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**COMPARATIVE STUDY ON VALUE BASED
EDUCATION SYSTEM IN INDIA AND USA**

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Comparative Study on Value Based Education System in India and USA

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Abstract – Advanced education framework is essential for national, social and economic development of the nation. There is a need of significant worth based advanced education framework which empowers youth for self-sustainability by teaching employment skills and thus reducing poverty. India's advanced education framework is the third biggest on the planet. This paper presents examination between the present and the ancient education framework. It features the fundamental structure of ancient education which contributed quality manpower soaking up moral, social and civic qualities to the society. The present education framework is tormented by a few reasons as a result of which the result is getting to be self-centric. This requires a few changes in present education sector which can be implemented from ancient education for overall development of students as an individual.

Keywords: Education, Empowers, Quality, Society, Employment, Poverty

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INTRODUCTION

The rising demand for advanced education is spoken to by an expansion from 100.8 million tertiary students worldwide in 2000 to 152.5 million of every 2007. The advanced education sector has experienced real changes all through the world which prompted increased challenge for organizations in this sector. As per UNESCO, "advanced education is never again an extravagance; it is essential to national, social and economic development". The mission to accomplish Education for All (EFA) is fundamentally about assuring that children, youth and grown-ups gain the knowledge and skills they have to better their lives and to assume a role in structure progressively tranquil and equitable societies. This is the reason concentrating on quality is an imperative for accomplishing EFA. The same number of societies endeavors to universalize essential education, they face the momentous challenge of giving conditions where veritable learning can happen for every single learner. Quality must be found in light of how societies characterize the reason for education (EFA Global Monitoring Report, 2005). Quality improves the estimation of education, so there is a great deal of significance these days to expand the *Corresponding creator. In this paper, a preliminary was made to clarify the demand of significant worth in advanced education in India.

An enthusiastic bond between a master and shishya was shall before practicing teaching learning process. The master imparted the knowledge of everything, for example, religion, sanskrit, sacred texts, prescription, theory, writing, fighting, statecraft, soothsaying, history

and some more. The learning was not exclusively to peruse books yet relating it with the nature and life. It was not remembering certain raw numbers and composing the appropriate responses in examinations. The education depended on vedas, guidelines of sacrifice, sentence structure and derivation, understanding insider facts of nature, logical thinking, science and skills fundamental for an occupation. The ancient education framework in India had unequivocally perceived that the preeminent objective of life is self-realization and henceforth it professed to be interesting on the planet in a few aspects like the society did not at all meddled with the educational programs of studies or regulating the payment of expenses or long stretches of instruction. The other point of ancient Indian education included preservation and improvement of culture, character and personality development and development of respectable thought. It being totally private thus student needed to live in the master's home and gain from him what was instructed as well as observe how his educator reacted in various circumstances arising in everyday life and gain from it. Education was completely free. Every student used to meet the instructor separately and gain from him through separate instructions and guidance. Indeed, even student aiming most noteworthy philosophical knowledge was compelled by a solemn obligation to do some physical work every day, for example, collecting fuel, tending steers and so forth. The quality of education was unparalleled for example the students from everywhere throughout the world had their first inclination to India for advanced education.

CONCEPT OF VALUES

"Value" is gotten from the Latin root "Valere" signifying "to be solid and vigorous". To be an esteem, is to have a specific esteem, that is the power to be some particular thing. It is the estimation of a thing or an idea that makes us desirable or helpful to us and that can offer ascent to a pressing demand for or interest in something that we view as having incredible esteem. Individuals can love just what is of high repute to them (for example of exceptionally high esteem) and just what is felt to be of high esteem can offer ascent to the vitality and motivate for possession. Life involves decisions. In human life there are sure things viewed as admirable, honorable, to be approved of and there are different things which entertain and please us however we may see them as not admirable, not honorable and not to be approved of. The concept of qualities is displayed by Bethel from various points.

- Value implies a subject-object relationship; esteem relates the item to man.
- Value for example utility, is imparted to crude materials just by work and skills.
- An significant aspect of significant worth creation for Malinowski was the development of an amicable harmony among individual and social qualities. It is an obligation of every person, as a maker of significant worth, to work for addition so as to add to the welfare of both - himself and his society.
- Value implies the aggregate sum of power with which an article (material or spiritual) makes a subject achieve its motivation as the unfortunate chore.

VALUE EDUCATION OR VALUE-BASED EDUCATION

Education develops morality as well as makes an individual capable for authority as well as intelligent partnership. With respect to need of presenting religious qualities. Dwindles (1979, p.4733) composes that the religious qualities are "arraigned and seriously blue-penciled in extremist or collectivist societies". He further notices that education demands the development of various sorts of awareness, abilities and skills. A person in a law based set up ought to be given some type of initiative to inculcate religious qualities with the expectation that he may develop them. Dwindles (1973, p. 473) makes reference to that in "majority rules system liberal perspective on the role of religious qualities is taken as a result of the significance ascribed to freedom and tolerance and on the grounds that decreases in transmitting social legacy. In any case, surely religious qualities are not particular of the equitable lifestyle". From these central qualities the points of education are generated, for example morality, knowledge and comprehension of human condition, self-satisfaction of the individual, preparation of work, and so on.

ROLE OF VALUE-BASED-EDUCATION IN SOCIETY

Bikas C. Sanyal, Senior Advisor, International Institute for Educational Planning, Paris, in his paper "Requirement For Value-Based Education in the Twenty-First Century" take great aadhaavaa of Since the foundation of UNESCO, various standard-setting instruments have been developed to depict essential standards of education for harmony and human rights. Among them are the accompanying:

- The suggestion concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedom.
- World Plan of Action on Education for Human Rights and Democracy.
- Vienna Declaration and Program of Action of the World Conference on Human Rights
- Declaration and Integrated Framework of Action in Education for Peace, Human Rights and Democracy.
- Plan of Action for the United Nations Decade for Human Rights Education

These activity plans are executed under the guidance of the UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance. The educational foundations of the Member States of UNESCO have now the essential courseware to present esteem based educational programs – consolidating both spiritual and common qualities to manufacture a culture of harmony. In the expressions of the Director General of UNESCO "I announce forcefully, ... we should consequently forward be prepared to pay the cost of harmony as we have paid with a huge number of human lives the cost of war; that the diversity of cultures, the very premise of our identities and sense of having a place ought to join us around ideals proclaimed by our constitution and never again isolate us; that religions established on adoration ought not lead us to confrontation and disdain; and that ideologies, through freedom of articulation and participation, should serve democracy and not compulsion."

HIGHER EDUCATION AND SOCIETY

We for the most part consider college education in extraordinary expressions. Students there, spend extensive time and vitality, with uses, regarding building their future through advanced education. The perspective of more extensive opportunities and a well-look way of life guides families to accumulate in advance, surrender contemporary dispersal, and stroll off into obligation regarding encourage their children to carry on their education after higher auxiliary education. The more extensive societal benefits of

spending in advanced education get a little measure of notification, however are essential regarding prosperity of any nation and state. Government's burn through billions of rupees for each year for schools and colleges of open sector, and the federal government makes accessible advances, grants, charge credits and deductions, and work help, regarding helping students monetarily for advanced education. It is unattainable still to assess the appropriate dimension of venture either in private or open sector regarding advanced education without making a decision about individual and societal benefits, with uncommon focus on costs. For the most part, individuals have a wide-going sense that advanced education is connected with higher earnings and college education is an essential for a loose and agreeable working class living status. Logically, it pursues that college graduates contribute in open sector, more than others, and furthermore contribute in a few different ways regarding social welfare. Essentially, it isn't shocking that advanced education diminishes the opportunity of being reliant on society regarding support. Strengthening these basic considerations with specific information can build our comprehension about contributions of advanced education to both the reasonableness and the great association of our society.

Students, who go to college for advanced education, get a broad arrangement of extraordinary individual, economic, and different benefits regarding fundamental necessities of life, for instance, citizens appreciate a few benefits because of their awareness on the off chance that they get advanced education. Likewise, extraordinary rates in society regarding getting advanced education influence open policy at federal or provincial dimension in various occasions; even it can create weight on governments regarding making some new open policies. There are some point by point open and private benefits of advanced education, which are given beneath: Benefits regarding people are:

- There is a connection between advanced education and higher salary for all social and ethnic sets and for the two people
- The acquiring hole between school graduates and college graduates has been increased significantly with the progression of time. The earnings advantage to the normal college alumni is sufficiently high for alumni to recover both the cost of full educational cost and charges and earnings sworn off amid the school a very long time in a generally brief timeframe.

As on account of those people who partake, there are the two kinds of benefits for the society regarding advanced education, either money related or non-financial. Benefits regarding society include:

- Higher education imparts to bring down dimensions of poverty and unemployment. Along these lines it encourage more regarding income producing than some other sector. Grown-ups, who get advanced education, have not enormous demands on open spending plans, and furthermore less dependent on social wellbeing programs
- University graduates have great rate regarding health, having extremely low rate of smoking
- University education is connected with more elevated amounts of social and municipal participation, including casting a ballot, blood donation, and humanitarian effort

STRATEGIES FOR HIGHER EDUCATION POLICY

After higher auxiliary education, students need to get proficient education for the most part that facilitates them in their future career. Guardians are additionally stressed over eventual fate of their children subsequently they likewise demand for gainful education that contributes in the career of their children. So strategies for making advanced education policy must be for the given plans:

- Working regarding motivate students toward getting advanced education
- Career objectives must be talked about with the students
- Students must be thought about close to home interests and benefits
- Meetings ought to be held with the old students with the new ones who got benefits subsequent to getting advanced education
- Trips and excursions ought to be masterminded that promote wants to get advanced education for the perspectives on higher optional students
- Inviting guardians regarding presenting proficient education programs that can be contribute for the best eventual fate of their children

NEED FOR CHANGE IN MODERN EDUCATION

The accepted procedures of ancient education framework can be implemented in modern education framework. Despite the fact that we feel glad for our civilization however regardless we have faith in our culture, religion and god and want less deeds. The point of modern education is likewise assembling

character, spiritualism and reasoning as opposed to riches and leads a basic life. Be that as it may, the genial connection between an instructor and student is absent because of numerous issues that educational condition has experienced. The investigation of Sanskrit language should be given due consideration to save it since it is enhanced by the sense of peace, humanity, fraternity. There has been a tremendous improvement in quality of existence with the advances in technology. The youthful age must acknowledge how to utilize this technology for spreading knowledge and culture. The education ought to be imparted in peaceful, clean and natural condition far from towns and towns. The Indian constitution has as of late adopted the rule of equality in the field of education. The present education readies the students for their future career as it used to be in ancient occasions. The vocational subjects must be incorporated into educational modules yet much is should have been done to accomplish the ideal point. After autonomy, government stressed after giving free education to all children up to age of 14 and numerous programs have been begun however the ideal target is yet to be accomplished. In the race of finishing the educational programs, the down to earth aspects are missed numerous multiple times. The modern education framework is plagued and blamed for a few reasons. Rabindranath Tagore had assessed it long back that the Indian education framework needs to change. We live in a society where child spends his parent's earnings and still not getting the standard education and attempting to get the ideal employment. The increased challenge in education sector once in a while pulverizes the inventiveness of a huge number of students and drives them to end it all. Education is treated as methods for accomplishing riches.

Skill Based Education: The modern education framework is tried based on examinations directed by sheets and colleges. The technique for teaching is for the most part one way yet it must be guaranteed "Would they say they are learning?" If not, which strategy for teaching suits an individual must be focused upon? This requires identification of skills in individual and molds them into their heading of interest. It is same as "Give a man a fish and you feed him one day, show him how to get fishes and you feed him for a lifetime." Similarly, in the event that you show a skill, you empower him for a lifetime.

Encourage Research and Innovation: The testing and stamping framework should be worked to perceive inventiveness, imagination, critical thinking approach and valuable unique research and development. India lacks amazing research, feeble environment for research and low dimension of industry engagement.

Enrollment of Competent Teachers: Teaching is an honorable calling and thus it must be protected. Barely any teachers censure students for their performance however scarcely introspect what and where is it turning out badly? They feel it as a protected, generously compensated, low weight and unaffected by retreat. The time has come to enlist capable and

whiz teachers. The teaching network needs pioneers, self motivated and business visionaries in teaching position.

Interactive Classroom: An interactive study hall mentally engages the students as dynamic member with instructor as an engagement trigger that catches and keeps up students' attention. The instructor enables the students to apply what they have realized and give them a setting for up and coming address material. The educator feels enhanced with students' participation and thinks upon the mix of interactive systems for next class.

Time Management: The prospectus inclusion is given the most extreme significance in a large portion of the schools and colleges. This needs time bound finish of a few academic exercises. Lecturing is a long-established movement which can be effectively accomplished utilizing Socratic address model to convey extensive substance inside optimum time period.

Students' Participation: The teachers are encouraged not to show the substance but rather to show the students how to learn. Since learning is a process of effectively investigating information and validating with recently acquired knowledge and experience and creating new knowledge or rethinking existing knowledge. Socratic strategy substitutes self-coordinated learning opportunities instead of classical lecturing practices.

Feed Students with Endless Content: Sometimes, profound addressing drives the idea underneath the outside of things power students to manage unpredictability. The inquiries on translation help to look at and sort out important information while the inquiries on suspicions help to analyze what is underestimated. The inquiries on suggestions look at the orientation of discourse.

Give Essential Tools: The conventional lecturing is extremely basic teaching tool to use for all study hall circumstances. On the off chance that then again, in the event that you have a few tools in your toolbox, you will have the opportunity to get the most appropriate tool for the job needing to be done. The very much crafted inquiries go about as tool to generate a progressively advanced and self-coordinated learning. The students are prepared to end up independent of the instructor, who models how to pose appropriate inquiries. An effective educator gives students the tools essential to formulate their own ideas and considerations. Teachers should motivate their students, giving them academic wings.

COMPARATIVE ANALYSIS OF HIGHER EDUCATION POLICY

There is a comparative analysis of certain nations regarding advanced education policy, in which India and United States of America are the most important, in light of the fact that modern educational

arrangement of the world is generally acquired by the India Similarly Some of American colleges are likewise top positioned on the planet, yet the education framework in US is increasingly like the India. A comparative analysis of these nations' advanced education policy is given underneath:

HIGHER EDUCATION POLICY OF U.S.A

Then again, solid financing makes American schools and colleges regarding coming to at the top positioning advanced education institutions of the world. US of America has 45 top positioned institutions for advanced education as per the Academic Ranking of World Universities Report of the Shanghai Jiao Tong University. In 2012, United States has 4,495 degree conceding institutions, in which 2,774 are allowing 4-years education degrees, while 1,721 are giving 2-years education degrees. Roughly, each territory of United States has 115 organizations for advanced education. As indicated by 2010 study, United States had 20.3 million students in various fields of advanced education, which were 5.7 of absolute populace. Full time selected students were 14.6 million of that. As indicated by American Community Survey of 2006, which was led by United States Census Bureau, it was discovered that 19.5 percent of populace had joined school or college yet had no degree, 7.4 percent had benefited a partner degree, 17.1 percent had gotten four year certification, and 9.9 percent had proficient degrees. Gender apportion of populace is little in United States regarding getting advanced education. Just 27.9 percent male and 26.2 percent female get their four year certification. Because of Economic Crisis 2008 in United States affected regarding declining level of students getting college education. Each advanced education organization of United States is planned by the coordination and joint effort of the state government. There is a specialist, board or commission in each territory of United States, as like:

- Alabama Commission on Higher Education
- Texas Higher Education Coordinating Board
- California Post-optional Education Commission
- Washington State advanced education Coordinating Board
- The Georgia Department of Technical and Adult Education

Subsidizing in advanced education sector comprises of two sorts in each territory of United States, Grant framework and Loan framework. Allow comprises of cash that gets by the student and not bound to be paid back it, however advance is essentially to be paid back. The two offices are accessible for open and private sector. In private sector, concede is

disseminated by foundation organization, which is gathered through educational cost expenses and private donations, while in open establishments, government appropriate it through some legitimate channel. Advance framework is really money related assistance program for a student, which is accessible each time through banks or open association. Since 1970, there was no service of education in the United States of America. Furthermore, presently there are two kinds of colleges. Private colleges are typically supported by various businesses or organizations while open sector colleges are constrained by the states. As per the research report of education office in the University of Buffalo (2012), the advanced education in United States of America giving socialization about society, ethnography culture and geology alongside economic patterns and globalized motivations. The fundamental accentuate of advanced education is on the patterns of urbanization in 2012 which is expanding enrollment advertise oriented education. So also, urbanization is tapping on the religion, governmental issues, economics, institutional structure and enactment. Consequently, socialization of urban populace has turned into an essential target of advanced education policy in United States of America in 2012.

HIGHER EDUCATION POLICY IN INDIA

Since ancient occasions, India has a solid tradition of advanced education. This is obvious from focuses of learning like the Buddhist religious communities which existed in the seventh century BC and Nalanda which existed in the third century AD. Maybe a couple of these focuses were extremely huge, having a few resources. Attacks and confusion in the nation has smothered ancient Indian education framework (Britishers brought western and common education, with an emphasis on logical request, to India. The main school was set up in 1918 in Serampore, in Bengal, giving western education in India. In 1857, three Central Universities of Calcutta, Bombay and Madras were set up, and 27 schools were partnered to them. In 1947, 19 Universities were at that point in presence in India (CABE, 2005), while after freedom, advanced education framework developed quickly. In 1980, the quantities of Universities were 132 and schools were 4738 in the nation, in which 5% of the qualified age bunch took on advanced education. Student enrolment, which developed somewhere in the range of 1987 and 1993, was 7%, yet declined to 5.5% at a compound rate of development. The individuals from advanced education establishments developed from 516 of every 1947 to 1948 to 17, 973 out of 2005 to 2006 (Government of India, 2007). The quick extension of advanced education in India has been at the cost of its quality, in that quality differs with institutions. There are three offices that assess the quality of institutions and programs. These offices are assessed through an outside quality confirmation in the nation. These are the National Assessment and Accreditation Council (NAAC) to accredit

institutions of advanced education, the National Board of Accreditation (NBA) to accredit programs in designing and related territories, and Accreditation7 which does not shield student from misrepresentation and misuse. Open awareness is extremely low in India. In India, there is no arrangement of gathering and assemblage of factual information on advanced education in the nation. The Ministry of Human Resource Development of the Central government appointed this duty to University Grant Commission (UGC). Be that as it may, University Grant Commission (UGC) has neglected to do as such (Agarwal, 2006).

India has over 9% yearly development rates. So as to support the development rate, there is a need to build the number and quality of the advanced education foundations in India. In this way Dr. Manmohan Singh, Prime Minister of India, has reported the foundation of 8 IITs, 7 IIMs and 5 IISERs and 30 Central Universities in his discourse to the nation on the 60th Independence Day. In the eleventh Five Year Plan (2007 to 2012) for education, the arranged sum is Rs. 2500 Billion, a four-crease increment over the past plan. The quantities of higher educational institutions in the year 2006 are 355 colleges and 18,064 schools, in spite of the fact that there exist 20 Central Universities, 216 State Universities, 101 Deemed Universities, 5 Institutions set up through State Legislation and 13 Institutions of National Importance. Enrolment for students was assessed to be currently around 110 lakh in the Indian advanced education framework in 2005 to 2006. Out of the all-out teaching personnel, 84% were utilized in subsidiary schools and just 16% were utilized in the colleges and college universities. The student-instructor proportion works out to 18 in the college divisions and schools and 23 in the associated universities. Figure 1 demonstrates the tremendous development of the advanced education arrangement of India. This shows high increment in the quantity of colleges and schools from year 1950 to 2006.

CONCLUSION

Education for all can't be accomplished without improving quality and consequently esteem. In numerous pieces of the world, a numerous hole continues between the quantities of students moving on from school and those among them who ace a base arrangement of cognitive skills. Any policy went for pushing net enrolments towards 100% should likewise guarantee good learning conditions and opportunities. Exercises can be drawn from nations that have effectively tended to this double challenge. Better education contributes to higher lifetime earnings and progressively robust national economic development and help people on different issues that are important to their welfare. International achievement tests reveal that socioeconomic status impacts dimensions of education results. Two principles characterize most endeavors to characterize quality in education: the main identifies learners' cognitive development as the major unequivocal goal

of all education frameworks. Appropriately, the accomplishment with which frameworks accomplish this is one pointer of their quality. The second underlines education's role in promoting esteems and frames of mind of responsible citizenship and in sustaining imaginative and enthusiastic development. The double challenge of improving quality and growing access in an equitable manner requires a dimension of continued speculation that is currently past the span of nations. The achievement of these destinations is increasingly difficult to assess and look at crosswise over nations. In low-pay nations, the positive impact on quality and thus of education is by increment spending for the arrangement of more course books, diminish class measure and improve instructor education and foundation offices on learner's cognitive achievement. In rich nations, the guidelines are a lot higher than low-pay nations. Improvements in quality can be increased at a modest cost and are inside reach even in the most unfortunate nations. The education quality stands at the core of Education for All. It decides how much and how well students learn, and the degree to which their education accomplishes a scope of individual, social and development objectives. In this way, this research paper offers a guide for getting, monitoring and improving quality. Education quality, low or high, is made a decision by the degree of its targets that are met. Government resolved to improve learning results face difficult decisions, yet policies exist that are not really past the range of the most asset obliged nations. They begin with a focus on the learner and they place emphasis on the elements of teaching and learning, supported by a developing assemblage of research on what makes the schools and teachers effective. Connections among various pieces of the education sector can help improve quality however they are frequently covered up or ignored by the compartmentalized apparatus of government. Fruitful subjective changes expect government to assume a solid driving role. Albeit outer assistance can support asset levels and help in overseeing education framework, it can't compensate for the nonappearance of a societal task for educational improvement.

The above discourse inferred that India and USA Higher Education System has more noteworthy Socio-Political impact in 21st century. The two nations are rich with an educational foundation. Their underlying foundations of academic developments can discover hundreds of years back. From that point forward to till today, India and USA have generated a few internationally perceived researchers, researchers, artists, specialists and history specialist. Presumably Higher Education is vital of the development of any nation and the world. Every single developing nation attempt to pursue the scene of advanced education arrangement of India and USA. Along these lines, this is reasoned that the both Britain advanced education policy and American education policy depends on economic interests of the state yet it is creating tremendous impacts on culture, society and working of institutions that further leads towards legal and political development.

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