

# IMPORTANCE OF UNIVERSAL HUMAN VALUES IN EDUCATION SYSTEM: AN OVERVIEW

By

AMAN \*

SANTOSH KUMAR \*\*

SUYASH SHARMA \*\*\*

RAKESHKUMAR\*\*\*\*

\*, \*\*\* Department of Computer Science Engineering, Chandigarh Group of Colleges, Landran, Mohali, Punjab, India.

\*\* Department of Mechanical Engineering, Chandigarh Group of Colleges Landran, Mohali, Punjab, India.

\*\*\*\*Department of Mechanical Engineering, Chandigarh University, Punjab, India.

Date Received:

Date Revised:

Date Accepted:

## ABSTRACT

Universal human values (UHV) play a significant role in the whole life of a human being. These values in the education system are necessary to create effective students who will bring the nation to greater height. However, the present education system just focuses on acquiring large amounts of information, passing examinations and procuring many higher degrees for the job. Thus, the people after getting the job only focus on earning more money, while giving less importance to relationship and right understanding. This results in number of problems at individual levels (depression, anxiety, stress, suicides, etc.), family level (breaking up of joint families, divorce, dowry, deaths etc.) and society level (growing incidence of terrorism, violence, communism, racial and ethnic struggle, wars and sex crimes etc.). Hence, this paper advocates about the basis of human values and the issues that the students face before learning the value based education and the positive changes that happens after understanding of value based education. This leads to technically skilled and morally strong professionals and even helps in enhancing more opportunities in their life.

**Keywords:** Human values; Physical facility; Right understanding; Right relationship, Value-based education; Impact on individual level; Family level, Society level.

## INTRODUCTION

Human values are very important in an individual's life for dealing the day to day problems of life. So it is very essential to teach the students about value based education during their courses. In every walk of our life, human values are the foundation for any viable life within society; they build space for a drive, a movement towards one another, which leads to peace. Value-based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself. The objective of education in a country like India, which has a glorious heritage, diversity in geography, culture, values and beliefs which are very rarely seen in this wide world, should be to inculcate in the educational system to educate a student of the value system which is indispensable to live a successful life (Sekhar & Emmaniel,

2012). However, the role of value education in contemporary societies also very significant. Every country develops its own system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. Although the country has made rapid progress in various areas like research, economic, infrastructure etc. its value system has declined. Therefore, value education occupies a prestigious place in modern context of contemporary society. The problem raised from the lack of value education in youngsters has assumed increasing prominence in educational discussion during recent times. Parents, teacher and the society are largely concerned about values and value education of children. We are witnessing tremendous value crisis throughout the world today. A lackadaisical attitude towards value and its institutions is pervasive in the world today. The reappearance of barbaric qualities of

selfishness, clashes and conflagration give clear indication of the process of degeneration of Human society. There is an urgent need for a great effort to revive and reform the values of human life and to rejuvenate the foundation of civilization. Human values are universal, they are shared by all human beings, whatever their religion, their nationality, their culture, their personal history. By nature, they induce consideration for others (Kaliannan & Chandran, 2010). Human Values play an important role in better understanding and visualization of our goals. It helps us to make appropriate choices and choose correct paths enabling us to turn our dreams into reality. This provides us with a proper vision to achieve our goals by rightly utilizing the technological innovations. However, the current educational trends greatly focus on the quantitative aspect rather than the qualitative aspect as compared to old education system like Gurukuls in India, which lay more emphasize on qualitative aspect including universal human values and ethics. The importance of the human values in education gets lost in globalization, because it only stimulates the educational system from the economic point of view and there is no other reference. The educational relationships are guided only by the mayor power of insensible and irrational use and abuse of human kind. The critic of the actual education system is located, principally, in the social unconcern, in the ignorance of the social function as a generator, guidance and formatter of the human values. The actual education must confront the misery, poverty and inequity problems with success, but overall, it has necessarily made a deep emphasis in human values, where it recognizes a person as an individual and gains the harmonic and respectful integration of the bases of justice, solidarity and subsidiary. By this way, education will be oriented in an upright human thought, which will be for the benefit of all (Kaliannan & Chandran, 2010; Schwartz, 2012; Banad & Talawar, 2011).

## 1.1 The Need for Value Education

We need to know "what to do"? and we need to learn "how to do it"? Understanding "what to do" = Value Education Learning "how to do" = Skill Development, What would be the priority b/w these two? The priority is:

Value Education (1<sup>st</sup> Understanding 'what to do') Skill Development (Learning 'how to do') (Fleischmann, 2013).

## 1.2. Major Guidelines for value education

The major guidelines for value education are divided into 4 categories as shown in Figure 1.

### 1.2.1 Universal

No matter what is studied, "Value Education" must be universally relevant or applicable to every human being and true irrespective of times. It should not rely upon cast, creed, position, race, gender etc.

### 1.2.2 Rational

It has to be amenable to logical reasoning and not depend upon blind beliefs. It has to appeal to human reasoning (Bronowski, 1956).

### 1.2.3 Verifiable

The scholar, sought be eligible to verify the values by checking or examining with one's own expertise, and it must be experimentally verifiable instead of being asked to simply believe because it is expressed in the course.

### 1.2.4 Leading to Harmony

The value education ultimately/ eventually is targeted to promote harmony among human beings, within the individual and with nature. The role of education is to facilitate the development of the competence to live with definite human conduct. The basic human aspirations are depicted in Figure 2.

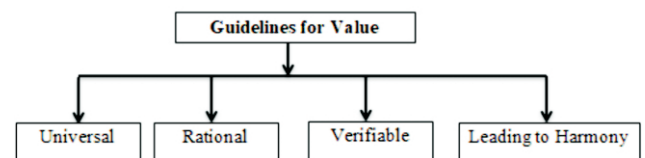


Figure1. Guidelines for Value Education

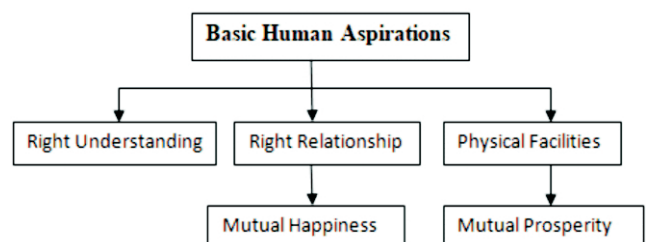


Figure 2. Basic Human Aspirations

## 2. Literature Review

From the ancient world to modern times, education is considered as one of the most important aspect in the overall development of humans. But in recent times, it is highly noticed that current education system lacks universal human values and ethics and it should be included in the current education system. The following literature review includes a detailed and descriptive summary of various eminent thinkers' thoughts and views on importance of human values in education.

### 2.1 Indian Thoughts

Indrani (2012) explains the need of value education for students in harmonizing physical, mental and emotional aspect so as to develop their personalities in holistic and proper manner. Value education plays an important role in complete development of an individual whether physically or mentally. Values are ideals on which our relations, actions and behavior are based. Value based education helps in building strong character and arousing the feeling of national integrity among students and society. The main objective of the author is to inculcate moral values in education system in schools and colleges and to strengthen the student's attitude towards it. Lakshmi (2009) highlights that the present world is undergoing rapid change due to economic depression and global slowdown which reflects the importance of inclusion of value education in current education system to train and develop technically strong individuals in their lives. This will enable them to easily face personal and professional challenges in their lives. Educators should aspire to strengthen student's minds and thoughts to help them make better informed decisions in their lives. She also emphasized on the need for promoting moral values and ethics in society and imparting value education in current Indian education system. Patil (2013) focus on how the society is constantly lagging in moral values day by day and thereby increasing the necessity of universal human values among the youth. She has tried to elaborately describe the role of value based education in society and the ways to develop it. Educational institutions plays a significant role in imparting value based spiritual knowledge among the youth by imbibing qualities like

self-confidence, good-conduct etc. The youth must understand the need of developing character along with career building. Through proper and efficient teaching only the moral values can be inculcated easily to the new generation. Lastly, she has also made an attempt to teach students about the need of value education to achieve success and progress in their lives by creating the "Sanskar Sarjan Blog" for her college students. Lakshmi (2014) explains that the way to inculcate value based education is to include value oriented curriculum, role of media and society. The values include respect for others, self-respect, honesty, empathy and justice. Values can be inculcated directly or indirectly. Through systematic teaching and following proper instruction and guidelines, values can be directly inculcated among students whereas indirectly we can impart values among students through teaching regular subjects of curriculum efficiently. Prakash (2014) investigated that Value education can change a diseased mind into healthy, young, attentive and fresh mind. This conversion will help to attain evolutionary introduction in the human life. Bhatia and Dash (2011) examined the desire of value oriented education for the higher level education institutions in India. They suggest in regard to educational transformation in Indian universities. Patil et al. (2016) point out the fact that human values play an important role in different stages of human lives in terms of their education and career. An individual passes through different stages in his/her life which enhances the their overall personality and determines the overall behavioral conduct in his/her life. The home culture which is the family circle predominantly determines the individuals behavior on the very first time to school. Later in higher secondary school life, their behavior is majorly affected by their peer group which is known as school circle. Then on entering the professional area, the social circle starts to dominantly impact their humanity and moral capabilities. The whole argument elucidates the necessity of universal human values to efficiently and effectively nourish the moral values and ethics in one's life.

### 2.2 International Thoughts

Stevenson and Harper (2006) present a theory that

identifies ten motivationally distinct values and signifies the dynamic relations among these values. His theory acts as a unifying theory by collectively linking different needs, motives and goals of several other theories. It concerns about the basic values that the individual must have irrespective of the cultural norms and traditions. The ten basic values which the theory defines are: Self-Direction, Stimulation, Hedonism, Achievement, Power, Security, Conformity, Tradition, Benevolence and Universalism. Koivula (2008) explains two major goals throughout the paper. Firstly, to study and examine the Schwartz's postulates among employees and workers and secondly, how the associated values with attitude affects the organization both at individual and workplace level. Dhunnoo and Adiapien (2013) laid emphasis on the need of teacher education programme where teachers deliver value based education to the students in a proper manner. A proper qualitative study was made to discuss the need of value based education in making the society stable and strong in terms of moral values and ethics. To achieve it, teachers as leaders and role model of students must be properly analyzed and worked upon. Kaliannan and Chandran (2010) through his paper tried to highlight the importance and need of human values in education system and to implement a holistic education program called "Education in Human Values" which will help in inculcating both hard and soft skills as well as human values among students. The basic motive of the program is to improve teaching-learning process by emphasizing more stress on character building through effective teaching and incorporation of human values among students. The major problems currently prevailing in our society and educational institutes are drug abuse, bullying, theft etc. which are due to lack of universal human values and ethics among the youth. To overcome such barriers, this new adopted education programme majorly focusing on all the basic moral values should to be taught to students properly by teachers and parents which is called as a "Triple Partnership of Education" between parents, teachers and students. From the extensive literature survey, it is concluded that human values are very important for every individual for their

continuous happiness and prosperity.

### 3. Need of Universal Human Values

In the current scenario, education system all over the world is lacking in subject of moral and ethical values in its curriculum particularly in the higher schools and universities which ends up in big decline in students moral and humanity values. All nations within the world focus on their material wealth which is the hallmark of their success and the concurrently Indian economy is also globalizing thanks to all the three sectors i.e. Agricultural sector, Manufacturing sector and Service sector. However, some national economies in past years collapse because of the malpractices happening in the Corporate Industries or governance reaffirms which reflect the fact that value based education for youngsters is incredibly important for development and prosperity in every field whether it is politics, human resources or economy. The reason behind this collapse of the many national economies is not only because of lack of the desired knowledge in the respective field, but due to absence of value based education also such as honesty, integrity, sense of duty, dignity of labour, goodwill, punctuality, team cooperation, social adaptability, dynamism, responsibility, accountability etc. These are some of the human values which are essential in every aspect of life (Debbarma, 2014). Students must be more stressed on the moral and ethical education at school level and also at the college level, especially in professional courses where students focus more on their core subjects and very less importance is attributed to value based education. Filling the mind of the student with the academic knowledge is the first task of the universities and colleges, but it is believed that the character must be improved or developed at the individual level. If we consider the case of technical education in India where students are trained to become the technical experts at engineering institutions which are in great demand all over the world because of their strong technical knowledge and their strong dedication and commitments to their job Students are fashioned to become analytical in thoughts, scientific in temper, and useful to society. Colleges and universities focus more on student's placements by providing communication skills

training for securing good placements (Patil, 2015; Lakshimi, 2009). Radhakrishnan (1990) an eminent thinker, scholar and statesman from India clearly puts forward this idea in the following points; In the debating society and class room, the hostel and playground through the play of mind on mind, through freedom of speech and thought, these graduates of Indian universities must be educated to tolerantly and lovingly, think honestly, to neglect the bad and choose the best. If is the university that transforms students to a corporate leader and to develop/ evolved the free mind, to cultivate charity of outlook, and develop other good qualities like team cooperation, dynamism, social adaptability etc.

Two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The dual challenge of improving quality and expanding access in an equitable way requires a level of sustained investment that is currently beyond the reach of countries. The achievement of these objectives is more difficult to assess and compared across countries. In low-income countries the positive impact on quality education is increased by spending for the provision of more textbooks, reduce class size, improved teacher education and infrastructure facilities on learner's cognitive achievement. In rich countries, the standards are much higher than low-income countries. Improvements in quality can be increased at a very modest cost and are within reach even in the poorest countries (Bhatia & Dash, 2011). The comparison of education with value based education is summarized in Table 1.

## 4. Factors influencing Human Values and Ethics

The most common factors influencing the human values as well as ethics are classified in the distinct form as depicted in Figure 3 (Lodi & Mishra, 2016).

### 4.1 Family Values

S.No.	Output of Education	Output of Value based Education
1	Opens up our mind only	It opens our mind along with purity of heart.
2	Provides skill	It provides skill along with sincerity.
3	It makes our living better	It makes our life better
4	It makes us a good professional	It makes us a good professional alongwith human
5	It only takes us to higher level	It takes the whole society to higher level
6	It gives happiness	It gives continuous happiness
7	It provides understanding	It provides right understanding

Table 1. Comparison B/W Output of Education and Value Education (Patil, 2015).

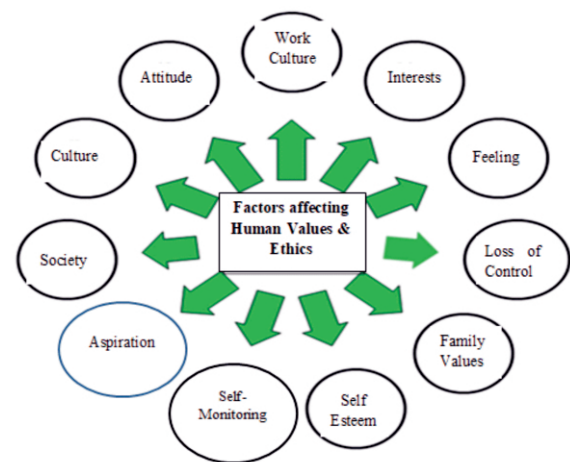


Figure 3. Distinct Factors that Influence the Human Value and Ethics

The upbringing of a child and his/her surroundings are the first and fore most thing to impact his/her behavior and develop his/her overall personality.

### 4.2 Aspirations

Human beings perform deeds that bring them name, recognition and fame in the society. A universal human value helps individuals to attain their aspirations.

### 4.3 Culture

Culture and traditions play an important role in framing the human values and ethics of a person. For e.g. - Indian traditions teach us to respect our elders, value our environment and live in harmony.

### 4.4 Self-esteem

An individuals' degree of liking or disliking themselves and the degree to which they think they are worthy or unworthy



greatly affects their moral values, traits and ethics.

#### **4.5 Attitude**

One's attitude manifests themselves in strong beliefs and these beliefs direct attitudes.

#### **4.6 Society**

The society, including the schools, institutions, friends and relatives also greatly impacts the ethical behavior of an individual.

#### **4.7 Self-Monitoring**

The personality trait that captures dissimilarity in the extent to which humans control the image they present to others in social situations. An individual high in self-monitoring easily adjusts to external, situational factors and behaves differently in different situations.

#### **4.8 Interests**

The human interests channelize their actions, gestures and inculcate corresponding moral values that help them follow their lines of interest.

#### **4.9 Work Culture**

It plays an important role in the enhancement of ethical behavior and helps to inculcate human values. since the organizations demand the employees behavior as well.

#### **4.10 Feelings**

The positive feeling never failed to extricate a person from the deepest mires of sorrows and troubles.

#### **4.11 Locus of control**

The degree to which people believe they are masters of their own fate called locus of control and can control themselves or be controlled by outside forces.

#### **4.12 Activities**

A specific deed, action tinged with the right shade of perseverance, dedication and enthusiasm has always yielded the fruits of success.

#### **4.13 Obstacles**

The problems that one faces in life, strengthens, resolves and encourages them to fortify their challenges and achieve success.

### **5. Role of Teachers and Parents**

Teachers are the most essential part of the education

system, imparting human values into their students is the most precious task of teachers. By creating more awareness of human values to students who are listless & apathetic should become purposeful, more responsible and self-directed after being trained in value based education. Every faculty must inspire their students to achieve their goals and be happy in their life and must motivate their students and help students clarify their values so that they can take right decisions when faced with confusing options. In recent years, a number of reforms have been made in the education sector and these changes have affected the chain of supply and demand and even education quality. As the needs of today's customer are the lower cost of production and higher quality. This is one of the greatest concern that the present educational institutions face, i.e. the students are not able to satisfy the initial prerequisites of industries. This is not the fault of teachers and management only, but students also as the majority of students are not aware about their goals in life. This can be improved by imparting the value based education in the mind of students by teachers in educational institutions and parents at home must teach their children about human values framework for a sound moral philosophy which will enhance the personal growth and will be helpful in providing more opportunities for their success, happiness and prosperity (Jumsai, 2003).

Considering co-curricular activities, a teacher has to make adjustment in the time table to provide for those activities, encourage students participation and also provide guidance while participating, as an integral part of the curriculum. Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent program on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relation between school and community. Without these activities the school will be no more than teaching shop and the children no more than bookworms (Jumsai, 2003).

According to Deepak Chopra the spiritual laws for every type of success are the Law of Pure Potentiality Law of Karma, Law of Giving, Law of Intention, Desire, Detachment Law of Dharma or Purpose in Life Law of Least Effort (Chopra, 2012).

## 6. Main Role/Aspect of Educational Colleges in Inculcating Values

Value education is very much essential to help individuals in developing the value system that he/she holds & puts it to use. Once, one has known his/her values in life then he/she can investigate and control the distinct choices he/she makes in his/her life. Several reports represent that the main aim of educational colleges should not only be to teach education alone, but should also be to inculcate values and developing skills of teens and children. For examples, children are linked of a society that exerts a high effect on their moral growth. In school the teachers serve as role model to students. They give an important aspect/role in inculcating their ethical performance (Pantić&Wubbels, 2012; Carr, 2003; Campbell, 2004). The distinct aspect of educational institution in inculcating values is shown in Figure 4.

## 7. Value and its Types

There are distinct types of values, but the most commonly used are the social, moral intellectual and mentality (Suzuki & Knudtson, 1989). They are further classified into the following categories are shown in Figure 5.

However, few things that parents should guide their children are listed below (Figure 6).

- Love - Love everyone unconditionally whether they are human beings, animals, environment etc. by developing understanding, caring and greatness of

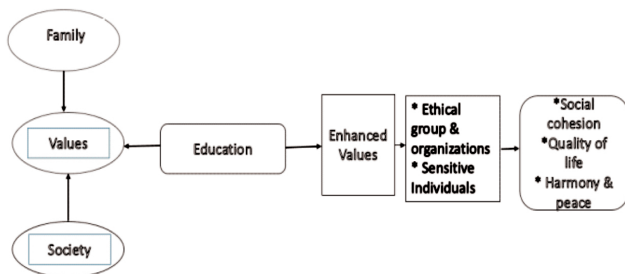


Figure 4. Aspect of Educational Institutions in Inculcating Values

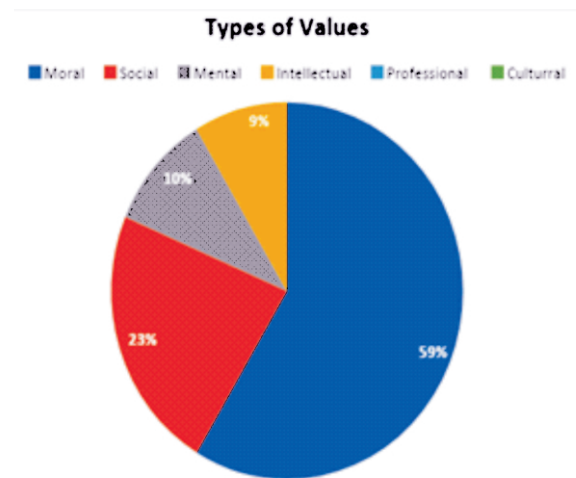


Figure 5. Types of Values and Their Contribution

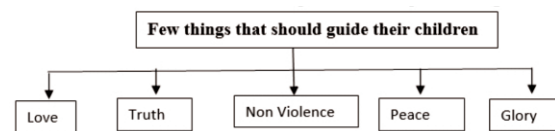


Figure 6.

spirit.

- Truth - To speak truthfully and act confidently by developing wisdom, the power of reason and a sense of inquiry.
- Peace - Maintain peace in every situation, cooperate with others and value the contribution of others by developing self-respect, concentration, calmness, forgiveness, patience and self-control.
- Right Control - Always develop positive attitude as every situation has two faces its pros and cons and by developing practice of acceptance of good and rejection of bad can do wonders in life. Always respect everyone in the universe whether parents, teachers or relatives.
- Non-violence - Never indulge in activities where violence occurs and always avoid violence. Be patient and develop tolerance towards others.
- Glory - Each one of us should live happily. Glory is the feeling for someone who has made efforts for excellence.

## 8. Requirements and Values of Human Being

The basic requirements and value of a human being is

shown in Figure 7.

## 9. Difficulties Involved

Some major problems that students suffer at different levels in their lives are given below (Pedrelli et al., 2015).

*At the individuals level: In recent times, some of the problems that individual face are mentioned below,*

- Problems that arise due to depression
- Anxiety
- Stress
- Insecurity and lack of confidence

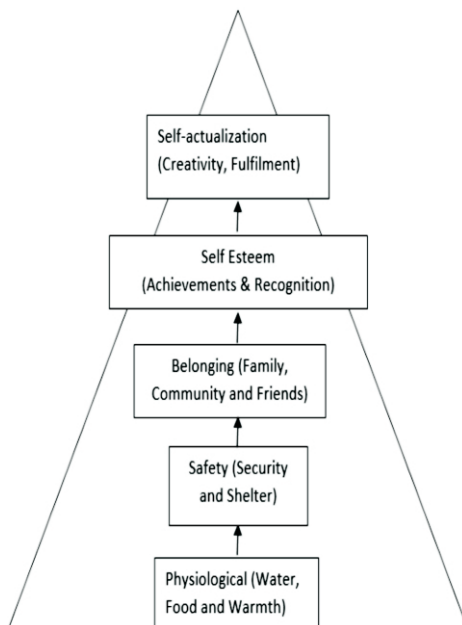


Figure 7. Needs and Values of Human Being

- Suicide

### At Family Level

- Many problems that today's families suffers from are,
- Breaking up of joint families
- Mistrust and disharmony in relationships
- Divorce
- Dowry, deaths etc.

### At Society Level

- Presently, growing incidence of terrorism, violence, communism, racial and ethnic struggle, wars and sex crimes etc are major problems as social level.
- In education or work
- Students bunk classes individually and as a group which is also corruption
- Do not focus on their studies
- Do not respect teachers
- Do not maintain discipline in class during lectures are going on
- So, all above problems can be solved by learning and understanding Universal Human Values concepts. Few of important concepts of human values which help the students to overcome above problems that students face and also helps them in their overall structural formation of themselves are stated below.
- Understanding SELF and BODY.

Issues	Before Studying of Universal Human Values	After Studying of Universal Human Values
Notion of happiness	Happiness is more referred to quantity instead of quality. Lack of right understanding.	Right Understanding leads to Harmony at all levels of being. (Human Being, Family, Society, Nature). Right Feeling leads to Trust, Respect, Affection, Care, and Guidance. Quality has more priority than quantity. According to me balance is more important and with right understanding and physical facilities, life becomes happy and satisfied.
Relationship with others (family, friends, relatives etc)	Breaking up of relations due to lack of understanding, Lack of giving respect to others. Lack of trust, love etc. Disharmony in relationships. Neglecting of older people etc.	After learning concepts of right understanding, respect, love, trust, relationship become stronger and trustful. Trust is the foundation of any relationship.
Needs	Satisfaction from: - Food, clothing, physical facilities are temporary needs. Fulfilled by physicochemical things.	Satisfaction from understanding the order of priority: 1. Right understanding 2. Relationship 3. Physical facility. More satisfaction from: Trust, respect Happiness. Fulfilled by right understanding.

Table 2. Issues Which Provides evidences of importance of Human Values in Education System



- Basic human aspiration is happiness and prosperity.
- Need for valued education "what to do" and "how to do it".
- Building Holistic development which helps in transformation of consciousness from animal consciousness to human consciousness.
- Right Understanding (in the self) + Relationship (with human beings) MUTUAL HAPPINESS.
- Right Understanding (in the self) + Physical Facility MUTUAL PROSPERITY.
- Understanding Harmony in human being.

## Conclusions

Human values are the base of the human beings. The students are the back bone and future of the country. Thus the colleges and Institutes are required to provide value education. The aspiration or mere desire to progress in life is not enough; success should be based on values. The value-based education must be imparted in today's institutions. Therefore the students may emerge as better leaders in their chosen sectors. Overall human value and value education helps the individual to solve day to day problems and leads to continuous happiness and prosperity. According to Swami Chinmayananda "All our success mainly depends upon ourselves. Let us never look outside ourselves" for help. Let us not fall into the delusion that the impact of others would enable us to do better or accomplish more.

## Acknowledgement

The author would like to thank to his guide Er. Santosh Kumar and Er. Rakesh Kumar (Assistant Professor, CGC Landran) for contributing and providing valuable knowledge regarding research.

## References

- [1]. Banad, M. S., & Talawar, M. (2011). Impact of Globalization on Indian Technical Education System. New Knowledge in a New Era of Globalization, 73-96. <https://doi.org/10.5772/19681>
- [2]. Bhatia, K., & Dash, M. K. (2011). A demand of value based higher education system in India: A comparative study. *Journal of Public Administration and Policy Research*, 3(5), 156-173
- [3]. Bronowski, J. (1956). Science and human values, Julian Messner, INC. New York, 1-48. [https://sciencepolicy.colorado.edu/students/envs\\_5110/bronowski\\_1956.pdf](https://sciencepolicy.colorado.edu/students/envs_5110/bronowski_1956.pdf)
- [4]. Campbell, E. (2004). Ethical bases of moral agency in teaching. *Teachers and teaching*, 10(4), 409-428. <https://doi.org/10.1080/1354060042000224142>
- [5]. Carr, D. (2003). Moral educational implications of rival conceptions of education and the role of the teacher. *Journal of Moral Education*, 32(3), 219-232. <https://doi.org/10.1080/0305724032000136653>
- [6]. Chopra, D. (2012). Seven Spiritual Laws of Success. <https://taxuna.files.wordpress.com/2015/11/deepak-chopra-the-7-laws-of-success.pdf>
- [7]. Debbarma, M. (2014). Importance of human value in the society. *International Journal of English Language, Literature and Humanities*, 2(1), 181-195
- [8]. Dhunnoo, S., & Adiapien, V. (2013). Value-based education and teacher education in Mauritius: Analysing the pertinence of value-based education at school to reconstruct society. *PURUSHARTHA-A Journal of Management, Ethics and Spirituality*, 6(1), 123-135
- [9]. Fleischmann, K. R. (2013). Information and human values. *Synthesis Lectures on Information Concepts, Retrieval, and Services*, 5(5), 1-99. <https://doi.org/10.2200/S00545ED1V01Y201310ICR031>
- [10]. Indrani, B. (2012). Importance of value education in modern time, *Education India Journal*, 1 (3), 1-9.
- [11]. Jumsai, A. (2003). A development of the human values integrated instructional model based on intuitive learning concept. Doctor of Philosophy, Chulalongkorn University, Bangkok, Thailand.
- [12]. Kaliannan, M., & Chandran, S. D. (2010). Education in human values (EHV): Alternative approach for a holistic teaching. *Educational Research and Reviews*, 5(12), 802-807.
- [13]. Koivula, N. (2008). Basic human values in the workplace, Dissertation and Thesis, Department of Social Psychology, University of Helsinki. <http://hdl.handle.net/10138/23465>

- [14]. Lakshmi, C. (2009). Value education: An Indian perspective on the need for Moral education in a Time of rapid social change. *Journal of College and Character*, 10(3), 1-10. <https://doi.org/10.2202/1940-1639.1077>
- [15]. Lakshmi. J. (2014). Innovative and best practices in teaching of value education. *Tactful Management Research Journal*, 2 (5), 85-92
- [16]. Lodi, A. K., & Mishra, S. (2016). Globalization and clarion call of value education. *International Journal of Research and Analytical Reviews (IJRAR)*, 3(2), 101-104.
- [17]. Pantić, N., & Wubbels, T. (2012). The role of teachers in inculcating moral values: Operationalisation of concepts. *Journal of Beliefs & Values*, 33(1), 55-69. <https://doi.org/10.1080/13617672.2012.650030>
- [18]. Patil, J. R., Thombare, D. G., & Kharade, R. A. (2016). The Importance and Need of Universal Human Values in Engineering Student's Life. In *Compass*, 10(1), 102-105.
- [19]. Patil, Y. (2015). Value education need of the hour. Pasaaydaan Foundation, 1-44.
- [20]. Patil, Y. Y. (2013). Role of value-based education in society. *International Conference on: Leadership and Management through Spiritual Wisdom*, 2, 456-465. <https://doi.org/10.13140/Rg.2.1.1847.6885>
- [21]. Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2015). College students: mental health problems and treatment considerations. *Academic Psychiatry*, 39(5), 503-511. <https://doi.org/10.1007/s40596-014-0205-9>
- [22]. Prakash, V. (2014). The Value based education system. *Scholarly Research Journal for interdisciplinary Studies*, 2(15), 2483-2488
- [23]. Radhakrishnan, S. (1990). The foundation of civilization: ideas and ideals. Orient Publishing, New Delhi, India.
- [24]. Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2 (1). 1-10. <https://doi.org/10.9707/2307-0919.1116>
- [25]. Sekhar, S. C., & Emmaniel R. (2012). Impart value-based education. *International Journal of Academic Research in Progressive Education and Development*, 1(1), 355-362
- [26]. Stevenson, A., & Harper, S. (2006). Workplace stress and the student learning experience. *Quality Assurance in Education*, Emerald Group Publishing Limited, 14(2), 167-178
- [27]. Suzuki, D. T., & Knudtson, P. (1989). *Genethics: The clash between the new genetics and human values*. Harvard University Press, 1-372

## ABOUT THE AUTHORS

Aman is a B.Tech Second year Student in the Department of Computer Science and Engineering at CGC-College of Engineering, Landran, Mohali, Punjab, India. He has completed many projects at the college and university levels. Few of his projects are under process of getting patent. Recently, he was awarded as the best leader and 1<sup>st</sup> position during his internship at the Internet of Things (IoT), Bengaluru. In addition, he was also awarded 2<sup>nd</sup> position in project display competition held on Science Day 2019. He has also done some internships in technologies like Python, IoT, and many more. He gained experience and a certificate of appreciation for his excellent work. He is also a core member of the IET student chapter of CGC College of Engineering. He is also good at co-curricular activities as he was awarded 1<sup>st</sup> position on poster making during orientation ceremony. With this, he is also very good in academics as he is in the top 10 in his PTU merit list and top 3 in the college list. He is a very hardworking and intelligent student. The above learnings reflect some of his qualities like team cooperation, organizing ability, motivational ability, social adaptability, dynamism, and courageous.



Er. Santosh Kumar is a Ph.D. Research Scholar in the Department of Mechanical Engineering at IKG Punjab Technical University, Kapurthala, Punjab, India and also working as an Assistant Professor in the Department of Mechanical Engineering at Chandigarh Group of Colleges, Landran, Mohali, Punjab, India. He has more than 8 years of teaching and research experience. His research interests include Surface Engineering, I.C. Engine, Human Values, and Biofuels on which he has published many research papers. He is a reviewer of many Elsevier Journal. In addition, he has also contributed for one engineering book.



Suyash Sharma is a second year B. Tech Computer Science student in Chandigarh Engineering College, Landran, Mohali, Punjab, India. He is a keen student and an enthusiast, always looking forward to learning something new. He is good at teamwork and has a positive attitude with good work ethics. He is friendly with his peers. He is excellent in academics and achieved 2<sup>nd</sup> position in college consistently for 2 years and is among the top 10 students in Punjab Technical University Academics list. Having done some internships, he gained experience and certificate of appreciation for his excellent work. He got 1<sup>st</sup> position during his internship at the Internet of Things, Bengaluru. This helped him to develop a good team spirit and creating a healthy work environment with his peers. He has also participated in various project display events held in different colleges. Some of his projects are under the process of getting patent.



Er. Rakesh Kumar is working as an Assistant Professor in the Department of Mechanical Engineering at CGC-Chandigarh Engineering College, Landran, Mohali, Punjab, India. He also served as a HOD in the Department of Mechanical Engineering at Doaba Group of Colleges. His research interest includes Additive Manufacturing, Human Value, Biodiesel Production, I.C. Engine, and Surface Engineering. He has more than 10 years of teaching and research experience.

