

Effect of Campus Environment on College Students' Spiritual Health

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The present day scenario sets forth some of the pertinent reasons why there is a need for institutions of higher learning to consider giving greater priority to nurturing the spiritual health of students so that they feel empowered to cope with life's inherent uncertainties and discontinuities and live more meaningful life. For this to happen, a study of the contextual setting of the institutions, the vision that they envisage and the milieu that they provide is needed, so as to better understand the effect various campus environments have on students' spiritual health. For this purpose, the present research aimed to study the comparative level of spiritual health of 60 undergraduate students each of Dev Sanskriti Vishwa Vidyalaya (DSVV), Hardwar, a secular university that claims to provide a rich environment for students to explore the spiritual and holistic dimensions of their lives and the conventional Delhi University (DU) colleges. The Spiritual Health Scale (2011) consisting of 3 Domains, 6 Constructs and 27 Determinants of spiritual health was used in the present study. The results indicate that there was significant difference between the two groups with respect to all the 3 Domains of the scale, namely Self Evolution, Self Actualization and Transcendence, with DSVV students scoring significantly higher mean in each Domain as compared to DU students indicating more refined spiritual health. The results are discussed in relation to the difference in the two campus environments. A potential consequence of this research is an enhanced understanding of how colleges and universities can be made more effective in facilitating students' spiritual health..

Keywords: spiritual health, higher education, campus environment

Spiritual health is about meaning and values, connection with self (personal dimension), others (social dimension), the nature (the environment) and God (transcendental dimension) and becoming the growth and progress in life (Gomez and Fisher, 2003). In the context of education, it has to do with the students' capacity to deal with stress, empathize with others, examine their values and recognize the importance of larger existential life.

The present day scenario sets forth some of the pertinent reasons why higher education institutions need to consider giving greater priority to facilitating students' spiritual health and development. The growing instances of seriousness of students' conduct on campus including alcohol and drug abuse, racism, materialistic values etc. demand that colleges and universities take more responsibility for fostering the spiritual health of college students.

It is important to mention that contrary to general perception, many a time college students find it threatening to face the world on their own, away from the securities of the protected environment of schools. Unprecedented competition and resulting emotional stress, the insecurities emerging from the success and failure in changing economy and an increasingly specialised job market are some of the genuine concerns which college students struggle with. As they develop cognitively, they often experience a period of displacement, confusion and discomfort.

Assisting students to grow spiritually shall help them to cope with life's inherent uncertainties and discontinuities, live more meaningful lives and undoubtedly create a new generation of young adults who are more caring, are committed to social justice and respond with greater equanimity to the many stresses of our rapidly changing society.

Here, ignoring spirituality, particularly in how it relates to teaching for personal and social transformation, is to ignore an important aspect of human experience and avenue of learning and meaning-making.

Astin, 2004; Astin, Astin and Lindholm, 2011; Bryant, Choi and Yasuno, 2003 in their studies indicate that today researcher seems more interested in understanding the inner lives of the students than they were in prior decades. It is reasonable to think that institutions of higher education can broaden their understanding of how they can contribute towards the holistic and integral value-based development of their students, simply by knowing where their students are spiritually and what resources are available to help them grow and develop spiritually in college. For this to happen, a deeper probe into the contextual setting of the institutions is the need of the hour, to better understand the effect various campus environments and cultures have on students' spiritual health. Herein lies the relevance of the present study.

Objective of the study

The present study attempts to understand how the context in which different higher education institutions operate, the vision that they envisage and the milieu that they provide, affects the students' spiritual health at large.

For this purpose, the present research was undertaken to study the comparative level of spiritual health among the college students of Dev Sanskriti Vishwa Vidyalaya (DSVV), Hardwar, a secular university that claims to provide a rich environment for students to explore the spiritual and holistic dimensions of their lives and the undergraduate students of the conventional Delhi University (DU) colleges. The objectives and activities of DSVV more conspicuously encompasses academic, cultural, social and spiritual facets with its vision to unite contemporary education with spiritual awareness training for its students.

Also, in an effort to explore and understand the students' search for meaning, the students' were required to share their reflections on how does being in college connect to their deeper sense of life purpose. This understanding would

reflect how students' undergraduate experiences impact their spiritual health and what gaps exist that need to be filled to make this vision a reality.

Method

Participants

The present study was conducted on 60 students each from Dev Sanskriti Vishwa Vidyalaya (DSVV) and 5 colleges of Delhi University (DU). All students were presently studying in third year across various science, humanities and commerce stream. Participants consisted of both boys and girls and were based on the availability of the students.

Measures

A quantitative approach that yields statistical data seemed appropriate to the focus of the present study that aimed at making a comparative study of spiritual health outcome of students of two university setups through a standardized scale.

Spiritual Health Scale (SHS)

Spirituality has been identified globally as an important aspect of individual well-being. In order to study the impact of different educational context which students of DSVV and Delhi University were exposed to on the spiritual health of the respective set of students, the Spiritual Health Scale (2011), constructed by the National Institute of Health and Family Welfare, was used in the present study.

The scale is self-administered and has been statistically validated for urban educated adult population. It consists of 3 Domains, 6 Constructs and 27 Determinants of spiritual health. The Domains identified are Self-Evolution, Self-Actualization and Transcendence. The 6 Constructs within the Domains consists of Wider Perspective, Nurturance-Art, Engineering from Within, Deeper Meaning- Purpose of Life, Universal Love-Sublimating Jealousy and Considering Oneself as Part of the Supreme. Based on the 6 Constructs, 27 Determinants of spiritual health are identified at 3 levels of psychological functioning-Cognitive, Affective and Behavioural. In reference to these 27 determinants, 114 items are included in Spiritual Health Scale (2011).

The reliability of the Spiritual Health Scale (2011) was statistically established by computing Kappa Co-efficient for all the items in 4 rounds of administration of the scale. The 3 Domains of spiritual health namely Self -Evolution, Self-Actualization and Transcendence are highly inter correlated statistically at 99% level of confidence by computing Pearson correlation coefficient. Also, the 3 Domains, 6 Constructs and 27 Determinants of spiritual health evolved for this study have been statistically validated and Construct validity has been established.

This was followed by group discussions and informal interactions with the students in a concerted efforts towards having the students share their college related experiences that would help the researcher in knowing the lived reality of the students in the utmost authentic manner.

Results

Descriptive statistics was employed to ascertain the nature of distribution of the variables. This consisted of the computation of Mean and SD, in order to determine the central tendencies and dispersion of the distribution of

scores obtained by the participants. Inferential statistics, 't' test was used to examine the significance of the difference between the means of the two groups. Stepwise Multiple Regression Analysis, a multi-variate technique was employed to determine which one variable explains the largest proportion of the variance.

It is evident from table 1 that there is significant difference between the two groups with respect to all the dimensions of the SHS. A closer look at the table reveals that in all the three 3 domains of spiritual health, namely Self Evolution (DSVV [M=309.32] and DU [M=237.67], $t=12.2$, $P<.01$), Self Actualization (DSVV [M=204.15] and DU [M=163.63], $t= 10.14$, $P<.01$) and Transcendence (DSVV [M=69.28]) and DU [M=49.13], $t= 13.91$, $P<.01$), DSVV scored significantly higher mean as compared to DU. Higher score in each dimension indicates more refined spiritual health. The composite score of the scale also reveals significant difference ($t=12.46$, $P<.01$) between the two groups (DSVV [M=224.15] and DU [M=172]). Domain wise analysis is given below:

It is evident from figure 1 that in both the constructs within the first domain of Self

Table 1: Mean, SD and the 't' values for all the dimensions of Spiritual Health Scale (SHS) for the two groups, DSVV and DU

Dimensions	DSVV			DU College			't'
	Mean	SD	N	Mean	SD	N	
A	265.08	7.78	120	201.77	40.6	120	11.86**
B	44.23	1.72	120	35.5	5.87	120	11.06**
C	309.32	8.26	120	237.67	45	120	12.2**
D	106.33	4.86	120	87.85	15.94	120	8.59**
E	97.82	4.00	120	75.78	15.27	120	10.81**
F	204.15	7.04	120	163.63	30.12	120	10.14**
G	28.15	1.42	120	19.58	5.19	120	12.32**
H	41.13	1.81	120	29.55	6.65	120	13.02**
I	69.28	2.16	120	49.13	11.01	120	13.91**
J	672.45	14.75	120	518.84	94.37	120	12.46**
K	224.15	4.92	120	172.95	31.46	120	12.46**

Note-Wider Perspective, B: Nurturance-Art, C: Self-Evolution Total, D: Engineering from Within, E: Deeper Meaning, F: Self-Actualization Total, G: Universal Love, H: Part of Supreme, I: Transcendence Total, J: Total Score, K: Composite Score

**= $P<0.01$

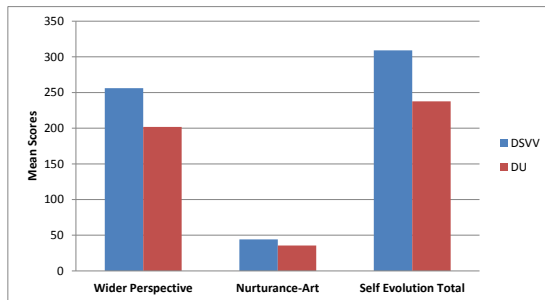


Figure 1: Comparison between mean scores of 2 Constructs (Wider Perspective & Nurturance Art) on Domain 1 (Self Evolution).

Evolution, the mean score of DSVV was higher as compared to DU, namely Wider Perspective (DSVV [M=265.08] and DU [201.77], $t=11.86$, $P<.01$) and Nurturance- Art (DSVV[M=44.23] and DU [35.5], $t=11.06$, $P<.01$). Self- Evolution has been defined as a state of becoming where the individual is analyzing and applying the self in terms of thoughts and actions with wider perspective. With higher mean score on this domain, students of DSVV exhibited a relatively stronger tendency towards commitment, contemplation, honesty and creativity, expressing concern for social cause beyond self, an increasingly empathetic and philanthropic attitude, a deeper sense of introspection, asserting for right cause with fairness towards self and others.

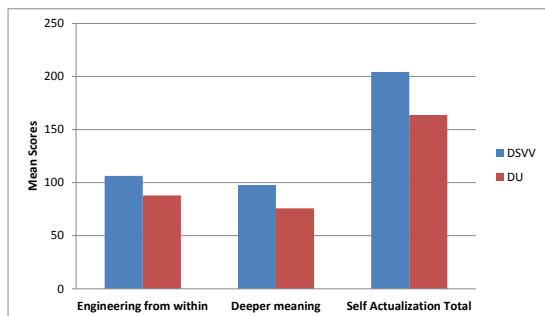


Figure 2: Comparison between mean scores of 2 Constructs (Engineering from Within & Deeper Meaning) on Domain 2 (Self Actualization).

Figure 2 also reveals a significant difference between the two groups with respect to both the constructs under second domain (Self Actualization, $t=10.14$, $P<.01$) namely Engineering from Within (DSVV [M=106.33]

and DU [M=87.85], $t=8.59$, $P<.01$) and Deeper Meaning of Life (DSVV [M=97.82] and DU [M=75.78], $t=10.81$, $P<.01$). Self- Actualization has been defined as reaching a state of being where the individual is consciously aware of and responds to situations, events, people and environment with an internal locus of control and deeper meaning and purpose of life. With higher mean score indicating more refined spiritual health, students of DSVV have been found to express greater concern for human values, exhibiting greater urge to grow positively, greater sensitivity towards environmental and social welfare, exhibiting better management of their egos and greater tendency to perform without attachment as well as listening to one's inner self.

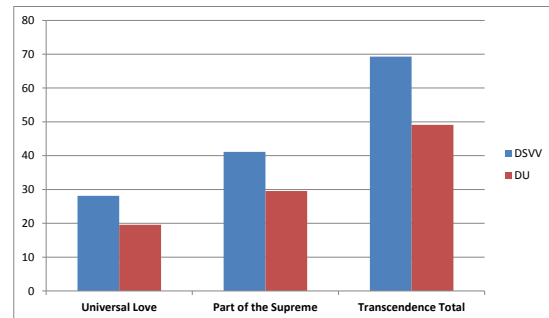


Figure 3: Comparison between mean scores of 2 Construct (Universal Love & Part of the Supreme) on Domain 3 (Transcendence).

Finally, as is evident from figure 3, the two groups have been found to differ significantly with respect to the third domain of Transcendence ($t=13.91$, $P<.01$), that has been defined as a state of inner happiness with a connect to the universal love of the Supreme. With higher mean value, the DSVV students (M=69.26) exhibited a conspicuous surrender to the Supreme, a tendency for deeper compassion and working in the name of the Supreme in the form of exhibiting unconditional love and selfless action as compared to DU students (M=49.13). In both the constructs within this third domain of Transcendence, the mean score of DSVV students was higher as compared to DU, namely Universal Love (DSVV [M=28.15] and DU [19.58], $t=12.32$, $P<.01$) and Part of the Supreme (DSVV[M=41.13] and DU [29.55], $t=13.02$, $P<.01$).

Table 2. Stepwise Multiple Regression Analysis

S No.	Variables	R	R Square	R Square Change	F Change	Significant F Change
1	Self Evolution	.987	.975	.975	4538.696	.000
2	Self Actualization	.999	.998	.023	1140.427	.000
3	Transcendence	1.000	1.000	.002		

Results of Stepwise Multiple Regression show the domain of Self Evolution to be the greatest predictor of spiritual health, contributing 97% of the variance. Some of the underlying aspects contributing to this domain included commitment, introspection, prayer, contemplation, yoga and exercise, philanthropy, empathy, value for time, aesthetics etc. The domain of Self Actualization is listed as the second variable that explained the next remaining amount of variance after the first has been taken into account. It produced a variance of around 2% when it was added to the equation. The domain of Transcendence added less than 1% of the total variance.

Discussion

The institutional effect is a function of what institution does. Its context presents itself through its vision, internal structures, academic and co-curricular programs, and faculty culture. These multiple, diverse influences can impact the holistic development of its students. In the present context, both the university systems catered to the academic growth of the students. However, what sets them apart needs to be focused upon in an effort to understand the role of spirituality in higher education. Also making a comparative analysis of their respective students' experiences during their stay, how far their expectations from their respective institutions towards their self-growth were meted out, the changes they noticed in themselves as an outcome of their college experiences, should be the acceptable measures of the impact of the two institutions of higher education in the lives of the students. The present findings suggest an impressive contribution of institutional characteristics towards the spiritual health of its students.

Insights into the reasons for differential outcome on Spiritual Health Scale

The significant difference in the outcome of

the Spiritual Health Scale, with students of DSVV securing higher score on all the 3 Domains of the scale namely Self- evolution, Self-realization and Transcendental can be understood in the context of the campus environment that was promoted in their university campus.

A typical day for every DSVV student began with a prayer to connect to the higher reality. Collective chanting of prayers at the start of the day uplifted the soul and channelized the mind and intellect in the right direction, thus creating the right ambience for the day. This was followed by daily yoga practice to strengthen the mind and body and prepare the students for the hectic academic schedule.

A disciplined student life and modest living habits that was encouraged in the University, as well as the sustained participation in spiritual practices provided the basis for mental strength and self-confidence of the students. Students, irrespective of their socio-economic status were required to follow simple dress code. This disciplined lifestyle probably facilitates the process of self-regulation thereby channelizing the latent energy of the youth into productive and creative socio-cultural and academic activity. Every student was required to plant a tree in the campus and then take care of 'their' tree and witness and experience its growth for the duration of their stay in the campus. This was an extremely noble way of connecting students to nature, to instil a sense of love and responsibility in them and make them partner in the development and beautification of the campus.

The researcher stayed at the DSVV campus for considerable stretches of time and personally participated in various college activities, meditation sessions, naad yoga, beyond classroom involvements to get first-hand experience of the milieu of the institution. In

fact, the researcher was witness to the healthy, rigorous routine that most of the students willingly participated in, including yoga, meditation, nature walk in acupuncture park etc.

A DSVV student's verbatim highlights the relevance of these spiritual practices and disciplined life in contributing to her self-growth –

“The daily prayer, meditation and yoga and this simple, disciplined life in the campus makes me humble, and helps me grow in faith. It makes me see life in a larger perspective and teaches me to transcend any situation that seems to be limiting.”

Other students speak–

“The integral education provided in the university has changed my outlook and given me a very unique way of handling situations. It truly provides for my holistic development through various inbuilt mechanisms. Whether it is the various spiritual activities, the curriculum integrating values, training in self-reliance, all of these encourage me to expand myself into holistic being with knowledge, skill and character.”

The results ($t=10.14$, $P < .01$) clearly indicate that with respects to the various determinants included under the domain of Self-Actualization, DSVV students were stronger at managing ego, in expressing concern for human welfare and better understanding of one's life.

Excerpt from the interviews with the psychology students of the DSVV highlights their expression of the impact of spiritual education, harmoniously integrated with ethical, physical and metaphysical teachings in their university on the students' holistic development.

“Our university teaches not only the science of material world (Padaartha) but it also teaches the science of non-material world (Paraartha). This is the uniqueness of this institution. This goes a long way in not just preparing us, students, for earning degrees but also helps to cultivate our higher self and earn self-realization.”

The result for the domain of Transcendence ($t=13.91$, $P < .01$) clearly indicates that DSVV students exhibited more refined spiritual health as compared to DU students in terms of subtler

and higher dimensions of spirituality. The verbatims below clearly give enough glimpses into the more profound spiritual health of the DSVV students-

“I have developed qualities I never knew I had. I feel much more connected to Higher power and experience that loving hand guiding my life. I strongly realize that I need to expand beyond self and reach out to all as an extension of the same Divine that is in me.”

“I perceive myself gaining in both worldly as well as spiritual knowledge and with the result, see my personality unfolding and turning towards the Divine energy. I can experience the process of being transformed into a purer human being with a compassionate heart. I try every time to work in the name of the Supreme, understanding the miseries of others and express free flow of unconditional help to anyone in need.”

It is interesting to note that the domain of Self Evolution emerged as the biggest predictor of spiritual health of the students. This could be probably because it focuses relatively on grosser aspects of life –physical, mental and social. Given the age of the students and the phase of life they are in, it seems reasonable that the process of self-evolution and growth is what students predominantly experience presently in their college years. With greater maturity, more varied life experiences, age etc, the other indicators of spiritual health namely self-realization and transcendence would gradually unfold.

Students' expectations from their institution

In numerous conversations as well as focused group discussions with students about their spiritual concerns, students from both the universities shared their desire to understand the world and their meaningful place in it and their wish to contribute towards creating a better world. Both the groups expected their college or university to play an important role in their spiritual growth, emphasizing the broad formative roles that they wished their college would play in balancing the interior and exterior aspects of their lives and in providing with a non-threatening environment in which they could

explore issues of identity, values and meaning in life, thereby encouraging their process of evolving into good human beings.

Dalton et al, (2006) also found that students' interest and involvement in spirituality remained high in college although they may be participating less in the organized structures of religion. Lindholm (2007) in their study also found that the first year students view their college life as more than academic process. They viewed it as an opportunity to develop their whole person.

However, it is interesting to highlight that there was conspicuous difference between DSVV and DU students with respect to their expectations being met. As far as students' expectations with respect to 'imparting subject knowledge and skills' is concerned, a larger number of DU students reported their expectation to have been fulfilled (DU=38.46%, DSVV=24.52%, CR=4.42**). However, despite having spent considerable time in college, their need for integrated self- growth remained strong and expectations from college to provide the desired guidance in this direction remained somewhat unmet as smaller percentage of DU students gave their response in the affirmative as compared to DSVV students (DU=19.58%, DSVV=40.09%, CR=5.27**).

The following verbatim of the DSVV student reflects in general upon students' expectations being met in their university

"I expect my university to help me in my spiritual growth along with developing academic skills. I find my expectations towards this end being adequately met by the spiritually uplifting environment encouraged by this university. Teachers' and mentors' guidance and personal examples promote spiritual well-being. Spiritually oriented activities encouraged in the campus help develop affinity with nature and higher human values.."

Focus of academic practices

With the aim of blending contemporary education with spiritual wisdom to cultivate well rounded students who have a scientifically grounded understanding and experience of spiritual values, the researcher found DSVV to have introduced an important academic

practice conducive to cultivating spirituality among its student community. As part of general education, courses on Scientific Spirituality and Life Management were compulsory subjects for all the under graduate programme for promoting a deeper understanding of integration of science and spirituality.

A look at the course content brings out its richness in terms of diverse focus ranging from helping students to develop deeper meaning and personal connection to values, to check the unscrupulous exploitation of nature, to realize that human beings/living beings are intrinsically one, to establish communal harmony and peace in human society etc. These courses built into the curriculum and mandatory for the students across disciplines to take up, went a long way in providing students with a practical orientation to application of spirituality in daily life. In addition to the content of these courses, students reported experiences that the pedagogy in these courses encouraged the process of self -discovery. It provides an opportunity for intentional reflections, dialogue and action that led to linking theory to practice, knowledge to experience and values to action.

On the contrary most of the DU students (80%) reported that they did not receive adequate opportunities to discuss issues of meaning and purpose in life as well as have experiences that allow for spiritual reflection. Both, with work pressure under the semester system as well as lack of drive in the faculty and administration to promote and indulge in connecting to and discussing the less explored and more challenging existential issues of life, the focus was reported to be more on academics and related areas.

As a teacher, many a times the present researcher herself saw college students grappling with issues of spirituality themselves. This process of struggle often plays out as students gain exposure to ideas and perspectives in their interaction with the larger world and begin to question their own values and accepted beliefs. It is at this crucial juncture of their life that such courses on scientific spirituality help them to come to a deeper understanding, of constructing meaning and achieving a sense of self- authorship as they move from a place of

being given an identity to personally examining it for themselves.

Similarly, mandatory course on teaching life management skills was found by the researcher to be highly beneficial for the students at this transition phase of their life when oftentimes students feel so lonely and isolated in their crises that they have a natural tendency to retreat instead of reaching out to embrace their challenges and to share their struggles with others. Sometimes then, the students make choices to try and remove the pain of their personal struggles in ways that are temporary fixes such as alcohol and drug abuse, anti-social behaviour, eating disorders etc.

However, these times of changes and growth can be revolutionary in students' development while in college. Towards this end, regular life management course offered to DSVV students taught them positive alternative behaviours that supported their sense of well-being and feeling of centeredness thereby helping their transition from dependence to interdependence as they began to seek out deeper meaning and purpose in their lives.

In addition to this, there were regular Spiritual Study Groups (SSG) comprising of students, mentored and guided by the faculty to discuss and contemplate on the role of spirituality in personal development. These groups formed potentially powerful avenue through which the students tried to construct meaning in their life, take up social activities to connect to society at large and tried to make an effort to reach out beyond self. All these spiritually oriented activities helped the students develop affinity with nature and higher human values. This finding confirms the results of earlier studies connecting spiritual service attendance with gains in spirituality (Bryant, 2007; Bryant and Astin, 2008).

It was encouraging for the researcher to note that by embedding such course works on spirituality into the general educational system, students were automatically exposed to such noble values in the course of their education process. The content of the course as well as the process of self-discovery and self-reflections that it entailed naturally impacted them without

extra efforts as was very conspicuously reported by all students who participated in the study

Some reflections of these DSVV students are as follows

“The course on scientific spirituality helps us develop a holistic and all-inclusive approach with a widened perspective and broader understanding of life. It triggers self-reflection and enquiry in students. This it does by providing a platform for students to present debate and clarify their views and opinion about values and their applicability. It inspires us to walk on the righteous path.”

“This course in life management skills truly facilitated my growth. Combined with regular practice of mindful meditation, I found myself to be better equipped to recognise stressful situations and challenges and practice proactive strategies to minimise the feelings of stress and frustration before they became overwhelming”

Across various colleges of Delhi University where data was collected, the focus primarily was found to be on the academic and vocational preparation of their students. The courses offered were mostly purely academic and the college daily schedule was geared to promote classroom teaching in these particular courses offered.

For catering to the non-academic life of the students, the colleges did provide opportunities for co-curricular activities such as dramatics, street play, choreography, dance etc. as part of their efforts towards developing holistic personalities. All these extra-curricular activities definitely contributed towards providing an enriching environment for the students. It helped them develop healthy competitive spirit, grow in their talents, develop negotiating and decision-making skills.

Community service and social internship

Although students in both the groups reported taking part in social service, however a marked difference was noted in the nature of involvement of students in service activities. Every student of DSVV was mandated to participate in three months of social internship wherein community project was taken up as part of the course.

This long service learning provided gainful opportunity to the students to translate the theoretical knowledge gained in classroom into practical insight through experiential learning and to use it for the benefit of larger society. However, for DU students, community service was undertaken by only those students who got enrolled as part of National Social Scheme.

Self- transformatory experiences of students in campus

A good measure of the effectiveness of how an educational institution delivers entails an understanding of the changes observed and experienced by the students as an outgrowth of that context.

Largely, both the groups reported that they felt they have changed for the better. DU colleges, with its focus on providing rich academic exposure to its students were reported to be successful in building confidence, greater independence, enhanced intellect, exposure to newer academic perspectives, development of talent through extra-curricular activities, skill enhancement in the students (DU-32.09%, DSVV-15.21%, CR-5.17**).

Some of the DU students reported changes in their overall personality as follows-

“My three years in college have brought about tremendous changes in my personality. The rigorous academic schedule and exposure to several seminars and workshops has helped me enhance my subject skills. I feel empowered with in depth knowledge of my subject. Class discussions and presentations have helped me become more confident in public speaking. I perceive myself as more presentable, with enhanced critical thinking and sound decision making and communication skills.”

Yet another student commented “The focus on extra-curricular activities in college has enhanced my competitive spirit and the desire to excel in my art form. Greater participation in college activities has sharpened my intellect, boosted my self- esteem and now sky is the limit for me. I need to excel in whatever I do. I know I can manage myself better now.”

Some of the verbatim of DSVV students that

gives a peep into their experiences of self-transformation-

“As a student of DSVV, I now see myself trained to think in terms of giving more to the society than to take from it. I feel myself evolved spiritually, with a spirit of self- discovery and self-sacrifice and a deep sense of gratitude. The physical, mental and spiritual discipline that I learnt here helps me to draw easily upon the spring of calmness and joy that lies within my heart. The effects of these powerful college experiences in terms of positive changes continue to develop in me.”

“When I came to this university, I was an arrogant person with a big inflated sense of self with competitive tendencies. Today, as I see my individual personality unfold positively, I cannot believe that I have come a long way. I feel so much more concerned for others, to live life more meaningfully. I learnt collective living here. I owe every bit of this change in me to this university.”

“I am witness to the entire journey of change in me in these three years of my stay in the university. Today, I can proudly say that I have grown immensely as a student of this university by imbibing the value integrated education. I have seen myself grow in dedication, discipline, duty consciousness, contentment, self-reliant and love and service to mankind.” As is evident from the verbatim of students of DU and DSVV, there is a conspicuous difference in the quality of the changes in self as perceived and reported by the students. The changes for DU students are majorly in the direction of academic competence, enhanced knowledge base and skill development and the resulting impact in way of increased confidence, enhanced self- efficacy and heightened self- esteem .

DSVV students were also vocal about the unique lessons learnt and perceptible changes that they very distinctly observed in themselves after their years of stay in this milieu. Many of them described the change brought about by the holistic education, weaved with the vital value system, imparted in their university as a ‘man-making change’.

Based on the responses of the students, it seems right to assert that the campus environment has a great potential to be a catalyst

for positive growth in the students that is likely to grow in the same positive direction as students continue to mature and grow with experience.

To recollect, the word 'Education', has a latin root in 'educare' which means to bring out from within, thereby involving the process of eliciting and rearing the human values latent in every individual. It means to foster, to nourish, and to feed. The presence of this concept of integral, holistic learning in higher education proves the feasibility of such a viable model for reorientation of university level education.

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