CONCLUSION AND RECOMMENDATIONS

This chapter includes conclusion of the research. The researcher has also given various general and specific recommendations based on the study (together with reference to the past studies as well).

CONCLUSION

Degradation of values in the present scenario raises the need for systematically imparting the value based education. Value based education should be an integral part of all stages of upbringing whether formal education, interaction between individual and formation of social groups. Values thus become inseparable from the life of any individual which permeates through whole life. Since, education is an essential requirement of any individual the aim, content and methodology are viewed in terms of value development. Thus, development and values are used interchangeably. The higher education institutions need to strike a balance among values while teaching different courses, otherwise individuals may end up in developing one value at its extreme while missing squarely on the other values. Academic Stress is also one of the critical areas to focus on education which if not properly handled may result in increasing rate of depressions, suicide and other adverse effects. Value based education can hence be a holistic solution or remedy for the problems faced by students and in developing holistic personality for effective decision-making, living purposeful life and stress management.

RECOMMENDATIONS:

PART A: Generic list of recommendations is indicated as follows:

- The Institutions should include value based education as an integrated part of education and make compulsory courses for all levels i.e. Under-Graduation, Post-Graduation, Research Programmes with emphasis to develop the individual holistically. Holistic includes all round development by focusing on all aspects of values i.e. Personal, Moral, Intellectual, Social, Spiritual and Environmental values.
- The Institutions should make balance in all the values otherwise the individual will be found to be developed only in few aspects of life.
• Organizing workshops for the educator could be very productive as it is said that students follow what they see than what they were only taught about. Therefore, it is important for an educator to firstly follow value oriented teaching himself, in exercising pedagogy, teaching through case studies, and to set examples to differentiate between what is right and what is wrong to the students.

• Regular interaction between parents and educators to be promoted to fill the gap of teaching and system of taking feedbacks from students regarding Value Oriented Education.

• Making strict rules for discipline, cleanliness and hygiene of premises as well as for the individuals themselves.

• Motivating students and making them aware of essence of values and transparency throughout their learning process at all the stages.

• Promote researches on values, quality, social and environmental related areas.

• Organizing entrepreneurial venture for student to encourage self-employment, e-education network and conducting various intra/inter institute competitions on the theme of Values and quality in education.

• Organizing Corporate Social Responsibility programmes by alumni with the help of present students of the Institute on the themes of values and related concepts to improve the prevailing environment.

• Teaching Yoga, physical education and music as means to develop values-consciousness among all the students.

• Strict action on the entry of anyone in the premises with valid ID check and purpose.

• The administration must watch that the students should be focused to their studies and politics should not be promoted because this will affect the values of others as well.

• The institution must be assured by the parents initially at the time of admission to take strict action against the student in case of violation of any rule for e.g. ragging or any strike as educational institutions should not be converted into a platform of politics.
PART B: Specific recommendation for the selected universities is as follows:

CODE 1 INSTITUTION

- The institute found to take steps to teach human values. But, the courses are optional for the students. The need for the institute is to have some compulsory course for the undergraduate students like comparative study of all religion, culture, current awareness, environmental studies and history of our legends.
- NCC (National Cadet Corps) should be made compulsory for all students.
- The post graduate courses must include subject of ethics of that respective subject like managerial ethics, technical ethics, etc.
- The educators may include case studies with solution includes ethics and values in its solutions.
- Learning research ethics to the doctoral programmes is not only compulsory but the guide should also set high standards of values in front of the学者. The individuals do what they see likewise a scholar will also try to do a quality research and become honest in their work and also make them set standards for other students in future.
- Yoga or meditation activity should be made compulsory for the students of under-graduation courses at least twice a week.

CODE 2 INSTITUTION

- The institution can have some course on comparative study of religion and power of spirituality in the under graduation courses.
- Students must be promoted to work on weekends with organization as a project work.
- Case studies teaching should be part of teaching pedagogy.
- There should be strict actions on missing regular classes and discipline in the premises.
- NCC(National Cadet Corps) and NSS (National Service Scheme) should be made compulsory to the graduation students.
- The post-graduation courses should include course on human values and work ethics initially which can be made optional initially before making them compulsory.
• Institute should promote quality research for the doctoral programmes based on research ethics.

**CODE 3 INSTITUTION**

• The graduation courses may include courses related to environmental studies.

• Human values may be optional for the students of vocational courses.

• The institution may have yoga class for the students at least twice a week.

• The post-graduation courses may include subject ethics.

• Game or sports should be made compulsory for students even at the PG level.

**CODE 4 INSTITUTION**

• Some compulsory courses in graduation like environment education, national culture and religion should be offered.

• One form of music or art should be taught to students.

• Projects to be completed in groups and students should be engaged in social work while they earn on part-time basis.

• One game or sport activity should be made compulsory.

• NCC (National Cadets Cops) should also be made compulsory like the Military training camp.

**Table 5.1: Value Based Education structure for developing various variables**

<table>
<thead>
<tr>
<th>Personal- Moral Values</th>
<th>Intellectual Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cleanliness and hygiene</td>
<td>• Quality Research</td>
</tr>
<tr>
<td>• Audio-Visual Session</td>
<td>• Quality project works</td>
</tr>
<tr>
<td>• Rallies on social issues</td>
<td>• Strict action on discipline</td>
</tr>
<tr>
<td>• Promote Volunteer service</td>
<td>• Practical teaching of Case studies</td>
</tr>
<tr>
<td>• Sports and Games</td>
<td>• Promotion of knowledge sharing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Values</th>
<th>Spiritual Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>• National Services Scheme</td>
<td>• Yoga</td>
</tr>
<tr>
<td>• National Cadets Corps</td>
<td>• Meditation Programmes</td>
</tr>
<tr>
<td>• Cultural activities</td>
<td>• Comparative study of all religion courses</td>
</tr>
<tr>
<td>• Cultural education</td>
<td>• History of India</td>
</tr>
<tr>
<td>• Competitions on value themes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Values</th>
<th>Stress Management</th>
</tr>
</thead>
</table>
• Energy conservation studies
• Zero waste Programme
• Solar electricity usage
• Plantation of trees
• Recycling of waste
• Care of pollution in campus
• Environmental education
• Agricultural education

• Counseling Centers
• Student mentor relation
• Social support
• Equality
• Regular Prayer
• Yoga
• Games & sports

Others

• Value based core courses
• Green startups
• Each one teach one program
• Learn while earn
• Team activities

• Promote Social Entrepreneur
• Case studies
• Uniform
• Group projects
• Daily Prayer

Table 5.2: Course included developing values

<table>
<thead>
<tr>
<th>Under-Graduation</th>
<th>Post-Graduation</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NCC/ NSS</td>
<td>• Environmental studies</td>
<td>• Ethics in research</td>
</tr>
<tr>
<td>• Religious Teaching</td>
<td>• Volunteer services</td>
<td>• Seminars on Values and ethics</td>
</tr>
<tr>
<td>• History of India</td>
<td>• Learning by projects on quality, social and Environmental and Present issues</td>
<td>• Plagiarism</td>
</tr>
<tr>
<td>• Games /Sports</td>
<td>• Case studies with value oriented solutions</td>
<td>• Research Methodology</td>
</tr>
<tr>
<td>• Cultural activities</td>
<td>• Encouraging innovative ideas by competition</td>
<td>• Assembly</td>
</tr>
<tr>
<td>• Environmental studies</td>
<td>• Participate in cultural activities</td>
<td></td>
</tr>
<tr>
<td>• Yoga</td>
<td>• Learn while earn</td>
<td></td>
</tr>
<tr>
<td>• Women in Indian society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parenthood &amp; Family relation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assembly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DECISION-MAKING AND FUTURE SCOPE OF THE STUDY:

The outcome of the study shows a positive impact of value based education on holistic personality development and management of academic as well as workplace stress improves the academic performance of the students. The findings also raise the point of unstructured curriculum and educational policies which are enhance the need for value based education but have no clear picture for the same. Therefore, it is very significant to understand the impact of value based education on holistic personality development.
The newly identified factors by the study can be used in measuring the values among individuals in the future study. The new factors can be used in extensive studies on the stakeholders. The findings and recommendations of the study help to know various courses. The methodology & course- curriculum structure suggested in the study can be used as the educational policies for the higher education institutions.

The results also helps in improving the curriculum structure as to give value based education to the students so as to make holistic development of the students not just focused on development of one or two values. The following stock-flow helps the decision makers to understand the inflow for promotion of value based education and the outflows on the other side.

**Stock-Flow Diagram for Value Based Education:**

The Stock shows the level of accumulation of one sector which is linked with the rate of flow (increase and decrease). The stock is depicted through the square shape named as; Institutional, Economic, Social and Governmental Sector and Level of Value Based Education.

The arrow shows rate of flow, the arrow getting inside the stock indicates increase in the level of stock by the help of variables (indicated by circle) which are further linked with rate of flows. Likewise, the arrow moving outside the stock indicates the decrease in the level of stock due the variables connect to the rate of flows.

The above model shows the link of Social, Institutional, Economic and Governmental sector with rate of value based which indicates that the balance of these stocks increases the rate of adoption of Value based education programs which ultimately increases impact of Value based education. The decision makers of respective sectors should try to increase the inflow variables of the stock and try to decrease the outflow from the stock of values.
Table 5.3: The inflow and outflow variables of the stocks are as follows:

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Sectors</th>
<th>Inflow Variables</th>
<th>Relationship</th>
<th>Outflow Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social Sector</td>
<td>Demographic Profile</td>
<td>Focus on Academic Achievements</td>
<td>Parental Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lack of student support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family System</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cultural Differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Peer Affect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gap between Teachers and parents values</td>
</tr>
<tr>
<td>2.</td>
<td>Institutional Sector</td>
<td>Standard to teach Human Values</td>
<td>Lack of standard curriculum</td>
<td>Core courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Absence of core courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective Implementation of policies</td>
<td>Absence of orientation programmes of faculty</td>
<td>Games and Sports</td>
</tr>
<tr>
<td>3.</td>
<td>Economic Sector</td>
<td>Strict follow up</td>
<td>Lack of monetary support</td>
<td>Fund Allocation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Poor infrastructure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quality Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cut throat competition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unemployment</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Governmental Sector</strong></td>
<td><strong>Strict Policy</strong></td>
<td><strong>Absence of Provisions</strong></td>
<td></td>
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<tr>
<td>----</td>
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<td>------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spread adequate awareness</td>
<td>Absence of Integral part of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standard Framework</strong></td>
<td><strong>Absence of Innovations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Absence of Provisions</strong></td>
<td></td>
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</tbody>
</table>

**Future scope of the study:** The future study may include various other universities across different States of India. Comparison of different categories of universities can also be done in future studies. The Simulation model can be further extended in future studies by including other significant variables on a larger sample size. It may also include other stakeholders to understand the impact in totality.

In the context of modeling and simulation oriented analysis, an objective and decision-making support towards analyzing the holistic dynamics of values education and its impact can also be made more comprehensively and fruitfully by performing simulation studies on the following lines of a sample (micro level) test which has been performed by using selective quantitative data generated through the present research-

**Simulation:** There are two stocks (Square Shape) in the model: level of value based education and Holistic personality development which is connected to the Rate of value based education (Arrow). The variables which are connected with the rate of flow denoted by circles finally lead to increase the rate of adoption of value based education. The values are taken from the primary data, correlation matrix prepared for the four universities and minimum and maximum values taken from the four universities(refer to Annexure C).

![Figure 5.2: Stock Flow diagram for simulation](image-url)
1. The simulation model in presence of value based education (maximum coefficient values of each type of values)

**Stocks:**
- Level of VBE (value based education) = 100
- HPD (Holistic Personality Development) = 0

**Flow:**
- Rate of VBE oriented development (value based education) = \(\text{VBE COEFF - SM COEFF}\)

**Variables:**
- PMV = Personal-moral values \(0.560\)
- IV = Intellectual values \(0.509\)
- SOCV = Social values \(0.491\)
- SPV = Spiritual values \(0.602\)
- EV = Environmental values \(0.600\)

VBE COEFF = Value based education Coefficient = Level of VBE * all variables

SM COEFF = Stress management Coefficient \(0.677\)

These are the maximum values of coefficient which are derived from primary data. The simulation curve of HPD (Holistic Personality Development) curve which shows the faster rate of personality development in case of the institutes which have maximum focus on Value based education oriented educational programs.

It indicates Maximum focus on value based education by nurturing and making balance of all values leading to faster development of an individual as compared to the others which are not promoting the same.

![Figure 5.3: Result of Simulation (I)](image)

- The flat part of the curve is by default, it doesn’t mean no more need of value based education but the curve shows the faster rate of development.
1. The simulation model in absence of value based education (minimum coefficient values of each type of values)

Stocks:  
Level of VBE (value based education) = 100
HPD (Holistic Personality Development) = 0

Flow:  
Rate of VBE (value based education) = VBE COEFF - SM COEFF

Variables:  
PMV = Personal-moral values 0.151  
IV = Intellectual values 0.321
SOCV = Social values 0.220  
SPV = Spiritual values 0.227
EV = Environmental values 0.291

VBE COEFF = Value based education Coefficient = Level of VBE * all variables

Where, all variables = PMV * IV * SOCV * SPV * EV

SM COEFF = Stress management Coefficient 0.455

These are the minimum values of coefficient which are derived from primary data.

Figure 5.4: Result of Simulation (II)

These are the minimum values of coefficient which are derived from primary data. The simulation curve of HPD (Holistic Personality Development) indicated through blue lines shows the slow rate of personality development in case of minimum focus on Value based education.
MANAGERIAL IMPLICATION

The outcome of the study shows a positive impact of value based education on holistic personality development and management of academic as well as workplace stress improves the academic performance of the students. The findings also raise the point of unstructured curriculum and educational policies which are enhance the need for value based education but have no clear picture for the same.

Therefore, it is very significant to understand the impact of value based education on holistic personality development. The significance of study in two perspectives is:

- **Academic Perspective:** The present study helps in giving structure of policies and programmes to give basic values through education.
- **Social Perspective:** The present value crisis in the society needs value based education. The study helps in understanding the impact of value oriented education on personality development of students holistically.

The managerial implications based on the results are as follows:

- The methodology & course- curriculum structure suggested in the study can be used as the educational policies for the higher education institutions.
- The results also helps in improving the curriculum structure as to give value based education so as to make holistic development of the students not just focused on development of one or two values.

**********