

# A Study on Quality and Value Based Education a Pathway to Global Paradise

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## Introduction

Education without vision is fruitless and education without value is meaningless. Every one aware in human history, the wealth of a nation depends on the quality of its education. Quality and excellence in the education sector is one of the major initiatives of the government of India in its plans.

Destiny of India is being shaped in the class rooms – Dr. Kothari. This statement puts a huge responsibility upon the educational process, which in turn is the responsibility of the teachers. The statement is made with the belief that teachers can perform very well and without implementation of quality and value based education at all levels of education, this statement cannot become true. An attitude of exploiting every relation is developing to meet the need of greed. Western and Indian educational thinkers have laid emphasis on the character building. Introduction of value education in the curriculum was the strong recommendation of JP Naik. Value education is not only the national priority because of growing destructive attitudes. Now days, divided families are facing the problem of imparting value education due to unavailability of time and changed life styles. Informal value education was being imparted in joint families by elder members. With the similar importance given to that of environmental education value education gains the extraordinary significance in the current context.

The framework of the sustainable development goals (SDGs), which were adopted in 2015, puts education and lifelong learning high on the agenda. Within the 2030 Agenda for Sustainable Development, comprising 17 goals, education is defined as a stand-alone goal – SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. With its seven targets and three means of implementation, this goal covers all the levels – from early childhood to higher and adult education and learning – calling for quality in all its aspects and dimensions. Education is seen as the key for achieving not only Goal four, but all the other SDGs, significantly contributing to gender equity, health and well-being, to better economic and social status and improved quality of living. While quality is embedded in this framework as one of the key values, there is evidence of numerous challenges in achieving and assessing the quality of education, due to differences between countries, social determinants, qualification or assessment standards, etc.

## Quality

Quality is not a universally defined and unquestioned concept – it is always a consensus, value-loaded set of criteria, a bar raised on the level decided by those who have the possibility or the power to do that. The quality of education reflects the paradigm, values and aims of those defining it, and its analysis is always informing (directly or indirectly) about those who created the dominant concept of quality. The main questions in the analysis of the dominant concept of quality of education are: who created it, whose values are included in it, and whose are not, what is the purpose of it? There are three dimensions to this analysis: terminology (terms, words and concepts used); methods for quality definition, assessment and evaluation; and purpose, the nature of the concept and what it serves, what kind of results should it enable or achieve (more in: Popović and Maksimović, 2014). Agenda 2030 should be an universal agenda for all countries. Compared to the MDGs, the most ground-breaking novelty of the SDGs is that they explicitly acknowledge that development objectives should no longer be seen only as objectives that concern various countries of the Global South, but should be also in countries of the Global North. The “universality of country coverage” (UNESCO, 2016, p. 10) implies that approaches, concepts and operational tools will reflect variety and include experiences and practices from different regions. But the current concept of quality, expressed in Education 2030, comes from the ‘global players’ and international organisations located in the North and supported mainly by wealthy countries, which directly or indirectly define the agenda. National education authorities, especially in developing countries, face the challenge of the implicit quality criteria coming from the global level. They are indirectly imposed, while the global agenda claims neutrality and flexibility. Without prejudging the result of more inclusive and participatory processes – that might lead to similar outcomes through bringing together different approaches – it must be noted that the sense of ownership and universality of the agenda would be stronger and shared by many involved stakeholders, especially countries, while the gap between global goals and local

implementations would be smaller. But at the later stage, countries are left on their own, “As the primary responsibility for monitoring lies at the country level, countries should build up effective monitoring and accountability mechanisms, adapted to national priorities, in consultation with civil society,” with further, increased expectations, “They should also work to build greater consensus at the global level as to what specific quality standards and learning outcomes should be achieved across the life course – from early childhood development to adult skills acquisition – and how they should be measured. In addition, countries should seek to improve the quality and timeliness of reporting”(UNESCO, 2015, p. 30). Further on, the approach and concept of quality, chosen in the education sector, came from the positivist research paradigm, world of statistics and world of work. Education is mostly about skills, a concept introduced from the world of production, implying that learning should be predominantly in the function of the economy, productivity and employability. Further on, the language of the Agenda 2030 and Education 2030 reveal further the nature of this approach. Education and quality of education are described through the terms: inputs, processes, outcomes, educational performances, income, and productivity, effective, efficient... Without knowing that we are discussing the quality of education here, we could hardly differentiate it from an industrial or informational process: “Monitoring quality... requires a multidimensional approach covering system design, inputs, content, processes and outcomes” (UNESCO, 2015, p. 30).

The proportion of attention given to vocational education, training, and skills, compared to education for personal development, civic and peace education, and education for sustainable development, shows clearly that the later is neglected and that the value system the Agenda is based on, comes from the world of economy. “No doubt education and world of work need a common understanding, concepts and terminology enabling dialogue, but skills as a concept are introduced from the world of production; therefore, they omit some of the most important features of the learning and education process” (Popović, 2013, p. 27). So, it is not about the either-or false dilemma, since none of the education sub-sectors can be neglected, but it is about final or dominant purposes, the goals education should serve. Analysis of terminology and concepts indicates another strong paradigmatic dimension of the education agenda. It has a double character – targets and indicators are formulated in a way that sounds like an ode to quantitative discourse, insisting that only statistical and quantitative data can be used in monitoring and evaluation. Even if the benefit of this approach is the potential to convince governments to take more accountability and exact reporting, the huge risk is that only quantitatively measurable things will be strategically and financially supported and implemented. The way the Agenda is created and monitoring is being done shows an almost obsessive belief that exact measuring is the silver bullet for the implementation of the Agenda (Popović, 2019, p. 9). By focusing strongly on the monitoring and not on the implementation, the education Agenda is narrowing the efforts for the quality of education, putting the evaluation on a pedestal (see for example Schwandt et al., 2016) and neglecting other parts of the education process. They are rhetorically mentioned, but elaboration serves mostly the evaluation, measuring and monitoring. The old cliché: “What gets measured gets done” is valued more than ever in Education 2030. No doubt it is easier to measure, for example, ‘the level of skills shortage’ than the effects of ‘learning to live together,’ but it definitely doesn’t mean that the later is less important. For quality of education, and for national struggles to find the best ways to improve it, means a one-dimensional approach, driven by the dominance of statistical, quantitative tools and measurable indicators, often excluding other approaches and indicators. The decision to make measurable indicators the precondition for financial support is further narrowing the understanding of the quality of education, and excluding the validity of various national monitoring and evaluation practices for global reporting.

### **Values**

Values are bricks which are used to build the strong wall of character. The factors that control the behavior by governing the attitudes of an individual are called values. Values are behavioral aspirations which are to be followed by citizens Sociological and philosophical. The guiding vital principles that traditionally proved favorable for physical and mental health as well as adjustment.

Without education, we cannot see beyond ourselves and our narrow surrounding. We turn blind to the reality of global needs. Similarly, without value education, we cannot realize how people of other castes and races as well as religion share the same dreams and the hopes.

It is noteworthy that without value education, we cannot recognize the universality of human aspirations. A growing consensus holds that value education can help both to reduce human right violations and contribute in building a peaceful society.

It gives respect for the human rights and fundamental freedoms. Value education is for promotion of understanding and increase tolerance. It helps to maintain sense of similarity among different racial, religious and linguistic groups. Value education teaches the common language of humanity. The importance of value education and character formation in the global context cannot be ignored. Universal and effective human rights protection can only be achieved through implementation of value education. In this sense, value education makes an essential contribution

to the long term prevention of human abuse an important investment towards the achievement of the society in which all persons are valued and respected. In its post independence years, India has brought about a remarkable political, industrial, social and economic transformation with values of social and national importance being given exceptional attention. The father of the nation Mahatma Gandhi describes the value education as an important instrument for maintaining global peace. Value education imparts the knowledge of universal culture and skills favoring social cooperation. Immense role is played by the character formation process that moulds the attitudes. Implementation of value education will help to eradicate corruption in almost all fields of life. This will definitely become a strong hope for the country as a whole to emerge as a developed one and to create an image at the international level. Values provide a moral foundation for successful living.

**Value Education**

As we see how the Society is diminishing in case of values day by day. It is necessary to develop the programs for inculcating values in the society. Today’s Indian youths are more confused because of the bombarding of the new technological devices, information explosion and violent news by the press & media. To inculcate the value system in their confused minds and make them value-oriented-powerful leaders, educational institutions should take the initiative to impart value-based knowledge to this new generation. Imbibing the qualities of good conduct, self-confidence and high moral values would help students earn a significant place in society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that stretches person’s self-realization. The purpose of values-based education is to make the student work with the right attitude and standards to face the outside world. Mere desire or aspiration to progress in life is not enough. Success should be based on values. And for that value-based education must be imparted in today’s educational institutions. So that the students may emerge as good leaders in their chosen fields.

Value Education means teaching and learning of ideals. The aim is for students to understand moral values and show their good behavior and attitude towards society. In today’s world, there is crime increasing day by day instead of literacy rate. Value-based education gives a positive direction to the students to shape their future and even helps them to know the purpose of their life. It creates a strong learning environment that enhances academic attainment and develops students’ social relationship skills that last throughout their lives. The aim is for students not only to understand the values, but also to reflect them in their attitudes and behavior and contribute to society through good citizenship and ethics.

**The explicit benefits of value education include the following**

- Cooperation in asking questions to teachers.
- Shows responsibility in doing homework.
- Increase capacity to work independently.
- Implement their learning in their practical life.
- Attentive in class.
- Helps students to make their own decisions.
- Develops healthy mind in them.
- Create a strong bonding between teacher and students.

**Salient Features of Quality & Value Education**

Quality Education	Value Education
<ul style="list-style-type: none"> <li>• Free &amp; equitable access to education</li> <li>• Adequate Infrastructure &amp; ICT facilities</li> <li>• Effective learning environment through qualified teachers and well-designed curriculum</li> <li>• Equal access to the vulnerable and disabilities</li> <li>• Employment to decent jobs in global environment</li> <li>• Participation of parents &amp; local communities for development of students and schools</li> <li>• Prosperity of individuals, communities, and societies towards sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitude to face the outside world</li> <li>• Character Development</li> <li>• Personality Development</li> <li>• Critical Thinking</li> <li>• Life skills</li> <li>• Moral Values</li> <li>• Empathy</li> </ul>

**Need of Quality & Value Education in Schools**

Ideally, school infrastructure consists of ambient buildings, furnished classrooms with benches and teaching aids, equipped laboratories, good playgrounds, gardens with flora and landscaping, permanent access roads, colorful boundary walls, well-maintained toilets, potable water, digital libraries, electricity and internet, auditorium, kitchens with drains and canteen, art, musical, first aid rooms, waste management facilities, etc. Carefully planned school infrastructure is an out-and-out key factor for delivering quality & value-based education. Infrastructure facilities in schools can have a profound impact on both teacher and student outcomes and affect health, behavior, engagement, learning and growth aspects of students. There is strong evidence that quality infrastructure and value-based education improves student outcome and reduces dropout rate.

A school needs to have proper premises to welcome children. When we compare primary schools in the corporate and the government owned, there is a significant difference between the infrastructures created among these schools. We see extremely attractive walls and posters especially Kinder Garden and Primary Schools run by the corporate schools. A child who do not get proper infrastructure at primary education stage, the future of such child get affected negatively due to low morale from the beginning of the school; this is where inequality in upbringing of children exists in our society. Although education policymakers are increasingly focusing on the quality of education, still most of the primary and high schools in rural areas, even today, have no benches for children to sit and learn as compared to the private & corporate schools where children use colorful benches. There is a need for everyone to protect the rights of children and helping them to realize their dreams. Collectively, we need to gather support from government, corporate partners and local communities to create necessary quality infrastructure in government run schools in villages at par with corporate schools to improve competitiveness and education at the very beginning of the schooling.

### **Significance**

The all round development of an individual consists of the three fold development viz. physical, mental and emotional through the educational process. Mental development of human beings makes humanity far superior to other animals. Value education affects the psychological domain of all-round development there by removing animality and awakening humanity. The significant role played by the value education lies in that it nullifies the distance between formal education and essential education for sustainable development. The national safety is remarkably threatened in both developing and developed countries.

Informal modes of value education consist of the involvement of print and electronic media, social work and national as well as community festivals. Through curriculum, co curricular activities, scholastic healthy atmosphere, student incidents etc. values can be inculcated formally.

### **Quality education as value for money**

Education reflects reasonable correspondence to individual and societal investments. Quality is interpreted as the extent to which the system delivers value for money.


Quality life is the outcome of quality education. Our society demands certain values from an individual. How to preserve the social norms and how to conform the social norms is a part of education.

### **Conclusion**

“Quality of education is the ultimate aim” is much more easily said than done. With more than 1.3 billion people around the world who live in extreme poverty (that is, on less than \$1.25 a day), with almost 800 million that are unable to read or write a single sentence, the problems require more than a few measures here and there and some advocacy arguments about the benefits of education, in negotiations with governments’ Ministries of finance. Quality is an attribute that subsumes numerous aspects of a certain phenomenon and reveals its true nature. With such a complex phenomenon as education, it becomes extremely complex to define, capture, measure and improve quality. At the level of global policy, it is even more complicated, since tackling the problem of quality education goes deep into the political and economic structures of world and requires structural and systemic transformation. Agenda 2030 and Education 2030 are proclaimed to be truly transformational agendas, but still, they remain superficial and don’t intervene into the systems that are generating further problems and hindering systemic efforts to improve the quality of education. In order to start a real transformation towards quality education, serious rethinking of the current policies and structures is needed, accompanied by action: putting money where the mouth is. As such, socialization, cooperation, sharing, joint family system and national culture are disappearing from the society day by day. Quality and value based education assures personal development. It becomes the mode to understand the common language of humanity. It enables the persons to respect others by molding his attitudes. Quality and Value based education prevents violations and abuses of human rights. Over the generations values provided foundation for social peace at national and international level. Hence Quality and Value based education is the only pathway to global paradise.

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