

Importance of Value Education in Higher Education

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Abstract

According to Gandhiji (1937), "Education is a means to draw out the best from the child and the man, physically, intellectually and spiritually". But today in education primary importance is given to transmission of knowledge and cultivation of occupational skills rather than values. Current socio-economic forces of Liberalization, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds. This is leading towards "moral vacuum". As there cannot be any universal pattern of value system for all societies, therefore a suitable blend of early and modern values maybe the solution. The most significant need of the hour is to transform the educational system with a view to cultivating the basic values of humanism, democracy, socialism and secularism. Higher Education Institutes (HEIs) could play a vital role in imparting those 'Values', which will help in the development of a nation. The teachers, the teacher educators, the educational workers, and the administrators should try their best to promote value-oriented education in the educational institutions.

Keywords: *Liberalization, Globalization, Value education, Humanism, Secularism.*

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Introduction

Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education are naturally concerned with values. Values include all important religions, beliefs, moral attitudes, philosophies of life, political ideologies etc., which not only help in sustaining the society and its culture, but also any significant change in these aspects bring about corresponding changes in the society and culture.

Education is the process by which people acquire knowledge, skills, habits, values or attitudes to live a good life. Thus education is a process in which knowledge, character and behavior of the young are moulded. According to Gandhiji (1937), "Education is a means to draw out the best from the child and the man, physically, intellectually and spiritually". The main function of education is the development of an all round and well-balanced personality of the students. But today in higher education primary importance is given to transmission of knowledge and cultivation of occupational skills. More emphasis is unduly laid on knowledge based and information-oriented education, which takes care of only the intellectual development of the student. Consequently, the other aspects of their personality like physical, emotional, social and spiritual, are not properly developed by providing for the growth of attitudes, habits, values, skills and interests among the students. In the present day system of education there seems to be a "moral vacuum". As Gandhiji pointed out, education without character, leads to criminality; educated persons have wider opportunities to indulge in crimes and that too committing them most efficiently and technically. As without value education there is no overall development of the students therefore Value Education needs to be inculcated in Higher Education Institute. (1968) defines values as "a set of principles whereby a conduct is directed and regulated as a guide for individual or social groups". The Education Commission (1964-66) has also added that while a combination of ignorance with goodness may be futile, that of knowledge with the lack of essential values may be dangerous.

Meaning of Value Education

Value is the base of meaningful human life. It is defined as one's principles or standards, one's judgments of what is valuable or important in life. Human being is a constituent of social group and everyone is interdependent. Value Education is the education that is concerned with the transformation of an individual's personality. Value Education refers to planned educational actions aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners. **Value education** means a positive effort for bringing about a synthesis of

physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being . It is also a powerful tool to cultivate moral and spiritual values in an individual. 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.

Swami Vivekananda always emphasized on character building with value education. He said, “the character of a man is the sum total of the bent of his mind. We are what our thought made us.” Value education is defined as ‘Education of Becoming’ by Seshadri (2005). According to him, value education is concerned with the development of the total personality of the individual – intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. Choudhury (2005) interprets ‘education’ as means to end, which leads to development, progress and efficiency – all in terms of material gains for an industrialized nation. But a democracy cannot survive long without any extra political normative, a moral order. Hence value education is essential for a future of a democratic nation. 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. Some of modern values are like democracy, civil rights, environmental ethics, professional ethics, discipline etc. but these alone cannot bring harmony in society. Some of the important values present in ancient times can be included in the information age are like tolerance, objectivity, critical inquiry, equality of opportunity, self-esteem, sociability, honesty, caring, justice, trustworthiness, autonomy, benevolence, compassion, responsibility, courage, truthfulness, integrity, freedom of thought and action, human worth and dignity, responsible citizenship, patriotism, reasoned argument, respect for other’s rights, courtesy, etc. But there cannot be any universal pattern of value system for all societies. A suitable blend of early and modern values may provide the solution. The spiritual and religious values without any label of particular religion is as much required as democratic and modern rational values are required .

Present Scenario

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. Current socio-economic forces of Liberalization, Privatization and Globalization have created a

global society where the ancient values have been thrown into the winds. However the general degradation of values has led only to 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.

In India spread of moral education is only taught in the primary or secondary level of education, but in higher education no more importance has been given to value education in formal curriculum. Tamil Nadu has introduced a compulsory paper on value education to under graduate students of all colleges. Without value education there is no overall development of the students. Value Education needs to be inculcated in Higher Education Institute. To save the whole education system as well as the mankind, we need to address more and more fundamental issues of the social and moral consequences of the unregulated activities in Higher Education Institute.

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

1. Efficiency
2. Integrity
3. Discipline
4. Co-operation
5. Good Temper.

The Education Commission emphasised 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.

The Kothari Commission has rightly observed, "The expanding knowledge and the growing power which it places at disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values". Kothari Commission (1964-66) felt it necessary as well as urgent to adopt active measures to give Values Orientation to Education.

UGC also felt the growing demand of introducing Value Education in Higher Education Institutes. National Policy of Education (1986) emphasizes the values as:- The growing concern over the erosion of essential values and an increasing cynicism in society that has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values". UGC (2003) said that the need of the hour is to 'inculcate human values in the students of HEIs, like quest for peace, adherence to truth and right to conduct, non-violence, compassion, tolerance, love for all living beings, respect for the Motherland and the glory of its culture and traditions in order to promote societal and responsible citizenship'. National Assessment of Accreditation Council (NAAC) has also laid importance to all these criteria and call it 'Healthy Practice'. According to NAAC without this Healthy Practice quality of a Higher Education Institute cannot develop. In India, National Institute of Educational Planning and Administration (NIEPA), National Council for Educational Research and Training (NCERT), University Grants Commission (UGC), Planning Commission of India (PCI), All India Council for Technical Education (AICTE) Association of Indian Universities (AIU), Indian Institute of Education (IIE), National Council of Assessment and Accreditation (NAAC) etc., have been striving hard to prepare policy guidelines on educational standards, human values, role of various institutions and individuals to manage the educational institutions with dignity and decorum for establishing high standards and values.

National Policy on Education (1986) on Value Education Recognizing the urgent need for value education the National Policy on Education (1986), in its Chapter VIII observed that, the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect. 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 (Sindhwani, & Kumar, 2013).

Role of College:

Education is a powerful instrument of social change and human progress. It

is also a powerful tool to cultivate moral and spiritual values in an individual. Colleges are the institutions, which play a vital role in shaping the personalities of youth. All the elements whether teachers, administrators, parents of the students, environment etc constitute the institutional climate (Gandhi, 2014).

Types of values to be introduced in the colleges can be:

- (i) **Human values** - These are practiced by individuals alone, irrespective of his/her social relationship and good for the individual.
- (ii) **Community or social values** - These values discuss the basis of the relationship of an individual with other people and is good for the society.
- (iii) **Cultural values** - Which involve the survival of the culture.
- (iv) **Institutional values** - Include political and moral values.

Imparting Value Education in direct and indirect manner can be made mandatory in the HEIs. All the HEIs should focus on global values also while implementing ‘values’ in the curriculum.

Some of the values can be grouped in to specific values tabulated below should be included in curriculum of the Institute. These can be inculcated in the students by various educational activities in the Institute such as given below:

Specific Values Enhancing Human	Qualities	Educational Activities
Aesthetic values	Love	1. Developing fine arts, like painting, music, elocution recitation etc.
Spiritual values	Spirit	1. developing games sports 2. Practicing yoga and meditation.
Moral/ethical values	Honesty, integrity, Self-control, self Reliance, discipline Etc	1. Curriculum to be Modified to add ‘value’ Education and internalize the ‘value’ 2. Program of NCC to be Effectively activated
Social values	Responsibilities & Contribution Towards society	1. Program of NSS to be given enough importance 2. National days, birthdays of dignified personalities, Foundation day to be Celebrated 3. Environment club for surroundings.

In spite of several measures, researches reveal that the education standards are falling; values are declining in various universities, Colleges are the institutions, which play a vital role in shaping the personalities of youth. When we consider college as a system, all the elements of the colleges are equally responsible for developing values among the students. All the elements whether teachers,

administrators, parents of the students, environment etc constitute the institutional climate.

The roles of these elements could be described as under (Gandhi, 2014) :

(a) **Teachers:** Teachers in fact, are the designers of the future of their students. Directly or indirectly they influence their students, hence teachers should present themselves as ideals.

(b) **Teaching Strategies:** These techniques are useful in developing values. These techniques are critical inquiry method, case study, role-playing, value clarification technique, value analysis model etc.

Community extension work or community based projects are also useful, where students go to the people, discuss with them and see the reality of life. In this way these methods are useful in developing instructive awareness among students.

(c) **Alumni Association** and Teacher this is an alternative to develop instructive consciousness. The Colleges should have Alumni Association and Colleges Teacher-Parent Association.

(d) **Co-curricular Activities:** Colleges may organize extra co-curricular activities, which can help in fostering value development. Such activities play an important role in development of villages and towns etc. NSS, NCC Redcross, Ecoclub, Energy club and many other clubs are also helpful for developing community values amongst the students

(e) **Institutional Climate:** It is one of the most important factors, which directly influence the affective domain of the students. All the above factors jointly create the institutional climate

Overall, values cannot be developed through teaching only. Value system is related with the affective domain of a person hence it is necessary that a person should live in the atmosphere of value consciousness.

Suggestions

As knowledge is power and it is expanding very fast. In rapid developments it is very hard for students to cope with complex situations. So special care needs to be taken in making various educational programmes compatible to the changing requirements of the present scenario. Due to erosion of essential values there is need for readjustments in the curriculum in order to make education a tool for the cultivation of social and moral values. Gandhi M.M (2014) has given some suggestion for better adoption.

(1) Provision of value based education

- (2) Designing value based curriculum
- (3) Designing special orientation program for teachers
- (4) Value based foundation courses
- (5) Publication of literature based on values
- (6) Necessity to develop code of conduct for teachers and students
- (7) Inculcation of philosophical view towards life among teachers and students.

Conclusion

In higher education there is need to reframe and restore those ancient values in the curriculum that can be fitted in present Indian society. Moreover the relevance of particular value system depends upon the current time and situation. The most significant need of the hour is to transform the educational system with a view to cultivating the basic values of humanism, democracy, socialism and secularism. The teachers, the teacher educators, the educational workers, and the administrators should try their best to promote value-oriented education in the educational institutions. Adequate awareness is to be generated among the adults through various mass media and organizations. Higher educational institutions can play an important role in inculcating the desirable values in the pupils.

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