

13. *Ibid.*, Inscription. No. 9:5 and 9:6
14. A.R.E., 136,137,192 of 1990-1991
15. Rajagopal.S., (ed.), *op.cit.*, Inscription. No. 9:7
16. A.R.E., 192 of 1990-91; *Ibid.*, Inscription. No. 9: 1,2,3,4 and 5.
17. A.R.E.,190 of 1990-1991.
18. Rajagopal, S., (ed.), *op.cit.*, Inscription. No. 9:1 -7; A.R.E., 187 to 192 of 1990-1991.
19. *Ibid.*, Inscription. No. 9:1.
20. A.R.E. 187,192 of 1990 - 1991;
21. *Ibid.*, Inscription. No. 9:2.
22. *Ibid.*, Inscription. No. 9:6.
23. A.R.E., 188 of 1990- 1991.
24. Rajagopal, S., (ed.), *op.cit.*, Inscription. No. 9:2.
25. Field Survey conducted at Melmangalam, dated on 12th February 2016.

IMPORTANCE OF VALUES IN HIGHER EDUCATION SYSTEM IN INDIA

T. Nirmala¹ and S. Jothi²

¹Principal & ² Department of Computer Science,
Jayaraj Annapackiam College for Women (Autonomous), Periyakulam-625601, India
E-mail: principal@annejac.com, sister.jothi@gmail.com

Abstract

Transformation of the personality of the students is the noblest purpose of education. The paper on 'Role of Values in Higher Education' identifies the material success as the primary motive of education, commercialised in the present context. It dwells in the endless creation of the ancestors in numerous fields in the by gone ages, the deterioration in educational system in the colonial period owing to the negligence of character formation, The need for value based education supported by the vision and mission of Jesus Christ, Mahatma Gandhi, Swami Vivekananda and St. Teresa, inclusion of values in the present educational system, enumeration of the values to be imparted and the role of teachers in the inculcation of values in the students to work towards the development and sustenance of the nation.

Keywords: Values, Higher Education, Humanity, Curriculum, Sustainable

1. Introduction

Education is the most powerful weapon which you can use to change the world - Nelson Mandela. The role of Higher education is to transform the personality of the students and ensure the development and sustenance of the nation. In the present context, materialism reigns supreme; people's chase after material wealth rendered them automatons. The pursuit of Science and Technology could be the means to prosperity but not to peace and joy. It is detrimental to the overall growth of the individuals. It is imperative to offer values through higher education to make it complete and wholesome.

2. The Evils of the Society

Economic consideration is the prime factor of Higher Education imparted in the institutions at all levels especially in the higher educational centres.

Material success is the sole purpose of education which has been commercialised in the period of colonization. It has bred all evils especially distrust, greed and lack of fellow feelings among the students. It is dangerous to the society which is rent by communal riots, triggered by religion, race, caste and gender discriminations.

3. Education in the Foregone Ages

Holistic educational system was implemented in the Pre colonial days in India. The world reputed institution 'Nalanda' University imparted education spiced with values in the pursuers of quality education. The mentors of those days were the pioneers of education. There prevailed stupendous vitality and inexhaustible power to move towards prolific creativeness. They created abundantly, incessantly and lavishly, their achievements in the fields of laws and codes, physical sciences, psychic sciences, systems of politics and administration, arts spiritual, arts worldly, trades, industries, fine crafts etc.

4. Deterioration in Educational Value System

The education advocated by the Lord Macaulay could turn out the second rate clerks devoid of individuality, creativity and productivity. He popularised the western education to promote avarice. Employability was viewed as the only means of higher education. Formation of character was totally neglected. Hence, the prevalent atrocities and inhuman practices have degraded the human beings to the level of beasts.

5. Evidences of Moral and Cultural Deviations

Moral and Cultural deviations are common owing to the restlessness of the youth resulting from lack of moral and social values. Two evidences that have shocked and stilled the Indians, have been used here.

The New year Eve of 2017 was described as 'The night of Shame' as it witnessed the mass molestation in Bangalore. Aping the western culture, nearly 60,000 people gathered on two major roads in the centre of the city on Saturday night (31.12.2016) to welcome and celebrate the new year. The crowd turned unruly and a number of women were sexually assaulted and harassed. Bangalore

Mirror's photographers reported. "People were acting like they were helping the women, but actually they were molesting them, insulting them, just provoking them". The women expressed their shock and anger. They justified their participation in the celebration as a mark of their breaking out of a conservative society that has no respect for them as individuals. The City Police Commissioner, Praveen sood and his team could trap six suspects and detained them for further investigation.

Swathi, Infosys Software Engineer was murdered on 24th June, 2016 at the Nungambakkam Railway Station, Chennai. The love suspect, Ram Kumar, hacked Swathi to death from behind among the mute spectators. His whereabouts were tracked by the competent Tamil Nadu Police headed by an Additional commissioner appointed by the Chennai Police Commissioner, T.K. Rajendran, by sifting through several pieces of CCTV footage from various sources and enquiring hundreds of people. The accused Ram Kumar was captured in at Meenakshipuram in Tirunelveli on 1st July, 2016. The interrogation revealed the reason of her non reciprocation of his mad love for her. His love drove him to his suicide in Puzhal prison on 17th September, 2016.

6. Visionaries of Value Based Education

Formation of Values is the great task awaiting the teachers. The main purpose of education is to be relieved off from the fears of all kinds and promote a sense of freedom, justice, honesty and truthfulness. The present educational system fosters the evils like indifference, lack of involvement, greed and self centredness. But it has to promote love for humanity that can wipe of their selfishness, biased attitude and pessimism.

The life of the individuals could be redeemed only by value based education. Humanity could be saved from disaster by the formation of essential values in the pupils. The waywardness of the youngsters poses a great threat to the wellbeing of the nation. The educational system in the society should be revamped to include and incorporate the ideals and principles advocated by the great seers of India.

Jesus Christ was the greatest teacher who taught humanity itself through his Sermon on the Mountain. The laudable values administered to direct the people of his days towards righteous life are applicable to the people of all ages and all places.

"Blessed are the poor in spirit, for theirs is the kingdom of heaven.

"Blessed are those who mourn, for they will be comforted.

"Blessed are the meek, for they will inherit the earth.

"Blessed are those who hunger and thirst for righteousness, for they will be filled.

"Blessed are the merciful, for they will receive mercy.

"Blessed are the pure in heart, for they will see God.

"Blessed are the peacemakers, for they will be called children of God.

"Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven. (Mathew, 5 : 3 - 10)¹

The great precepts of Jesus Christ reveal His large mindedness of a Saviour to stand by the side of the marginalized in the society. His promises of the reward to the righteous, the merciful, the pure and the peace makers show His benevolence and grace to His followers, the promoters of values. He is the teacher of teachers. The adherents of His values could be the best teachers.

The words of Mahatma Gandhi affirm the sterling virtues of values.

Your beliefs become your thoughts;

Your thoughts become your words;

Your words become your habits;

Your habits become your values;

Your values become your destiny².

Swami Vivekananda firmly believed that poverty could be eradicated and equality, liberty and fraternity could be fostered only through proper value based education.

Gandhiji echoed the same ideals. "Education is not an aim in itself but rather, an instrument, and that type of education alone can be called real education which helps us in the building of sound character...I would revolutionize college education and relate it to national necessities".

The values can be fostered beyond the premises of educational institutions. St. Teresa lived the values. She is the model of holiness. Her life advocates the values of faith in God and love to humanity. Her 'vocation to charity' put her entire life at the service to God and the poorest of the poor, so to grow each day in love.

7. Adoption of Checking Measures

The National Policy on Education (1986) could identify the inclusion of values in education. It expressed its concern for the readjustment in the curriculum in order to make education a powerful tool for the cultivation of social and moral values. Since ours is a culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of the people. Such kind of education could be called the soul of the society as it passes from one generation to another.

8. Values to be Imparted

The desirable attributes are categorised into Personal, Social, Moral, Spiritual and Behavioural values. Besides academic excellence, the Colleges should aim at personalized education and strives to form **spiritually inspired, morally upright, socially committed and intellectually honest** person with an awareness of the dignity of women-hood, men-hood to face the challenges of the globalized world, taking their rightful place in developing a new world and to **be instruments of Love, Peace and Justice**. They could be further interpreted as tolerance, self esteem, honesty, objectivity, justice, analytical ability, benevolence, compassion, truthfulness, integrity, freedom of thought and action, human dignity, dignity of labour, responsible citizens, patriotic feeling etc. The great responsibility of deciding the inclusion of the appropriate values in curriculum rests on the shoulders of the great academicians who design the curriculum for institutions. An unbiased careful approach of the experts is required to provide the values without any label of any religion or caste or race.

9. Mode of Imparting Values

The College is bent on the holistic formation of students by developing intellectual, emotional, physical, social, cultural and spiritual dimensions of their

personalities, to make them competent, self reliant, employable and service-oriented with love, faith and futuristic perspective of social transformation, ecological, national and global consciousness. All the students of the College (UG, PG & Research) are the recipients of the value based education.

The first hour of the first day of the week is started with Ethics Class for all students in Jayaraj Annapackiam College if we take it as a Case study.

Moral, Spiritual and Social topics are chosen for open ended discussion initiated by teachers in each class. The four c's - competence, conscience, compassion and commitment are inculcated and enhanced in students as given below.

- a) Competence through discussion, practicals, field work and projects by using technological innovations.
- b) Conscience, compassion and commitment through discussion, case study and field work.
- c) Values are fostered through Foundation Course for the UG students
- d) Value based education forms part of the Paper on Soft Skills for the PG students.
- e) Spiritual values are imparted through daily intercom prayer, monthly prayer meetings and special prayer meetings in the beginning and thanks giving prayer meetings at the end of Odd and Even Semesters. A three day special meeting is organized for the Holistic Personality Development of all stakeholders - the students, the teaching and the non teaching staff and the sisters (Nun) of the college.

10. Environmental Values for Sustainability

Environmental Sustainability is a great challenge in the modern context. It necessitates the Environment and Sustainability literacy among the stakeholders of Higher Educational Institutions. They are to be instructed of the measures towards conservation and frugal use of natural resources, recycling of the waste, promotion of Bio diversity, rain water harvesting, pollution control etc.

11. Inculcation of Values

"What we learn with pleasure we never forget" (Alfred Mercies).

The teachers' role in inculcating values is not questionable. The subjects can be handled in such a manner to instil admiration in the minds of the pupils. Admiration provides pleasure that will register the content in the minds of the students. The intrinsic values of the subjects could be unearthed by both teachers and learners to make all the subjects worthy of learning. The interest in science, technology, arts, humanities and philosophy can be fostered in the students the spirit to grasp the appropriate values from each and every one of them. The present day teaching and learning remain detached from day to day life. Students can be helped to understand 'Education is not preparation for life; education is life itself' (John Dewey). With the help of the wise teachers, the learning of all subjects could be application oriented; they are made relevant to life. Such students emerge as strong builders of the nation.

12. Conclusion

'Education is the movement from darkness to light, from ignorance to wisdom and from theoretical to practical. Instruction ends in the class room but education lasts throughout one's life. It is a continuous process. Qualitative value based education has attained global status as it is powerful enough to transform the destiny of the individuals and determine the progress of the nation like Dr. A. P. J. Abdul Kalam.

13. References

1. The Holy Bible, The New Revised Standard Version Catholic Edition, Theological Publications in India, Bangalore, 1991.
2. Banerji, Sanjay & Rajiv Prasad, Role of Teachers and Educational Institutions in Value Based Higher Education, SMS, Vol. 5, No.1, March 2012 - August 2012.
3. Simon, S., Howe, L., & Kirchenbaum, H. (1972). Values clarification: A handbook of practical strategies for teachers and students. New York: Hart.
4. Superka, D. Ahrens, C., & Hedstrom, J. (1976). Values education sourcebook. Boulder, CO: Social Science Education Consortium.
5. Swami Vivekananda, The Complete Works, Vol. V, Page 15.