

VOICING FOR VALUES TO COUNTER THE NEGATIVE IMPACT  
OF GLOBALIZATION OF HIGHER EDUCATION ---TEACHER'S PERSPECTIVE

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**Abstract**

Globalization of higher education in India and its emergence as a knowledge society has greatly influenced every component of higher education namely the universities, colleges, teachers, students, parents and potential employers in society as a whole. There is a rapid commercialization of higher educational institutions leading to unethical practices. There is deterioration of democratic and secular values among the youth. Universities cater to the demands of market while introducing new courses. In the era of Globalization there is a fear of cultural identity getting lost. Peoples sensitivities towards values is getting adversely affected which is reflected in the various maladies afflicting the society. The strong encroachment of the dominant materialistic values among the youth is strongly reflected in the deep-rooted violence and unrest seen among the youth.

Today the gap between theory and practice of the values needs to be highlighted. One needs to identify the hurdles that come in the way of following the values and also find out the ways to reduce the gap. This need to be pondered over by the stakeholders of education on a war footing. A scientific approach therefore lends more credibility to work on the practical mode rather than resigning to the fact by merely mouthing the need to voice for values. As teachers play an important role in shaping the values of the youth it is essential that they work towards reversing the trends that undermines these values and ensure that we remain a great nation on the world stage. This paper attempts to seek the answers from the teachers' perspective.

**Introduction**

Corruption in all walks of life today is illustrative of the incredible debasement of our national character. As Nani Palkhiwala states one is likely to dispute the theory of evolution upwards if one contrasts the moral tone of ancient India with that of modern India.

The inclusion of education as a tradable service has affected every component of higher education viz., the universities, the colleges, teachers, students, parents, funding agencies and potential employers in society as a whole. While globalization has led to the free flow of knowledge, information and other resources across national boundaries it has also posed great challenges to Indian educational leadership at macro and micro level.

There is a rapid commercialization of higher educational institutions which today should be the portico of moral virtues but sadly has become the breeding ground for unethical practices. Universities introduce courses for which there is a market demand. In the sphere of teaching one notices the serious departure from liberal intellectual tradition. Today's youth is more interested in Material comforts and less on values.

Violence and unrest among students reveal that they have overdeveloped minds and underdeveloped hearts. As Steven Muller President of John Hopkins University pointed out "Universities are turning out highly skilled barbarians because we don't provide a framework of values to young people who more and more are searching for it

UNESCO has identified four challenges of the present century which include: the challenge of peace, the challenge of poverty and exclusion, the challenge of sustainable development and the challenge of governance. Only an education system that is sound in quality and values can help the youth face these challenges.

While the modern education system makes the youth skilled, employable and enjoy material comforts it makes life sterile for the youth as they are not internally fit to withstand the pressure of competition, the stress and the rapid changes in technologies. How can we train these youth to be internally stable and strong which will make them enjoy life to its full significance? How can we train these youth to adopt to the values propounded by the ancient treatises which has stood the trials and tests of several centuries which forms the fundamental basis for students inner growth and character.

Mere focus on awareness of ethical issues and analysis of what is the right thing to do is insufficient. What is imperative today is the practical approach to sustain and nurture values. The importance of education as a value building activity should be emphasized where value integration in academic programmes, institutional management practices and value inculcation among students take place.

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## REVIEW OF LITERATURE

Values connote different things to different people. Values may be regarded by some as a norm or a standard by which human beings are influenced in their choice of alternative courses of action or alternative modes. The concept of values has emerged from sociology, political science, education, social psychology and anthropology and it also has a secure place in historical analysis, philosophy and religion."(Yogesh Kumar Singh and Ruchika Wath 2005)

Looking into value calls for two stage action. The first is to define what values are and to describe and differentiate between various value areas. As defined by Kluckhohn(1957)"Value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of these desirable which influences the selection from available modes and ends of action."

According to the choice of modes of action adopted in attainment of goals value areas are differentiated and the means employed are directly related to the individuals likings, preferences and the concept of do's and don'ts. According to Borsodi(1965)every human action is the reflection of an individual value and every human institution ,the outgrowth of a social value.

Views differ regarding the processes involved in formation of values. According to value clarification approach (Raths,et al,1966)one arrives at values by an intelligent process of choosing from alternatives. Internalization or interiorization is the term used by Thompson (1952)It refers to the process by which an individual acquires the values of his culture

Regarding values in education there is a view that since values is relative and subjective, educationists should confine only to those domains where objective knowledge is determinable. Some opine that since value systems stem from religious beliefs and these beliefs are in conflict with the demand of reason and hence there is no place for values in

education. Some educationists feel values have to be caught and values cannot be taught and hence there is no rationale for value oriented education at schools and universities.

However there is a strongly growing view that value systems have determined the orientation of civilizations and there should be emphasis on these value systems in the educational system. There is a common agreement in the world related to rights and responsibilities which are even incorporated in constitutions and legal systems and these values should be incorporated in the education system.

According to Rao (2003) the need for continuing and reinforcing value through curriculum at the post graduate level and at the level of professional studies is important as most of these students trained at these levels are likely to become leaders of thought, teachers and educationists, research workers, political leaders, social workers etc. According to Hema Raghavan we need to reinvent higher education with a futuristic roadmap and revising quality and excellence in our Universities to enable young men and women to understand and practice ideal of needs cultivating humanity.

Haydens study on 200 teachers and 1200 students revealed that most of the teachers and students appeared to consider similar factors like a) Attitude of mind b) being interested in learning c) informed about other people and parts of the world as important contributors to being international. O'Brien reiterates that the quest for organizational transformation must begin with a personal commitment within each individual to pursue moral excellence.

It is generally seen that globalization value system includes great negativity. It's positive values such as democracy, human rights, tolerance are directional and cannot be considered as absolute. They are values that are not reflected in all societies. Rather the conceptual givens implied in them serve the policies of globalization. Therefore teacher training programs have to be designed to cater to both the professional skills and ethical and spiritual ability.

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**OBJECTIVES OF THE STUDY:**

To understand through teacher respondents their perception of:

- a) The various aspects related to globalization of higher education
- b) The various maladies resulting from globalization that are corroding the foundation of value system
- c) Relevance and efficacy of values to counter the negative impact of globalization of higher education.
- d) The important values which can counter the negative impact of globalization
- E) The various ways teachers can adopt to inculcate values among the students.

**HYPOTHESIS:**

There are no gender differences among teachers perception of the relevance of values to

Counter the negative impact of globalization of higher education

**RESEARCH DESIGN:**

Convenient stratified random sampling technique was used to collect primary data. The study covered 200 teacher respondents consisting of 100 male teacher respondents and 100 female teacher respondents from arts, science, commerce and management streams from Mumbai University.

**METHOD OF STUDY:**

Survey method was used to obtain primary data from the teacher respondents. This method was adopted since this is the only practical way to collect many type of information related to teacher respondent's viz., personal profile, perception attitudes, experiences and expectations.

**TOOLS**

The study has been conducted with the help of primary as well as secondary data. For this purpose, a structured questionnaire was prepared covering various aspects related to teacher respondents' personal profile, their attitude towards positive and negative aspects of globalization, their perception of values, and the need of values to counteract the impact of globalization and their strategies for promoting values in the current situation.

Secondary data has been obtained from books, ancient treatises, journals, newspapers, reports from the Mumbai University, University Grants Commission, government department and UNESCO reports and internet.

**ANALYSIS OF DATA**

Based on application of suitable statistical methods the data revealed that both male and female teacher respondents irrespective of their gender and stream perceived that globalization of higher education is inevitable and here to stay and hence they seem to have a positive frame of mind to welcome globalization.

The statistical analysis revealed that there was no gender-wise and stream-wise difference among the teacher respondents in their perception of values countering the negative impact of globalization of higher education.

Regarding what they consider as positive impact of globalization both the male and female teacher respondents seem to perceive as the positive impact of globalization, the free flowing of idea, the increasing mobility of the teacher and the taught and the education providers across the borders, and more flexibility in courses. Regarding the negative impact of globalization of higher education. The teachers stated the following aspects viz., promotion of materialistic culture, disappearance of traditional values, marginalization of the poor and increase in cost and profit motive of the education providers.

It was heartening to note that both the male and female respondents across the various streams seem to be vocal that values are relevant today and compromising on values has become the norm today. They believed that it is possible to revisit values to counter the negative impact of globalization of higher education and that students can be influenced to value the values. Pursuit of truth, showing tolerance, harmony and peace are some of the values which the respondents feel can counter the negative impact of globalization.

#### INCULCATION OF VALUES (STREAMWISE)

STRATEGIES TO INCULCATE VALUES	ARTS	COMMERCE	MANAGEMENT	SCIENCE
Teach Values Objectively	8.05%	4.26%	5.71%	4.17%
Integrate Value In Curriculum	11.49%	4.26%	2.86%	4.17%
Force On Means	14.94%	10.64%	12.86%	12.50%
Though personal Examples	12.64%	12.77%	11.43%	12.50%
Narration Of Anecdotes	29.89%	29.79%	34.29%	29.17%
Co-curricular Activities	28.74%	23.40%	27.14%	25.00%
Screening of Film/Documentaries	47.13%	46.81%	45.71%	45.83%
Panel Discussions	49.43%	48.94%	50.00%	50.00%
yoga / Meditation	29.89%	29.79%	28.57%	29.17%
Discussions About Great Leader	28.74%	29.79%	28.57%	29.17%

Regarding the various ways to inculcate values it can be seen that Teachers' responses revealed similar responses across the streams except for teaching values objectively and integrating values in curriculum where we can see the teachers from arts stream seem to be optimistic that values can be inculcated by learning to look at values more objectively and integrate values as a part of curriculum.

#### CONCLUSIONS AND RECOMMENDATIONS:

The research findings reveal that teachers seem to feel the imperative need for voicing for values to counter the adverse impact of globalization. This is very crucial today as India is at the crossroads. Values are highly internalized structures and it is a process by which one learns conforming to rules in situations that may arouse impulses to break the rules which lack surveillance and sanctions. It is here that teachers can teach the students to look at values objectively. Instead of stating that values are to be caught and not taught and lamenting that there are no inspiring role models to be emulated for students the teachers can be more proactive and appeal to the cognitive aspect of students with suitable examples.

The need for following truth can be objectively analyzed by talking about facts for example relating to right to information as how it is leading to more transparency and encouraging the public to voice their grievances.

The need today is not value education but WAVE willingness to accept values in education. Accepting values in education implies the strong need to integrate values in curriculum. An accountant today may manipulate accounts but an accounts student need to be taught the importance of accountability. Similarly a commerce student can be taught that wealth can create wealth through proper means and not profit at any cost. Competition creates conflict while cooperation creates peace. Similarly objectivity in not only the lab but in life lab needs to be reiterated. This would reduce the number of our cream layers among students committing suicide.

Economics is not only about monopoly and competition but a welfare state which in its true sense leads to a better distribution of resources. Thorough co curricular activities team building. Leadership qualities, self esteem, creativity can be fostered. NSS, NCC, and life learning skills do enhance students' sensitivity to the less privileged.

Through panel and group discussions, case study method, irrespective of streams, students can be asked to discuss ethical dilemmas .The researcher has found that students often come out with innovative ideas. Since students need to face the world after their education they need to be made aware of the reality. Shying away from problems breed more problems. The personal and national loss incurred due to unethical acts need to be voiced again and again as what is spoken loudly and repeatedly always catches attention.

Narratives play an important role in promoting values. They make the individual feel that it is within his capacity to practice these values. Mahabharata, Ramayana, the puranas and later day heroic stories can inspire students even today.

Promoting critical thinking, taking guidance from the wisdom imparted by our ancient seers who had a far reaching vision of oneness of the world “**Vasudaiva Kutumbakam**”, lessons from Chanakya neethi, the education system imparted by Swami Vivekananda, Aurobindo, Rabindranath Tagore, Mahatma Gandhi are some of the other important measures that can go a long way in promoting values among the students.

Teachers should not be mere knowledge providers but wisdom providers. They have to shift their focus from teaching to different aspects of learning and adopt a multiple intelligence approach which engages the interest of the students. They have to make students more tolerant, respect each other and work together for mutual benefit.

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