



Impact Of A Credit Course On Value Education For Consciousness Development On The Happiness Relationships And Self Discipline Of The Students In Atmiya University

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ABSTRACT

Credit course on Value Education for Consciousness Development (VECD) has been running across many universities of the country for the past few years. The course discusses issues which are very basic, sensitive and prime requirements nowadays are to be happy, relationships and self discipline of students. The content is shared in the form of a proposal for self-verification, self-validation by the students. Students reflect on the content on the basis of their natural acceptance and also validate it in their living by experiments. The complete content of the course has been designed in a way so that it is universal, logical, verifiable and leading to harmony with self, family, society and nature. In 2019, Atmiya University in Rajkot, Gujarat, India started running such a full-semester three-credit course. After the completion of the course, a survey was conducted on approx 1372 students to evaluate their happiness, relationship and self-discipline of the students. One of the survey results and their analysis is discussed in this paper.

The survey suggests that this course has been transformational in terms of initiating a process of self-exploration and self-reflective thinking on happiness, self-discipline and relationship in the students. The students develop a holistic perspective of life, an understanding of the need for physical facilities in life, the underlying feelings for harmonious relationships, co-existence of human order with the nature around them, and are able to overcome negative emotions through this course within a short span of time. It also suggests that values can be inculcated among the scholars of higher education through classroom inputs if the pedagogy includes exploration techniques, open discussion and creative individual and group level practice sessions.

These outcomes suggest immense possibilities for higher education – starting with value education to value-based education leading to value-based living.

Keywords—happiness, relationship, self-discipline, self-exploration, value-based education

INTRODUCTION

Interventions in the prevalent education system provide a universal and logical basis for human values that address and provide direction to the current educational system: by covering the purpose and goals of human living and its entire expanse[1].

The aim of this additional course is to integrate the context of human existence into the classroom. Although current education effectively imparts information and skills through memorization and analysis, it falls short of addressing the fundamental aspects of human life.

It is amply clear that the current education syllabus, context and content is materialistic in nature –leading to a material outcome – of a consumerist society and lifestyle [5]. While this accomplishes only physical comfort, it is both unsatisfying to us as Humans as well as family and harmful to nature as global warming and family warming is increasing day by day.

Fundamental needs like understanding of the happiness, aim of human relationships, self-discipline without ruler and our relationship with nature are completely ignored, or at best addressed in a half hearted manner in current education [7].

This course aims to bridge that gap and helps to understand complete development by facilitating them with the appropriate content needed.

VALUE EDUCATION FOR CONSCIOUSNESS DEVELOPMENT

Value Education for Consciousness Development-Madhyasth Darshan (The Worldview of Harmonious Coexistence), propounded by A. Nagraj, is a comprehensive knowledge system that fosters harmonious and holistic living [8][9]. It is a new philosophy in human understanding which proposes that all aspect of human that all of us exist is in a harmonious system of coexistence. Nothing exists in isolation in fact everything is related to everything else. There is an inherent harmony and balance in existence and everything in nature is mutually enriching, fulfilling and complementary with each other [6].

In order for human beings to be in balance and harmony within and with all, there is a need to understand this coexistence and live accordingly. Understanding oneself, harmony in existence and human conduct (living with values, character and ethics), leads to happiness and harmonious relationship with family and everything else in nature. Living with humane conduct is the foundation for establishing harmonious relationships with family and society with self discipline leading to harmony and sustainability on Earth [2].

Value Education for Consciousness Development inspires people to live harmoniously by providing holistic and practical solutions for all facets of human life – self discipline, personal, family/interpersonal, social and ecological. Value Education for Consciousness Development proposes a comprehensive, yet simple and practical understanding by which we can achieve a sustainable and harmonious coexistence between humankind and everything in the environment [10]. This proposal is completely verifiable through logic and living experience and self-exploration.

Value Education for Consciousness Development provides a new ‘alternative ‘in the fields of happiness, education, self discipline, health, relationship economics, socio-political structure, judicial systems, constitution, production and management models, technology, and ecological sustainability [3]. An exploration of this worldview reveals that whatever problems or questions one has, there is always an answer in existence.

CREDIT COURSE ON VALUE EDUCATION FOR CONSCIOUSNESS DEVELOPMENT

According to different people happiness, self-discipline and relationship means different. Atmiya University Value Education for Consciousness Development curriculum started to become the strongest foundation of happiness and well-being for all students and found positive impactful change in student’s inner happiness, relationship and self-discipline in their life.

In Atmiya University each class has 5day`s compulsory Student Induction Program (SIP) and a weekly 2 hr lecture on Value Education for Consciousness Development (VECD) subject. This course offered 2015 onwards having 3 credits for each class from UG to PG including all disciplines like engineering, commerce, arts having approx 35 class rooms and 1500 plus students. Nowadays education is very much applicable to deal with world physical world issues by technology. As we see our education system looks mostly on knowledge and facts, but they didn’t address how to manage happiness, family relations, self-discipline and experience of life. As we know life is complex and often gets difficult in many places so to deal with this we need self awareness, confidence, experience skills to steer it [10]. For this entire complex situation Atmiya University needs young people who are actually focused and emotionally stable and management also ensure that their students not only receive literacy and numeracy skills but also get brain-based skills and emotional skills to work successfully in society [12]. Value Education for Consciousness Development has been designed for these skills only. To manage this course the management of Atmiya University has established a cell with dedicated 7 mentors. This course is designed on the remarks and self experiential based assignments and there is no formal examination or textual reading material, no marks are given and also assessments are primarily qualitative [11]. At the end of semester, a Student Course Post Feedback Survey was also conducted to work out ways for further improvement. The results of one such survey conducted in the year 2022-23 is given here.

SURVEY ON STUDENT POST COURSE FEEDBACK

A. Impact/feedback on Happiness, Relationship and Self-discipline

In this paper total 35 SIP of 5 days was conducted and Course Post Feedback Survey was studied (academic year 2022-23 for the student of undergraduate and postgraduate) and the total number of students who studied in the year were about 1350+. In this survey we are trying to find out whether human values can be taught, human values are universal in nature and the impact of short term training programs on values to initiate a new thought process leading to social change among the participants. The 5days SIP was conducted

by 10 facilitators having session 6 hours daily and a total of nineteen questions were included in the feedback survey as given below.

TABLE I. SIP COURSE POST FEEDBACK SURVEY IMPACT ON HAPPINESS

Impact on Happiness				
Question Title	Feedback/Impact			
What is the ultimate goal of human being?	Physical facility	Happiness and prosperity	and Money	-
	4.2%	92.8%	3%	-
Happiness we aspire?	Continuous	Temporary	Time being	-
	82.7%	9%	8.4%	-
If there is Right Understanding then what is the source of our thought?	Pressure	Preconditioning	Natural acceptance	-
	5.2%	10%	84.8%	-
How much physical facilities do we need?	Limited and measurable	Infinite	-	-
	72%	28%	-	-
What is the definition of human being?	Social animal	Coexistence of self and body	Consumer	Only body
	16%	77.9%	3.1%	3%
What is the need of self?	Emotional	Physical facility	-	-
	80.9%	19.1%	-	-

TABLE II. SIP COURSE POST FEEDBACK SURVEY IMPACT ON RELATIONSHIP

Impact on Relationship				
Question Title	Feedback/Impact			
What is the meaning of Trust?	The other is for my happiness and Prosperity	Only sometimes the other is for my happiness and Prosperity	-	-
	82.8%	17.2	-	-
What is the meaning of respect?	Right evaluation	Over evaluation	Under evaluation	Otherwise evaluation
	91.6%	3.9%	2.6%	2%
What is the output of a relationship if it is based on a right understanding?	Mutual happiness	Mutual prosperity	Contradiction	-
	82.2%	12.3%	5.5%	-
Every human being wants to happy and wants to make others happy	Can `t say	Disagree	Agree	
	Before workshop			
	38.1%	18.9%	42.9%	
	After workshop			
	6.5%	4%	89.5%	

TABLE III. SIP COURSE POST FEEDBACK SURVEY IMPACT ON SELF-DISCIPLINE

Impact on self-discipline				
This workshop affects positively on physical health also after understanding the human as co-existence of self and body	Strongly disagree	4.5%		
	Disagree	6%		
	Neutral	19.5%		
	Agree	24.1%		
	Strongly agree	45.8%		
This workshop affects positively on blood-pressure after understanding human living dimension as thought, work and behavior	Strongly disagree	5.2%		
	Disagree	7.1%		
	Neutral	18.4%		
	Agree	25.1%		
	Strongly agree	44.2%		
Daily social media usage time?	< 1 hour	1-2 hour	3-4 hour	> 4 hour
	Before workshop			
	12.2%	38.3%	37.5%	12%
	After workshop			
	32.4%	53.2%	10.9%	3.6%

B. Impact/feedback on Happiness, Relationship, Self-discipline before and after workshop

The structured 5 questionnaire has been drafted and a pre & post survey was carried out on 1372 participants who attended the workshop. The age group of the respondent was between 16-225, students of undergraduate and postgraduate courses. the Impact/feedback survey before and after the workshop as given below.

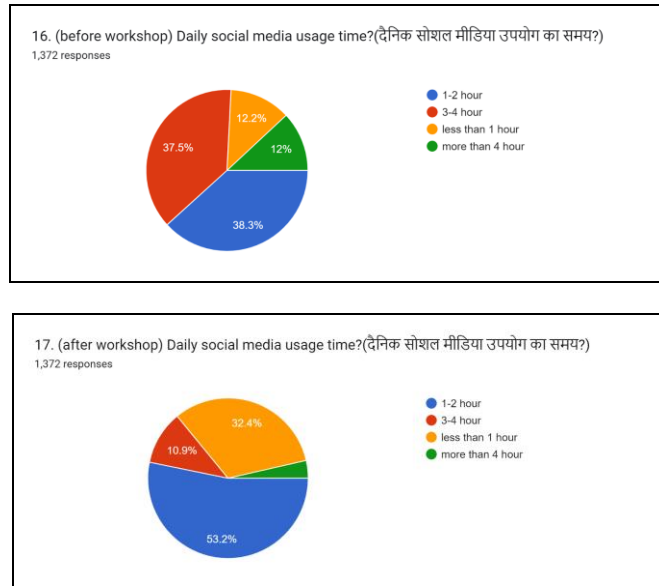


Fig. 1.(before/after workshop) Daily social media usage time?(दैनिक सोशल मीडिया उपयोग का समय?)

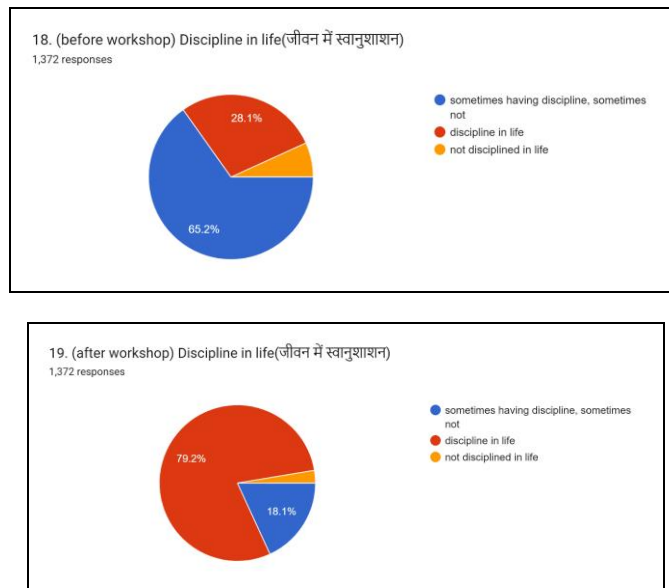


Fig. 2. (before/after workshop) Discipline in life(जीवन में स्वानुशासन)

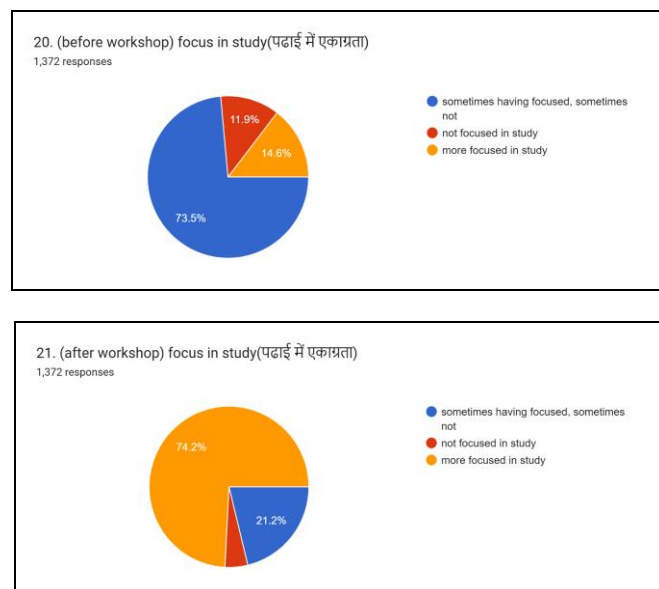


Fig. 3. (before/after workshop) focus in study(पढ़ाई में एकाग्रता)

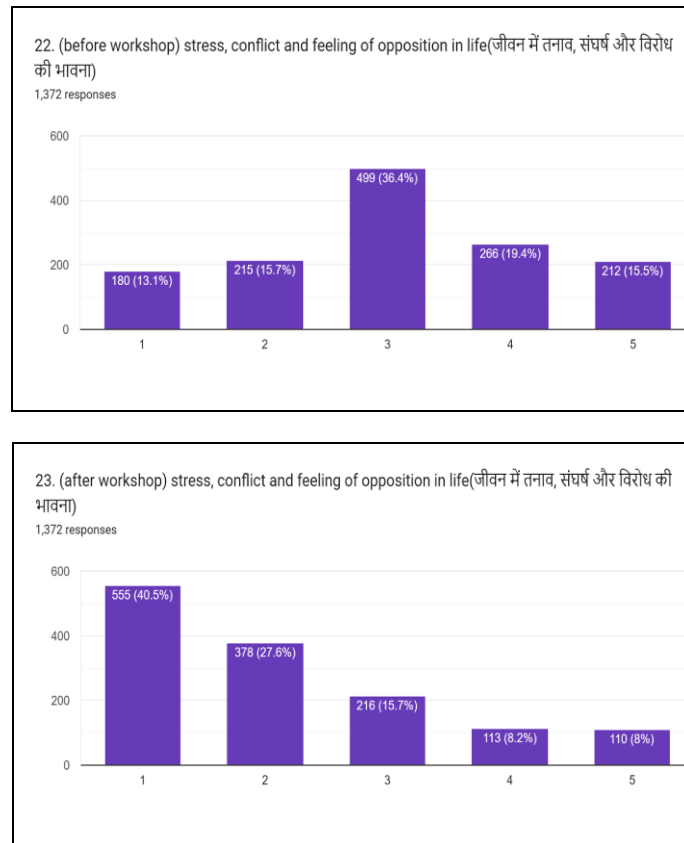


Fig. 4. (before/after workshop) stress, conflict and feeling of opposition in life(जीवन में तनाव, संघर्ष और विरोध की भावना) (scale: 1.Very less. 2.Above Average. 3.Average. 4.Below Average. 5.Very high)

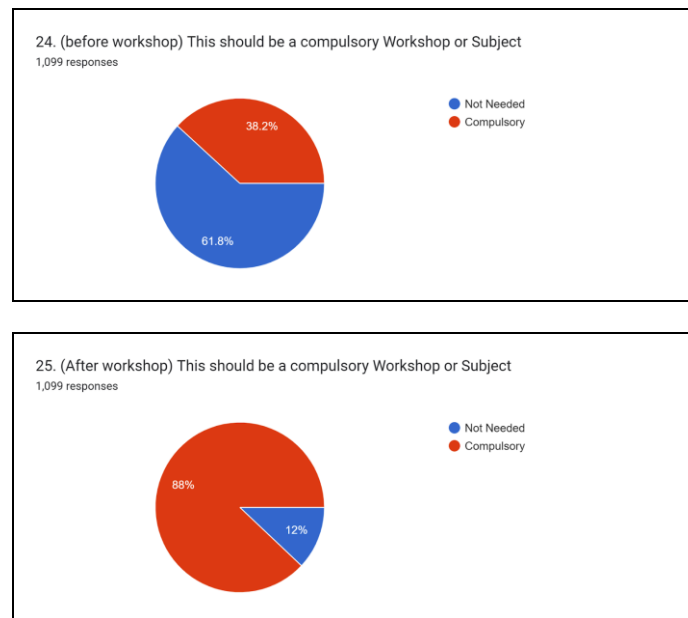


Fig. 5. (before/after workshop) This should be a compulsory Workshop or Subject

ANALYSIS OF THE SURVEY

An analysis of this survey shows the mentioned positive impact on happiness, relationship, self-discipline:

1. This course on CVMS is teachable with logical and universal and livable form. Within academics, the students are able to understand the concepts taught in the class to a large extent.
2. In the survey, certain students expressed strong agreement or disagreement, suggesting that the faculty teaching the course has not significantly influenced the feedback of the students.
3. A substantial number of students express strong agreement and agreement regarding the feasibility of the proposals, underscoring the high effectiveness of the credit course in imparting practices CVMS skill for daily living.

4. Through this credit course students interested in academics and their behavior has improved shown by the feedback report.
5. The course has proven to be exceptionally impactful in improving the well-being, interpersonal connections, self-control, and overall health of students, both within as well as outside the family.
6. The course has successfully boosted students' academic motivation, promoted a greater sense of happiness and prosperity, facilitated the management of negative emotions, and initiated a journey of self-exploration and self-discipline [4]. These improvements extend across various aspects of their lives.

CONCLUSION

Comprehending the crisis of values in personal, family, and professional spheres allows us to grasp the root cause of numerous issues. The breakdown of coherent thoughts in contemporary individuals has resulted in disruptions in relationships as well. Cultivating positive relationships is essential for both personal enjoyment of life and the creation of a positive environment within both family and society. For happiness in life, family relations have to be given top priority as compare to only materialistic life.

Maintaining lively and enjoyable connections with friends and colleagues is crucial, extending beyond mere formality and monotony. Likewise, fostering relationships grounded in values and mutual respect among all members is essential for the well-being and prosperity of society. So, by having a positive attitude and good behavior towards people from all walks of life, we can develop healthy relationships with whoever we come in contact with. This study supports the fundamental importance of cultivating happiness and healthy relationships and self-discipline in our lives.

This Study was conducted with a view to understand the importance of Value Education for Consciousness Development for students, their relationship among themselves and with their families and the importance of value education and spirituality courses in enhancing better understanding about relationships with friends and colleagues in enhancing better social relations with self-exploration.

A study was conducted at Atmiya University Rajkot with a sample size of 1372 students. A survey form with a detailed questionnaire was used for the purpose of coming to the conclusion.

As a conclusion, the credit course has been highly effective in initiating a process of self-validation in the students to develop an understanding in the students regarding their happiness, their relationships with family and friends, self-discipline in life and making the higher education more valuable (rather than restricting it to only skill and materialism). Such inputs need to be provided and made available to all institutes of higher education, in the world and India as shown in the survey.

FUTURE SCOPE OF WORK

There is immense potential for future scope of improvement in mainstream education. Agencies and organizations have the opportunity to further develop a common program and participate in it in a collaborative manner. Recently, All India Council of Technical Education (AICTE) and University Grant Commission (UGC) has made it a mandatory 3-credit course for all the colleges across the country. Many universities are also offering some higher level courses as electives in higher semesters in technical education. The National Education Policy 2020 has also focused on value based education content leading to value based living for a harmonious and equitable society in a sustainable manner.

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