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EDUCATION OF VALUES IN HIGHER EDUCATION

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ABSTRACT

1-Value Education :- Value education is a term used to name several things and there is much academic controversy surrounding it some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils.

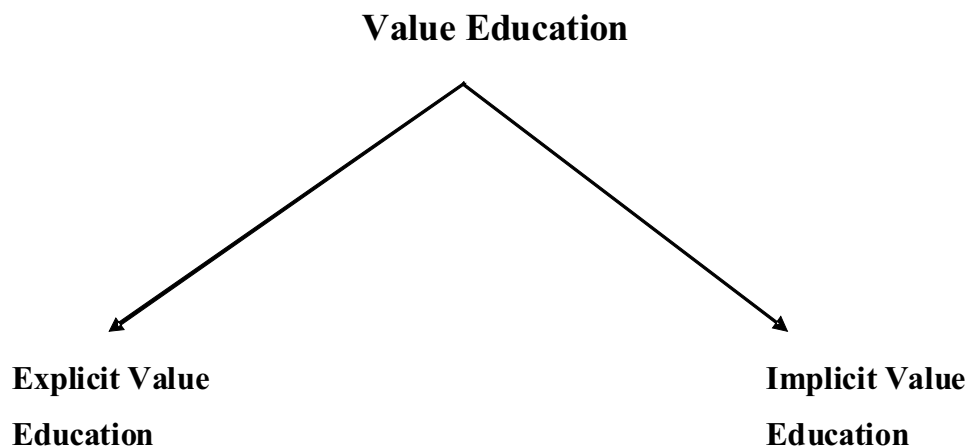
Value Education can take place at home, schools, colleges , universities

and voluntary youth organizations. There are two main approaches to value education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics on the other hand others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community. Value education also leads to success.

KEYWORDS:Value education ,Socratic dialogue ,Explicit value education .

A-Explicit Value Education:-Explicit value education is associated with these different pedagogies, methods or programmes that teachers use in order to create learning experiences for students when it comes to value questions.

B-Implicit Value Education:- Implicit value education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum .



Contribution of educational values : According to Cunningham educational values are aims of education. Through education qualities, abilities and capacities are promoted in the individuals, which are inherent values of life:

Educational Values Contribute the following advantages for individual and social life:-

- 1- Development of healthy and balanced personality.
- 2- Capacity to earn live hood and acquire material prosperity .
- 3- Creation of good citizenship .
- 4- Adjustment with the environment and its modifications.
- 5- Fulfilment of needs of man.
- 6- Development of character.
- 7- National integration and national development.
- 8- Promotion of social efficiency .
- 9- Cultural values .
- 10- Utilisation of leisure .

3-Need for value orientation:- The need for value orientation in higher education has been emphasized time and again new it has become necessary to change the objectives and content of higher education giving due weight age to value systems. India’s rich heritage, with vast canvas of knowledge and enlightenment and philosophy of values have been relegated to the backseat and materialistic desire based behaviour pattern has taken driver’s seat. This order needs to be reversed. In the changed context of scientific and technological advancements, entire system of education needs to be redefined, reorganized, respired and recharged new millennium, it is a challenge before educationists to draw a programme to prepare a student to understand adopt and adhere to values for rich, satisfactory and meaningful individual and social life. Mere worthy knowledge will make his mind rich, but soul will remain poor. We, therefore , have to plan for making “ full man”. This becomes more essential in the are of liberalization with additional dimension of human rights.

The main function of education is the development of an all-round and well- balanced personality of the students. But now-a- days- more emphasis is unduly laid on knowledge based and information-oriented education, which takes care of only the intellectual development of the student. Consequently , the other aspect of their personality like physical, emotional , social and spiritual, are

not properly developed by providing for the growth of attitudes, habits, values, skills and interests among the students”

4-Challenges and Role of Colleges in value education :- Challenge of the college is now to make value education effective and interesting to the modern youth. Present day curriculum is full of the content of techno-informative data consisting of facts, figures, theories and law etc. The present day youth with its potential and good will to learn concentrates on learning only the academic subjects. This poses a challenge to those concerned with all-round development of the pupil through education.

Colleges are the part of society or we can call them as mini society. Colleges are the institutions, which play a vital role in shaping the personalities of youth.

When we consider college as a system, all the elements of the colleges are equally responsible for developments. All the elements whether teachers, administrators, parents of the students, environment etc. constitute the institutional climate where the students spend 6-7 hours per day. The role of these elements could be described as under:-

A- Teachers:- The reputation of a college is created by its teachers. Main behaviour of students is in the hands of teachers. Teachers in fact, are the designers of the future of their students. So that teachers should present themselves as ideals.

B- Alumni Association and Teacher parent Conference:- This is an alternative to develop instructive consciousness. The colleges should have Alumni Association and colleges Teacher-Parent Association. But at college level it is rare. Through this activity institution and community come closer to each other, so that exchange of ideas can take place.

C- Co-curricular Activities :- Colleges may organize extra Co-curricular activities which can help in fostering value development. Such activities play an important role in development of values.

D- Institutional Climate:- It is one of the most important factors, which directly influence the affective domain of the students. All the above factors jointly create the institutional climate. Designing institutional climate in the direction of value consciousness is a tough task.

5-CONCLUSION:-

Value education is an important, yet sometimes neglected subject area in today's classrooms and curriculum. Despite explicit statements demonstrating community colleges' positions on values development among students, the precarious nature of the topic makes values education difficult to implement. However, value education can be adequately addressed in both the classroom and college curriculum. Particularly with an increasingly diverse composition of students and faculty, recognizing, developing and communicating personal values, ethics, and morals cannot be ignored. In sum, understanding both classic and contemporary approaches are essential in creating a community that both acknowledges and appreciates diverse values and benefits.

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