



5. VALUE ORIENTED HIGHER EDUCATION

Mrs. Pallavi Deshpande Kulkarni
Nagpur

INTRODUCTION:-

The definition of higher education includes a hierarchy of institutions and programmes. Many different kinds of university level institutions such as central universities, state universities, private universities, IITs, IIMs, HSERs, occupy the upper end of the higher education spectrum. The various colleges offering general or specialized education, professional education, provide higher education to nearly eighty percent of students. Then, there are several other post secondary institutions such as community colleges and technical training institutions. In a sense the polytechnics and vocational institutions, which are not strictly post-secondary, are also considered as higher education.

According to MHRD, The quantum growth in the Higher Education sector is spear-headed by Universities, which are the highest seats of learning. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956. Every year, millions of students from within the country and abroad, enter these portals mainly for their graduate, post graduate studies while millions leave these portals for the world outside. Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities and Colleges is entrusted to the UGC and other statutory regulatory bodies.

In view of the multifaceted schemes and activities envisaged under Quality and Excellence, programme support for Research Projects, Relevance and Value Based Education, ICT – integration, Governance and Efficiency improvement during the 12th FYP, it is anticipated that :

- (a) the quality of higher education provided to the youth of the country would be comparable in terms of curricular offerings, content and delivery methods to those practiced internationally
- (b) increase in the employability rate of the human – resources developed through the portals of universities and colleges nationally and internationally
- (c) quality PhDs and high quality publications in high impact factor journals and with increasing citation indices of individual researchers and institutions
- (d) Promotion of Indian Universities to find their place among top 250 Universities of the world through the international ranking processes, and
- (e) the Indian University system would make significant progress in performance to the societal welfare and to build the economy of the country

Value orientation :-

Due concern and consideration have been attributed towards the value orientation of the total education system. UGC (2003) had asserted that Educational opportunities and traditions that Indian Universities have build up, since independence have been able to produce graduates, capable only of pursuing limited careers, but, in the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the institutions of higher education. The rapid developments in science and technology and the challenges of globalization are posing additional challenges to the education system in the country. This is also the tie when parental care to the children is on the wane. The adverse effects of the media on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Gross consumerism has distorted the outlook of persons into one of equating possessions with richness. Exploitation of natural resources is proceeding without reference to sustainability.



Apart from the major elements, governance / leadership, partnerships / collaborations, infrastructure in general and pedagogical advancements do also have a say in the achievements and / or developments in the country in general and the State in particular. The developments in Technology based infrastructure, academia-industry linkages, and such initiatives foster the future expectations from the State. Business Incubations Centres have been a new comer to the higher education framework that could revolutionalise the possibilities ahead of barefoot techies.

Need of the Study :-

‘Value-based Education’ is such a popular and highly debated term during these days, but it has been an integral part of our philosophical, social and intellectual tradition for thousands of years. We begin to learn values from a very nascent stage in our lives. Our first sense of value is derived from our parents, and then from our teachers and peers. It is this ‘sense’ that goes on to accept and assimilate so many other impressions and experiences, that ultimately shapes our thoughts, actions and our destiny. As Mahatma Gandhi said.”

*“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.”*

As we see, the significance of values in our individual and collective lives cannot be underestimated. It is our sense of values that determines who we are, what we think and what we do. In fact, as the great social reformer Martin Luther King has pointed out, our sense of reality itself is dependent on our sense of values. It is of great significance that, we as individuals, as citizens and members of a society, inculcate the right values within ourselves and our fellow men. ‘Value-based Education’ is therefore the need of the hour. As this world and our society struggles to confront and combat the emotional, social and intellectual challenges thrown up by tremendous technological advances, globalization and the numerous and diverse complications that they entail, it is only “Value-based Education” that can provide us with a strong mooring, a moral compass with the aid of which we might decide on a course of action.

We can incorporate values into your daily lives within the education system :

- As teachers and students, we must attempt to model positive values in our behavior and actions. This might involve something as simple as being attentive in class or something slightly more complicated as being more responsive to the needs of students and scholars in and outside the classrooms;
- We must promote an atmosphere of collaboration and cooperation in the classroom, by being flexible in our approach. This might involve, on the part of the students, a strong willingness to participate actively in classroom discussions, and on the part of the teacher, the encouragement of free and frank exchange of ideas and views;
- We – particularly the teachers and staff – must promote a non-confrontational and strongly ethical culture in the classroom and outside it. This might entail enabling the students to take greater responsibility in every sphere of the education system or empowering them to tackle different pedagogical and other problems. For the students this would entail developing a strong moral basis for their actions and fulfilling their personal and social responsibilities; and
- We must try to promote a better cultural and social ambience by encouraging the spread of inclusive and non-discriminatory attitudes and behaviours, encouraging and guiding the students to lead an ethical lifestyle.

Significance of the Study :-

This University emphasizes to uphold the local art and culture and practice of the region. Purulia is the centre of origin and transformation of Chhau Dance- an Intangible Cultural Heritage of Humanity recognized by UNESCO in 2010. All components of Chhau Dance- like performance and its grammar,



playing the musical instruments, mask-making, script-writing and so on are taught to the learners in Diploma course on Chhau. To inculcate Sanskrit, one teacher has been appointed to run a Non-formal Sanskrit Center Supported by Rashtriya Sanskrit Sansthan since August 2016. As the commitment to the society to uphold the economy of the marginalized inhabitants of the District, a certificate course of Culture has been introduced by the University. Further, to uphold both the cultural and structural heritage of the locality, the University is going to establish a Regional Museum within the campus.

The aim and purpose of higher education is to provide an integrated and coherent picture of the creation. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. An Indian student in 2013 was a '*passive player*' on a predefined education system. Student had no choice in what he learnt and how he learnt it. The curriculum was predesigned and worse still, outdated and seldom relevant, one-way lectures from the teacher to the student. In today's classrooms, the student is an 'active participant' in the education process and the role of a professor is that of a 'facilitator' not an instructor.

The Indian higher education system has undergone massive expansion to become the largest in the world enrolling over 70 million students. Online platforms and ICT tools have helped take higher education to millions of deserving students in remote areas. Professors collaborate across universities to collectively create and distribute for-credit curriculum for an online semester. India is a regional hub for higher education, attracting global learners from all over the world. India's *massive open online courses*, started by several elite research universities, collectively enroll 60% of the world's entire student population.