

Challenges of Value Based Higher Education

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1. Introduction:-

There are two pictures of the development of values – one is that we transformed into well-fashioned from early man and the other is that we culturally destroyed; we left our precious values behind very far in the past. We are rapidly going ahead in the race of development. In this race, we have been leaving the values like love, ideals, thoughts, compensation etc. and moral values far away behind. And the educationists also feel the same and also appeal to prefer value education in the higher education level. But there are many challenges in the process of providing value based higher education. Here is an attempt to make aware about the challenges of value based higher education. For this, we should try to understand first-what is the meaning of values and then the meaning of value based higher education too.

2. Meaning of Values:-

‘Value’ is one of the basic terms that can’t be entirely defined.

The meaning of the word – value is ‘principles or standards of behavior, one’s judgment of what is important in life.

Values are concepts and like all concepts, these do not exist in experience but in the mind of individual. Values come from experience.

According to Broudy, a famous philosopher, “value is a mere general name for worthiness to be chosen.”

3. What is Value Based Higher Education?

Value based higher education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic achievement and develops students’ social and relationship skills that last throughout their lives.

Value based higher education transforms the educational institute into exceptional environments for teaching and learning. The focus on ethical and emotional intelligence, deepened relationships, social cohesion and a strong value – culture give students the best chance of academic success.

4. Challenges of Value Based Higher Education:- Challenges of value based higher education are as under:-

4.1. Teaching of the teacher in Indian perspective:-

In Indian perspective, a teacher or a guru takes place even ahead of the God. It is said that a teacher is one who brings his/her disciple or student to knowledge. For this, a teacher should also be much capable of having such skills to become a teacher or a guru. Here teacher is considered as a challenge of value based higher education in two ways, one is whether a teacher is capable to perform the duty of teacher or not; and second is whether a teacher is provided enough facilities to perform his/her duty properly. Is there enough space for a teacher to perform his/her teaching in Indian perspective? This question is also a challenge of the value based higher education.

4.2 Curriculum of the higher education:-

There are five stages of education: one is information; second is knowledge; third is wisdom; fourth is intuition and fifth is revelation. It is questionable whether these five stages of education are taught at college level properly and if yes, then at what extent? The curriculum of the higher education should be improved with the proper proportion of values in it. It is also obvious that there is

not special branch for value based higher education, but there should be one value based unit in each subject. There is also possibility to mingle values in the curriculum of the main branch of the education.

4.3 Evaluation system:-

Our present evaluation system is followed by the British people who implied marking system in Indian education before the independence, which aimed only to produce clerks and/or slaves. Our ancient Indian evaluation (guru or teacher – disciple system) was fully focused on holistic development and value inculcation of the disciple or student. So there needs many changes in the present evaluation system of the higher education. Therefore, the changes of the present evaluation system is also a challenging matter of the higher education.

4.4 Education system:-

The present education system needs major changes in it. Education system should create such an atmosphere that value based higher education enables and gets strengthened. Education system should do many changes in educational pattern, curriculum of the higher education, evaluation system, attributes of teacher, recruitment process, educational atmosphere, approaches of institute etc. So, the changes needed in education system is also considered as a challenge for the value based higher education.

4.5 Co – curricular activities:-

Various soft skills of the students get developed through co –curricular activities organized in the value based higher education institute. Not only this, but hard skills of the students are also got enlightened through proper and appropriate co – curricular activities. So here is a question: which kind of activities should be organized in the value based higher education institute that develop soft skills of the students. Thus, determining of co – curricular activities is also a challenging thing for the value based higher education.

4.6 Preferring marks and degrees than knowledge:-

One scenario of the present higher education is that students are blindly running after getting good marks or/and getting degrees only than real knowledge. This is one of the severe challenges of value based higher education. Having this kind of approach, students cannot imbibe real values of teaching-learning process and lack of values. If students enlighten the real thirst for knowledge rather than marks or degrees, they can inculcate the real values in themselves.

4.7 Western culture:-

Even after 70 years of independence, people are strongly affected to western culture and forgetting our glorious Indian culture. Indian people are physically independent from the British emperor, but still mentally attracted by foreign things and pompous thinking. This thing is challengeable for the value based higher education in Indian perspective.

4.8 Privatization of higher education:-

In Indian education, privatization of higher education is well-popularized in the present time. This makes the higher education very costly. And it is also reality that high level of facilities and technology is also used in higher education to make show and to attract the people rather than emphasize on value based higher education. These costly private institutes of higher education give less attention and importance towards the value based higher education. This is also one of the challenges of the value based higher education.

There are also some questions that are challenging to the value based higher education. These questions are as below:-

- What is the proper age for value based education or which segment of education (primary, secondary, higher secondary or higher education) is appropriate for value education?

- Is it relevant to include value based education at higher education level and at what extent?
- Which kind of values should be given place in the curriculum of the value based higher education?
- Which method will be effective for the inculcation of values in higher education?
- Is there any proper evaluation system for measuring the extent of perception of values in the humans?

5. Conclusion:-

Here is an attempt to present some challenges of the value based higher education. There may be some other challenges of the value based higher education. Hence, the education department, education system, state government and central government should focus on the challenges of the value based higher education.

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