



Munich Personal RePEc Archive

'Value Education' in Higher Education Institute

Roy, Chandan Roy

Kaliyaganj College, West Bengal, India

3 December 2011

Online at <https://mpra.ub.uni-muenchen.de/41264/>

MPRA Paper No. 41264, posted 17 Sep 2012 13:31 UTC

**‘VALUE- EDUCATION’ IN HIGHER EDUCATION INSTITUTE: A
PRECONDITION FOR SUSTAINABLE DEVELOPMENT**

Chandan Roy
Assistant Professor in Economics,
Kaliyaganj College

This paper is presented at the UGC-Sponsored State Level Seminar on “Philosophy of Values” organized by the Department of Philosophy, Kaliyaganj College, held during 2nd & 3rd December, 2011.

I. Introduction

If education is considered to be one of the major inputs in achieving the sustainable development, then the nature of the education needs to be explored. Education may produce positive externality or negative externality depending upon the nature of value it generates through its learners. In paradigm of Philosophy, we often talk about Ku-shikhsha and Su-shikhsha. In this paper, we will try to distinguish between value based education with its associated positive externality and education without “value learning” which has high chance to generate negative externality in the society. Externality is a specific term used in the literature of Economics, which refers to the ‘Additional Social Impact’[Social Cost – Private Cost/ Social Benefit – Private Benefit]. When the society enjoys positive impact, it is known as positive externality and vice-versa.

‘Sustainable development’, on the other hand means a long run development, which accepts the responsibility for the well being of future generations. Without a moral foundation, no affirmative attitude towards sustainable development can be fruitful. Therefore Value Education would play a chief component towards achieving Sustainable Development.

In the present era of globalization, when pressure of competitions becomes enormous in society, the material education often welcomes different degrees of demoralizations both in public and private life. If saving the future generation is the major motto of sustainable development then inculcation of value education is highly required from the stage of adolescence of an individual.

In India spread of moral education is only taught in the primary or secondary level of education, but when a teenager passes through his adolescence and faces different queries and confusions, he gets easily frustrated and direction less. The moment when he requires enormous moral support, he gets nothing. This is the reason of prioritization of my issues, i.e., importance of Value Education in Higher Education Institute(HEI) , which I feel is not

only a requirement but a dire necessity at the backdrop present period of crisis evoking out from consumerism and globalization. Without value education, the higher education has become lopsided and we all crave for responsible citizens for the state. The corruption becomes rampant and the economy is crippled. Hence, if sustainable development is the prime objective of all the individuals across the nations in this 21st century, then the pre condition would be introduction of Value-Education in Higher Education Institute.

The basic objective of this paper is to explore different ways of imparting values in Higher Education Institute. The major challenges to implement the value education will consequentially be explained in this paper and few redesigning of policies would be recommended within this limited scope of analysis.

II. Literature Review

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.”

Bharadwaj (2005) reiterated that without effective value-education the country will face crisis of character. That would adversely affect the society by degrading the quality of life. The economy and development of a nation will stand to loose.

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.

Eloy Anello said “at the heart of the global crisis afflicting humanity, there is an underlying crisis of value, which manifests itself in the social, economic, political and environmental spheres of human existence”.

Mohajer (2005) opined that Indian education system has lost its direction by imparting considerable volumes of haphazardly organized information, a sizable proportion of which is either redundant or obsolete.

Value education enhances the cultural factor within human being. Amartya Sen opined that the cultural factors exert a strong influence on economic choices of the individuals and business decisions and ultimately helps in the process of development. Higher Education Institutes (HEIs) could play a vital role in imparting those 'Values', without which development of a nation would be at stake.

III. Present Crisis in Higher Education Institute

Value education is a much debated and discussed topic in the plethora of education in India. But more emphasis on value education is given at primary and secondary level of school education, rather than in Higher Education in India. But when the rapid development of civilizations and globalization is imposing additional challenge to the education system of the country, Value Education needs to be inculcated in Higher Education Institute. When political infiltration in academic periphery is at highest level and adverse effect of media is increasingly perceived on the minds of youth, consumerism and blind-competitions have distorted the outlook of humanity, we urgently feel the need of Value Education 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. UGC also felt the growing demand of introducing Value Education in Higher Education Institutes.

The multidimensional problems faced by a Higher Education Institute can be categorized as following:

(i) Curriculum Related: Without Value Education the curriculum has become too much lopsided and biased towards material world, which may only give rise to greed, power hunger, dishonesty and corruption. The amount of knowledge what a learner

receives from this is education without substance. Value education helps a learner to broaden his views. He starts accepting his success and failures with equal mental power of acceptance.

(ii) Extra Curricular Activity Related: Without value inculcation, an extra curricular activity is only viewed as an activity to win the competitions. A learner enhances his different soft skill on fine arts only to be victorious. His sense of aesthetics, integrity, harmony and co-operation never develops. Era of globalization has taught him to become more and more selfish.

(iii) Student-teacher relationship: The present era of Globalization has made education a 'commodity' specially in higher educational institute. HEIs merely become a 'market of education', where the buyers and sellers are students and teachers respectively. This calls for urgent need of introduction of value education in HEIs.

(iv) Political Infringement & Management related problem: A strong level of political alignment is observed in all level of HEIs, which deviates the major objective of the institute. A value based education also makes the management obligatory to certain values, which upgrades the standard of institute as a whole.

(v) Self Assessment: Value education makes both the teachers and learners accountable to their own conscience. When the sense of guilt comes from within, the guilt gets rectified automatically. The process of rectification never becomes binding or imposed, it just happens spontaneously.

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'. However, understanding the efficacy, only Tamil Nadu has introduced a compulsory paper on value education to under graduate students of all colleges.

IV. Value Education: Challenges & Way Ahead

Some critics said that modern life is based on science and technology and both are 'value' neutral. According to them values are outdated religious principles and have no relevance in 21st century. Again, some modernists want to propagate the value education at learning centers to safe guard the democratic state and its values. The modern secular value involves honesty, equality, respect to others, collectivity, democracy etc.

However, the problems surface even at implementation level. The questions which keep on rising are as follows:

- (i) If value education is included in educational system, what sort of values should be given preference in the curriculum?
- (ii) What is the importance to be given to the religious values which are primarily developed on the basis of scriptures?
- (iii) Are the values alone sufficient enough or is there any possibility of blending the value of modernity with religious value?
- (iv) If religious values are to be given importance, which religion will find prime place? If there are any contradictory propagation on a single virtue by the two religions, how the reconciliation can be done?
- (v) Similarly there may be differences in perceptions of values regarding eating pattern, dressing mode, marriage system, war-tactics across the religions. Then what sort of perceptions need to be taught?
- (vi) What would be the effective methodology of imparting these values in HEIs?

These challenges led us in an inconclusive zone of how the value education would be implemented in HEI, even if its' urgency is being felt. However, irrespective of whether there is a scheme of value education, an adolescent individual will be growing imbibed with some values. No individual can grow in vacuum. Ever individual has before him some positive or some negative values. If at this learning-stage some positive values are not introduced, the learners will pick up the unhealthy ones. And that is the reason why we face so many crises nowadays.

A way ahead has been suggested hereby so that imparting Value Education in direct and indirect manner can be made mandatory in the HEIs.

All the HEIs should be more cautious while implementing ‘values’ so that it can match with the particular objective of that particular institute. Some autonomy needs to be given to the individual HEI s for designing its own way of imparting ‘Values’. The following chart could represent a sample format in that direction.

Specific Values	Enhancing Human Qualities	Educational Activities
<i>Aesthetic Values</i>	LOVE	1. Developing Fine Arts, like painting, music, elocution, recitation etc.
<i>Spiritual Values</i>	SPIRIT	1. Developing Games & Sports 2. Practicing Yoga and Meditation 3. Introducing Gymnasium
<i>Moral/Ethical Values</i>	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
<i>Social Values</i>	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 to be opened to make the learners more cautious about surroundings

		4. More and more cultural program to be celebrated to make the learners aware about his rich culture and heritage
--	--	---

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.

V. Concluding Remark

If our major motto in this 21st Century is to achieve 'Sustainable development' and continue with that, then without inculcating Value Education to adult individual that would remain as a distant possibility. Love for brotherhood and surroundings can only help to control negative externalities, we often talk about in literature of Economics. While an era of consumerism is demonstrating selfish preferences, we urgently need an altruist approach from every economic agent to save this earth from its forthcoming danger. Therefore, Value Education in HEIs should be given adequate importance in restructuring the existing education policies. Then only we can think for a better tomorrow in this already endangered crises accentuating world.

References:

- Daniel Hausman (1980) : How to do Philosophy of Economics? PSA: Proceedings of Biennial Meeting of the Philosophy of Science Association;
- Daniel M Hausman (online) : What is Philosophy of Economics? www.cambridge.org
- Duhs (2008) : Sen's Economic Philosophy: Capabilities and Human Development in the Revival of Economics as moral science, Real World Economic Review, Issue No.17
- Gene Callahan (2008) : Economic Analysis, Moral Philosophy and Public Policy, The Independent Review, v.XIII, Summer 2008, pp 111- 118
- Joshi (2007) : Enhancing Educational and Cultural Values among Students in Persian Gulf based Indian Schools: A study

- Joshi K (2002) : Philosophy of Value Oriented Education : Theory & Practice, ICPR Publication, New Delhi;
- Murali D. (2011): Challenges in Introducing Value Education at Higher Education in India
(www.talkinwebsite.com)
- NCERT (2005): Journal of Value Education, January & July, 2005
- Raghu Veer (2011) : Strengthening Value Education, The Career Guide
- Salis B (2001) : Value Education, Times of India, Nov 18, 2001
- Sen Amartya (1999): Development as Freedom, Oxford University Press, New York
- Stackhouse (1988) : Teaching Values in South India: An Experiment in Education, *Christian Century* January 27, 1988, p. 82.
- UGC (2003) : Higher Education in India : Issues , Concern and New Directions, Recommendations of UGC Golden Jubilee Seminar-2003, held at eleven universities in India
- United Nation's University (2009) : The Role of Education for Sustainable Development in Higher Education, Report of DAAD/ UNU-VIE joint workshop on the occasion of the UNESCO World Conference on Education for Sustainable Development