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Title of thesis: Development of a Framework for Assessing Value Education at Tertiary Level

Abstract

Wise men who have lived values-driven lives have shared their perspectives with humanity that unless men increase in wisdom as much as in knowledge, increase in knowledge will be increase of sorrow. Or in today's technology distracted world, just exuding confidence without having values-based clarity can be a disaster. UNESCO's report on Education in 21st Century titled "Learning the Treasure Within" highlights four pillars of education, namely Learning to know, Learning to do, Learning to live with others, and Learning to be. *Learning the Treasure Within* emphasizes that for decades, education curriculum has focused mainly on Learning to Know and Learning to do which are more career or livelihood oriented. The other two neglected pillars (**Learning to live with others** and **Learning to be**) need to be strengthened through the formal system of education. At the level of tertiary education, which is when an individual shapes one's own thinking and analysis independently, inputs towards "Learning to be" dimension are critical for shaping the character and clarity of every student, and in turn, that of a society. The Mission of the National Resource Centre for Value Education in Engineering at IIT Delhi is "To identify, develop and disseminate techniques by which engineering students and practicing engineers can be motivated to imbibe human values and appreciate their impact on technology development, professional ethics and human welfare". In order to embark on such a mission, it is imperative that existing techniques be researched and assessed for their effectiveness in inspiring individuals to imbibe human values and to appreciate their impact on life and profession. It is also essential to define what is meant by Human Values in this context, and qualify the terms such as effectiveness, and arrive at a rigorous and scientific methodology for assessing actual change in the student's present quality of life. The research aims at defining the foundational basis of Human Values in terms of one's present levels of **Authenticity, Right Understanding, and Clarity, (ARC)** terms that have emerged from the grounded theory approach and also find mention in the literature. It further aims

to develop a framework to assess the effectiveness of value education programs (VEP) at tertiary education students. The framework is built upon the three above value attributes (ARC) and three process metrics of **Awareness, Acceptance, and Action (AAA)**. Continuous refinement of one's levels of Awareness, Acceptance, and Action (AAA) in the attributes of Authenticity, Right Understanding, and Clarity (ARC) can strengthen both the "Learning to be" and "Learning to Live with Others", recognized as two critical pillars of education. This assessment framework is the foundation for developing and testing an assessment tool called "A-ARC of Values". A-ARC tool, administered at pre and post stages of a value education program, can assess/monitor the changes in VEP participant's levels of effectiveness attributes and metrics. The tool has been developed and validated with a limited number of participants for internal consistency and reliability through statistical tools. It has subsequently been applied to assess effectiveness of two VEPs – an 8-day non-residential course and a semester-long course as case studies. While the results are promising, they also have offered newer insights into the process of assessment of VEPs.

Keywords: Assessment Framework, Effectiveness, Value Education, Authenticity, Right Understanding, Clarity, Awareness, Acceptance, Action, Grounded Theory, Focus group, Validation, Reliability.