

Value Orientation in Higher Education- Challenges and Role of Universities and Colleges: Retrospect and Future Options

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Abstract: *This comprehensive paper argues that Education plays an important role in the process of social change. It is very potential instrument, a powerful medium of bringing about changes in the society. Changes brought about by education are permanent and transcendent in nature. The modern world is changing very fast. This paper suggests that with the help of new communication media, modern methodology and latest instructional materials, education bring about changes in the society. This paper highlights that the NEP (1986) characterizes higher education as a crucial factor for survival, providing the Indian people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. This paper further argues that Higher Education is the main instrument for development & change. It has the important task of preparing leaders for different walks of life-social, intellectual, political, cultural, scientific & technological. Universities & Colleges function as the focal centers of Higher Education.*

Keywords: *Education, process of social change, issues facing humanity, value orientation in higher education through Universities & Colleges.*

I. INTRODUCTION

The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. The different commissions and committees that have examined the Indian higher education system, after Independence, have identified the maladies and have also suggested remedies. However, we have failed to follow up on the recommendations. The maladies identified by the Kothari Commission (1964-66) over three decades ago still exist. The latest example of our indifferent approach is the half-hearted manner in which the POA 1992 is being implemented. The entire education system which has failed to achieve goals of development of students, inculcate democratic values in them, needs a review and overhauling by the academicians and planners of Higher Education in India which is going to face the challenges of 21st Century. This paper is an effort to review the efforts made for Value Orientation in the Higher Education in India. This comprehensive paper deals with the critical issues pertaining to the impact of significant developments and advances in various filed including IT on education and value system in general, and the Role of Colleges in Value Orientation in particular.

II. EVOLUTION OF VALUES

Values are a set of standards guiding the thoughts and actions of individuals. Values may be described as a system of personality traits which are in harmony with the inner nature of an individual and which are in accordance with the values approved by the society. Societal forces - cultural, institutional and personal - shape the values. Values reflect basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence.

Value can be defined as "Conception, explicit or implicit, distinctive of an individual or character-stick of group of those desirable traits, which influence the selection from available modes and ends of action. Values are the criteria for determining levels of goodness, worth or beauty.

Value is the base of meaningful human life. It is defined as one's principles or standards, one's judgments of what is valuable or important in life. Human being is a constituent of social group and everyone is interdependent. While performing in a social group one has to adopt certain norms of behaviour which would create an atmosphere of attainment of his objectives in line with group objectives. These principles, standards or norms of behaviour has to be judged not from one's perceptions but from the perceptions evolved in course of time in the larger interest of the group as a whole, but from the basic minimum norms from the core discipline of behaviour. In the same way, there are certain basic norms of human behaviour, which help human beings to avoid conflicts, war, violence, corruption, exploitation, and misuse of power and positions. Behaviour is the way of conducting one self. It is expressed through interaction among the members of society. Parental influence, education, social environment influence human behaviour, cultural heritage, psychological needs, security needs, social needs, economic needs, ego needs, etc.

Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education are naturally concerned with values. Values include all important religions, beliefs, moral attitudes, philosophies of life, political ideologies etc., which not only help in sustaining the society and its culture, but also any significant change in these aspects bring about corresponding changes in the society and culture. Similarly in individual life, values have occupied an important place and they greatly influence his concepts and disposition.

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III. VALUES - DIFFERENT KINDS AND APPROACHES

Educators have listed an array of values and even a full lifetime will not be sufficient to acquire all of them. What is imperative is to identify those that are most essential towards quality of life. Values are, at the outset, divided into two types: (i) subjective or internal and (ii) objective or external. That is, some educators hold the view that educational values are internal and subjective. They are biological and psychological in origin. They satisfy the wants and desires of the student. They do not have any intrinsic or inherent worth of their own. Only the students or the teachers "value" them from his point of view and needs, instincts and emotions. Other educators regard educational values as external and objective. They do not believe that they are just internal or private concern of the teacher or the student. The educators of the second view, however, believe that personal desire may be an important element of educational value, but they hold that values are independent of such desire.

There are mainly two kinds of values from another point of view "to value". Some values are used to value and others are utilized to evaluate. The same distinction is evident in the values "to prize and to appraise, to esteem and to estimate". The similar difference also appears in "what is desired" and "what is desirable", since whatever is desired by the student, may not be desired. Values may again be divided into (i) instrumental and (ii) intrinsic values. The instrumental values are values, which are judged good for something. That is, their values are dependent on the consequences or the outcomes. On the other hand, intrinsic values are interest in the objects, not imposed or applied by outside agencies. They are judged good not for something else, but are good in and of themselves. They are not accidental, but are self-contained and normal. However, some values may be instrumental as well as intrinsic simultaneously. Again, values are of various kinds named according to their specifications. There are aesthetic values in connection with arts, dancing, painting, dramatization, music etc., spiritual values concerning spirit as opposed to matter, divine matters and soul, moral values relating to ethics and social values concerning society and its well being.

One more categorization of values could be :- (i) Basic Values in terms of our belonging to the family of God as the father of all, our belief and faith, a life of honestly, love and service, the ethical and the spiritual components which is the bed - rock of human life on this earth; (ii) Personal Values, related to cleanliness, dignity of labor, diligence, courage, maturity, excellence and the like; (iii) Neighborly Values which include magnanimity, gratitude, tolerance, courtesy, patience, forgiveness, duty-fullness and a host of others related to those around us; (iv) Current Situational Values which consist of evoking a positive response in us like joy and rejoicing at people's or nations; achievements, sadness or grief in times of calamities, generosity and an urge for justice or creative endeavors when confronted with issues of national and international magnitude like human rights, environment, child labor and women's development; (v) National and International Values among which are freedom, accountability, justice non-violence, brotherhood, sympathy, service and sharing.

IV. PRESENT SCENARIO

The main failure of our education system is that we have failed in inculcating values. To a great extent our family system is also responsible for it. Instead of inculcating good values we have taught the students wrong values. The children are taught to earn money in any manner, as those having money are respected in the society. Earlier societies even without education had these values and preserved them. The education system lacks democratic principles. The students are never taught what is meant by their fundamental rights and corresponding duties. The system, which lacks cohesiveness, integrity does not teach anything, which would strengthen unity of the nation. During the 66 years of Independence, casteism and communalism have developed and destroyed the values preached by Mahatma Gandhi, which was once the binding force of the nation.

Due attention in the past was not given to the fact that value orientation should be a central focus of education. The programmes of study, at present, offered in most universities and colleges are not devised to emphasize this. A careful review of the programmes and reformulation of courses could provide, both in content and thrust, the necessary value orientation. Similarly, the foundation course, which should be an integral part of the first degree courses, should also emphasize on cherished values.

V. VALUE ORIENTATION IN EDUCATION: A HISTORICAL PERSPECTIVE

For the first time in 1948 in *Radhakrishnan* Commission Report focus on our own cultural heritage was laid. The Constitution in 1950 in its Preamble defined goals of education, which became the guiding factor. For the first time, concept of equality was defined in the Constitution of our country for achieving development of all citizens of the country. The concept of citizenship included in the Constitution ensured justice, equality fraternity, integrity and dignity of individual. In the education system we were given the important task of achieving equality by providing equal opportunity. These were the areas, which should have guided development of education system. However, the major areas where we have failed need careful scrutiny.

The Education Commission (1964-66) has also added that while a combination of ignorance with goodness may be futile, that of knowledge with the lack of essential values may be dangerous. The weakening of social moral values in the younger generation is creating many serious social and ethical conflicts in western societies. There is already a desire among some great western thinkers to balance the knowledge and the skills, which science and technology bring with the values and insights, associated with ethics and religion at its best, viz., a search for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the ultimate reality. The Commission has rightly suggested, "In the situation that is developing, it is equally important for us to give a proper values-orientation to our educational system".

Hence after Independence, continual attempts have been made for inculcation of right values in the students at different stages of education.

The University Education Commission, 1948 considered both philosophical as well as practical aspects of values and made certain valuable proposals for reforms in this respect. In 1959 the Central Advisory Board of Education appointed a special Committee on Religious and Moral Instruction (the Shri Sri Prakasa Committee) which suggested a large number of measures for inculcating moral and spiritual values in the pupils. But satisfactory progress could not be made and Kothari Commission (1964-66) felt it necessary as well as urgent to adopt active measures to give Values Orientation to Education.

In the attempt to inculcate values through education, the Kothari Commission suggested for drawing freely upon our own heritage as well as other's of the world. This can lead to the new outlook suitable to a modern society and can prepare the pupils for willing acceptance of life with all its joys and sorrows, its challenges and triumphs. The ideology and activities of Mahatma Gandhi and other in our endeavours for social service and social justice should also inspire us. We should also draw strength and inspiration from the World Revolutions and various Eastern and Western cultures.

In a paper entitled "Education in the Fifth Five year Plan, 1974-79" brought out by the Ministry of Education and Social Welfare, Government of India (1972), it is pointed out :- "Perhaps the most significant need of the hour is to transform the educational system with a view to cultivating the basic values of humanism, democracy, socialism and secularism. The teachers, the teacher educators, the educational workers, and the administrators should try their best to promote value-oriented education in the educational institutions. Adequate awareness is to be generated among the adults through various mass media and organizations. Educational institutions can play an important role in inculcating the desirable values in the pupils through effective organization of different curricular and co-curricular programmes. This should be the joint responsibility of all teachers and not the assigned duty of one or two teachers only...."

National Policy of Education (1986) emphasizes the values as:- The growing concern over the erosion of essential values and an increasing cynicism in society that has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values". It also indicates towards advances in science and technology as being the cause of changes in the lifestyle of people as well as accompanying erosion of values.

In India, National Institute of Educational Planning and Administration (NIEPA), National Council for Educational Research and Training (NCERT), University Grants Commission (UGC), Planning Commission of India (PCI), All India Council for Technical Education (AICTE) Association of Indian Universities (AIU), Indian Institute of Education (IIE), National Council of Assessment and Accreditation (NAAC) etc., have been striving hard to prepare policy guidelines on educational standards, human values, role of various institutions and individuals to manage the educational institutions with dignity and decorum for establishing high standards and values. In spite of several measures, researches reveal that the education standards are falling; values are declining in various universities,

colleges and schools all over India.

The UNESCO has rightly taken a view that education including higher education significantly contributes to the development of nation-states. The World Conference on higher education (held in Paris in October 1998), firmly stated that the traditional mission of higher education systems (to educate, undertake research and provide services to the community) are still valid, but we affirm that their main mission now-a-days is to educate responsible citizens, providing an open space for higher learning and for learning through life.

The Delors Commission (UNESCO) (1996) Report on Education for Twenty First Century, "Learning: The Treasure Within" is extremely important and significant. It is divided into four major concepts. Learning to learn - capacity to learn life long is important. TV can be very important media for opening the minds and hearts of the students. Simply knowing is not enough. Doing something creative is important. In the context of increasing globalization - learning to live together is another major elements of the report. Finally, the report mentions the need for learning to be - the life long learning for developing humans as a moral being. We are living in one of the most exciting times. Knowledge is increasing day by day but wisdom is lacking. Clearly education goes beyond generating knowledge and applying it. Its objective has to be all round human development.

VI. NEED FOR VALUE ORIENTATION

The need for value orientation in higher education has been emphasized time and again. Now it has become necessary to change the objectives and content of higher education giving due Weightage 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 a changed context of scientific and technological advancements, entire system of education needs to be redefined, reorganized, reshaped and recharged. Now at the threshold of the 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 era 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 aspects 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.

Our country is undergoing radical social changes. So the students who are the future citizens have to be trained to respond to and adjust with these social changes satisfactorily

by equipping them with desirable skills and values. The modern India has been committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasized in the educational system and suitable values are to be inculcated in the students for promoting equality, social justice, national cohesion and democratic citizenship. With these aims in view, radical reforms in the present lop-sided education are to be introduced and all attempts need be made for developing well-integrated personalities of our individuals. Hence the need for inculcating desirable values is felt more important than teaching many subjects or more knowledge at present.

The Kothari Commission has rightly observed, "The expanding knowledge and the growing power which it places at disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values". Teaching values through moralizing and advising seems to be ineffective today and narrating stories has its charm only for the moment without attitudinal changes. The paradox is that while the parents through their conduct and example offer one set of values, religion proposes yet another set of moralization. Similarly, our institutions of learning are no doubt preparing efficient individuals but not good citizens or humans. The only solution in this dilemma lies in modifying education that is rightly conceived and properly practiced, and is value oriented.

VII. STRATEGIES FOR VALUE ORIENTATION

"The growing concern over the erosion of values and increasing cynicism in society, particularly among the younger generation, has brought to focus the need for readjustment in order to make education of forceful tool for cultivation of social, ethical and moral values" (NEP, 1986, 8.4). This spells out the giant responsibility of educational institutions. Educational institutions have to be the most appropriate places where values of life become realistic and concrete: There role would consist in guiding student towards positive personal values, social values, behavioral values and moral/spiritual values. The three important strategies for performing this role are:- (i) Instructional Objectives as a Focal Point for Value Clarification; (ii) Value Integration through the curriculum; (iii) Education for the Caring Impulse.

(i) Institutional Objectives as a Focal Point for Value Clarification

(a) Identification of Values: The Vision and the Objectives of an institution reflect its value priorities and concerns. The students can be involved in identifying those values, in terms of personal, behavioral, ethical and social values. The values identified are categorized as broad values. These are defined operationally in order to find concrete indicators for an action plan.

(b) Evolving and Action Plan: An action plan is then drawn up to implement specific actions through the curricular and co-curricular activities of the institution, or daily routine, The action-oriented plan needs to be specific,

concrete, practical and measurable. Such an action is bound to yield positive results in the life of students.

(ii) Value Integration through the Curriculum

(a) Identification of Value Components at the Plug-Point in the textual lesson: In the process of lesson planning by the teacher, he/she locates textual content replete with values to be imbibed.

(b) Discussion and Action Commitment on the Value Identified: The teacher uses the plug-point to dwell on the value through discussion, debate or other techniques in order to clarify the characteristics of a person who practices the value. A personal action commitment can be followed through activities towards application of the value to daily situations.

(iii) Education of the Caring Impulse

(a) Building a Culture of Caring: An institution needs to function in such a manner that CARING becomes its hallmark - caring for humans, caring for the environment and caring for the sublime. A caring atmosphere will develop a 'Caring impulse' in the students.

(b) Co-curricular Activities: The competitive activities invariably have the dimension of 'put down' of other in order to achieve the success. The focus of the co-curricular activities of the institution could be towards 'individual growth' and 'care-concern' of students and persons.

(c) Out-reach Programmes: Our College need to have extension education programs in order that our students are provided exposure to the present social situations - slum, property, illiteracy and human degradation. The 'Caring impulse' can be generated through such out-reach experiences and help them to work for the welfare of the needy.

One of the important principles of the NEP 1986 is to bring about a comprehensive value-orientation of the entire education system. Inclusion of values in the hearts of younger generations is a major objective of education particularly in these days of crisis of character and progressive erosion of values in every walk of life. India is an ancient land. We have a rich cultural heritage and it is our duty to enrich our cultural heritage through education. Students should know their cultural heritage in true perspective and develop a sense of pride in the past glories of the nation. Patriotism is an important value, which every national system of education tries to cultivate. Our constitution also stands for certain values such as secularism, socialism, democracy, toleration, liberty, equality, and fraternity. Educational institutions should try to foster these values in the minds of the students for clean private and public life and for the sake of national integration.

A new dimension has been added to the national curriculum under the NEP 1986. A common core is to be an essential component of the national curriculum. This component is to be centered on certain essential learning outcomes, which are the same for all learners. In the POA 1992 for implementation of the NEP 1986, the under-mentioned **ten curriculum** areas have been specifically identified:- (1) History of India's freedom movement; (2) Constitutional obligations;

(3) Content essential to nurture national identity; (4) India's common cultural heritage; (5) Egalitarianism, democracy and secularism; (6) Equality of sexes; (7) Protection of the environment; (8) Removal of social barriers; (9) Observance of the small family norm; (10) Inculcation of the scientific temper.

This is however, to create a real dent in the area of attitude formation and value education through the core curriculum, a more comprehensive approach is called for. Thus, the national curriculum, reflecting the national ethos and the main concerns of the nation, is expected to facilitate the emergence of a national system of education. It is expected to reduce disparity among education institutions in different parts of the country; to ensure minimum standards of educational attainment by the learners including the acquisition of basic values and attitudes, and promote national integration.

VIII. CHALLENGES AND ROLE OF COLLEGES

One of the challenges of the College is how to make value education effective and interesting to the modern youth. Present day curriculum is full of content of techno-informative data consisting of facts, figures, theories and laws 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 the all round development of the pupil through education.

The teacher and the taught represent the two most significant components of the educational sub-system. Over the decades the class base of both has changed. Second and first generation learners are now flooding the institutions of learning. They bring a variety of problems, which the existing pedagogy cannot cope with. The teachers, in increasing numbers, are drawn from groups, which do not have a tradition of literacy and learning. The social background and cultural orientations of the learners and their instructors pose a new set of problems to the educational process.

The onslaught of technology, and its effects on society and industry, is an ongoing phenomenon and this trend cannot be reversed. The loss of values in our society is a cause of serious concern. It deserves adequate attention and corrective measures need to be taken before this trend threatens to destroy the very fabric of our society. However, before beginning these corrective actions, we will have to modify and depend upon our education system to ingrain the right Sanskara in the young minds. To achieve this aim, there is a need to introduce value education to prepare the minds of the youth to face this threat so that they are able to take right decision in the hour of dilemma. The value education needs to be introduced in colleges.

Value based education is required at all levels colleges. The role of administrations, teachers and supporting staff is very important to build culture and quality of the college environment by following Indian ethos. Particularly, the administrators have to play a key role in maintaining quality and standards in education system. They need to be broad-minded, free from certain weaknesses to build strong structures and systems in the institutions. Of singular

importance today is the fact that teaching/learning strategies have to be proactive making use of the incentives allowing for multiplicity of concepts and conflicting views and adopting problem solving techniques. The teachers' role is to change from teacher to facilitator. They have to teach learner how to select information, process and synthesize it and how to find one's way in conflicting and contradictory situation. They have to facilitate the students taking advantage of easy access to the infinite stock of easy information and knowledge to promote their vision of the world and role in the society.

Value education, on the other hand, means a positive effort for bringing about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being. Education is a powerful instrument of social change and human progress. It is also a powerful tool to cultivate moral and spiritual values in an individual. 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 developing values among the students. All the elements whether teachers, administrators, parents of the students, environment etc constitute the institutional climate where the students spend 6 to 7 hours (on an average) per day. The roles of these elements could be described as under :

- (a) **Teachers:** The reputation of a college is created by its teachers. Main responsibility of shaping the behaviour of students is in the hands of teachers. Teachers in fact, are the designers of the future of their students. Directly or indirectly they influence their students, hence teachers should present themselves as ideals.
- (b) **Teaching Strategies:** There are certain techniques suggested by different educationists. These techniques are useful in developing values. These techniques are critical inquiry method, case study, role-playing, value clarification technique, value analysis model etc. The main purpose of these techniques is to develop rationality among the students. In all these techniques some issues are raised and with the help of discussion the students try to judge their values. To reach the generalization is not the aim of these techniques. Community extension work or community based projects are also useful, where students go to the people, discuss with them and see the reality of life. In this way these methods are useful in developing instructive awareness among students. Instructive awareness and consciousness is a sort of rapport between individual consciousness and social conditions of life.
- (c) **Alumni Association and Teacher-Parent Conference:** This is an alternative to develop instructive consciousness. The Colleges should have Alumni Association and Colleges Teacher-Present Association. But at college level it is rare. At least once in a year colleges can organize Alumni Association and Teacher-Parent Conference. Through this activity institution and community come closer to each other, so that, the exchange of ideas can take place. Students can also take part in it.

- (d) **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 villages and towns etc.
- (e) **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.
- (f) **Types of values to be introduced in the colleges can be:**
- (i) Human values - what is enriching and good for the individual. These are practiced by individuals alone, irrespective of his/her social relationship;
 - (ii) Community or social values - What is good for the society. These values discuss the basis of the relationship of an individual with other people;
 - (iii) Cultural values - Which involve the survival of the culture. The practice of such values is very essential for the growth and survival of any culture;
 - (iv) Institutional values - include political and moral values.
- (g) For inculcating values many experts in the field suggested different ideas, some of them are cited here: (1) Provision of value based education; (2) Designing value based curriculum; (3) Designing special orientation program for teachers; (4) Value based foundation courses; (5) Publication of literature based on values; (6) Necessity to develop code of conduct for teachers and students; (7) Inculcation of philosophical view towards life among teachers and students.
- (h) The saying that knowledge is power has acquired a new significance in the present environment. The field of knowledge is expanding very fast. Rapid developments taking place world over have made imperative to inculcate intellectual ability in the students to enable them to cope with complex situations. Special care needs to be taken in making various educational programmes compatible to the changing requirements of the present scenario. Adaptability and innovation have to be more confined to the young growing students. At the threshold of 21st Century, the success of learning system is getting correlated to its commitment to technology particularly the technological support required for the media, which is important for enhancing its research to the students. Audio-visual aids, Good movies (on 16 mm screen), T.V., Satellite Channels (e.g. Discovery Channel, National Geography Channel etc.) can play a vital role in value orientation.
- (i) In short, values cannot be developed through teaching only. Value system is related with the affective domain of a person hence it is necessary that a person should live in the atmosphere of value consciousness. All the constituents of universities and colleges are responsible to create such atmosphere. Developing value consciousness is the major step towards value development.

IX. CONCLUSION

In our culturally plural society, higher education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect. A glance at our educational system will tell us how far our educational institutions have been successful in making value education an integral part of education in the vast majority of our universities and colleges. Only maiden attempts are being made towards it.

The planners and policy makers have responsibilities to have proper education to one and all for all-round humanitarian development to have peace, prosperity and happiness in all aspects of life. Inculcation of the desirable social, spiritual and moral values is not a matter of imparting knowledge along. Suitable skills and attitudes are to be developed through both curricular and co-curricular programmes. The students ought to appreciate these values and reflect them in their conduct and behavior in and outside the college. A number of college programmes should be organized with care, enthusiasm and imagination, so that they would be effective for promotion of values among the students.

Education, in other words, must initiate a life-long process of developmental exploration, within its two dimensions, one of the self and the second of the self and the second of the community and the wider society. This emphasizes the need for value education. In the process of learning different curricular subjects, one comes to imbibe certain values, habits of thought, qualities mind that are concomitant to the pursuit of that particular knowledge field. In other words, value education spans the entire learning, cultivation of imagination, strengthening of will and training of character. When we so relate the values to education, we can identify the approach as one of integrating values into the very fabric of education. Now India needs second revolution, a revolution of values and education has to be the vehicle of this revolution, a revolution of values and education has to be the vehicle of this revolution. The universities and colleges can play a pivotal role in Value Orientation in this regard.

X. REFERENCE MATERIAL AND ACKNOWLEDGEMENT

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