



# VALUE EDUCATION: A MISSING MARK IN HIGHER EDUCATION

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## Abstract:

Value education in higher education is towards the inculcation of values. And the core idea behind value education is to cultivate essential values in the young minds of the students so that the civilization that teaches us to manage complexities can be sustained and further developed. Value education is a universal phenomenon intrinsic to all learning and education, whether at home or in an institution/university/college. Mere academic knowledge without deep-rooting in moral and spiritual values will only fashion lop-sided personalities who may become rich in material possessions, but will remain poor in self-understanding and peace. The development of human values, aims to develop the individual as 'self'; which is also the ultimate aim of education and it is directly an attempt towards human learning.

**Keywords:** Ego, materialism, selfishness, achievement fever, *Gurukul*, man and machine etc.

Materialism, power, ego, corruption and selfishness are the leading factors upon humanism. Eagerness for unjustified wealth, insensitivity, gross injustice of human rights and unhealthy competition has become the only spirit of all the giants of the society. In present life there is crisis of values and ideologies in every walk of life. The weakening of eternal values in the younger generation has caused many serious problems. As a human being, one must have to acknowledge universal values. In fact, a human being and values are inseparable.

For proper human values, one must develop a sense of national unity and integrity. Now, National unity does not mean political unity. It is much higher than this. Because, it includes the thoughts, sentiments of its citizens; which governs the entire process of their behaviours. In fact, countless evils in our society has disturbed our day-to-day living. Various barbaric qualities and other destructive forces give clear indication of the process of disintegration of human society. True to say that communication is the key factor in inculcating values. There is a need to understand the attitudes, emotions, feelings and motives of pupils.

Therefore, there is a high value and the importance of value-education in the educational institutions of higher education. No doubt, values can be transmitted through action; yet communication seems to be the most important. In many institutions, curriculum of value education is formal and direct; while in large number of university schools, it is informal and indirect. In fact, learning of values cannot be restricted to classroom instructions alone. Hence, the university schools must take into consideration all types of social influences affecting the development of values in pupils in colleges and universities. From my point of view, Values get directly transmitted via both the implicit and planned curriculum by the departments of universities and colleges.

The point emphasized and discussed here is that the entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences. All forms of learning cannot be provided through single source or teacher should draw from a variety of learning resources either independently or in combination. Academic institutions in India were *Gurukulas* for centuries ago, where the *Gurus* gave the students a multi-dimensional man-making education; such education co-ordinated well the three Hs of the learners: **HEAD, HEART and HAND**, i.e., it took care of the intellectual and emotional growth of the students and the development of their skills. *The Gurus* believed that education is a process in *Gurukulas* where the students are developed into respectable citizens. They taught the students values, which guided them to be a healthy and harmonious mental, physical and social life; *the Gurus* believed that human values are what the students should live by and what they would die for.

*The Gurus* were convinced that providing the students, the knowledge and skills that would enable them to realize their professional aspirations is only part of their education; the more important part was making them young citizens of values, culture and patriotism. They prepared the students to face the challenges of career and life by inculcating in them values and developing in them a positive attitude; the values and the right attitude helped their own progress and the progress of their society. To put it in nutshell education in ancient Indian was not mere importing of knowledge and teaching of skills. It was, on the contrary, a mission for man-making.

The popular concept of modern day-education, particularly higher education, has changed adversely. The objectives seem to be coaching the students for passing the university examination with good marks and giving them a few vocational skills to fit them into a job. In the man-making education, head saw the meaning of information, heart saw its righteousness and use within the boundaries of morality and hand put it into action. But the modern higher education has ignored the heart; it has ignored the fact that students are a subject matter of immense significance both for the present and the future of their country.

The higher education in Science and Technology, which, majority of the students opt for tries to equip them for materialistic development, which is mistaken to 'progress'. The engineers, doctors, scientists, economists and men of commerce change very much in the name of civilization and they advance materialistically but they do not 'progress'. Change and materialistic development do not signify human progress and the progress of the society. Again there is a limit for the human to absorb changes and materialistic development.

The present-day youth, considers themselves beyond the limits to the extent of disturbing their mental poise and affecting the psychological well-being. The values are unoccupied and the interpersonal relationships are breaking down. The youth have become the victims of over vaulting materialistic ambitions and unknowingly have accelerated the pace of their life. They are not able to slow down now. The result is gastric, neurosis, mental disorder and behavioural problems. The youth have been caught in 'Achievement Fever' and have become slaves of their own machines. Few Yogi exercises will definitely show the positive effect but our educational system has not taken any cognizance and essence of it.

The higher education is teaching the youth to live by machines and gadgets, not by the universal human values like truth, non-violence, love and compassion. These values are relegated and man is fast becoming a non-entity. The young men want to be always busy about their business and industry which can multiply their money. Leisure and social get-together are considered, a sin. Their diaries are jam packed with their programmes and their phones melt in their hot breath. The result is obvious. The family and the society are breaking away. When the values are forsaken, chaos overtakes order.

The present way of thinking, behaviour and life is changing so adversely that there is now an urgency to make value education an integral part of higher education. Machines like computer and information systems like internet have so advanced that we cannot wait any longer for any natural process to redeem the youth from the commercialized way of functioning and artificial way of living.

Life has become so artificial and materialistic that the young men and women have begun to think whether they need any value system at all that will guide them to the right way of living. If this doubt becomes a conviction life will not be human and our society cannot be called a humane society.

Once upon a time, it was heard the husband and wife saying to each other "I cannot live without you". Today it is the other way: "I cannot live with you!"

The fast life and madness for money, have been badly mistaken and stricken for 'progress' and the youth are already in the grip of a frenzy for such a kind of progress. The result is, trembling fingers, rumbling stomachs and fast beating hearts.

They are obsessed with such 'progress' that they do not know what to speak to others, and what they can give to others. There is always a sense of urgency with everybody. They are tense even when they do not anything; they are tense perhaps they are worried they are not doing anything in that particular hour. Impatience is becoming the ruling principle and men and women want to work even when they are physically exhausted. They are particular to keep themselves busy even when it is unnecessary. They think it is below their dignity to take the company of men who work slowly and leisurely.

The general awakening and the resultant nervousness have lead to unhealthy competition in the academic world, cut-throat competition in business world and crimes and violence in political world. Integrity in character, public manners and social controls are breaking down. Life has become a rat race and completing the tasks before the deadline has become the ruling phrase. Man is looked at as a multi-functioning machine, not as a valuable organic being. There is always a tension between man and his time as he wants to make the most prosperity out of it. The results are stress and anxiety and breakdown of health.

There are of course the more alarming consequences. Materialistic development and crimes have begun to grow together. Technology goes handy to the criminals and often we read in the newspapers about high tech-cheating, high tech-forgery and high-tech-serial killing. The youth live in a country where hatred grows in the name of religion, crimes in the name of politics and violence in the name of nationalism. Separatist forces try to give refuge to the unemployed but aggressive youth. The real patriot is becoming an alien in his own motherland.

Ours is a land of Buddha and Mahatma Gandhi, and it is supposed to be a land of truth and non-violence, but as Dalai Lama once observed, much of non-violence has been exported to other countries, and there is violence here. Politicians think that they are a class above the common man and play havoc. For many politicians, lie is the key weapon for their survival.

Times are hard for the student community of our country and the policy makers for higher education have an urgent task of redeeming the youth from the hell fire of commercialized education (here, the reference is particularly to self-financing institutions) and the mechanical academic life. The following strategies are recommended for teachers for teaching value education:

1. Educating the whole person of students by focusing on student knowledge, behaviour and feeling.
2. Choosing content that honours and rewards virtues in examples, and encouraging reflection on value-content.
3. Using quotes, pledges, sincerely with high expectations for all students.
4. Communicating clearly, consistently with compassion for well being.
5. Developing student skills in resisting peer-pressure, maintaining self-respect, and resolving conflicts in non-violence ways.
6. Being a good role model through positive personal example.
7. Using and requiring respectful language.
8. Reinforcing the diligent work system and virtuous behaviour of students with praise and appreciation.
10. Correcting unethical, immoral and disrespectful behavior.
11. Having students work together co-operatively in mixed and varied groups.
12. Involving peers, parents and community of teachers and students.
13. Encouraging students' involvement in community service.

Thus, to conclude, values are virtues, ideals and qualities on which actions and beliefs are based, guiding principles that shape individuals, outlook, attitudes and conduct. values in education have been visualized at a national level initiative to sensitize parents, teachers, teacher educators, educational administrators, policymakers and community agencies, etc. for promotion of value oriented education, the focus is on generating awareness, material development, teachers training, promotion of research and innovation in the area of education of human values, development of guidelines for value education in the university departments and in entire higher education system.

### References:

1. <https://www.yourarticlelibrary.com/education/values-education/value-education-as-a-missing-link-in-higher-education>