
NEW PARADIGMS IN THE ASSESSMENT OF VALUE BASED EDUCATION

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Abstract: Higher education plays a vital role in the development of society and nation. Higher education envisages the creation of a knowledge based society there by stimulating competitiveness, cooperation, meritocracy and productivity for a progressive and humane social order. It strives to achieve quality standards by nurturing dynamic citizens who are socially and ethically responsible for taking country to glorious heights. "Universities for centuries had a crucial role in educating the potential professionals, businessmen. Political leaders, religious and social scholars, who serve the society, to enriches its values and develop its resources"(Mustard, 1988).therefore the higher education is to be the best on both quantity and quality. There has been a great increase in the number of universities and colleges in India. To check and asses the quality of these institutions, an autonomous and independent organization called The National Assessment & Accreditation Council (NAAC) was established by the University Grants Commission (UGC) of India in 1994. The aim of this paper is to identify the quality in higher education through various components of teaching and learning apart from physical and measurable parameters like space, faculty strength, publication etc., and it turn focus on valued based education for human development.

Keywords: Paradigm shift, Valued based education, quality in higher education, values for youths.

Introduction: Future growth in any country depends on its youth. To assess the result of a value initiate it is not easy. The degeneration in the present day life, the demoralization of public and private life and the utter disregard of values, are all traceable to the fact that moral, religious and spiritual education had not been given due place in the education system. Students, the future saviors of our society, are getting increasingly inclined towards violence, social evil and lack of respect towards world around them. Today education has a very limited purpose for the students. Their only aim is to get good marks in the examinations and to use their marks sheets for getting good jobs. They get mere bookish knowledge required for passing the examination and do not develop any value for upliftment of the society. In spite of high education, students today are losing morality. Their respect for teachers, parents and society in general is vanishing. Unemployment and underemployment is leading to frustration and unrest in our youth. Most of the problems today in our country are created not by the uneducated but by the educated youths. The prosperity of any country depends on its men of enlightenment and character so value education essentially required to provide motivation and guidance to our youngsters and the values that have to be inculcated in youths are:

- ✚ Patriotism
- ✚ Humanism
- ✚ Contribution
- ✚ Dharma
- ✚ Self-realization

Patriotism:

- Devotion to Motherland
- Discharging debt to nation
- Deep knowledge of the country

- Preserving its heritage
- Sharing with the world

Humanism:

- Integrated with global human family
- Compassion for the weak
- Correction of the wicked
- Reduction of the inequality
- Force for peace

Contribution:

- Focus on one's own contribution not on rewards
- Contributing according to ones strengths and interests
- Taking interest where contribution is needed
- Enabling other contributions
- Developing competences for own rising contribution

Dharma:

- Righteous conduct to uphold all
- Dharma protects when preserved
- Multilevel Dharma- citizen, leader, ruler
- Discharge one's own debts
- Be a role model of dharma

Self-realization:

- Physical fitness
- Psychological maturity
- Intellectual depth
- Aesthetic taste
- Material well-being

Values refer to anything that fulfills or has the capacity of fulfilling the needs of man, which might be physical, psychological or spiritual. The National Policy on Education NPE (1986) Report of the task force on the code of professional ethics for teachers: university and college teachers (1989) NCF (2000, 2005) have rightly pointed out the crisis in

values in all aspects of life. They have recommended inculcation of values at all stages of education. The programme of Action Document, 1992, has widely interpreted value education as broad cultural education leading to removal of superstition, religious fanaticism and all other narrow loyalties.

Quality in Higher Education: Approaches to quality in higher education in most countries have started with an assumptions that, for various reasons, the quality of higher education needs monitoring. At root, governments around the world are looking for higher education to be more responsive, including:

- Making higher education more relevant to social and economic needs,
- Widening access to higher education,
- Expanding numbers, usually in the face of decreasing unit cost,
- Ensuring comparability of provision and procedures, within and between institutions, including international comparisons.

The various components for the quality approach of value based education are:

To improve the competence and performance of the teacher: Teacher has to improve the language skills, subject knowledge, Information and technology skills, teaching attitudes and behaviors, classroom management patterns etc.,

To improve the learning experiences and outcome of the students: To improve the students learning and outcome, a student must be involved in learning activities, experiences, responses and feeling, physical performances, reading and writing ability, moral development, computer literacy etc.,

To improve the curriculum and its characteristics: Teacher has to set learning aims and goals, design the curriculum and teaching materials, subject's syllabus and textbooks to be introduced and concentrate on medium of Instruction

To improve the evaluation of teaching and learning competency: In order to improve the teaching and learning competency proper evaluation has to be done through observations, supervisions, classroom observations, student achievement assessment, teaching, self evaluation and evaluation by the students.

To improve the classroom environment for teaching and learning: Physical conditions, teaching and learning facilities, equipment's, class size, level and diversity of students has to be improved for better environment in the classroom for teaching and learning.

To improve teacher education and teacher personal characteristics: To improve teacher

education workshops, reflection on teaching, educational visits, job enrichment, experience sharing is to be enhanced and to improve teachers personal characteristics the main requirement is academic qualification, personalities, working experiences and personal vision and mission

Indicators for assessing quality at present: There are range of statistical and non-statistical indicators intended to offer an objective measure of how a higher education institution is performing.

Harvey and Green (1993) identify five different approaches in measuring quality in higher education. These include the definition of quality:

- In term of the exceptional(higher standards)
- In terms of consistency (zero defects and getting it right at the first time)
- As fitness for purpose (meeting stated purposes)
- As value for money and
- As transformative (transformation of the participant)

However NAAC has integrated seven criteria for Assessment and Accreditation, which are:

- Curricular Aspects
- Teaching-learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and learning Resources
- Student support and Progression
- Governance and Leadership
- Innovative Practices

However, it is imperative that quality should be initially defined before specific mechanisms are identified. One of the most difficult problems in quality management and in assessing quality is how to strike a balance between external evaluators and internal evaluators. The current situation enjoy the benefit of nearly five decades of thinking in this regard, including the various conflicting approaches about whether attention should be given only to the output or whether both the inputs and output should be taken into consideration

Conclusion: Higher education plays a vital role in the development of society. It is recognized as a capital investment in education. To assess the quality the criteria currently adopted by the two systems i.e., All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC) are just physical and measurable parameters. However quality assessment indicators in the context of value based education is in need of a paradigm shift which reorient higher education to create a better world by building peace, tolerance, just and intercultural understanding.

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