics it is of the opinion that "while business school curricula do teach scientific research, efficiency, accuracy, operation management and economic theories, they also teach students about value creation by maintaining a healthy relationship with their suppliers, colleagues, unions, government entities etc., for the long term sustainability of their success.
- In the words of Amartyasen, though it is the time of globalization but it is equally important to pay attention towards the social side of economic operations. Any democracy can work better if it is considered and focus on the deprived sections of the society.
- According to Nobel peace prize winner Mohammed Yunus, Bangladeshi founder of Grameena Bank, Social Investment can help in converting the poor into entrepreneurs.

From the research review it is observed that studies are needed to see if business schools and other educational institutions are concentrating more on revenues and profits or they are more focused on long term success of their graduates and also sustainability.

Hypothesis

There is no relationship between **Value Based Education** on the one hand and judicious as well as an optimal use of resources.

Methodology

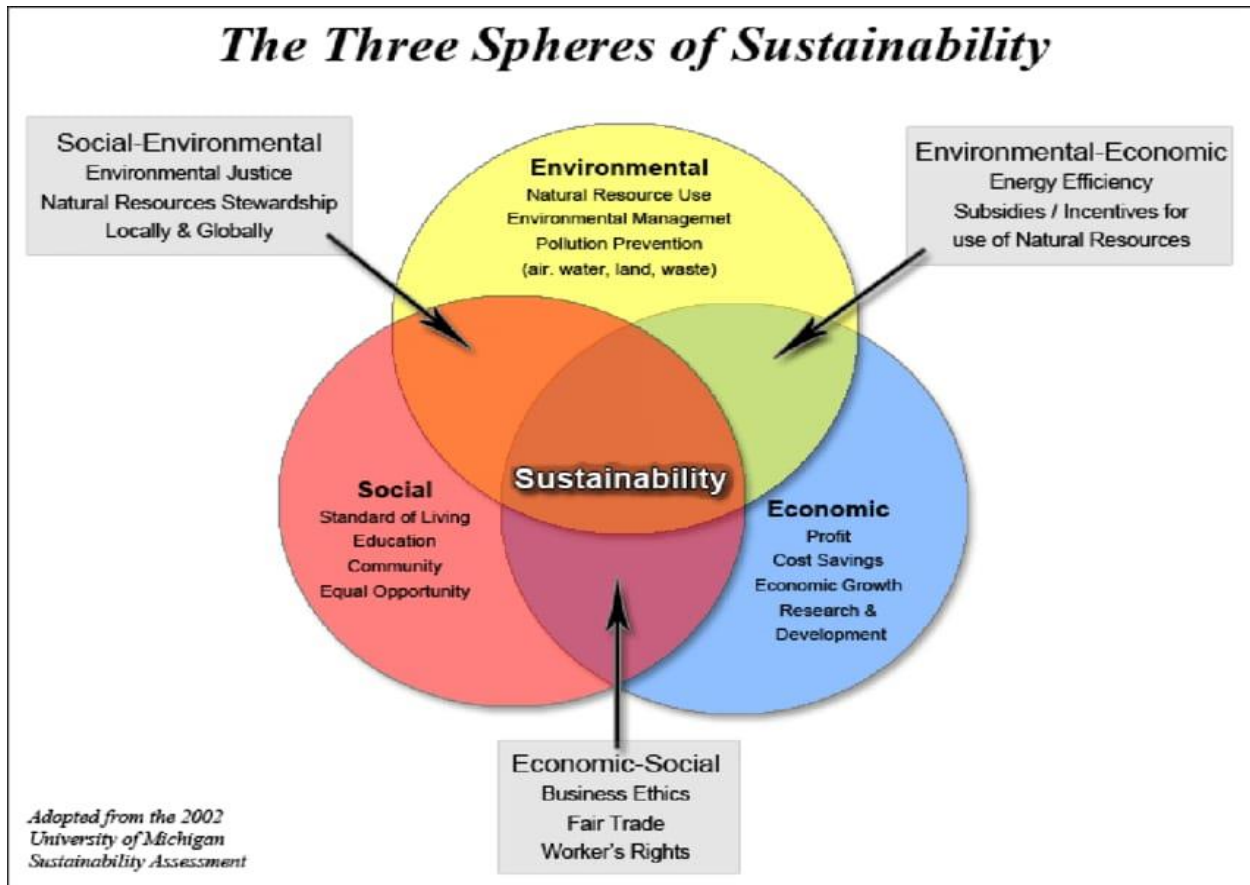
Here for study exploratory and descriptive method can be used.

Results & discussions

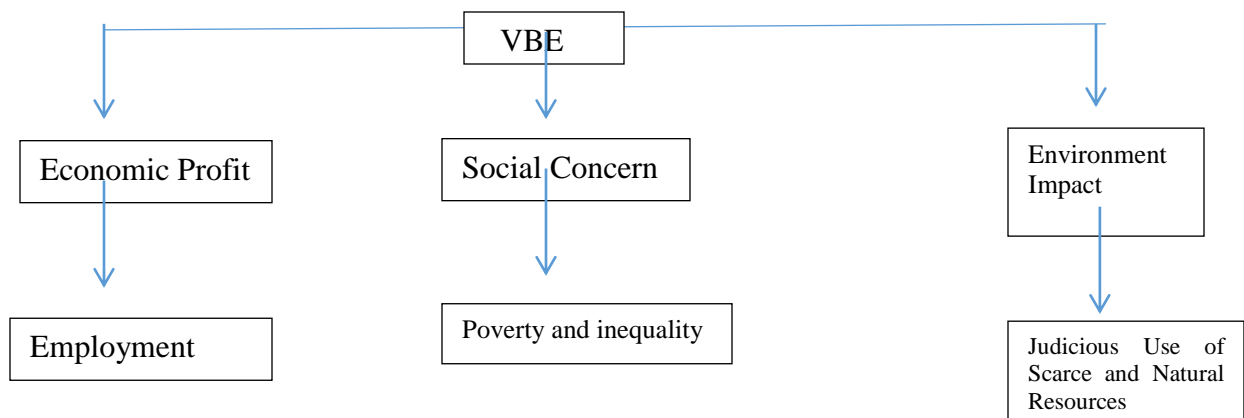
In India education is an essential tool for achieving sustainability. But people recognize that current economic development trends are not sustainable and that public awareness, education and training are the key to moving society towards sustainability. In present unethical economic situation an ethical corporate education is necessary not only to create jobs, but also for sustainable development.

But the relationship between corporate education and sustainable development is complex. On the one hand, research shows the corporate education enhance environmental protection, better utilization of resources, improve productivity, raise the standard of living and a key to a nations from ability to develop and achieve sustainable target. But it has also been proved from the experiences of developed nations that generally more highly educated people who have higher incomes consume more resources than poorly educated people, who tend to have lower incomes. The 20% of the world people living in the highest income countries are responsible for 86% of total private consumption compared with the poorest 20%, who account for a mere 1.3%. The richest fifth account for 53% of carbon dioxide emissions, the poorest fifth 3%. A child born in the industrial world adds more to consumptions and pollution levels in one life time than the 32 to 50 children born in underdeveloped countries. These facts and figures reveals most educated nations have the highest per capita rates of consumption. This high rate of consumption drives resource extraction and manufacturing around the world. The figures of UNESCO statistical year book and world education report shows that per capita energy use and waste generation in USA are nearly the highest in the world. It reveals mere corporate education has not led to sustainability. Therefore the challenge is to raise the VBE without creating an ever growing demand for resources.

The VBE will encourage changes in behavior that will create more sustainable future in terms of **Environmental Integrity, Economic Viability and a Society for Present and Future Generation**. Which are called as '**Three pillars of sustainability**'.



The above chart of knowledge shows how each of these spheres often supports for sustainability. For example, The efficient use of water and fertilizers supports the economic viability of the operation, because they are expensive and the use of water and fertilizers reduces the risk of nutrient run off, thereby supporting the equality of local ways and preserving local water resources. Like that the students backed by values and ethics through VBE are economically able to get employment opportunities in turn that employment opportunities would provide livelihood that will reduce poverty and inequalities and at the same time they are very much sensitive towards proper utilization of natural scarce resources for sustainable world.



Findings:

- Due to globalization from the last four decades a 'change' is taking place in the general and corporate education scenario in terms of quantity.
- Mere highly infrastructure corporate education does not lead to sustainable development.
- Value based education is needed for sustainability.
- For attaining the sustainable development it is necessary for all stake holders of the education to control the extravagant use of easy available resources.

Suggestions

- At primary education introduction of value oriented integral education both in terms of theory and practical rather than simply value education.
- Obey the law and spirit of the law everywhere by introducing 30% morals and ethics in every disciplines of knowledge with practical knowledge.
- Promote practicing ethics within the institutions both by faculty and students.
- Students and faculty should be encouraged to participate in academic integrity initiatives in the class room and within the community wherever they live.
- It is the responsibility of all the stakeholders to create awareness of the need for ethics and values in every disciplines of knowledge for sustainable development.

Direction for further approach

A comparative study of VBE in developed and developing countries is needed.

Conclusion

Keeping view of the above facts that the prospects of VBE are very bright across India in general and India in particular. VBE helps to achieve lifestyles based on economic and social justice, food security, ecological integrity, sustainable livelihood, and respect for all life forms and strong values that faster social cohesion, democracy and collective action. VBE provides necessary inputs among the young graduates of today towards turning them to dynamic and successful personalities of tomorrow. The VBE must train the students both in technical aspects and also teach morals and ethics. In this way the role played by VBE is very important and also effective in changing the present unethical and uncontrolled economic world into long run sustainable world. Hence VBE is essential to reorienting the way we live and work.

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