



VALUE ORIENTATION: A CHALLENGE BEFORE HIGHER EDUCATION IN INDIA

Sangeeta Solanki, Ph. D.

Asst.Prof., Centre for Teacher Education, IPEM Group of institution, GZB.

Email id: drsangeetasolanki4@gmail.com

Abstract

Today education has become increasingly secularized. There is too much emphasis on academic performance and equipping the students with technical skills. Education system round the globe is designed to develop the physical intellectual aspects of human personality. Education is calculated to prepare the students for employments and ignores the reality that students also need to prepare to meet the multifarious challenges of life.

All the speculation and speeches about the challenges in the new century have come and gone. Now trying to effectively manage 21st century organizations has become the harsh reality. Ask anyone today- management professors, practitioners, or students—what the major challengers are in today's environment ? And the answer will be fairly consistent. So the present paper deals with the major challenges for Value orientation in higher education in india

Keywords: *Values, Challenges, Value education.*



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

INTRODUCTION: VALUES FOR HUMAN LIFE

An uncertain economy and turbulent geopolitics preoccupy every one's concerns. However, at the organization level, advanced information technology, globalization, diversity, and trying to solve ethical problems and dilemmas come to fore. These are unquestionably major issues facing contemporary organizations and are given major in this text. However, the basic premise and assumptions of the field of organizational behavior in general, and of this text in particular, are that managing the people – the human resources of an organization – have been, are, and will continue to be, the major challenge and critical competitive advantage. The technology can be purchased and copied; it levels the playing field. The people, on the other hand, cannot be copied. Although human bodies may be cloned in the future, their ideas, personalities, motivation, and organization cultural values cannot be copied.

Values play a significant role in the life of an individual. They help him to lead a successful personal and social life. The quality of life, standards of living and over all well

being of society depends to a large extent on the values it lives and the quality of choices that are made by the individuals within the society. Educational values contribute the following advantages for individual and social life –

- (a) Development of healthy and balanced personality.
- (b) Capacity to earn livelihood and acquire material prosperity.
- (c) Development of vocational efficiency.
- (d) Creation of good citizenship.
- (e) Reorganizational and reconstructions of expense.
- (f) Adjustment with the environment and its modifications.
- (g) Fulfillment of the needs of the man.
- (h) Development of character.
- (i) National integration and national development.
- (j) Promotion of social efficiency.
- (k) Culture values
- (l) Utilization of leisure.

The revival of our society and the world depends upon widespread renewal of individual commitment to an active value based life. The need of the hour is not to change the superstructure of the educational system but its very foundation. If these human values are inculcated in our students may be of education faculty or management faculty or any other faculty, the 21st century can promise a hope for a better future.

DEVELOPMENT OF VALUES: A NEED OF THE HOUR

It is well established fact that the progress of the country depends on its overall development, whether economic, social, cultural, educational, or scientific and in achieving this target, education acts as a base to broadmindedness, critical thinking and communicational skills which are the integral element of an effective emerging nation.

The two tendencies, toleration and prejudices, continue today and our world is broken up into many and diverse fragments, often inimical and warring. In addition, today, as in ancient time, we find that ambition and economic greed flare up seeking predominance and causing conflicts and bloodshed.

It is not just businessmen or trade unions that seek more income and indulging in designs to achieve this. Today a very healthy student confessed that he wanted more and more. It is like a bug that won't let one rest even if one has more wealth than one knows. Then, ambition does not affect only politicians, as far as researchers can see. Everybody
Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

seems to want to have some sort of power and control over others husbands over their wives, wives over their husband, even young students over their teacher. In the world of sports one can't fail to notice how contestants brandish their clenched fist when they win a point or exclaim angrily when they lose a point. Unfortunately, there is hardly any nobility of spirit; it is all about making money and being a famous star.

Obviously, we are not wise. Even we, scholars are not necessarily such, according to Democritus, that ancient Greek physicist, the first "atomist", he said, "many erudite men have no intelligence".

In fact, slander and back – knifing are common features of the academic world today. Thus we accept easily enough foreigners and their religion and culture, but when our own country or culture (its customs and traditions) get criticized; when our own economic interest are threatened; when our ambitions and desires get frustrated; when our real or imagined importance is doubted – then our equanimity collapses. Our tolerance is thin and brittle. Christianity provided another case in point. Christ taught that one should "Love one's neighbour as oneself" that one should not do to others when one does not want others to do oneself and that if hit on cheek one should turn the other also. But researcher doesn't know any Christians, to behave like this. How may we able to behave like this.

VALUE DETERIORATION

Deterioration of values and thereby deadening of the learning experiences is a worldwide phenomenon. Despite its several thousand years old value based cultural tradition. India is also subject to massive erosion of values. That is why political and economic corruptions, scandals, scam, anti-social and anti national activities are on the rise in the present national scenario. The rapid degradation of values in the Indian context has posed a heavy challenge before higher education. The "Upanishad" taught us the ideals of "Vasudhaiv Kutumbakam" that is, the entire world are my family. Yet today we fight among ourselves in the name of religion, region, language, or caste. The mosques, the temple or other religious structure sought to be made more significant than the grinding poverty of Indian people, abysmal standard of nutrition, social injustice etc. Jain and Patanjali taught us the ideal of Aparigraha(non-hoarding), but we use our power and authority for the hoarding wealth by exploiting our helpless fellow men. We advocate rationality as a guiding principle to be followed in private and public life but in our inner psyche we are still guided by blind rituals, superstitions, orthodoxy and egotism. Our culture guides us to live a life with the motivation of the rule of sacrifice, not the rule of exploitation.

Humanity today stands at critical juncture. Hope and despair, pride and pessimism, comforts and confusion fill human hearts in unstable measures. Whereas the peaks of material progress scaled by some countries enthrall humanity as a whole, the depth of social degeneration in most part of the world makes thinking people wonder if mankind can receive the light of recovery at all.

VALUE AND EDUCATION

All our virtues are vulnerable and fragile. Scientific enquiry, technology and professional grooming certainly advance very rapidly. But then so does criminality and naked violence-ugly terrorism, psychotic killings, murderous, drugs, child abuse, smuggling robbing, and all kinds of exploitation of man by man and of course, the paranoiac pollution of the environment. Fraud and crime operate also on a large scale, world-wide, under a thin veneer of legality.

It is a recognized fact that modern education and training have failed to produce men and leaders of character and integrity who can make India attain its past glory. Not only in India, but also worldwide, there is cry for going “back to basic values”, so that the strength to deal with the complexity of modern living is developed. To help produce enlightened citizens, who can thereby gain a coherent perspective on the issues of morality and religious faith, different programs and value education – human resource development, self development, leadership and personality development for student, teachers, executives based on time – tested Indian wisdom have been organized. The purpose of value education programs will therefore we too help people become aware of their innate divinity and how to make its perfection and happiness manifest in every moment of life. Swami Vivekananda had stressed the need for man making, character building education, whereby the beneficiary would be made a good citizen. He or she would be able to rise above all distinctions and differences and would possess the spirit of Tyaga (Sacrifice) and Seva (Service). There should emerge, through education, a sense of selfhood and a capability to independent decision – making regarding values perspectives, life purposes and vocational goals.

In this era of LPG (Liberalization, Privatization and Globalization), the education system has ignored instructions in morals. It depends upon western education system, which deals more with concept and conjectures. Education is only on material or objective fields of knowledge. Education is soaked in textual scholarships forgetting the values. The age – old culture is ignored and materialism is prevailing in the society.

Swami Ramakrishnanana Paramhansa has also laid great stress on real education with a view to making oneself as well as the entire world happy. His teaching envisages an education, which teaches the following:

How to live life well;

How to find happiness;

How to make others happy;

How to manage all kinds of people and happenings as well; and

How to grow and succeed in the right manner.

STUDENT EVALUATES TEACHERS

Teaching is not everybody's cup of tea, but it happens to many people's bread and butter, i.e. where the problem lies. There are many who become teachers not by choice, but by chance. Some teachers are simply not cut out for the job, in terms of aptitude and temperament square pegs in round holes! So the question remains what makes a good teacher?

Teaching is an instinct with some, the best outlets for those with their positive interpersonal attitude. Those interested in other people may be we could call the 'Extroverts', make good teachers. They have some rare qualities of head and heart. Teaching basically is relating with others. It is all about touching the inner chords of students; It is about a telepathic contact with one's students; It is about building an instant emotional bond with others. It is about anticipating the student's needs and response. More precisely, it is about understanding the student's mind. It is about creating interest in subject we teach, and motivating students to perform better.

Every teacher must have heard the words William Arthur, who said, "The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, and the great teacher inspires".

Fidel Castro had also said, "we need good teachers, a heroine in every classroom". So how do we identify the great teacher? That hero and heroine of every classroom? There are three elements in a classroom, the teacher himself, his subject and his students. A teacher must like the elements all of the time, to be successful. He/she should like himself/herself, besides the subject and the students. As for students, a teacher must like all of them alike. All of the time. A tall order? Yes, it sounds impractical, but successful teachers will testify that it is possible.

It is interesting to know that a teacher is evaluated constantly by the students on four aspects;

By how we look (our outward appearance)

By what we do,

By what we say, and

By how we say it.

In other words, a teacher's whole person is under the scanner, as it were especially of the students.

NEED OF DEVELOPMENT OF VALUES IN TEACHERS AND TEACHER EDUCATORS

When a person becomes a member of a profession, he must be committed to its general purpose, in order to the professional. As the general purpose of medicine is to promote health, and for education it is to promote learning in education. The clients in these cases, the patients or pupil, put their trust in the professional's honest commitment to the workers. It helps to develop moral obligation on the part of the practitioner. To breach that obligation is to act unprofessionally. In the tradition of a practice like teaching, certain standards of conduct and manner on the part of teachers have been developed which forms code of ethics for teachers and teacher educators.

Teaching is an ethical activity because education is full of moral values, so it is the responsibility of teacher educator to develop essential human values in teachers, so that these moral values may be developed in students also. Thus a "code of ethics" must be developed, so that the teacher and teacher educators perform their ethical responsibility seriously and sincerely.

A code of ethic usually is a list of do's and don'ts on the part of professional and does not offer a philosophical justification of the fundamental ethical principle enshrined in the code. Review of some popular "Teachers code of ethics", for e.g.; The one established by the National Education Association (NEA), United state in the year 1975 and Canadian Psychological Association (CPA) in the year 1986, show that they reflect the high expectations and values of the society. The preamble of the code of ethics adopted by NEA (1975) pledges educators to recognize the worth and dignity of each human being and the supreme importance of nurturing democratic principle and pursuing truth and excellence. the CPA code of ethics that has been widely adopted in Canada is based upon four moral principles:

Respect for the dignity of persons;
Responsible caring;
Integrity in relationship; and
Responsibility to society.

So that a desirable “teacher’s code of ethics” should be related to the specific social and cultural contexts in which it operates and with reference to some universal and eternal standards applicable to all mankind.

There are a number of ways to think about the teaching of the professional ethics in teacher education programs. Each has its merits as well as its short coming and some are better than others. However, the first thing to note about teaching professional ethics is that it should involve all the three faculties of personality: “Knowing, feeling and doing”.

The teacher should be made aware of values enshrined in the code of ethics, to feel the proper emotions and eternalize values in thought and deeds.

TEACHER: A GOOD TRANSMITTER OF VALUES AMONG STUDENTS

Teacher is good transmitter of values. A child follows its elders and student follows teachers so the character of a teacher and teacher educator should be filled with high moral values. Their high moral values should be present in their thoughts and deeds.

“A teacher can impress the students more effectively by doing than by saying”. According to Guru Rabindara Nath Tagore, “a lamp can never light another lamp unless it continues to burn its own flame”.

Teacher is the maker of society. So that a teacher should deal with his students with a deep sense of moral obligation and treat them with affection. For students, a good teacher is nearer to birth. A true teacher is like the trunk of the tree and students are its branches bearing fruits of knowledge imparted by him. The future of the country is not built by bricks but by brains, not by cement but by high moral values of life.

A Chinese saying goes like this. “I hear and I forget, I see and I remember, I do and I understand”.

Our favorite teacher is one who could concretize and abstract: he/she used to demonstrate, illustrate, simplify, give examples and apply the concepts. That made learning easy and interesting.

Henry Adams said; “A teacher effects eternity. He can never say where his influence stops”.

A teacher's joy is not in his/her bank balance, but in the unconditional love and good will that come from the students. The love and respect a teacher enjoys is worth its weight in gold.

A teacher should love and respect their students, before he asks them to love and respect him. So the random facts of love and kindness of a teacher can make a whole lot of difference for most of the students.

CONCLUSION

Finally it is concluded, if a teacher educator is filled with human moral value and understands his/her social responsibility then he/she is able to develop a good teacher, filled with high moral values and these qualities of teacher are able to develop essential moral values in student so that these students develop as a good citizen with high moral values.

Thus, teacher educators are much more responsible for making society in a better way. They are the persons who can stop the degradation of values in society and make the world as family i.e. the feeling of "Vasudhaiv Kutumbakam" could be realized.

REFERENCES

- Allport, G.W. and Vernon, P.A. (1931), *Study of values, manner of direction*. Boston : Houghton Mifflin Co. (re. Ed. 1931)
- Kumar, M., Tewari, K.K. and Yadav, A.K. (2009). *Teacher Education Shikshak-Shiksha Shodh Patrika*, 3(1) :10-11
- Rao, K.S. (1995). *Value crises and the need for value based education*. *Jr. of Edu. Res & Exten.*, 31 (1) : 41-50
- Pandey, R.S. (2001). *Principles of Education : Preface* : Vinod Pustak Mandir, Agra.
- Verma, S.K. (2010). *Teacher Education : Some Qualitative consideration*, *Shikshak-Shiksha Shodh Patrika*, 4(01) : p. 09
- Sunwani, V.K. *Need for value and Education*, *Education Tracks*, August, 2003.
- Sisodia, B. (2008). *A comparative study of B.Ed. and MBA students Unpublished Dissertation*, *College of Education, Ghaziabad*, p. 1