

Value Orientation in Higher Education—Strategies for Implementation in Particular Reference to Indian Universities and Colleges During COVID-19

Lakshmipriya Malla

Anandapur Anchalik Training College, Fakirpur, Keonjhar, Odisha, India

Rasmi Ranjan Puhan

Govt. Teachers' Training College, Phulbani, Odisha, India

This present theoretical paper tries to highlight, i.e., how education plays an important role in the process of social change through inculcating value within the youngsters of our higher education particularly in this COVID-19 unpredicted situation. It is very potential instrument, a powerful medium of bringing about changes in the society through more than 65% of the youngsters in the higher education of our country. Changes brought about by value-oriented education are permanent and transcendent in nature. This paper suggests that with the help of new communication media, technology, modern methodology, and latest instructional materials, education brings about changes in the society during this COVID-19 situation. This paper also 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 in this COVID-19 also is the main instrument for development and it is the time to change the ways and come forward for value orientation through universities and colleges by the government. It has the important task of preparing leaders for different walks of life-social, intellectual, political, cultural, scientific, and technological.

Keywords: value orientation, higher education, strategies, Indian universities and colleges COVID-19

Introduction

The COVID-19 pandemic has forced the research and higher education sectors to the forefront of public attention. But during this pandemic, the educational institutions throughout the nation have never got any relaxation to start their educational activities. According to the UNESCO report, COVID-19 has affected nearly 68% of total world's student population. Outbreak of COVID-19 has impacted about 1.2 billion students and youths across the globe by school and university closures. Several other countries have also implemented localized closures impacting millions of additional learners. In India, more than 32 crores of students have been

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Lakshmipriya Malla, M.Phil., NET, B.Ed., Ph.D., Assistant Professor, Anchalik Training College, Fakirpur, Keonjhar, Odisha, India.

Rasmi Ranjan Puhan, NET, B.Ed., Ph.D., Assistant Professor, Govt. Teachers' Training College, Phulbani, Odisha, India.

affected by the various restrictions and the nationwide lockdown for COVID-19 (Wikipedia, 2020).

The rising demand for higher education is represented by an increase from 100.8 million tertiary students worldwide in 2000 to more than 170 million in 2019. The higher education sector had undergone major changes throughout the world which led to increased competition for institutions in this sector. Now they have the responsibility to develop their country with proper value and their countries philosophy in particular and the world-wide idea “Basudheiba Kutumbakam” in general. So according to UNESCO (1996), “higher education is no longer a luxury; it is essential to national, social and economic development”. The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth, and adults gain the knowledge and skills they need to better their lives and to play a role in building more peaceful and equitable societies (UNESCO, 2005a; 2008; World Economic Forum, 2009).

The growing concern during this COVID-19 condition 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, also have identified the maladies and have also suggested remedies. However, we have failed to follow up on the recommendations. The entire education system which has failed to achieve goals of development of students and 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 highlight the efforts made for value orientation in the Higher Education in India in general especially during this COVID-19 in particular. This present theoretical 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 accommodation in this pandemic COVID-19 within students in particular.

The broad objective of education is to create a sizeable population of such educated men and women who could understand the world well enough and are able to bring about a change leading to adequate health and education services, a better environment, and elimination of ignorance and deprivation (limitations), which continue to strangle the developing societies. The policy, therefore adhering to the principles of equity, quality, and efficiency place, adds emphasis on the education of the people, who are under-privileged and live in misery (Rao, 2004). The National Knowledge Commission’s (NKC) recommendations have been crafted to achieve the objective of tapping into India’s enormous reservoir of knowledge, to mobilize national talent and create an empowered generation with access to tremendous possibilities. With 550 million below the age of 25, India’s demographic dividend is a greatest asset. By recommending reforms in the education and associated sectors, NKC aim has been to provide a platform to harness this human capital, which has the ability to change the course of development in the country.

Meaning of Value

Values are defined in literature differently from eternal ideas to behavioural procedures. Most often values refer to standards for determining levels of goodness or desirability. Values are generally loaded with affective thoughts about ideas, objects, behaviour, etc.

Value means primarily to prize, to esteem, to appraise, to estimate; it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. A value stands for ideas men live for, so it is very much essential for each

student in this COVID-19 situation. They are the part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life.

Value education is deep-seated in every tradition of Indian culture. Yet it is a matter of great regret that gradually we are losing our values and this COVID-19 pandemic is so affected with the result that we tend to become corrupt and hypocrite. This trend must be checked urgently by whole world during this pandemic with cooperating each other. Perhaps a major responsibility for the corrective action lies on our teachers, education policies and syllabus with focussing this type of pandemic (COVID-19) and natural calamities. Nevertheless, educational institutions can also play a significant role in the promotion of values.

If human values take root in the educational system, the emerging individuals will have the following attributes:

- They will want peace and justice in a world that acknowledges the rule of law and in which no nation or individual needs to live in fear;
- Freedom and self-support to be available to all;
- The dignity and work of every person to be recognized and safeguarded;
- All people to be given an opportunity to achieve their best in life; and
- They will seek equality before the law and the equality of opportunity for all.

Values for Incultation Within the Youngsters @ COVID-19

In Indian situation nowadays each and every university and college believes that the modern values like democracy, civil rights, environmental ethics, professional ethics, discipline, etc., cannot bring harmony in society since most of the modern values are the outgrowth of the requirements of a market driven economy and society. Hence, here a question that what values are to be valued and now it is a big question before educationists during this COVID-19.

However, creative academics and intellectuals and behavioural scientists suggest sets of important values in the COVID-19 pandemic and in the information domination age like tolerance, objectivity, critical inquiry, equality of opportunity, self-esteem, sociability, honesty, caring, justice, trustworthiness, autonomy, benevolence, compassion, digital responsibility, courage, truthfulness, integrity, freedom of thought and action, human worth and dignity, responsible citizenship, patriotism, reasoned argument, respect for other's rights, courtesy, etc.

Review of Literature

There is however very little literature that reveals current methods and practice in Indian universities and colleges regarding value education, so in this juncture many researchers study in abroad and India recently; we can take themselves as guide for this study: *EFA Global Monitoring Report* (UNESCO, 2005a): Quality improves the value of education. So there is a lot of importance nowadays to increase the value of education. In this paper, a trial was made to explain the demand of value in higher education in India. Hence there is a requirement of value-based higher education system. India has, today, more than 250 universities, and many more Research and Development units, and professional colleges and institutions. India has the world's largest chain of publicly funded R&D institutions. On an average, more than 350,000 engineers and 5,000 Ph.D. scholars graduate from Indian universities and colleges every year. With such a vast pool of qualified, English-speaking scientific and technological manpower, India must have the ambition to become a large base of research and a centre for development activity. To achieve this, India must be able to attract global

investment into R&D activity at home and should put in place the required legal and physical infrastructure that can attract more foreign investment in R&D activity (CABE Committee, 2005). The Education Commission (1964-1966) 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" (Govt. of India, 1966). The Delors Commission (UNESCO) (1996) report on education for 21st century, *Learning: The Treasure Within*, is extremely important and significant. It is divided into four major concepts. Learning to learn—capacity to learn lifelong 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 element of the report. Finally, the report mentions the need for learning to be the lifelong 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 (UNESCO, 1996).

Rationale of the Study

Perhaps most importantly, the COVID-19 disaster has exposed the value proposition of universities and colleges in each country not only India. Students are doubtful to obligate a hefty amount of time and finance to consume online content. Generally, students visit universities and colleges to meet great people, have inspirational discussions with faculty, work together with researchers in the laboratory, and experience the social life on campus. So, during this COVID-19 to remain relevant, universities will need to reinvent learning situations so that digitalization expands and complements and somehow value education incorporates, but does not replace student-teacher and student-student relationships.

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 (1964-1966) 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 others 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. With all these attempts it is clear that government and all its attempts show the eagerness to provide value education to youngsters but it is a matter of fact that all attempts are not fruitful up to level and now it is crystal clear that there is a need of value based higher education system which empowers youth for self-sustainability by inculcating employment skills and hence reducing poverty (Govt. of India,

1966). India's higher education system is the third largest in the world, but it is unfortunate that higher education has repeatedly been considered a refuge in periods of low employment, enabling adults to develop their skills. In contrast to former economic declines, the lockdown measures of this current crisis have mostly affected the delivery of value learning and the experience of studying abroad in ways that have no precedent. It has also raised awareness of the vulnerability of international students in times of COVID-19 crisis. All of this is likely to impact on students' perception of the value they will get from studying abroad in relation to the price they are willing to pay and it is applicable to Indians and rest of the students from the world. Accordingly faced with these challenges in Indian context, higher education institutions will need to develop a new value proposition that reconsiders the quality of learning and delivery mechanisms in the online platform, and that addresses the needs of an international student population that may be less willing to cross borders for the sole purpose of study. This paper includes the comparative study of components of value based higher education system. The paper proposes educational reforms and explains the critical aspects of managing and delivering superior value of the higher education system in India during this COVID-19 pandemic. This study gives a complete view of the need of value in higher education system in India. So, there is a need to get understanding of current practice and technique of value education in different higher education institution during COVID-19 types of pandemic.

Objectives

The present study addressed with the following objectives:

1. To analyze current need for value orientation to youngsters @ COVID-19;
2. To highlight the recent strategies that help in creation of value-based higher education during COVID-19 types of pandemic;
3. To give suggestions for improving value orientation in the tertiary level of our country during COVID-19 types of pandemic.

Issues in Hand

Following are the issues or research questions upon which the analysis will be based on:

1. Whether there is any need and importance of value orientation to the youngsters in our country during this COVID-19?
2. What are the recent strategies that help in creation of value-based higher education during COVID-19 types of pandemic?
3. How can the universities and colleges implement the value education in the online classroom in the situation like COVID-19?

Methodology

Descriptive survey method was used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman & Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005b). Therefore, in the present study the investigator used this method to explore all possibilities to measure the current value system and other developmental programmes implemented by government to overcome the present obstacles faced by universities

and colleges during COVID-19 and same types of natural calamities in general to change the present value system in particular.

Secondary Data Collection

The sources of secondary data were the published and unpublished reports. Data from secondary sources were gathered from Wikipedia, books, articles, journals, published reports, Census reports, and government documents, and quantitative information with regard to value education, value in curriculum, implementation procedure, and integration system. The secondary sources like books, journals, articles, etc., also provided a picture of the actual educational scenario of current value system in the universities.

Discussion

Need and Importance of Value Orientation to the Youngsters @ COVID-19 Pandemic

The need for value orientation in higher education has been emphasized in different time to time from different committees and commission in the country. But nowadays in a changed context of scientific and technological advancements as well as COVID-19 like pandemic, entire system of education needs to be redefined, reorganized, reshaped, and recharged according to the youngsters' need with looking into hazards during this COVID-19 pandemic. Now at the threshold of the pandemic in new millennium, it is challenge before educationists in different universities and colleges to draw a programme to prepare a student to understand to 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; it is not only problem of our country but world during this context and likewise. We, therefore, have to plan for making "complete man". This becomes more essential in the era of liberalization with additional dimension of human rights.

The main function of education in ancient time is the development of an all-round and well-balanced personality of the pupil. But nowadays more emphasis is unduly laid on knowledge based and information-oriented education in all sectors of 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 (Gandhi, 2014).

The following are some needs and importance that may be mentioned in this connection during this COVID-19 pandemic:

- It is very essential that moral awareness is promoted to orient the progress in science and technology towards the welfare of mankind during this hazardous situation.
- Some common values should be re-discovered to unite human beings to conquer COVID-19 like situations in future.
- Role of teacher should be enhanced same to previously accepted in ancient times.
- It cannot be ignored that the rate of juvenile delinquency is increasing everywhere in these hazardous COVID-19 situations also. So it is a definite symptom of a crisis which today's youth undergoes in the process of his personal growth. In such a situation value education assumes a special significance.
- Human beings should not be treated as saleable commodity that can be disposed of when they cannot help the material cause.

The Education Commission emphasised the inculcation of the values of cooperation and mutual regard,

honesty and integrity, discipline and social responsibility. It also stressed upon the development of scientific temper of mind, respect for manual labour, capacity to put in hard and responsible work, respect for a proper pride in the past faith and confidence in the future, national consciousness, spirit of social service for encouraging social and national integration; equally essentials are values which help to make democracy a way of life and thereby strengthen it as a form of government, readiness to appreciate other's point of view and patience. All these above values are so much important like Indian context so this should be taken into consideration by the all-higher education in state in our country during the COVID-19 and restructure their syllabus accordingly.

Our country is undergoing radical changes in all respect as a vast populated country during this pandemic. So the students who are the future citizens have to be trained to respond to and adjust with these changes satisfactorily by equipping them with desirable skills and values in each online discussion platform. 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 of higher education at this juncture and suitable values are to be inculcated in the youngsters 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 to be made for developing well-integrated personalities of our individuals in this time of COVID-19. Hence the need for inculcating desirable values is felt more important than teaching many subjects or more knowledge at present.

Recent Strategies During COVID-19 @ Value-Based Orientation in Higher Education

The three important strategies in general for performing this role during COVID-19 situations are: (i) instructional objectives; (ii) value integration through the restructured curriculum; (iii) education for the caring impulse.

Institutional objectives.

Identification of values. The vision and the objectives of our universities and colleges should reflect its value priorities and concerns with considering COVID-19 situations. The students can be involved in identifying those values, in terms of personal, behavioural, ethical, and social during their on-line study and off-line also. The values identified are categorized action plan.

Evolving and action plan. An action plan is then drawn up by the intellectuals with focussing COVID-19 pandemic to implement specific actions through the curricular and co-curricular activities of the institution, or daily routine by the teachers. 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 after taking the class in on-line platform.

Value integration through the restructured curriculum.

Identification of value components at the plug-point in the textual lesson. In the process of lesson planning by the teacher, he/she should locate textual content abounding with values to be imbibed.

Plug-point discussion and action commitment on the value identified. The teacher should use the plug-point to dwell on the value through on-line 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.

Education of the caring impulse.

Building a culture of caring. To overcome this pandemic situation, all the higher education institutions need to function in such a manner that caring becomes its hallmark—caring for humans, caring for the environment, and caring for the aesthetic sense. A caring atmosphere during this COVID-19 will develop a

“Caring impulse” in the students by the teachers who will definitely help for better imbibe of desired values in Indian subcontinent.

Non-scholastic activities. The non-scholastic activities are really the unavoidable methods through which we can inculcate the desired values within the youngsters during this COVID-19 pandemic not directly doing in the universities but through home assignment in on-line platform, like preparation of app to meet the cultural differences, social service with donating Mask, sanitiser, etc., plantation during lockdown and shutdown, awareness programme in their own periphery through online-platform and also work in different sector may be traffic or may be as a “Corona Yodha”. The focus of the cocurricular activities of the institution could be towards “individual growth” and “care-concern” of students and persons.

Out-reach programmes. All colleges and universities 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 through the programme like NSS, Red Cross, NCC, etc., during this COVID-19 with proper Standard Operating Procedure (SOP) of government. The “Caring impulse” can be generated through such out-reach experiences and help them work for the welfare of the needy. To materialise these above value inculcations during COVID-19 there were five basic approaches that are inculcation, moral development, analysis, values clarification, and action learning; value education is an explicit attempt to teach about values and/or valuing (Superka, Ahrens, & Hedstrom, 1976).

1. Inculcation: This particular approach perceives values as socially or culturally accepted canons or rules of behaviour. The major emphasis is here the student identifying and accepting the canons or norms of his or her society, and then students have to “incorporate” these values into their own value system. In order to help the process of inculcation methods such as modelling, reinforcement, games, simulations, role playing is used. So, these techniques may use by the universities in this hazardous pandemic COVID-19 to imbibe value within the students.

2. Moral development: Great educators and intellectuals like Kohlberg, Piaget, Erikson, and others believe that moral thinking develops in phases through a specific sequence. This approach assumes that all students progress developmentally in their thinking about moral issues and genetic structures of a person are mostly responsible for how a person assumes the content, and organizes and transforms it into personally meaningful data. The moral development technique presents an imaginary or factual value dilemma story which is discussed in small groups. Here students are presented with alternative viewpoints within these discussions which are assumed to lead to higher and more developed moral thinking. However, the value predicament story must present the following to make a predicament appropriate:

- a real conflict for the central character,
- include a number of moral issues for deliberation, and
- generate modifications of opinion among students about the appropriate response to the situation.

3. Analysis: The analysis approach to value education emphasizes balanced thinking and reasoning. Mainly this approach aims at helping students use logical thinking and the scientific investigation while dealing with value concerns. Students are told to present verifiable facts about the correctness or worth of the issues under study. This approach assumes that valuing is a cognitive process. Instead of personal moral predicaments presented in the moral development approach, this approach concentrates primarily on social values. Individual and group study of social value problems and issues, library and field research, and rational class discussions are some of the techniques generally used by this approach. So with considering above points the institution

should structure the research on the current COVID-19 situations and its value education and incorporation.

4. Values clarification: The values clarification approach is based on the ideas and philosophies of three major psychologists like: Gordon Allport, Abraham Maslow, and Carl Rogers. This approach involves students to use rational thinking and emotional awareness to examine his personal behaviour patterns and to clarify and actualize their values. This approach is grounded on the credence that valuing is a process of self-actualization and it involves the sub processes of selecting alternatives, reflecting on the consequences of chosen alternatives, honouring, affirming, and acting upon the choices. This approach also relies on internal cognitive and affective decision-making process to decide which values are positive and which are negative.

This individualistic approach of values education is grounded on the assumption that when the individual is allowed to be his or her true self, he or she makes choices and decisions based on self-consciousness, self-determined thought and feeling. As we know making of free choices is a preliminary step in the creation of values. These techniques which can a teacher utilise in these COVID-19 situations are discussion; individual and group work; hypothetical, contrived, and real dilemmas; rank orders and forced choices; sensitivity and listening techniques; songs and artwork; games and simulations; self-analysis worksheet; etc.; which are common methods used in the values clarification approach.

A sevenfold process describing the guidelines of the values clarification approach was formulated by Simon, Howe, and Kirschenbaum (1972):

- choosing from alternatives;
- choosing freely;
- prizing one's choice;
- affirming one's choice;
- acting upon one's choice; and
- acting repeatedly, over time.

5. Action learning: The action learning approach is grounded on the viewpoint that valuing comprises a process of implementation as well as development. In the process of valuing, it is vital to move beyond thinking and feeling to acting. The approach also emphasizes field-based rather than classroom-based learning. In fact, it is the least developed of the five approaches. This approach pays attentions on the need to provide chances for learners to act on their values. As per this approach valuing is primarily a process of self-actualization. In this process individuals reflect on alternatives; choose freely from among those alternatives; and prize, affirm, and act on the choices. The primary emphasis is on action-taking, inside and outside the classroom.

According to the above discussion, each approach to value education has a different view of human nature, purposes, processes, and methods used. For example, the inculcation approach views human nature as reactive. On the other hand, analysis and values clarification approaches consider human being as primarily active. The moral development approach has confidence in that human nature keeps going back and forth between active and reactive, and the action learning approach opinions human nature as interactive.

Suggestions With Considering COVID-19 Pandemic @ Improving Value Orientation in the Tertiary Level

Value education alone can provide real meaning and content in life not only to make our life better but also to meet the challenge like COVID-19 other natural calamities. The following are some reasons that may be mentioned in this connection with considering this COVID-19 pandemic:

- It is very essential that moral awareness is promoted to orient the progress in science and technology

towards the welfare of mankind. This is somehow that we are observing now how technology helps to meet our educational needs.

- Some common values should be re-discovered to unite human beings in the institution.
- Role of teacher should be enhanced same to previously accepted in ancient times.
- It cannot be ignored that the rate of juvenile delinquency is increasing everywhere during this COVID-19 situation also. It is a definite symptom and a crisis which today's youth undergoes in the process of his personal growth. In such a situation value education assumes a special significance.
- Human beings should not be treated as saleable commodity that can be disposed of when they cannot help the material cause.
- As we know, Indian traditional knowledge is well known across the globe for its special features like its scientific innovations, values, and benefits to develop sustainable technologies and medicines. So, the courses on Indian traditional knowledge systems in the fields of yoga, Indian medicines, architecture, hydraulics, ethnobotany, metallurgy, and agriculture should be integrated with a present-day mainstream university education to serve the larger cause of humanity in this COVID-19 pandemic situation without any cultural barrier.
- In this time of COVID-19 crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will not only develop values but also develop skills that will drive their employability, productivity, health, and well-being in the decades to come, and ensure the overall progress of India.
- One immediate measure in this COVID-19 is essential to ensure continuity of value learning in government colleges and universities—like open-source digital learning solutions and learning management software should be adopted so then teachers can conduct teaching online. The DIKSHA platform, with spread across all states in India, can be further strengthened to ensure accessibility of value-based curriculum transaction learning to the students.
- The goal of our universities and colleges is to facilitate the continued growth and learning of our students during this COVID-19 and also provide opportunities for building connection with community which is also a value-based learning for Indians. So our premier institutes should continue to provide a strong academic program with a balance of synchronous and asynchronous learning activities. The balance of these activities has been determined after an extensive review of research related to effective distance instruction for higher education students. Teachers should continue to receive training in effective remote teaching and tech tools during this time to manage teaching and learning. Every effort should be made to provide instruction that aligns with the on-campus groups' classes through recorded video lessons, synchronous Zoom class sessions, and a comparable schedule of study during the COVID-19 days. A rich variety of tech tools will be employed to enhance virtual teaching and learning for our diverse student population.
- Even during the COVID-19 pandemic, the Indian universities and colleges dedicated to providing a value and skill-based education that recognizes the unique light in every student and that is immersed in the values of simplicity, peace, integrity, community, equality, and stewardship. Now moreover, the world needs cooperative teachers and students to go out with the conscience, faith, and compassion to bridge divisions, advocate for peace and justice, and make a true value education system in this COVID-19 in the world.

Also, we can emphasis on the National Policy on Education (HRD Ministry,2015) on value education

recognizing the urgent need for value education (National Informatics Centre, 1986), in its Chapter VIII observed that,

1. 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.

2. In our culturally plural society, 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.

3. Apart from this combative role, value education has a profound positive content, based on our heritage, national, and universal goals and perceptions. It should lay primary emphasis on this aspect.

Role of Colleges and Universities for Value Orientation

All the elements whether teachers, administrators, parents of the students, environment, etc., constitute the institutional climate where the students spend six to seven hours (on an average) per day physically and near about four to five hours with online platform in this COVID-19 situation. In this juncture the role of these resources of college and universities could be described as under:

1. Teachers: Undoubtedly the reputation of a college or universities is created by its teachers. The major responsibility of shaping the behaviour of students is in the hands of teachers, because they are the role model in front of their students. Teachers in fact are the designers of the future of their students. Directly or indirectly, they influence their students, and hence teachers should present themselves as ideals. So, during this pandemic COVID-19, teachers should take the responsibilities to provide proper value-based learning sincerely with continuous efforts.

2. Teaching strategies: There are certain techniques suggested by different educationists and intellectuals during this COVID-19. These techniques are useful and effective in developing values. These techniques are critical inquiry method, case study, role-playing, value clarification technique, value analysis model, etc., which are nowadays practising in the so-called universities and colleges in online mode. The main purpose of these techniques is to develop reasonableness 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 with IT inclusion, 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.

- 3 Alumni association and teacher-parent conference: It's clear that all the colleges and universities have alumni association and colleges teacher-present association. But at college level it is rare working. At least once in a year college can organize alumni association and teacher-parent conference to analyse this type of COVID-19 issues and strategies to overcome with the help of parents. Through this activity definitely institution and community come closer to each other, so that, the exchange of ideas can take place to overcome this pandemic situation. Students can also take part in it.

4. 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. The activities like preparation of app to meet the cultural differences, social service with donating mask, sanitiser, etc., plantation during lockdown and shutdown, awareness programme in their own periphery through

online-platform and also work in different sector may be traffic or may be as a “Corona Yodha”. The focus of the cocurricular activities of the institution could be towards “individual growth” and “care-concern” of students and persons.

5. 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 in this COVID-19 pandemic situation.

Conclusion

The recent COVID-19 pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue; a gradual move towards the online/virtual value education is the demand of the current crisis. In the same time, current socio-economic forces of liberalization, privatization, and globalization have created a global society where the ancient values have been thrown into the winds. However, the general degradation of values has led only to personal discontent and heap of social-economic problems. Hence people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security, and prosperity. 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.

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