

# ***UHV Cell, University of Mumbai***



***In Collaboration With***

***NCC-IP of AICTE***



***Conducted***

***eSIP -UHV-I (Sampler) Program***

***25<sup>th</sup> Jan. - 30<sup>th</sup> Jan. 2021***

***A Report***

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# 1 Introduction

The purpose of Education is to develop clarity on individual aspirations and develop the competence to achieve them for individual as well as social well-being. Development of this competence necessitates capacity building in skills needed to achieve this goal. However, development of skills is not enough for achieving the larger goal of holistic human development. The skills need to be developed on a sound foundation of values, which are the guiding force for skill development towards positive behaviours for self as well as the society. If skills are the component which guide the process to achieve aspirations, values are the component which help the individual make the critical decision of what to do, when faced with myriad choices.

The Universal Human Values (UHV) Cell of the University of Mumbai was formed based on this felt need to develop values through higher education.

## 1.1 Universal Human Values (UHV) Cell

The UHV cell was set up in keeping with the vision and regulations of AICTE and the National Education Policy 2020 “Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development”. The cell was inaugurated by the Hon'ble Vice Chancellor of University of Mumbai, Prof. Suhas Pednekar has inaugurated the Universal Human Values (UHV) cell of the University of Mumbai on 21st November 2020.

### 1.1.1 Purpose

To spread and promote Value Education in colleges, departments, AICTE institutions and non-AICTE institutions under the jurisdiction of the University of Mumbai.

### 1.1.2 Objectives

- ❖ To spread UHV-I and UHV-II in AICTE institutions of the University of Mumbai.
- ❖ To promote Value Education in non-AICTE institutions of Colleges and Departments of the University of Mumbai.
- ❖ To prepare content & format of courses on Value Education and work towards systemic interventions to make them an integral part of UG & PG programs in the University of Mumbai.
- ❖ To empower faculty through FDP on Value Education

## 2 eSIP UHV 1 (Sampler)

### 2.1 Rationale

The establishment of the UHV Cell @ University of Mumbai is in response to realizing the vision of NEP 2020 for Education, which states “The purpose of the Education system is to develop good human beings capable of having a rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.”

### 2.2 The Program

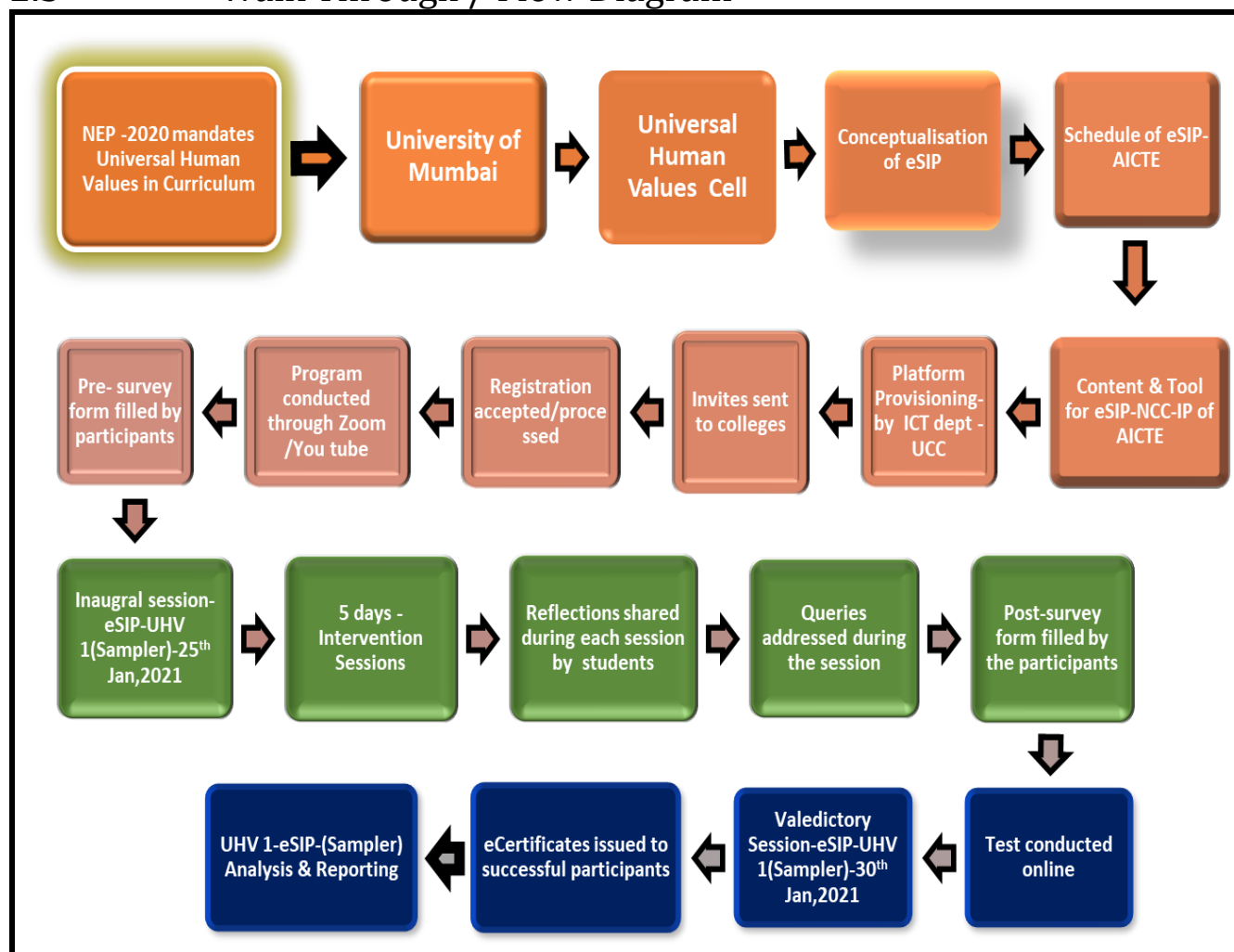
With reference to further to letter No F.No. AICTE/ IPC/ NCC-IP I 2020 dated 06.01.2021 and similar notifications received earlier, regarding AICTE’s efforts on "Value Education and Value based Education for Value based living with "Universal Human Values (UHV)" (RR Gaur et al.). The AICTE from the AY 2018-19 have introduced:

- 1) A mandatory Student Induction Program (SIP) for all newly-joined UG students. SIP has 9 modules (UHV-I)
- 2) A mandatory 3-credit course UHV-II 'Universal Human Values-II: Understanding Harmony 'to be conducted in the Semester-III & IV (please refer to circular No. AICTE/IPC I2020 193).

Given these mandatory requirements, the University of Mumbai -Conducted a common online student induction program for all colleges running AICTE courses. This was done in keeping with the delayed admission for the courses under AICTE and the Pandemic situation due to COVID 19, The UHV-1 Student induction program is for 21 days, with 9 modules.

The first initiative of the UHV cell of UOM, the UHV component was the e-Student Induction Program SIP (UHV1 – Sampler) for all colleges running AICTE from 25th January 2021 to 30th Jan 2021 in the online mode. Requested all students to fill the online registration forms by sharing the link

## 2.3 Walk Through / Flow Diagram



**Figure 1: Flowchart of the eSIP program**

## 2.4 About the Report

This report is being analysed using evaluation research framework for understanding the impact of eSIP on students' enrolled for eSIP-UHV 1(Sampler) from different colleges running AICTE approved courses affiliated to University of Mumbai.

# 3 Program Description

## 3.1 Inaugral Session

The Program began with the Inaugral session on 25th Jan 2021. The University song was sung by all to mark the beginning of the session.

Dr. Sybil Thomas, Co-ordinator of UHV Cell, University of Mumbai, welcomed the dignitaries, faculty and students and stated that the UHV Cell attempts to develop principles in every individual associated with the University. This helps them to take decisions which ensure harmony with self, with other people and with nature.

Dr. Anuradha Majumdar, Dean, Science & Technology, University of Mumbai encouraged students to pause and self-reflect on understanding themselves and society so as to develop a holistic outlook towards life and work towards needs of the country and the world, as global citizens.

The Inaugural Address was delivered by Hon'ble Vice Chancellor of University of Mumbai, Prof. Suhas Pednekar, who reiterated that education has two important purposes – one to discover who you are and second to be self-reliant; and with that graduates should be able to help in Nation building. He stressed on the need to acquire self-confidence, self-respect and self-analysis. He appreciated the initiative taken by the AICTE for the program and wished the program success.

Dr. Gaikwad, Incharge Registrar, University of Mumbai conveyed his best wishes to the organizers, AICTE & NCC-IP of the eSIP program & exhorted the participants to whole heartedly participate & ensure maximum learning. This was followed by two students, Mr. Siddhesh Bhosale and Ms. Mrunal Dhuri (Could not hear her surname correctly in the video) shared their reflections about the program.

Dr. Rajneesh Arora, Chairman of AICTE's NCC-IP, shared his views on the role of UHV in Multidisciplinary and Holistic education and said that University of Mumbai is beginning to address the crucial missing link in present-day education through the development of a holistic world-view and human values based on it.

Shri Rajul Asthana, Member, NCC-IP of AICTE explained the implementation of UHV and its guidelines. He explained the purpose of the induction program as providing a smooth transition from school environment to higher education. He went on to explain that the students would have to make a lot of choices and the student induction program was designed to help the students make these choices by providing an understanding of the generic universal principles which may be used to make informed choices. He also briefly spoke about the contents of the modules. Shri Umesh Jadhav and Dr. Ajeet Singh AICTE Regional Officer from Western Region were also present.

## 3.2 Highlights of Intervention Sessions

The Inaugural session set the ball rolling for a volley of five days sessions in quick succession. These sessions started with an explanation of the need for Value Education followed by an exploration of progressive levels of harmony starting with self and ending with nature.

### **3.2.1 Day-I- (Basic Aspiration – their fulfilment)**

The session outlined that the prime need of value education is to understand human aspirations, to discover what is truly valuable (human value) in life. The content of value education as being universal, rational, natural, verifiable and leading to harmony was described.

It was stressed that the process of value education has to be a process of self-exploration, rather than being prescriptive. It explored the role of right understanding, relationship and physical facility for the happiness and prosperity of human beings.

### **3.2.2 Day-II- (Aspiration-concerns at individual level)**

This session focused on four levels of living of a human being, starting from the level of an individual. It clarified the existence of a human being as being that of Self (Consciousness) and the Body (Material). The difference between the two were explained and pathways for fulfillment of both in their own distinctive ways was discussed. Co-existence of the two aspects was also stressed.

### **3.2.3 Day-III (Relationship-Trust, Respect,Affection,reverence,Gratitude & Love))**

This session dealt with harmony with family and relationships. The values in relationship were outlined and the role of values like trust, respect and justice were discussed in detail.

### **3.2.4 Day-IV-(Society)**

This session covered harmony in society. The hierarchy and pathways to fulfillment of the four human goals of right understanding, prosperity, fearlessness and coexistence were explained. The role of the various systems for education-sanskar, health-self regulation, production-work, justice-preservation and exchange-storage were discussed.

### **3.2.5 Day-V- (Natural Environment)**

This session dealt with the concepts of existence including co-existence with nature and all other beings. It explained the interconnectivity and mutual fulfillment between human beings and the environment and harmony with self and between self and all other levels of existence.

### **3.2.6 Valedictory Session**

Participants shared their reflections/learnings absorbed by them during the five day program.

The Valedictory Address was delivered by the Dean of Science & Technology, University of Mumbai, Dr. Anuradha Majumdar. She was happy to learn that this program was fruitful to the participants (as per feedback received); has given them food for thought and would turn them into best citizens in the country besides helping them perform in their main role of being a technocrat, administrator etc.

She emphasized on the fact that Human Values help an individual uphold common good. This enables us to sustain as a society and as a civilization. Change is the only constant thing. Science & Technology aids this change and makes it happen at a rapid pace. She indicated that UHV will be an integral part of all courses offered by the University of Mumbai. She had a special word of praise for the organizing team.

## 4 Student Information

### 4.1 Sample data

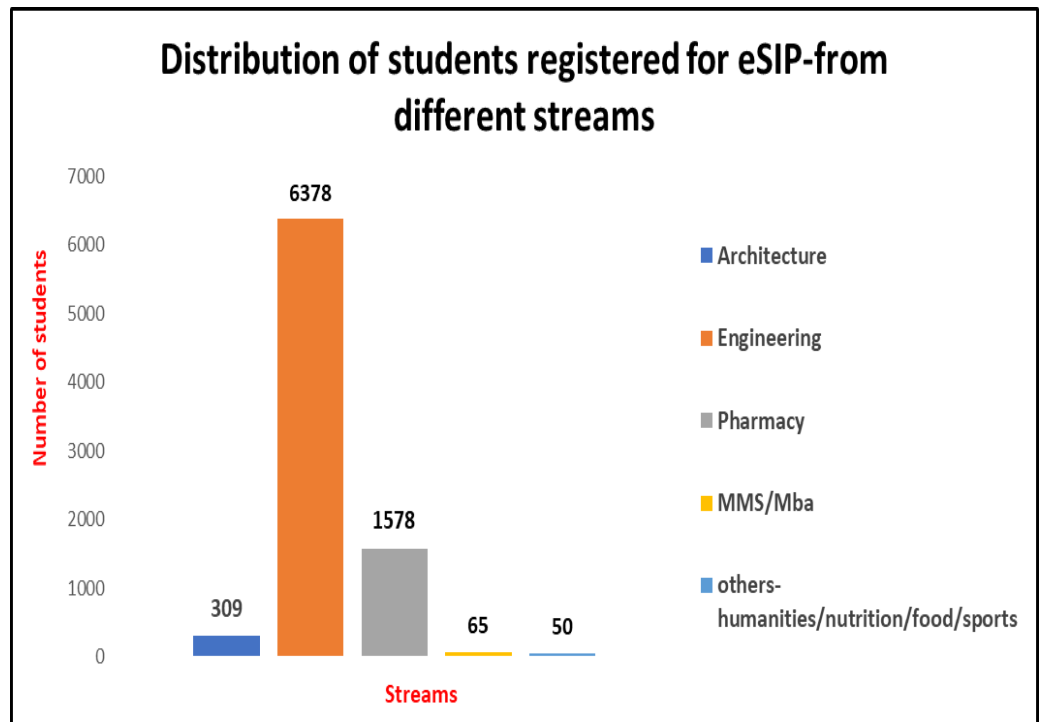
The sample of the study comprised of students from different colleges running AICTE approved courses affiliated to University of Mumbai . The data were collected through google form.

- **8,490** students registered
- **4,176** students appeared for the One hour On line test
- An average of **8.48 K** viewed the You tube videos uploaded every day.
- The total number of views were **51 K** on University of Mumbai Website for all- the sessions of the 5 days webinar.
- **1968** students actively participated in Pre & Post survey was conducted for collecting data regarding the impact of the program.

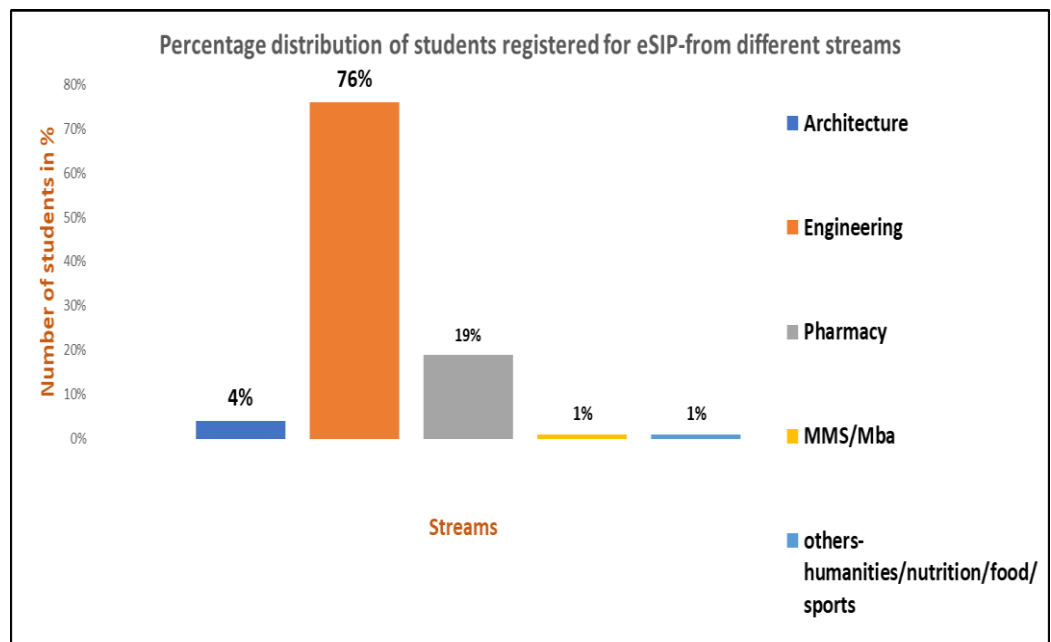
Stream	Students
Architecture	309
Engineering	6378
Pharmacy	1578
MMS/MBA	65
Others-Humanities/Nutrition/Food/Sports	50
	8380
Stream not mentioned during Registration	110
<b>Total Registrations</b>	<b>8490</b>

*Table 1: Sample Distribution on the basis of Stream*





**Figure2: The graph shows the distribution of the sample on the basis of Streams.**



**Figure3: The graph shows the percentage wise distribution of the sample on the basis of Streams**

# 5 Research Questions

For this study, the researcher had formulated research questions to acquire a broad idea of the phenomena i.e. how Undergraduate students perceive Human Values for themselves & regarding education in their lives?

## 5.1 What is that students give to the following parameters in their Life?

- Myself
- My Health
- My Family and Friends
- My College / Institution / Community
- Skills for Job / Vocation / Self-employment
- Money
- Social engagement and responsibility
- Natural environment
- Nation

## 5.2 What are the Expectations that Students have from Education in the following Areas?

- Myself
- My Health
- My Family and Friends
- My College / Institution / Community
- Skills for Job / Vocation / Self-employment
- Money
- Social engagement and responsibility
- Natural environment
- Nation

### 5.3 To study the opinion of Students in the following areas:

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

### 5.4 What are the thoughts of students before and after the eSIP intervention program ,based on the following questions?

- Three important takeaways and proposals explored within own self(with specific example)
- Change in behaviour (if any)
- Potential and prospects of UHV
- My future commitment towards Universal Human Values after attending this session

## 6 Methodology of the Study

On the basis of approaches in researches, there are two major paradigms of research in education.

- The Quantitative paradigm
- The Qualitative paradigm

The qualitative paradigm deals with soft data and is aimed at developing an ideographic body of knowledge. It gives less importance to developing universal generalizations. On the other hand, quantitative paradigm requires quantification of data, testing of hypothesis, using statistical techniques and making generalizations, which makes the research process replicable. The present research has used the quantitative as well as qualitative paradigm of research.

### **Methods of research for the present study**

#### ➤ Descriptive Research

The descriptive research method has undoubtedly been the most popular and the most widely used research method in education. Descriptive research method can be applied to obtain the present information of the current events and draw a valid general conclusion from the facts discovered. It could help to collect the information of present or the existing education event or phenomena. The descriptive investigations are of immense value in solving problems about children, school organization, supervision and administration, curriculum, teaching method and evaluation.

#### ➤ Evaluation Research

Like basic explanatory research, effect assessment is concerned with cause and effect. Therefore the paradigm for thinking about cause and effect in case of the present research is the “black box model”. According to Martin Lipsey (1993), this model aptly depicts the research paradigm in most evaluation studies. The black box model is the situation in which a social program is applied, the input is the program, treatment or intervention, and output is its effects. The connecting process within the box is not readily visible.

As in basic research the ideal design strategy in effect assessment is a true experiment, with units of analysis randomly assigned to at least two conditions, one with the intervention present and the other with the intervention absent. However, whether this strategy may be implemented depends on whether the intervention is-(a) Existing or new and (b) Delivered to all or only to some members of a target population. Indeed, the crucial distinction for determining available design strategies is among programs or interventions is that (1) provide full coverage, whether existing or new (2) are existing and provide partial coverage and (3) are new and provide partial coverage.

Since the eSIP UHV intervention program for the students is a “eSIP - UHV 1-(Sampler)” randomization is not possible, hence the current research seeks to assess the effect of the intervention program using the single case design in the quasi experimental design. The one group pre-test post-test design has been used where the researcher first analyzed the students empowerment in terms of their scores on self perceived rating scales.

Statistical tests have been used to determine whether or not the observed post-survey scores are significantly different from the pre-survey scores of students. The perceived utility of intervention program studied by using quantitative data analysis.

Thus, the research used the time series analysis for “eSIP -UHV 1-(Sampler)”. This consists of repeated measures of effects before and after the intervention program

The perceived utility of student induction program is studied by using quantitative descriptive statistics as well as qualitative data analysis technique is used

## 6.1 Techniques of Data Analysis

### 6.1.1 Quantitative Analysis

The present study is a Descriptive Research as it involves collecting data using self- reporting tool to test/answer Research questions concerning the current status of Under/Post graduate students of different colleges running AICTE courses affiliated to University of Mumbai. Researcher is studying a phenomenon that is already exist, no manipulation of data, basically comparing and correlating the participants with respect to their various dimensions (example-Myself, My family...etc).

In the present study the researcher used the descriptive Survey type method in percentage and percentage mean. This method attempted to describe, explain, compare and interpret the perceived utility of student induction program before intervention and post intervention sessions using pre & post survey .

- **Survey studies**

They are used to assess the characteristics of whole population of people or situations. This research is an attempt to broadly answer the above mentioned research questions about the eSIP -UHV 1(Sampler) program; whether the intended outcomes of the eSIP -UHV 1(Sampler) program are being realized?

In the present study, descriptive method of Survey study allowed the researcher to describe/determine the effectiveness of the Student Induction Program on students from various streams & colleges with/ without any intervention/ treatment or manipulation of data. Descriptive Research of Survey type used in this study wanted to compare two or more groups like:

- 1) Pre -survey form was filled to know where the students stand in their thoughts regarding before intervention sessions
- 2) Post-survey form was filled to know where the students stand in their thoughts after intervention sessions

Descriptive Research of Survey type used in this study wanted to compare Pre-survey & Post-survey groups using the percentage of both groups & Percent mean.

- Percent Mean:

For the present study, percent mean is calculated to compare Pre-survey & Post-survey groups to describe equal distribution of nine dimensions .

The formula used to calculate percent mean is as follows:

$$\text{Percent Mean} = \frac{\text{Mean} - \text{Lowest possible score}}{\text{Uppermost possible score} - \text{Lowest possible score}} \times 100$$

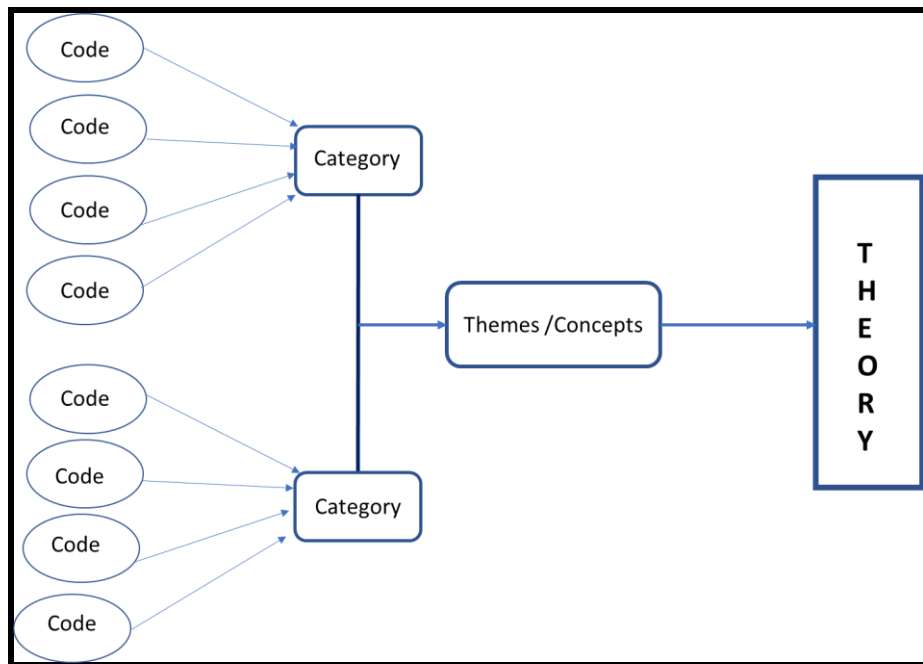
### 6.1.2 Qualitative Analysis:

The present study **used the Quantitative Research Paradigm**, however for understanding the responses given in the open ended questions of the Post eSIP survey, questions raised by the students during the session & reflections of the students, the **Qualitative Data Analysis Technique** was used.

The e-SIP sampler comprised of various approaches where the students reflected about their thoughts, feelings and also raised questions. These were available through their pre-survey and post-survey forms, chats on zoom and YouTube and the reflections they spoke in front of the audience during their reflection sessions. In order to simplify this data, the study has adopted the qualitative data analysis technique to evolve a clear understanding to what students wished to express.

Thus, it leads us to inform that analyzing qualitative data which is mainly textual and sometimes visual can become a daunting task in the absence of a systematic procedure. To comprehend and appreciate qualitative data analysis it is necessary to understand the meaning of certain terms very often used in the analysis.

Figure 4: (adapted from Saldana, J., 2009) explains how codes can be merged to form categories, which in turn forms the concept or the theme.



**Figure 4: Outline of Merging Codes to form Concept or Theory**

**From various CODES - CATEGORIES were evolved - Emergence of THEMES - OECD Framework for the present study .**

For the same, the study was supported with an OECD framework of Knowledge, Skills, Attitude and Values displayed in Competencies leading to Actions. Between Competencies and Action, a theme of Orientation towards Action was added to provide a holistic image to the frame as represented by the students through the data. In total, six major themes have evolved through this study namely

- 1) Students dilemma
- 2) Intervention Programmed
- 3) Knowledge
- 4) Skills, Attitude and Values, Competencies,
- 5) Orientation towards Action and
- 6) Action

These themes individually have been explained below with its respective categories and codes and are supported by examples mentioned as reflected by the students.

## 6.2 Tools Used

Following Tools were designed by the researcher using google forms to collect responses from students

- Pre-survey Form
- Post-survey Form
- Questions raised by students in the chat box of you tube & Zoom
- A personal data sheet was prepared to collect information about name of the student, name of the college, branch/stream of college, etc.

## 6.3 Analysis using Graphical Representation

The researcher used graphic methods because these devices catch the eye and the attention when the most careful array of statistical evidence facts to attract notice for this and, other reasons the research worker also utilizes the attention getting power of visual presentation and at the same time seeks to translate numerical facts often abstract and difficult to interpretation into more concrete and understandable form.

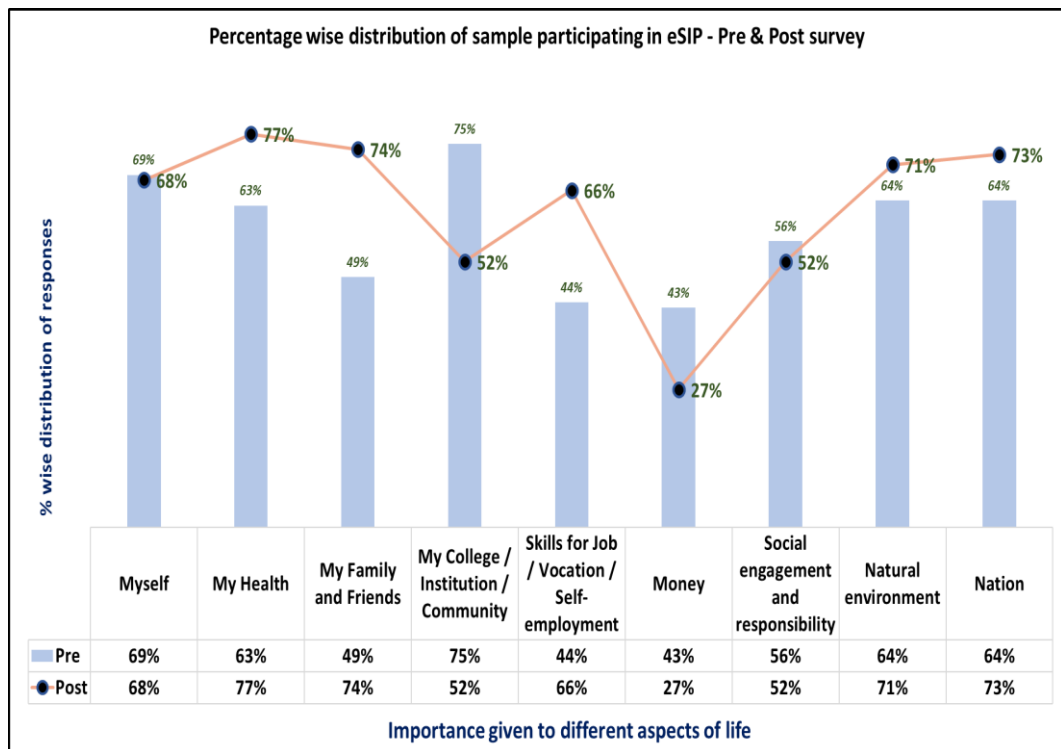
In the present study, the researcher used graphical representation in the form of Line diagram, bar graphs.

# 7 Descriptive Statistical Analysis

## 7.1 What is the importance that students give to the following parameters in their Life?

- Myself
- My Health
- My Family and Friends
- My College / Institution / Community
- Skills for Job / Vocation / Self-employment
- Money
- Social engagement and responsibility
- Natural environment
- Nation





**Figure 5:** shows the comparative analysis of importance that students give to the above mentioned parameters of their life in Percentage as reflected in the Pre & Post survey.

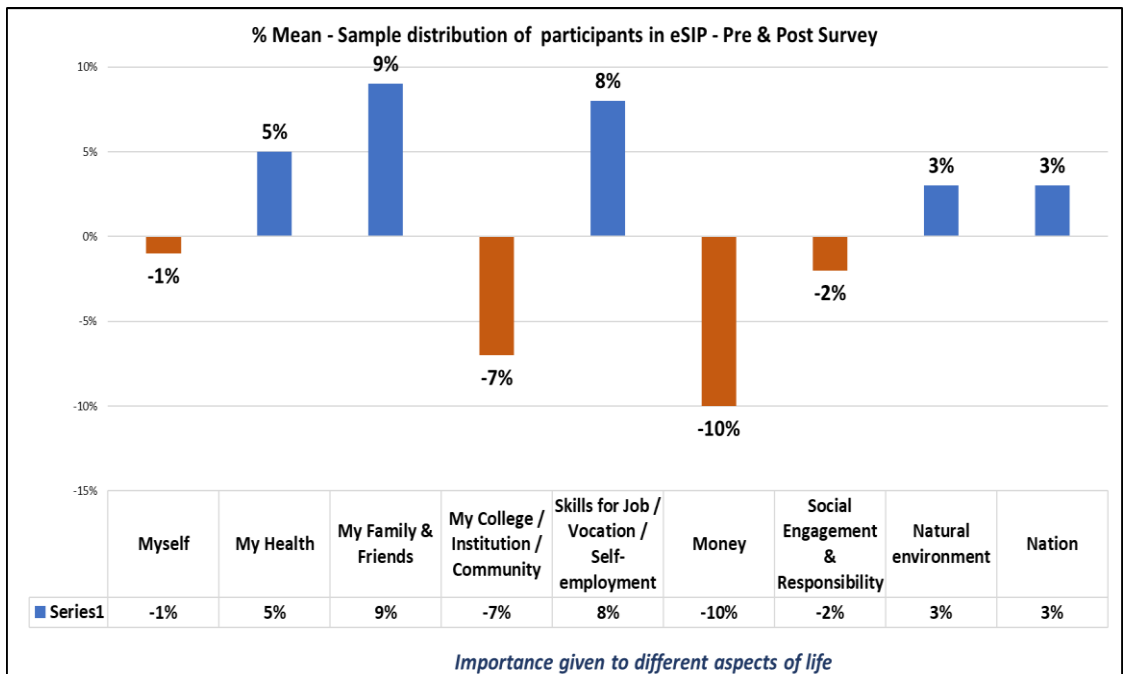
### 7.1.1 Interpretation

Prior to the program, students considered that their college/institution was of great importance to them in their lives. However, the intervention sessions brought about a change in the way they perceive life. As a result, health, their own family/friends together with love for the nature became a priority. This in turn re-oriented their thinking towards community and nation building. As such, one can observe the improvement brought about by Value based Education facilitated through Student Induction Program- UHV1( Sampler)

### 7.1.2 Measurement Comparison

The statistical technique to compare measurement for this research question is the % Mean change. The following **table2** shows the relevant statistics of Pre & Post Percent Mean based on each dimension.

N=1968	Myself	My Health	My Family & Friends	My College / Institution / Community	Skills for Job / Vocation / Self-employment	Money	Social Engagement & Responsibility	Natural environment	Nation
Pre-total	9029	8879	8513	9241	8372	8325	8710	8892	8903
Pre-mean	4.59	4.51	4.33	4.70	4.25	4.23	4.43	4.52	4.52
Pre-% mean	90%	88%	83%	92%	81%	81%	86%	88%	88%
Post-Total	8996	9251	9208	8667	9003	7581	8611	9119	9134
Post-mean	4.6	4.7	4.7	4.4	4.6	3.9	4.4	4.6	4.6
Post-% mean	89%	93%	92%	85%	89%	71%	84%	91%	91%
Mean Percent Change	-1%	5%	9%	-7%	8%	-10%	-2%	3%	3%



**Figure 6:** shows the comparative analysis of importance that students give to the above mentioned parameters of their life in Mean Percentage change as reflected in the Pre & Post survey.

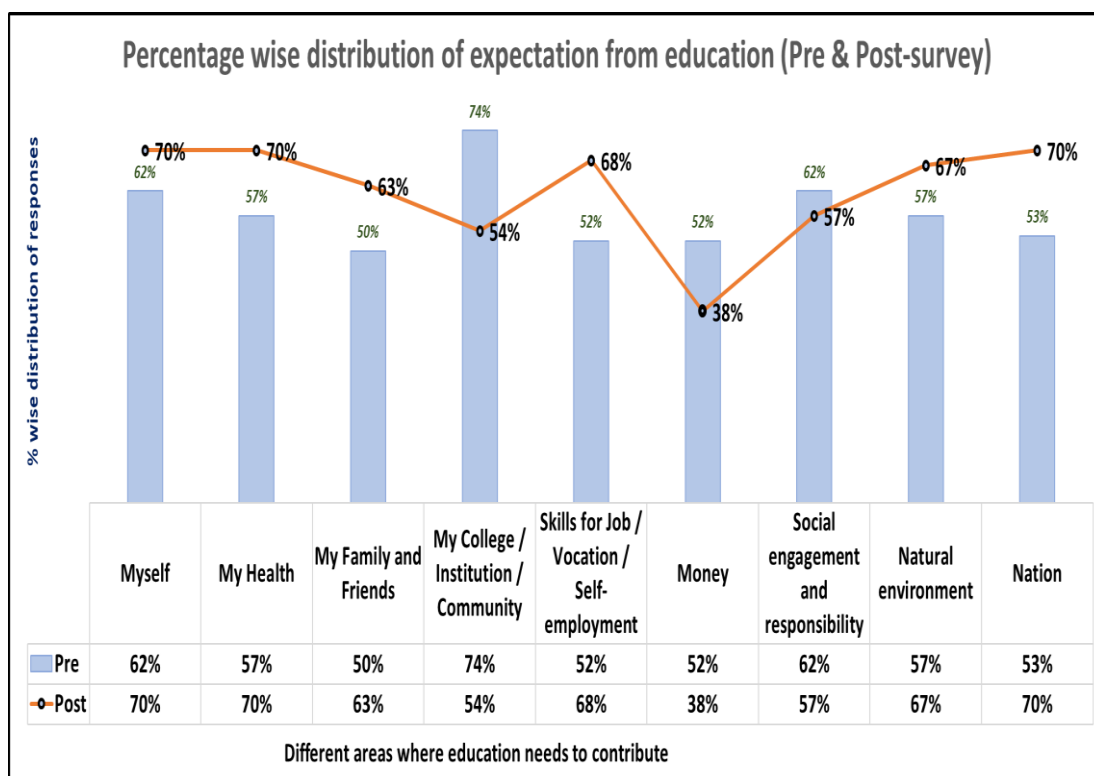
### 7.1.3 Interpretation of % Mean Change

Quantifying the interpretation described in sub-section 7.1.1 further, the importance for money has shown a drastic downward trend in students' lives, post the intervention sessions. Value based Education has enabled students to prioritize their relationship with family/friends. Further, they have now begun to think that acquisition of skillsets is more important than the name/fame of the college/institution to which they belong. This in turn will enable them to progress and work towards development of the nation.

## 7.2

### What are the expectations Students have from Education in the following areas?

- Myself
- My Health
- My Family and Friends
- My College / Institution / Community
- Skills for Job / Vocation / Self-employment
- Money
- Social engagement and responsibility
- Natural environment
- Nation



**Figure 7:** shows the comparative analysis of students expectation from education in the above mentioned parameters of their life in Percentage as reflected in the Pre & Post survey.

## 7.2.1

### Interpretation

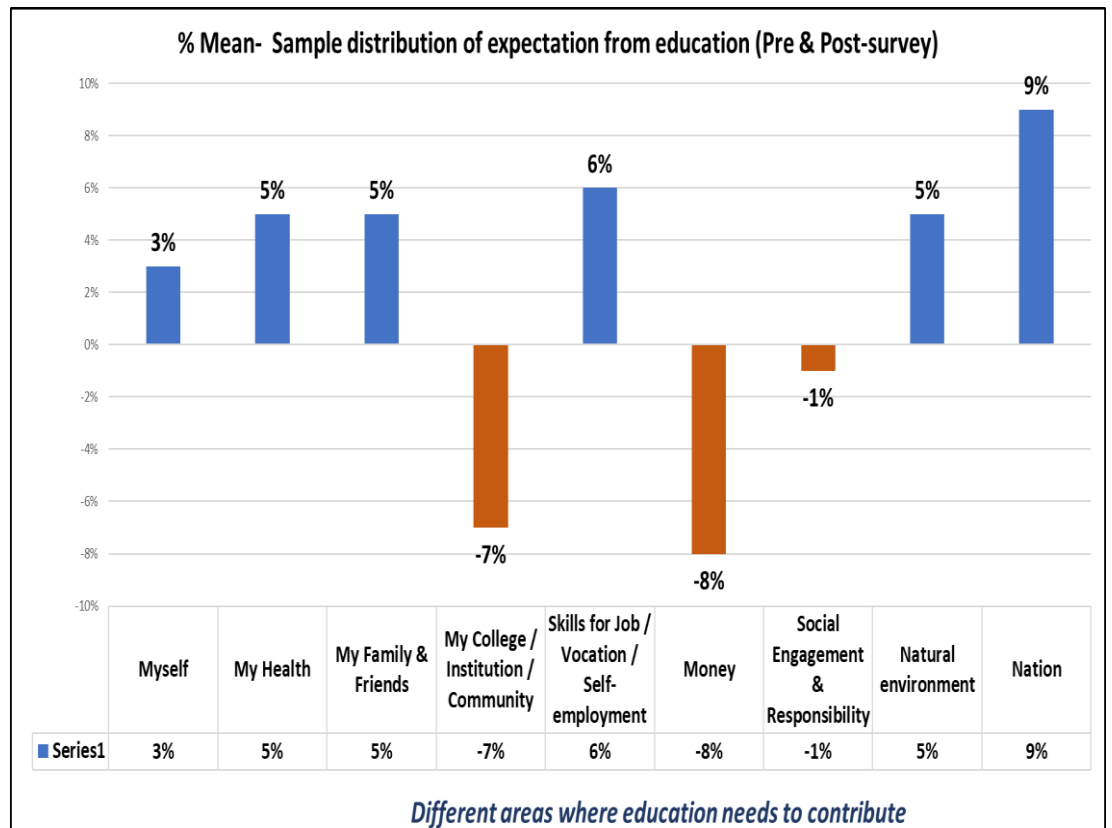
Students feel that Education will not only improve themselves as individuals equipped with requisite skillsets but also their health. Further the findings in the previous Research Question are reiterated here i.e. their attitude towards Nature and their role in Nation building have been reinforced by the Program. The college/institution to which they belong does not play a major role as the skillsets that they expect to acquire from Education.

## 7.2.2

### Measurement Comparison

The statistical technique to compare measurement for this research question is the % Mean change. The following **table 3** shows the relevant statistics of Pre & Post Percent Mean based on each dimension.

N=1968	Myself	My Health	My Family & Friends	My College / Institution / Community	Skills for Job / Vocation / Self-employment	Money	Social Engagement & Responsibility	Natural environment	Nation
Pre-total	8823	8622	8477	9211	8580	8603	8819	8686	8380
Pre-mean	4.48	4.38	4.31	4.68	4.36	4.37	4.48	4.41	4.26
Pre-% mean	87%	85%	83%	92%	84%	84%	87%	85%	81%
Post-Total	9050	9076	8885	8683	9042	7952	8757	9021	9063
Post-mean	4.6	4.6	4.5	4.4	4.6	4.0	4.4	4.6	4.6
Post-% mean	90%	90%	88%	85%	90%	76%	86%	90%	90%
Mean Percent Change	3%	5%	5%	-7%	6%	-8%	-1%	5%	9%



**Figure 8:** shows the comparative analysis of students expectation from education in the above mentioned parameters of their life in Mean Percentage change as reflected in the Pre & Post survey.

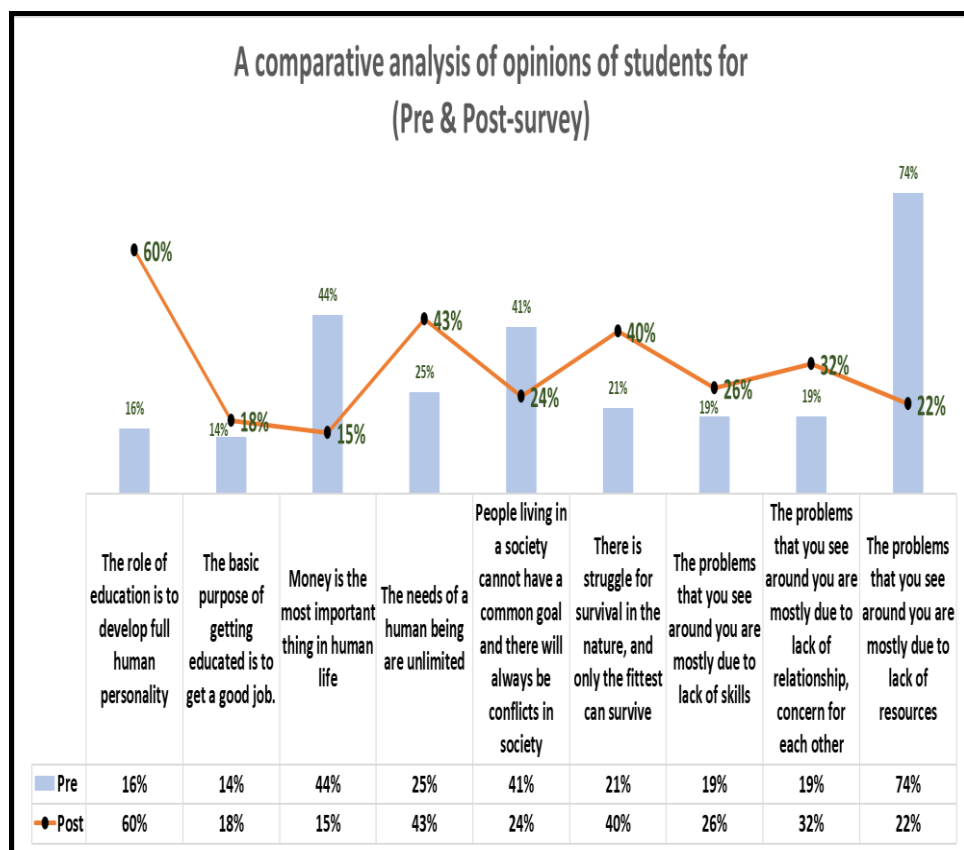
### 7.2.3 Interpretation of % Mean Change

Post the sessions, Students mostly think that Money is not a main expectation from Education. Infact, they would like Education to help them acquire skillsets and Values which can orient them towards Nation building. The college/institution that they belong to, is not relevant. The other findings as described in sub-section 7.2.1 are reiterated.

### 7.3 To study the opinion of Students in the following Areas:

- The role of education is to develop full human personality
- The basic purpose of getting educated is to get a good job.
- Money is the most important thing in human life
- The needs of a human being are unlimited

- People living in a society cannot have a common goal and there will always be conflicts in society
- There is struggle for survival in the nature, and only the fittest can survive
- The problems that you see around you are mostly due to lack of skills
- The problems that you see around you are mostly due to lack of relationship, concern for each other
- The problems that you see around you are mostly due to lack of resources



**Figure 9: shows the Overall comparative analysis of Opinions of students in the above mentioned parameters of their life in Percentage as reflected in the Pre & Post survey.**

### 7.3.1

### Interpretation

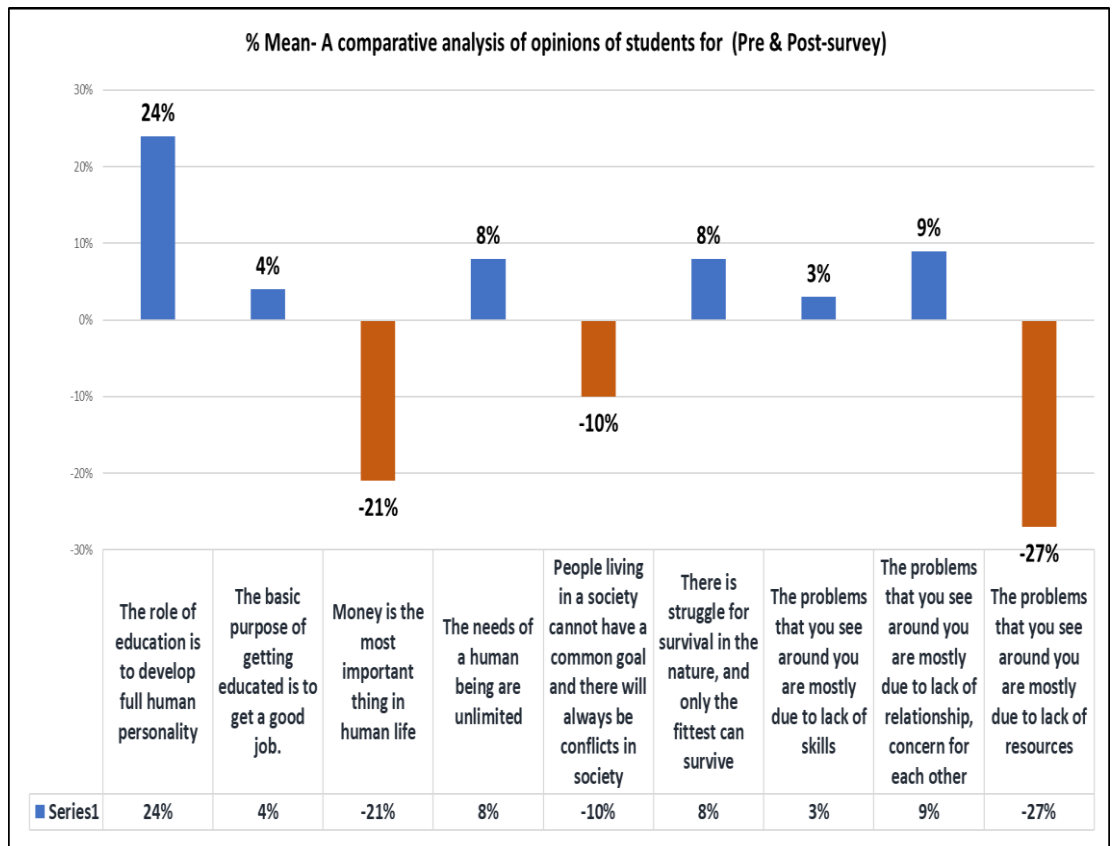
The UHV Sampler Program has changed the way students perceive life. They do not feel that lack of proper resources is responsible for their woes. They feel that they should make use of whatever is available and utilize the available resources to the fullest. After all, life is nothing but a survival of the fittest. While money is essential, it ain't the most important thing in life. They would like Education to develop their personality so that they have a standing in society. They would like to work towards common objectives e.g. community building which in turn will help nation building as reiterated in their response to previous research questions above. They feel that their relationship with community will enable them to cross various hurdles. Human needs are unlimited and in their quest for achieving goal after goal in life, collective co-operation through team work and working towards common good will bring them success.

### 7.3.2

### Measurement Comparison

The statistical technique to compare measurement for this research question is the % Mean change. The following **table 4** shows the relevant statistics of Pre & Post Percent Mean based on each dimension.

N=1968	The role of education is to develop full human personality	The basic purpose of getting educated is to get a good job.	Money is the most important thing in human life	The needs of a human being are unlimited	People living in a society cannot have a common goal and there will always be conflicts in society	There is struggle for survival in the nature, and only the fittest can survive	The problems that you see around you are mostly due to lack of skills	The problems that you see around you are mostly due to lack of relationship, concern for each other	The problems that you see around you are mostly due to lack of resources
Pre-total	6659	6402	7802	7091	7809	7113	7054	7025	9208
Pre-mean	3.38	3.25	3.96	3.60	3.97	3.61	3.58	3.57	4.68
Pre-% mean	60%	56%	74%	65%	74%	65%	65%	64%	92%
Post-Total	8592	6696	6141	7736	6969	7724	7313	7728	7112
Post-mean	4.4	3.4	3.1	3.9	3.5	3.9	3.7	3.9	3.6
Post-% mean	84%	60%	53%	73%	64%	73%	68%	73%	65%
Mean Percent Change	24%	4%	-21%	8%	-10%	8%	3%	9%	27%



**Figure 10: shows the Overall comparative analysis of Opinions of students in the above mentioned parameters of their life in Mean Percentage change as reflected in the Pre & Post survey.**

### 7.3.3 Interpretation of % Mean Change

Quantifying the understanding in sub-section 7.3.1, there is a perceptible change (27%) in viewing lack of resources as an excuse for non-performance and the reason for life's woes. Students will make do with whatever resources are available and use Education to develop their personality and turn them into worthy citizens contributing their bit towards the Nation. A small minority of students (4%) feel that getting a job is the sole purpose of Education and least of all money (21%)



## 8 Qualitative Data Analysis

8.1 What are the thoughts of students before and after the eSIP intervention program ,based on the following questions?

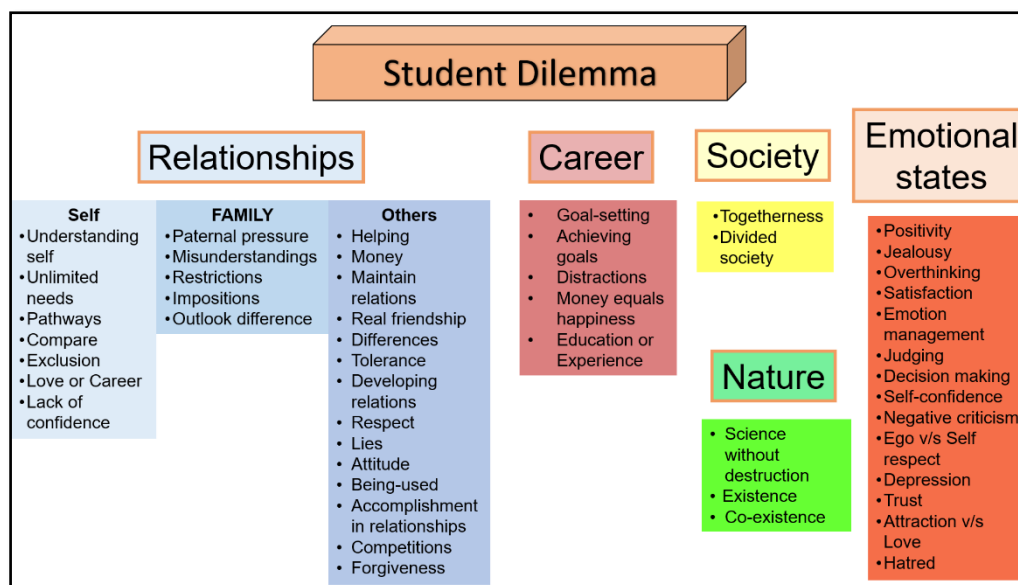
- Three important takeaways and proposals explored within own self(with specific example
- Change in behaviour (if any)
- Potential and prospects of UHV
- My future commitments towards Universal Human Values after attending this session.

**An overall analysis is summarized below:**

### **Student's dilemma**

The student's dilemma represents the concerns/questions posed by the students for the e-sip sampler pertaining to different domains of life they encounter ranging from

- 1. Relationships**
- 2. Career**
- 3. Society**
- 4. Nature**
- 5. Emotional States.**



**Figure 11: Student's dilemma**

1. The category of **relationships** is sub-divided into three types namely
  - relationship with self,
  - family &
  - others.

**Within self**, the codes that emerged through the data were understanding self, unlimited needs, pathways, compare, exclusion, love or career and lack of confidence. The students posed concerns such as

- “what is nature of self?”
- “How to know whether the path we choose will help us reach our goal or not?”
- “who should we compare ourself with?”
- “My friends had some misunderstandings and in my last year of college I am left with no friends to hang out... it's diff to join another grp at this point and left with the feeling of alone. what should I do?”
- “Sir sometimes situation comes in life that either we have to choose love (opposite gender) or career, which to choose?”
- ” sometimes our own evaluation can make us underconfident so how to overcome it?”, thus, representing a quest to understanding self.

Dilemma in context of **relationships with family** resulted in the codes such as paternal pressure, misunderstandings, restrictions, impositions, outlook difference. The students expressed their plight pertaining to their family relations.

For example,

- “Parents force students to find government job. They never try to know what exactly Student wants to do?”
- “Sir how can we overcome from unwanted distraction and only focus on life goals?”
- “parents sometimes put more restrictions on kids ...So shall we respect it understand it for their happiness or try to explain them”.

Thus, the dilemma with parents and family ranged to a great extent thus, bothering the students and they raised these questions in quest of resolving the issues faced by them related to family.

In context of **relationships with others**, helping, money, maintain relations, real friendship, differences, tolerance, developing relations, respect, lies, attitude, being-used, accomplishment in relationships, competitions, forgiveness were the codes that emerged through the data responses of the students.

A diverse set of questions such as

- “how can we deal with the wrong trends of the society and sometimes we are helpless and we are forced to follow that particular trends to be able to sustain in society?”
- “money is one of the basic needs isn't it ??”
- “sir I have a question that, now we are in new college means we make new friends right. then how we can find a good friend, I mean how we find he/she can be my good friend and both we will made relationship strong??”
- “How can we develop good relationship and trust, among society and friends?” were raised by the students as they viewed the programme.

2. The subsequent category in student’s dilemma is **career**. As students belonged to technical education, their concerns related to career were mentioned all throughout the programme as well as in the data they filled. The codes evolving within career are goal-setting, achieving goals, distractions, money equals happiness and education or experience.

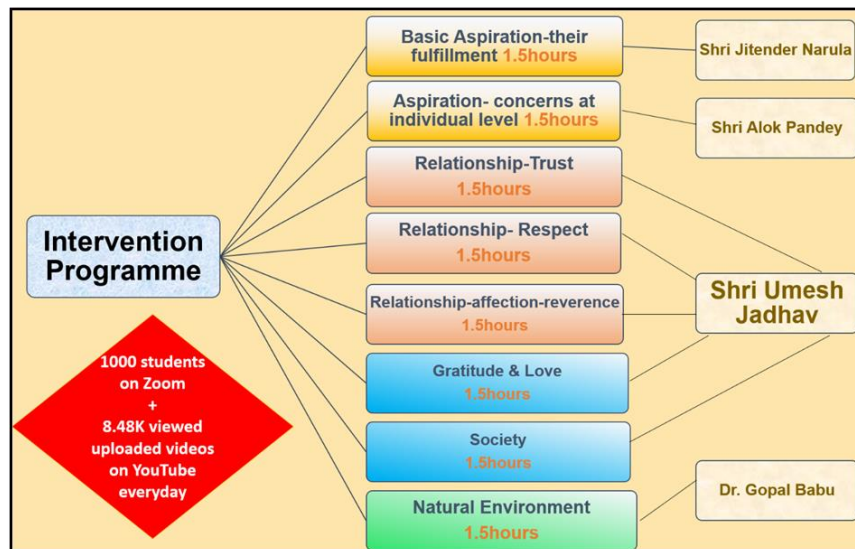
The students asked their doubts pertaining to career such as

- “Are there ways to become clear of your aspiration and Goals?”
- “what to do and how to do also relate to the career point of view too. First, we need to decide what to do then try to get skills accordingly.”

- “Sir how can we overcome from unwanted distraction and only focus on life goal?”
  - “Sir what is important education or experience??”.
3. The next category concerning students is the **society**. The codes emerging from the category of society are togetherness and a divided society. The examples mentioned by the students as concerns related to the society were “how to celebrate religious festivals together, like in Mumbai, Gudipadwa is celebrated at only one place- Girgaon, how to apply this for all religious festivals and all cities?” and “Sir kya hum human ke mentality ko change kar rahe hai.... jaise ki aapne kaha tha ki hum divided society mein raheta hai?”.
4. The last category related to student dilemma is **emotional states** of the students. This category had maximum dilemmas represented in different codes such as positivity, jealousy, overthinking, satisfaction, emotion management, judging, decision making, self-confidence, negative criticism, ego v/s self-respect, depression, trust, attraction v/s love and hatred. The students mentioned statements such as
- “how to stay positive 24/7?”, Sir How to get rid of overthinking?
  - “what is roll of satisfaction in life,??”
  - “intentions acche the phir bhi dosto ne saath chod diya..toh kya karna chahia?”
  - “sir we can observe the thing but we can't judge aur can't give judgment towards others why?”
  - “How to take quick decisions and actions during the negative situations?”
  - “sir, is low self-confidence and fear of getting judged, same?,” How to keep self-confidence even after negative criticism?”
  - “sir most of times people make mistake between self-respect and ego how should one differentiate between them?”
  - “how to deal with the situation when parents keep a lot of restrictions on their kids and which leads to the depression for that kid..?”
  - “Sir when you want to trust someone so hard but they keep making mistakes or making you difficult to trust so what should we do?”
  - “What is the Difference between Attraction and Love ?” and

- “sir kabi kabi kyah hota hai ki teachers k saath misunderstandings rehti hai like kabi teacher kisi student ko buri treekey sey marta hai ya insult karta hai tou students’ parents ko jakey bolta hai ki aisa hua aur parents principle ko jakey boltey aur us teacher ko dant padti hai tou vo teacher uss student sey nafrat krney lagta hai...tou yeh hate kam kaisey karain??”.

The data revealed maximum questions from the students’ end pertaining to their emotional states and how to manage them.

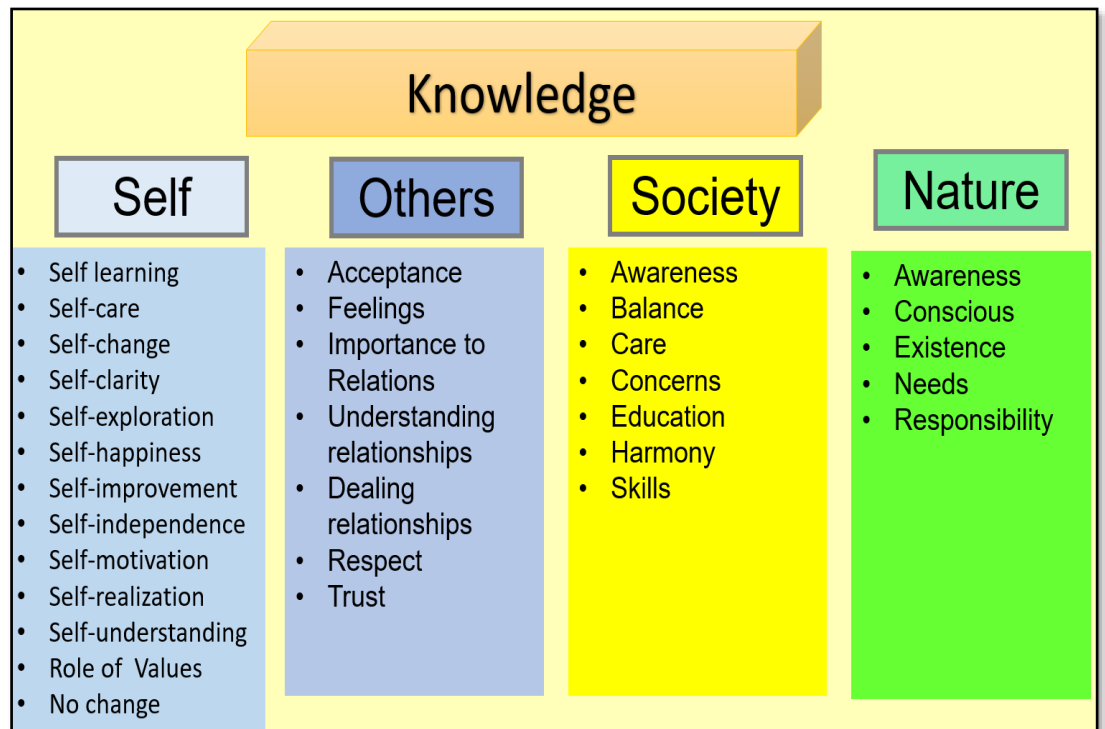


**Figure 12: Intervention Programme**

### **Intervention Programme**

The intervention programme for the following study is the e-SIP sampler conducted by NCC Western region for all AICTE college students affiliated to the University of Mumbai. It was a 5-day programme comprising of 6 sessions each for 1.5 hours. There were 1000 students on Zoom platform and other students viewed it live on YouTube. It was recorded that 8.48K viewed uploaded videos on YouTube every day. The first session of the intervention programme was on “Basic Aspiration-their fulfilment” conducted by Shri Jitender Narula. The second session titled “Aspiration- concerns at individual level” was conducted by Shri Alok Pandey. The subsequent five sessions titled “Relationship-Trust”, “Relationship- Respect” and “Relationship-affection-reverence”, “Gratitude & Love” and “Society” respectively were conducted by Shri Umesh Jadhav. Lastly the session on “Natural Environment” was taken by Dr. Gopal babu.

The subsequent themes go in alignment of the OECD framework adopted for the study which gives clarity to every category and code evolving through students' reflections.



**Figure 13: Knowledge**

### Knowledge

Knowledge is defined as “the fact or condition of knowing something with familiarity gained through experience or association”. The theme of knowledge represents the awareness or the understanding that the students possess in the context of the programme. The theme of Knowledge is bifurcated into four broad categories namely

- Self
- Others
- Society &
- Nature.

The codes emerging through these categories are **Self** learning Self-care, Self-change, Self-clarity, Self-exploration, Self-happiness, Self-improvement, Self-independence, Self-motivation, Self-realization, Self-understanding, Role of Values and No change. The knowledge about the self was strongly witnessed in the data where students mentioned

- “got to learn my inner self and to make peace with everything around me.”
- inculcated good human values in us”
- “Now more focused on the personality development than before”
- “it proved to be a great refreshment after a chaos caused by the pandemic which makes me feel calm and happy”
- “More clarity towards one's own perception and thought process, more clarity about one's own preferences and choices”
- “explored lot about myself”, “helped me improve my personality skills”
- “I use to take help of my parents but now I can do it by my own”
- “have become more self-aware and more confident of my strengths and am willing to embrace my weaknesses”, “I think that we should always find alternate path towards that goal because final goal of life is to be happy”
- “sir I also want to thank u for explaining the real meaning of love to all of us...we are living with the pink sky thoughts and beautiful love stories...but after your explanation of concept love I hope all will understand the exact meaning and don't break anyone's heart...thank u so much sir”
- “Now I can differentiate between self and body. It taught me to have respect for others” and “As of now there is no change in my behaviour” about themselves.

The next category within the theme of knowledge is **Others**. The codes related to knowledge with others are Acceptance, Feelings, Importance to Relations, Understanding, relationships, Dealing relationships, Respect and Trust. A lot of insights related to knowledge with respect to others was represented throughout the data with a few examples such as

- “learned that maintaining human relationships on the grounds of trust is really important. At the same time we need to accept people, cause everyone is unique and different”
- “Before sip I was sort of arrogant and not considerate about others’ feelings but after sip I learnt that everyone around us has to feel like they are validated”
- “Before sip I was a bit confused with maintaining good relationships with others but now that I have attended the entire sip programme and I have a better view on maintaining relationships with others”

- “Before eSIP I was strongly concerned about my own self, about moving forward without ever looking back. But now I got to know that there are greater things than myself, there are people around us to care for and to be responsible for. It is not only about moving forward but also about taking them with us” and “Earlier I was very low on trust but this helped me open up to people and offer trust much more than earlier”.

The subsequent category emerged within knowledge is **society**. The codes for society are Awareness, Balance, Care, Concerns, Education, Harmony and Skills. These codes evolved from the following examples expressed by the students such as

- “In our work with housing associations to help residents with debt problems, many existing engagement efforts were proving counterproductive and a new approach was needed”
- “After eSIP, I was so clear in my mind that there are things that are very important and deserve priority more than any other things in one's life. One should be able to maintain a balance in his/her life, let that bhi the balance of mind, body, relationship, studies, skills, behaviour, society, nature, etc”
- “I was thinking about only myself and my family but now I started thinking for others in the community”
- “More concerned about the society now”, “Before the e-SIP- A tangential feeling of being the only one who found UHV important, “After the eSIP :- Happiness to know people do actually care about UHV and that its presence in future curriculum will bring about a positive change in society”
- “Before attending this programme I was not clear about many things - about nature, ourselves and relationships but after attending this programme I realised many things about how to make an undivided society, harmony between us and nature and many human values and relationships” and “First I thought that the skills are not important to get anything what you want but after the e-Sip I think that skills have an important rule to build a true image in our society”.

The last major category within knowledge was **Nature**. Students seemed to be influenced by the programmed and mentioned their apprehensions and the desire to preserve and protect the nature. The codes comprising within nature are Awareness, Conscious, Existence, Needs and Responsibility. These can be represented through students data such as

- “Got more perspective on self-awareness, awareness about our surroundings, personal development”
- “I used to think only self-care is important but I learnt that with self-care, environmental care and nature care is also important”



- “After this programme my views on giving Nation and nature being my priority changed and I understood that how important the role of nation and nature plays in our existence”
- “Learnt about how nature needs us and wants us to protect it”, “I LEARNT THAT WE SHOULD ENRICH NATURE AND NATURAL RESOURCES BIRDS ANIMALS AND SHOULD PROTECT NATURE BECAUSE IF NATURE IS THERE THEN ONLY WE ARE IN EXISTING SO WE SHOULD ENRICH NATURE FULLFILL NATURE AND SHOULD NOT EXPLOIT NATURE THANK YOU SO MUCH”,
- “I was very careless about nature and now I am just a opposite person”.

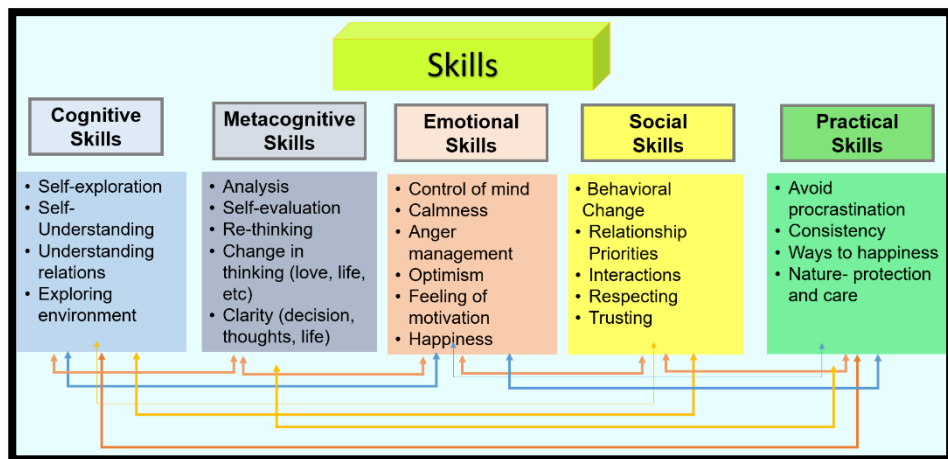


Figure 14: Skills

## Skills

Skills represents the second important dimension mentioned in the framework. Sills refer to the “ability to use one's knowledge effectively and readily in execution or performance ”.

The categories of skills are classified into five types namely

- Cognitive
- Metacognitive
- Emotional
- Social
- Practical Skills.

The **cognitive skills** represented codes such as Self-exploration, Self-Understanding, understanding relations and Exploring environment. These codes are supported by statements such as

- “That I want to improve myself in basic life skills and have a right understanding”
- “The e-SIP seminars have helped me to introspect and helped me to understand the importance of self, which I was undermining before. It has helped in changing my way of viewing love, relationships and their importance in our life”
- “Before attending the eSIP, I was least bothered about self-exploration and thinking about the society as a whole and prioritizing the need to think from deep within, but this session has definitely encouraged me to do so, and the results are really surprising. I feel like I have more clarity about life in general, and it seems like I am much more confident than I was before”
- “Before eSIP: - I was not able to understand about the relationships in my life. After eSIP: - I am not saying that I am completely understanding relationships of my life but I can say that I am trying to understand relationships because I am developing a right understanding” and “I am now able to see life in a new way. There is a change in my behaviour after attending the webinar.”

The subsequent category to cognitive skills is the **Metacognitive skills**. The codes evolving within metacognitive skills are Analysis, Self-evaluation, Re-thinking and Change in thinking (love, life, etc). these could be reflected through the student’s reflection which mentions them in different ways such as

- “I looked at everyone from my perspective but after attending I learnt to analyse and give thoughts to other’ views and opinions. Life had its own meaning to me but I learnt it’s much beyond my imagination; It’s a gift a wrapped-up gift in a body and soul which has to be cherished and nourished in all nature”
- “After sip my perspective about certain things is changed, now I have some answers of my questions. The sip was great!”
- “When I was in school I used to get confused when someone talk about respect..love..but I don’t understand the real meaning ..sometimes I get depress and get angry and mai kahi ka gussa kisi pe bhi nikal deti thi..and then it became very hard for me to calm down..but after attending this UHV program ..It helped me a lot ..is program k through mujhe kai saari cheeze janane ka mauka mila and now I am able to analyse the things more clearly I came to understand that my way of thinking was wrong ...and now I am trying to correct it...and I am very happy now.. and my parents are also happy.... I also got the chance to more about love, respect. gratitude....and now I am confident that I can clear my misunderstanding in a proper way...Thank you for helping me...”

- “Before attending I was thinking why we are having these boring sessions to attend but after attending some sessions my thinking changed because of some good points explained in this session.

The next broad category within skills that students regularly questions, pondered and reflected was **Emotional skills**. The codes that depict emotional skills are Optimism, Feeling of motivation, Happiness, Control of mind, Calmness and Anger management. The statements that strongly represented these codes are

- “I used to have a very pessimistic approach towards life but after this session I have an optimistic approach towards life”
- "It was really helpful for improving myself as a human being, as an individual”, SIP motivated us to live better”
- “Before I was extremely unoriented towards any thought, introverted but now I have a feeling of motivation to do something. Remain happy and cheerful all the time and understand each other”
- “Before I used to get panic for small things like losing money, when something broke or get caught in some troubling situation but after eSIP sessions, I have controlled my mind and have become calm and solve the problems too”
- “I was very short tempered but now I had changed a lot in myself”
- “I was very aggressive but after sip session I have controlled by anger.”

**Social Skills** represents the next category within the theme of skills. The codes for this category are Behavioural Change, Relationship Priorities, Better interactions, Respect and Trusting. These codes are reflected through statements such as

- “I am now able to see life in a new way. There is a change in my behaviour after attending the webinar”
- “Before eSIP I used to think that only money is important than relationships but after the eSIP, I came to know that money is not the only thing in life. Life is in relationships, relationship with our parents, with our brother, with our relatives. eSIP changed my mind completely”
- “I am feeling better and trying to talk with more people”, “Increase in Respect to people, boost in self-confidence”
- “Earlier I was very low on trust but this helped me open up to people and offer trust much more than earlier”.

The fifth category within skills is **Practical Skills**. These skills represent the practicality adopted by students and it is reflected through codes such as Avoid procrastination, Consistency and Ways to happiness. The statements for the same are

- “I've been convinced since a young age that "Life is tough" and "sacrifices are necessary", “But now, it's not like I disagree to these sayings but I believe that there's always an open door with solution, Eg. Basically, I procrastinate a lot and doing everything at end moment beings a load at the end and I don't sleep for nights to complete a journal of assignment” and “Just like I complete work every day now-a-days I should be consistent with my family and friends communicate properly so they could understand me and there won't be misunderstanding at the end I've started being more practical towards things I've managed to control my anger and short-temperedness. I've tried to find happiness in very little things around me”.

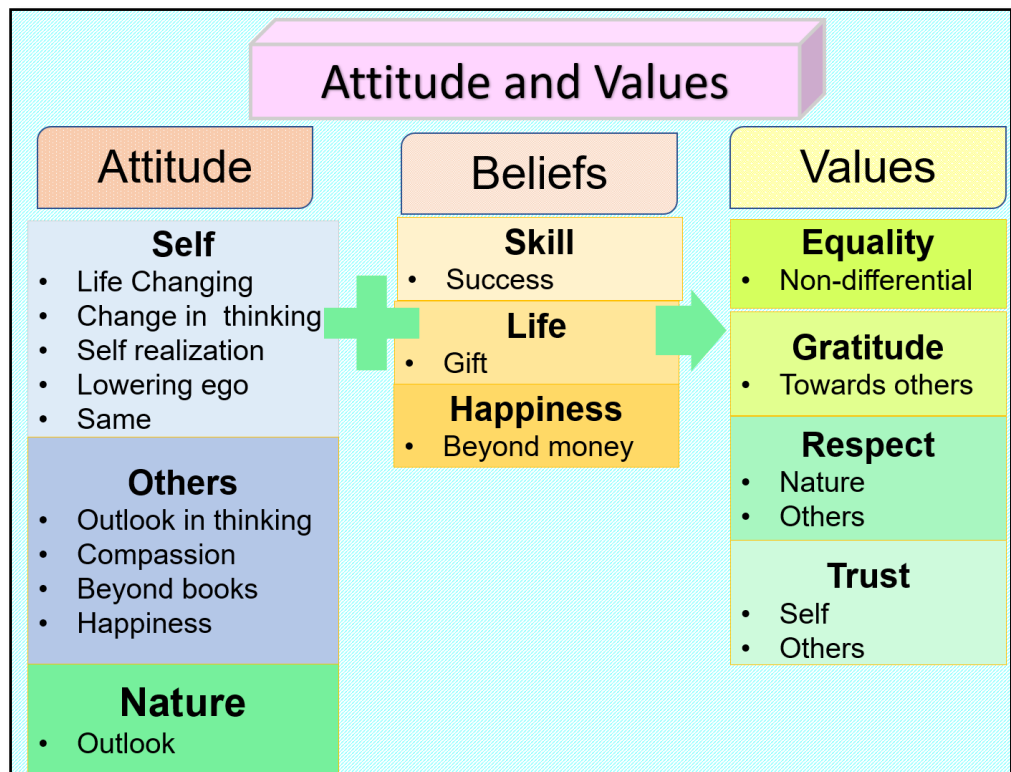


Figure 15: Attitude and Values

### Attitude and Values

Attitude and Values represent the third dimension of the framework. Attitude can be defined as a bodily state of readiness to respond in a characteristic way to a stimulus (such as an object, concept, or situation) whereas Value is the importance or worth of something for someone . Attitude and Values are divided into three broad categories namely Attitude, Beliefs and Values. Within “Attitude”, there are three minor categories namely

- Self
- Others

- Nature.

Attitude with respect to **self**, have the following codes- Life Changing, change in thinking, Self-realization, Lowering ego and No change. Examples representing these codes are

- “I am now able to see life in a new way. There is a change in my behaviour after attending the webinar”
- “I was thinking that money is the only thing in the world but after attending the session I am completely Changed”
- “My mindset is clear now. I can see myself what I want to be. My thinking has been changed to see things more clearly”.

For the sub-category of **others** within attitude, the codes are Outlook in thinking, Compassion, Beyond books, Happiness and Education outside the books. The statements reflecting these codes are

- “Before e-SIP I was concerned more about physical facilities but now I have realized that my community, natural environment and inner peace is equally important for a happy state of mind”
- “I didn’t give much thought before esip, as I don’t have much trust in government. But now I’m very much glad to see such an initiative to be taken to improve our corrupted society. I just hope our government doesn’t keeps promoting and taking such similar initiatives and aim at instilling human values and instilling the need for skills and happiness in society”
- “Before sip I was sort of arrogant and not considerate about others feelings but after sip, I learnt that everyone around us has to feel like they are validated”
- “My thoughts have changed in the sense that I can see other people in a more favourable view. I have come to care more about the feelings of the people around me more as well”.

Within the sub-category of **Nature** in the major category Attitude the code that evolved through the students’ reflection is Outlook represented in the following statement-

- “I looked at everyone from my perspective but after attending I learnt to analyse and give thoughts to other views and opinions Life had its own meaning to me but I learnt it’s much beyond my imagination; It’s a gift a wrapped-up gift in a body and soul which has to be cherished and nourished in all nature”
- “We should always enjoy life and this world. Just switch off your phone and explore the beauty of this nature and see how beautiful life is”
- “No change cause I’ve always seen life as a gift to all of us and really look onto it very positively.”

The next broad category is **“Beliefs”**. Certain students mentioned their strong beliefs that are visible in the sub-categories namely Skill, Life and Happiness.

Within skill the code evolving from the data is success. Few students have mentioned

- “I have learned that if I have a skill, I will defiantly will be success full in my life”, thus affirming success to skills” thus embarking skills to success.
- The subsequent code within Life is “gift” expressed in the statement “I looked at everyone from my perspective but after attending I learnt to analyse and give thoughts to other views and opinions Life had its own meaning to me but I learnt it’s much beyond my imagination; It’s a gift a wrapped-up gift in a body and soul which has to be cherished and nourished in all nature.”
- The last sub-category happiness within the major category Beliefs is represented in the code beyond money. The is reflected in the statement “before eSIP I was not respecting the people who do not respect me but now I am respecting them also and from these session I came to know how important happiness is in our other than money cause we can’t buy happiness from money and right understanding others is the need of human as we misunderstand other and it causes lack of relationship in human beings life ,also we should protect nature as it is our moral responsibility as god made us human to preserve nature not to harm nature.”

The ultimate broad category within the theme of Attitude and Values is **“Value”**. The sub-categories within Values are Respect, Trust, Gratitude and Equality.

The codes with respect to respect are nature and others, with respect to trust are self and others, with respect to gratitude is towards people and with respect to equality is non-differential. Students have reflected the above mentioned codes within the major category of values in

- “My Thoughts before eSIP were totally different and after eSIP I learned a lot like before eSIP I was less interactive with people, I was not someone who would trust people very easily, not remembering to show gratitude towards all, my way of thinking was totally different but after eSIP I started to interact with people, I started trusting people, I started to show gratitude to all, my way of thinking changed drastically.
- At last, before eSIP my life was different and after eSIP my life changed a lot. And now I am actually enjoying my life, I am very thankful to Mumbai university for organizing such grateful and amazing sessions which have helped a lot and changed every student’s life”
- “This helped me to love with all friends, nations and also to our mother nature and give gratitude for their work”
- “Learned a lot from these sessions. Learned to respect very being and not differentiate people on the basis of status or money.”

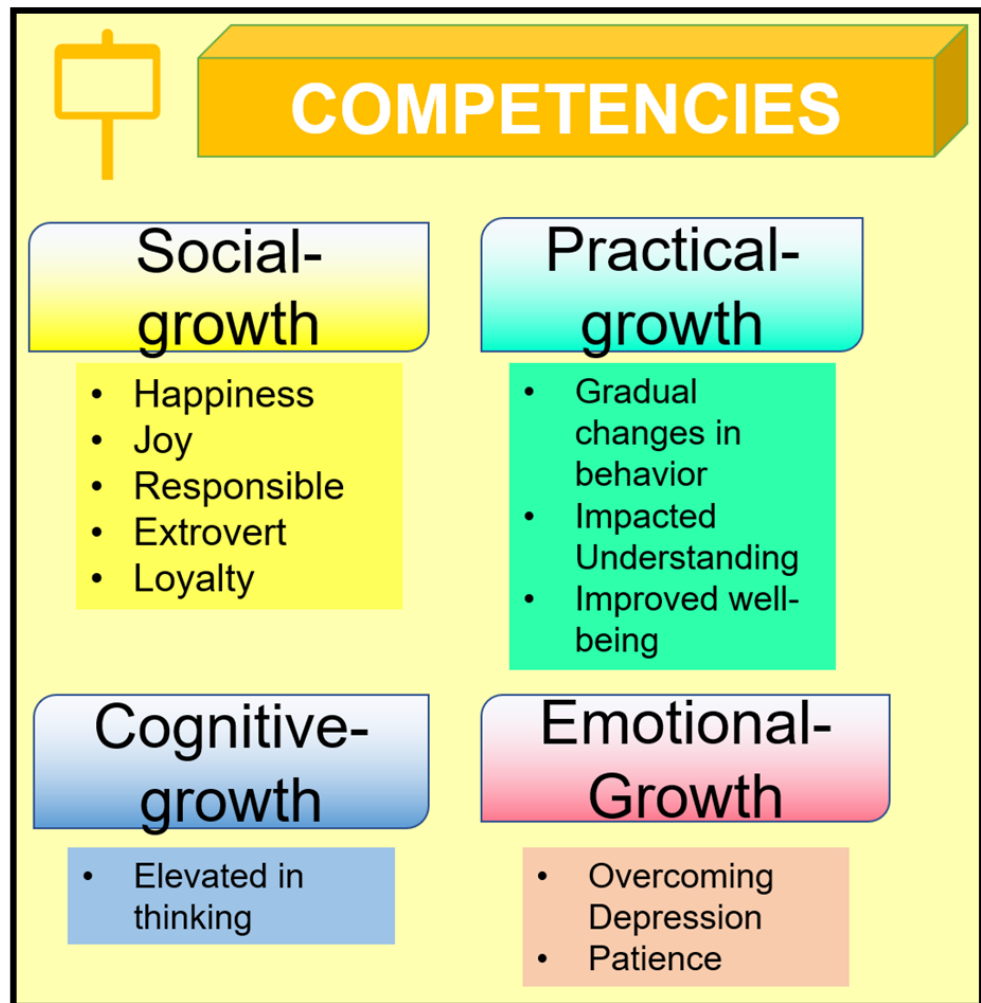


Figure 16: Competencies

## Competencies

Competencies refer to the ability to do something successfully or efficiently .

The first category within competencies is **Social-growth**. The codes within this category are Happiness, Joy, Responsible, Extrovert, Loyalty. These are represented in statements such as

- “After attending the sessions, I realized that self-happiness is very important and now I have started to find happiness in small things. These sessions helped me in expressing gratitude towards the people around me and nature. I learnt that clarity is important which will build a strong bond of trust between two individuals”
- “There is a feeling of joy and happiness in my behaviour after esip”
- “Before- I was feeling very demotivated but after- listening to sip I am feeling motivated and responsible”

- “I have turned to be an extrovert and deal with my problems related with relationship and trust”
- “After attending eSIP I will understand the real meaning of the followings like truth, honesty, loyalty, love, peace, etc. because they bring out the fundamental goodness of human beings and society”.

The second category mentioned as competencies is **Cognitive-growth** and the code for the same is Elevated in thinking expressed by a student who mentioned “Elevated” when it came to thinking.

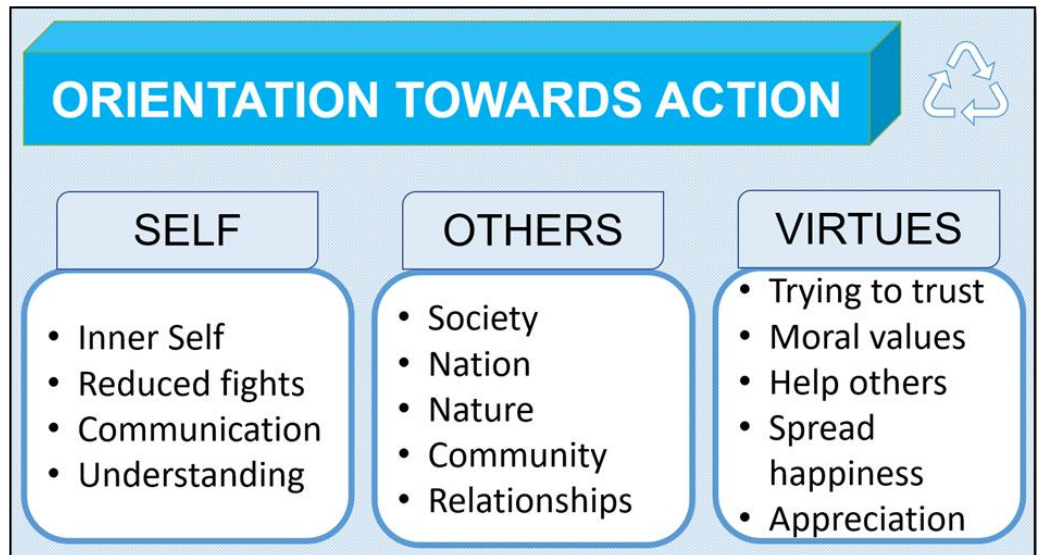
The next category denoting competencies is **Emotional Growth**. This category evolved strongly through students’ reflections where the codes were Overcoming Depression, Patience, Ego-reduction and Motivated. The codes came out strongly through the statements such as

- “It helped me to get out of depression. So, I hope this continues for every year”
- “Became silent, had patience, not replying in anger”
- “Ego reduced drastically (I started talking with people who I consider below me)”
- "Before I was feeling very demotivated but after- listening to sip I am feeling motivated and responsible".

**Practical Growth** is the ultimate category that emerged within the theme of competencies. This category implied the practicability that the students mentioned and explored post the e-sip programme. The codes for the same are Gradual changes in behaviour, Impacted Understanding and Improved own wellbeing. The examples that denoted the above-mentioned codes are

- “I had a lot of changes mentally and it has a changed me into a better person”
- “I am irresponsible towards others”
- “I had wrong impression that money was everything”
- “I thought physical happiness was most important which was wrong way of thinking”
- “I am able to see myself as being more vigilantly active towards wellbeing of myself”
- “I talk fearlessly to others, whether it belongs to my parents, teacher’s other faculty members. This session has me to build self-confidence and speak fearlessly to other.”
- “I stopped assuming things in many of the relationships. I got convinced from the session that how harmful assumption is”, “Being patient, convincing, and practical in answering all the questions” and “UHV session really taught and shape my shapeless mind.”





**Figure 17: Orientation towards Action**

### **Orientation towards Action**

The study developed a broad intercepting theme called orientation towards action. Orientation towards Action is defined as a style of responding to dilemmas or conflicts that is characterized by swift, decisive action to achieve mental and behavioural change. As the programme aimed towards directing the students in different domains for a better life, this theme suggests the attempts the students initiated and reflected as they gained through these different sessions. This theme was divided into three categories namely

- Self
- Others
- Virtues.

The category of “**Self**” was reflected through codes such as Inner Self, Reduced fights, Communication and Understanding.

These were denoted strongly through students’ reflections in statements such as

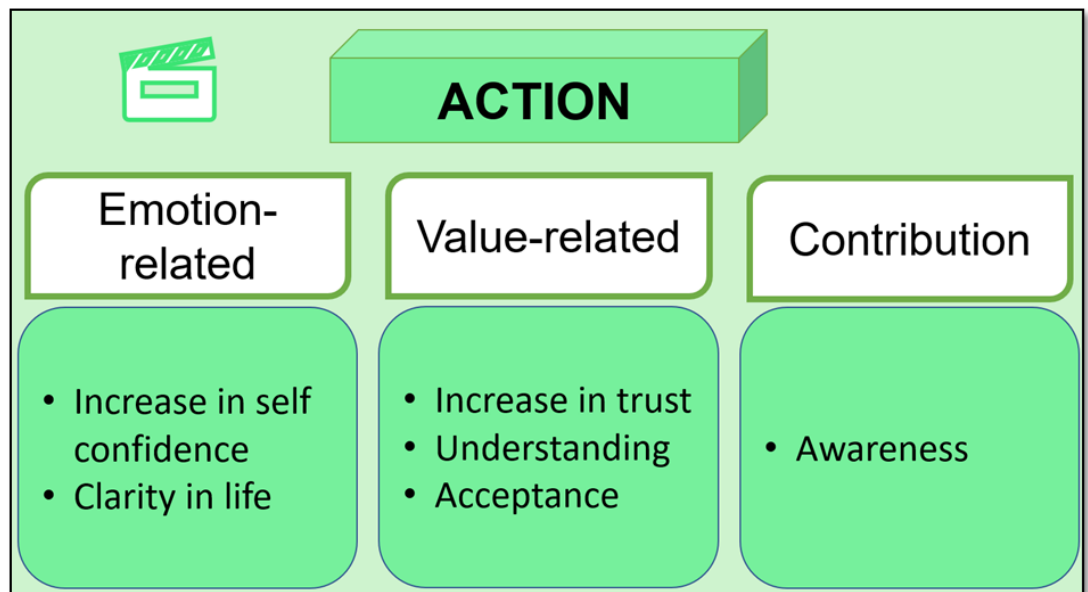
“Yes there is a positive change”, “Improved Patience”, “Right thinking”, “Started Working on Self and Gained Self Confidence”, “Important takeaways that I explored within myself is understanding about trust and right understanding”. “I was having continuous fights between me and my mom but then I initiated and tried to make things normal”. “Yes there was a change in my behaviour”, “I am not much of a talkative person”, “Most of the time I did not speak my thoughts or how I am feeling”, “ After the last eSIP session, I went to see mom and had a talk, felt nice talking about things that was bothering me”, “AS I STARTED RESPECTING MY ELDERS AND TEACHERS, I UNDERSTOOD THE REAL MEANING OF BLESSINGS FROM THEM”, “Education means not only getting degree and a job but it’s a method to teach a person how to live life”, “The most important thing I learned that “If I want to be Happy then I have to make others happy”, I learned other things like Trust, love, relationship, natural acceptance and so on. This helps me lot for understanding myself in much better way. I would like to thank you Mumbai University, Umesh Jadhav Sir and other Faculty for conducting this type of interactive Program” and “I have learned a lot in future I will continuously improve myself”.

The subsequent category within the theme of orientation towards action is “**Others**”. Students realized that they needed to extend beyond themselves and their contributions towards others mattered significantly. The codes for the category of others are Society, Nation, Nature, Community and Relationships. The statements reflecting the same are “It will change the society for better”,

- “To care and value about nation and society”, “I have decided to be a responsible citizen”
- “this 5-day session has taught me a lot about personal responsibility, trust, real meaning of love. This all things are not taught by our parents but value education and ethics is important in society and which was taught by you it was really great pleasure to attend this sessions thanks a lot to all member and sir “
- “I will try to take every possible step for the betterment of nature and the nation”
- “We need to build our nation with new innovative ideas through new education policy by Abdul “
- “I commit to plant atleast one plant per week and encourage others to do so, I will give this human value to all my friends, parents, others,etc”
- “I am a member of the Free Software Community Of India and was also an Ex-Vice President at Rotaract Club Of Thane Lake City”
- “I will now try to contribute to UHV being a normality within”, “I will not be taking relationship for granted” and “I will try to keep myself and people around me happy”.

The third category that evolved in orientation of action is “**Virtue**”. For the same, the codes are Trying to trust, Moral values, help others, Spread happiness and “Appreciation”. Virtues were expressed by many students throughout the session and as they were reflecting. The students mentioned them in statements such as

- “Three most important takeaways for me were learning to trust people, respecting everyone even if they do not respect you”
- I learnt how to manage my relationships with myself as well as others. For example, it was very hard for me to trust others before and I never trusted anyone fully but now I find myself trying to trust others”
- “I will try to attend more sessions of UHV and do not forget the moral values taught in this session”.
- “I have started helping my mother in household responsibilities”
- “I will respect each and every one”, “I will treat everyone with gratitude”
- “I will be happy always”, “I will try to spread happiness and positivity”,
- “I got to learn that natural acceptance is the most important thing, you should always stay satisfied in what you have”
- “I have started helping my mother in household responsibilities”.



**Figure 18: Action**

### **Action**

Action is the ultimate theme as per the framework we use for analysis of the students’ reflection. Action is defined as the accomplishment of a thing usually over a period of time, in stages, or with the possibility of repetition . Action ultimately comprises of three category namely Emotion-related, Value-related and Contribution.

The category “Emotion-related” represents actions related to emotions expressed through codes namely “Increase in self-confidence” and “Clarity in life”. The examples expressed by the students for the same are

- “This topic helped me to build self-confidence to talk to others and trust them”
- “This session has changed my perspective”, “It has brought in more clarity, confidence and positivity”
- “This session has made me realize that the key to happiness is gratitude, affection, respect towards others, humility, hard work, being satisfied with what you have instead of being greedy of wanting more or feeling envious or jealous”
- “Materialistic things only bring temporary happiness, which may fulfil our physical needs, but can never bring permanent happiness”
- “I have also become more calm and understanding while dealing with a tough situation”.

The subsequent category within the theme of action is “**Value-Related**” represented through codes such as “Increase in trust”, “Understanding” and “Acceptance”. These codes are strongly depicted through students’ statements. These include

- “Earlier I was very low on trust but this helped me open up to people and offer trust much more than earlier”
- “I understood that by keeping right understanding we can maintain relationship with other and also really helpful in case of giving trust as well as respect”
- “This topic helped me to build self-confidence to talk to other and to trust on them. “
- “Spoke to friends with whom I had no contact for years” and “Learned to accept the opinions of other people”
- “Actually me and my neighbour friend. We were not talking from last 6 months due to some reasons. So, after listening yesterday's lecture, I decided to talk with her. And, today morning I just greeted her good morning and I was so amazed that she also replied and after we talked for an whole hour. Thank you very much.....”.

The ultimate category of the theme of action is “**Contribution**”. Contribution represents the actions the students commenced to do as a part of their contribution. The major code that arises in this category is Awareness and this was reflected through statements such as

- “My future commitments towards UHV after attending this session are, I will always follow UHV, also recommend others to follow UHV, I will always show my gratitude to all those who have helped me by some or the other way, I will love all the person, I will help the needy people, I will be always connected to UHV in my day-to-day life.”

In order to answer the research question- What are the thoughts of students before and after the eSIP intervention program, based on the following questions:

- Three important takeaways and proposals explored within own self(with specific example
- Change in behaviour (if any)
- Potential and prospects of UHV
- My future commitments towards Universal Human Values after attending this session.

a visual diagram has been created to visualize the impact of the eSIP on the students who have voluntarily expressed their learnings through different tools during the 5 day program.

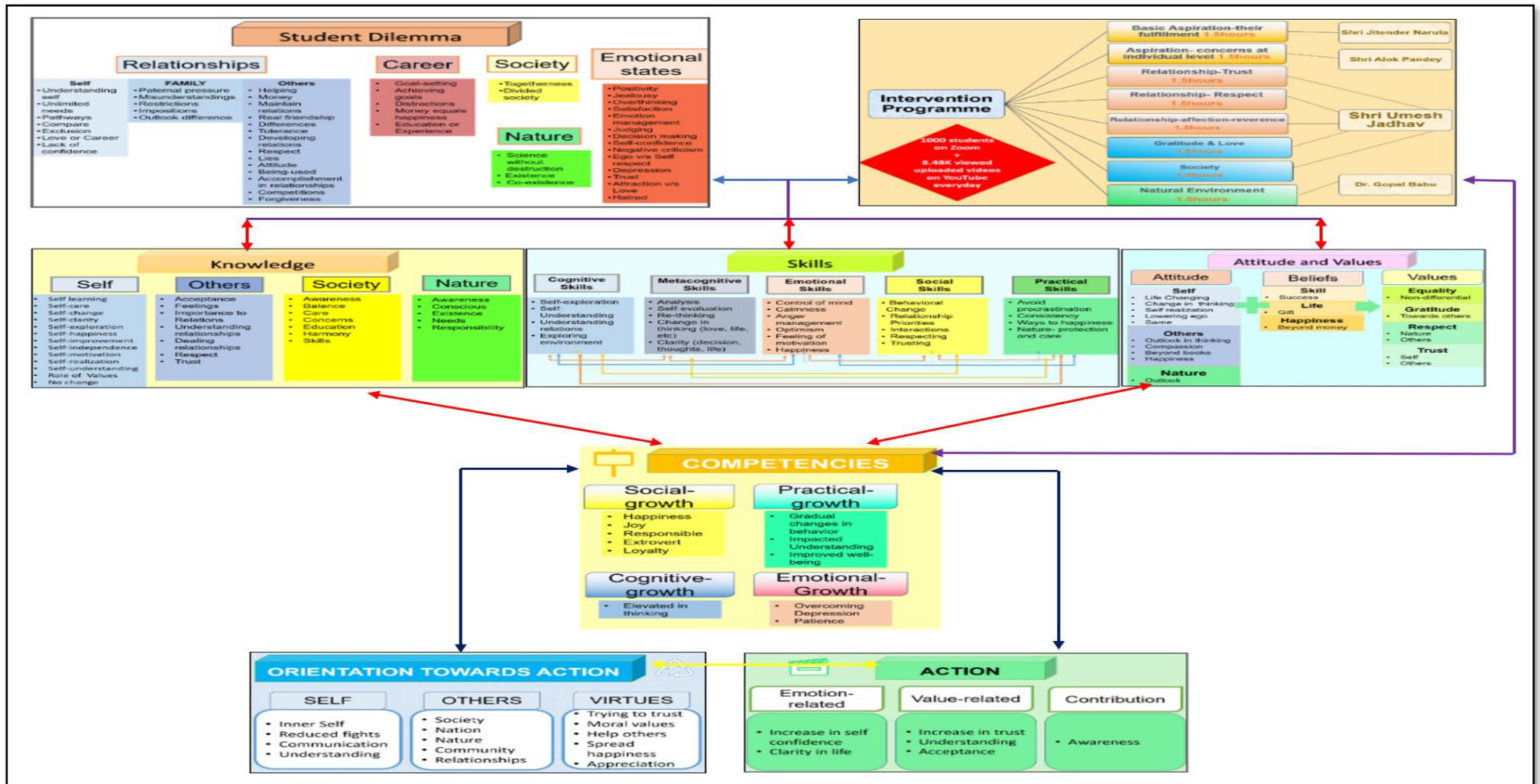


Figure 19: Summary of e-SIP sampler Overall Data Analysis

Figure 19 above represents the summary diagram of the entire data reflected by the students. The figure commenced with students' dilemma as they raised questions in different domains related to relations, careers, society, etc. This dilemma is interconnected to the intervention programme that comprised of the six sessions taken by different resource persons.

Through the intervention programmed the students received the knowledge, skill, attitude and values needed in different domains of life which would have addressed many of their dilemmas.

Through this, the students have developed certain competencies such as social-growth, emotional-growth, cognitive-growth and practical growth. These competencies are then reflected in orientation towards action as well as in actions thus, connecting back to redressing students' dilemma.

## 9 Conclusion

Value Education is required to correctly identify the basic aspirations of a human being, understand the value that enables a human being to fulfill their basic aspiration, ensure complementarity of Human values-knowledge, skills, and properly evaluate attitudes & beliefs.

It also facilitates development of appropriate skills and their right utilization for society welfare. Thus, there is a need to supplement Higher Education with Human Value Education. This will enable a human being to decide and pursue what is really 'valuable' i.e. conducive to human happiness, relationships, love, respect, trust, gratitude, natural environment welfare and reach their ultimate goal.

At the end 'value education' enables people to understand their needs and visualize their goals correctly. It also indicates the direction which they need to pursue so that they can fulfill their objectives. It helps remove confusions and contradictions and enables humans to rightly utilize their attitude, behaviour, knowledge & skills.



## 10 Annexure



✓ eSIPMU.csv.zip



✓ Pre-SIP (UHV) Survey - Google Forms.zip

- ✓  Post-SIP (UHV) Survey - Google Forms.zip
- ✓  Letter Student Online Induction Program- Jan2021.zip

# 11

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