IMPACT OF VALUE BASED EDUCATION ON HOLISTIC PERSONALITY DEVELOPMENT AND MANAGEMENT OF ACADEMIC STRESS IN HIGHER EDUCATION INSTITUTIONS OF INDIA

A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of

DOCTOR OF PHILOSOPHY

IN

MANAGEMENT

UNDER THE SUPERVISION OF

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SUMMARY

Since the dawn of culture and values in the civilization of India, education became the means of cultivating wisdom by acquiring the necessary knowledge which helps in facing challenges of different stages of life and welfare of the society. Higher education has never been a synonym of technology and information which can merely be acquired from books. Education with and without values makes a huge difference in the learning and personality development. A terrorist may also be technically educated as he knows how to make and use bombs, and have knowledge about other modern gazettes but he is driven by evil ideologies and not being able to differentiate between the right and wrong effects of his deeds. Is there any purpose of being educated if the person gets involved in disastrous evil and selfish ideologies? Values make life meaningful and lively.

CHAPTER 1: INTRODUCTION

The chapter emphasizes the introduction to the topic, profile of the Institution and need of the study. It includes discussion under various heads which are as follows:

a) Meaning of Values: "Values are enduring beliefs that a specific mode of conduct or end-state if existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence"(Rokeach,1973). The belief is considered as the guide for the believers behave which works beneficial for the society (Berns, 2004). Values work as bridge to take an individual from self negation to self affirmation.

b) Meaning of Education: Education is a vehicle of knowledge, success and self-preservation. Education gives the knowledge of character, strength, social conduct and a platform to earn success and self-respect. Today, the educational system of all over the world has taken a different turn. Unfortunately, the measures of success of education in today’s era are placements on job and wealth generated through education; none seems concerned about developing values through education.Various studies and commissions on education have also focused on the need of value based education like the national policy of 1986 has taken the increasing rate of values erosion into consideration and accordingly has
stressed on the need for readjustment in the curriculum structure to make it more value based education for the coming generation. Though several institutions are following value based education. Values and education are interdependent and inseparable. Education leads to cultivation of values in the society which provides direction to live. So, value based education is a tool which not only make personality but also helps in guiding for life by effectively developing various skills, relational capabilities, intelligence and attitude to succeed (NCERT, 2013).

c) **Value-Based Education:** Student-life is an opportune time for educational institutions to impart and nurture values education as it leaves permanent impression in the life of an individual. Though values education is worthy at any stage of life, but its efficacy in early stages is much higher. Values oriented education raises the value and behavior standards of the educated individual. Piaget (1932) also emphasized that students should be made to learn values rationally. Kohlberg (1968) expended Piaget's work and advocates that children's value development is highly dependent on environment and social conditions.

d) **Personality Development** Personality development is nurtured in an individual in deeper sense. Personality is an aggregate of forms in which a person interacts and reacts with others. Personality development is an ongoing process of developing personality cult to create strong impression on others. For holistic personality development, there is need of personal, moral, spiritual and social development.

e) **Stress and Stress Management**

i. **Stress:** It is considered that stress occur when an individual is confronted by circumstances which can be perceived to be irresistible and bring negative thoughts and feelings (Lazarus & Folkman, 1984). Stress is the normal response of an individual towards any intense emotional, mental or physical requirement which is placed by others or own.

ii. **Academic Stress:** Now-a-days problem of stress is found among students. Student feels stress in grade competitions and due to load of course in short span of time (Zhang,
Therefo

iii. Workplace Stress: Workplace stress is the stress levels that cause deterioration in the employees’ performance. There are various factors of stress different at workplace which influence stress level experience by individual.

iv. Stress Management: The process of stress management initiates with identifying the sources of stress and followed by managing stress which includes internal and external environment and the method one adapt to deals with the problem (Okaka&Okosun, 2009).

f) Profile of the Organizations: The study includes surveying about value-based practices and respondents of four universities, namely-

i. BANARAS HINDU UNIVERSITY, VARANASI (CENTRAL UNIVERSITY)

The university promotes the education of Hindu Shastra and Sanskrit literature for preserving Hindus in particular and of the world at large the best thought of culture in Hindus. It promotes building up of character in youth by religion and ethics as integral part of education. The purpose of strategy statement is to initiate efficient measures for promoting human values and ethics as a fundamental ingredient of education. The education policy includes various programmes which the institution plans to begin for various segments of the university.

- The main purpose of value based education is to make student a good human and responsible citizen.
- It helps to check whether the person is following social, human and cultural orders.
- The particular sense helps to obey moral responsibilities of an individual towards the society.
- Hence, the institution offers different curricular and non-curricular programs to develop students.

ii. DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA (STATE UNIVERSITY)
The University is making attempt to accomplish the spirit of University motto "Tamso Ma Jyotirgamay" which explains giving light from darkness. Mission of the University is to become a centre of excellence and innovate in the field of education both internationally and nationally. The University is not only confined to teach value education, but also aims to satisfy burning aspirations of the students towards better life.

- An influential attribute in influencing the education of an academic institution is the search of excellence and constant adherence to high standard in terms of promoting research and imparting knowledge.

- During last 83 years the University has endeavored to continue following these high ideals and evolved respect from the intellectual community and has established rich traditions.

- University has genuinely served the basis of higher education in northern India. The primeval principle of integrating moral values and ethics in education has been the constant endeavor of the University.

- To inculcate essential values in its academicians and students have been attentively trying to sharpen the curriculum and content of the University.

iii. **DAYALBAGH EDUCATIONAL INSTITUTE, AGRA (DEEMED UNIVERSITY)**

The institution aims at development of ‘a complete person’. Different learning activities lead to not only educational purpose but also develop Social Sensibilities within the students and inculcate Moral and Spiritual Values. Fundamentals and Continuous Assessment, High Performance Standards in the Educational System lead to 'Quality'. Since its foundation in 1981, the institution of higher education has successfully implemented comprehensive, value education and innovative system to develop holistic personality of student.

- The university imbibes an education structure which fosters academic performance with holistic growth and targeted to carry the emotional, ethical, physical and intellectual integration of student with the mission of developing ‘a complete person’
• Its curriculum includes co-curricular activities and few core courses which encourages the well-formed growth of student.

• It comprises with work based programs through practical training in related areas of major subjects.

• It aims to combine the excellence with contemporary need. Ministry of Human Resource Development set a high power committee which ranked DEI8th amongst 126 deemed universities of India.

iv. AMITY UNIVERSITY, NOIDA (PRIVATE UNIVERSITY)

The university is zealous to not only make thorough professionals but also develop a person who is good human being with human values. It focuses on growth and progress which can be achieved in life through education, culture and values in life of an individual. The mission of the university is as follows:

• To teach quality education at different levels of courses, to carry out research and to provide consultancy and extension services emerging socio-economic needs.

• To set standards that other institute would want to emulate and constantly improve the quality of the teaching-learning process.

• To cater to overall growth, personality and development of intellect and be completely student-centric so that the former students are praiseworthy citizens and highly sought after professionals.

g) Need of Study: Presently, education is unfortunately getting more focused on job-oriented teaching. It does not guide to live a purposeful life, rather merely aims to secure job and financial security only. Values education helps in finding the broader goal of life and clarifies the purposeful vision of life. Therefore, it is indispensible to plan and structure value based educational programs and courses, which helps in assimilating all essential values in an individual. Several higher educational institutions are offering programs for promoting value-based education by designing new educational policies. The present study attempt to analyze the impact of values oriented education on students’ holistic personality development. It also analyzes whether values education helps in managing stress and
performing well (in academics and workplace). The study also explores the constraints and challenges faced by higher education institutions while imparting values oriented education.

CHAPTER 2: REVIEW OF LITERATURE

The chapter includes detailed summary categorized under two head: National Studies and International Studies in the chronological order. In-depth Literature review was conducted to identify the research gaps.
Figure 1. National Studies
It was identified that there is no significant comprehensive study done regarding measuring the impact of value based education on holistic personality development and management of academic stress among students. Most of the studies were focused on the students of primary and secondary education but not much of higher education students. Moreover, no study was found that systematically evaluates the impact of value based education on stress management and practices. The present study aims at bridging the above identified gaps and analyses the impact of value based education on the student’s holistic personality development, stress management (academic and workplace stress) and academic performance in holistic manner.
The current study has been conducted on students of Graduation, Post-Graduation, Research Programmes and Alumni making it a multifaceted study.

CHAPTER 3: RESEARCH METHODOLOGY:

The chapter is divided in two sections i.e. Objectives and Research Methodology

Section I: Objectives and Hypothesis

a) Objectives: The research objectives of the study were as follows-

1. To study the educational models and programs promoting value based education in selected Indian Institutions of higher learning.
2. To analyze the holistic impact of value education on students’ personality development, academic stress management and academic performance.
3. To analyze the Socio-economic constraints and challenges affecting wider dissemination of value education programs in India.
4. To explore and analyze the impact of innovative ‘stress buster’ ingredients of value education in coping with academic and workplace stress.
5. To recommend suitable academic pedagogies, curriculum structure and educational strategies for promoting value oriented academic programs.

b) Conceptual Framework:

![Conceptual Framework Diagram]

- HOLISTIC PERSONALITY DEVELOPMENT
- ACADEMIC STRESS MANAGEMENT
- ACADEMIC PERFORMANCE
- ACADEMIC STRESS MANAGEMENT
- WORKPLACE STRESS MANAGEMENT

Innovative Stress Buster Ingredients

VALUE BASED EDUCATION

- Impact of value based education on holistic personality development
**H₀₁**: There is no significant impact of value based education on holistic personality development of students  
**H₁₁**: There is significant impact of value based education on holistic personality development of students

- **Impact of value based education on academic stress management**

**H₀₂**: There is no significant impact of value based education on academic stress management of students  
**H₁₂**: There is significant impact of value based education on academic stress management of students

- **Impact of value based education on academic performance**

**H₀₃**: There is no significant impact of value based education on academic performance of students  
**H₁₃**: There is significant impact of value based education on academic performance of students

- **Impact of innovative stress buster ingredients of value based education in coping with academic stress**

**H₀₄**: There is no significant impact of innovative stress buster ingredients of value based education in coping with academic stress  
**H₁₄**: There is significant impact of innovative stress buster ingredients of value based education in coping with academic stress

- **Impact of innovative stress buster ingredients of value based education in coping with workplace stress**

**H₀₅**: There is no significant impact of innovative stress buster ingredients of value based education in coping with workplace stress  
**H₁₅**: There is significant impact of innovative stress buster ingredients of value based education in coping with workplace stress

### Section II: Research Methodology

a) **Nature of Study**: The study is descriptive and analytical in nature.

b) **Sampling Techniques**: The sample was selected based on purposive and judgmental sampling.

c) **Geographical Area Coverage (Scope)**: Four universities among total 55 universities of Uttar-Pradesh, one each from Central University (Banaras Hindu University), State University (Dr. BhimraoAmbedkar University), Private University (Amity University), and Deemed University (Dayalbagh Educational Institute) were selected for the purpose. The respondents are the students of Under-Graduation, Post- Graduation, Doctoral research and
Alumni of the selected universities (main campus). The students of common courses were selected among all four universities.

d) Sample Size: The sample size was 380, which was calculated using finite population formula (Godden, 2004). Further the sub-sample was divided as per the population proportion across universities and courses.

e) Sources of Data: The data were collected from both primary and secondary data sources. The primary data was collected through questionnaire. A self-structured questionnaire was developed to measure the variables identified under the study through extensive review of literature and pilot study conducted in the context of Value Based Education. The Pilot study was conducted on Research scholars from a selected sample university. The questionnaire was also tested for language and comprehension. Suggested changes were incorporated in the final questionnaire containing 50 items for measuring the factor constructs. The study also used secondary data sources which include Articles, Magazines, Websites and Reports. The secondary data was also processed to analyze the various courses offered in the Universities and for developing Causal loop diagram and the Simulation model.

f) Research Tools for Analysis: The data were analyzed using Exploratory Factor Analysis, Regression, Correlation, and System Dynamics modeling tool.

CHAPTER 4: ANALYSIS AND FINDINGS

This involves the detailed analysis, finding and interpretation of data.

a) Pilot Survey: A targeted pilot survey is used to collect data for the study by using questionnaire, analyze and finally interpret the data. The respondents included for the pilot study were 30 respondents from one of the selected institution i.e. Dayalbagh Educational Institute. The content validity was established during questionnaire design by taking reviews from experts and sample respondents and implementing the suggestions.

b) Data Collection: A total of 366 responses were retained after data cleaning for analysis. Total 366 responses collected which are as follows: 117 of Banaras Hindu University, 44 of Dr. Bhim Rao Ambedkar University, 62 of Dayalbagh Educational Institute and 143 of Amity University.
c) **Validity and Reliability:** The reliability was measured using Cronbach’s alpha which was found to be 0.877, thus reliability was established. The content validity was established during questionnaire design by taking reviews from experts and sample respondents and implementing the suggestions.

d) **Exploratory Factor Analysis:** As an exploratory step, Exploratory Factor analysis was applied to identify the logical combinations of variables and better understanding of the relationship among variables. The objective was accomplish by conducting factor interpretation only (Hair et.al.,2017) and data reduction was not employed. The assumptions of EFA were tested prior to applying Factor Analysis. The correlation matrix values were found to be greater than 0.30 which show that there is enough commonality to justify comprising factors (Tabachnick & Fidell, 2001). The value of correlation determinant was found to be 3.677E-007 which is greater than the necessary value of 0.00001. Therefore, multi-collinearity was not a problem for the data. For the given data, Bartlett’s test was found to be highly significant (Chi square= 6022.27, p<0.001). Therefore, all assumptions of Factor analysis were satisfied. Factor Analysis was performed and items with loadings 0.4 were retained. According to Hair et al. (1998) factor loading greater than 0.30 is consider to meet the minimal level, loading of 0.40 is considered important while loading greater than 0.5 is good.

Factor analysis resulted in seven factors named as follows:

<table>
<thead>
<tr>
<th>Intellectual and Creative Values</th>
<th>Stress Management and Social Consciousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Awareness</td>
<td>Resilience</td>
</tr>
<tr>
<td>Clarity of Thoughts</td>
<td>Self-Control</td>
</tr>
<tr>
<td>Rational</td>
<td>Patience</td>
</tr>
<tr>
<td>Freedom of Thoughts</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>Innovative</td>
<td>Self Control</td>
</tr>
<tr>
<td>Logical</td>
<td>Follow norms</td>
</tr>
<tr>
<td>Social Service</td>
<td>Innovation</td>
</tr>
<tr>
<td></td>
<td>Harmony</td>
</tr>
<tr>
<td><strong>Miscellaneous Personality Attributes</strong></td>
<td><strong>Religiosity and Holistic Personality</strong></td>
</tr>
<tr>
<td>Respect to all</td>
<td>Relaxation</td>
</tr>
<tr>
<td>Wisdom</td>
<td>Stress Relief</td>
</tr>
<tr>
<td>Work-Life Balance</td>
<td>Meditation</td>
</tr>
<tr>
<td>Non-Discrimination</td>
<td>Social Sensitivity</td>
</tr>
<tr>
<td>Courageous</td>
<td>Prayer</td>
</tr>
<tr>
<td><strong>Spiritual Consciousness</strong></td>
<td><strong>Cultural Values and Ethos</strong></td>
</tr>
</tbody>
</table>
- Religiosity
- Consciousness
- Discipline
- Patriotism
- Cultural Sensitivity

<table>
<thead>
<tr>
<th>Environmental sensitivity and Resilience</th>
<th>Personal Values and Morality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conservation</td>
<td>• Commitment</td>
</tr>
<tr>
<td>• Sustainability</td>
<td>• Punctuality</td>
</tr>
<tr>
<td>• Conformance</td>
<td>• Cooperation</td>
</tr>
<tr>
<td>• Persuasion</td>
<td>• Efficiency</td>
</tr>
<tr>
<td>• Adaptability</td>
<td>• Cleanliness</td>
</tr>
<tr>
<td>• Consultative</td>
<td>• Sincerity</td>
</tr>
<tr>
<td>• Academic Influence</td>
<td>• Truthfulness</td>
</tr>
<tr>
<td>• Tolerance</td>
<td>• Knowledge</td>
</tr>
<tr>
<td>• Righteousness</td>
<td>• Dignity of labour</td>
</tr>
</tbody>
</table>

e) Descriptive Interpretation:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>15-20</td>
<td>55</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td>150</td>
<td>41.0</td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>71</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td>31- Above</td>
<td>90</td>
<td>24.6</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>169</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>197</td>
<td>53.8</td>
</tr>
<tr>
<td>Course</td>
<td>Alumni</td>
<td>153</td>
<td>41.8</td>
</tr>
<tr>
<td></td>
<td>Post Graduation Courses</td>
<td>38</td>
<td>10.4</td>
</tr>
<tr>
<td></td>
<td>Research Programs</td>
<td>51</td>
<td>13.9</td>
</tr>
<tr>
<td></td>
<td>Under Graduation Courses</td>
<td>124</td>
<td>33.9</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Amity University</td>
<td>143</td>
<td>39.1</td>
</tr>
<tr>
<td></td>
<td>Banaras Hindu University</td>
<td>117</td>
<td>32.0</td>
</tr>
<tr>
<td></td>
<td>Dr. Bhimrao Ambedkar University</td>
<td>44</td>
<td>12.0</td>
</tr>
<tr>
<td></td>
<td>Dayalbagh Educational Institute</td>
<td>62</td>
<td>17.9</td>
</tr>
</tbody>
</table>

- Objective-wise analysis: Objective wise analysis was performed for the purpose of study.

1. The first objective was accomplished by collecting and analyzing data from the information available on the websites and reports of the selected Universities. The validity of courses and contents and delivery was confirmed from the responses given by students during the survey. With the purpose of overall development of the students and to inculcate human values in them, the following courses are offered in different semesters in the following universities:
2. The second objective was fulfilled by testing the following hypothesis

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Result</th>
<th>r</th>
<th>P value</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>$H_{01}$: There is no significant impact of value-based education on holistic personality development of students.</td>
<td>Rejected</td>
<td>.66</td>
<td>0.00</td>
<td>Strong Positive Co-relation</td>
</tr>
<tr>
<td>$H_{02}$: There is no significant impact of value-based education on academic stress management of students.</td>
<td>Rejected</td>
<td>.54</td>
<td>0.00</td>
<td>Moderate Positive Co-relation</td>
</tr>
<tr>
<td>$H_{03}$: There is no significant impact of value-based education on academic performance of students.</td>
<td>Rejected</td>
<td>.49</td>
<td>0.00</td>
<td>Moderate Positive Co-relation</td>
</tr>
</tbody>
</table>

Further, regression analysis was performed to analyze the relative importance of each variable. The significance value of F statistic value was very small (less than 0.05) therefore independent variables were found to explain the variation in the dependent variables, leading to rejection of null hypothesis. After checking the model fit, the following regression equations for the above stated hypothesis were obtained:

1. Holistic Personality Development = 1.016 + .741 * VBE
2. Stress Management = 1.037 + .687 * VBE
3. Academic Performance = 1.087 + 0.759 * VBE

All the null hypotheses were rejected and alternate hypotheses were accepted. It was found that VBE has strong positive correlation with holistic personality development. VBE was found to be moderately positively correlated with academic stress management, academic performance of students. Further, demographic variables like age wise and gender wise correlation were also analyzed.

3. The third objective was satisfied by developing Causal loop Diagram (CLD) indicating dynamic causality existing among main variables.

The Socio-Economic challenges and constraints while dissemination of Value Based Education includes four major sectors named: Government, Social, Economic and Institutional Sector. The point of arrow shows the occurrence of one due to the effect of another. Plus (+) sign of polarity shows the reinforcing the incremental effect of one variable over the other i.e. positive relationship. On the other hand Minus (-) sign shows the opposite effect of one variable over of the other variable.

![Causal Loop Diagram](image)

**Figure 3. Causal Loop diagram**

4. Fourth objective was satisfied by testing the following Hypothesis.

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Result</th>
<th>r</th>
<th>P value</th>
<th>Relationship</th>
</tr>
</thead>
</table>

...
H04: There is no significant impact of innovative stress buster ingredients of value based education in coping with academic stress

<table>
<thead>
<tr>
<th></th>
<th>Rejected</th>
<th></th>
<th></th>
<th>Moderate Positive Co-relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>H05:</td>
<td>Rejected</td>
<td>.51</td>
<td>0.00</td>
<td>Weak Positive Co-relation</td>
</tr>
</tbody>
</table>

The innovative stress buster ingredients of value based education include freedom of thought, meditation, religiosity, consciousness, sustainability, conservation and relaxing exercise for the purpose of the study. Academic stress management includes the response of students and scholars whereas the workplace stress management includes the response of alumni. VBE was found to be moderately positively correlated in coping with academic and weak in workplace stress.

The significance value of F statistic value was very small (less than 0.05) therefore independent variables were found to explain the dependent variable. The regression equations of above stated hypothesis are as under:

1. Academic Stress Management = 1.733 + 0.516 * Innovative Stress buster of VBE
2. Workplace Stress Management = 2.639 + 0.294 * Innovative Stress buster of VBE

CONCLUSION AND RECOMMENDATIONS:

The chapter covers Conclusion and Recommendations of the study.

a) Conclusion: Degradation of values in the present scenario raises the need for systematically imparting the value based education. Value orientation is integral to all stages of upbringing, formal education, interaction between individuals and formation of social groups. Values are thus inseparable from the life of the individual. It permeates throughout the whole life. Since, education is an essential requirement; the aims of education, content and methodology are viewed in terms of value development. Values and development 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.

b) Recommendations:

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 which 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 of all the values otherwise the individual found to be developed 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.

**Table: 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></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>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>
<tbody>
<tr>
<td>Energy conservation studies</td>
<td>Counseling Centers</td>
</tr>
<tr>
<td>Zero waste Programme</td>
<td>Student mentor relation</td>
</tr>
<tr>
<td>Solar electricity usage</td>
<td>Social support</td>
</tr>
<tr>
<td>Plantation of trees</td>
<td>Equality</td>
</tr>
<tr>
<td>Recycling of waste</td>
<td>Regular Prayer</td>
</tr>
<tr>
<td>Care of pollution in campus</td>
<td>Yoga</td>
</tr>
<tr>
<td>Environmental education</td>
<td>Games &amp; sports</td>
</tr>
<tr>
<td>Agricultural education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value based core courses</td>
</tr>
<tr>
<td>Green startups</td>
</tr>
<tr>
<td>Each one teach one program</td>
</tr>
<tr>
<td>Learn while earn</td>
</tr>
<tr>
<td>Team activities</td>
</tr>
</tbody>
</table>
Figure: Stock-Flow Diagram for Promotion of 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. 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.
Figure 4. Stock Flow diagram

Limitations of the study:

The researcher selected only one institution from each category of universities. The present study is also only confined to the institutions of Uttar-Pradesh. Constrained by time, the study was confined to opinions collected from students. The study may also have been affected by the knowledge limitation of the researcher.

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 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 so as to make holistic development of the students not just focused on development of one or two values.

Future scope of the study: The further study may include various other universities of 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.

![Simulation Diagram](image)

**Figure 5. Stock Flow diagram fro simulation**

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 (value based education) = 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 that 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 6. Result of Simulation (I)](image)

2. 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 oriented development (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
SM COEFF = Stress management Coefficient  \[.455\]

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

![Figure 7. Result of Simulation (II)](image)

The simulation curve of HPD (Holistic Personality Development) curve shows the slow rate of personality development in case of institution having low or minimal focus on Value based education in their Educational framework. The simulation results show that the VBE helps in developing the personality of students at a higher pace.