

Impact of UHV-I (eSIP)

Analysis Prepared by:

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Universal Human Values-I

UHV-I

- *A three-week Induction Programme for Students*
- *For fulfilment of human aspirations and attainment of full human potential*
- *To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS'*
 - ✓ *Ensure sustained happiness and prosperity*
- *A journey based on natural acceptance*
 - ✓ *Filled with self-inquiry, self-exploration, and self-discovery*

Sample and the analyses

- *Subsample: 500 observations (students), selected randomly*
- *Observation: Pre and Post UHV-I responses*
- *Histogram: Data levels are in percentage*

Importance in My Life (1/3)

I am concerned about:

| <i>Notation</i> | <i>Description</i> | <i>Mean (pre)</i> | <i>Mean (post)</i> | <i>P-value</i> |
|-----------------|---|-------------------|--------------------|----------------|
| V1 | <i>My Self</i> | 4.3200 | 4.4700 | 0.68% |
| V2 | <i>My Health</i> | 4.3600 | 4.5700 | 0.02% |
| V3 | <i>My family and Friends</i> | 4.4800 | 4.5700 | 5.18% |
| V4 | <i>My College/Institution/Community</i> | 4.1500 | 4.3700 | 0.01% |
| V5 | <i>Skills for Job/Self-employment</i> | 4.4700 | 4.4700 | 50.00% |
| V6 | <i>Money</i> | 3.9700 | 3.9300 | 26.23% |
| V7 | <i>Social engagement and responsibility</i> | 4.1600 | 4.3700 | 0.01% |
| V8 | <i>Natural environment</i> | 4.3100 | 4.5000 | 0.04% |
| V9 | <i>Nation</i> | 4.3300 | 4.5400 | 0.02% |

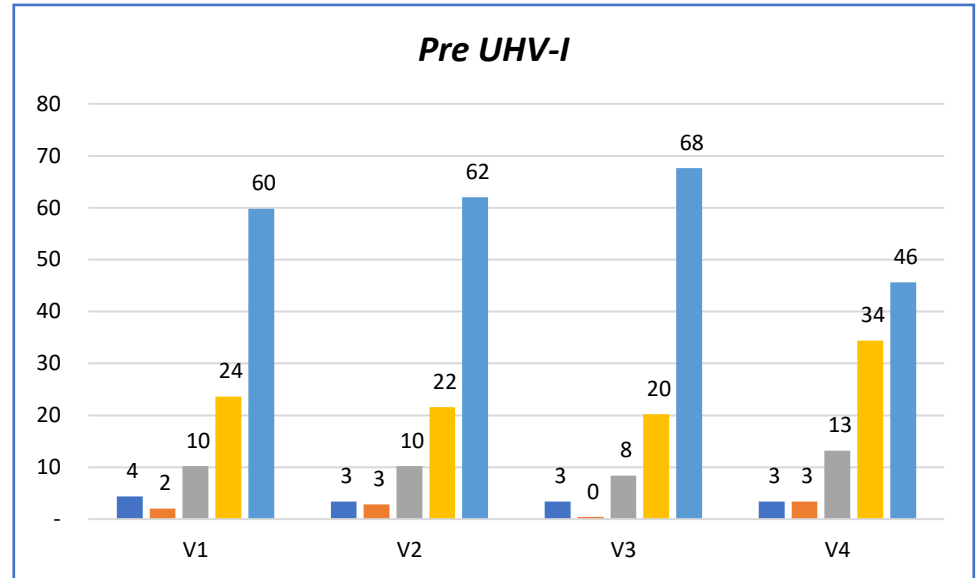
Post UHV-I

- *Students had a greater understanding affinity for self, family, and the institution*
- *Students exhibited a higher concern for the social engagement, natural environment, and nation*
- *Among students, no significant change was observed for the importance of skills for job and money*

Importance in My Life (2/3)

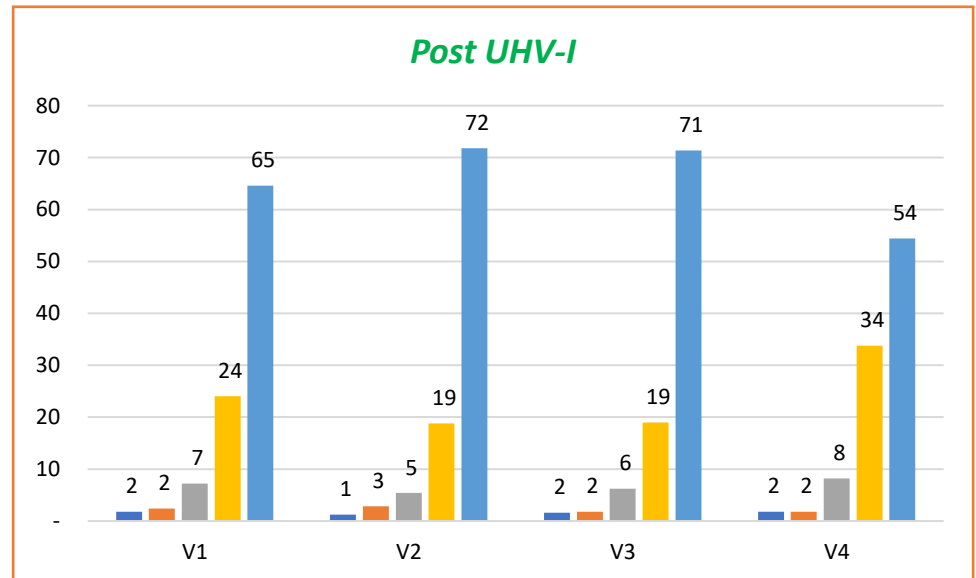
I am concerned about:

| | |
|----|----------------------------------|
| V1 | My Self |
| V2 | My Health |
| V3 | My family and Friends |
| V4 | My College/Institution/Community |



Post UHV-I

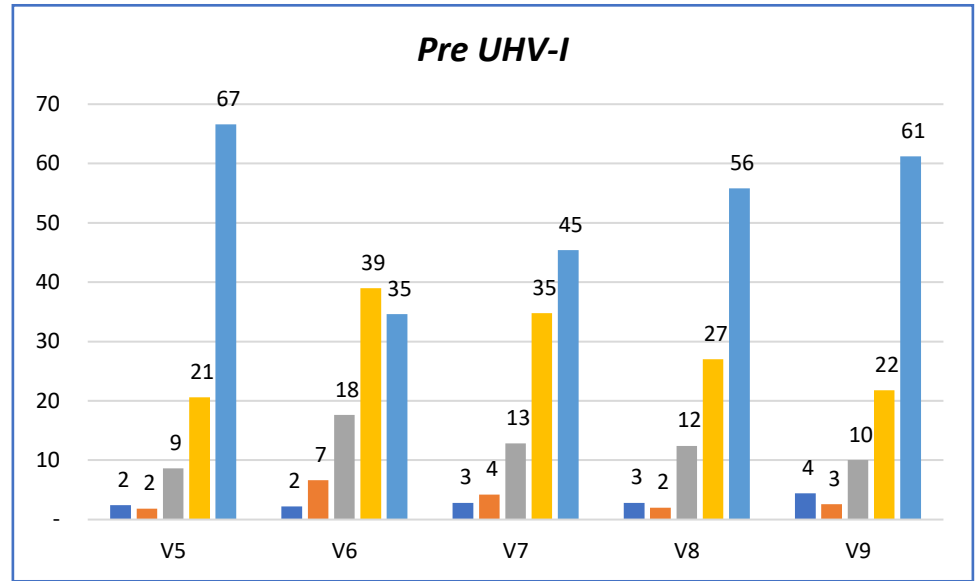
- *A significant and positive shift observed (5% to 10%)*
- *Higher clarity would motivate them to actively participate in the nation building*



Importance in My Life (3/3)

I am concerned about:

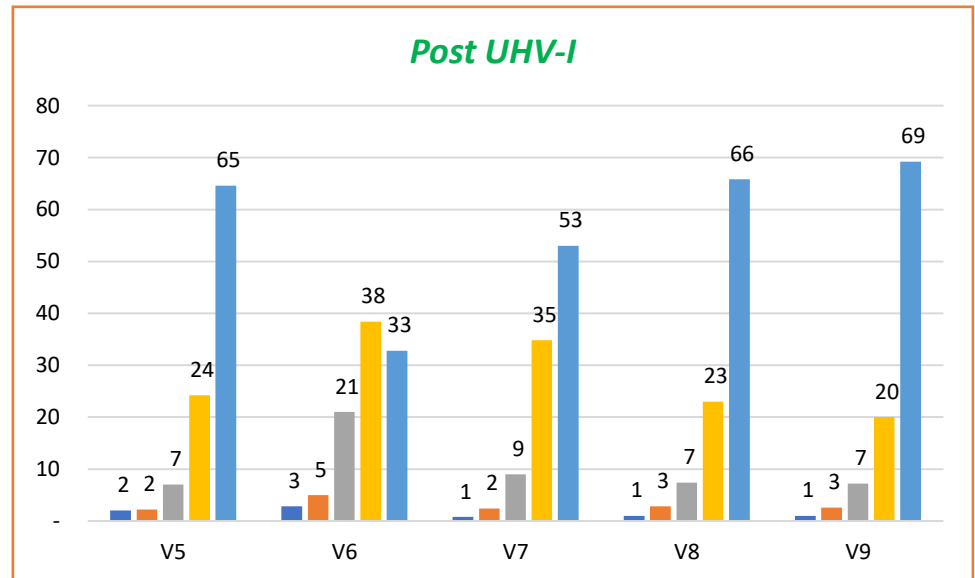
| | |
|----|---|
| V5 | <i>Skills for Job/Self-employment</i> |
| V6 | <i>Money</i> |
| V7 | <i>Social engagement and responsibility</i> |
| V8 | <i>Natural environment</i> |
| V9 | <i>Nation</i> |



Post UHV-I

Skills for Job & Money: A positive shift observed (drop by 2-3%)

Students exhibited a higher willingness to participate at societal, natural, and national level: A rise by approx. 10%



Expectation from Education (1/3)

I want to learn about:

| <i>Notation</i> | <i>Description</i> | <i>Mean (pre)</i> | <i>Mean (post)</i> | <i>P-value</i> |
|-----------------|---|-------------------|--------------------|----------------|
| V10 | <i>My Self</i> | 4.2400 | 4.3600 | 2.93% |
| V11 | <i>My Health</i> | 4.2300 | 4.3800 | 0.72% |
| V12 | <i>My family and Friends</i> | 4.2400 | 4.3500 | 3.78% |
| V13 | <i>My College/Institution/Community</i> | 4.2200 | 4.3700 | 0.65% |
| V14 | <i>Skills for Job/Self-employment</i> | 4.4200 | 4.4400 | 36.67% |
| V15 | <i>Money</i> | 4.0200 | 3.9700 | 22.27% |
| V16 | <i>Social engagement and responsibility</i> | 4.2000 | 4.3300 | 1.53% |
| V17 | <i>Natural environment</i> | 4.2500 | 4.3900 | 0.96% |
| V18 | <i>Nation</i> | 4.2800 | 4.4300 | 0.75% |

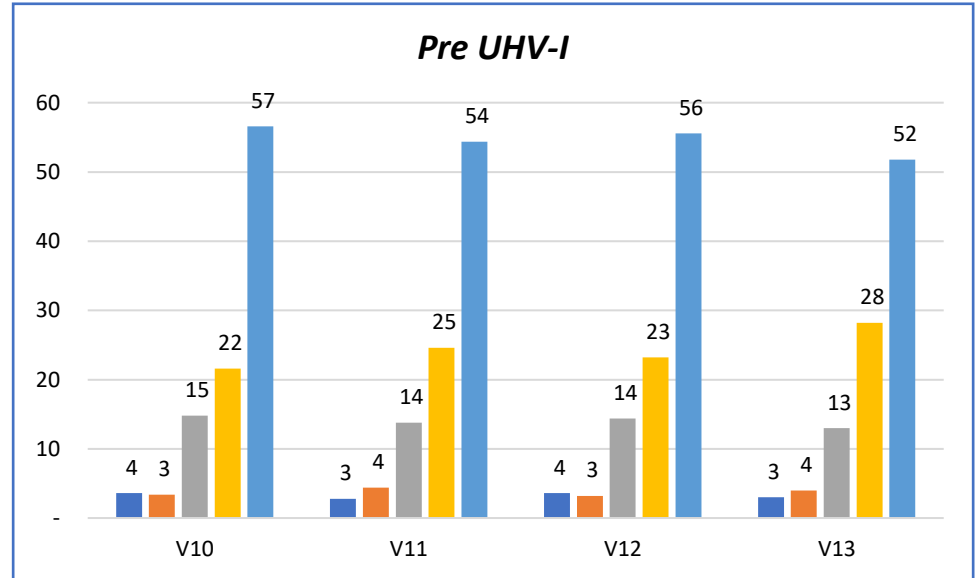
Post UHV-I, students felt

- *A greater expectation from the education in developing understanding for self, family, and the institution*
- *Need of a higher contribution in motivating them to participate at society and nature development to make the nation strong*

Expectation from Education (2/3)

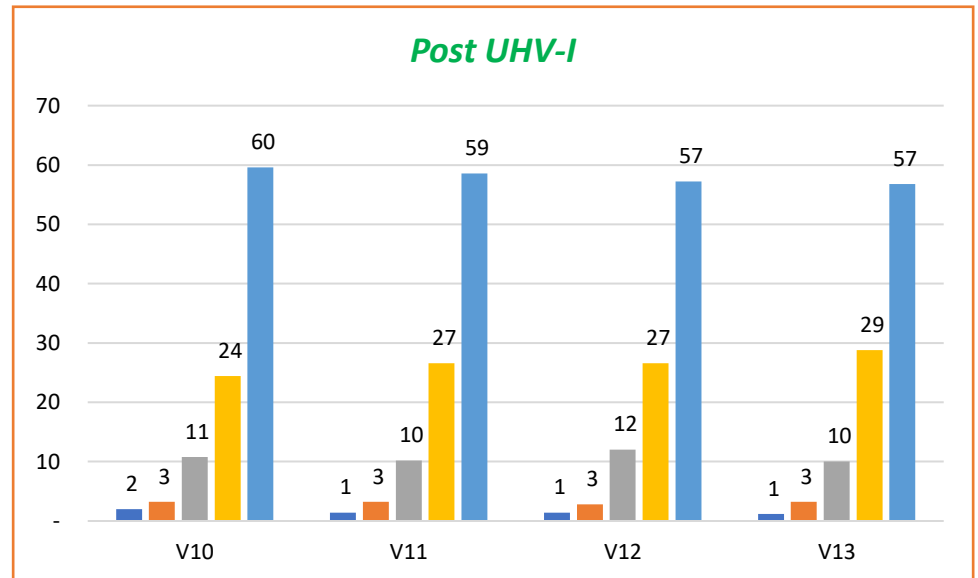
I want to learn about:

| | |
|-----|---|
| V10 | <i>My Self</i> |
| V11 | <i>My Health</i> |
| V12 | <i>My family and Friends</i> |
| V13 | <i>My College/Institution/Community</i> |



Post UHV-I

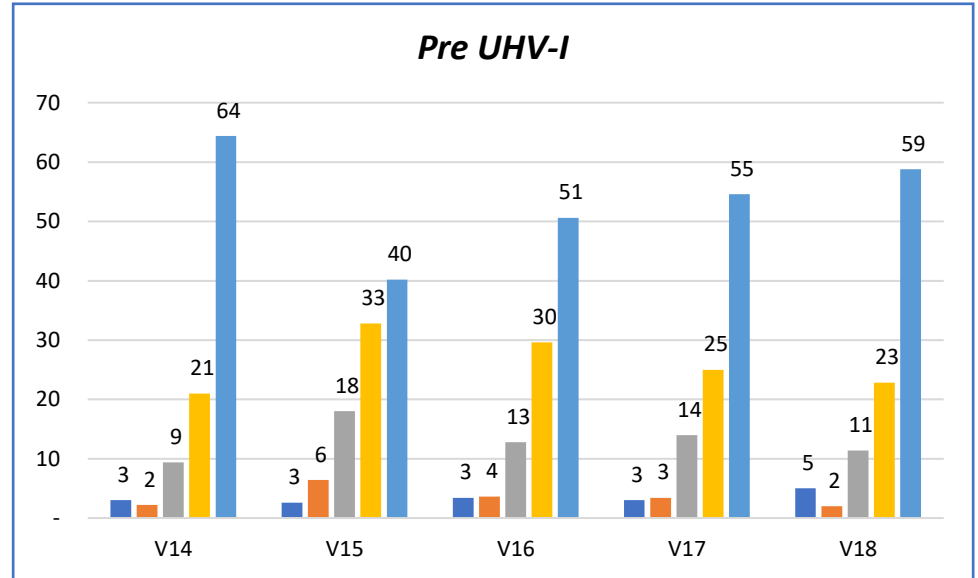
- *A significant and positive shift observed for all the variables*
- *The shift is more pronounced among the lower strata*



Expectation from Education (3/3)

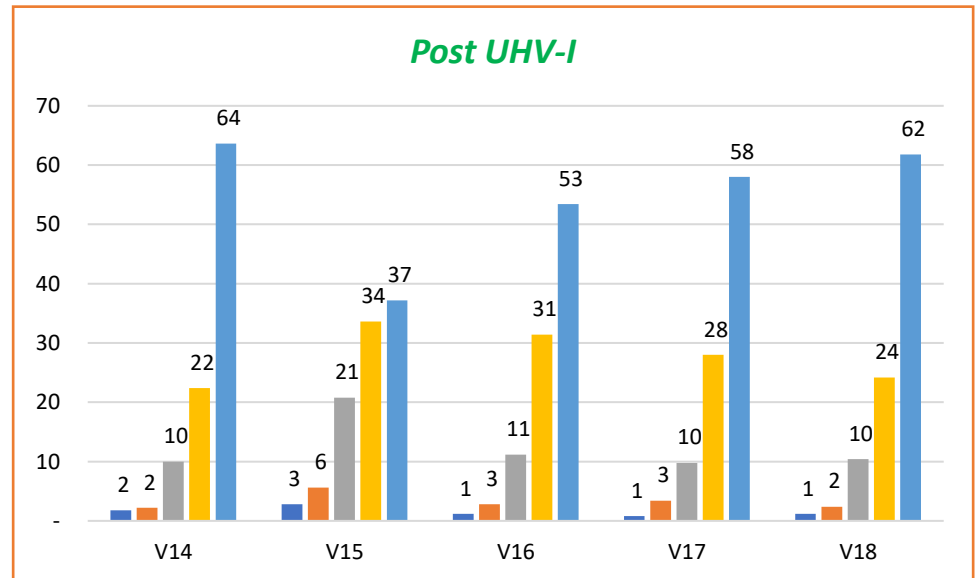
I want to learn about:

| | |
|-----|--------------------------------------|
| V14 | Skills for Job/Self-employment |
| V15 | Money |
| V16 | Social engagement and responsibility |
| V17 | Natural environment |
| V18 | Nation |



Post UHV-I, students were

- *More enthusiastic and willing to participate in developing society and conserving nature.*



Purpose of Education and Human Aspirations

| <i>Notation</i> | <i>Description</i> |
|-----------------|--|
| V19 | <i>The role of education is to develop full human personality</i> |
| V20 | <i>The basic purpose of getting educated is to get a good job.</i> |
| V21 | <i>Money is the most important thing in human life</i> |
| V22 | <i>The needs of a human being are unlimited</i> |
| V23 | <i>People living in a society cannot have a common goal and there will always be conflicts in society</i> |
| V24 | <i>There is struggle for survival in the nature, and only the fittest can survive</i> |
| V25 | <i>The problems that you see around you are mostly due to lack of skills</i> |
| V26 | <i>The problems that you see around you are mostly due to lack of relationship, concern for each other</i> |
| V27 | <i>The problems that you see around you are mostly due to lack of resources</i> |

Post UHV-I

- *Students still lack clarity on the basic purpose of education and importance of money. (UHV-II needed)*
- *Students attributed reasons for the problems to lack of skills, lack of relationship, and lack of recourses.*
- *As they are young and the UHV were recently introduced, UHV-II would help in developing clarity on these topics*

| <i>Notation</i> | <i>Mean (pre)</i> | <i>Mean (post)</i> | <i>P-value</i> |
|-----------------|-------------------|--------------------|----------------|
| V19 | 4.5300 | 4.5800 | 14.98% |
| V20 | 3.3600 | 3.8000 | 0.00% |
| V21 | 3.1000 | 3.2900 | 0.68% |
| V22 | 4.1400 | 4.2700 | 1.90% |
| V23 | 3.6700 | 3.8300 | 1.78% |
| V24 | 4.0800 | 4.0600 | 38.64% |
| V25 | 3.6500 | 3.9000 | 0.01% |
| V26 | 3.7300 | 4.1500 | 0.00% |
| V27 | 3.4400 | 3.8300 | 0.00% |

Understanding Before and After UHV-I

| <i>Notation</i> | <i>Description</i> | <i>Mean (pre)</i> | <i>Mean (post)</i> | <i>P-value</i> |
|-----------------|-----------------------------|-------------------|--------------------|----------------|
| <i>U1</i> | <i>Purpose of education</i> | <i>3.6200</i> | <i>3.9900</i> | <i>0.00%</i> |
| <i>U2</i> | <i>Competition</i> | <i>3.3900</i> | <i>3.7100</i> | <i>0.00%</i> |
| <i>U3</i> | <i>Excellence</i> | <i>3.5300</i> | <i>3.9800</i> | <i>0.00%</i> |
| <i>U4</i> | <i>Happiness</i> | <i>3.6700</i> | <i>4.0200</i> | <i>0.00%</i> |
| <i>U5</i> | <i>Trust</i> | <i>3.5400</i> | <i>3.9700</i> | <i>0.00%</i> |
| <i>U6</i> | <i>Respect</i> | <i>3.6900</i> | <i>4.0800</i> | <i>0.00%</i> |
| <i>U7</i> | <i>Gratitude</i> | <i>3.5100</i> | <i>3.9500</i> | <i>0.00%</i> |
| <i>U8</i> | <i>Love</i> | <i>3.5200</i> | <i>3.8400</i> | <i>0.00%</i> |
| <i>U9</i> | <i>Irritation, anger</i> | <i>2.9700</i> | <i>3.3400</i> | <i>0.00%</i> |
| <i>U10</i> | <i>Peer pressure</i> | <i>3.0500</i> | <i>3.4600</i> | <i>0.00%</i> |
| <i>U11</i> | <i>Human being</i> | <i>3.5300</i> | <i>4.0200</i> | <i>0.00%</i> |
| <i>U12</i> | <i>Role in the family</i> | <i>3.6300</i> | <i>4.0700</i> | <i>0.00%</i> |
| <i>U13</i> | <i>Society</i> | <i>3.4900</i> | <i>3.9800</i> | <i>0.00%</i> |
| <i>U14</i> | <i>Nature</i> | <i>3.6600</i> | <i>4.1500</i> | <i>0.00%</i> |

Post UHV-I

- *Students had a greater understanding of the topics listed (purpose of education, competition, etc.)*
- *The shift was positive and significant for all the topics*

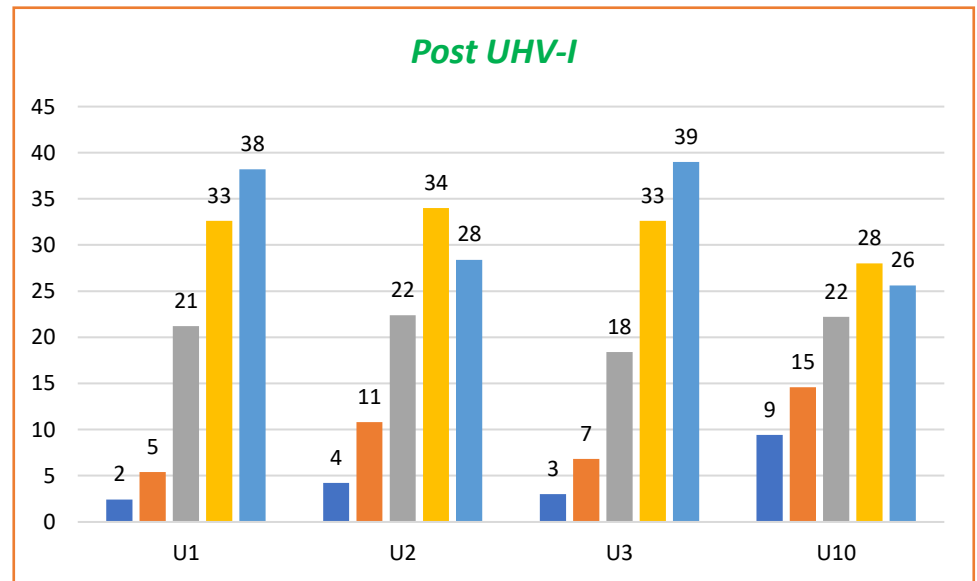
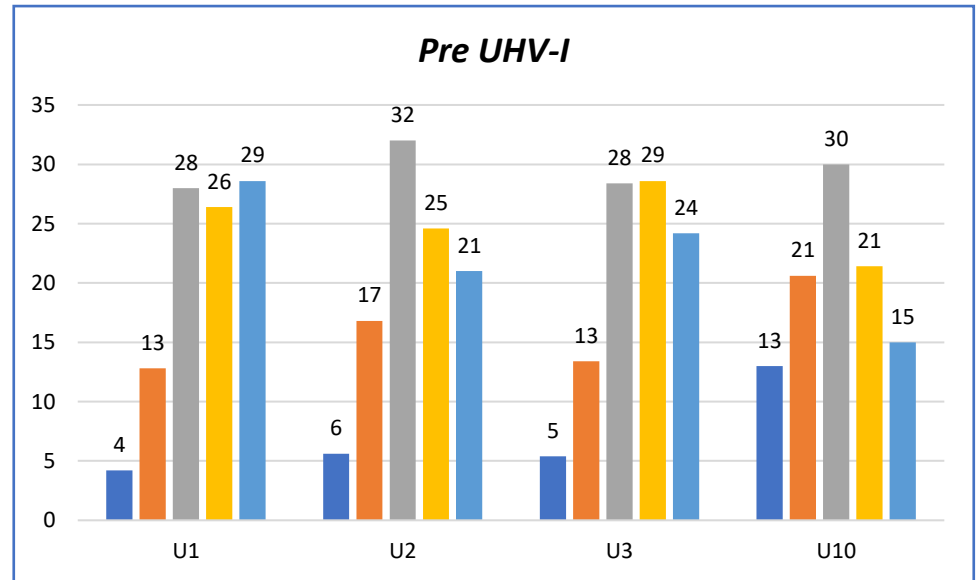
Purpose of Education and Peer Pressure

Understanding of

| | |
|-----|----------------------|
| U1 | Purpose of education |
| U2 | Competition |
| U3 | Excellence |
| U10 | Peer Pressure |

Post UHV-I

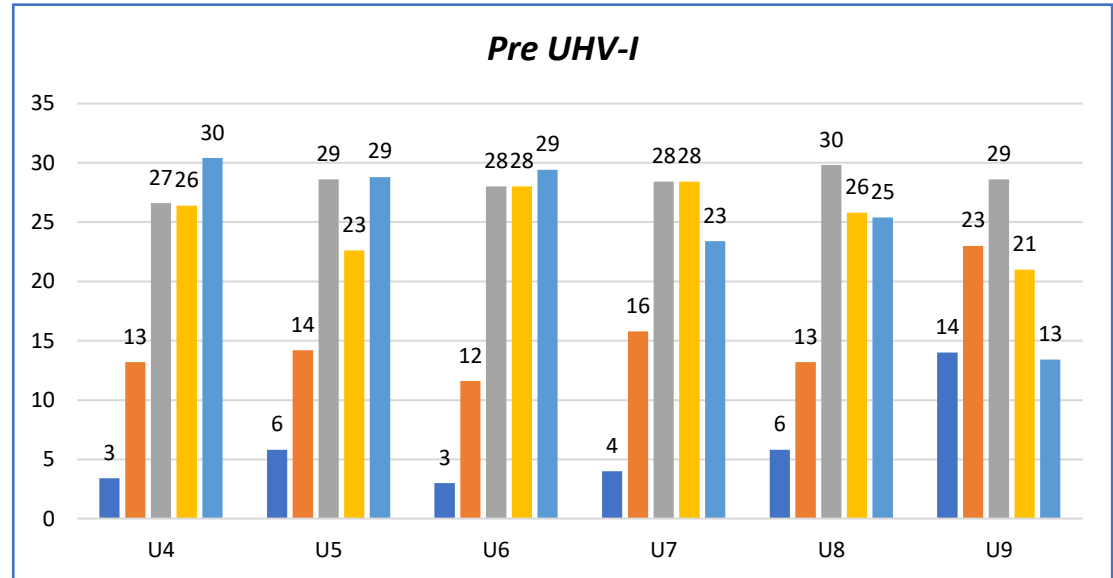
- *Purpose of education: A positive and significant shift (more than 10%)*
- *Similarly, a positive and significant shifts were observed for competition and excellence*
- *Students had a better clarity and understanding of the peer pressure.*



Personal Development: Values

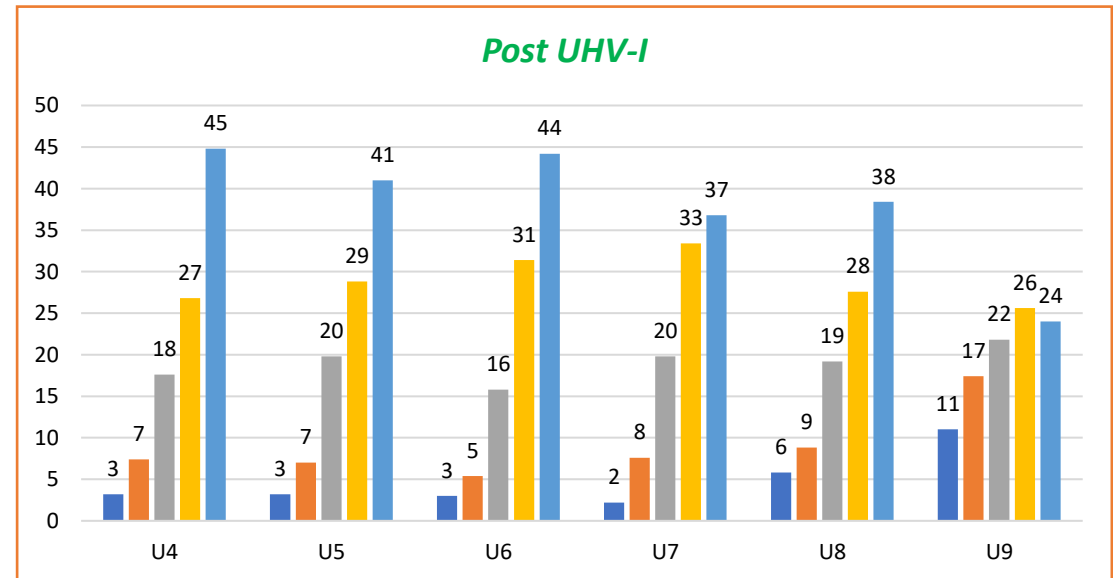
Understanding of

| | |
|----|-------------------|
| U4 | Happiness |
| U5 | Trust |
| U6 | Respect |
| U7 | Gratitude |
| U8 | Love |
| U9 | Irritation, anger |



Post UHV-I

- A positive and significant shifts were observed all the topics (10-15%)
- A better clarity and understanding of Happiness, Trust, Respect, Gratitude, Love, and Irritation (anger) would lead to excellence.



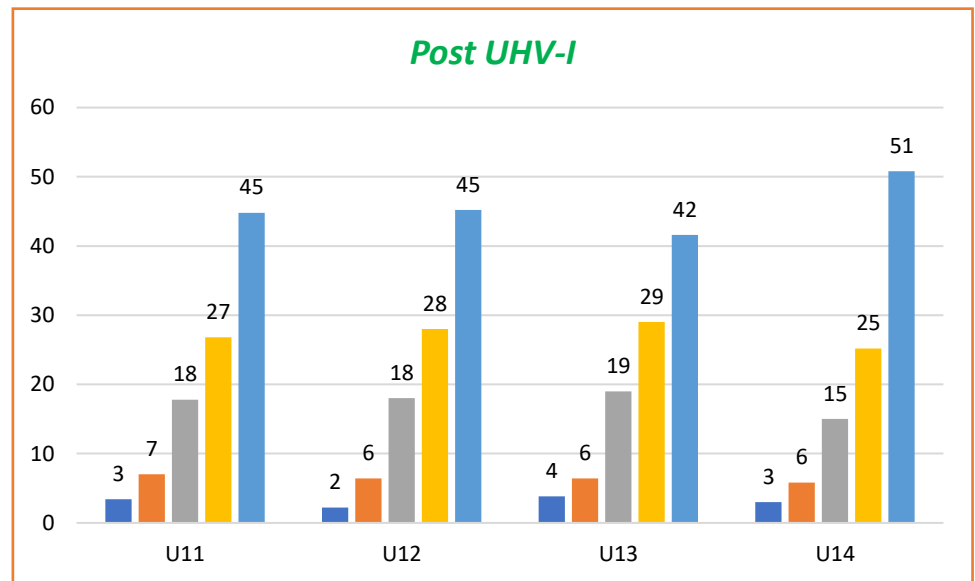
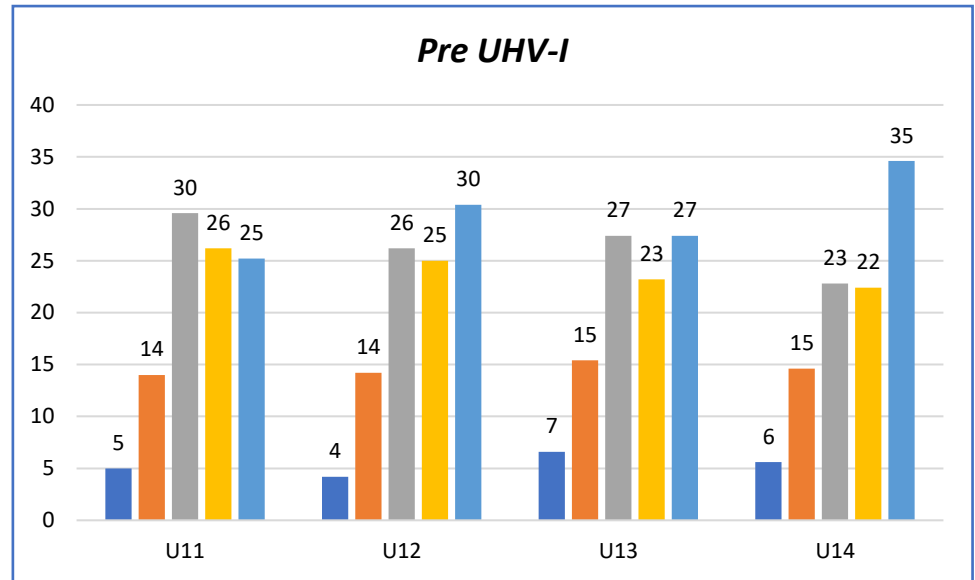
Self-Family-Society-Nature

Understanding of

| | |
|-----|--------------------|
| U11 | Human being |
| U12 | Role in the family |
| U13 | Society |
| U14 | Nature |

Post UHV-I

- A positive and significant shifts were observed all the topics (approx. 15%)
- Clarity on the self and role in family, society, and nature would positively contribute to building better tomorrow and strong nation.



Contribution of UHV-I

| <i>Notation</i> | <i>Description</i> |
|-----------------|--|
| <i>P1</i> | <i>To what extent did UHV-I help you in developing a holistic vision of life</i> |
| <i>P2</i> | <i>How relevant is the knowledge of Universal Human Values in achieving your basic aspirations in life</i> |
| <i>P3</i> | <i>How interested are you to attend the UHV-II course in 3rd semester</i> |
| <i>P4</i> | <i>How essential are UHV in addressing to your concerns and resolving the problems around you</i> |

| <i>Notation</i> | <i>Mean</i> | <i>Median</i> | <i>S.D.</i> |
|-----------------|-------------|---------------|-------------|
| <i>P1</i> | <i>4.19</i> | <i>4.00</i> | <i>0.83</i> |
| <i>P2</i> | <i>4.33</i> | <i>5.00</i> | <i>0.84</i> |
| <i>P3</i> | <i>3.78</i> | <i>4.00</i> | <i>1.09</i> |
| <i>P4</i> | <i>4.18</i> | <i>4.00</i> | <i>0.92</i> |

Contribution of UHV-I

- *Students acknowledged contribution of UHV-I*
 - ✓ *In developing a holistic vision of life*
 - ✓ *In achieving basic aspirations in life*
- *An overwhelming response for UHV-II course in the 3rd semester*

Conclusions

The students realized and acknowledged the contribution of UHV-I

- ✓ *In developing a holistic vision of life*
- ✓ *In achieving basic human aspirations in life*

Motivation and Participation in Nation Building

- ✓ *Students exhibited a higher concern for the social engagement, natural environment, and nation*
- ✓ *More enthusiastic and willing to participate in developing society and conserving nature.*
- ✓ *Clarity on the self and role in family, society, and nature would positively contribute to building better tomorrow and strong nation.*

Role of Education

- ✓ *A greater expectation from the education in developing understanding for self, family, and the institution*
- ✓ *Need of a higher contribution in motivating them to participate at society and nature development to make the nation strong*

*Thank You
for
Your Time*