

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS.

On an objective analysis and interpretation of the response data collected from a random sample of 26 respondents, case study of all round transformation of a student, credentials in the form of impressions of ex student, parents and famed educationists on transformative impact of value education ,the following observations merit consideration.

5.1 That Education in Human Value (EHV) has contributed significantly in cultivation of behavioural traits in the personal intimate zone personality of a student in terms of

(i) Development of a sense of fundamental discrimination i.e. ability/skill to differentiate small individual good from the overall good and commit to right decision making or make virtuous choices in every day affairs.

(ii) Development of a sense of righteous action i.e. Having taken a principled stand based on goodness , the ability to take a befitting full throttled action with goal in focus without getting upset by the likely outcome or result of action.

(iii) Development of self confidence, the ability to have belief in one's abilities, skill and knowledge to deliver and manifest positive attitude in mundane affairs.

(iv) Inculcation of critical cum creative thinking ability resulting into a skill to innovate out of box solutions in intellectually challenging situations.

(v) Development of life skill of emotional awareness i.e. the ability to know and manage one's dysfunctional emotions and uplift mood to energise oneself for spirited action.

(vi) Development of valuable life skill of empathy i.e. The ability to put one self in others shoes and connects to realities of situation.

(vii) Development of life skill of equanimity of mind i.e. the ability to remain restfully aware and balanced irrespective of situation.

(viii) Development of an attractive and cheerful disposition i.e. the ability to please and warm others through personal contact.

In other words, as per response data it can reasonably be concluded that value education greatly enables a student to blossom into a good human being.

Good character is more to be praised than outstanding talent. Most talents are, to some extent, a gift. Good character, by contrast, is not given to us. We have to build it piece by piece -- by thought, choice, courage and determination."

- **John Luther**

Through a survey conducted among practicing managers and administrators, a general model representing the traits bank of a good human being has been constructed. On comparing the summarised response of respondents with the model, it is obvious that a majority of traits of a good person can be acquired as a direct benefit of value education programme... It is relevant to note here that almost all famed personalities of the world who touched the lives of people and made a positive contribution (in concrete terms) to billions, were at first place good human beings. Need less to say education in human value (EHV) is a prerequisite for building an egalitarian world full of contented, happy positively contributing people living in peace and harmony.

5.2 That Education in Human Value (EHV) contributes significantly in endowing a manager/professional at work place with attributes

like humane, democratic empowering, empathising and inspirational leadership. Further EHV helps imbuing a visionary goal setting ability, commitment to nishkam karma for organisational mission, ability to connect to people positively, a punctual and disciplined approach to work and creativity and innovation driven holistic approach to business challenges.

Through a survey conducted among practicing managers and administrators, a general model of traits of a successful manager/leader has been constructed. On comparing the traits, one notes that most of the traits of an effective leader at work place can be cultivated by a student if Education in Human Value (EHV) is imparted in true spirit.

Thus development of human values in an individual acts as a force multiplier in achieving success, respect and acceptability in the professional domain of work. This conclusion is corroborated by the fact that today the most respected and successful captains of industry for instance, Warren Buffet, Bill Gates, Ratan Tata, N. R. Narayana Murthy and Azim Premji are the celebrated individuals known for living out human values day in and day out. **It is on account of erosion of human values that bad management theories(advocating narrow selfish amoral ways and means to maximise wealth) are in currency causing moral degeneration and insensitivity towards social responsibility.(Bad Management Theories Are Destroying Good Management Practices ,Sumantra Ghoshal,Page 75,Academy of Management Learning & Education,vol 4,No 1)**

A very successful businessman Issac Tigrett(Owner of world famous chain of cafes called 'The Hard Rock Café') an ardent devotee of Sri Sathya Sai Baba says that he achieved stupendous success in business by adhering to five cardinal human

values(Love,Peace,Truth,Right Action and Non-violence).This logically follows that Education in Human Values(EHV) should be made an integral part of curriculum of business management studies courses(BBA and MBA) to lay solid foundation for successful institutionalisation of business ethics, good management practices and corporate governance norms.

5.3 The famous Chinese phrase “家和万事兴” (Jia He Wan Shi Shing) which is often quoted by elders since time immemorial in social meetings. ‘Jia He Wan Shi Shing’ means that if there is unity and harmony in the family – all things will go well and prosperity is ensured. There is famous saying that behind every successful and happy man there is happy family in the background. An average person spends over 50% of a day time with the family at home. Behavioural scientists maintain that a happy family is a fuelling point of abounding energy for a person.

Responses received from respondents indicate that Education in Human Values (EHV) contributes significantly in instilling a sense of good family ethos in a student both as a member and head of a family. The students with value education background are more likely to contribute in family welfare, harmony and happiness. Thus EHV is greatly instrumental in building happy families in progressive societies.

5.4 Israel is a small nation of Asian continent; almost the geographical size of Delhi with a population of 7 millions. After 52 years of independence, it can today boast of stupendous saga of all-round growth and nation building. Apparently the success manta is the noble attitude and commitment of its citizenry towards the nation. The Israelites have really carved a niche for themselves for being exemplary citizens of a proud nation.

When asked on spirit of social service and sense of nation building, the respondent’s replies confirm that EHV is greatly instrumental in

turning around individuals who are socially responsible into positive contributors and patriotic citizens. More than people who are individually successful, the nation today badly awaits awakened citizenry who believing in sharing their success and prosperity with less fortunate brethren in society. Can we harness the potential of EHV in this crucial domain of human affairs?

5.5 Today majority of problems mankind is facing stem from the fact that we have not treated our mother nature with honour. In the words of Sri Sathya Sai Baba; Men have polluted every thing from earth to water, air and space. Today animals seem to practice more humane values than some sections of the intellectually superior race of man. Human values need to be cultivated and practiced so that the educated men of society work for enlistment of mankind in true spirit of '**Vasudeva Kutumbakam**' in every day life.

The response data indicates that EHV contributes significantly in cultivation of an enlightened sense of global citizenship which cares for Mother Nature and its scarce resources and contributes positively in action. This follows that EHV is an indispensable input in the process of building a just, universal order of loving brotherhood and global fraternity.

5.6 A number of studies conducted by Consulting agencies, Management Institutes and Universities vindicate the fact it is emotional intelligence (EQ) which substantially contributes to success in career and overall wellbeing in the personal life. This finding is in contrast to the traditional view that the intellectual quotient (IQ) of a person is a major driver of success in profession. The psychologists and human behaviour experts after protracted researches and studies, have agreed that self awareness, empathy, ability to manage one's dysfunctional emotions are the key life skills which determine emotional competence of an individual. "There is growing evidence that fundamental ethical stances in life stem from

underlying emotional capacities.the root of altruism lies in empathy".(**Page 5,What's your Emotional IQ, Aparna Chattopadhyay**)

An objective analysis of response data collected from the respondents reveals that EHV significantly impacts the dynamics of emotional intelligence (EQ) of students. As per response, EHV significantly contribute in checking and toning down negative emotions like fear, jealousy, discontentment and insensitivity and thereby helps a student to emerge emotionally intelligent.

"A reactive mind is hell. A responsive mind is heaven."(**Page 128,Oh Mind Relax Please,Swami Sukhabodhananda**) If EHV as an independent discipline is introduced in educational curriculum, children from young age will grow emotionally intelligent and shall contribute remarkably to productivity, peace, harmony and happiness in society.

5.7 From the response data, it can reasonably be concluded that EHV plays a vital role in cultivation of behaviour traits like caring,sharing,living in harmony, prayerful attitude towards work, optimism, patience, devotional commitment and sense of harmony.Undoubtedly EHV catalyses the process of development of spiritual intelligence. Very few will venture to disagree that a spiritual intelligent person is an invaluable asset at home, workplace and in society in general.

5.8 A careful analysis of response data demonstrates that EHV works wonders in instilling the core Gita philosophy of nishkam karam in a student's psyche."**Karma Pradhan Vishwa Rachi Rakha**" Work is worship and I love my work was the response of most of the respondents queried. When a person loves his work ,he performs well in all aspects of work.One' love is visible in one's work." (**Page 108,Knock And The Door Shall Be Opened,Pradeep Prakash**).

This logically gives one to understand that EHV potently empowers a student to grow into a karmath karm yogi i.e a a die hard determined deed oriented man who believes in delivering positive concrete results rather than indulging in futile intellectual gymnastics and ivory tower talks. Thus EHV helps immensely in turning out action based men who deliver and contribute positively in all domains of human affairs.

5.9 Last but not the least, a careful study of the response data establishes the fact that EHV is extremely transformative in cultivating some crucial and useful life management skills like

(i) The art and skill to be positive with 'impossible (I'm possible)' attitude irrespective of situation.

(ii) The valued skill to do critical cum creative thinking in inventing novel solutions in the face of intractable challenges.

(iii) The ability and skill to give out the best of one's energy in all human endeavours.

(iv) The ability and skill to connect to one's heart and harmonising it with intellectual impressions.

(v) The ability to believe that there is a purpose and meaning to everything that one is called upon to do in the hustle and bustle of life.

(vi) The ability and skill to make the right virtuous choices in complex life situations.

(vii) The skill to develop value for one self and others in all domains of human affairs.

(viii) The skill to dream for both professional and life goals and become a possibility thinker.

(ix) The spiritual art and skill of doing best what one likes and liking what one has to do.

Considering the tremendous transformative potential of EHV programme in metamorphosing a student into a total quality balanced progressive positive contributor to the process of nation building, there should not be any reason not to make this wonderful behaviour modification module as integral part of educational curriculum for all classes from pre-school to higher education.

5.10 SUMMARY OF RECOMMENDATIONS

BACKGROUND

(i) Value education or Education in human values (EHV) has been for times immemorial recognised as an integral module of educational curriculum. All through history India has been the proud motherland of great men and women of sterling character; sacrificing their interest for noble cause of nation building. However, during British rule of over 250 years, the sacred practices and institutions associated with education in human values were diluted or discontinued. Education is basically meant for life has come to be equated with training of students for gainful employment. As T.S Eliot rightly composed

"Where is Life

We have lost in living

Where is wisdom

We have lost in knowledge

Where is knowledge

We have lost in information."

After securing independence, concrete and sustained efforts have been made by educationists and value education experts to restore

this vital module in the standard educational curriculum. The recommendations of various expert groups on reintroduction of value education though accepted in principle have not yet been fully implemented.

(ii) At present schools across the lengths and breadths of the country have been making conscious effort to impart education in human values in varied form, mode and arrangements. Some schools and institutions run by spiritual organisations have on their own initiative incorporated a full fledged value education module in educational curriculum. Value education in these schools is imparted by experts/specialists through formal pedagogical techniques with missionary zeal. Some such prominent institutions are Sai Baba schools imparting value education under the name and style of Sri Sathya Sai Educare (SSSE). The phenomenal transformative impact experienced and documented is leading to increased universal acceptability across the globe. Realising the sheer effectiveness a number of schools in various countries has formally adopted Sri Sathya Sai Educare.

(iii) In the contemporary milieu the proliferation of media, TV and internet in the positive absence of value education arrangements at school and home is playing havoc with the psyche of impressionable young minds. The surveys and studies carried out by various outfits speak volumes of disconcerting rise in juvenile crimes; violence, parental abuse and self-centred individualism among a section of growing child population. The educationist, social reformers and spiritual preceptors are crying from the roof top for inclusion of value education in school curriculum right from the formative years. Realising the genuine necessity for introduction of value education, Education Directorate Delhi Govt constituted an expert group for composing instructional material under YUVA (Youth universal value and attitude).Based on expert research and study of the expert

group, Delhi Govt has issued six sets of YUVA books for use in Sarvodyalya.

(iv) NCERT and CBSE special study groups are also studying practices and techniques of value education in vogue. The response received from respondents about perceived impact of value education vindicate the hypothesis of the research study that there is definite positive correlation between Education in human values (EHV) and holistic development of a student into responsible positive contributor to society and nation. If we wish that citizen of tomorrow be law abiding partners in nation building, the module of education in human values (EHV) has to become an integral part of education. The following are the recommendations

5.11 Education in human values (EHV) should be made compulsory subject for study for all children admitted to school for Pre-school, Primary, Middle and Secondary education governed by Central Board of Secondary education (CBSE) and Indian Certificate of Secondary Education (ICSE).

5.12 The module for Education in human values (EHV) should be structured in such a way that emphasis should be laid on

(i) Eliciting of five cardinal universal human values of PEACE, LOVE, TRUTH, and NON-VIOLENCE AND RIGHT CONDUCT in thoughts, words and deeds.

(ii) Inculcation and development of vital life management skills

(iii) Inculcation of holistic understanding of duties of citizen towards protection and preservation of natural resources, nation's resources, flora and fauna.

(iv) Inculcation of secular values, brotherhood of man and spirit of social and community service.

(v) Inculcation of spirit of national unity and nation building.

(vi) The course ware for Education in human values (EHV) should be finalised by a special task force comprising of experts from diverse disciplines including eminent educationists from the domain of value education.

5.13 Education in human values (EHV) should be imparted in a.

progressively graded manner i.e. (i) Pre-school module (ii) Primary school module (iii) Middle school module (iv) Secondary school module

5.14 Education in Human Values EHV is a dynamic programme of triple partnership involving child, school and the parents. The environment at home and right conduct of parents is a crucial ingredient for inculcation of human values in a child. No EHV module can succeed without the active involvement and commitment of parents. A primer/orientation programme in EHV for orientation/training of parents is a pre requisite before implementation of value education at school level.

5.15 The pedagogical tools, methodology and techniques of EHV should be selected from a wide spectrum of viable options involving best use of technology i.e. e-learning and interactive multimedia to encourage children to have active participation. The tools and techniques should be such so as to make learning joyful, meaningful and interesting.

(i) The module of EHV should not be limited to value education classes but should be integrated with main course curriculum i.e. academic subjects like Maths, Biology, and Botany Physics etc. Similarly EHV should be integrated in outdoor activities like sports, games, dramatics and community service.

(ii) The evaluation and performance appraisal in EHV should be through proper examination. The performance of students in EHV module in Board final examination (12th standard) should be given

due weightage for admission in colleges and engineering institutions.

(iii) The process of EHV should be a continuous one. The module for EHV should be extended to higher education at college, IIT and, Management education to ensure that good value education actually translates in righteous conduct in the practical world of action.

(iv) The teachers for imparting EHV should be given special training in value education from accredited EHV institutions. EHV classes should be separate and built into daily schedule/time table of main academic course. In addition regular workshops, seminars and knowledge sharing be organised on a regular basis and the participations of specialised institutions in the field of EHV should also be solicited.