

## **An Evaluation of the Impact of the Integrated Personality Development Course in the Context of National Education Policy**

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**Abstract** The new National Education Policy was announced by the Union Cabinet of India on 29 July 2020. This policy outlines the vision of India's new education system. Accordingly, higher education institutes have been trying to adapt to this new, more holistic approach to education. To assist these institutes in meeting these new requirements of higher education, the BAPS Swaminarayan Sanstha has proposed the Integrated Personality Development Course (IPDC) to provide college students with a more holistic development and an enhancement of values. This study aims to assess the degree to which this course has impacted the holistic development and satisfaction levels of the students. This research was conducted by surveying students in multiple colleges across the state of Gujarat, India. The preference is given to the quantitative method by administering anonymous questionnaires to 555 students studying in the field of science. From the survey results, it is visible that the quality of this course and the satisfaction of students is significantly high. This course has a significant impact on students' well-being, professional development, civic virtues, and family values. It was also found that IPDC was highly recommended by the students who attended this course as a part of their university curriculum. These findings suggest that IPDC has the potential to provide college students with an effective holistic development when implemented by higher educational institutes, as outlined in the National Education Policy.

**Keywords:** National Education Policy, Personality Development, Values-Based Learning, Educational Institutes, Holistic Growth, Higher Education, Student Satisfaction

### **Introduction**

#### **India is the Country of Youth.**

Today, India is at a fundamental crossroad, with half of its 1.25 billion individuals younger than 25, India's youth populace is the most prominent resource and yet its most noteworthy challenge. With the pandemic rising degrees of forlornness and discouragement among Indian youth, the current environment is unique and delicate than in recent memory. As it is evident that youth can be a real potential of India, it is advisable to utilise its power to enhance themselves, society, and nation.

### **Potential of Youth**

Young people are like the roaring sea, which can either decrepitude or uplift life. It depends on the moral values provided. Accordingly, the Indian government has focused on providing an answer by dispatching the biggest change in education in 34 years. This approach

requires instructive establishments to give a more comprehensive, esteem-based training to prepare Indian youth for the present difficulties.

### **New Requirements of NEP 2020 Policy for Holistic Development of Students**

This policy requires educational institutions to provide a more holistic, value-based education to prepare Indian youth for today's challenges. These expectations are stated in the National Education Policy 2020, pages 5 to 6:

- “Build character, enable learners to be ethical, rational, compassionate, and caring.”
- “Ethics, human, and constitutional values like empathy, respect for others, a spirit of service, responsibility.”
- “Life skills such as communication, cooperation, teamwork, resilience”
- “Rootedness and pride in India”
- “Creativity and critical thinking”
- “Emphasis on conceptual understanding rather than rote learning”

As a response, higher educational institutes are seeking new ways to adapt their curriculum to teach holistic values more effectively.

### **The Integrated Personality Development Course**

BAPS has developed the “Integrated Personality Development Course” (IPDC) aims to provide universities with assistance in meeting the current demand in higher education. This course complies with the 2020 National Education Policy (NEP) objectives, by “developing character and enabling learners to be ethical, rational, compassionate and caring while preparing them for gainful and satisfying jobs”.

#### **What is IPDC?**

The Integrated Personality Development Course (IPDC) is a volunteer-driven initiative that aims to provide holistic value-based education to India's youth. It is a two-semester, credit-based course that can be incorporated into the current syllabus and places character development at the centre of student education and growth, allowing students to become dependable employees, caring family members, and considerate citizens.

IPDC began in July 2019 in its testing phases at P.P. Savani University (PPSU), Surat. In July 2020, upon seeing the quality of the course design and initial impact on PPSU students, Gujarat Technology University (GTU) decided to initiate the Gujarati version of IPDC at 79 of their colleges. The first semester of IPDC (July - November 2020) was taken by 11,000 Engineering and Pharmacy students at GTU.

In March 2021, over 9,000 GTU diploma students started IPDC at 58 diploma colleges, in addition to students at R.K. University, Marwadi University, and Ganpat University. Therefore, over 20,000 students, at 137 colleges, will have completed the Integrated Personality Development Course in the academic year 2021-2022.

IPDC is currently being delivered online at the following universities, and then offline upon the opening of the campuses:

- P.P. Savani University (PPSU), Kosamba, Surat
- Gujarat Technological University (GTU)
- R.K. University (RKU), Rajkot
- Marwadi University (MU), Rajkot
- Ganpat University (GNU), Mehsana
- Gokul Global University (GGU), Siddhpur
- Swarnim Gujarat Sports University (SGSU), Gandhinagar

Many other universities have shown a strong intent to start IPDC in the 2021-2022 academic year, these include:

- Gujarat University (GU), Ahmedabad
- The Maharaja Sayajirao (MS) University, Baroda
- Saurashtra University, Rajkot

- Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj (KSKVKU)
- Maharaja Krishnakumarsinhji Bhavnagar University (MKBU)
- GLS University, Ahmedabad
- Hemchandracharya North Gujarat University, Patan
- Indian Institute of Teachers Education, Gandhinagar;
- Kamdhenu University, Gujarat
- Charusat University, Changa
- Birla Vishvakarma Mahavidyalaya (BVM) Engineering College, Vidyanagar.
- Gujarat Ayurved University, Jamnagar
- Shree Govind Guru University, Godhara

### **The Vision of IPDC**

A nation of Indian youth who learn, love, and live noble values.

### **The Mission of IPDC**

Empower every Indian university to unleash the inner potential of their students through holistic value-based education.

### **Review of Literature**

The National Curriculum Framework (2005) reflects that Education for Peace seeks to nurture ethical development, teaching values, attitudes, skills required for living in harmony with oneself, with others including nature, values education and character building. Chandrashekarappa, S.M., Ramakrishnaiah N.M., Ram D. and Manjunath R. conducted their research on 664 sample size in Mysore within 16-19 years of students with the help of MINI 6.0 tool and the findings were 37% students experienced Major Depressive Disorder, 10% students PTSD, and 6.7% students General Anxiety Disorders.

Acharya R., Singh A., Santhya K., Ram F., Jejeebhoy S., Ram U., Mohanty S. (2009) Findings from the Youth in India, Participation in civil society and political life among young people in Maharashtra. It suggested that for many youths, especially young women, civil society and political life opportunities are limited, and pro-social values are not uniformly observed. It underlines the importance of education, agency and closes parental interaction to promote youth interaction in civil and political life and increase pro-social values.

Gangrade K. (2014) refers to the study conducted in Delhi University from 1967-68. Nearly 400 students were taken as samples. 190 parents were also interviewed. With the interview method, the questionnaires were filled. College, income, sex, science and art subjects, and rural-urban dimensions were considered the points in sample size. The studies concluded by pointing out that in the future, as parents' values become more liberal, children will also change their beliefs and create a gap in the system of values. The parent's values will be considered traditional, and the younger generation will modify them in their own way. The importance of both generations is always in transition.

Gaur K. & Ram U. (2016) conducted a study focusing on finding mental health problems among youth in India and their correlations. The researchers assessed the prevalence and socioeconomic determinants of common mental disorders among youth in India. This is the most extensive study conducted on a representative population of Indian youth to determine the correlates of reported mental health problems using the General Health Questionnaire-12. And the study found that estimated 11-31 million youth suffer from reported mental health problems in India. Results suggest that household and individual factors like residence, wealth quintile, age, education, and occupation are the most important determinants of mental health problems among Indian youth.

Chatterjee S. (2018) worked on finding Degradation of Human Values among Indian Youth explored the crisis and the various aspects of values and personality development of youth. The study concluded that real school education could motivate students to think, to do something in the right path or ways. The main points discussed were to develop character, spirituality, faith in self, love for all should be developed in students through education.

Duggal C. & Bagasrawala L. (2019), in their chapter titled, Adolescent and Youth Mental Health in India: Status and Needs explains the understanding of adolescents and youth as significant developmental stages, followed by an overview of the status of mental health of adolescents and youth in India through a meta-analytical desk review of epidemiological studies over the last 15 years, highlighting that the prevalence of psychological disorders and associated risk and protective factors. The suggestions made by the authors are that there should be a focus on a possible course of action for academicians and programme developers along with an extensive review of the existing policies and programmes addressing adolescent and youth mental health needs in the country.

Ghosh S. (2019), in his paper, explored the topic of Crisis of Moral Values among Indian Youth & Practicing Value-based Education with the objectives of inculcating morals and spiritual, psychological and cultural values in the students, to increase awareness about national history and heritage and community development of society. Interview and observation methods were used, and data were collected from 85 university students. The conclusions added that providing value-based education to children from early age groups can help overcome the problem of deteriorating moral values in the youth.

**Research Methodology**

The study adopted a descriptive research design. The population of the study was customers who are between the ages of 18 to 25 years and residents of different regions of India. The convenience sampling technique was used to collect the data for its ease of contact. The final sample size was 555. The data was collected using a questionnaire. The 5-point Likert Scale was used to manage the responses (1-Strongly agree to 5-Strongly Disagree).

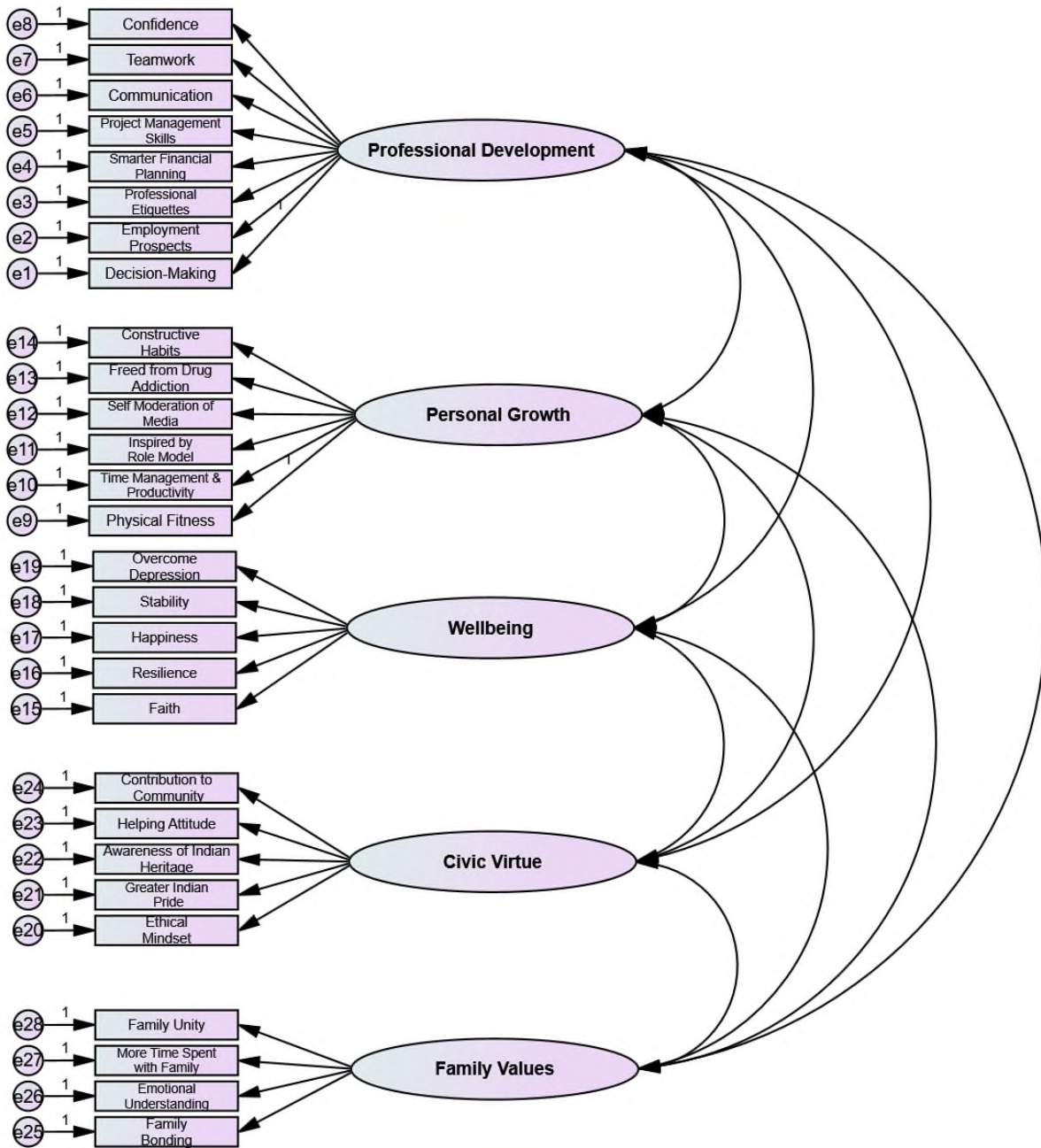
Convenient sampling was employed to select the sample. Pilot research was conducted on 40 respondents to check their understanding and measure the reliability of the questionnaire items used for the study. The researcher explained the questionnaires to respondents and built rapport, and encouraged the final response rate. The respondents used an average of 10 minutes to complete the questionnaire. There was a response rate of 82 %. The study adopted different multivariate analyses and a structural equation model to measure the conceptual model and hypotheses. The result answers the research questions.

**Reliability, Convergent Validity and Discriminant Validity**

The items for the study were assessed in terms of reliability, convergent validity, and discriminant validity. All the loading satisfied the statistically significant level of 1 %. All the loading was qualified for the study since it was higher loading than the minimum acceptable value of .0.7 (Götz et al. 2010). The average variance extracted (AVE), the composite reliability (CR), and the correlations of the study variables are in Table 1. The AVE of each of the study elements is greater than the minimum accepted value of 0.5 (Götz et al. 2010), making convergent validity. The discriminant validity of each variable, a square root of AVE, is greater than the absolute value of all the correlations with other variables.

**Table 1. The average variance extracted, composite reliability and correlations among latent variables**

	AVE	CR	Professional Development	Personal Growth	Wellbeing
Professional Development	0.767	0.847	0.64		
Personal Growth	0.710	0.974	0.74	0.67	
Wellbeing	0.740	0.845	0.58	0.58	0.67



Civic Virtue	0.719	0	0	0.59	0.75	0.87	0.79	
Family Values	0.777	0	0	0.87	0.69	0.79	0.88	0.87

**Note:** values of the diagonal are the square root of AVE.

**Fig. – 1: Relation between factors**

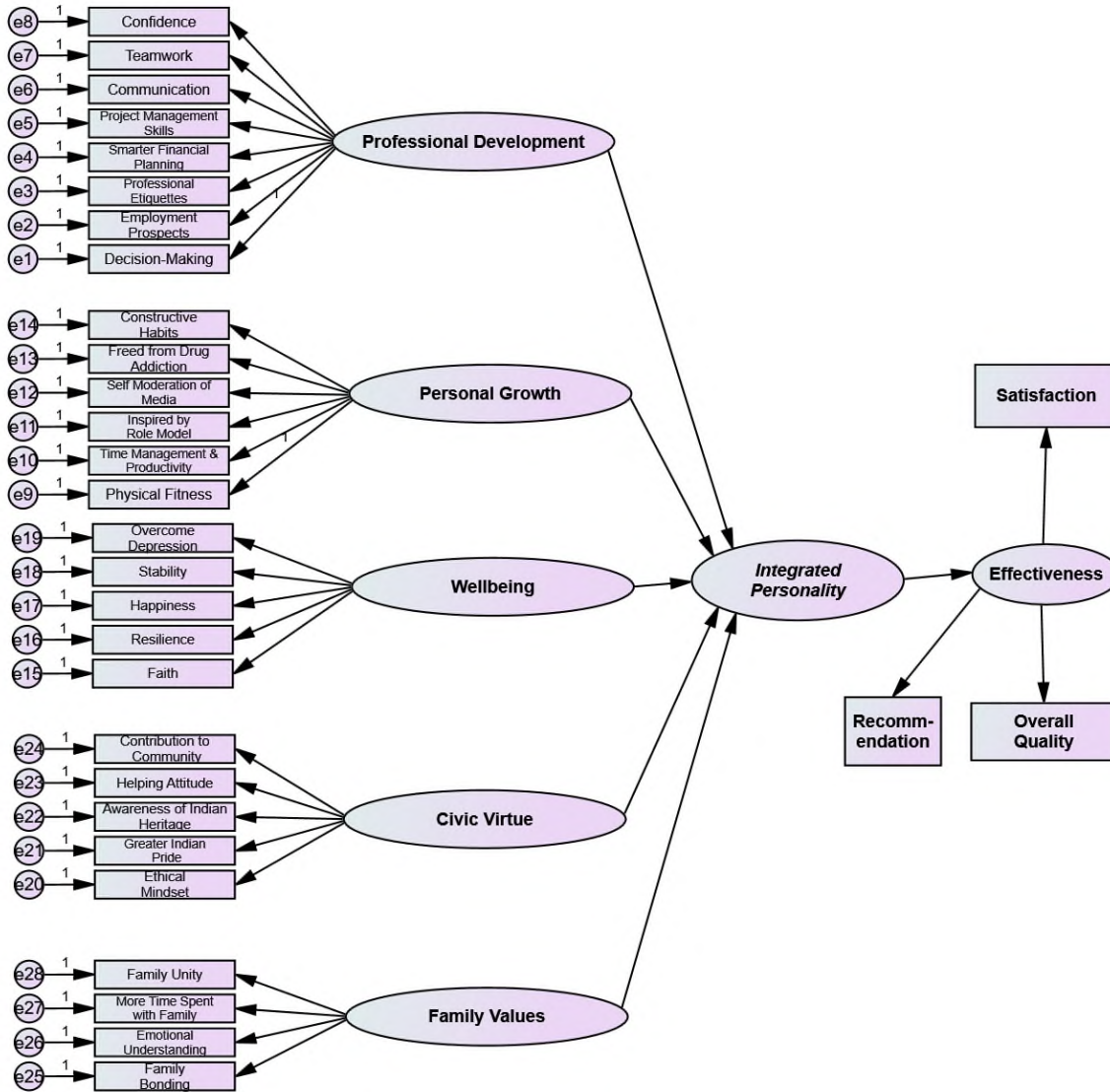


Fig. – 2: Relation between factors & Model effectiveness  
Table 2. Goodness of model

Goodness-of-fit model index	Recommended Value *	PDC Model
Chi-square/degree of freedom(CMIN/df)**	≤ 5.00	.632
Goodness-of-fit index(GIF)	≥ .90	91
Adjusted goodness-of-fit index (AGFI)	≥ .80	86
Normalized fit index (NFI)	≥ .90	94
Tucker-Lewis index (TLI/NNFI)	≥ .90	96
Comparative fit index (CFI/RNI)	≥ .90	92
Root mean square error of approximation (RMSEA)	≤ .08	07
Standardized root means square residual (standardized RMR)	≤ .08	

\* **These criteria are according to Hair (2009) and Arbuckle and Wothke (1999)**

\*\* **Ullman (2007) recommended chi-square/degree of freedom value of < 5.00**

The score obtained from the analysis suggested an excellent fit between the data and model ( $\chi^2/df=3.632$ , TLI=.96, CFI=.92, RMSEA=.07). All the fit indices comply with the values recommended by Haire (2009) and Arbuckle and Wothke (1996). So proposed model is fit to predict and describe the effectiveness of IPDC Program.

### **Hypothesis**

H01: There is no significant impact of the IPDC course on enhancing student's moral and ethical values.

H02: There is no significant impact of the IPDC course on enhancing student's positive attitudes in their life.

H03: There is no significant impact of the IPDC course on enhancing student's interpersonal relationships in their life.

H04: There is no significant difference in awareness of moral and ethical values between gender with respect to the impact of the IPDC course.

H05: There is no significant difference in awareness of moral and ethical values between the late adolescent group (17 - 20) and the early adulthood group (21 - 25) with respect to the impact of the IPDC course.

H06: There is no significant difference in awareness of moral and ethical values among the different socio-economic status of students' families with respect to the impact of the IPDC course.

H07: There is no significant difference in awareness of moral and ethical values between the students living in joint family and nuclear family with respect to the impact of the IPDC course.

H08: There is no significant difference in awareness of moral and ethical values between the students living in hostels and family with respect to the impact of the IPDC course.

H09: There is no statistical significant difference between joint family and nuclear family towards different areas of impact of IPDC.

H10: There is no significant difference between income categories with respect to the thrust area of personality development.

H11: There is no significant difference between income categories with respect to Satisfaction, Words of Mouth and Overall Quality of the IPDC programme.

### **Result and Discussion**

H1: There is no statistical significant relationship between the various dimensions of Personality Development and Satisfaction, Words of Mouth, and Overall Quality of IPDC.

**Table 3. Relationship between the various dimensions of Personality Development and Satisfaction**

		P rofessiona l Developm ent	ersona l Growt h	ellbeing	ivic Valu es	amil y Valu es	verall Satisfact ion	ecommen d	verall Quali ty
P rofessiona l Developm ent	Correlatio n Coeffici ent	1							
	sig. (2-								

	tailed)									
		N	5 55							
Personal Growth	P	C	Correlation Coefficient	.786**						
		S	sig. (2- tailed)	.000						
		N		5 55	55					
Wellbeing	W	C	Correlation Coefficient	.786**	.750**					
		S	sig. (2- tailed)	.000	.000					
		N		5 55	55	55				
Civic Values	C	C	Correlation Coefficient	.743**	.742**	.755**				
		S	sig. (2- tailed)	.000	.000	.000				
		N		5 55	55	55	55			
Family Values	F	C	Correlation Coefficient	.694**	.696**	.683**	.694*			
		S	sig. (2- tailed)	.000	.000	.000	.000			
		N		5 55	55	55	55	55		
Overall Satisfaction	O	C	Correlation Coefficient	.666**	.613**	.650**	.669*	.638**	1	
		S		.000						



	ig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	55	55	55	55	55	55	55	
Recommended	Correlation Coefficient	.627**	.589**	.596**	.608*	.557**	.680**	.1	
	ig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	55	55	55	55	55	55	55	
Overall Quality	Correlation Coefficient	.449**	.394**	.420**	.432*	.415**	.504**	.510**	
	ig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	55	55	55	55	55	55	55	55
									55

All the dimensions of IPDC, i.e. Professional Development, Personal Growth, Well-being, Civic Value and Family Values, are positively significantly related to overall satisfaction, recommended IPDC to a friend or relative and overall quality.

H2: There is no statistical significant difference between males and females in respect to the impact of IPDC.

**Table 4. Relationship between the genders with respect to impact of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
<b>Professional Development</b>	-1.867	53	.062	>0.05
Personal Growth	-1.814	53	.070	>0.05
Wellbeing	-.911	53	.362	>0.05
Civic Virtue	-1.294	53	.196	>0.05
<b>Family Value</b>	-3.419	53	.001	<0.05

There is a statistically significant difference between male and females regarding Professional Development and Family Value as  $p=0.037$  and  $0.000$ , respectively. Looking at the descriptive statistics, Female has more effect compared to Male in Professional Development and Family Value dimension of life.

H3: There is no statistical significant difference between Teenagers (17-20 years of age) and Adults (21-25 years of Age) towards an area of impact of IPDC

**Table 5. Relationship between the two age groups with respect to impact of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
<b>Professional Development</b>	- 1.257	53	.209	>0.05
Personal Growth	- .671	53	.502	>0.05
Wellbeing	- 1.339	53	.181	>0.05
Civic Virtue	- 1.265	53	.206	>0.05
<b>Family Value</b>	- 1.749	53	.081	>0.05

There is no statistical significant difference between teenagers and adults regarding an area of impact of IPDC. IPDC is equally impactful to all the age groups under study.

H4: There is no statistical significant difference between Teenagers (17-20 years of age) and Adults (21-25 years of Age) towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall quality of IPDC.

**Table 6. Relationship between the two age groups with respect to overall quality of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
Overall Satisfaction	- .062	53	.950	>0.05
Recommendation	- .628	53	.530	>0.05
Overall Quality	- .159	53	.874	>0.05

There is no statistically significant difference between Teenagers (17-20 years of age) and Adults (21-25 years of Age) towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall quality of IPDC as all  $p > 0.05$ . All age groups are equally satisfied with IPDC, and they are recommending IPDC to others too.

H5: There is no statistical significant difference between Male and area Females towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall quality of IPDC.

**Table 7. Relationship between the gender with respect to overall quality of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
Overall Satisfaction	- 2.167	53	.031	>0.05
Recommendation	- 2.774	53	.006	<0.05
Overall Quality	- 2.922	53	.004	<0.05

There is a statistical significant difference between Male and area Females towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall quality of IPDC. Looking at the descriptive value of the Male and Female segments, females are more satisfied, recommending to others and impressed with the programme's overall quality.

H6: There is no statistical significant difference between Joint Family and Nuclear Family towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall Quality of IPDC.

**Table 8. Relationship between the joint family and nuclear family with respect to overall quality of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
Overall Satisfaction	.5 67	53	.571	>0.05
Recommendation	1. 570	53	.117	>0.05
Overall Quality	.4 85	53	.628	>0.05

There is no statistically significant difference between Joint Family and Nuclear Family towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall quality of IPDC as  $p > 0.05$ .

H7: There is no statistical significant difference between staying in hostel and with family towards Overall Satisfaction of IPDC, Recommendation of IPDC and Overall quality of IPDC.

**Table 9. Relationship between the living in hostel & family with respect to overall quality of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
Overall Satisfaction	- 2.108	53	.035	>0.0 5
Recommendation	- .825	53	.410	>0.0 5
Overall Quality	- 1.710	53	.088	>0.0 5

There is n statistical significant difference between staying in a hostel and with family towards Overall Satisfaction of IPDC as  $p < 0.05$ . Those who are living with a family feel more satisfaction compared to those who are living in a hostel.

H8: There is no statistically significant difference between staying in a hostel and with family towards different areas of impact of IPDC.

**Table 10. Relationship between the living in hostel & family with respect to impact of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
<b>Professional Development</b>	- 1.108	53	.268	>0.0 5
Personal Growth	- 1.865	53	.063	>0.0 5
Wellbeing	- 1.075	53	.283	>0.0 5
Civic Virtue	- 1.658	53	.098	>0.0 5
<b>Family Value</b>	- 2.345	53	.019	>0.0 5

There is no statistically significant difference between staying in a hostel and with family towards different impacts of IPDC except in Family Value ( $p < 0.05$ ). Those who are living with family have more impact on family values.

H9: There is no statistical significant difference between joint family and nuclear family towards different areas of impact of IPDC.

**Table 11. Relationship between the joint family & nuclear family with respect to impact of IPDC**

Variable	T score	f	Sig. (2 tailed)	P Value
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<b>Professional Development</b>	1.573	53	.116	>0.05
Personal Growth	1.829	53	.068	>0.05
Wellbeing	.812	53	.417	>0.05
Civic Virtue	1.888	53	.060	>0.05
<b>Family Value</b>	.803	53	.422	>0.05

There is no statistical significant difference between joint family and nuclear family towards different areas of impact of IPDC as all  $p > 0.05$ .

H10: There is no significant difference between income categories with respect to the thrust area of personality development.

**Table 12. Relationship between the income categories with respect to personality development**

Variable	Sum of Squares	f	F Value	ig.	P Value
<b>Professional Development</b>	2.260		565	.469	>0.05
<b>Personal Growth</b>	1.898		475	.194	>0.05
<b>Wellbeing</b>	1.448		362	.760	>0.05
<b>Civic Virtue</b>	1.307		327	.800	>0.05
<b>Family Value</b>	1.446		361	.667	>0.05

There is no significant difference between income categories with respect to the thrust area of personality development as all  $p > 0.05$ .

H11: There is no significant difference between income categories with respect to Satisfaction, Words of Mouth and Overall Quality of the IPDC programme.

**Table 13. Relationship between the income categories with respect to Satisfaction, Words of Mouth and Overall Quality of the IPDC programme**

Variable	Sum of Squares	f	F Value	ig.	P Value
<b>Overall Satisfaction</b>	5.371		2.056	.085	>0.05
<b>Recommend to others</b>	1.325		380	.823	>0.05
<b>Overall Quality</b>	.600		133	.970	>0.05

There is no significant difference between income category with respect to Satisfaction, Words of Mouth and Overall Quality of IPDC programme as all  $p > 0.05$ .

#### Impact of IPDC dimension on Overall Quality of IPDC

**Table 14. Residue model summary of overall quality of IPDC**

Model Summary					
Model	M	R	R Square	Adjusted R Square	Std. Error of the Estimate
1		.484 <sup>a</sup>	.234	.227	.929
a. Predictors: (Constant), Family Value, Wellbeing, Personal Growth, Civic Virtue, Professional Development					

**Table 15. ANOVA analysis of overall quality of IPDC**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	144.767	5	28.953	3.540	.000 <sup>b</sup>
	Residual	473.929	49	.863		
	Total	618.695	54			
a. Dependent Variable: 31. Please select the overall quality of IPDC.						
b. Predictors: (Constant), Family Value, Wellbeing, Personal Growth, Civic Virtue, Professional Development						

**Table 16. Coefficient analysis of overall quality of IPDC**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.433	.282		1.533	.126
	Professional Development	.363	.122	.213	2.986	.003
	Personal Growth	-.054	.114	-.032	-.468	.640

Wellbeing	.10 7	.10 5	.070	1	.013	312
<b>Civic Virtue</b>	<b>.24</b> 5	<b>.10</b> 8	<b>.148</b>	<b>2</b>	<b>.258</b>	<b>024</b>
<b>Family Value</b>	<b>.20</b> 0	<b>.08</b> 3	<b>.139</b>	<b>2</b>	<b>.398</b>	<b>017</b>
a. Dependent Variable: 31. Please select the overall quality of IPDC.						

Overall quality is significant for Professional Development, Civic Virtue and Family Value. (B=0.363, 0.245 and 0.200 and p,0.05 respectively).

Impact of IPDC dimension on the Recommendation of IPDC  
**Table 17. Model summary of IPDC dimensions' impact**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675 <sup>a</sup>	.455	.450	.690
a. Predictors: (Constant), Family Value, Wellbeing, Personal Growth, Civic Virtue, Professional Development				

**Table 18. ANOVA analysis of dimensions of IPDC**

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Si g.	
Regression	218.492	5	43.698	91.673	.000 <sup>b</sup>	
Residual	261.695	49	.477			
Total	480.187	54				
a. Dependent Variable: 30. Would you recommend IPDC to a friend or relative?						

b. Predictors: (Constant), Family Value, Wellbeing, Personal Growth, Civic Virtue, Professional Development

**Table 19. Coefficient's analysis of dimensions of IPDC**

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	S
	B	Std. Error	Beta			
(Constant)	.333	.210		1.588	.113	
<b>Professional Development</b>	<b>.366</b>	<b>.090</b>	<b>.244</b>	<b>4.051</b>	<b>.000</b>	
Personal Growth	.130	.085	.088	.525	.128	
Wellbeing	.149	.078	.110	.901	.058	
<b>Civic Virtue</b>	<b>.292</b>	<b>.080</b>	<b>.200</b>	<b>3.628</b>	<b>.000</b>	
<b>Family Value</b>	<b>.142</b>	<b>.062</b>	<b>.113</b>	<b>2.301</b>	<b>.022</b>	

a. Dependent Variable: 30. Would you recommend IPDC to a friend or relative?

The recommendation of IPDC is significant for Professional Development, Civic Virtue, and Family Value. (B=0.366, 0.292 and 0.142 and p,0.05 respectively).

**Table 20. Model summary of overall satisfaction of IPDC**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.737 <sup>a</sup>	.543	.539	.551

a. Predictors: (Constant), Family Value, Wellbeing, Personal Growth, Civic Virtue, Professional Development

**Table 21. ANOVA analysis of overall satisfaction of IPDC**

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	197.946	5	39.589	13.0401	.000 <sup>b</sup>	
Residual	166.674	54	.304			
Total	364.620	59				

a. Dependent Variable: 29. At this point, we should wish you to indicate your overall satisfaction with IPDC.

b. Predictors: (Constant), Family Value, Wellbeing, Personal Growth, Civic Virtue, Professional Development

**Table 22. Coefficient's analysis of overall satisfaction of IPDC**

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	.041	.167			.246	.806
<b>Professional Development</b>	<b>.288</b>	<b>.072</b>	<b>.221</b>		<b>.997</b>	<b>.000</b>
Personal Growth	.006	.068	-.005		.087	.931
<b>Wellbeing</b>	<b>.170</b>	<b>.062</b>	<b>.145</b>		<b>.727</b>	<b>.007</b>
<b>Civic Virtue</b>	<b>.317</b>	<b>.064</b>	<b>.250</b>		<b>.939</b>	<b>.000</b>
<b>Family Value</b>	<b>.238</b>	<b>.049</b>	<b>.216</b>		<b>.816</b>	<b>.000</b>



a. Dependent Variable: 29. At this point, we should wish you to indicate your overall satisfaction with IPDC.

Overall satisfaction is significant for Professional Development, Wellbeing, Civic Virtue and Family Value. (B=0.288,0.170, 0.317 and 0.223 and 0.05 respectively).

## Conclusion

The present study was conducted on the university students attending the Integrated Personality Development Course (IPDC) in their curriculum, with the purpose to assess its impact on various factors in an individual's life, i.e., values, attitudes, and interpersonal relationships, and explore the correlation with gender, age group, family type, socio-economic status etc. The key findings suggest that professional development and family values were comparatively higher in female participants. Also, overall satisfaction with the course was observed more in female students. Whereas students from all age groups, be it teenagers or adults and from different socioeconomic statuses, were equally satisfied and recommended this course on the same scale. Further research can be conducted based on why students living in a family setup were more confident with the system than the students living in a hostel. Also, the course satisfaction and gender element can be explored in more detail.

It is significantly visible that the quality of this course and satisfaction of students is significantly high. The course has a significant impact on students' well-being, professional development, civic virtues, and family values. In addition, it was found out that IPDC was highly recommended by the students who attended the course in their university curriculum. These findings reveal IPDC as highly effective in supporting higher educational institutes to provide a more impactful holistic and value-based learning approach.

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