

# **Transformative Education: Universal Human Values for Students' Holistic Personal Development**

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## **Abstract**

Education is pivotal in sustaining and restoring a nation's socio-economic balance. India, home to the largest youth population, is realising the potential of a secular, universal, and scientifically backed value-based education system for the holistic development of its youth. Responding to this, we aimed to examine the impact of Maslow's being-values on self-awareness, selfregulation, holistic well-being, and student engagement. A multi-method approach using purposive sampling was employed for the intervention based on being-values, conducted as workshops across 19 colleges in South India ( $n = 558$ ). The results of t-tests and regression analysis highlighted the intervention's effectiveness. These findings were further supported by the themes from the responses to open-ended questions collected at baseline and postintervention. These findings underscore the importance of a novel curriculum emphasising valuebased holistic learning. The implications of the intervention are particularly significant at the policy level, such as those applied under the National Education Policy 2020 and the United Nations Sustainable Development Goals 2030, specifically Goal 4 on quality education. The University Grants Commission of India promotes and actively inculcates values and valuesbased curriculum through their initiative Mulya Pravah 2.0: Inculcation of Human Values and Professional Ethics in Higher Education Institutions. These trends highlight the importance of studying and applying value-oriented concepts in education for youth development.

**Keywords:** higher education; intervention; student engagement; student well-being; values-based curriculum