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Research Article

A STUDY OF VALUES IN HIGHER EDUCATION

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ABSTRACT

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.

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INTRODUCTION

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.

R.W. Emerson says that not gold, but only men can make a people great and strong men who for truth and honor's sake Steadfast and suffer long Brave men, who work while others sleep Who dare while others fly They build a nation's pillars deep and lift them to the sky.

If human values take root in the educational system, the emerging individuals will have the following attributes:

- They will want peace & justice in a world that acknowledges the rule of law and in which no nation or individual need live in fear;
- Freedom and self reliance to be available to all;

- The dignity & work of every person to be recognized & safeguarded;
- All people to be given an opportunity to achieve their best in life; and
- They will seek equality before the law and the equality of opportunity for all.

Meaning of Term Value

Value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. A value stands for ideas men live for. They are the part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life.

Need of Value Education

In present scenario where we live, the society values material gains and profits above all. It is not an exaggeration if to say that in this materialistic era of science and technology, everything except morality has reached to its echelon. Values unlike other aspects have gone into abysses where human existence and its future looks dismal and in dark. Though every nation is worried about the continuous corrosion of values yet no serious action has been taken by any of the nations for the restoration of values. Even our current system of education is oriented towards giving knowledge and skills that would make

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students saleable products and nothing else. This education system has developed only cognitive aspect of a man and left effective and psychomotor aspects starving, which results in sordid rapes, heinous murders, treacheries, chicaneries, frauds and malpractices. Such a system of education is devoid of the primary human values of solidarity, justice, equality, brotherlihood, affection, generosity, empathy etc. Thus the problem of value crises seems to be inherent in the system of education itself.

In the process of our gradual journey from primary to higher education two sorts of major changes, relative to our attitude towards values, occur in our life. They are external or bodily and internal or self affirming. External changes in the sense that the students bag degrees by fair or foul means and on that basis get higher job positions. During the job, they collect more and more money, Cars, Bungalows and manage academic awards and all that by having which they may exploit themselves and the society with the disguised repute but they fears to face the deep hollowness of their disguised selves. They ruin self to the extent of dissatisfied and meaningless life. In brief, the more they adopt the disguise premises of life, which are ultra virus in higher education, the more their leadership in system is fixed but in the same proportion they find deconstructs on of self-affirming values.

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.

- Human beings should not be treated as saleable commodity that can be disposed of when they cannot help the material cause.

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 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 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.

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.

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 can not bring harmony in society since most of the modern values are the outgrowth of the requirements of a market driven economy and society. Hence, what values are to be valued is a big question before educationists?

Nevertheless, creative thinkers and behavioural scientists suggest sets of important values in the information age 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.

However, it is easily understandable that there cannot be any universal pattern of value system for all societies. A suitable blend of early and modern values may provide an answer to the problem. An unbiased, careful, intelligent approach is required for designing such a course. The spiritual and religious values without any label of particular religion is as much required as democratic and modern rational values are required for a happy and just world. This is the real challenge before our academicians. Even though it is hard to decide exactly what values ought to be developed in educational institutions, it is possible to reach consensus on a set of values that would be most appropriate for being included in the system of education. Once this has been done, the next issue is about how to inculcate these values.

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 the society.

The five approaches to value education stated by Superka, Ahrens, & Hcdstrom (1976) are very important in this regard. They said that there were five basic approaches to values education including *inculcation, moral development, analysis, values clarification, and action learning*.

Inculcation

This approach perceives values as socially or culturally accepted standards or rules of behavior. 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

The values clarification approach is based on the ideas and theories of Gordon Allport (1955), Abraham Maslow (1970), Carl Rogers (1969), and others. This approach requires students to use rational thinking and emotional awareness to examine personal behavior patterns and to clarify and actualize their values. This approach is based on the belief that valuing is a process of self-actualization that involves the sub processes of selecting alternatives, reflecting on the consequences of chosen alternatives, honoring, affirming, and acting upon the choices. The value clarification approach relies on internal cognitive and affective decision making process to decide which values are positive and which are negative as opposed to the inculcation approach that relies mainly on outside standards and also the moral development and the analysis approaches that rely on logical and empirical processes.

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.

A sevenfold process describing the guidelines of the values clarification approach was formulated by Simon et al. (1972)

- choosing from alternatives;
- choosing freely;
- prizing one's choice;
- affirming one's choice;
- acting upon one's choice; and
- acting repeatedly, over time.

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. Each approach to value education has a different view of human nature, purposes, processes and methods used. For example, the inculcation approach views human nature as reactive. On the other hand analysis and values clarification approaches, consider human being as primarily active. The moral development approach believes that human nature keeps going back and forth between active and reactive, and the action learning approach views human nature as interactive. The following table provides an outline of the most important features for each of the approaches.

CONCLUSION

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 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.

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