

A Study on the Importance of Value Based Education to Modern Needs in Higher Education Institutions

Vartika Saxena¹, Prof. Shalini Nigam², Prf. D. K. Banwet³

¹Research Scholar, Department of Management, Dayalbagh Educational Institute, Agra, India

²Professor, Department of Management, Dayalbagh Educational Institute, Agra, India

³Professor Emeritus & Visiting Professor, Department of Management Studies, IIT Delhi

ABSTRACT

According to Gandhiji (1937), “Education is a means to draw out the best from the child and the man, physically, intellectually and spiritually”. However, in today's education system, the primary emphasis is placed on the imparting of knowledge and the development of practical skills, rather than the instillation of values. The contemporary socio-economic phenomena of Liberalisation, Privatisation, and Globalisation have given rise to a worldwide community in which traditional values have been disregarded. This is indicative of a growing absence of moral values. Since there is no universally applicable value system for all societies, a proper combination of traditional and contemporary values may be the solution. The paramount requirement at present is to overhaul the educational system in order to foster the fundamental principles of humanism, democracy, socialism, and secularism. Higher Education Institutes (HEIs) have the potential to play a crucial role in instilling the fundamental principles and beliefs that contribute to the progress and growth of a nation. It is imperative for teachers, educators, educational workers, and administrators to make concerted efforts to foster value-oriented education inside educational institutions.

KEYWORDS: LIBERALIZATION, GLOBALIZATION, VALUE EDUCATION, HUMANISM, SECULARISM, VALUES

INTRODUCTION

Values are intricately connected to the objectives of education. Values are an integral component of the philosophy. Therefore, the objectives of education are inherently focused on values. Values encompass various essential components such as faiths, beliefs, moral attitudes, philosophies of life, and political ideologies. These elements not only contribute to the preservation of society and its culture, but also any notable alterations in these features result in commensurate transformations in society and culture.

Education is the systematic acquisition of knowledge, skills, habits, beliefs, and attitudes necessary for leading a fulfilling and prosperous life. Education is a transformative process that shapes the knowledge, character, and behavior of young individuals. Gandhiji (1937) stated that education serves as a method to extract the optimal qualities from individuals, encompassing their physical, intellectual, and spiritual aspects. The primary objective of education is to foster the whole and harmonious growth of students' personalities. However, in contemporary higher education, the utmost significance is placed on the

dissemination of information and the development of vocational expertise. There is an excessive focus on knowledge-based and information-oriented education, which only addresses the intellectual growth of the learner. As a result, the pupils' physical, emotional, social, and spiritual elements of their personality are not adequately developed due to the lack of opportunities for the evolution of attitudes, habits, values, skills, and interests. Within the current educational system, there appears to be a noticeable absence of moral values. Gandhi ji emphasized that knowledge without character can result in criminal behavior. Educated individuals have greater opportunities to engage in crimes, and they may do so with a high level of efficiency and technical skill. Value education is essential for the holistic development of students at higher education institutes. In 1968, values were defined as "a collection of principles that guide and regulate individual or social conduct." The Education Commission (1964-66) has also stated that while ignorance combined with goodness may be ineffective, the combination of knowledge with the absence of vital values might be perilous.

MEANING OF VALUE EDUCATION

Value serves as the foundation of a purposeful and significant human existence. It can be described as an individual's set of beliefs or criteria, their assessments of what has significance or worth in life. A human being is an integral part of a social collective, and each individual is reliant on others. Significance Education refers to the process of shaping and developing an individual's personality. Significance Education include deliberate instructional interventions designed to foster the cultivation of appropriate attitudes, values, emotions, and behavioral patterns in learners.

Value education refers to a proactive endeavour to integrate physical, intellectual, emotional, artistic, moral, and spiritual values in an individual. Additionally, it serves as a potent instrument for nurturing ethical and metaphysical principles within an individual. Value education is deeply ingrained in Indian philosophy and society. The Vedas and Upanishads, which serve as a wellspring of inspiration, provide a wealth of teachings on value education. Education holds significant importance at every stage of life. The Vedas instruct individuals to always speak the truth, diligently carry out their responsibilities, and consistently engage in self-study without any negligence. The primary objective of value-based education is to cultivate individuals of integrity who abstain from dishonesty, theft, and violence; individuals who possess a universal perspective and appreciate both themselves and humanity as a whole.

Swami Vivekananda consistently emphasized the importance of developing one's character through value-based education. He stated that the character of an individual is determined by the overall inclination of their thinking. Our thoughts shape our identity. Value education is defined as the process of acquiring knowledge and skills that contribute to personal growth and development, as described by Seshadri (2005). He believes that value education focuses on nurturing all aspects of an individual's personality, including their intellect, social skills, emotions, aesthetics, morals, and spirituality. It entails cultivating an acute awareness of positive qualities, the capacity to select values that align with the loftiest principles of existence, and integrating and manifesting them in both thinking and behavior.

In Choudhury's (2005) interpretation, 'education' is seen as a method to achieve development, advancement, and efficiency, specifically in terms of tangible benefits for an industrialized country. However, a democracy cannot endure for an extended period of time without additional political norms, including a moral framework. Therefore, the importance of value education is crucial for the future of a democratic nation. In his renowned book 'Tolstoy Farm House', Mahatma Gandhi emphasized that

education is the sole method of instilling morals in youngsters, and he saw teachers as the most effective advocates for this cause. Modern principles such as democracy, civil rights, environmental ethics, professional ethics, and discipline are important. However, it is important to note that these values alone are insufficient to achieve peace in society. Ancient values such as 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 others' rights, and courtesy can be incorporated into the information age. However, it is not possible to establish a single, universally applicable value system that is applicable to all communities. An optimal combination of traditional and contemporary principles could offer the resolution. The presence of spiritual and religious values, devoid of any specific religious affiliation, is just as essential as the need for democratic and contemporary intellectual principles.

PRESENT SCENARIO

During ancient times, the principles expressed by the guru were considered authoritative and were accepted by the learners based on their religious beliefs. The prevailing socioeconomic trends of Liberalisation, Privatisation, and Globalisation have resulted in a global culture where traditional values have been disregarded. Nevertheless, the overall decline in moral principles has resulted solely in socio-economic issues. Therefore, individuals worldwide are seeking the education system to instill human values in students, ensuring that the world stays a peaceful, secure, and prosperous place.

In India, moral education is mostly taught in the primary and secondary levels of education. However, in higher education, value education is not given significant priority in the formal curriculum. Tamil Nadu has implemented a mandatory course on value education for undergraduate students in all colleges. Education is indispensable for the holistic development of students. Higher education institutes should incorporate value education. In order to preserve both the education system and humanity as a whole, it is imperative that we tackle the underlying concerns pertaining to the social and moral ramifications of unregulated practices within Higher Education Institutes.

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 highlighted the importance of instilling the virtues of cooperation, mutual respect, honesty, integrity, discipline, and social responsibility.

In addition, it emphasized the cultivation of a scientific mindset, appreciation for manual labour, ability to engage in diligent and accountable work, reverence for one's historical heritage and optimism for the future, awareness of one's national identity, and commitment to social service for fostering social and national unity. Equally crucial are values that contribute to democracy becoming a way of life and consequently fortify it as a system of governance, such as willingness to understand and respect differing perspectives and the virtue of 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.

The UGC recognized the increasing need to incorporate Value Education into Higher Education Institutes. The National Policy of Education (1986) highlights the significance of values, particularly in response to the growing worry about the decline of fundamental values and the rising skepticism in society. This has led to the recognition of the necessity to modify the curriculum in order to make education a powerful means for fostering social and moral values. The UGC (2003) stated that it is crucial to instill in students of higher education institutions the values of peace, truth, ethical behavior, nonviolence, compassion, tolerance, love for all living beings, respect for the country, and appreciation for its culture and traditions. This is necessary to foster a society of responsible citizens. The National Assessment and Accreditation Council (NAAC) also emphasize the significance of these standards and refers to them as 'Healthy Practice'. NAAC asserts that the development of a Higher Education Institute is impossible without the implementation of this Healthy Practice. In India, several organizations such as the 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), and National Council of Assessment and Accreditation (NAAC) have been working diligently to develop policy guidelines for educational standards, human values, and the roles of different institutions and individuals in managing educational institutions with respect and dignity, in order to establish high standards and values.

The National Policy on Education (1986) addresses the topic of Value Education. The National Policy on Education (1986) acknowledged the pressing need for value education. In Chapter VIII, it noted the growing apprehension about the decline of fundamental values and the rising cynicism in society. This has highlighted the necessity for curriculum adjustments to ensure that education becomes a powerful instrument for fostering social and moral values. In our society characterized by cultural diversity, education should promote enduring and universal principles, with a focus on fostering unity and integration among our population. Value education should aim to eradicate obscurantism, religious fanaticism, violence, superstition, and fatalism. In addition to its role in promoting conflict resolution, value education encompasses a deep and constructive substance that is rooted in our cultural past, as well as our national and global aspirations and perspectives. The primary focus should be placed on this component. Various thinkers have prescribed a vast range of values based on different faiths and ideas. Some of the significant ones include Personal, Social, Moral, Spiritual, and Behavioral values (Sindhvani & Kumar, 2013).

ROLE OF COLLEGE:

Education is a potent tool for driving societal transformation and advancing human development.

Additionally, it serves as a potent instrument for nurturing ethical and metaphysical principles within an individual. Colleges are crucial establishments that significantly influence the development of young individuals' characters. The institutional climate encompasses all factors, including teachers,

administrators, parents of the kids, and the environment (Gandhi, 2014). Language is a potent tool for transforming society and advancing humanity.

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

1. **Human values** - These are practiced by individuals alone, irrespective of his/her social relationship and good for the individual.
2. **Community or social values** - These values discuss the basis of the relationship of an individual with other people and are good for the society.
3. **Cultural values** - Which involve the survival of the culture.
4. **Institutional values** - Include political and moral values.

Providing Value Education can be made compulsory in higher education institutions, either directly or indirectly. It is important for all higher education institutions (HEIs) to prioritise global values when incorporating "values" into their curriculum.

Certain values can be categorized and listed below. These values should be incorporated into the curriculum of the Institute. These qualities can be instilled in the students through a variety of educational programs offered by the Institute, as listed below:

Specific Values Enhancing Human	Qualities	Educational Activities
Aesthetic values	Love	1. Developing fine arts, like painting, music, elocution recitation etc.
Spiritual values	Spint	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 intemalize 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.

Despite the implementation of numerous measures, research indicates a decline in education standards and a decrease in values across several universities. Colleges, as institutions, have a crucial role in molding the character of young individuals. When analyzing colleges as a system, all components of the institution have an equal role in cultivating values among students. The institutional climate is comprised of all the constituents, including teachers, administrators, parents of the children, and the surroundings.

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 can be highly beneficial as it allows students to directly interact with individuals, engage in meaningful discussions, and gain firsthand experience of real-life situations. These strategies are beneficial for fostering educational awareness among students.

(c) **The Alumni Association and Teacher** provide an alternative method for fostering educational awareness. It is advisable for the colleges to establish an alumni association and a present association for college teachers.

(d) **Co-curricular Activities:** Colleges may arrange additional co-curricular activities, which might facilitate the cultivation of values. These activities have a significant impact on the development of villages and towns, among other areas. The organizations I am involved with are NSS, NCC, Red Cross, and Eco Club. The Energy club, along with other clubs, plays a significant role in fostering community values among students.

(e) **Institutional Climate:** This component has a direct impact on the emotional aspect of pupils and is considered highly significant. The aforementioned components collectively contribute to the establishment of the institutional climate.

In general, values cannot be cultivated solely through instruction. The value system is associated with an individual's emotional domain; hence it is essential for a person to be immersed in an environment that promotes awareness and consideration of values.

SUGGESTIONS

Knowledge is a potent force that is rapidly expanding. Due to the fast pace of advancements, students often struggle to adapt to intricate circumstances. It is crucial to ensure that educational programs are adjusted to meet the evolving needs of the current situation. As a result of the degradation of fundamental values, it is necessary to make revisions to the curriculum in order to use education as a means of fostering social and moral values. Gandhi M.M (2014) has provided recommendations for improving 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:

There is a requirement in higher education to revise and reinstate the traditional principles in the curriculum that may be adapted to the current Indian society. Furthermore, the significance of a specific value system is contingent upon the present period and circumstances. The most pressing requirement at present is to revolutionize the educational system in order to foster the fundamental principles of humanism, democracy, socialism, and secularism. It is imperative for teachers, teacher educators, educational workers, and administrators to make concerted efforts to foster value-oriented education inside educational institutions. Adults should be effectively informed through diverse mass media and organizations in order to promote sufficient awareness. Higher education institutions have the potential to significantly influence and instill desirable ideals in students.

References

1. Gandhi Dr. MM (1998), 'Higher Education in 21st Century', booklet released in 1st Conference of Association of Indian College Principals [AICP], held in Goa University, Panji, Dec. 1998;
2. Gandhi Dr. MM (1999), 'Assessing Quality in Vocational Education and Training - An Indian Perspective', a paper presented in the 11th International Conference held during July 1999, at Manchester (UK);
3. Gandhi M.M (2014) .Value Orientation in Higher Education- Challenges and Role of Universities and Colleges: Retrospect and Future Options. International Journal of Education and Psychological Research (IJEPR) Volume 3, Issue 1,
4. Govt. of India (1966) Report of the Education (Kothari) Commission (19964-66): 'Education and National Development', New Delhi;
5. Govt. of India (1986) National Policy on Education 1986, GOI, New Delhi;
6. Govt. of India (1989) 'Towards an Enlightened and Human Society', Reports of the Committee for Review of the National Policy on Education 1986, GOI New Delhi;
7. Govt. of India (1992) Programme of Action 1992: National Policy on Education, 1986, revised 1992 (Reprinted by UGC) New Delhi; UGC (1986-2012), UGC Annual Reports: 1986-87 to 2011-12, University Grants Commission, New Delhi; Higher Education in India: Issues concern and new Direction (UGC), New Delhi, 2003.
8. M.M. Gandhi (2014).Challenges and Role of Universities and Colleges: Retrospect and Future Options International Journal of Education and Psychological Research (IJEPR) Volume 3, Issue 1, March 2014
9. N A A C , <http://www.naac.gov.in/#> <http://mhrd.gov.in/naac>
10. Sindhwani, A. & Kumar, R. / Educational Confab ISSN: 2320-009X Vol. 2, No. 2, February 2013
11. UGC (2011), Booklet "Inclusive And Qualitative Expansion of Higher Education" : Compilation Based on the Deliberations of the Working Group for Higher Education in the 12th Five-Year Plan (2012-17), UGC Publ. November, 2011, Chapter 1, pp 1-10 and Chapter 4, pp 66-73;MHRD, Department of Higher Education, India, Viewed 20 June 2012, <http://education.nic.in/sector.asp>;Ministry of Human Resource Development, India, Viewed 20 June 2012 , <http://education.nic.in/>;
12. University Grants Commission, New Delhi; <http://www.ugc.gov.in/>
13. Value Orientation in Higher Education- W i k i p e d i a , t h e f r e e n c y c l o p e d i a , <http://en.wikipedia.org/wiki/>