JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

Value Addition in Higher Education- An Evaluation of PG Departments of Kuvempu University

***Mr. Manjappa.R**
Associate Professor of Commerce,
Sir.M.V Arts and Commerce College,
Newtown, Bhadravathi 577301.

Abstract

Value education is the teaching and internalization of moral values, ethical standards, and socially conscious conduct. Along with the cultivation of personal values like honesty, respect, empathy, and compassion, it places a strong emphasis on broader societal ideals like justice, equality, and sustainable living. Unlike learning that is only cognitive or skill-based, value education integrates the affective and conative domains, impacting students' attitudes, motivations, behaviors, and sense of self. Throughout history, philosophers, educators, and religious leaders have all emphasized the importance of values for the well of the person and the community. Keeping this in view the current study examines how well students in a higher education institution perceive value-added programs and activities. The primary objective of the study is to assess how students view and participate in academic, extracurricular, and support-oriented activities meant to enhance academic quality, skill development, employability, and holistic growth. The study employs a descriptive research approach and is based on primary data collected from 60 students utilizing a standardized questionnaire. Statistical methods such as percentage analysis and one-sample t-tests are used to analyze the data. One-sample t-tests were used to examine the significance of students' perceptions regarding institutional efforts and value-added activities, and percentage analysis was used to assess students' participation in various value-added activities.

Key Words: Higher education Value Addition, Holistic Growth

1. Introduction

Value education is the teaching and internalization of moral values, ethical standards, and socially conscious conduct. Along with the cultivation of personal values like honesty, respect, empathy, and compassion, it places a strong emphasis on broader societal ideals like justice, equality, and sustainable living. Unlike learning that is only cognitive or skill-based, value education integrates the affective and conative domains, impacting students' attitudes, motivations, behaviors, and sense of self. Throughout history, philosophers, educators, and religious leaders have all emphasized the importance of values for the well of the person and the community.

Modern educational philosophy recognizes value education as a dynamic, culturally sensitive process that adapts to changing social demands. In higher education contexts, it serves as a catalyst for the formation of socially conscious professionals capable of resolving moral dilemmas, advancing equity, and improving the general well-being of regional and global populations.

1.2 Value Addition in Higher Education:

Enhancing students' knowledge, skills, and attributes outside of the main curriculum to make them more marketable and well-rounded is known as value addition in higher education. This is often achieved through practical, industry-focused courses, ethical training, and personality development, with a focus on student development and advancement rather than just outcomes. It is about how a school can have a unique impact on a student's path and help them reach their full potential.

1.3 Value Addition-Key Factors

- **Beyond the Syllabus**: It comprises of extra courses, seminars, and exercises that strengthen a degree and prioritize real-world application.
- **Skill Development**: teaching practical abilities (digital, technical), soft skills (communication, teamwork, critical thinking), and industry-specific knowledge.
- **Employability Focus**: bridging the gap between academic learning and job market requirements to help students stand out.
- **Holistic Growth**: bridging the gap between academic learning and job market requirements to help students stand out.
- **Measure of Progress**: By measuring how much a student has improved from their starting point rather of just their final score, this offers a more balanced evaluation of instruction and institutions.

2. Need for the Study

Every nation in the world is concerned with raising the caliber of higher education institutions. One of the most crucial traits that sets a community apart from others is its capacity to run essential institutions and activities in an efficient and creative manner. The university is a letter compass movement through the rules and university ethics because of the magnitude and caliber of services provided by the founder of the HE system. Any success of its founder is a success of its management, which is why management's dedication to HE institutions is crucial in order to arrive at value addition in higher education at universities, which require everyone's participation to ensure their survival and continuity. Higher education is continuously expanding despite a number of obstacles, including globalization, funding, infrastructure, quality control, etc. Thus, the current study is an effort to pinpoint and examine the programs and methods used by Kuvempu University to offer high-quality education to pupils. Additionally, the study assesses how the student body feels about these behaviours.

3. Review of Literature

Ou Lydia Liu (2010) Evaluation of the effectiveness of higher education has received unprecedented attention from stakeholders at many levels. The Voluntary System of Accountability (VSA) is one attempt to use standardized tests to evaluate institutional core educational achievements (such critical thinking and written communication). Although the VSA approach promises to produce a value added score and allow findings to be comparable across institutions, there are some potential methodological issues.
This study proposed an alternative method for computing value-added that uses multilevel models and considers important institution-level characteristics. The institutional value-added ranking for some of the institutions differed considerably between these two approaches (i.e., from being ranked at the bottom to performing better than 50% of the institutions). These institutions might have quite different outcomes if the results are considered for accountability considerations.

Esteban Aucejo (2020) The current dynamics of the labor market, which are being changed by outsourcing, automation, and routinization, make participation in vocational education and training programs a sensible response. that determine the value-added of English colleges that provide adult and youth education and vocational training, as well as the returns to the different disciplines taught there. Using a unique panel data set that includes multiple assessments of individuals' prior ability and background variables, it is able to appropriately account for common threats to identification. It is shown moderate diversity in college value-added for outcomes such as daily income and career opportunities. Academic outcomes exhibit a higher level

of value-added dispersion. Earnings returns vary greatly among academic fields, are higher for younger students than for adults, and are generally higher for women than for males.

Longchanenla(2024) Value-added courses are additional classes or modules designed to enhance the core curriculum of a degree program. These courses aim to provide students with extra skills, knowledge, and experiences beyond the standard academic requirements. Value-added courses aim to enhance students' overall educational experience, improve their employability, and better prepare them for the needs of the working world. Beyond one's degree, these skill sets will make a person more Given this need, the NEP 2020 made a daring move by introducing these skill sets beyond a degree, which will increase a person's employability while also enabling them to continue their profession and overcome obstacles along the road.

The value of these skills is steadily increasing in society, and since industry and entrepreneurship are replacing white-collar jobs in the labor market, developing a certain set of skills is essential. We cannot minimize the significance of the knowledge and experience that make people decent people who can think and act rationally, have compassion, empathy, courage, resilience, and sound ethical values as envisioned by National Education Policy 2020, in addition to the preferences for such skills from a career standpoint. Therefore, it should be of utmost importance to provide attention to such courses.

Aarti Singh Thakur (2025) This article explains the importance of value education at colleges and universities. It illustrates how instilling moral ideals in children helps them grow into morally upright individuals who act justly and responsibly. The essay addresses moral values, human growth, and social responsibility as essential elements of value education. It also gives examples of how these ideas could be used in activities and classrooms. The article identifies certain problems with value education and offers clear suggestions for improvements. In conclusion, it shows that teaching values is just as important as teaching academic subjects in preparing students to be respectable professionals and caring citizens.

4. Research Methodology

4.1 Objectives of the Study

To study and analyse the teaching aids, activities conducted by the various departments of Kuvempu University as a part of value addition process to the students, further the study evaluates the perception and satisfaction of the students in the value addition process of University.

4.2: Hypothesis

1. H_0: There is no significant impact of Teaching aids used by the faculty of Science, Arts, Commerce and Management in value addition to the students
   H_1: There is a significant impact of Teaching aids used by the faculty of Science, Arts, Commerce and Management in value addition to the students

2. H_0: There is no significant impact of activities conducted by the faculty of Science, Arts, Commerce and Management in value addition to the students
   H_1: There is a significant impact of activities conducted by the faculty of Science, Arts, Commerce and Management in value addition to the students

3. H_0: There is no significant impact of participation of students in the Value-added activities on value addition process
   H_1: There is a significant impact of participation of students in the Value-added activities on value addition process

4. H_0: There is no significant impact of perception and satisfaction of the students in Value-added activities on value addition process
   H_1: There is a significant impact of perception and satisfaction of the students the Value-added activities on value addition process

4.3: Scope of the Study

The conceptual scope of the study is covered only the value-added practices. And the geographical scope of the study is extended only to the students studying at various departments of the Kuvempu University Campus.

4.4: Methodology

To reach the above stated objectives, the information's required are collected through both primary and secondary sources. Primary data is collected through the interaction with the students and also observation method. And questionnaires were administered to collect required information. Secondary data is collected through the published sources like Books, text materials, journals, articles and e-sources

4.5 Sampling Technique

Stratified Simple random sampling technique is used to select the respondents from the available database. The entire departments in the university are divided into 4 different strata's like arts, science, commerce and management, meanwhile the respondents are selected randomly in each strata by giving equal preference to three strata's.

4.6 Sample Size

Sample size is limited to only 60 students, 20 from each strata selected for the study.

4.7 Statistical Tools Used for Data Analysis

Simple percentages are used for descriptive analysis of the data. And one sample t-test is used to test the set hypothesis.

5. Results and Discussion:

Collected data for the study has been analyzed by using simple tabulation and percentages fallowed by analysis and interpretation discussed in the below table.

Table 5.1: Classification of the respondents based on their Gender

Particular	No of Respondents	Percentage
Male	28	46.66
Female	32	53.33
Total	60	100

Source: Primary Data

Above table clearly depicts out of 60 students 46.66% of the students are Male and 53.33% of the students are Female. This shows that when compare to male students Female students are ample. Hence it is clear that Female students are taking more admissions to higher education at Kuvempu University campus.

Table 5.2: Classification of the Respondents based on their Age

Particular	No of Respondents	Percentage
20 to 25	53	88.33
25-30	7	11.66
30-35	00	00
35 and above	00	00
Total	60	100

Source: Primary Data

From the above table it can be clear that 88.33% of the respondents are belongs to the age group of 20 to 25 and only 11.66% of the students belongs to the age group of 25-30. Hence it is clear that in the university campus young students are much.

Table 5.3: Classification of the respondents based on their departments

Department	No of Respondents	Percentage
Arts	20	33.33
Science	20	33.33
Commerce and Management	20	33.33
Total	60	100

Source: Primary Data

Above table depicts that , among 60 respondents 33.33% of the respondents belongs to Science department, 33.33% of the respondents belong to Commerce and Management department, 33.33% of the respondents belongs to Arts department.

6. Testing of Hypothesis:

Hypothesi-1

H_0: There is no significant impact of Teaching aids used by the faculty of Science, Arts, Commerce and Management in value addition to the students

H_1: There is a significant impact of Teaching aids used by the faculty of Science, Arts, Commerce and Management in value addition to the students

Table 6.1: Opinion of the respondents regarding the teaching aids used at their departments that adds value

One-Sample Test						
	Test Value = 0					
Initiatives Taken for Value Addition	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Updated Syllabus	26.702	59	0	1.605	1.4865	1.7235
Seminars	28.356	59	0	1.34	1.2468	1.4332
Internals	23.075	59	0	1.33	1.2163	1.4437
Study Trip	26.747	59	0	1.19	1.1023	1.2777
Industrial visit	51.725	59	0	1.1	1.0581	1.1419
Using smart board and e-sources for teaching	32.432	59	0	1.22	1.1458	1.2942
Qualified faculty member	36.276	59	0	1.13	1.0686	1.1914
Skill Development activity	31.263	59	0	1.24	1.025	1.231
Cultural and sports events	24.265	59	0	1.22	1.623	1.146

Source: Spss Output

Students' opinions about the efficacy of several value-adding projects were investigated using a one-sample t-test. To find out if the mean scores for each initiative deviated considerably from the predicted value, the test value was set to zero. 60 students' responses served as the basis for the analysis (df = 59).

Because the computed t-values are high and the associated significance values (Sig. 2-tailed) are less than 0.05 for every variable, the results show that every initiative taken into consideration in the study is statistically significant. As a result, the null hypothesis is consistently rejected, demonstrating that students believe these activities have a positive impact on value addition.

The modified syllabus exhibits the largest mean difference (Mean Difference = 1.605) among the projects, suggesting that students firmly believe that curriculum change is a significant factor in improving academic

performance. Internal evaluations (Mean Difference = 1.33) and seminars (Mean Difference = 1.34) also show a strong and significant impact, indicating their function in bolstering conceptual knowledge and ongoing assessment.

Additionally, students are found to be significantly impacted by study tours (Mean Difference = 1.19) and industrial visits (Mean Difference = 1.10), underscoring the significance of experiential and industry-oriented learning. The presence of qualified faculty members (Mean Difference = 1.13) and the usage of smart boards and e-resources for instruction (Mean Difference = 1.22) are also seen favorably, demonstrating the efficiency of contemporary teaching materials and faculty competency in improving the learning process. By enhancing employability-related competencies, skill development programs (Mean Difference = 1.24) considerably contribute to students' overall growth. In a similar vein, cultural and athletic activities (Mean Difference = 1.22) are acknowledged as beneficial for fostering extracurricular involvement and holistic development.

The results' dependability and consistency are further supported by the fact that none of the variables' 95% confidence intervals contain zero. Overall, the results show that the institution's value-adding initiatives are successful and well-received by students, complementing the institution's goals of academic achievement and all-encompassing student development.

Hypothesis-2

H_0: There is no significant impact of activities conducted by the faculty of Science, Arts, Commerce and Management in value addition to the students

H_1: There is a significant impact of activities conducted by the faculty of Science, Arts, Commerce and Management in value addition to the students

Table 6.2: Showing the activities conducted by the department and university

One-Sample Test						
Activities Conducted for Value Addition	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Conducting seminars and conferences	23.977	59	0	1.54	1.41	1.67
Frequent feedback from the students	18.787	59	0	1.909	1.71	2.11
Conducting special lectures from the experts from outside	19.144	59	0	1.66	1.49	1.83
Training programs to face the interviews	30.744	59	0	1.54	1.44	1.64
Special programs to improve the competencies	18.279	59	0	1.8	1.6	2
Cultural and sports meets	28.25	59	0	1.75	1.67	2.1
Research and development activities	18.35	59	0	1.26	1.52	1.2
International visits and programs, special lectures from foreign delegates	21.35	59	0	1.35	1.65	2.36

Source: Primary Data

Students' opinions about the efficacy of several value-adding activities were evaluated using a one-sample t-test. To ascertain whether the activity mean scores substantially deviated from the predicted value, the test value was set at zero. 60 students' responses (df = 59) served as the basis for the analysis.

Because the computed t-values are significant and the accompanying significance values (Sig. 2-tailed) are consistently less than 0.05, the results show that every activity included in the study is statistically significant. As a result, the null hypothesis is disproved, demonstrating that students strongly believe that these activities enhance value addition.

Frequent student feedback has the biggest mean difference (Mean Difference = 1.909) among the different activities, indicating its vital significance in enhancing institutional responsiveness and teaching-learning

effectiveness. Cultural and athletic events (Mean Difference = 1.75) and special programs targeted at enhancing student competences (Mean Difference = 1.80) also exhibit strong favourable perceptions, highlighting the significance of skill development and holistic growth.

By exposing students to professional knowledge and current advancements in their domains, holding seminars and conferences (Mean Difference = 1.54) and special lectures by outside experts (Mean Difference = 1.66) greatly enhances academic enrichment. Additionally, training programs intended to help students get ready for interviews are found to have a considerable impact (Mean Difference = 1.54), indicating their importance in improving employability abilities.

Despite having a somewhat smaller mean difference, research and development activities (Mean Difference = 1.26) are nevertheless statistically significant, suggesting that students have a favorable opinion of research-oriented learning. In a similar vein, students believe that international trips, programs, and special talks by foreign delegates (Mean Difference = 1.35) are beneficial in expanding their academic perspectives and exposing them to the world.

Additionally, all activities' 95% confidence intervals do not contain zero, demonstrating the consistency and dependability of the findings. Overall, the results show that the institution's value-adding initiatives are successful and well-received by students, greatly advancing their academic, professional, and personal growth.

Hypothesis-3

H_0: There is no significant impact of participation of students in the Value-added activities on value addition process

H_1: There is a significant impact of participation of students in the Value-added activities on value addition process

Table 6.3: Showing the rating for participation of students in the Value added activities by the department and universities

Particulars	Response	percentage
Attending classes	57	95
Seminars	55	91.66666667
Internals	60	100
Study trip	47	78.33333333
Industrial visit	36	60
value added education	36	60
Skills development activities	40	66.66666667
Cultural and sports event	38	63.33333333

Source: Primary data

The degree of student involvement in various academic and extracurricular activities targeted at value addition is shown in the table. The analysis is based on 60 students' responses, and both frequency and percentage are used to represent the findings.

The results show that regular class attendance is extremely high, with 57 students (95%) reporting regular participation, indicating high student academic engagement. All responders (100%) confirmed their participation in internal assessments, demonstrating the essential and required nature of internal evaluation within the academic environment.

With 55 responses (91.67%) indicating active participation in extracurricular academic enrichment activities, a sizable majority of students reported attending seminars. Additionally, 47 students (78.33%) participated on study tours, indicating that most students find experiential learning activities beneficial.

On the other hand, only 36 students (60%) participate in value-added education programs and industrial trips. This suggests that more chances or improved student desire to participate in industry-focused and supplemental academic programs are required. In a similar vein, 40 students (66.67%) participated in skills development events, indicating a modest level of interest in employability-oriented initiatives.

38 students (63.33%) reported participating in sporting and cultural events, indicating a moderate level of involvement in extracurricular activities that support overall development. Even while most students take part in these activities, the lower percentage when compared to academic components indicates that there may be room for further institutional support and encouragement.

Overall, the data shows that students participate in core academic activities at a high level, but their involvement in extracurricular and value-added programs is moderate. This emphasizes how crucial it is to increase outreach, understanding, and accessibility to value-added activities in order to guarantee more thorough student participation.

Hypothesis-4

H_0: There is no significant impact of perception and satisfaction of the students in Value-added activities on value addition process

H_1: There is a significant impact of perception and satisfaction of the students the Value-added activities on value addition process

Table 6.4: Showing the impact of perception and satisfaction of the students on value addition activities conducted by university

One-Sample Test						
Initiatives Taken for Value Addition	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Infrastructure facilities	13.266	59	0	1.76	1.4862	2.0338
Syllabus	3.439	59	0.002	2.76	1.1034	4.4166
Faculty members	10.428	59	0	1.28	1.0267	1.5333
Internal assessment	22.183	59	0	3.32	3.0111	3.6289
Seminars and conferences	14.212	59	0	2.88	2.4618	3.2982
Special lectures	8.967	59	0	1.56	1.2009	1.9191
Training	9.325	59	0	1.84	1.4328	2.2472
Research and development activities [implant training, dissertation, viva]	30.986	59	0	3.24	3.0242	3.4558
Special programs to improve the competency	14.013	59	0	1.72	1.4667	1.9733
Cultural and sports meets	45.523	59	0	4.76	4.5442	4.9758
Industrial and study trips	10.115	59	0	2.16	1.7193	2.6007
Scholarship and other support	19	59	0	3.8	3.3872	4.2128
Relationship between costs and benefit	16.635	59	0	3.88	3.3986	4.3614
Campus selection	10.487	59	0	1.96	1.5742	2.3458
Faculty participation in placing students	2.316	59	0.029	2.92	0.3177	5.5223

Source: SPSS Output

38 students (63.33%) reported participating in sporting and cultural events, indicating a moderate level of involvement in extracurricular activities that support overall development. Even while most students take part in these activities, the lower percentage when compared to academic components indicates that there may be room for further institutional support and encouragement.
Overall, the data shows that students participate in core academic activities at a high level, but their involvement in extracurricular and value-added programs is moderate. This emphasizes how crucial it is to increase outreach, understanding, and accessibility to value-added activities in order to guarantee more thorough student participation.
Cultural and sporting events have the largest mean difference (Mean Difference = 4.76) among the initiatives, indicating a significant impact on students' overall pleasure and holistic development. Students' great appreciation of financial support mechanisms and perceived value for money is reflected in the large mean

differences found in the relationships between costs and benefits (Mean Difference = 3.88) and scholarship and other support services (Mean Difference = 3.80).

Research and development activities, such as implant training, dissertation work, and viva voce (Mean Difference = 3.24) and internal assessment practices (Mean Difference = 3.32), are found to have a significant and positive impact, underscoring the significance of ongoing evaluation and research-oriented learning in improving academic outcomes. Further evidence of their efficacy in enhancing academic exposure and curriculum quality comes from seminars and conferences (Mean Difference = 2.88) and syllabus relevance (Mean Difference = 2.76).

Career readiness and practical exposure are greatly enhanced by industrial and study visits (Mean Difference = 2.16), campus selection initiatives (Mean Difference = 1.96), and training programs (Mean Difference = 1.84). Special lectures (Mean Difference = 1.56), special programs to enhance competency (Mean Difference = 1.72), and infrastructure facilities (Mean Difference = 1.76) are all seen favorably, highlighting the contribution of tangible resources and enrichment initiatives to the learning environment.

Initiatives pertaining to faculty members, such as their contributions (Mean Difference = 1.28) and their involvement in student placement activities (Mean Difference = 2.92), are statistically significant; however, the latter has a lower t-value. However, the significance level shows that students understand how faculty participation helps with placements.

Additionally, all efforts' 95% confidence intervals exclude zero, demonstrating the constancy and dependability of the outcomes. Overall, the data shows that the institution's value-adding activities are successful and widely acknowledged by students, significantly enhancing their academic growth, employability, financial support, and overall educational experience.

7. Conclusion

The goal of the current study was to examine how well different programs and activities for value addition in higher education are viewed by students. The study's conclusions unequivocally show that through a variety of academic, extracurricular, and support-oriented programs, the institution has made significant efforts to improve students' academic, professional, and holistic development.

All of the initiatives and activities looked at in the study are statistically significant, according to the findings of the one-sample t-tests, indicating that students view these efforts favorably as significant and successful. It has been discovered that academic elements such updated syllabuses, internal evaluation procedures, seminars, special lectures, and research and development activities are essential for enhancing topic knowledge and fostering academic success. Students' employability and industry preparedness are also greatly enhanced by training programs, skill-building exercises, industrial visits, and campus selection initiatives.

In order to create a friendly and productive learning environment, the study also emphasizes the significance of qualified faculty, infrastructure, and the usage of contemporary teaching tools. Additionally, extracurricular activities, study tours, and cultural and athletic events all greatly enhance students' overall development by promoting leadership, teamwork, and personal development.

While participation in some value-added and industry-oriented programs is relatively limited, an analysis of student participation levels shows considerable engagement in core academic activities. This implies that in order to further promote student participation in extracurricular and experiential learning activities, improved institutional tactics are required.

The study's overall findings indicate that the institution's value-added programs are successful and widely acknowledged by students, improving their academic achievement, employability, skill development, and overall educational experience. In order to maintain quality and relevance in an increasingly competitive educational environment, the findings highlight the significance of innovation, student-centered approaches, and continual improvement in higher education institutions.

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