Transforming Higher Education with Mulya Pravah 2.0: Integration of Values in Education

Nilay Mondal
Ph.D. Research Scholar (SRF), Department of Education
The University of Burdwan
E-mail: nilaymondal.edcn@gmail.com
and
K. N. Chattopadhyay
Professor, Department of Education
The University of Burdwan
E-mail: kchattopadhyay@edu.buruniv.ac.in

Abstract

Value-based education is a significant instrument in fostering a civilized and ethical society. Education plays an important role in inculcating human values, which is essential for peace, harmony, and social well-being. The UGC introduced Mulya Pravah 2.0 guideline in 2023, aligning it with the NEP 2020 to promote human values and ethical practices in higher education. Mulya Pravah 2.0 emphasizes seven core human values: love & compassion, peace, truth, non-violence, righteousness, renunciation, and service. It also focuses on professional ethics, urging institutions to adopt transparency, inclusivity, accountability, and fairness. NEP 2020 has given special emphasis on value-based education. It integrates values into both curriculum and co-curricular activities, aligning with 21st-century educational goals and SDG4 while preserving India's traditions. Value-based higher education fosters character-building, integrity, accountability, and global citizenship. It promotes a peaceful society, conflict resolution, and respect for diversity. Mulya Pravah 2.0 may face challenges like resistance to change, curriculum integration, lack of trained teachers, funding constraints, and cultural diversity. Despite these obstacles, it has the potential to transform Indian higher education by promoting ethical leadership, multidisciplinary learning, and long-term commitment to human values for a morally responsible society.

Keywords: Mulya Pravah 2.0, Value-based Education, NEP 2020, Higher Education

Introduction

Education is one of the fundamental pillars of any civilized society. Values are integral to education, which should foster in students a sense of care, collaborative spirit, and mutual respect (Amarnath, 2022). The quality of a society largely depends on its practices and the preservation of human values and ethics. The crisis of values appears to be deeply entrenched in our culture at the present time. So, to develop a modern civilized society, we should focus on instilling human values and ethical principles in every aspect. Education is fundamentally connected to the cultivation of values; without the capacity to foster values, education loses its significance (Philip, 2023). Since education was used as one of the tools for inculcating values, we can still focus on education as an important tool in the modern world. Value-based education is essential to prepare Indian higher education for a better future.

Values education is essential to all forms of education and has been emphasized in several previous educational committee recommendations in India (Amarnath, 2022). The University Grants Commission (UGC) acknowledged the significance of imparting value education to all the stakeholders of higher education and launched the 'Mulya Pravah' program as a quality initiative in 2019. As of right now, these guidelines have been updated to incorporate the most important proposals that were presented in the NEP-2020. The 'Mulya Pravah 2.0' guideline was launched in May 2023. This policy framework serves as a guideline for higher education institutions in India to inculcate human values and professional ethics among students and other stakeholders. The present paper aims to explore an

overall picture of Mulya Pravah 2.0, its impact, significance and possible challenges of value-based education.

Human Values and Values-based Education

It is difficult to give a universal definition of value (Banerjee, et al., 2016). The term "value" refers to something that is based on a monetary value, something that is valuable, and worthwhile (Amarnath, 2022). The Oxford Learner's Dictionary (n.d.) provides a definition of the term value "beliefs about what is right and wrong and what is important in life."

Human values are the core beliefs, ideals, and moral guidelines that people follow in their daily lives. The human values are integral to human nature. According to Amarnath (2022), "human values are the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities." These values are very essential for any society. Human values are of the essence in the modern age both for the maintenance of peace and for the protection of their society. Wankhede (2023) mentioned human values act as standards not only for individuals but also for organizations as well as societies. These values also act as a moral code of conduct. Such values should be identified, clearly communicated, and brought forward into societal structures, institutions, and organizations. Human values are basically ubiquitous, they are for all human beings no matter what religion, culture or even nationality (Kanyakumari, 2021). Human values help in understanding the thoughts, feelings, and behaviours of other people, and they further influence the view that one holds of the world. Kanyakumari (2021) mentioned some examples of human values as "brotherhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, honesty, fairness" etc.

The inculcation of human values in education should be the foundation of any civilized society. Hawkes (n.d.) founder of Values-based Education (VbE) gave a comprehensive definition of values-based education "Our world desperately needs hope. VbE is bringing this hope, by transforming education and society, so that young people are educated holistically. VbE creates a culture in which young people and adults thrive because they are empowered, by living their values, to ethically self-regulate their thinking and behaviour. This is the foundation of ethical leadership, which is the key to peace, cooperation and harmony."

Mulya Pravah 2.0

The Mulya Pravah 2.0 framework was introduced by UGC in 2023. This document represents a revised and enhanced version of the Mulya Pravah guidelines, originally launched in 2019, designed to foster human values and professional ethics within HEIs. This document includes comprehensive guidelines for inculcating human values and professional ethics in all aspects of Indian higher education with the alignment of NEP 2020 and SDG4.

Key Highlights of Mulya Pravah 2.0

Human Values: The central focus of this guideline is to foster human values across higher education institutes. Here different types of human values are discussed with their importance. *Tyaga* (renunciation) is considered the foundation of human values. Particularly the seven values are given the most priority in this document. These human values are "love and compassion (*Prema and Karuna*), peace (*Shanti*), truth (*Satya*), non-violence (*Ahimsa*), righteousness (*Dharma*), renunciation (*Tyaga*), and service (*Seva*)". Every individual should consciously practice the values to realise their potential. The initial step in the process of acquiring values is through listening and observation, followed by reflection, and ultimately through practice (*shravanam, mannanam, and niddhidhyasanam*).

Professional Ethics: Another significant aspect of 'Mulya Pravah 2.0' is the inculcation of professional ethics among stakeholders of higher education. Professional ethics focuses on what is morally right or wrong in the context of a professional organisation, its rules for doing things, and how people act. Ethics in the workplace distinguishes between behaviours that are desirable and those that are not desired in a given profession. Mulya Pravah 2.0 suggests some ethical behaviour for educational organizations. Important suggestions are i) there should be a transparent administration, ii) public interest should be considered for decision making, iii) administrator should not emphasise their

individual language, caste and communities, iv) punishment for corruption, v) officials shouldn't be given special rights that are unfair to some groups, etc.

Constitutional Values & Global Citizenship: When we talk about values, of course, our constitutional values come to the fore. Mulya Pravah 2.0 also places emphasis on constitutional values as well as global citizenship. The Constitution, which forms the basis of governance, stresses the importance of citizens' duties, rights, and values, highlighting their roles. Embrace the Constitution in spirit, not words. Citizens must also be aware of the use and abuse of fundamental rights. Basic human rights must be provided to all Indians. Today we think of the whole world along with our country. Our world become a global village. Global citizenship is another crucial value of the current era and this document gives emphasis on it.

Values and Ethics for Stakeholders: The commitment of stakeholders propels the success of an institution's mission and vision through their value-based ethical conduct. So, Mulya Pravah 2.0 suggests values and ethics for higher institution's stakeholders, i.e., administrators, faculty students and others. It also mentions some important core values, that guide the behaviours of all stakeholders: "*integrity, trusteeship, harmony, accountability, inclusiveness, commitment, respectfulness, belongingness, sustainability, constitutional values and global citizenship*".

- **Values and Ethics for Teachers:**
  Some important guidelines for teachers are
  a. Serve as role models for pupils by demonstrating proper conduct, attire, speech, and behaviour.
  b. Teachers should act as pupils' guides and mentors.
  c. Establish a supportive teaching-learning environment and pursue creative teaching techniques to enhance knowledge.
  d. Do not show any type of harassment.
  e. Promote human values, cultural heritage appreciation, scientific approach, and environmental awareness among students and others.
  f. Inspire students to contribute to national priorities through active participation and promote national integration and communal peace, etc.

- **Values and Ethics for Students:**
  Students hold the central position within the education system. There are some important guidelines for students.
  a. They should adhere to university norms, rules, and procedures, and respect its goals, vision, mission, and cultural customs.
  b. They should maintain punctuality, discipline and regular attendance.
  c. Appearance and conduct should be modest.
  d. Exhibit decency and courtesy towards teachers, staff, and peers.
  e. Foster cohesion among students from diverse socio-economic backgrounds, communities, castes, religions, or regions.
  f. Clean up the campus and respect the institutions' property, etc.

Implementation Plan: Mulya Pravah 2.0 guideline specifically mentions the implementation plan for instilling human values in the education process. There are different plans for teachers, students and staff members. To inculcate values and professional ethics among teachers, it specifies some important plans: a) conduct induction, orientation, workshops, and training programmes, on values and ethics regularly, b) interact regularly with other stakeholders in harmony, c) Teachers should serve as mentors to instil ethical and human ideals in their students, d) Arrange for consultation regarding professional ethics and human values, etc. To foster human values among students there are some important implementation plans: a) add an introductory course on professional and human values for college students and a more in-depth course for graduate students, b) Outreach Programme on Human Values and Professional Ethics, c) discussion with experts on constitution and global issues, d) participate in value-promotion activities, e) exhibition of ethical principles and human values in public spaces, f) project work on art, language and culture, etc.

The last chapter of the Mulya Pravah 2.0 guideline, mentions some reinforcement strategies to strengthen a value-based environment and ethical practices in higher education institutions. An important addition to this document is the inclusion (*annexure-I*) of an indicative curriculum for instilling human values.

Value-Based Education from the Perspectives of NEP 2020

The NEP 2020 has given a special focus on human values and ethics, and given a place in the fundamental principles of this policy. It signifies the importance of values in education as well as society in the 21st century. The policy highlights the significance of instilling values across all levels of education through curriculum as well as co-curricular activities (Prajapati & Singhai, 2023). NEP 2020 proposed to restructure all aspects of education based on 21st-century educational goals, SDG4 as well as the tradition and value systems of India (NEP-2020, P. 3). According to this policy, the education system of India should develop such human beings, who possess sound ethical moorings and values.

The principles section of this policy, mentions some human and constitutional values *"empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice"* (NEP-2020, p. 5).

The policy recommended that the curriculum should include values that enable learners to be ethical. It gave emphasis on curriculum framework and transactions through which values should be instilled among learners for holistic development (NEP-2020, para 4.4). Here particularly mentioned values as a skill and focus on the practice of "*ethical and moral reasoning; knowledge and practice of human and Constitutional values*" (NEP-2020, para 4.23). *"The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity."* (NEP-2020, para 6.20)

This policy stressed inculcating values among students from a young age. It focuses on the development of knowledge of morality and it enables them to make ethical decisions (NEP-2020, para 4.28). NEP 2020 also emphasises morality for adult learners from more complex perspectives *"In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life"* (NEP-2020, para 4.28). These activities of ethical reasoning will be inculcating basic human values and Constitutional values among learners. NEP 2020 here mentioned a large numbers of values "*all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity)*" (NEP-2020, para 4.28).

Value-based education is one of the significant areas for holistic and multidisciplinary education. Higher education institutions include some constitutional and universal human values "*of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service…*" for value-based education (NEP-2020, para 11.8).

Implications of Value-based Higher Education

Human values are an inseparable part of education. Value-based education significantly impacts education as well as society. Value education instils morality and ethicality among learners. And these important human qualities are the backbone of any civilized society.

Character Building: The development of good and ethical character is one of the important goals of higher education. Instilling values like honesty, accountability, and empathy promotes character development, which is necessary for personal growth and societal contribution.

Peaceful Society: Value-based education promotes human understanding and tolerance. It is widely believed that value-based education can reduce violations of human rights and contribute to establishing a democratic and peaceful society (Paul, 2017). Not only education, but value-based education can create a crime, violation and destructive free society (Chouhan, 2020).

Integrity and Accountability: Integrity and accountability are important principles of value-based education. Learners are taught the significance of honesty in the value-based educational system. Also, it is important to take responsibility for their own action. It prepares learners for a future in which integrity, accountability, and trust are essential components of success (Stock, 2024).

Global Citizenship: The earth now become a global village. Global citizenship is a trending and major issue in the present era. Value-based education can contribute to fostering an attitude of global citizenship. Values like democracy, social justice, human rights, and critical consciousness influence learners to become global citizens (Ydo, 2023). Value-based education also develops the capacity among learners to recognise universal human aims (Paul, 2017).

Conflict Resolution: Conflicts are present in every society related to caste, creed, religion, culture, customs, etc between traditional and modern views. These are the hindrances of societal progress. Values like tolerance, peace, love, patience, cooperation, fellow feeling and secularism can solve the conflict in the society (Ravi, 2021, p. 579).

Meaningful Life: Spiritual values give meaning to life by providing a sense of purpose allowing inner peace and finding a deeper connection with oneself, others, and the universe. Spiritual values are very significant and can build an ethical and moral foundation, which guides an individual towards a meaningful life (Paul, 2017).

Respect for Diversity: In the present world diversity is widely celebrated. Diversity is everywhere; different culture has different identities. A value-based culture can promote multicultural respect among learners to live peacefully in a global society. Values like tolerance and acceptance can help students to accept and respect diversity.

Transformation of Higher Education through Mulya Pravah 2.0

The primary objective of this endeavour is to establish institutions that embody the highest standards of values and ethics. The Mulya Pravah 2.0 outlines several significant guidelines for higher education institutions regarding human values and professional ethics. These guidelines can have a significant impact on higher education. Some of such important aspects of higher education are discussed below.

Enhance Ethical Standards: To promote ethical development, Mulya Pravah 2.0 recommends incorporating human values and professional ethics into both the environment and the curriculum of higher education. It will foster a culture of integrity, and professional and ethical behaviour among pupils, faculty and other stakeholders of HEIs. Ultimately it will enhance the standards of academic and professional conduct of students, faculty and administrators.

Holistic Development of Students: Student's holistic development is not only limited to academic success. Ethical development is one of the essential factors for developing the overall personality of a student. It will enhance learners' essential life skills, social responsibility and a sense of civic duty.

Alignment with NEP 2020: The NEP 2020 marks the country's first educational framework of the current century. It reshapes the overall structure of the education system in India. Mulya Pravah is revised to align with NEP 2020 and emerge as Mulya Pravah 2.0. It ensures that higher educational institutions are in sync with national policy. NEP 2020 emphasizes the significance of character development and ethical education.

Revive India's cultural and ethical heritage: India has been rich in culture since ancient times. Through education, we can better preserve and revive these ancient cultural aspects. Human values and ethical conduct are the key areas of the culture of any society. Mulya Pravah 2.0 tries to inculcate values and professional ethics across higher education institutes and this step will reinstate India's cultural legacy. Ultimately it transforms the higher education institutes towards a better version.

Increase Community Engagement: Another key aspect is community engagement. Mulya Pravah 2.0 states that learners should engage in community service. These community services will promote learner's active participation in societal issues and will foster a sense of responsibility towards the community.

Transparent Administration and Ethical Decision-Making: Administration is one of the major areas of higher education institutes. Mulya Pravah 2.0 provides clear and comprehensive guidelines for the

administrative process. And it emphasizes that all the administrative processes should be transparent. The HEIs should make decisions based on public interest with ethical consideration.

Sustainability Awareness: Development through sustainability is the need of the hour and it is emphasized across the world. With alignment NEP 2020 Mulya Pravah 2.0 also recognize it as one of the fundamental aspects of education. Integrating environmental stewardship and sustainability ideals can raise student understanding and action on ecological challenges, fostering responsible activities that benefit society and the earth.

Challenges and Future Scope

Although the UGC has mentioned various proposals for implementing Mulya Pravah 2.0, it may face some potential challenges. Some of the important implementational challenges are mentioned here. The main challenge is resistance to change. Change is necessary but somewhat difficult. Many educational institutions refuse to accept new frameworks, especially those that are already intertwined with their traditional structure. Many faculty and administrators may view Value-based Education as a burden rather than an important aspect of education. Another challenge is curriculum integration challenges. Many existing curricula are burdened with traditional academic content, making it difficult to include value-based education. There is also a shortage of trained teachers to teach effectively Value-based Education. Measuring the effectiveness of Value-based Education is very challenging. Ethical behaviour and moral values are subjective. So, we can't directly measure the output. Institutional support and mentoring are another important issue. Mulya Pravah 2.0 guideline suggests appointing Value Officers across all higher education institutes. However, it is very challenging to maintain thousands of HEIs all over the country. Lack of financial resources is also a constraint to sustain these initiatives. Cultural and social diversity is an important feature of our country. Due to India's vast cultural and social differences, ethical and value systems vary significantly across its regions, making a uniform solution impractical.

The Mulya Pravah 2.0 framework has the ability to change the Indian higher education system by fostering ethical leadership and value-based learning. Some of the important areas are discussed here. Value-based education can integrate all disciplines into multidisciplinary education. As all students and faculties participate in value-based learning, it can ensure a long-term commitment to human values. If implemented successfully, Mulya Pravah 2.0 can reshape higher education**,** ensuring that students develop strong moral character, ethical reasoning skills, and a deep sense of responsibility.

Conclusion

Mulya Pravah 2.0 represents a significant step toward transforming higher education by integrating human values and professional ethics into the academic framework. Although, our society is currently moving towards modernization and technology is emerging as one of the tools for this modernization. Yet, in our modern society, we cannot deny our traditions and values. Values will help us build a balanced society. Education is one of the most emergent areas of every society. The Mulya Pravah 2.0 framework was introduced by UGC for higher education is a significant document that focuses on the inculcation of values in higher education. It provides clear and specific guidelines for the stakeholders of higher education institutions. Despite the challenges in implementation, the framework provides a structured approach to inculcate values through curriculum design, stakeholder engagement, and experiential learning.

References

i.   Amarnath, K. V. (2022). Value based education. *EPRA International Journal of Research and Development*, *7*(1), 172-176. https://doi.org/10.36713/epra2016

ii. Banerjee, S., Banerjee, I., & Khandelwal, P. (2016). Inculcating Values through Education. *Bharat Journal of Science Technology and Humanities*, *2*(1), 1-3.

iii. Chouhan, D. S. (2020). Impacts of Value Education. *Chetana International Journal of Education*, *5*(4), 46-51.

iv. Hawkes, N. (n.d.). *Values based education (VBE)*. Lakeview School. https://www.lakeview.beds.sch.uk/page/?title=Values+Based+Education+%28 VBE%29&pid=166

v.   Kanyakumari, S. (2021). Relevance of human values in the higher education. *International Journal of Applied Research*, *7*(12), 36-39. www.allresearchjournal.com

vi.   Ministry of Education. (2020). *National Education Policy 2020*. Ministry of Education, Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

vii.   Oxford Learner's Dictionaries. (n.d.). *Value*. Oxford Learner's Dictionaries | Find definitions, translations, and grammar explanations at Oxford Learner's Dictionaries. https://www.oxfordlearnersdictionaries.com/definition/english/value_1

viii. Paul, S. (2017). Value orientation in higher education: solution of today's problems. *Scholarly Research Journal for Interdisciplinary Studies*, *4*(29), 4458-4465.

ix.   Philip, R. (2023). Teacher educators' perceptions on efficacy of 'Mulyapravah': Quality initiative of UGC for value inculcation. *International Journal of Creative Research Thoughts*, *11*(8), g35-g39.

x.   Prajapati, R., & Singhai, R. (2023). Inculcation of ethical values as per nep -2020 for quality assessment. *Journal of Emerging Technologies and Innovative Research*, *10*(7), b240-b247.

xi.   Ramagya School. (2024, February 15). *What is importance of value education? Ramagya school*. Ramagya School - Blog, Reviews and Latest Updates. https://ramagyaschool.com/blogs/what-is-importance-of-value-education

xii.   Ravi, S. S. (2021). *A Comprehensive Study of Education*. PHI Learning Private Limited.

xiii. Stock, P. (2024, March 5). *The benefits of a values-based education*. Private Military-Inspired School for Boys in Ontario Canada. https://robertlandacademy.com/the-benefits-of-a-values-based-education/

xiv.   University Grants Commission (UGC). (2023). *Mulya Pravah 2.0: Inculcation of Human Values and Professional Ethics in Higher Education Institutions*. University Grants Commission. https://www.ugc.gov.in/pdfnews/8799370_Mulya-   Parvah_Guideline.pdf

xv.   Wankhede, V. B. (2023). The Study of The Role of Human Values in Higher Education. *International Journal of Scientific Research in Science and Technology*, *10*(7), 1-6. www.ijsrst.com

xvi.   Ydo, Y. (2023). Values, knowledge, and curriculum in global citizenship education. *PROSPECTS*, *53*(3-4), 169-171. https://doi.org/10.1007/s11125-023-09657-6