



JUN 2025

NEWSLETTER

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for a Happy and Peaceful World

Today's students live in a rapidly evolving world shaped by technological advancement, social media influence, global crises, and shifting socio-economic landscapes. They are often more informed and expressive but also increasingly vulnerable to confusion, stress, and identity dilemmas. To understand their current state and help guide their development, we must analyze their **Strengths, Weaknesses, Opportunities, and Threats (SWOT)** in the context of modern challenges and the potential of **value-driven education**.

SWOT Analysis

Strengths

- **Tech-Savviness & Information Access:** Modern students are digital natives. They are proficient with technology and have unprecedented access to information and learning resources. Online platforms, coding tools, educational apps, and global collaboration tools give them a head start compared to past generations.

- **Social Awareness and Activism:** A growing number of students are aware of social issues—climate change, gender rights, racial equality, mental health, etc. They are vocal, organized, and passionate about making a difference, showing readiness for social responsibility.

- **Diversity and Inclusion:** Students today are more accepting of diverse cultures, identities, and beliefs. Inclusivity is becoming an embedded value, promoting collaboration and empathy.

- **Creativity and Innovation:** Many students are entrepreneurial, thinking beyond traditional job roles. They are willing to explore startups, freelancing, and unconventional career paths that align with their interests.

Weaknesses

- **Mental Health Struggles:** Anxiety, depression, and burnout are increasingly common among students. High academic expectations, peer pressure, social comparison, and lack of emotional resilience are key contributors.



INVITING YOU TO ICHVHE 2025!

We warmly welcome you to the **10th International Conference on Human Values in Higher Education (ICHVHE 2025)**, a global forum dedicated to cultivating a value-based approach to learning.

Free registration closes **30th Nov**



10TH INTERNATIONAL CONFERENCE on HUMAN VALUES IN HIGHER EDUCATION (ICHVHE)

PREVIOUS CONFERENCES

2024	SRMIST, CHENNAI VALUE BASED EDUCATION FOR HUMANE SOCIETY
2019	IIT (BHU), VARANASI CHARACTER BUILDING THROUGH UHV
2018	KGUMS, BHUTAN HOLISTIC HUMAN HEALTH
2017	IIT, KANPUR VISION FOR HUMANE EDUCATION
2016	AGI, RAJKOT UNDIVIDED FAMILY - UNIVERSAL HUMAN ORDER
2015	GCBS GEDU, BHUTAN UNIVERSAL HUMAN VALUES
2014	PTU, KAPURTHALA UNIVERSAL HUMAN VALUES
2013	IIT, HYDERABAD UNIVERSAL HUMAN VALUES
2012	IIT, HYDERABAD UNIVERSAL HUMAN VALUES

**WORLDWIDE HYBRID
(F2F AND ONLINE)**

19TH - 21ST DECEMBER 2025

Theme of the 2025 Conference

**EMPOWERING YOUTH
through
VALUE-DRIVEN EDUCATION**

for a Happy and Peaceful World

Panels in Special Interest Groups

HIGHER EDUCATION | SCHOOL EDUCATION | HOLISTIC HEALTH | COUNSELING | SDGS

**ICHVHE 2025
UNIVERSAL HUMAN VALUES
CONFERENCE IN CO-EXISTENCE**

ORGANIZED BY: UHV FOUNDATION, DELHI, INDIA (uhv.org.in)



This conference is offered as a **heartfelt gift** to society by the host institute, organiser, and supporting partners. **Contributions are encouraged through active understanding, practice, and promotion of human values in education.**

Register Now!

SHARING BY RITA SETH - UNDERSTANDING RELATIONSHIP WITHOUT IMPOSITION



Now, I no longer see mental health as just a limited field. It is about all **human relationships**. It is about the self. **It is about observing** our own assumptions and our own participation in reality. The more I **align myself with the universe human values**, the more **clarity emerges**-in my work, in my family, and in life itself.

I am **Rita Seth**, living in Gurgaon. I live by my self today. My children Rahul and Chaiti living their own lives in different countries. Rahul is passionate about health and fitness, became the co-founder of a successful startup business, now moving away from it partially, at the peak of its success and shifting his focus to health, well-being and fitness. My daughter is married with two lovely children, Kaira Aazadi and Aarzu Kauri, growing organic food at home along with her husband Shane, and teaching community development, environmental and sustainable studies and equity at Acadia University in Nova Scotia. She is a hands-on person.

Both the children are courageous, face fears head on and explore life to the fullest in their own ways. My husband Sanjay and I separated after 42 years of marriage, having looked after our elders to the end of their lives and bringing up our children (with some difference), starting the non-profit '**Sambandh Health Foundation**' together, and now living separate lives, continuing to participate in Sambandh as before. He continues to work Nationally in Public Health Advocacy with passion and commitment.

Continued on p12

LDP

(1-DAY, FACE-TO-FACE, SELF-FUNDED)

Biju Patnaik University Of Technology

- Rourkela, Odisha



E H

06 JUNE 2025

SUCCESSFULLY ATTENDED: 66

RP: Mr. Rajul Asthana & Dr. Kumar Sambhav, **CF:** Dr. Dillip Debnath, **O:** Rabindra Kumar Rout

UHV-II

(8-DAY, FACE-TO-FACE, SELF-FUNDED)

JECRC University

- Jaipur, Rajasthan



H

17 JUN - 24 JUN

SUCCESSFULLY ATTENDED: 50

RP: Dr. B. K. Sharma, **CF:** Dr. Piush Sharma, **O:** Dr. Charanjeet Madan

UHV-II

(8-DAY, FACE-TO-FACE, SELF-FUNDED)

Aditya University

- Surampalem, Andhra Pradesh



E

16 JUN - 23 JUN

SUCCESSFULLY ATTENDED: 67

RP: Dr. N Sunil Kumar, **CF:** Mrs. Vasanthi Vasireddy, **O:** Dr. Gembali Srinivasa Gupta

Panjab University

- Chandigarh



H

20 JUN - 27 JUN

SUCCESSFULLY ATTENDED: 46

RP: Dr. Priyadarshini, **CF:** Dr. Manisha Gupta, **O:** Sh. Krishan Kumar

- **UHV**=Universal Human Values
- **UHV-I**=Introduction to Universal Human Values
- **UHV-II**=Understanding Harmony and Ethical Human Conduct
- **FDP**=Faculty development Program
- **SDP**=Student Development Program
- **MDP**=Management Development Program
- **LDP**=Leadership Development Program

UHV II FDP

(5-DAY, FACE-TO-FACE, SELF-FUNDED)

Raghu Engineering College

- Visakhapatnam, Andhra Pradesh



16 JUN - 20 JUN SUCCESSFULLY ATTENDED: 69

RP: Shri Umesh Jadhav, **CF:** Dr. Sesa Maheswaramma, **O:** Dr. Jagadeesh Babu Bellam

Institute of Technology And Management

- Gwalior, Madhya Pradesh



30 JUN - 04 JUL SUCCESSFULLY ATTENDED: --

RP: Dr. Himanshu Kumar Rai, **CF:** Ms. Arjita Dwivedi **O:** Dr. Archana Gaur

St. Francis Institute of Technology (Engineering College)

- Mumbai, Maharashtra



23 JUN - 27 JUN SUCCESSFULLY ATTENDED: 58

RP: Mrs. Nidhi Sachde, **CF:** Lipika Mitra, Pooja Pherwani, **O:** Amita Karandikar

University Of Engineering And Management (UEM)

- Jaipur, Rajasthan



30 JUN - 04 JUL SUCCESSFULLY ATTENDED: 23

RP: Dr. Piyush Sharma, **CF:** Dr. Alka Swami **O:** Dr. Saroj Lakhawat

INVITATION TO CONTRIBUTE: SELF-DEVELOPMENT STORIES FOR OUR NEWSLETTER

We invite volunteers and participants to share reflections from their personal journey of self-development. Your insights—drawn from practice, experience, or introspection—can serve as a meaningful contribution to our upcoming newsletter and help nurture a collective understanding of human values in everyday life. ***We welcome stories that highlight growth, transformation, or key learnings that others may benefit from.***

✉ Please share your story by filling out this **Google Form**.

INTRODUCTORY UHV FDP (3-DAY, FACE-TO-FACE, SELF-FUNDED)

**Yenepoya Institute of Arts Science
Commerce and Management**
- Mangalore, Karnataka



E 02 JUN - 04 JUN SUCCESSFULLY ATTENDED: 64

RP: Dr. N Sunil Kumar, **CF:** Shri. G Jayaprakash, Ms. Adelaide D'Souza, **O:** Ms. Pratibha Patel

**Priyadarshini Institute of
Architecture and Design Studies**
- Nagpur, Maharashtra



E 11 JUN - 13 JUN SUCCESSFULLY ATTENDED: 22

RP: Mr. Vinay Chidri, **CF:** Dr. Jasmir Kaur Randhawa, **O:** Dr. Ajay Talwekar

**Shri Shivaji Institute Of Engineering &
Management Studies**
- Parbhani, Maharashtra



E H 11 JUN - 13 JUN SUCCESSFULLY ATTENDED: 63

RP: Shri. Umesh Jadhav, **O:** Dr. Raju Panchal

**Hindustan College Of Science And
Technology**
- Mathura, Uttar Pradesh



H 26 JUN - 28 JUN SUCCESSFULLY ATTENDED: 24

RP: Dr. Himanshu Kumar Rai, **CF:** Dr. Priyanka Rai, **O:** Dr. Hemlata Jain

CGC College of Engineering
- Mohali, Punjab



H 26 JUN - 28 JUN SUCCESSFULLY ATTENDED: 47

RP: Mr. Ajay Kumar Pal, **O:** Mr. Bidhi Chand

INTRODUCTORY UHV FDP (5-DAY, ONLINE)

09-13 JUNE 2025 (English) - 337
participants

- **RP** = Resource Person
- **CF** = Co-Facilitator
- **O** = Observer
- **E** = English Language
- **H** = Hindi Language

UPCOMING EVENTS IN JULY 2025

UHV-VI Human Psychology Part-I

(4-DAY, FACE-TO-FACE, SELF-FUNDED)

12-15 Jul 2025 at SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu.

UHV-II

(8-DAY, FACE-TO-FACE, AICTE-FUNDED)

30 Jun-07 Jul 2025 at Acharya Institute of Technology, Bengaluru, Karnataka

03-10 Jul 2025 at Biju Patnaik University of Technology, Rourkela, Odisha.

12-19 Jul 2025 at Maharashtra Institute of Technology, Chhatrapati Sambhajnagar, Maharashtra.

(5-DAY, FACE-TO-FACE, SELF-FUNDED)

21-25 Jul 2025 at Mar Baselios College of Engineering and Technology, Thiruvananthapuram, Kerala.

21-25 Jul 2025 at Madanapalle Institute of Technology & Science, Madanapalle, Andhra Pradesh.

28 Jul-01 Aug 2025 at Ajay Kumar Garg Engineering College, Ghaziabad, Uttar Pradesh.

INTRODUCTORY UHV FDP

02-04 Jul, 2025 at E.G.S.Pillay Engineering College, Nagapattinam, Tamil Nadu.

02-04 Jul, 2025 at Shivajirao S Jondhale College of Engineering Dombivli, Maharashtra.

03-05 Jul, 2025 at SNJB's Shri Hiralal Hastimal (Jain Brothers, Jalgaon) Polytechnic, Nashik, Maharashtra.

07-09 Jul, 2025 at Jaypee University, Anoopshahr, Uttar Pradesh.

10-12 Jul, 2025 at School Of Engineering & Technology, Jaipur, Rajasthan.

11-13 Jul, 2025 at SCTR's Pune Institute of Computer Technology, Pune, Maharashtra.

14-21 Jul, 2025 at Guru Nanak Dev Engineering College, Ludhiana, Punjab.

23-25 Jul, 2025 at Govt. College Of Education, Sector 20-D, Chandigarh.

24-26 Jul, 2025 at School of Advanced Studies, S-VYASA Deemed-to-be University, Bengaluru, Karnataka.

29-31 Jul, 2025 at Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

- **AICTE**=All India Council for Technical Education
- **NCC-IP**=National Coordination Committee for Induction Program
- **NC-UHV**= National Committee for Universal Human Values
- **MoU**=Memorandum of Understanding



for a Happy and Peaceful World

Weaknesses

- **Lack of Purpose and Direction:** Despite access to options, many students feel lost. The absence of a clear sense of purpose or life vision causes confusion and disinterest in formal education.
- **Over-dependence on Technology:** While tech is a strength, overuse has resulted in shorter attention spans, reduced face-to-face communication skills, and addiction to digital distractions.
- **Erosion of Values and Inner Stability:** The modern education system often emphasizes grades and performance over values like trust, respect, commitment, empathy etc. As a result, students may lack ethical clarity or a balanced worldview.
- **Interdisciplinary and Personalized Learning:** The rise of liberal education, MOOCs, and interest-based learning enables students to pursue personalized educational paths that integrate science, humanities, and the arts.
- **Youth as Change-Makers:** With their energy and social awareness, students are in a unique position to become leaders in sustainability, innovation, and community development.
- **Integration of Soft Skills and Life Skills:** Educational institutions are beginning to integrate communication, problem-solving, empathy, and self-awareness into their curricula—offering students tools for holistic development.

Opportunities

- **Global Exposure and Cross-Cultural Learning:** With virtual classrooms, international collaborations, and student exchange programs, students can engage with global ideas and perspectives.

Threats

- **Consumerist and Competitive Mindset:** Society often measures success by wealth and status, leading students to pursue high-paying careers without internal satisfaction or social contribution. This undermines deeper learning and cooperation.

Threats

- **Misinformation and Identity Confusion:** Exposure to vast (and often conflicting) information online leads to confusion, identity crises, and the spread of misinformation or harmful ideologies.
- **Peer Pressure and Social Comparison:** Social media promotes curated lifestyles and unrealistic standards. Constant comparison breeds insecurity and reduces self-worth.
- **Academic and Career Uncertainty:** Rapid changes in job markets and automation create fear about the future. Students worry about employability, making education feel more like a race than a journey.

How Value-Driven Education Can Help

Value-driven education refers to an approach that integrates **universal human values and ethical human conduct**—into the learning process. It focuses on holistic human development and not just skill development without clarity of purpose.

Let's explore how it can help address the issues identified in the SWOT analysis:

➤ Clarifying Life Purpose and Identity

*Most students struggle with the question, “**Why am I doing this?**” Value-driven education encourages self-exploration, helping students answer:*

- **Who am I?**
- **What do I really want?**
- **What is the purpose of education and life?**

*By guiding students toward **self-awareness and clarity of purpose**, they begin to see learning not as a burden but as a meaningful process of growth.*

➤ Building Emotional and Mental Resilience

When values like trust, respect, gratitude, and social responsibility are taught, students learn how to manage emotions, develop fulfilling relationships, and respond to stress without breaking down. Courses on Universal Human Values and activities for self-awareness, reflective journaling, group dialogue, and community service help foster resilience.

➤ **Building Emotional and Mental Resilience**

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➤ **Cultivating Ethical and Responsible Behavior**

In a world dominated by competition, value-based education reorients students toward cooperation, ethics, and social responsibility. It teaches them to choose professions and actions based on contribution to society, not just personal gain. It also nurtures feeling of prosperity, and a sense of justice.

➤ **Encouraging Meaningful Relationships**

Education that values relationships helps students appreciate their connection with family, peers, nature, and the larger community. It reduces isolation, aggression, and conflict, replacing them with mutual respect, active listening, and shared purpose.

➤ **Reducing the Influence of Superficial Trends**

When students are internally anchored through values, they become less dependent on external validation (likes, comments, rankings). They begin to assess situations based on deeper insights rather than temporary trends or peer pressure.

➤ **Inspiring Lifelong Learning and Innovation**

Students with value clarity are intrinsically motivated. They pursue learning not out of fear or competition but from a genuine desire to grow and contribute. Such motivation leads to curiosity, creativity, and innovation.

➤ **Creating a Safer, More Inclusive Environment**

By emphasizing universal harmony, value-driven education reduces bullying, discrimination, and marginalization in schools and colleges. It creates classrooms where every student feels safe, heard, and valued.

CONCLUSION

Students today have tremendous potential, but also face deep-seated challenges that threaten their mental health, identity, and ethical development. The current education system, often geared toward performance and utility, is inadequate in addressing these inner concerns. **Value-driven education bridges this gap** *by restoring the human dimension to understanding.* It empowers students to understand themselves, relate harmoniously with others, and become compassionate, responsible members of society.

The integration of human values into the curriculum is not an add-on—it is essential. When education becomes **value-centric**, students become not just job-seekers, but **wise decision-makers, peace-builders, and agents of sustainable change.** This is the need of the hour.

JOIN ICHVHE 2025



DECEMBER 19–21 2025



HYBRID (INDIA & ONLINE)



**FREE REGISTRATION TILL
NOVEMBER 30**



**BE PART OF A BRIGHTER,
PEACEFUL FUTURE!**

REGISTER NOW!

SHARING BY RITA SETH - UNDERSTANDING WITHOUT IMPOSITION (CONTD.)

I am grateful to each one of them to be a part of my life, as **each relationship, each experience**, is and has been a learning lesson for me and I am able to accept my present situation with love and gratitude. I continue to explore relationships.

My own life's work has revolved around community mental health, where I engage with a wide range of people, seeking to understand and support mental well-being at a social level. However, family has always been at the heart of my existence.

I was fortunate to be raised in a stable and self-disciplined family. My parents never gave long lectures; instead, they led by example. But despite this foundation, life threw challenges at me that neither my family nor my education had prepared me for.

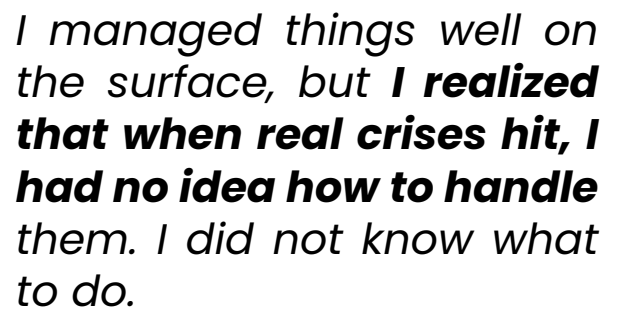
The Unanswered Questions That Led Me to UHV

Two major experiences shaped my self-exploration journey:

➤ **My Brother's Mental Health Crisis** – When I was 13-14 years old, **my brother experienced an academic setback**, which led to a **deep mental health struggle**.

At that time, our family did not understand what was happening. There was **confusion, uncertainty, and emotional turmoil**.

➤ **Marriage into an Emotionally Intense Family** – My Khatri family functioned with high emotional intensity, which was very different from the calm and structured family I had grown up in.



*I managed things well on the surface, but **I realized that when real crises hit, I had no idea how to handle them.** I did not know what to do.*

This realization led me to **search for clarity**. When I attended my **first UHV workshop in 2004**, something profound happened—I **recognized the ideas immediately**.

"Everything that was said made so much sense to me. It wasn't something completely new-it felt like I had always known it, but I just hadn't been able to articulate or explain it before."

I was absorbing deeply, not questioning, just taking it all in.

Key Realizations That Changed Me

➤ Understanding Relationship Without Imposition

After attending the workshop, I eagerly shared my experiences with my family. Over the next few years, each of them attended the workshop themselves—but something was missing.

"Somehow, the situation of us becoming co-learners using UHV as the basis, did not happen."

*Our children were **growing into young adults, moving away**, and while they appreciated the content, they were on their **own individual empowering journeys**.*

This made me reflect:

? Can we impose learning on anyone?

? What does true acceptance mean in relationships?

? How do I engage without expectations?

To explore this further, I decided to visit **Amarkantak**, where **Baba Nagraj**, the visionary propounder of Madhyasth Darshan, lived.

My main question was:



What I saw there changed my understanding of relationships:

➤ His **family members followed different paths**—some engaged with him deeply, others followed their own spiritual journeys.

➤ There was **no imposition** on them, **no insistence** on them to follow his path—just an **environment of openness and affection**.

➤ He did not **force alignment**—but **provided clarity** for those who sought it.

This experience helped me understand acceptance at a deeper level.

➤ The Deepest Work is the Work on the Self

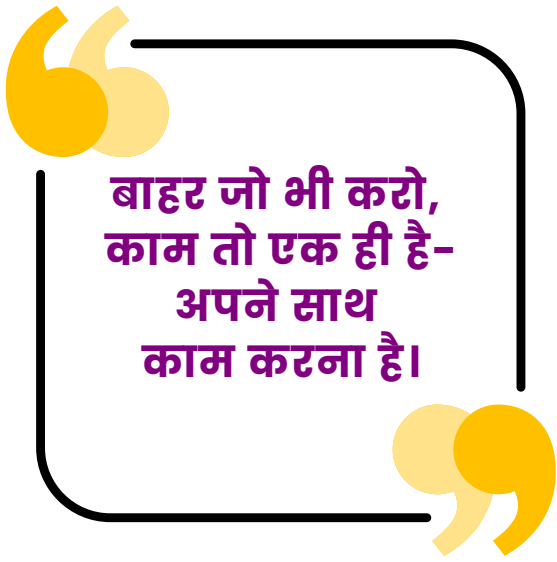
During my conversation with **Baba Nagraj**, he asked me,

“ **क्या करती हो? (What do you do?)** ”

I replied,

“ **I am preparing to work in mental health.** ”

His response was simple yet profound:



**बाहर जो भी करो,
काम तो एक ही है-
अपने साथ
काम करना है।**

*(Whatever you do on the outside,
there is only one real work-
to work on yourself.)*

This shook me.

I had been **focusing so much on fixing things outside**, but I had **not looked deeply at myself**. I was so invested in **solving family relationships** that I assumed **without fixing them, nothing could work**.

But this was an assumption.

I realized:

➤ **You can start working on relationships anywhere-not just within family.**

➤ **Understanding should be shared with those willing to invest in it.**

➤ **Trying to "fix" others without first understanding myself was not going to work.**

Creating Sambandh – Redefining Mental Health Through Relationships

In **Canada**, my husband and I visited a mental health support community that operated on human values. **Nancy Beck**, the founder of this place called '**Connections**' was returning from one of her trips to *Bhutan* as representing *Canada* on talk related to '**The Gross Happiness Index**'. She was a values-based person. We met with her in Delhi for a couple of days and we seemed to share the same set of values and perspectives. It was a magical experience.

At Connections we saw that:

✓ There was **deep trust and respect** between staff and persons living with mental illness.

✓ Relationships, not just medicine, were the foundation of healing and recovery.

✓ People with severe mental health challenges were **not treated as "secondary citizens"** but as **whole individuals**.

“ **We saw that the focus was not on marginalizing the person, but on marginalizing mental illness itself.** ”

This was a **revelation**.

I realized that in traditional **mental health systems**, dignity and respect for the person are **often missing**. Here, we saw that **human relationships were central to healing**.

This experience inspired us (5 families with the experience of mental illness in our families and an experienced counsellor, Vickie Rai) to *start a similar initiative in India-and **Sambandh** was born*.

- It is based on **human values**, not just clinical knowledge.
- It sees **people as people**-not as their diagnoses.
- It builds **community support** instead of isolating individuals.

It was not easy.

"The thought in our minds was-if we are struggling to handle even one person at home, how will we work with so many people with mental illness?"

But we moved forward, and ten years later, **Sambandh** is thriving.

✓ The staff undergoes **UHV training**.

✓ The focus remains on **deep relationships**.

✓ We continue to work **with families and communities**.

***Sharmila ji and Rajul ji**, during covid times, did a 2 day online workshop on **UHV with about 50 families and members** (people with lived experience of mental illness).*

My Commitment – to Work on Self-Exploration Continuously

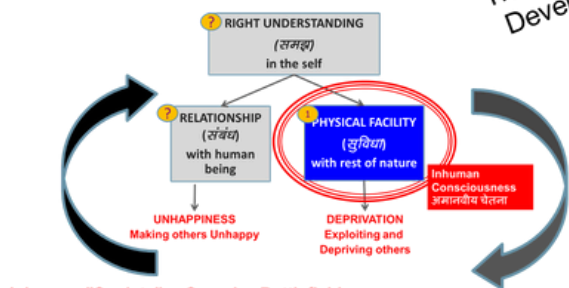
This journey was never just about mental health or family-it was about **understanding myself and my relationships** at a fundamental level.

- Whenever I saw myself as a **victim of disharmony**, my own self-observation stopped.
- The biggest obstacle I found was my **ego-the feeling** that "**I understand more than others**."
- The deepest work was always to **see my own assumptions and conditioning**.

One of the **most powerful realizations** came from a simple suggestion:

"Instead of reacting to your own reactions, just observe them."

This shift made all the difference.



Inhuman "Society"... Crowd... Battlefield

Assumptions (eg. Money is everything) ❌	Indulgence Malnutrition Disease ❌	Accumulation By Any Means ❌	Exploitation, Injustice, Fear ❌	Mastery and Exploitation ❌
In Most Individuals	In Many Individuals	In few Individuals	In Society	Over Nature
Obsession for Consumption for Profit for Sensual Pleasure ❌	Rich-Poor Divide ❌	Terrorism War ❌	Resource Depletion Pollution ❌	

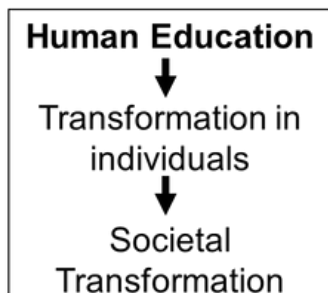
Individualistic "Society" (effort for different / conflicting goals)



Humane Society

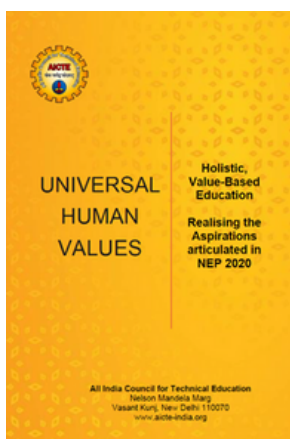
Right Understanding Right Feeling	Health	Prosperity	Fearlessness (Trust, Justice)	Co-existence (Mutual Enrichment)
↓ Happiness	↓	↓	↓	↓
In Every Individual	In Every Individual	In Every Family	In Society	In Nature/Existence

Family based Society (families, nations, whole world making effort for human goal)



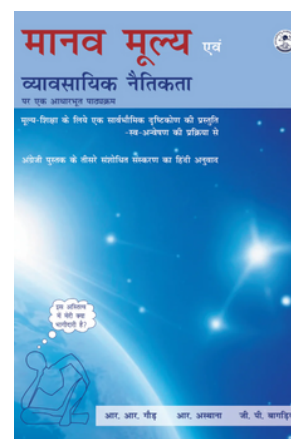
From ICHVHE 2024 Keynote "Vision for Human Education"

RESOURCES & QUICK LINKS



Vision for Holistic, Value-based Education About UHV: pp 67-69

Download from AICTE website: https://fdp-si.aicte-india.org/download/HVBE_for_NEP2020.pdf



Newest Release: मानव मूल्य एवं व्यवसायिक नैतिकता

Download from UHV Publications website: <https://uhvpublications.in/products/मानव-मूल्य-एवं-व्यवसायिक-नैतिकता>

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<https://www.youtube.com/c/UniversalHumanValues>



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All India Council for Technical Education
<https://fdp-si.aicte-india.org/index.php>

Official Newsletter of UHV Team

UHV Foundation (Regd. No. 2024/23/2075)

Holistic | Universal | Rational | Verifiable | Humane Education for the well-being of all