Exploitation of values by our Academics.

When we talk about Human Rights or Democracy, we see that people are not agreeing on a single definition of these terminologies. Everyone has a different interpretation and their own versions. Very basic values are being exploited in our educational institutions. For example, Beauty is exploited on the name of abstract art. No one is teaching, what is beauty itself? But they have given a standard instead of outlining the parameters of beauty. Beauty is value and abstract art may be a preference or standard of this value. Aesthetically it can be satisfying for some people but it cannot be taken as a standard. In an academic institution, values should be taught and students should be allowed to set their own preferences and standards.

Democracy and human rights are not values themselves but they are derivatives of some more simple, basic and positive values. Many academics present them as basic values. Democracy is based on the value of freedom and liberty. Human rights are based on the value of equality and justice. The problem is that the academics are exploiting the values and committing academic dishonesty. But if academic don’t present democracy or human rights as values, they don’t left much roam to discuss. How much a professor can speak on love? How much an academic can write on equality? These are very simple topics. They have no chance to play mental acrobats in these areas so they use derivatives of values (democracy and human rights) and present them as main area of concentration for their students. Because it provides them a chance to speak more and to prove their intelligence and proficiency in this area.

The second problem is that students are not focusing on the basic values and almost forgetting about them. They are taking Human rights and democracy as the basic values and using them as standards. Students are talking Human rights and democracy as unit of analysis and comparison. When someone talks about democracy, at a certain point, he has to face an argument where he accepts that his version of democracy is different from the other’s version of democracy. If Muslims students talk about Human rights with Non-Muslim students, we can clearly see that they consider their version of human rights, a different version than a western version of human rights. And from this debate, academics take advantage by jumping into the discussion and by providing their feedback which is not yielding intellectually but a continuation of the previous debate.

It would be easier to handle these issues and avoid from the confusion if academics focused only on the values and let their students decide what is right and wrong in terms of their values. There can be different standards and preferences of values but values would remain the same, positive and easily comparable and students would have avoided much debate.

To say this that a inductive approach can be useful because it is intellectually stimulating and help a lot to enhance the mental capabilities of students but we must consider the negative outcomes as well. Students are confused with their own standards and preference. Because no one has taught them the value itself. A positive value should yield a positive derivative or outcome. But here we can see that when two students talk on a topic in social sciences, they always have an argument because each of them has their own version and interpretations in their minds independent of values as standards. But what if they are taught about love, justice and equality and not about democracy and human rights on the first place, it would be easier for them to compare their own version of derivatives (democracy and human rights) on the bases of these values and they could avoid much confusion. If someone is saying that something is Human Rights, then one could question about the basic value of that human rights. If he couldn’t find a positive value in it then he could simply reject it. But what happened in our case? Academics deliberately did not focus on teaching core values. So that they could be referred for conflict resolution. When two students have an argue about a democratic society or a democratic government, they present their case in front of professor, who gets a chance to resolve the conflict by making the discussion more complicated. But if students were taught basic values then they would know themselves that what is based on positive values and what is based on negative. We could avoid many debates and conflicts.

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