

An Evaluation of the Necessity and Significance of Human Values in Higher Education

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Abstract

We live in a world that is contracting, where the old culture of competitiveness and conflict must make way for a new culture of convergence and cooperation. The search for serenity and happiness is going through an unparalleled crisis on a global scale right now. A man is perplexed about where he can find love, motivation, and trust. Selfishness has turned into the guiding principle of human endeavor. We have forgotten what makes us all part of the same human family in the first place. It is clear from the increase in instances of violence, rape, exploitation, and fraud. Incorporating a spiritual component into our new educational philosophy has become a need. The University Grant Commission is supporting human values education in universities and colleges as part of the Tenth Plan. A person upholding human values of truthfulness, righteousness, peace, love, and nonviolence is said to be a true human being. The fundamental problem of rebuilding a society with proper values must be addressed in the face of persistent pressure from materialism, wrapped in the language of development.

Key words: Higher education, human values, materialistic, peace, spiritual dimension.

INTRODUCTION:

Values are typically thought of as the socially acceptable moral guidelines for human conduct. It is a characteristic of people that is used in human endeavours. It is conveyed to a contextual aspect that relies on the determination of the truth. The Latin term "valeo," from which the English word "value" is derived, initially denoted health and vigour before evolving naturally to indicate being adequate and effective. The word "valeur" in French denotes quality. Value combines three ideas, including Idea, Quality, and Supervention. As the guiding principles in people's lives, values can be characterised as having various levels of importance. We make decisions, place our trust in others, and allocate our time and energy in our social lives based on our values, which are the essence of our personalities. Values can be viewed as the solution to a number of global issues.

Thanks to scientific and technological advances, nearly every aspect of life has undergone transformation. It is not an overstatement to say that everything in this materialistic period of science and technology has achieved its pinnacle, with the exception of morality. Human values, in contrast to other elements, have descended into ominous chasms from which human existence and its future now peer. Although information is growing, it still lacks the insight and compassion needed to be creatively applied. The world is currently going through an extraordinary crisis that is impeding efforts to find peace and happiness. A modern man's real dilemma is where to get abiding love, inspiration and trust from in our mad rush for glitzy lifestyles and materialistic possessions, we have become ignorant about the true meaning of life, while moral, ethical and spiritual values have suffered precipitous decline. It is evident from the rising incidents of unabashed corruption, sleaze, violence, rapes, unscrupulous exploitation, cheating, and selfishness that have become the very watchword of human endeavor.

In the context of our own nation, the intellectual and ideological climate of contemporary India has tended to push concern for deeper levels and moral, spiritual, and human values to the back seat in favor of an indecent haste to keep up with Western advancement. The belief held that a new nation could only be established on the foundation of a liberal sociopolitical ideology and material progress based on contemporary science and technology. As a result, we are currently experiencing a crisis of values in all spheres of our lives, including personal, social, professional, and national (Misra, 2009).

Due to the current educational system's failure to adequately prepare students for a wholesome life and way of living, education is moving like a ship without a rudder in rough seas. Students had to deal with life with difficulty because they were not aware of their surroundings or of themselves. Giving the spiritual component the primary emphasis in our

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new educational philosophy has consequently become an unavoidable duty. Making a whole, well-rounded man who is completely developed in all five areas of human existence physical, intellectual, emotional, psychic, and spiritual is the goal of true education. Therefore, we must quickly implement significant improvements to our educational system.

In this context, the current study has been conducted to investigate the necessity, significance, and methodology of teaching increasingly universal human values in higher education. Different research study formats that highlight the important facets of human values have been employed to make conclusions.

Statement of the Problem:

- (i) Increase in riots, terrorism, social imbalance and anti-social activities. It is seen time to time place to place that various groups are motivated and influenced by some anti-social elements to raise tensions in the society and make their benefits out of that.
- (ii) Rise of race, sex, religious, communal, regional and linguistic biasness. Though the world is going through vigorous change due to the digitalization and modernization but still some elements as stated are existed causing dis-settlement to the society and democracy.

Importance of the Problem:

- (i) Value is very much important in decision making, trust on others and trust building. Value only will make a person's decisions good for the society. In trust building also it plays a crucial role, trust here not only refers to the trust on others, but trust on self and building a human being who is trustworthy.
- (ii) Allocation of time, energy and resources for society. It falls under the extreme level of sacrifice of a person when she/ he can share his all-round resources for the development of the society.
- (iii) Maintaining Plurality, democracy and mutual respect. Right value education will only teach us about respecting the religious, communal, linguistic, regional plurality and ultimately believing and practicing democracy.

OBJECTIVE OF THE PROBLEM:

The major objectives of the study are:

- (i) To find out the importance of value education in higher education in India.
- (ii) To find out the necessities of value education in higher education in India.

RESEARCH QUESTIONS:

- (i) Whether value education is important in Indian perspective?
- (ii) Is value education needed in higher education?

RESEARCH DISCUSSION:

NEED AND IMPORTANCE OF HUMAN VALUES:

Globalization, privatization, and other current socioeconomic pressures have produced a society where traditional values have been disregarded. Only individual dissatisfaction and a multitude of socioeconomic issues have resulted from this overall erosion of values. Therefore, people all over the world are turning to the educational system to instill moral principles in the students so that the world continues to be one of peace, security, and prosperity (Sindhvani & Kumar, 2014).

In the scientific era of today, financial gains command our attention more than moral and ethical principles. Modern societies now rely on information and communication technologies as one of their fundamental building components (Swami, 2012). Information and communication technologies are potent tools for the effective distribution of knowledge across a variety of fields, and they have the ability to promote social uplift and economic development. However, simply knowing about technology is insufficient; in the modern world, its usefulness is more crucial. It is the social media and other digital platforms only which acts as the catalyst to ignite tension in the society and majority of the people without knowing the ground reality starts giving their, opinion argument etc. and sometime it leads to social unrest.

Our society is pluralistic, which means that India is a multilingual, multi-religious, and multi-cultural nation. In terms of personal values, they can vary in different societies and religions. We need to be careful while discussing how to transmit value-oriented education because there are some harsh realities in our nation. However, some timeless principles should be immune from debate, such as truth, morality, love, and nonviolence. But, gradually these values are fading away and the youth of the country is more towards following the western culture and also follow other entities, which are not suitable for the Indian perspective of pluralism.

The main driver of transition toward sustainable development is education, which should be designed to foster the development of moral character, mental fortitude, and intellectual prowess in our young people so they can stand on their own two feet. Children's abilities in social sensitivity, moral and entrepreneurial leadership, creativity, and inquiry

should all be fostered by educators. A good education is one that encourages children's spiritual, intellectual, and physical faculties (Gandhi, 1937).

There are two facets to education: the material and the spiritual. Worldly education unlocks the knowledge that is amusing to the material world. Education in spirituality brings forth the inherent divinity in everyone. Without education in both the world and the spiritual realm, life has no value. However, the current educational system has no room for spirituality. It is just worldly education that is prioritized. The two sorts of education are necessary for a man to reach his ultimate objective in life, just as wings are necessary for a bird to fly high in the sky. While worldly education is for a living, spiritual education is for life. Our current educational system creates professionals and job seekers but not social change advocates. Few parents today want their children to be good; instead, most expect their children to pursue higher education, amass wealth, and achieve greatness. But in this run everyone is forgetting that whatever the economical status of the person is, they have to live in a society in harmony, and spiritual education will only bring that attitude into the minds of man.

A person who upholds the five human principles of *Sathya*, *Dharma*, *Shanti*, *Premo*, and *Ahimsa* is said to be a true human being. "*Sathyam Bada dharmam Chara*" has always been a core component of Indian culture (Speak truth and follow righteousness). For peace, people around the world are praying. How do we achieve peace? Only through engaging in *Sathya* and *Dharma* practice we can attain peace. Today's man lives a life devoid of *Sathya* and *dharmam*, which causes a loss of calm (*Shanti*), which then gives rise to the sense of *Premo* (Love). Man is forced to use violence when these four principles are missing from his life. Everywhere, whether in a home, bazaar, or factory, violence is rife. If one reads the holy books, they can comprehend the negative impacts of *Kama* (desire), *Krodha* (anger), and *Lobha* (greed). Rama represented righteousness in the Ramayana, whereas Ravana represented greatness. Even though Ravana and Rama were both equally knowledgeable in all areas, Ravana was unable to effectively apply his knowledge because he lacked control over his senses. Rama, on the other hand, learned to control his senses and gave up everything for the sake of the truth.

The Bhagavata Gita discusses the repercussions that one must endure if they become an angry victim. Despite being all-powerful, Hiranyakasipu ultimately perished as a result of their hostility toward God. In the Mahabharata, Kauravas stand for the evil power of greed. The Pandavas, on the other hand, represent the force that is good. They adhered to the Dharma in all situations. Good and terrible coexist everywhere, and man should strive to hang onto the good while shunning the bad. Character matters, and ethics or values are a set of ideas and precepts that help us decide whether actions benefit or harm sentient beings (Paul & Elder, 2006).

HUMAN VALUES AND HIGHER EDUCATION

For the growth and development of the human resource that will be in charge of the social, economic, and scientific advancement of the nation, higher education is a crucial sector. There are certain foundations for the future of Indian higher education that were established by the University Education Commission (1948–1949) and the Education Commission (1966–1966). The development of human personality through strengthening the moral fiber in education has been endorsed by numerous committees and commissions established, including the International Commission on Education (1972 and 1996), National Policy on Education (1986, 1992), etc. But regrettably, the gap between perception and actuality still exists. As of August 2011, there were 31,324 colleges, 611 universities, and other collegiate-level institutions (UGC 2011).

Value education has received significant attention from the national policy on education. By adding the elements of human values at various levels of education, the MHRD, GOI has taken the appropriate action. Many national level organizations, like NCERT, NIEPA, UGC-ASCs, and others, have started introducing human values content into their curricula.

UGC is emphasizing human values education as a crucial component of numerous regular courses and programs in universities and colleges as a result of the Tenth Plan. Higher education now offers courses on issues like human values, ethics, etc. because educators, administrators, and policymakers at all levels have grown increasingly cognizant of this in recent years. A novel effort has just been launched to apply human values education on a large scale in various institutions and colleges, including foundation courses, certificate programs, undergraduate programs, post-graduate diploma programs, and graduate degrees. The response from various institutions to these large-scale experiments so far has been extremely positive. It is important to mention experiments carried out at various IITs and IIMs, universities, colleges, etc. There has been a noticeable shift in how students think about things like life objectives, self-confidence, self-exploration, etc. The first step in value development is to cultivate value consciousness. This is what will lead to a shift toward a holistic worldview, which serves as value education's main goal and ushers in a global human order (Gaur et al, 2010).

To improve teachers' overall competence, the UGC established "Academic Staff Colleges" and "Refresher Course Centers." The emphasis in these programs must switch from teaching as a one-way process where teacher plays the central role in transmitting knowledge to a learner centered learning process where value-based, experience-oriented, interactional activity, involving sub-activities like problem-solving, community living, drawing conclusions, generalizing, and moving from the trivial to the enduring (Verma, 2007). The ability to mould students into people of high character rests with the capable teacher possessing both practical and theory knowledge with needful wisdom,

skills and also good foundation and sense and moral principles. Only those who are able to love may teach, according to Tagore (1924). The most influential guys have been men's lovers.

"Education is the manifestation of the perfection already in man," said Swami Vivekananda. Education must give the country strength. Unselfish work or self-sacrificed service will bring the actual value in human people which are believed to be away from attachment. Selfish work is slave's job: such work does not bring peace and pleasure; it only brings monetary values rather than spiritual values (Venu, 2011).

Finally, with the above assessment in mind, one hopes that our nation, which has nurtured one of the most spiritually advanced civilizations in human history, will serve as a beacon of new light to the world by promoting an all-encompassing, holistic, whole, and humanistic system of education to truly realize the aspiration of our sages: "*Vasudhaiva Kutumbakam*" - a world of peace and harmonious coexistence.

Conclusion and Suggestions for policy implications:

Measures should be taken to develop and practice "Value Education" by:-

- (i) Calling students' parents to the institutions atleast once in a month and their feet are being cleaned up by their children, as it is practiced in Japan.
- (ii) Students' discipline, behavior throughout the season should be under observance for grading and development.
- (iii) Focus should be on quality development rather on quantity development.
- (iv) Respect for job, people, work ethics and national integrity should be taught and practiced.
- (v) Respecting pluralism in the sense of religion, language, culture, community is a must to practice and should be evaluated.
- (vi) Punctuality and cleanliness should be developed from the student days onwards.
- (vii) Most importantly, the greatest verses from the holy books of various religions should be incorporated in practice among the learners from the Higher Secondary levels. This would develop a sense of understanding among the young minds about various religions, their ideology and the philosophies they are based on. The level of the students are considered from Higher Secondary because by that time students will become mature enough to understand about the philosophies of various religions.

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