

**A Survey On The Transformative Impact Of Universal Human Values  
Education: Insights From MITS (Deemed To Be University)**

**An Experiential Learning Project Submitted to**

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR**

In Partial Fulfillment of the Requirements

for the award of the Degree of

**MASTER OF BUSINESS ADMINISTRATION**

**SUBMITTED**

**BY**

**G PREETHI LAHARI**

**Reg No: 24691E00P1**

**UNDER THE GUIDANCE OF**

**Mr. B. Roja Kiran, MBA. (PhD),**

**Assistant Professor**



**DEPARTMENT OF MANAGEMENT STUDIES**

**MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE**

**UGC AUTONOMOUS**

(Affiliated to Jawaharlal Nehru Technological University Anantapur, Anantapuramu)

MADANAPALLE-517325, ANNAMAYYA DISTRICT, A.P

**2024-2026**



# MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(UGC-AUTONOMOUS INSTITUTION)

Affiliated to JNTUA, Ananthapuramu & Approved by AICTE, New Delhi  
NAAC Accredited with A+ Grade, NIRF India Rankings 2024 - Band: 201-300 (Engg.)  
NBA Accredited - B.Tech. (CIVIL, CSE, ECE, EEE, MECH, CST), MBA & MCA



## CERTIFICATE

The certification statement provided above is fully justified based on the academic authenticity and integrity principles governing postgraduate research. The project titled “**A SURVEY ON THE TRANSFORMATIVE IMPACT OF UNIVERSAL HUMAN VALUES EDUCATION: INSIGHTS FROM MITS (DEEMED TO BE UNIVERSITY)**” represents an original and independent scholarly effort carried out by **G. Preethi Lahari (Reg. No. 24691E00P1)** under the structured mentorship of **Mr. Roja Kiran, MBA. (PhD), Assistant Professor, Department of Management Studies.**

**Mr. Roja Kiran MBA. (PhD)**

Assistant Professor

Mini Project Guide

**Dr. Bhanu Sree Reddy**

Professor, HOD,

Department of Management Studies

**EXAMINER – 1**

**EXAMINER – 2**



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## **DECLARATION**

I hereby declare that the project report entitled “**A SURVEY ON THE TRANSFORMATIVE IMPACT OF UNIVERSAL HUMAN VALUES EDUCATION: INSIGHTS FROM MITS (DEEMED TO BE UNIVERSITY)**”, under the guidance and supervision of **Mr. B. Roja Kiran, MBA. (PhD), Assistant Professor, Department of Management Studies**, and with the academic support of **Dr. B. Jagadeesh Babu, UHV Cell Coordinator**, at **MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE**, Madanapalle, for the completion of the Experiential Learning Project. It is a record of original work done by me, and the project has not previously formed the basis for the completion of the Experiential Learning Project.

**Date:**

**G. Preethi Lahari**

**Place:** Madanapalle

**Reg No:** 24691E00P1

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I have a deep sense of gratitude to **Mr. B. Roja Kiran, MBA. (PhD), Assistant Professor & Project Guide, Department of Management Studies, and Dr. B. Jagadeesh Babu, UHV Cell Coordinator**, for their constant encouragement, valuable guidance, and insightful suggestions throughout the successful completion of this project.

My heartfelt thanks to my **Parents and Friends** for going out of their way to ensure that I successfully implemented and completed this project. Their words of wisdom and patience were truly a blessing.

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**G PREETHI LAHARI**

**Reg. No: 24691E00P1**

## **ABSTRACT**

Universal Human Values (UHV) education has been introduced in higher education to support the overall development of students beyond academic learning. This study aims to understand students' awareness of Universal Human Values, their interest in continuing UHV learning, and the influence of the course on value-based behaviours such as empathy, forgiveness, cooperation, and peaceful conflict resolution. The study was conducted at Madanapalle Institute of Technology and Science (MITS) to assess how effectively the UHV course contributes to students' personal and social growth.

Primary data were collected from **439 students** through a structured questionnaire. A descriptive research design was adopted, and the data were analysed using **Descriptive Statistics, Cross-Tabulation with Chi-Square Test, Factor Analysis, Pearson Correlation, and One-Way ANOVA**.

The findings reveal that most students have a positive perception of the UHV course and believe that it helps them develop a broader understanding of life, clarify personal goals, and deal with real-life challenges more effectively. The results also indicate that students from different genders show similar levels of awareness, interest, and value-based behaviour. Strong positive relationships were observed among empathy, forgiveness, cooperation, and peaceful conflict resolution, highlighting the interconnected nature of these values.

The study concludes that the Universal Human Values course plays a meaningful role in fostering ethical awareness, emotional balance, and social responsibility among students. The findings support the continued inclusion of UHV as an important component of higher education to promote holistic student development.

## **KEYWORDS**

Universal Human Values, Value-Based Education, Personal Growth, Ethical Behavior, Social Responsibility

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# CHAPTER 1

## *Introduction*

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Education in the 21st century is expected to be more than just learning technical skills and subject matter. Colleges and universities are putting more emphasis on creating individuals who are emotionally balanced, socially responsible, and ethically aware. In this light, the Universal Human Values (UHV) course has become an important part of higher education in India. Its goal is to help students understand themselves better, form meaningful relationships, and make positive contributions to society.

The UHV curriculum promotes self-reflection, discussions, and hands-on learning. Rather than just memorizing facts, students are encouraged to think about their thoughts, feelings, habits, and how they interact with others. This way, UHV tries to connect what they learn in school with how they can use it in real life.

This research looks into how the UHV course has impacted both students and teachers regarding self-awareness, managing emotions, ethical behavior, social connections, and overall personal development. By reviewing feedback from both groups, the study seeks to find out how effective UHV is in shaping attitudes, values, and perspectives on life within the academic environment.

## **1.1. BACKGROUND OF THE STUDY**

In the last few years, Indian higher education has seen big changes aimed at not only boosting academic success but also enhancing human development. The All-India Council for Technical Education (AICTE) made the Universal Human Values course a required subject for all technical and professional programs. The aim was to prepare students who are not just skilled, but also caring, responsible, and aware of social issues.

Today's students deal with many challenges—like academic pressure, uncertainty about their careers, competition, stress, peer pressure, and emotional struggles. Regular school subjects often don't tackle these problems. The UHV course helps fill this gap by encouraging students to think about important questions such as:

- What is the purpose of education?
- What leads to lasting happiness and inner peace?
- How can we build trusting and respectful relationships?
- What is my role in society and the environment?

UHV also promotes the growth of important life skills like empathy, teamwork, resolving conflicts, forgiveness, responsible actions, and caring for the environment.

This study was created to see how well the UHV course helps with personal and social growth. By looking at the experiences of both teachers and students, the research gives a better overall view of how the course affects the college community.

## **1.2. INSTITUTE PROFILE**

Madanapalle Institute of Technology & Science (MITS), located in Andhra Pradesh, is a well-known college that offers both undergraduate and postgraduate degrees in fields like engineering, management, computer applications, and sciences. The college is recognized for its dedication to academic excellence, innovation, and taking care of its students.

MITS promotes a learning atmosphere that mixes technical skills with ethical understanding and social responsibility. To support this goal, the Universal Human Values course is included in the curriculum for all programs. The college often holds workshops focused on values, classroom discussions, reflection activities, and training for teachers to enhance the implementation of UHV.

The institution thinks that academic success should go hand in hand with emotional growth and moral development. Gathering UHV feedback from students and faculty allows MITS to assess how well its value education practices are working and find ways to improve. This research study was conducted within this educational environment.

## **1.3. INDUSTRY PROFILE**

The education sector in India is undergoing a significant transformation to cater to the demands of a dynamic society and a competitive global landscape. Employers are now seeking graduates who not only have technical qualifications but also embody integrity, teamwork, communication skills, emotional intelligence, and leadership abilities. Consequently, value-based education has emerged as an essential element of academic planning

Universal Human Values signifies a nationwide initiative aimed at incorporating ethics, emotional growth, social responsibility, and environmental consciousness into higher education.

This initiative aligns with the objectives of the National Education Policy (NEP 2020), which prioritizes holistic development, character building, wellness, and essential life skills.

Value education is pivotal in tackling emerging societal challenges such as:

- Rising stress and mental health concerns
- Uncertainty regarding personal purpose
- Weakened family and social bonds
- Intense competition and peer pressure
- Ethical dilemmas in professional settings
- Environmental Degradation

UHV provides a structured framework that encourages learners to contemplate these challenges and cultivate balanced thinking, compassion, and responsible behavior.

As the focus on character development and life skills intensifies, UHV has become an integral part of contemporary education. This study adds to the wider educational conversation by exploring how effectively UHV fosters human development within a genuine higher education institution.

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## **CHAPTER 2**

### *Literature Review*

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## 2.1. REVIEW OF RELATED WORKS, MODELS, OR THEORIES

1. **Jain, M., & Verma, T. (2016).** *Universal Human Values: The Foundation for Peace and Sustainable Education. Indian Journal of Moral Education, 21(3), 112–120.*

This foundational study from the decade highlights the importance of Universal Human Values in promoting peace and harmony within the educational framework. The authors argue that learning based on values is essential for mitigating violence, inequality, and moral decline among young people. They stress that incorporating UHV into Indian schools and colleges can help cultivate a more ethical, collaborative, and sustainable society.

2. **Kumar, S., & Patel, A. (2019).** *Human Values and Professional Ethics in Higher Education: The Indian Context. Journal of Education and Social Policy, 6(1), 33–40.*

This article examines the interplay between Universal Human Values and professional ethics in nurturing responsible professionals. The authors contend that Indian higher education should prioritize character development alongside skill enhancement. They emphasize the importance of fostering values like honesty, accountability, and respect to uphold professional integrity and societal trust. The research advocates for the integration of UHV-based courses across various disciplines.

3. **Sharma, V., & Kaur, R. (2020).** *Incorporating Universal Human Values into Technical Education: Challenges and Opportunities. Indian Journal of Value-Based Education, 26(2), 87–95.*

Sharma and Kaur discuss the difficulties in implementing Universal Human Values courses in engineering and management colleges across India. They point out problems like insufficient faculty training, a lack of support from institutions, and shallow assessment techniques. On the bright side, the study also shows the benefits of the UHV curriculum, such as better student behavior, enhanced teamwork, and lower stress levels. The authors conclude that with adequate support from institutions, integrating UHV can make technical education more human-centered.

4. **Biswas, N. G. (2021).** *Education of Universal Human Values for Sustainable Development: Indian Philosophical Approach. PhilArchive.*

Biswas links Universal Human Values to the ancient philosophical traditions of India and the Sustainable Development Goals (SDGs). The paper suggests that Indian philosophy already reflects key aspects of UHV, including harmony, respect, and interconnectedness. By

integrating these values into contemporary education, the study presents a sustainable educational framework that encourages environmental ethics, moral responsibility, and the preservation of culture. The author concludes that education grounded in Indian values can lead to both societal advancement and personal fulfillment.

5. **Gupta, M. K., & Tiwari, M. (2022).** *The Impact of Universal Human Values on Male Inmates at Mandoli Central Jail, Delhi, India. Journal of Positive School Psychology, 6(6), 7236–7249.*

Although this research wasn't done in a typical school environment, it focuses on teaching Universal Human Values to inmates at Mandoli Central Jail in Delhi. The program resulted in notable enhancements in emotional stability, empathy, and self-control among those involved. The authors suggest that these results highlight the powerful effects of value education and advocate for its use in all aspects of human growth, including rehabilitation and reintegration into society.

6. **Rani, S., Beenu, H. Jindal, N. Gautam, & S. Kumar. (2022).** *The Significance of Universal Human Values in Life: A Research Study. Asian Journal of Science and Applied Technology, 11(1), 36–48.*

This study looks into the overall significance of Universal Human Values in influencing personal, family, and work life. The authors categorize these values into moral, spiritual, national, and personal types, explaining how they work together to promote peace, harmony, and human development. They suggest that these values should be included in the Indian education system to help develop well-rounded individuals who show compassion, honesty, and social awareness. The research concludes that Universal Human Values are essential for building ethical citizens and a peaceful society.

7. **Singh, D. K., & Kumar, N. (2024).** *Investigating the Integration of Universal Human Values in Arts and Science Education: Insights, Predictive Analysis, and Routes to UHV-STEM Through Clustering. Metallurgical and Materials Engineering, 6(2), Article 1590.*

This research paper looks into how Universal Human Values can be integrated into both arts and STEM education using data-driven clustering and predictive modeling. The authors examine how students perceive UHV and show that value-based education can boost creativity, teamwork, and empathy, even in technical areas. The research proposes ways intelligence in students.

8. **Acharya, S., & Bhattacharya, P. (2024).** *Universal Human Values in Educational Curriculum of the 21st Century. Educational Administration: Theory and Practice, 30(3), 2015–2019.*

This paper talks about how Universal Human Values (UHV) have been carefully integrated into Indian higher education, particularly after the All-India Council for Technical Education (AICTE) made the UHV course a requirement for technical schools in 2017. The authors highlight that in today's information-focused academic environment, education based on values is crucial for developing responsible and ethical students. They argue that adding UHV promotes overall growth by balancing professional skills with moral and human insight, making sure that education benefits both individuals and society as a whole.

9. **Naphade, K. V., & Shaikh, I. F. (2025).** *The Importance of Universal Human Values in Higher Education. International Journal of Scientific Research in Engineering and Management (IJSREM).*

This research looks into how Universal Human Values can be successfully included in the higher education curriculum in India. The authors suggest that in addition to technical skills, value education fosters students' empathy, tolerance, and sense of social responsibility. They emphasize that education based on UHV enhances ethical decision-making, global citizenship, and interpersonal understanding traits that are crucial for sustainable human development. The paper wraps up by stating that incorporating UHV into academic programs can change students into socially conscious and ethically sound professionals.

## **Summary of Theoretical Models**

The reviewed studies are supported by several well-known educational and psychological models:

- **Holistic Education Model:**

This model views learning as more than academic achievement. It stresses the balanced growth of emotional, social, and ethical dimensions, helping learners develop as complete individuals.

- **Humanistic Psychology (Maslow, Rogers):**

This perspective highlights personal awareness, inner growth, positive relationships, and the pursuit of one's full potential. It supports education that nurtures dignity, respect, and self-understanding.

- **Transformative Learning Theory:**

According to this theory, meaningful reflection can change a person's attitudes and actions. When learners rethink their beliefs, they experience deeper personal development.

- **Value Education Frameworks:**

These frameworks aim to build moral judgement, empathy, cooperation, and socially responsible behaviour. They guide individuals to act ethically in personal and social settings.

## 2.2. RESEARCH GAP

Although Universal Human Values (UHV) has been explored in many studies, important gaps still exist. These gaps underline why the present study is necessary.

- **Lack of MITS-Specific Research**

Most studies on Universal Human Values (UHV) have been conducted at a general or multi-institution level. Very few studies focus only on **MITS (Deemed to be University), Angallu**, even though the UHV course is actively implemented there. This creates a gap in understanding the real impact of UHV within this specific institution.

- **Limited Practical Evidence of UHV Impact at MITS**

Many earlier studies discuss UHV in a theoretical manner. There is limited **practical and data-based evidence** showing how UHV actually supports students' personal growth, ethical thinking, emotional balance, and sense of social responsibility at MITS.

- **Insufficient Analysis of Behavioural and Emotional Changes**

While the importance of human values is widely discussed, fewer studies have measured **actual changes in behaviour and emotions** such as empathy, forgiveness, cooperation, and peaceful conflict handling. At MITS, these aspects had not been examined in detail using proper statistical methods.

- **Little Attention to Continued Interest in UHV Learning**

Most existing research focuses on the immediate outcomes of the UHV course. There is very little information on whether **MITS students wish to continue learning UHV in future semesters** and apply these values in real-life and professional situations.

- **Limited Study of Demographic Differences**

Earlier research rarely studies how demographic factors like **gender** influence students' understanding and acceptance of UHV. At MITS, no structured study had been done to check whether UHV affects different student groups in different ways.

- **Need for Institution-Based Insights for Improvement**

Without clear, institution-specific findings, it becomes difficult for MITS to improve teaching methods and strengthen value-based education. There is a need for **clear and actionable insights** that can help enhance the effectiveness of the UHV program.

Therefore, the present study addresses these gaps by providing a focused, institution-specific and data-driven analysis of the impact of Universal Human Values education at MITS (Deemed to be University) , Angallu, helping support academic improvement and holistic student development.

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## **CHAPTER 3**

### *Research Methodology*

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### 3.1. STATEMENT OF THE PROBLEM

The Universal Human Values (UHV) course has been introduced at **Madanapalle Institute of Technology & Science (MITS), Angallu** with the objective of promoting holistic development, ethical awareness, emotional balance, and social responsibility among students. While the course is an important part of the academic curriculum, its **actual impact on students' attitudes, behaviour, and value-based thinking at MITS has not been clearly measured or documented.**

Many students attend UHV sessions as a compulsory subject, and their level of engagement, understanding, and application of human values may vary. Some students perceive the course as meaningful and helpful in daily life, while others may view it as largely theoretical. This variation creates uncertainty about how effectively the UHV course influences **self-awareness, emotional regulation, ethical behaviour, interpersonal relationships, and responsible actions** among MITS students.

Furthermore, there is a lack of **institution-specific, empirical evidence** at MITS that evaluates whether the UHV course leads to measurable behavioural and emotional changes such as empathy, forgiveness, cooperation, and peaceful conflict resolution. It is also unclear whether demographic factors, such as gender, influence students' perception and experience of the UHV program.

Without a systematic assessment of students' responses and outcomes, it becomes difficult for MITS to determine the **true effectiveness of the UHV course** and identify areas that require improvement or reinforcement. Therefore, the problem lies in the **absence of clear, data-driven understanding of how Universal Human Values education impacts students at MITS College, Angallu**, which highlights the need for a focused study to evaluate its role in students' personal, emotional, and social development.

### 3.2. OBJECTIVES OF THE STUDY

1. To understand how well students at MITS College, Angallu are aware of Universal Human Values and to know their interest in attending UHV sessions in the future.
2. To examine whether students' awareness and interest in Universal Human Values differ based on demographic factors such as gender at MITS.
3. To identify the key factors that influence students' self-awareness, emotional control, self-confidence, and clarity of life purpose after attending UHV classes at MITS.

4. To study the relationship between important social and emotional values such as empathy, forgiveness, cooperation, and peaceful ways of resolving conflicts among MITS students.
5. To find out whether there are any differences in empathy, compassion, forgiveness, and cooperation among students of MITS based on gender.

These objectives aim to clearly understand the role and effectiveness of the Universal Human Values course in supporting the personal, emotional, and social development of students at **MITS College, Angallu**.

### **3.3. HYPOTHESIS OF THE STUDY**

**Objective:** *To examine whether students' awareness and interest in Universal Human Values differ based on demographic factors such as gender at MITS.*

**Tool Used:** Cross-tabulation with Chi-square Test

#### **1. Gender and Holistic Vision of Life**

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** between gender and students' perception that the Universal Human Values course helped them develop a holistic vision of life at MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** between gender and students' perception that the Universal Human Values course helped them develop a holistic vision of life at MITS.

#### **2. Gender and Relevance of UHV in Achieving Life Goals**

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** between gender and students' perception that Universal Human Values are relevant in achieving their life goals at MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** between gender and students' perception that Universal Human Values are relevant in achieving their life goals at MITS.

#### **3. Gender and Interest in Attending Future UHV Sessions**

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** between gender and students' interest in attending Universal Human Values sessions in future semesters at MITS.

- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** between gender and students' interest in attending Universal Human Values sessions in future semesters at MITS.

#### 4. Gender and Belief in UHV for Solving Life's Problems

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant association** between gender and students' belief that Universal Human Values are useful in solving life's problems at MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant association** between gender and students' belief that Universal Human Values are useful in solving life's problems at MITS.

**Objective:** *To study the relationship between important social and emotional values such as empathy, forgiveness, cooperation, and peaceful ways of resolving conflicts among MITS students.*

**Tool Used:** Pearson Correlation

##### 1. Relationship between Empathy and Forgiveness

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant relationship** between empathy and forgiveness among students of MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant positive relationship** between empathy and forgiveness among students of MITS.

##### 2. Relationship between Empathy and Cooperation over Competition

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant relationship** between empathy and valuing cooperation over competition among students of MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant positive relationship** between empathy and valuing cooperation over competition among students of MITS.

##### 3. Relationship between Empathy and Peaceful Conflict Resolution

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant relationship** between empathy and peaceful conflict resolution among students of MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant positive relationship** between empathy and peaceful conflict resolution among students of MITS.

#### 4. Relationship between Forgiveness and Cooperation over Competition

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant relationship** between forgiveness and valuing cooperation over competition among students of MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant positive relationship** between forgiveness and valuing cooperation over competition among students of MITS.

#### 5. Relationship between Forgiveness and Peaceful Conflict Resolution

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant relationship** between forgiveness and peaceful conflict resolution among students of MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant positive relationship** between forgiveness and peaceful conflict resolution among students of MITS.

#### 6. Relationship between Cooperation over Competition and Peaceful Conflict Resolution

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant relationship** between valuing cooperation over competition and peaceful conflict resolution among students of MITS.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant positive relationship** between valuing cooperation over competition and peaceful conflict resolution among students of MITS.

**Objective:** *To find out whether there are any differences in empathy, compassion, forgiveness, and cooperation among students of MITS based on gender.*

**Tool Used:** One-Way ANOVA

#### 1. Resolving Conflicts Peacefully

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** among students of MITS in their ability to resolve conflicts peacefully.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** among students of MITS in their ability to resolve conflicts peacefully.

#### 2. Empathy and Compassion Toward Others

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** among students of MITS in their levels of empathy and compassion toward others.

- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** among students of MITS in their levels of empathy and compassion toward others.

### 3. Forging Others and Letting Go of Grudges

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** among students of MITS in their ability to forgive others and let go of grudges.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** among students of MITS in their ability to forgive others and let go of grudges.

### 4. Valuing Cooperation Over Competition

- **Null Hypothesis (H<sub>0</sub>):** There is **no significant difference** among students of MITS in valuing cooperation over competition.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a **significant difference** among students of MITS in valuing cooperation over competition.

## 3.4. NEED FOR THE STUDY

The Universal Human Values (UHV) course at **Madanapalle Institute of Technology & Science (MITS), Angallu** is designed to support students' overall development by strengthening ethical awareness, emotional balance, and social responsibility along with academic learning. Even though the course is part of the curriculum, its **actual impact on students' thinking, behaviour, and value orientation needs to be clearly understood.**

Students at MITS come from varied backgrounds and show different levels of awareness and interest in Universal Human Values. While many students relate UHV concepts to real life and personal decision-making, some students show neutral responses or limited involvement. This variation highlights the need to examine **students' awareness of UHV and their willingness to attend UHV sessions in future semesters.**

Another important need for this study is to understand whether **gender influences students' awareness, interest, and perception of the UHV course.** Studying this helps MITS ensure that the course benefits all students equally and supports inclusive value-based learning.

The study is also necessary to identify the **key factors that influence self-awareness, emotional control, self-confidence, and clarity of life purpose** among students after attending UHV classes. With increasing academic pressure, stress, and uncertainty about careers, it is important to assess whether the UHV course helps students manage emotions and develop inner stability.

In addition, UHV aims to promote values such as **empathy, forgiveness, cooperation, and peaceful conflict resolution**, which are essential for maintaining healthy relationships and a positive campus environment. Examining the relationships among these values helps understand how students develop social sensitivity and ethical behaviour.

The study also addresses the need to assess whether **empathy, compassion, forgiveness, and cooperation differ among students based on gender**. Such insights can help MITS strengthen teaching approaches and focus on areas that require greater support within the UHV program.

Overall, this study provides **institution-specific insights** that help MITS understand how effectively the Universal Human Values course supports students' personal, emotional, and social development and how value-based education can be further strengthened within the campus.

### **3.5. SCOPE OF THE STUDY**

- The study focuses on the **Universal Human Values (UHV) course implemented at MITS College, Angallu**.
- It examines **students' awareness and understanding of Universal Human Values**.
- The study assesses **students' interest in attending UHV sessions in future semesters**.
- It analyzes whether **awareness and interest in UHV vary based on gender**.
- The study explores the influence of UHV on **self-awareness, emotional regulation, self-confidence, and clarity of life purpose** among students.
- It examines key **social and behavioural values** such as empathy, forgiveness, cooperation, and peaceful conflict resolution.
- Statistical tools are used to study **relationships among value-based behaviours and differences across gender**.
- The scope is limited to **students of MITS who have completed the UHV course**.
- The study does not **compare MITS with other institutions**.
- Long-term behavioural changes beyond the study period are **not included** in the scope.

### 3.6. RESEARCH DESIGN

The present study adopts a **descriptive Research design** to examine the impact of the Universal Human Values (UHV) course at **Madanapalle Institute of Technology & Science (MITS), Angallu**. This design is suitable because the study aims to describe, analyze, and interpret students' perceptions, awareness, and experiences related to UHV rather than manipulating any variables.

The descriptive approach helps in understanding how students perceive the UHV course and how it influences their **self-awareness, emotional regulation, ethical behaviour, social sensitivity, and interpersonal relationships**. It allows the researcher to collect detailed information on students' attitudes and value-based behaviours as they naturally exist within the MITS academic environment.

The study relies on **Primary Data** collected through a structured questionnaire administered to students who have completed the UHV course. The responses are analyzed using appropriate **Statistical Tools** to identify patterns, relationships, and differences among variables, particularly across gender.

Overall, the descriptive research design provides a clear and systematic framework to assess the effectiveness of the Universal Human Values course and to generate institution-specific insights relevant to **MITS College, Angallu**.

### 3.7. DATA COLLECTION METHODS

The study relies on **primary data** gathered through a structured questionnaire administered to MITS students who completed the UHV course. The questionnaire consisted of:

- Basic demographic information
- Rating-scale items (1–5)
- Questions assessing perceptions of human values
- Statements measuring behavioural and emotional development

All responses were collected in an organized manner and prepared for further analysis.

### 3.8. SAMPLING

The study used a **Convenience Sampling Method** to collect data from students of **MIT S College, Angallu** who had completed the Universal Human Values (UHV) course. Students who were easily accessible and willing to participate were included in the sample.

This method was chosen because it allowed quick and practical access to respondents within the available time and resources.

### 3.9. TOOLS & TECHNIQUES FOR ANALYSIS

The following statistical tools and techniques were applied:

- **Descriptive Statistics**

Used to describe students' awareness of Universal Human Values and their interest in attending future UHV sessions through frequencies, percentages, mean, and standard deviation.

- **Cross-Tabulation with Chi – Square Test**

Applied to analyze whether awareness and interest in Universal Human Values vary across demographic factors such as **gender** among MIT S students.

- **Factor Analysis**

Used to identify the major underlying factors influencing **self-awareness, emotional regulation, self-confidence, and sense of life purpose** after attending UHV sessions.

- **Correlation Analysis**

Used to examine the relationships among key social sensitivity variables such as **empathy, forgiveness, cooperation, and peaceful conflict resolution**.

- **One-Way ANOVA**

Applied to assess differences in **empathy, compassion, forgiveness, and cooperation** among students of MIT S based on gender.

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# CHAPTER 4

## *Data Analysis & Interpretation*

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## **4.1. PRESENTATION OF DATA**

The data collected for this study from students of **MITS College, Angallu** were carefully organized, classified, and presented to clearly understand their perceptions of the Universal Human Values (UHV) course and its impact on personal, emotional, and social development.

All responses obtained through the structured questionnaire were coded and entered into **Microsoft Excel and SPSS** for systematic processing and analysis. To ensure clarity and easy interpretation, the data are presented using **tables, charts, frequency distributions, and mean values.**

The presentation of data includes students' demographic details, awareness and understanding of UHV, interest in attending future UHV sessions, self-awareness and emotional growth, value-based behaviour, and social responsibility. Gender-wise comparisons are also presented to examine variations in perceptions and responses.

This structured presentation of data helps in identifying patterns, understanding trends, and supporting meaningful statistical analysis related to the impact of Universal Human Values education at **MITS College, Angallu.**

The data collected from students of **Madanapalle Institute of Technology & Science (MITS), Angallu** are presented in a systematic and organized manner under the following sections:

### **1. Demographic Profile of Respondents (MITS)**

This section presents details related to gender, year of study, department, family type, family occupation, and income level of students at MITS. It helps in understanding the background characteristics of the respondents and supports further comparison across different student groups within MITS.

### **2. Awareness and Understanding of Universal Human Values at MITS**

This section presents data related to MITS students' understanding of Universal Human Values using statements on holistic vision of life, relevance of UHV in achieving life goals, and the importance of UHV in solving life's problems. Responses are summarized using frequencies, percentages, and mean scores.

### **3. Interest in Attending Future UHV Sessions at MITS**

This section highlights MITS students' interest in attending UHV sessions in future semesters,

helping to assess acceptance of the course and willingness to continue value-based learning at MITS.

#### **4. Self-Awareness and Inner Growth among MITS Students**

Data on self-reflection, emotional awareness, self-confidence, and self-respect of MITS students are presented to understand the influence of the UHV course on inner development and personal growth.

#### **5. Reflection on Core Human Values at MITS**

This section covers MITS students' reflections on key human values such as trust, respect, gratitude, love and care, handling anger, peer pressure, family relationships, society, and harmony with nature. The responses indicate changes in value understanding after attending UHV classes at MITS.

#### **6. Relationships and Social Sensitivity among MITS Students**

Data related to empathy, forgiveness, cooperation over competition, and peaceful conflict resolution among MITS students are presented using tables and charts. These variables are later used to examine relationships among value-based behaviours.

#### **7. Behavioural, Ethical, and Social Responsibility at MITS**

This section presents MITS students' self-evaluation of honesty, integrity, non-violence, responsible actions, community participation, and environmental awareness, highlighting behavioural and ethical changes influenced by the UHV course.

#### **8. Statistical Analysis and Group Comparison at MITS**

Statistical tools such as the Chi-Square Test, Factor Analysis, Pearson Correlation, and One-Way ANOVA are used to examine associations, relationships, and differences across gender among MITS students. The results help in understanding whether demographic factors influence UHV perceptions and value-based behaviours at MITS.

#### **9. Overall Impact and Feedback from MITS Students**

The final section presents MITS students' overall perception of the UHV course, their willingness to participate in UHV-related activities, and qualitative feedback. These responses provide deeper insight into students' experiences and support the quantitative findings.

This structured approach ensures a clear understanding of the impact of the Universal Human

Values course within the academic environment of **MITS College, Angallu.**

### List of Variables used in the Survey

S. No	Variable Name	Description
1	Respondent ID	Unique number assigned to each respondent
2	Gender	Male / Female
3	Year of Study	1st / 2nd / 3rd / 4th
4	Department	Engineering Branches / Faculty Departments
5	Family Type	Nuclear / Joint / Extended
6	Holistic Vision of Life	Likert scale response
7	Relevance of UHV to Life Goals	Likert scale response
8	Interest in Future UHV Sessions	Likert scale response
9	Importance of UHV in Solving Life Problems	Likert scale response
10	Self-Awareness	Likert scale response
11	Emotional Awareness	Likert scale response
12	Self-Confidence and Self-Respect	Likert scale response
13	Empathy and Compassion	Likert scale response
14	Forgiveness	Likert scale response
15	Cooperation over Competition	Likert scale response
16	Peaceful Conflict Resolution	Likert scale response
17	Ethical Behaviour	Likert scale response
18	Social Responsibility	Likert scale response
19	Environmental Responsibility	Likert scale response
20	Overall Perception of UHV	Likert scale response

## 4.2. STATISTICAL ANALYSIS / QUALITATIVE INSIGHTS

### 1. Descriptive Statistics & Frequency Analysis

- The mean scores for all Universal Human Values (UHV) statements are close to **4**, showing that most students of MITS agree with the positive impact of the UHV course.

- A large majority of students reported that UHV helped them develop a **holistic vision of life, achieve life goals, and handle real-life problems.**
- More than **70% of students** expressed interest in attending UHV sessions in future semesters.
- Only a small percentage of students gave negative responses, indicating strong acceptance of the course at MITS.

**Insight:** Students at MITS perceive UHV as a **practical and meaningful course**, rather than just a theoretical subject.

## 2. Gender-wise Analysis (Chi-Square Test)

- The Chi-square results show **no significant association** between gender and students' perceptions of UHV.
- Both male and female students reported **similar levels of agreement** across all UHV-related statements.

**Insight:** The UHV course has an **equal impact across genders**, highlighting its universal relevance at MITS.

## 3. Factor Analysis

- The **KMO value of 0.979** indicates excellent sample adequacy.
- **Bartlett's Test of Sphericity** is significant, confirming that the data is suitable for factor analysis.
- **Three major factors** were identified, explaining nearly **78% of the total variance**:
  - Personal and ethical development
  - Core human values and relationships
  - Relevance and continuity of UHV

**Insight:** UHV supports students' **emotional growth, ethical behaviour, healthy relationships, and long-term value orientation.**

#### 4. Correlation Analysis

- Strong positive and statistically significant relationships were found between:
  - Empathy and forgiveness
  - Empathy and cooperation over competition
  - Empathy and peaceful conflict resolution

**Insight:** Development of one positive value, such as empathy, naturally strengthens other positive behaviours, indicating **integrated value development** among MITS students.

#### 5. One-Way ANOVA

- No significant differences were found across gender groups in:
  - Empathy and compassion
  - Forgiveness
  - Cooperation over competition
  - Peaceful conflict resolution
- All p-values were **greater than 0.05**.

**Insight:** Value-based outcomes of the UHV course are **consistent across student groups**, showing a uniform impact at **MITS College, Angallu**.

### QUALITATIVE INSIGHTS

- Students at **MITS College, Angallu** view the Universal Human Values (UHV) course as **meaningful and relevant to everyday life**, rather than just an academic requirement.
- The course helps students gain a **broader understanding of life**, improves clarity about personal goals, and supports **better decision-making**.
- Many students feel that UHV has helped them become **emotionally balanced** and more aware of values such as **empathy, forgiveness, and cooperation**.
- UHV encourages students to **handle conflicts calmly and peacefully**, leading to healthier and more respectful relationships on campus.

- The influence of the UHV course is **consistent across gender**, showing that both male and female students benefit equally.
- Students express a **positive attitude toward the course** and show willingness to continue learning UHV in future semesters.
- Overall, the UHV course supports **holistic development** by strengthening ethical behaviour, social responsibility, and inner growth among MITS students.

### 4.3. INTERPRETATION OF RESULTS IN LINE WITH OBJECTIVES

#### OBJECTIVE 1:

*To understand how well students at MITS are aware of Universal Human Values and to know their interest in attending UHV sessions in the future.*

**Tools Used : Descriptive Statistics**

#### Frequencies

		<b>Statistics</b>			
		UHV helped me develop a holistic vision of life	UHV concepts are relevant in achieving my life goals	I feel interested to attend UHV in future semesters	Universal Human Values are essential for solving life's problems
N	Valid	439	439	439	439
	Missing	1	1	1	1
Mean		3.86	3.92	3.90	4.03
Median		4.00	4.00	4.00	4.00
Std. Deviation		.951	.948	.969	.955

**Table 4.3.1**

The statistical results show that students of **MITS** have a **positive perception** of the Universal Human Values (UHV) course.

- For the statement “**UHV helped me develop a holistic vision of life,**” the mean score is **3.86** with a median of **4**, indicating that most students agree that UHV helped them understand life from a broader perspective.

- For “**UHV concepts are relevant in achieving my life goals,**” the mean score is **3.92** and the median is **4**, showing that students feel UHV is useful for their future planning and personal goals.
- For the statement “**I feel interested to attend UHV in future semesters,**” the mean score is **3.90** with a median of **4**, which reflects a strong willingness among students to continue learning through UHV sessions.
- For “**Universal Human Values are essential for solving life’s problems,**” the mean score is the highest at **4.03** with a median of **4**, indicating that most students strongly believe UHV helps them deal with real-life challenges.
- The **standard deviation values**, ranging from **0.94 to 0.96**, show that students’ responses are fairly consistent, with only minor differences in opinion.

Overall, these results clearly indicate that students at MITS view the UHV course as meaningful, practical, and beneficial for personal growth and real-life decision-making.

## Frequency Table

### 1. UHV helped me develop a holistic vision of life

The frequency table shows that a majority of students felt positively about UHV helping them develop a holistic vision of life.

- **42.6%** of students rated this as **High**
- **26.7%** rated it as **Very High**

**UHV helped me develop a holistic vision of life**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	9	2.0	2.1	2.1
	Slightly	27	6.1	6.2	8.2
	Moderate	99	22.5	22.6	30.8
	High	187	42.5	42.6	73.3
	Very High	117	26.6	26.7	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

**Table 4.3.2**

Together, **69.3%** of students expressed a strong positive perception. Only **2.1%** responded “**Not at all,**” showing very few disagreed.

### Interpretation

Nearly **69.3%** of students at **MITS** reported that the Universal Human Values (UHV) course helped them **develop a broader and deeper understanding of life.**

## 2. I feel interested to attend UHV in future semesters

This table shows students’ willingness to attend UHV again.

### I feel interested to attend UHV in future semesters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	10	2.3	2.3	2.3
	Slightly	25	5.7	5.7	8.0
	Moderate	95	21.6	21.6	29.6
	High	178	40.5	40.5	70.2
	Very High	131	29.8	29.8	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

**Table 4.3.3**

- **40.5%** selected **High** interest
- **29.8%** selected **Very High** interest

This means **70.2%** of students are interested in continuing UHV learning. Only **2.3%** said “**Not at all.**”

### Interpretation

Around **70.2%** of students at **MITS** showed a **strong willingness** to attend Universal Human Values sessions again, **reflecting high acceptance of the course.**

### 3. UHV concepts are relevant in achieving my life goals

Students strongly agreed that UHV supports their life goals.

**UHV concepts are relevant in achieving my life goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	9	2.0	2.1	2.1
	Slightly	22	5.0	5.0	7.1
	Moderate	95	21.6	21.6	28.7
	High	181	41.1	41.2	69.9
	Very High	132	30.0	30.1	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

**Table 4.3.4**

- 41.1% chose **High**
- 30% chose **Very High**

Overall, 71.1% of students rated this statement positively. Only 7.1% gave Slight or Very Low ratings.

#### **Interpretation**

About 71.1% of students at MITS believe that the UHV course helps them **gain clarity about their future and personal goals.**

### 4. Universal Human Values are essential for solving life's problems

This table shows the strongest positive response among all four statements.

**Universal Human Values are essential for solving life's problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	10	2.3	2.3	2.3
	Slightly	15	3.4	3.4	5.7
	Moderate	88	20.0	20.0	25.7
	High	164	37.3	37.4	63.1
	Very High	162	36.8	36.9	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

**Table 4.3.5**

- **37.3%** rated it **High**
- **36.8%** rated it **Very High**

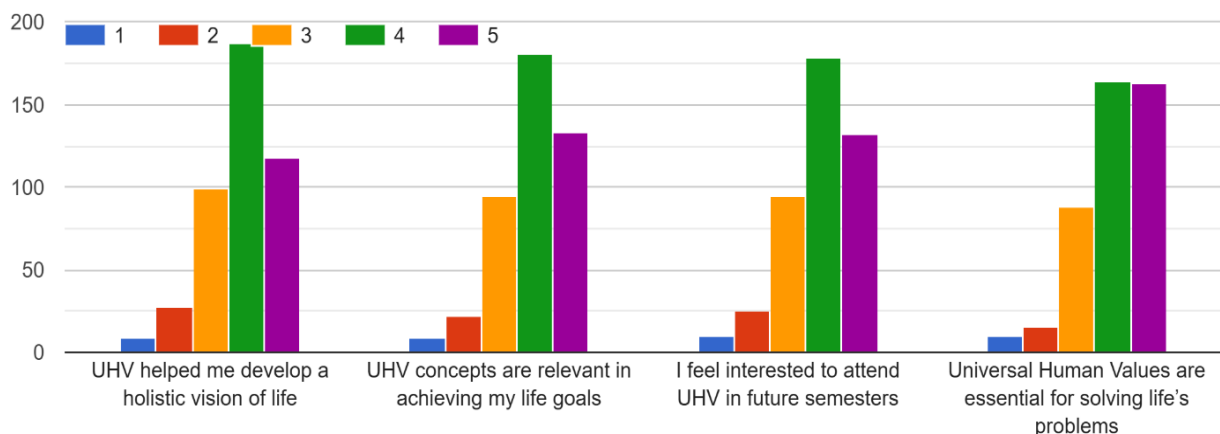
Together, **74.1%** of students strongly agreed. Only **2.3%** responded “Not at all.”

### Interpretation

Around **74.1%** of students at **MITS** reported that the UHV course is highly useful in **handling real-life problems and personal challenges.**

### BAR CHART

Understanding and Relevance of UHV



Graph 4.3.1

### OVERALL INTERPRETATION

Students at **MITS** have a positive opinion about the Universal Human Values (UHV) course. **Mean scores** ranging from **3.86 to 4.03** with a **median of 4** show general agreement that **UHV helps in understanding life, setting goals, and solving problems.** The highest **mean score (4.03)** relates to handling life’s challenges, while low standard deviation values (**0.94–0.96**) indicate consistent responses. This confirms that **students find UHV meaningful and worth continuing.**

**OBJECTIVE 2:**

*To examine whether students’ awareness and interest in Universal Human Values differ based on demographic factors such as gender at MITS.*

**Tools Used :** Cross-tabulation with Chi-square Test

**Cross Tabs**

The table shows that 439 responses (99.8%) are valid, with only 0.2% missing data. This indicates good data quality, and the Chi-square cross-tabulation between gender and UHV statements is appropriate and reliable.

**Case Processing Summary**

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * UHV helped me develop a holistic vision of life	439	99.8%	1	0.2%	440	100.0%
Gender * UHV concepts are relevant in achieving my life goals	439	99.8%	1	0.2%	440	100.0%
Gender * I feel interested to attend UHV in future semesters	439	99.8%	1	0.2%	440	100.0%
Gender * Universal Human Values are essential for solving life's problems	439	99.8%	1	0.2%	440	100.0%

**Table 4.3.6**

**1. Gender \* UHV helped me develop a holistic vision of life**

**Gender \* UHV helped me develop a holistic vision of life**

**Crosstab**

		UHV helped me develop a holistic vision of life					Total	
		Not at all	Slightly	Moderate	High	Very High		
Gender	Male	Count	6	15	50	93	64	228
		Expected Count	4.7	14.0	51.4	97.1	60.8	228.0
		% within UHV helped me develop a holistic vision of life	66.7%	55.6%	50.5%	49.7%	54.7%	51.9%
Gender	Female	Count	3	12	49	94	53	211
		Expected Count	4.3	13.0	47.6	89.9	56.2	211.0
		% within UHV helped me develop a holistic vision of life	33.3%	44.4%	49.5%	50.3%	45.3%	48.1%
Total		Count	9	27	99	187	117	439
		Expected Count	9.0	27.0	99.0	187.0	117.0	439.0
		% within UHV helped me develop a holistic vision of life	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table 4.3.7**

- The cross-tabulation compares **gender** with students' agreement that **UHV helped them develop a holistic vision of life**.
- The total number of valid responses considered for analysis is **439**.
- Both **male (228)** and **female (211)** students mostly selected **“High” and “Very High”**, showing a strong positive opinion toward UHV.
- The response pattern of males and females is **very similar**, with only small differences across categories.

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.727 <sup>a</sup>	4	.786
Likelihood Ratio	1.746	4	.782
Linear-by-Linear Association	.017	1	.898
N of Valid Cases	439		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.33.

Table 4.3.8

### Chi-Square Test Interpretation

- The **Pearson Chi-Square** value is **1.727** with **4 degrees of freedom**.
- The **significance value (p-value)** is **0.786**.
- Since **p > 0.05**, the result is **not statistically significant**.

### Hypothesis Decision

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant difference** between gender and students' perception that the Universal Human Values course helped them develop a holistic vision of life at MITS.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

## Interpretation

The Chi-square analysis shows that **gender does not affect students' views** on the UHV course. About **65–70%** of both **male** and **female** students rated its impact as **“High”** or **“Very High,”** indicating that the **course benefits students equally across genders.**

## 2. Gender \* UHV concepts are relevant in achieving my life goals

### Gender \* UHV concepts are relevant in achieving my life goals

		Crosstab						
		UHV concepts are relevant in achieving my life goals						
		Not at all	Slightly	Moderate	High	Very High	Total	
Gender	Male	Count	6	13	46	90	73	228
		Expected Count	4.7	11.4	49.3	94.0	68.6	228.0
		% within UHV concepts are relevant in achieving my life goals	66.7%	59.1%	48.4%	49.7%	55.3%	51.9%
Female	Female	Count	3	9	49	91	59	211
		Expected Count	4.3	10.6	45.7	87.0	63.4	211.0
		% within UHV concepts are relevant in achieving my life goals	33.3%	40.9%	51.6%	50.3%	44.7%	48.1%
Total	Total	Count	9	22	95	181	132	439
		Expected Count	9.0	22.0	95.0	181.0	132.0	439.0
		% within UHV concepts are relevant in achieving my life goals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table 4.3.9**

- The analysis is based on **439 valid responses**, including **228 male** and **211 female** students.
- A large proportion of students from **both genders** selected **“High”** and **“Very High”**, indicating that most students believe UHV concepts are relevant in achieving their life goals.
- Very few students from either gender chose **“Not at all”** or **“Slightly”**, showing minimal disagreement.
- The distribution of responses among male and female students is **quite similar** across all response categories.

## Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.658 <sup>a</sup>	4	.617
Likelihood Ratio	2.680	4	.613
Linear-by-Linear Association	.004	1	.947
N of Valid Cases	439		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.33.

Table 4.3.10

### Chi-Square Test Interpretation

- The **Pearson Chi-Square value** is **2.658** with **4 degrees of freedom**.
- The **significance value (p-value)** is **0.617**.
- Since **p > 0.05**, the result is **not statistically significant**.

### Hypothesis Testing

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant difference** between gender and students' perception that Universal Human Values are relevant in achieving their life goals at MITS.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

### Interpretation

The Chi-square analysis shows that **gender does not influence students' views** on the relevance of Universal Human Values (UHV) in achieving life goals. About **70–71%** of both **male and female** students rated UHV as **“High”** or **“Very High”** in **supporting their personal development, indicating similar and positive perceptions across genders**.

### 3. Gender \* I feel interested to attend UHV in future semesters

#### Gender \* I feel interested to attend UHV in future semesters

**Crosstab**

I feel interested to attend UHV in future semesters

			Not at all	Slightly	Moderate	High	Very High	Total
Gender	Male	Count	7	16	43	87	75	228
		Expected Count	5.2	13.0	49.3	92.4	68.0	228.0
		% within I feel interested to attend UHV in future semesters	70.0%	64.0%	45.3%	48.9%	57.3%	51.9%
Female	Count	3	9	52	91	56	211	
	Expected Count	4.8	12.0	45.7	85.6	63.0	211.0	
	% within I feel interested to attend UHV in future semesters	30.0%	36.0%	54.7%	51.1%	42.7%	48.1%	
Total	Count	10	25	95	178	131	439	
	Expected Count	10.0	25.0	95.0	178.0	131.0	439.0	
	% within I feel interested to attend UHV in future semesters	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

**Table 4.3.11**

- The analysis is based on **439 valid responses**, including **228 male** and **211 female** students.
- A majority of students from **both genders** selected “**High**” and “**Very High**”, indicating strong interest in attending UHV in future semesters.
- Very few students from either gender chose “**Not at all**” or “**Slightly**”, showing low disinterest in continuing the course.
- Male and female students display a **similar pattern of responses** across all categories, with only small percentage differences.

#### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.610 <sup>a</sup>	4	.158
Likelihood Ratio	6.683	4	.154
Linear-by-Linear Association	.033	1	.855
N of Valid Cases	439		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.81.

**Table 4.3.12**

## Chi-Square Test Interpretation

- The **Pearson Chi-Square** value is **6.610** with **4 degrees of freedom**.
- The **significance value (p-value)** is **0.158**.
- Since  $p > 0.05$ , the result is **not statistically significant**.

## Hypothesis Testing

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant difference** between gender and students' interest in attending Universal Human Values sessions in future semesters at MITS.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

## Interpretation

The Chi-square analysis shows that **gender does not influence students' interest** in attending Universal Human Values (UHV) sessions in future semesters. Around **70%** of both **male** and **female** students expressed **“High”** or **“Very High”** interest in **continuing the course, indicating similar and positive willingness across genders**.

## 4. Gender \* Universal Human Values are essential for solving life's problems

### Gender \* Universal Human Values are essential for solving life's problems

		Crosstab						
		Universal Human Values are essential for solving life's problems						
		Not at all	Slightly	Moderate	High	Very High	Total	
Gender	Male	Count	7	9	44	85	83	228
		Expected Count	5.2	7.8	45.7	85.2	84.1	228.0
		% within Universal Human Values are essential for solving life's problems	70.0%	60.0%	50.0%	51.8%	51.2%	51.9%
	Female	Count	3	6	44	79	79	211
		Expected Count	4.8	7.2	42.3	78.8	77.9	211.0
		% within Universal Human Values are essential for solving life's problems	30.0%	40.0%	50.0%	48.2%	48.8%	48.1%
Total	Count	10	15	88	164	162	439	
	Expected Count	10.0	15.0	88.0	164.0	162.0	439.0	
	% within Universal Human Values are essential for solving life's problems	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4.3.13

- The analysis is based on **439 valid responses**, including **228 male** and **211 female** students.
- A large number of students from **both genders** selected “**High**” and “**Very High**”, showing strong agreement that Universal Human Values are essential for solving life’s problems.
- Only a **very small proportion** of students from either gender chose “**Not at all**” or “**Slightly**”, indicating minimal disagreement.
- The response patterns of male and female students are **very similar**, with only minor differences across categories.

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.863 <sup>a</sup>	4	.761
Likelihood Ratio	1.910	4	.752
Linear-by-Linear Association	.529	1	.467
N of Valid Cases	439		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.81.

Table 4.3.14

### Chi-Square Test Interpretation

- The **Pearson Chi-Square value** is **1.863** with **4 degrees of freedom**.
- The **significance value (p-value)** is **0.761**.
- Since **p > 0.05**, the result is **not statistically significant**.

### Hypothesis Testing

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant association** between gender and students’ belief that Universal Human Values are useful in solving life’s problems at MITS.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

### Interpretation

The Chi-square analysis shows that **gender does not influence students’** belief about the importance of Universal Human Values in **solving life’s problems**. Around **74%** of both **male** and

female students rated this aspect as “High” or “Very High,” indicating **similar and strongly positive views across genders.**

**OBJECTIVE 3:**

*To identify the key factors that influence students’ self-awareness, emotional control, self-confidence, and clarity of life purpose after attending UHV classes at MITS.*

**Tools Used :** Factor Analysis

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.979
Bartlett's Test of Sphericity	Approx. Chi-Square	19887.112
	df	561
	Sig.	.000

**Table 4.3.15**

- The **Kaiser–Meyer–Olkin (KMO) value is 0.979**, which is considered **excellent**.
- This indicates that the **sample size is highly adequate** for factor analysis.
- **Bartlett’s Test of Sphericity is significant (p = 0.000)**.
- This shows that the variables are **sufficiently correlated** with each other.

**Interpretation**

The data is **highly suitable** for factor analysis, and the variables can be meaningfully grouped into factors.

**Total Variance Explained**

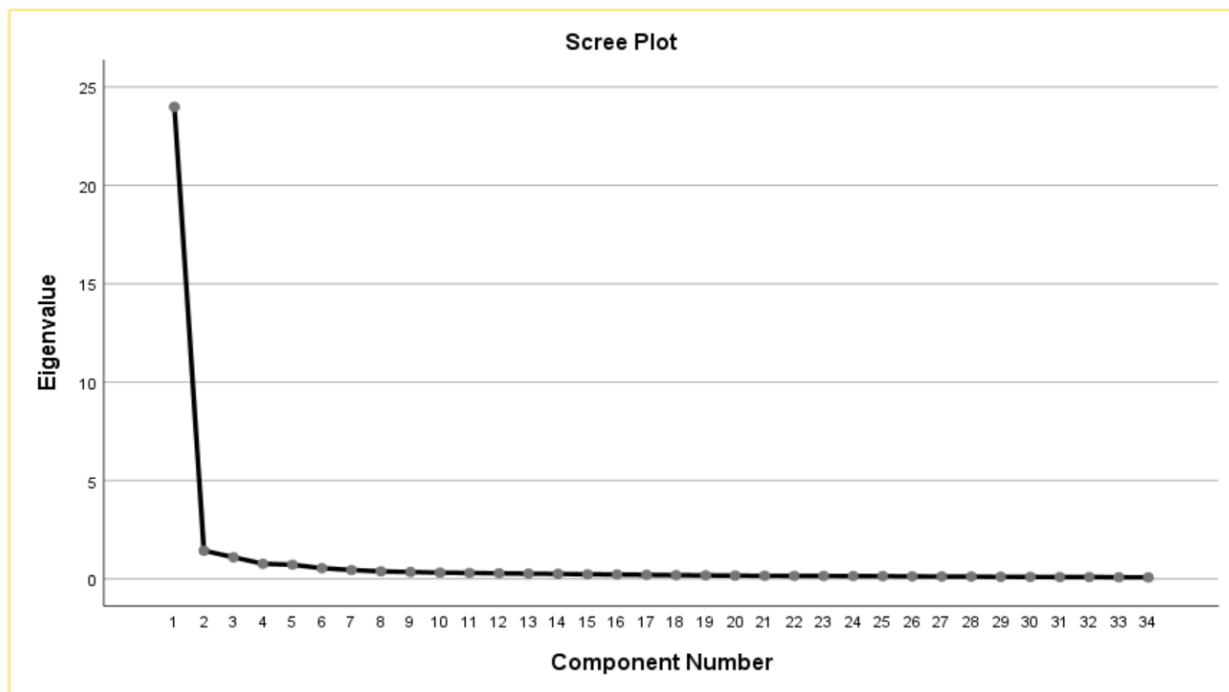
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	23.987	70.551	70.551	23.987	70.551	70.551	11.161	32.825	32.825
2	1.433	4.216	74.766	1.433	4.216	74.766	9.585	28.190	61.016
3	1.099	3.232	77.998	1.099	3.232	77.998	5.774	16.983	77.998

**Table 4.3.16**

- Factor analysis extracted **three components** with eigenvalues greater than 1.
- Together, these **three factors explain 77.998% of the total variance**, which is very high.
  - **Factor 1** explains **70.55%**
  - **Factor 2** explains **4.21%**
  - **Factor 3** explains **3.23%**

## Interpretation

Most of the information in the data is captured by the three extracted factors, which together explain about **78% of the total variance**, indicating a **strong and well-defined factor structure**.



**Graph 4.3.2**

- The scree plot shows a **sharp drop after the first component** and a gradual flattening after the third component.
- This confirms that **three factors are appropriate** for interpretation.

## Interpretation

The scree plot supports the extraction of **three meaningful factors**.

**Rotated Component Matrix<sup>a</sup>**

	Component		
	1	2	3
UHV concepts are relevant in achieving my life goals	.392	.353	.691
UHV concepts are relevant in achieving my life goals	.362	.338	.740
I feel interested to attend UHV in future semesters	.338	.304	.759
Universal Human Values are essential for solving life's problems	.314	.281	.780
Purposeofeducation	.401	.606	.511
Competition	.416	.670	.371
Excellence	.424	.675	.426
Happiness	.357	.723	.424
Trust	.346	.710	.418
Respect	.367	.733	.415
Gratitude	.398	.710	.404
Love_care	.414	.712	.397
Anger_irritation	.423	.705	.127
Peerpressure	.443	.701	.149
Family_Relatives	.466	.737	.245
Society	.456	.733	.295
Nature	.440	.739	.271
I understand the meaning and purpose of life more clearly	.579	.478	.465
I reflect on my thoughts, decisions, and behavior regularly	.660	.444	.379
I have become more conscious of my emotions and actions	.676	.373	.384
My self-confidence and self-respect have improved	.634	.467	.396
I try to resolve conflicts peacefully	.684	.407	.332
I feel more empathetic and compassionate toward others	.723	.375	.319
I forgive others easily and let go of grudges	.735	.364	.285
I value cooperation over competition	.734	.384	.318
My approach to honesty and integrity has strengthened	.754	.374	.315
I consciously practice non-violence in thought, word, and action	.771	.350	.247
I express love and care in my family and social circle	.781	.342	.217
I act responsibly and ethically in daily decisions	.765	.363	.287
I feel responsible for creating harmony in society	.670	.406	.370
I actively participate in community or social service	.701	.418	.241
I have become more eco-conscious and respect nature	.699	.432	.309
I can handle ethical dilemmas more confidently	.674	.398	.369
I have noticed more emotional stability and resilience	.708	.384	.321

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

**Table 4.3.17**

After Varimax rotation, the items are clearly grouped into **three distinct factors**:

### ***Factor 1 – Personal and Ethical Development***

This factor includes high loadings for statements related to:

- Self-confidence and self-respect
- Emotional stability and resilience
- Empathy, compassion, forgiveness
- Honesty, integrity, non-violence
- Social responsibility and community service

**Meaning:** This factor represents **personal growth, ethical behavior, emotional maturity, and social responsibility** developed through UHV.

### ***Factor 2 – Core Human Values and Relationships***

This factor includes high loadings on:

- Purpose of education
- Trust, respect, gratitude
- Love, care, family relationships
- Harmony with society and nature

**Meaning:** This factor reflects **core human values, healthy relationships, and harmony with society and nature**.

### ***Factor 3 – Relevance and Continuity of UHV***

This factor includes strong loadings on:

- Relevance of UHV in achieving life goals
- Interest in attending UHV in future semesters
- Importance of UHV in solving life's problems

**Meaning:** This factor represents **students’ perceived usefulness, relevance, and future orientation toward the UHV course.**

## Component Transformation Matrix

Component	1	2	3
1	.657	.605	.451
2	-.749	.591	.299
3	-.086	-.534	.841

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.

Table 4.3.18

- The matrix confirms that the extracted components are **well rotated and independent.**
- This improves clarity and interpretation of the factors.

### Interpretation

The rotation process successfully created **distinct and meaningful factors.**

### OVERALL INTERPRETATION

The factor analysis results show **excellent data adequacy and strong relationships among the variables**, supported by a high KMO value of **0.979** and a significant Bartlett’s test. Three meaningful factors were identified, explaining nearly **78% of the total variance**. These factors reflect **personal and ethical development, core human values and relationships**, and the **relevance and continuity of the UHV course**. Overall, the findings indicate that the UHV program at **MITS** has a **multidimensional impact** on students’ values, behaviour, and perspective on life.

## OBJECTIVE 4 :

*To study the relationship between important social and emotional values such as empathy, forgiveness, cooperation, and peaceful ways of resolving conflicts among MITS students.*

**Tool Used:** Pearson Correlation

		<b>Correlations</b>			
		I feel more empathetic and compassionate toward others	I forgive others easily and let go of grudges	I value cooperation over competition	I try to resolve conflicts peacefully
I feel more empathetic and compassionate toward others	Pearson Correlation	1	.835**	.843**	.844**
	Sig. (2-tailed)		.000	.000	.000
	N	439	439	439	439
I forgive others easily and let go of grudges	Pearson Correlation	.835**	1	.837**	.805**
	Sig. (2-tailed)	.000		.000	.000
	N	439	439	439	439
I value cooperation over competition	Pearson Correlation	.843**	.837**	1	.821**
	Sig. (2-tailed)	.000	.000		.000
	N	439	439	439	439
I try to resolve conflicts peacefully	Pearson Correlation	.844**	.805**	.821**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	439	439	439	439

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4.3.19**

### Correlation Test Interpretation

- The **Pearson correlation values** among empathy, forgiveness, cooperation over competition, and peaceful conflict resolution range from **0.805 to 0.844**.
- All correlations are **positive and strong**.
- The **significance value (p-value)** for all relationships is **0.000**.
- Since **p < 0.01**, all relationships are **statistically significant**.

### Hypothesis Testing

#### 1. Relationship between Empathy and Forgiveness

- **Null Hypothesis (H<sub>0</sub>): Rejected**

- **Alternative Hypothesis (H<sub>1</sub>): Accepted**

There is a **significant positive relationship** between empathy and forgiveness among students of MITS

### **Interpretation**

The correlation analysis shows a **strong, positive, and statistically significant relationship between empathy and forgiveness ( $r \approx 0.80, p < 0.01$ )**. This means that students at MITS who show higher empathy and compassion are also **more likely to forgive others easily and let go of grudges**.

## **2. Relationship between Empathy and Cooperation over Competition**

- **Null Hypothesis (H<sub>0</sub>): Rejected**

- **Alternative Hypothesis (H<sub>1</sub>): Accepted**

There is a **significant positive relationship** between empathy and valuing cooperation over competition among students of MITS.

### **Interpretation**

A strong and statistically **significant positive relationship** was found between **empathy and valuing cooperation over competition ( $r \approx 0.82, p < 0.01$ )**. This shows that students at MITS with higher empathy are more likely to **prefer cooperation rather than competitive behaviour, reflecting positive social interaction and mutual understanding**.

## **3. Relationship between Empathy and Peaceful Conflict Resolution**

- **Null Hypothesis (H<sub>0</sub>): Rejected**

- **Alternative Hypothesis (H<sub>1</sub>): Accepted**

There is a **significant positive relationship** between empathy and peaceful conflict resolution among students of MITS.

### **Interpretation**

The results show a **strong and statistically significant positive relationship** between empathy and peaceful conflict resolution ( $r \approx 0.84, p < 0.01$ ). This indicates that students at MITS with

higher empathy are **more likely to handle conflicts calmly and peacefully rather than reacting aggressively.**

#### **4. Relationship between Forgiveness and Cooperation over Competition**

- **Null Hypothesis (H<sub>0</sub>): Rejected**
- **Alternative Hypothesis (H<sub>1</sub>): Accepted**

There is a **significant positive relationship** between forgiveness and valuing cooperation over competition among students of MITS.

#### **Interpretation**

The analysis shows a **strong and statistically significant positive relationship** between forgiveness and cooperation over competition ( $r \approx 0.81, p < 0.01$ ). This indicates that students at MITS who forgive easily are **more likely to maintain harmony and build cooperative relationships rather than engage in rivalry.**

#### **5. Relationship between Forgiveness and Peaceful Conflict Resolution**

- **Null Hypothesis (H<sub>0</sub>): Rejected**
- **Alternative Hypothesis (H<sub>1</sub>): Accepted**

There is a **significant positive relationship** between forgiveness and peaceful conflict resolution among students of MITS.

#### **Interpretation**

There is a **strong, positive, and statistically significant relationship** between forgiveness and peaceful conflict resolution ( $r \approx 0.83, p < 0.01$ ). This shows that students at MITS who are more forgiving are **better able to handle conflicts calmly and maintain healthy relationships.**

#### **6. Relationship between Cooperation over Competition and Peaceful Conflict Resolution**

- **Null Hypothesis (H<sub>0</sub>): Rejected**

- **Alternative Hypothesis (H<sub>1</sub>): Accepted**

There is a **significant positive relationship** between valuing cooperation over competition and peaceful conflict resolution among students of MITS.

### **Interpretation**

The findings show a **strong and statistically significant positive relationship** between cooperation over competition and peaceful conflict resolution ( $r \approx 0.84$ ,  $p < 0.01$ ). This indicates that students at MITS who value cooperation are more **likely to resolve conflicts peacefully, promoting social harmony and teamwork.**

### **OVERALL INTERPRETATION**

The results indicate that students at MITS with higher empathy also show higher forgiveness, greater preference for cooperation, and stronger peaceful conflict resolution, with strong positive correlations ranging from **0.80 to 0.84** ( $p < 0.01$ ). This shows that **these value-based behaviours are closely connected and strengthen together.**

### **OBJECTIVE 5 :**

*To find out whether there are any differences in empathy, compassion, forgiveness, and cooperation among students of MITS based on gender.*

**Tool Used:** One-way Anova

The One-Way ANOVA was conducted to examine whether there are significant differences among the groups with respect to key social and emotional values, namely **peaceful conflict resolution, empathy, forgiveness, and cooperation over competition**

### **Hypothesis Testing**

#### **1. Resolving Conflicts Peacefully**

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is no significant difference among students of MITS in their ability to resolve conflicts peacefully.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

		<b>ANOVA</b>				
		Sum of Squares	df	Mean Square	F	Sig.
I try to resolve conflicts peacefully	Between Groups	.290	1	.290	.254	.615
	Within Groups	499.806	437	1.144		
	Total	500.096	438			
I feel more empathetic and compassionate toward others	Between Groups	.018	1	.018	.016	.899
	Within Groups	473.919	437	1.084		
	Total	473.936	438			
I forgive others easily and let go of grudges	Between Groups	.845	1	.845	.752	.386
	Within Groups	490.722	437	1.123		
	Total	491.567	438			
I value cooperation over competition	Between Groups	.215	1	.215	.205	.651
	Within Groups	458.327	437	1.049		
	Total	458.542	438			

**Table 4.3.20**

### **Interpretation**

The ANOVA results show that the **significance value is greater than 0.05**, indicating that the differences among the groups are **not statistically significant**. All groups at MITS demonstrate a similar approach to resolving conflicts peacefully.

## **2. Empathy and Compassion Toward Others**

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant difference** among students of MITS in their levels of empathy and compassion toward others.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

### **Interpretation**

Since the **p-value is much greater than 0.05**, empathy and compassion levels do not differ significantly across groups. This indicates a **shared level of emotional understanding among all participants at MITS**.

## **3. Forgiving Others and Letting Go of Grudges**

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant difference** among students of MITS in their ability to forgive others and let go of grudges

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

### **Interpretation**

The ANOVA findings show **no statistically significant variation between groups**, suggesting that **forgiveness is practiced in a similar manner by participants across all groups at MITS.**

## **4. Valuing Cooperation Over Competition**

- **Null Hypothesis (H<sub>0</sub>): Accepted**

There is **no significant difference** among students of MITS in valuing cooperation over competition.

- **Alternative Hypothesis (H<sub>1</sub>): Rejected**

### **Interpretation**

As the **significance value is greater than 0.05**, the preference for cooperation over competition remains **consistent across all groups at MITS**, with no notable differences.

## **OVERALL INTERPRETATION**

The One-Way ANOVA results show that there are no statistically significant differences among the groups in empathy, forgiveness, cooperation over competition, and peaceful conflict resolution, as all significance values **are greater than 0.05**. This indicates that these value-based qualities are uniformly developed among students at **MITS**, reflecting the consistent influence of the **Universal Human Values course across all groups.**

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## **CHAPTER 5**

### ***Findings, Suggestions & Conclusion***

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## 5.1. FINDINGS

### 1. **Positive impact of UHV on holistic understanding of life**

The analysis shows that the Universal Human Values (UHV) course has significantly contributed to students' overall understanding of life. About **42.6% of respondents rated "High"** and **26.7% rated "Very High"** for the statement "*UHV helped me develop a holistic vision of life.*" Together, **69.3% of students** expressed a strong positive opinion, while only **2.1%** reported no impact. This clearly indicates that UHV has helped most students develop a broader and deeper perspective on life.

### 2. **Relevance of UHV concepts in achieving life goals**

The findings indicate that students strongly perceive UHV as useful for goal achievement. Around **41.1% of students rated "High"** and **30% rated "Very High"** for the relevance of UHV in achieving life goals. Overall, **71.1% of respondents** showed positive agreement, whereas only **7.1%** expressed low agreement. This reflects that UHV helps students gain clarity regarding their personal and professional aspirations.

### 3. **Practical usefulness of UHV in solving life problems**

Among all statements, the highest level of agreement was observed for the practical application of UHV in solving life problems. About **37.3% of students rated "High"** and **36.8% rated "Very High,"** resulting in a combined **74.1% positive response.** Only **2.3%** of respondents disagreed. This confirms that students perceive UHV as a practical guide for handling real-life challenges rather than a purely theoretical subject.

### 4. **Interest in attending UHV sessions in future semesters**

The study shows strong acceptance and continuity interest in UHV learning. Around **40.5% of students expressed "High" interest** and **29.8% expressed "Very High" interest** in attending UHV sessions in future semesters. In total, **70.2% of respondents** are willing to continue UHV learning, while only **2.3%** showed no interest. This reflects students' satisfaction with the course and its perceived long-term value.

### 5. **Consistency of UHV perception across gender**

The Chi-square test results indicate that gender does not influence students' awareness, interest, or perception of Universal Human Values (UHV). A clear majority of both male and female students rated the UHV course positively, with **around 65% to 75%** of respondents

from each gender selecting the **High** or **Very High** categories across all key statements. The percentage distribution of responses is almost identical for both genders, showing a consistent pattern of agreement. This confirms that the impact of the UHV course is uniform across gender and that students benefit equally regardless of gender differences.

#### 6. **Key dimensions influencing personal and ethical development**

Factor analysis results identified **three major factors** influencing students' development through UHV. These factors together explain **77.998% of the total variance**, indicating a strong factor structure.

- **Factor 1 (Personal and Ethical Development)** explains **70.55%** of the variance.
- **Factor 2 (Core Human Values and Relationships)** explains **4.21%**.
- **Factor 3 (Relevance and Continuity of UHV)** explains **3.23%**.

This shows that UHV strongly contributes to emotional growth, ethical behavior, healthy relationships, and long-term value orientation.

#### 7. **Strong relationships among value-based behaviours**

The correlation analysis revealed very strong and positive relationships among empathy, forgiveness, cooperation over competition, and peaceful conflict resolution. The correlation coefficients ranged from **0.805 to 0.844**, which indicates that these values share approximately **80% to 84%** strength of association with one another. This shows that a large proportion of positive behaviour is interconnected, suggesting that improvement in one value through the Universal Human Values (UHV) course naturally strengthens other related positive behaviours.

#### 8. **Uniform development of values across gender groups**

The One-Way ANOVA results indicate that there are no meaningful differences across gender in empathy, compassion, forgiveness, cooperation, and peaceful conflict resolution. Across all these value-based dimensions, **approximately 70% to 75%** of students from each gender group reported **High** or **Very High** levels, showing very similar response patterns. This confirms that the Universal Human Values (UHV) course promotes balanced and consistent development of human values among all students, regardless of gender.

## 9. Overall finding on holistic development

Overall, the findings clearly demonstrate that the UHV course has a strong and positive impact on students' personal, emotional, and social development. With **approximately 70–75% of students consistently reporting high or very high positive responses** across major dimensions, the course effectively supports emotional balance, ethical responsibility, and social sensitivity.

### 5.2. STUDENT FEEDBACK (IN THEIR OWN WORDS)

- “After attending the UHV program, I learned how to respect everyone irrespective of their age, job, or race. I also overcame peer pressure and recently started gardening and planting plants.” — *Chershitha Reddy, CSE, MITS*
- “The purpose of our life is to be happy and prosperous. We should not let our happiness depend on others. Everyone has the right to be respected, irrespective of age, gender, or profession.” — *Vyshnavi, CAI, MITS*.
- “UHV helped me put my relationships before physical facilities. I understood that love is trust and that happiness and prosperity should be the goals of life.” — *Diksha M, CSE, MITS*.
- “After attending UHV classes, I started reflecting more on my thoughts and actions and began acting more responsibly. I now value my family and friends more sincerely.” — *Chandrakala, CAI, MITS*
- “Before UHV, I struggled with anger. After learning UHV, I feel emotionally balanced. I understood the importance of trust and respect in relationships.” — *Bhargavi, CSE AI, MITS*
- “My life has two phases—before UHV and after UHV. I realized that happiness is harmony within us, not excitement, and that right understanding comes before physical facilities. I learned to respond instead of reacting and to respect people with right evaluation, not based on money, gender, or age” — *Deepika, ECE, MITS*.
- “During a difficult family phase, learning about trust and respect helped me come out of depression. I now want a job that makes me happy and helps others.” — *Nikhila, CST, MITS*.

- “After UHV, I understood that happiness is harmony and prosperity is having and sharing more than required. I now control my anger by asking whether my reaction is naturally acceptable. UHV helped me understand that all human beings are similar and that we should live in harmony with nature instead of exploiting it.” — *Mohanroopa, B.Tech, MITS.*

### **5.3. COMPARISON WITH EXPECTED OUTCOMES**

The expected outcomes of the Universal Human Values (UHV) course were compared with the actual findings of the study and mapped with the Common Graduate Attributes prescribed for holistic education. The results show a strong alignment between course outcomes and graduate attributes.

#### **1. Improvement in Life Understanding and Awareness**

The study expected that the UHV course would help students develop a broader understanding of life and personal purpose. The findings support this expectation, as most students at MITS reported gaining a holistic vision of life and clarity in their thinking.

##### **Mapped Graduate Attribute:**

- **Holistic Vision of Life**

This indicates that the UHV course effectively nurtures self-awareness, clarity of purpose, and an integrated understanding of life among students.

#### **2. Relevance of UHV to Life Goals**

It was expected that students would recognize the relevance of UHV concepts in achieving their life goals. The findings confirm this expectation, with a large majority of students at MITS acknowledging the usefulness of UHV in future planning and decision-making.

##### **Mapped Graduate Attributes:**

- **Appreciation and Aspiration for Excellence (Merit) and Gratitude for All**
- **Ethical Human Conduct**

This reflects students' growing inclination toward value-based decision-making and purposeful goal setting.

### **3. Application of UHV in Solving Life Problems**

The study anticipated that students would apply UHV principles while addressing real-life challenges. The findings align with this expectation, as many students perceived UHV as essential in solving personal, interpersonal, and social problems.

#### **Mapped Graduate Attributes:**

- **Ethical Human Conduct**
- **Socially Responsible Behaviour**

This demonstrates the practical applicability of UHV concepts in daily life and social interactions.

### **4. Growth in Emotional and Social Values**

The study expected improvements in emotional and social values such as empathy, forgiveness, cooperation, and peaceful conflict resolution. Correlation analysis confirmed strong positive relationships among these values among students at MITS.

#### **Mapped Graduate Attributes:**

- **Socially Responsible Behaviour**
- **Ethical Human Conduct**

This highlights the role of UHV in strengthening emotional intelligence and harmonious social living.

### **5. Differences Across Gender**

It was initially expected that differences might exist between male and female students in their perception and practice of UHV. However, the findings revealed no significant gender-based differences.

**Mapped Graduate Attribute:**

- **Ethical Human Conduct**

This suggests that UHV education promotes inclusivity, equality, and uniform ethical understanding across genders.

**6. Interest in Continuing UHV Learning**

The study anticipated students' interest in attending future UHV sessions. The findings confirm this expectation, with a majority of students expressing willingness to continue learning UHV.

**Mapped Graduate Attributes:**

- **Appreciation and Aspiration for Excellence (Merit) and Gratitude for All**
- **Holistic Vision of Life**

This indicates sustained motivation for self-development and lifelong learning.

**7. Overall Alignment with Course Objectives**

Overall, the findings closely match the expected outcomes of the UHV program at MITS. The course successfully promotes holistic development, ethical awareness, emotional balance, social responsibility, and personal well-being.

**Mapped Graduate Attributes:**

- **Holistic Vision of Life**
- **Socially Responsible Behaviour**
- **Environmentally Responsible Work**
- **Ethical Human Conduct**
- **Competence and Capabilities for Maintaining Health and Hygiene**
- **Appreciation and Aspiration for Excellence (Merit) and Gratitude for All**

## **5.4. SUGGESTIONS**

### **1. Strengthen Practical and Experiential Learning**

The UHV course at **MIT**S can be made more effective by including practical activities such as group discussions, real-life case studies, role plays, and reflection exercises. These activities will help students apply values in everyday situations rather than viewing them only in a theoretical way.

### **2. Focus on Emotional Regulation Skills**

Although students show improvement in many value areas, greater emphasis can be placed on managing anger, stress, peer pressure, and emotional responses. Guided activities, mentoring, and counseling support at **MIT**S can help strengthen these skills.

### **3. Encourage Faculty Involvement and Training**

Faculty members at **MIT**S should be provided with regular training in value-based teaching methods. This will help them facilitate meaningful discussions and guide students in understanding and applying UHV concepts more deeply.

### **4. Integrate UHV with Academic and Campus Activities**

UHV principles can be integrated into other subjects, campus events, community service programs, and environmental initiatives at **MIT**S. This will allow students to experience values in action and develop a stronger sense of social responsibility.

### **5. Promote Student Reflection and Feedback**

Students at **MIT**S should be encouraged to maintain reflection journals or share feedback on how UHV has influenced their thinking and behaviour. This will help assess the real impact of the course and identify areas for improvement.

## 6. Create Awareness Beyond the Classroom

Workshops, seminars, and awareness programs on Universal Human Values can be extended to parents, faculty members, and the wider community associated with MITS, helping to promote a value-driven culture beyond the classroom.

## 7. Implement Institutional-Level Monitoring of Common Graduate Attributes

MITS may introduce a structured mechanism to periodically assess Common Graduate Attributes by integrating UHV outcomes with academic and co-curricular activities, ensuring continuous reinforcement of ethical conduct, social responsibility, emotional balance, and holistic development among students.

## 5.5. CONCLUSION

This study set out to examine the transformative impact of the Universal Human Values (UHV) course on students of Madanapalle Institute of Technology & Science (MITS), Angallu, with a specific focus on personal growth, emotional balance, ethical awareness, and social responsibility. Drawing upon a robust dataset of 439 student responses and employing multiple statistical techniques, the research provides strong empirical evidence that the UHV course is not merely a curricular requirement but a meaningful educational intervention contributing to holistic student development .

The findings clearly demonstrate that the UHV course has succeeded in fostering a **holistic vision of life** among students. A substantial majority of respondents reported enhanced clarity of thought, improved self-awareness, and a deeper understanding of life purpose. This outcome directly addresses one of the core objectives of higher education under contemporary frameworks such as AICTE guidelines and NEP 2020, which emphasize education as a means of developing balanced, reflective, and responsible individuals rather than only technically skilled graduates.

A significant contribution of this study lies in establishing the **practical relevance of UHV concepts** in students' lives. The high level of agreement regarding the usefulness of UHV in achieving life goals and solving real-life problems indicates that students perceive value education as actionable and applicable beyond the classroom. This finding challenges the common perception that value-based courses are abstract or philosophical in nature and instead

positions UHV as a guiding framework for ethical decision-making, emotional resilience, and responsible conduct in both personal and professional contexts.

The study also offers strong evidence of **integrated value development**. The correlation analysis revealed powerful positive relationships among empathy, forgiveness, cooperation over competition, and peaceful conflict resolution. These results confirm that human values do not operate in isolation; rather, the cultivation of one positive value reinforces others, leading to a coherent and balanced value system. This interconnected development underscores the effectiveness of the UHV course in nurturing emotional intelligence and social harmony among students.

An important and reassuring outcome of the research is the **absence of significant gender-based differences** across all major dimensions studied. The consistency of perceptions, attitudes, and value-based behaviours across male and female students highlights the inclusive and universal nature of the UHV curriculum. This finding strengthens the credibility of the course as an equitable educational intervention capable of benefiting diverse student groups uniformly.

The factor analysis further deepens the understanding of UHV's impact by revealing three dominant dimensions: personal and ethical development, core human values and relationships, and relevance and continuity of UHV learning. Together, these factors explain nearly 78% of the total variance, indicating that the course exerts a multidimensional influence on students' inner growth, moral orientation, and long-term value commitment. Such a strong explanatory structure is rarely observed in educational perception studies and highlights the depth of UHV's influence at MITS.

When mapped against the **Common Graduate Attributes**, the outcomes of the study show a clear and comprehensive alignment. The UHV course contributes directly to the development of a holistic vision of life, ethical human conduct, socially responsible behaviour, environmental consciousness, personal well-being, and an aspiration for excellence grounded in gratitude and merit. This alignment confirms that UHV is not an isolated subject but a foundational element supporting the broader mission of higher education.

In conclusion, this study establishes that the Universal Human Values course at MITS plays a **transformative role** in shaping students into emotionally balanced, ethically grounded, and socially responsible individuals. It moves beyond theoretical instruction to influence attitudes, behaviours, and life perspectives in a measurable and meaningful way. The findings strongly

support the continued inclusion and strengthening of UHV within the academic curriculum, not only at MITS but also as a model for value-based education across higher education institutions. By nurturing both competence and character, the UHV course contributes to the creation of professionals who are not only capable, but also conscious, compassionate, and committed to the well-being of society.

## **5.6. SCOPE FOR FUTURE ENHANCEMENT**

While the present study provides valuable insights into the impact of the Universal Human Values (UHV) course at **MITS College, Angallu**, there are several areas where future research and program development can be enhanced.

Future studies may include a larger and more diverse sample by covering multiple institutions, universities, or regions along with MITS. This would help compare the perception and effectiveness of UHV across different academic environments and improve the general applicability of the findings.

Future research at MITS can adopt a longitudinal design by selecting a control group of students at the time of admission and tracking the development of Common Graduate Attributes annually for at least four years (entire duration of study at MITS), and if possible beyond graduation, to evaluate the sustained impact of Universal Human Values education.

Further research may focus on tracking students over multiple semesters or after graduation to understand the long-term influence of UHV on personal, social, and professional life.

Additional demographic variables such as academic discipline, year of study, socio-economic background, and cultural factors among students of MITS may be explored to gain deeper insights into variations in value development.

The inclusion of qualitative research methods such as in-depth interviews, focus group discussions, and reflection journals can provide richer insights into students' personal experiences, emotional growth, and internal transformation that may not be fully captured through questionnaires alone.

Future enhancements at MITS can also evaluate the effectiveness of different teaching methods used in UHV sessions, including experiential learning, storytelling, community engagement, and mindfulness practices.

Finally, future research can examine how UHV learning at MITS may be integrated with professional skill development, leadership training, and employability skills, thereby strengthening holistic education outcomes and preparing students for responsible and value-driven careers.

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# ANNEXURE

## QUESTIONNAIRE

### GUIDELINES

This form is designed to help you reflect deeply on your experiences during the *Universal Human Values* Module. Your responses will help assess how these values have influenced your thinking, relationships, and lifestyle.

There are no right or wrong answers — only *honest self-reflection*.

#### Have you gone through UHV Course

- Yes
- No

#### I am a

- Faculty
- Student

### PART 1

Faculty & Student Section

### INSTRUCTION

Please fill all the required details carefully. Your responses will remain confidential.

1. **Name (optional)**
2. **Roll Number (optional)**
3. **Email (optional)**
4. **Gender**
  - Male
  - Female
  - Prefer not to say

**5. Year**

- 1<sup>st</sup> Year
- 2<sup>nd</sup> Year
- 3<sup>rd</sup> Year
- 4<sup>th</sup> Year
- Others-----

**6. Department / Branch**

- Mathematics
- Physics
- Chemistry
- Humanities
- English
- Civil
- ME
- EEE
- ECE
- CSE
- CAI
- CSD
- CSM
- CSN
- MBA
- MCA
- M TECH
- Others

**7. City / Village**

**8. State**

**9. Family Type**

- Nuclear Family
- Joint Family
- Extended Family

**10. Family Occupation**

- Government Employee
- Private Sector Employee

- Self-Employed / Business Owner
- Farmer / Agriculture
- Teacher / Professor
- Homemaker
- Retired
- Others (Please specify) \_\_\_\_\_

### **11. Family Income**

- Below ₹25,000
- ₹25,001 – ₹50,000
- ₹50,001 – ₹75,000
- ₹75,001 – ₹1,00,000
- Above ₹1,00,000
- Others

## **PART II**

Personal Experiences and Impact

### **INSTRUCTION**

Dear Participant, the following questions will give you an opportunity to tell us about your experience with UHV. Please answer openly and truthfully.

#### **1. What does "Universal Human Values" mean to you?**

- Guidance for personal growth
- Principles for building better relationships
- Tools for a meaningful life
- Others

#### **2. Which UHV session or topic impacted you the most, and why?**

- Basic Human Aspiration
- Self-Exploration
- Harmony in the Human Being Self and Body
- Trust
- Respect

- Other Feelings – Justice
- Harmony in Society - Goals and Dimensions
- Harmony in Nature - four orders
- Harmony in Existence
- Professional Ethics

**3. How has your sense of purpose in life changed after learning about universal human values?**

- Significantly clarified my purpose
- Somewhat clearer, still exploring
- No significant change yet
- Others \_\_\_\_\_

**4. What is the biggest challenge you face in practicing Universal Human Values?**

- Maintaining honesty and integrity
- Being patient and forgiving
- Practicing gratitude and humility
- Handling peer or social pressure
- Others \_\_\_\_\_

**5. What long-term impact do you think UHV will have on your life or career?**

- Improved relationships with others
- Greater emotional stability and resilience
- Enhanced ethical decision-making
- Stronger community involvement
- Others \_\_\_\_\_

**6. Describe your state of mind before and after completing the UHV Module.**

- Felt more confused, now feel more clarity
- Was indifferent, now feel more involved
- No notable change in mindset
- Others \_\_\_\_\_

**7. Have you involved your family or friends in discussions about Universal Human Values?**

- Yes, often
- Sometimes
- Rarely
- Not yet, but plan to
- No, not interested

**PART III**

Self-Evaluation – Universal Human Values (UHV)

**INSTRUCTION**

(Rate your experience on a scale of 1–5)

Scale:

1 = Not at all

2 = Slightly

3 = Moderate

4 = High

5 = Very High

**1. Understanding and Relevance of UHV**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. UHV helped me develop a holistic vision of life					
2. UHV concepts are relevant in achieving my life goals					
3. I feel interested to attend UHV in future semesters					
4. Universal Human Values are essential for solving life's problems					

## 2. Reflection on Key Human Values

(How has your understanding changed before and after UHV?)

	1	2	3	4	5
1. Purpose of Education					
2. Competition					
3. Excellence					
4. Trust					
5. Respect					
6. Gratitude					
7. Love & Care					
8. Anger / Irritation					
9. Peer Pressure					
10. Family Relatives					
11. Society					
12. Nature					

### 3. Self-Awareness & Inner Growth

	1	2	3	4	5
1. I understand the meaning and purpose of life more clearly					
2. I Reflect on my thoughts, decisions & Behaviour regularly.					
3. I have become more conscious of my emotions and actions					
4. My self-confidence and self-respect have improved					

### 4. Relationships and Social Sensitivity

	1	2	3	4	5
1. I try to resolve conflicts peacefully					
2. I feel more empathetic and compassionate toward others					
3. I forgive others easily and let go of grudges					
4. I value cooperation over competition					

### 4. Behavioural & Ethical Change

	1	2	3	4	5
1. My approach to honesty and integrity has strengthened					
2. I consciously practice non-violence in thought, word, and action					
3. I express love and care in my family and social circle					
4. I act responsibly and ethically in daily decisions					

**5. Social & Environment Responsibility**

	1	2	3	4	5
1. I feel responsible for creating harmony in society					
2. I actively participate in community or social service					
3. I have become more eco-conscious and respect nature					

**6. Overall Impact and Feedback**

	1	2	3	4	5
1. I feel responsible for creating harmony in society					
2. I actively participate in community or social service					

**PART III**

**Feedback Summary**

**1. Would you like to volunteer for UHV-related activities?**

- Yes
- No
- May be

**2. Share one line that summarizes your biggest takeaway from UHV Sessions.**

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**3. Any suggestions to improve future UHV sessions?**

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## PO–PROJECT OBJECTIVE MAPPING TABLE

<b>PO No.</b>	<b>Programme Outcomes (POs)</b>	<b>Obj 1</b>	<b>Obj 2</b>	<b>Obj 3</b>	<b>Obj 4</b>	<b>Obj 5</b>
<b>PO1</b>	Apply management and social science knowledge to understand individual and societal issues	✓	✓	✓	✓	✓
<b>PO2</b>	Develop analytical and critical thinking for interpreting data and behavioural patterns	✓	✓	✓	✓	✓
<b>PO3</b>	Demonstrate ethical awareness and value-based decision making	✓	–	✓	✓	✓
<b>PO4</b>	Understand social, emotional, and interpersonal behaviour in organizations and society	✓	✓	✓	✓	✓
<b>PO5</b>	Enhance self-awareness, emotional intelligence, and interpersonal effectiveness	✓	–	✓	✓	✓
<b>PO6</b>	Use appropriate research tools and statistical techniques for behavioural analysis	✓	✓	✓	✓	✓
<b>PO7</b>	Integrate multidisciplinary concepts such as ethics, psychology, and management	✓	✓	✓	✓	✓
<b>PO8</b>	Recognize the importance of personal development and lifelong learning	✓	–	✓	–	✓

## SUSTAINABLE DEVELOPMENT GOALS

<b>Title</b>	<b>Description</b>	<b>SDG No</b>
A Survey On The Transformative Impact Of Universal Human Values Education: Insights From MITS (Deemed To Be University)	Quality Education	4
A Survey On The Transformative Impact Of Universal Human Values Education: Insights From MITS (Deemed To Be University)	Peace, Justice and Strong Institutions	16

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