

Necessity of Values in Higher Education



Education

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ABSTRACT

Education is a process of modifying behaviour and character formation of the pupils in desirable manner. It is a powerful and pervasive agent for all round development, individual and social transformation. This alone can sustain culture and civilization. Education should lead to the development of integrated personality and inculcate values like patriotism. Spirit of national unity and a healthy appreciation of the rich variety of cultural expressions and promote a humanistic outlook. Value education is a many-sided endeavour as values itself. The theory and practice of value education speak to emotional, rational and active selves of individuals. It helps individuals to resolve or accept conflicts with others and to realize their beliefs in action. The higher education authorities can organize various activities and functions for the purpose of inculcation of values in the students. The present paper highlights need and importance values in higher education.

INTRODUCTION

The values are taught by the family, society, religious organizations, formal and informal education system etc. Values are defined in literature differently from eternal ideas to behavioral procedures. Most often values refer to standards for determining levels of goodness or desirability. Values are generally loaded with affective thoughts about ideas, objects, behavior etc. Value education is ingrained in every tradition of Indian culture. Yet it is a matter of great regret that gradually we are losing our values with the result that we tend to become corrupt and hypocrite. This trend must be checked urgently. Perhaps a major responsibility for the corrective action lies on our teachers, education policies and syllabus. Nevertheless educational institutions can also play a significant role in the promotion of values. The ultimate good of human society is the good of all. The idea has been beautifully expressed in one of our ancient prayers "Let all be happy free from diseases, let men see well of one-another, let there be no sorrow or unhappiness in this world". Value education is rooted in Indian philosophy and culture.

The Vedas and Upanishads which are the source of inspiration are full of value education. Value education is important at every point of life. Vedas say: "Speak truth; fulfill your duties, never lax in self-study". The central task of value based education is to develop men of goodwill who do not cheat, or steal, or kill; universal individuals who value as one both self and mankind.

MEANING OF VALUE

Values are inseparable from life of the individual. Since education is an essential requirement, an integral point of education, the aims of education, content and methodology is viewed in terms of value development. Human development cannot be conceived in the absence of values. The aim of education is growth or development both intellectual and moral. Education from the value development point of view is a scientific process of developing a desirable form of thinking and ability to deal with issues related to values. Values form a significant aspect of all the areas of development.

NEED OF VALUE EDUCATION

In present scenario where we live, the society values material gains and profits above all. Higher Education in the present era of LPG is stimulated by economic consideration without any reference to age old human values that separate man from animals. Cut throat competition to achieve material success has made man mechanical. Results of such rat race in the field of education and economic life can be seen in terms of insecurity, distrust, lack of fellow feeling, lack of honour for human values etc. leading to discontent and maladjustment in personal and social life and finally leading to drug abuse, maladjustment and even suicide among students. It is here that the urgent need for

value education is felt by one and all currently. Values in higher education make one's own life and the life of his fellow beings lively and meaningful. Is there any meaning of being educated if the educated man is still away from getting a way of life and redeeming from the disastrous and life-killing ideologies? The purpose of education is self-affirmation and not self-negation. It is the process of removing the self-negating ideologies in order of self-affirmation. Value education alone can provide real meaning and content in life.

The following are some reasons that may be mentioned in this connection:

- It is very essential that moral awareness is promoted to orient the progress in science and technology towards the welfare of mankind.
- Some common values should be re-discovered to unite human beings.
- Role of Teacher should be enhanced same to previously accepted in ancient times.
- It cannot be ignored that the rate of juvenile delinquency is increasing everywhere. It is a definite symptom of a crisis which today's youth undergoes in the process of his personal growth. In such a situation value education assumes a special significance.

The Secondary Education Commission 1952-53 laid special emphasis on the following values in the formation of character of the students:

- Efficiency
- Integrity
- Discipline
- Co-operation
- Good Temper.

The Committee of Religious and Moral Instruction headed by Shri Prakash made a special mention of dignity of labour, love of humanity, patriotism and self-discipline. Moral values particularly refer, to the conduct of man towards man in various situations good manners. The Committee of Emotional Integration referred to the mutual appreciation of the various religions in the country spiritual values, national unity and the unity of mankind. The Education Commission emphasized the inculcation of the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility. It also stressed the development of scientific temper of mind, respect for manual labour, capacity to put in hard and responsible work, respect for an proper pride in the past faith and confidence in the future, national consciousness, spirit of social service for promoting social and national integration, equally essentials are values which help to make democracy a way of life and thereby strengthen it as a form of government, readiness to appreciate other's point of view and patience.

VALUES TO BE INCULCATED

After reaching to the crux that Indian society is being driven to annihilation or complete devastation, the question bangs in to minds how to save it and through inculcation of which educational system, as it is very difficult to inculcate values in human beings. Therefore we have to look for the important values that need to be inculcated among our students.

What values should be inculcated among students is a major problem. Because there are wide varieties of values prescribed by thinkers on the basis of different faiths and theories, important ones being Personal, Social, Moral, Spiritual, and Behavioural values. However the importance of any particular set of values depends mainly on the prevailing social situation. It should be confirmed that values should neither be imported nor should be distorted by getting these dyed in the hue of westernization or Americanization. This my opinion doesn't mean that I am all against European or American culture but we should not forget that we are the Orientals and if we follow Occidentals, the complete annihilation of ours is inevitable as the son of which abode is east but when it reaches to west it sets likewise we shall also face the same consequences.

Long cherished and verified system of leaving established and approved by yogis of India centuries ago still has its relevance in present scenario. The need is only to reframe and restore those values can be fitted in present Indian society as the burning social issues of every society points to the necessary values which are to be inculcated through education. Mahatma Gandhi himself quoted in his famous book 'Tolstoy Farm House' that education is the only means to inculcate values in children and for this purpose teacher is the most efficient exponent. Moreover the relevance of particular value system depends upon the current time and situation. That is why the golden religious-spiritual values of yesteryears are facing questions of relevance in the present situation. Conversely, the so called modern values are not above criticism either. Critics question the modern rationality for its role in deterioration of humane values of concern for humanity and human beings. Critics believe that the modern values like democracy, civil rights, environmental ethics, professional ethics, discipline etc cannot bring harmony in society since most of the modern values are the outgrowth of the requirements of a market driven economy and society.

HOW TO INCULCATE

After identifying the values, it must be seen that they are infused rather than informed to the learners. Listing the values is easy, but inculcating them effectively requires innovative educational practices. In the ancient period, whatever the guru declared were the values and those values were accepted by the learners on the basis of religious faiths. However, during the current time the teacher has to find effective methods to internalize the values in the minds of the learner. Because value cannot be taught by just delivering lectures or/and screening films. It requires action and interaction between the students and society.

INCULCATION

This approach perceives values as socially or culturally accepted standards or rules of behaviour. The emphasis in this approach is on the student identifying with and accepting the standards or norms of his or her society. Students have to "incorporate" these values into their own value system. In order to help the process of inculcation methods such as modeling, reinforcement, games, simulations, role playing are used.

MORAL DEVELOPMENT

Educators like Kohlberg, Piaget, Erikson and others believe that moral thinking develops in stages through a specific sequence. This approach assumes that all students progress developmentally in their thinking about moral issues. Genetic structures of

a person are mainly responsible how a person internalizes the content, and organizes and transforms it into personally meaningful data. The moral development technique presents a hypothetical or factual value dilemma story which is discussed in small groups. Students are presented with alternative viewpoints within these discussions which are assumed to lead to higher and more developed moral thinking. However the value dilemma story must present the following to make a dilemma appropriate:

- a real conflict for the central character,
- include a number of moral issues for consideration and
- generate differences of opinion among students about the appropriate response to the situation.

ANALYSIS

The analysis approach to value education emphasizes rational thinking and reasoning. This approach aims at helping students to use logical thinking and the scientific investigation while dealing with value concerns. Students are told to present verifiable facts about the correctness or worth of the issues under study. This approach assumes that valuing is a cognitive process. Instead of personal moral dilemmas presented in the moral development approach this approach concentrates primarily on social values. Individual and group study of social value problems and issues, library and field research, and rational class discussions are some of the techniques generally used by this approach.

VALUES CLARIFICATION

This individualistic approach of values education is based on the assumption that when the individual is allowed to be his or her true self, makes choices and decisions based on self-consciousness, self-determined thought and feeling. Making of free choices is a preliminary step in the creation of values. Discussion; individual and group work; hypothetical, contrived, and real dilemmas; rank orders and forced choices; sensitivity and listening techniques; songs and artwork; games and simulations; self-analysis worksheet etc are common methods used in the values clarification approach.

ACTION LEARNING

The action learning approach is based on the viewpoint that valuing includes a process of implementation as well as development. In the process of valuing it is important to move beyond thinking and feeling to acting. The approach emphasizes field-based rather than classroom-based learning. In fact it is the least developed of the five approaches. This approach focuses on the need to provide opportunities for learners to act on their values. As per this approach valuing is mainly a process of self-actualization. In this process individuals reflect on alternatives; choose freely from among those alternatives; and prize, affirm, and act on the choices. The primary emphasis is on action-taking, inside and outside the classroom.

CONCLUSION

Values and education are interdependent and inseparable. Education leads to cultivation of values and the cherished values of the society provide direction to the very educative process. However the general degradation of values has led only to personal discontent and heap of social-economic problems. Hence people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity. Thus inculcation of values in the curriculum and co-curricular and activities helps the students to imbibe the values from various sources which helps the students to lead an independent, value-based life throughout the life which indirectly helps for bright future of the nation.

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