



AUG 2025

NEWSLETTER

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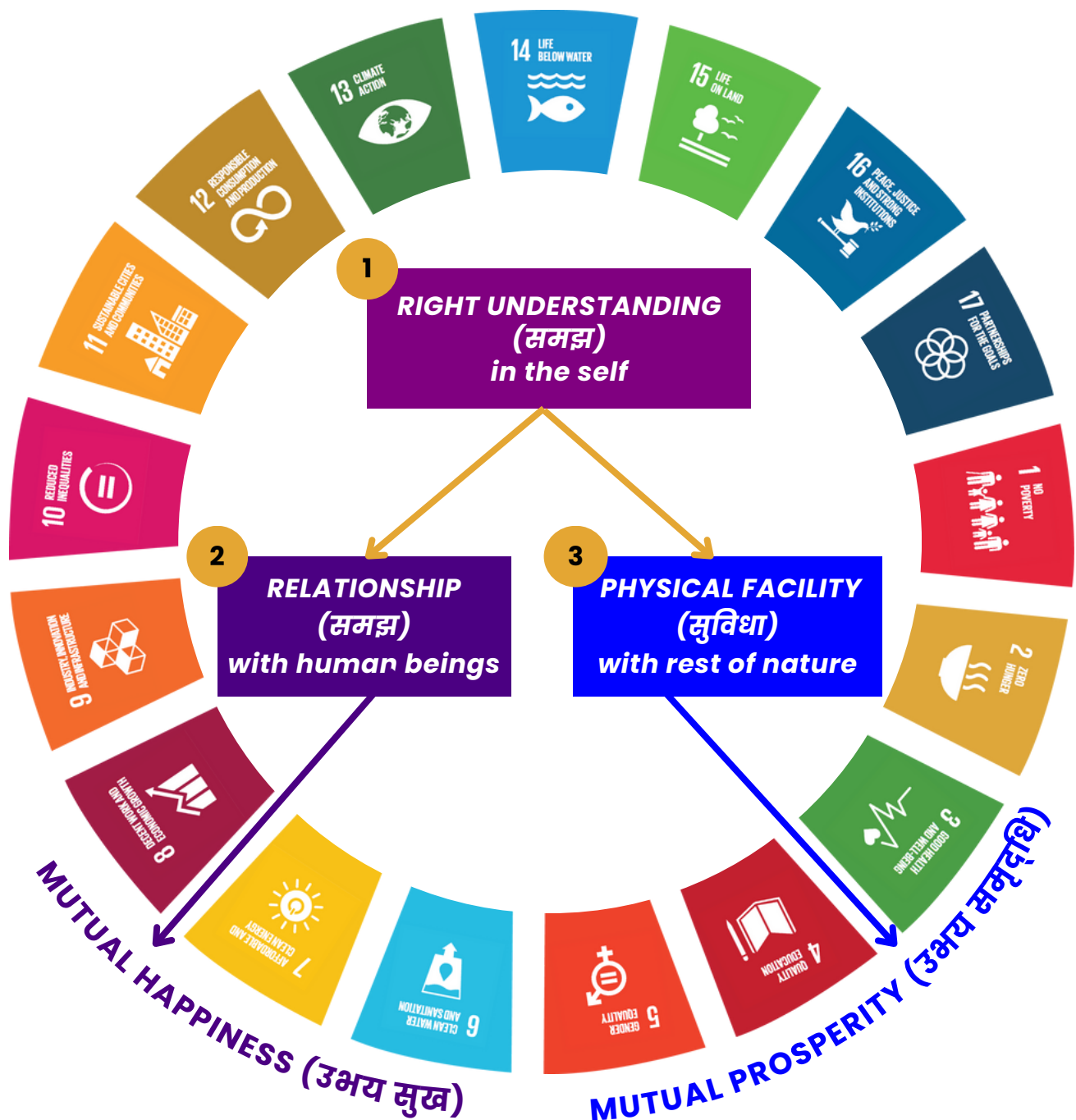
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EMPOWERING YOUTH to ADDRESS SDGs at the ROOT through VALUE-DRIVEN Education FOR A HAPPY AND PEACEFUL WORLD



Empowering youth through a value-driven educational framework rooted in **Universal Human Values (UHV)** provides a transformative pathway toward achieving **Sustainable Development Goals (SDGs)** and realizing a happy, peaceful, and sustainable world. The current model of development remains largely unsustainable, driven by materialistic aspirations, fragmented education, and consumerism. A **holistic worldview** grounded in **coexistence**, **ethical responsibility**, and **interdependence** reframes development, placing the human being, happiness, and ecological harmony at the core of sustainable progress.

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INVITING YOU TO ICHVHE 2025!



UHV
Foundation
DELHI, INDIA

PRESENTS THE

10TH ICHVHE

INTERNATIONAL CONFERENCE ON HUMAN VALUES IN HIGHER EDUCATION

**EMPOWERING YOUTH THROUGH
VALUE-DRIVEN EDUCATION**
— FOR A HAPPY AND PEACEFUL WORLD

DECEMBER 19-21, 2025

CONFERENCE HOST & BROADCASTING CENTRES



SRM
INSTITUTE OF SCIENCE & TECHNOLOGY
Dedicated to University with Full UGC Act, 1956

SRM Institute of Science & Technology
Delhi/NCR Campus



SRM
INSTITUTE OF SCIENCE & TECHNOLOGY
Dedicated to University with Full UGC Act, 1956

SRM Institute of Science & Technology
Chennai



AKGEC
Ajay Kumar Garg Engineering College

Ajay Kumar Garg Engineering College
Ghaziabad



REGISTRATIONS
HAVE ALREADY CROSSED

2,775+

Participants including
numerous policy makers,
from over 40 countries

REGISTER NOW!

To do this, simply go to ichvhe.uhv.org.in/register
or scan the QR Code



Volunteer Registration: [Google Form](#)

We welcome your participation in this significant endeavor to promote integrity, compassion, and responsibility in education.

SHARING BY DILSHAD HUSSAIN - FROM EXTERNAL CONTROL TO INNER AWARENESS

My journey has shown me that **stability** and **clarity** are not external gifts but **inner developments**, cultivated through **awareness** and **conscious choices...**

(for that, I have to be clear about my natural acceptance and be aware of my imagination – every moment)

My name is **Dilshad Hussain**, and I was born in **Jabalpur, Madhya Pradesh**. My early life revolved around education. I had done schooling from KV No.1 GCF. After schooling I had done Bachelors of Engineering in Mechanical branch. After B.E I had joined a private engineering college as a Lecturer. In 2011, I have joined M.Tech program on Industrial Engineering and Management. However, our family lacked a permanent residence, and after my father retired, we had to **move back to our ancestral village** at Allahabad. This transition led me to question **stability, purpose, and the nature of human relationships**.



In 2014, I joined **United College of Engineering and Research, Allahabad**, as an Assistant Professor in Mechanical Engineering Department. My engagement with **Universal Human Values (UHV)** began in **2017** when I attended my first UHV workshop. This session made me reflect deeply on **human well-being beyond material comforts**. Over the years, I attended multiple workshops, reinforcing my understanding that **human fulfilment is not just about facilities but also about relationships and clarity of purpose**.

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NATIONWIDE EVENTS - AUGUST 2025

UHV-VI

HUMAN PSYCHOLOGY PART-II (4-DAY)

SRM Institute of Science & Technology

- Chengalpattu, Tamil Nadu



21 AUG - 24 AUG SUCCESSFULLY ATTENDED: 62

RP: Dr. Kumar Sambhav, **CF:** Ms.S.Soumya, **O:** Dr. G. Kumaresan

UHV-II

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

CSMSS Chh. Shahu College of Engineering

- Chhatrapati Sambhajinagar, Maharashtra



07 AUG - 14 AUG SUCCESSFULLY ATTENDED: 54

RP: Mr. Umesh Jadhav, **CF:** Ms. Girija Kulkarni, Ms. Shikha Jain, **O:** Dr. Datta Pawase

INTRODUCTORY UHV FDP

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

Jagran Institute of Management

- Kanpur, Uttar Pradesh



06 AUG - 08 AUG SUCCESSFULLY ATTENDED: 28

RP: Mr. Alok Kumar Pandey, **CF:** Mr. Pankaj Yadav, **O:** Dr. Indu Prabha Singh

Shri Ramswaroop Memorial College of Engineering and Management

- Lucknow, Uttar Pradesh



12 AUG - 14 AUG SUCCESSFULLY ATTENDED: 49

RP: Mr. Alok Kumar Pandey, **CF:** Mr. Gaurav Mishra **O:** Dr. Laxmi Vajpayee

- **UHV**=Universal Human Values
- **UHV-I**=Introduction to Universal Human Values
- **UHV-II**=Understanding Harmony and Ethical Human Conduct
- **UHV-VI**=Understanding Human Psychology – Leading to Full Human Potential

Institute of Engineering and Technology Lucknow

- Lucknow, Uttar Pradesh



12 AUG - 14 AUG SUCCESSFULLY ATTENDED: 11

RP: Dr. Himanshu Kumar Rai, Dr. Kumar Sambhav, **O:** Dr. Pooja Singh

Datta Meghe College of Engineering

- Navi Mumbai, Maharashtra



20 AUG - 22 AUG SUCCESSFULLY ATTENDED: 73

RP: Dr. Yashvant Patil, **CF:** Dr. Pooja Pherwani, **O:** Dr. Priya Hankare

Chaudhary Devi Lal University

- Sirsa, Haryana



21 AUG - 23 AUG SUCCESSFULLY ATTENDED: 47

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

Lalit Narayan Mishra College of Business Management

- Muzaffarpur, Bihar



16 AUG - 18 AUG SUCCESSFULLY ATTENDED: 55

RP: Mr. Moti Chand Yadav, **CF:** Dr. Ashutosh Tiwari, **O:** Mr. Mani Mahesh

Bhupal Nobles' University

- Udaipur, Rajasthan

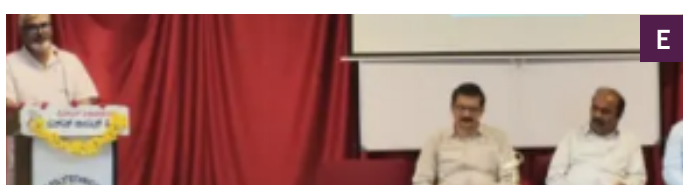


21 AUG - 23 AUG SUCCESSFULLY ATTENDED: 54

RP: Dr. Piush Sharma, **O:** Dr. Chandresh Kumar Chhatlani

JSS Polytechnic

- Mysuru, Karnataka



21 AUG - 23 AUG SUCCESSFULLY ATTENDED: 57

RP: Dr. N Sunilkumar, **CF:** Ms. Chaithra C S & Ms. Sunitha, **O:** Mr. G Jayaprakash

- **RP** = Resource Person
- **CF** = Co-Facilitator
- **O** = Observer

- **E** = English Language
- **H** = Hindi Language
- **P** = Punjabi Language

UPCOMING EVENTS IN SEPTEMBER 2025

UHV-II FDP

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

08-15 Sept 2025 at M. S. Ramaiah University of Applied Sciences, Bengaluru, Karnataka.

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

22-26 Sept 2025 at Graphic Era Deemed University, Dehradun, Uttara Khand.

INTRODUCTORY UHV FDP

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

11-13 Sept 2025 at SRM Institute of Science and Technology, Ramapuram, Tamil Nadu.

18-20 Sept 2025 at Marri Laxman Reddy Institute of Technology and Management, Dundigal, Telangana.

19-21 Sept 2025 at HKE Society's Sir M Visvesvaraya College of Engineering, Raichur, Karnataka.

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- **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

EMPOWERING YOUTH TO ADDRESS SDGS AT THE ROOT THROUGH VALUE-DRIVEN EDUCATION FOR A HAPPY AND PEACEFUL WORLD (CONTD.)

Despite global efforts, as of 2025, only 17% of SDG targets are on track, due to a deep-rooted worldview crisis. Prevailing strategies remain symptomatic, failing to address the core reasons for poverty, inequality, environmental degradation, and social unrest. The **Universal Human Values framework** proposes a shift from growth-centric paradigms toward a **holistic worldview of interconnectedness and coexistence**.



YOUTH: AN IMPETUS OF CHANGE

Youth represent a powerful impetus for sustainable transformation, standing at the intersection of immense potential and pressing vulnerabilities. With high digital literacy, creativity, global awareness, and a strong inclination toward activism, they are uniquely positioned to drive ethical, ecological, and social change. However, they also face challenges such as identity confusion, mental health struggles, and overdependence on technology, often fueled by a consumerist society that equates success with material accumulation.

By empowering youth through value-driven education grounded in Universal Human Values (UHV), we enable them to develop the clarity of purpose, ethical responsibility, and holistic understanding necessary to distinguish between needs and greed, foster meaningful relationships, and embrace sustainable, community-rooted practices. This transformative education equips them to shift from competitive, fragmented living to conscious participation in building a just, harmonious, and resilient world, where SDGs are not distant targets but natural outcomes of responsible and mindful living.

Reframing SDGs through Holistic UHV Perspective

The **UHV approach** views the SDGs as **naturally emerging outcomes of living in harmony** with oneself, society, and Nature.

This reframing organizes the SDGs into **four thematic groups**:

BASIC HUMAN ASPIRATIONS



- Right understanding of poverty, hunger, health, education, and gender equality.
- Livelihood security through decentralized economic models.
- Holistic education cultivating self-reflection, ethical reasoning, and community orientation.

ECOLOGICAL SUSTAINABILITY



- Water, energy, and responsible consumption are viewed through the lens of cyclicity, interconnectedness, and trusteeship.
- Sustainable practices based on local knowledge, renewable technologies, and community stewardship.
- Integration of traditional wisdom and modern science for regenerative ecological practices.

INCLUSIVE SOCIO-ECONOMIC SYSTEMS



- Work reframed as meaningful contribution, not profit-driven labor.
- Innovation contextualized to local needs rather than standardized industrial models.
- Inclusive policies replacing structural hierarchies with relational justice.
- Sustainable human settlements emphasizing community, cultural expression, and ecological harmony.

ETHICAL GOVERNANCE AND PARTNERSHIPS



- Governance as ethical stewardship, participatory decision-making, and transparent institutions.
- Partnerships based on trusteeship, mutual enrichment, and shared purpose.
- Value-driven cooperation moving beyond transactional alliances toward collective well-being.

EDUCATIONAL TRANSFORMATION AS THE FOUNDATION

The UHV framework stresses value-based education as pivotal to systemic change:

- **Shift** from *skill-centric curricula to holistic education* that fosters self-awareness, ethical discernment, and ecological sensitivity.
- Development of the **ability to distinguish** needs from wants, reducing consumerism-driven demands.
- **Promotion** of *self-regulation, simplicity, and harmonious living* as essential life skills.
- **Teachers** as **facilitators** of *wisdom*, not mere conveyors of information.

Addressing SDGs at the Root through Universal HUMAN VALUES (UHV)

The UHV perspective fundamentally reframes the Sustainable Development Goals (SDGs) from isolated policy targets into integral elements of a harmonious human order grounded in ethical clarity, relational balance, and ecological awareness. It emphasizes that the root causes of unsustainable development lie in a fragmented, materialistic worldview that separates human

well-being from ecological and social systems. Instead of addressing the symptoms of poverty, inequality, and environmental degradation through piecemeal, top-down solutions, the UHV framework promotes a **holistic** and **values-based approach** that fosters the natural fulfillment of SDGs through responsible living.

1. Humane Education

Education must transcend rote learning and skill-centered instruction to nurture right understanding, ethical discernment, and purposeful living. It should cultivate the ability to reflect on one's real aspirations—happiness and prosperity—by distinguishing needs from wants and integrating ecological literacy, emotional intelligence, and social responsibility into the learning process. Through participatory, context-sensitive, and experiential methods, value-driven education empowers youth to develop self-regulation, critical thinking, and a deep sense of trusteeship, thereby contributing to SDG 4 (Quality Education) and SDG 5 (Gender Equality).

2. Holistic Health and Well-being

Health is viewed not merely as the absence of disease but as harmony within the self, relationships, and the environment. The UHV framework advocates for preventive and integrative health systems, combining traditional practices like Ayurveda and Yoga with modern medicine. It promotes simple, conscious lifestyles aligned with natural cycles and emphasizes the role of mental and emotional well-being as inseparable from ecological balance. This approach supports SDG 3 (Good Health and Well-being) by fostering resilience, reducing mental health crises, and strengthening community-based healthcare models.

3. Sustainable Livelihoods

Prosperity is redefined not as unbridled accumulation but as sufficiency in fulfilling well-defined material and non-material needs in harmony with others and nature. Livelihood security is achieved through decentralized, community-centered economic models such as the traditional Jajmani system and modern eco-villages, which promote local self-reliance, mutual responsibility, and ethical production. Small-scale, renewable, and context-sensitive technologies are favored over

large-scale industrialization, ensuring sustainable livelihoods that address SDGs 1 (No Poverty), 2 (Zero Hunger), 8 (Decent Work), and 9 (Sustainable Industry).

4. Justice and Social Harmony

Building inclusive, equitable communities is central to the UHV framework. Trust, respect, mutual care, and participatory governance replace hierarchical, exploitative systems. Governance is seen as a collective ethical expression rather than an institutional formality, fostering Gram Swaraj (village self-rule), relational justice, and decentralized decision-making. The principle of trusteeship embeds moral responsibility into individual and institutional behavior, directly supporting SDGs 10 (Reduced Inequalities), 16 (Peace, Justice, and Strong Institutions), and 17 (Partnerships for the Goals).

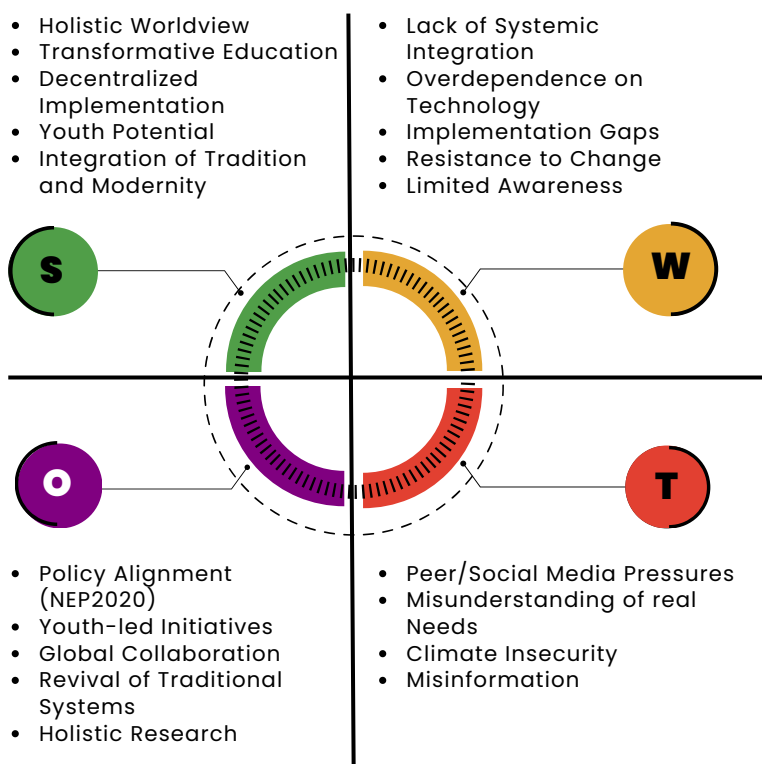
By focusing on these foundations, the eight dimensions of Human Order—Education, Health, Justice, Production, Exchange, Right Utilization, Preservation, and Service—are not abstract ideals but actionable pathways to live sustainability holistically. This transforms the SDGs from externally imposed targets into natural outcomes of conscious, value-driven living.

Rather than solving isolated problems through fragmented interventions, this approach nurtures systemic conditions where sustainability, happiness, and peace naturally emerge as the by-products of ethical choices and harmonious relationships.

This paradigm shift encourages a solution-centric, integrative model—moving from symptomatic remedies to a comprehensive transformation of worldview, lifestyle, and societal structures—ultimately enabling youth to be proactive stewards of a just, balanced, and sustainable future.

SWOT ANALYSIS

EMPOWERING YOUTH for SDGs through VALUE-DRIVEN EDUCATION



STRENGTHS



Holistic Worldview:

Provides a deeply integrated, ethical, and value-based framework that aligns human purpose with ecological balance and social harmony.



Transformative Education:

Moves beyond rote learning and skill acquisition to foster critical thinking, ethical reasoning, and ecological consciousness.



Decentralized

Implementation: Promotes localized, community-based models (e.g., eco-villages, Jajmani system) that strengthen resilience and self-sufficiency.



Youth Potential: Digital literacy, creativity, global awareness, and activism form a strong base for driving sustainable change.



Integration of Tradition & Modernity: Merges traditional knowledge systems with contemporary science and technology, offering practical, low-cost, sustainable solutions.

WEAKNESSES



⚠️ **Lack of Systemic Integration:** Current education systems and policies remain largely fragmented, focusing on skills for employment rather than value-based living.

⚠️ **Overdependence on Technology:** Risk of alienating youth from ethical reflection by prioritizing digital interaction over human connection and self-inquiry.

⚠️ **Implementation Gaps:** Existing UHV frameworks remain largely conceptual without widespread structural mechanisms for scalable application.

⚠️ **Resistance to Change:** Entrenched profit-driven and competitive paradigms create inertia against value-based, coexistential approaches.

⚠️ **Limited Awareness:** Insufficient exposure of the holistic worldview among educators, policymakers, and youth themselves.

OPPORTUNITIES



💡 **Policy Alignment:** National policies (e.g., NEP 2020) support inclusion of ethical and value-based education, providing an entry point for systemic reform.

💡 **Youth-led Initiatives:** Rising youth movements for climate action, social justice, and ethical governance can be leveraged to embed UHV in practice.

💡 **Global Collaboration:** Platforms for international cooperation and interdisciplinary research offer opportunities to exchange best practices and develop innovative, context-sensitive models.

💡 **Revival of Traditional Systems:** Opportunity to document, preserve, and apply traditional knowledge and community practices that are naturally sustainable.

💡 **Holistic Research:** Expanding research into consciousness, sustainability, and ethical technologies can provide strong empirical and philosophical backing.

THREATS



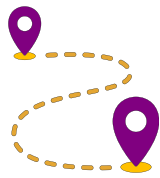
- ⊗ **Consumerist Pressures:** Societal and commercial systems continue to promote materialism, eroding the inclination toward simple, responsible lifestyles.
- ⊗ **Systemic Resistance:** Industry, education, and health sectors are predominantly driven by profit motives, resisting ethical realignment.
- ⊗ **Climate Insecurity:** Accelerating ecological degradation and climate change risks outpacing educational and systemic reforms.
- ⊗ **Misinformation:** Spread of inaccurate or reductionist information undermines value-based education and holistic worldview.
- ⊗ **Geopolitical Instability:** Conflicts, displacement, and rising inequality limit resources and attention toward implementing long-term, systemic UHV approaches.

STRATEGIC IMPLICATIONS



- **Leverage Strengths:** Scale value-driven education models through partnerships with national policies and global networks.
- **Address Weaknesses:** Focus on teacher training and structural reforms to embed UHV in curricula and governance frameworks.
- **Seize Opportunities:** Encourage youth-led sustainability projects, research programs, and community-based initiatives that showcase practical applications of UHV.
- **Mitigate Threats:** Advocate for cultural transformation through awareness campaigns, ethical policy advocacy, and community engagement to counter consumerism and misinformation.

IMPLEMENTATION ROADMAP



1. Education Reform

- a. Integrate UHV modules in formal and informal education.
- b. Promote experiential learning: community service, ecological projects, introspective practices.
- c. Train educators in UHV and holistic worldview.

2. Youth Empowerment

- a. Mentorship networks for ethical leadership and resilience.
- b. Campus forums linking SDGs with real-world action.
- c. Wellness centers combining mental health, ecological literacy, and value-based guidance.

3. Systemic Alignment

- a. Decentralized governance of resources and services, rooted in trusteeship.
- b. Support for small-scale, renewable-resource-based technologies.
- c. Revival of community-based traditional systems.

EXAMPLES OF PRACTICE



At AKGEC, Ghaziabad, these initiatives empower youth to translate the theory of SDGs into everyday practice—instilling a sense of responsibility and ethical living:

- Green campus initiatives (solar energy, waste management).
- Value education workshops.
- Promotion of community-led sustainable practices.

CONCLUSION

The Universal Human Values (UHV) approach to achieving the Sustainable Development Goals (SDGs) emphasizes a profound civilizational shift—from the dominant paradigm of competition, individualism, and material accumulation toward one of coexistence, mutual care, and ethical responsibility. This transformative approach recognizes that the challenges of poverty, inequality, environmental degradation, and

social unrest cannot be resolved through fragmented, symptomatic interventions alone. Instead, they require a deep reorientation of human consciousness and societal structures, beginning with the most crucial agents of change—youth.

Empowering youth through value-driven education goes far beyond preparing them for employability in a competitive market. It fosters a process of inner awakening, helping them develop self-awareness, clarity of purpose, and the ethical insight necessary to understand their role within the web of life. By cultivating critical thinking, emotional intelligence, and an attitude of trusteeship toward society and nature, value-based education equips young individuals to live in alignment with principles of harmony, sufficiency, and interdependence.

This holistic transformation enables youth to transcend the mindset of consumerism and relentless accumulation, instead promoting responsible choices that nurture social equity, ecological balance, and collective well-being. As they internalize the right understanding of happiness and

prosperity, their actions naturally contribute to the realization of the SDGs—not as externally imposed goals, but as organic outcomes of their way of living.

Through this shift, young people emerge as ethical leaders and compassionate contributors, capable of initiating sustainable practices in their communities, workplaces, and personal lives. Their empowered participation strengthens social cohesion, fosters ecological regeneration, and promotes equitable economic systems.

Ultimately, the UHV approach envisions a world where peace is not merely the absence of conflict, happiness is not dependent on material gain, and sustainability is not a policy target but a natural way of life. By embedding values of coexistence, ethical governance, and responsible stewardship in the educational experience, this framework lays the foundation for a just, harmonious, and sustainable civilization—where human development and planetary well-being are not in conflict but in mutual flourishing.

THE ROLE OF UHV AND MORNING SESSIONS IN MY EXPLORATION

I engaged deeply in **Exercise 1 and 2** during **morning sessions**, which allowed me to observe **my assumptions, reactions, and decision-making process**.

Key Methods That Facilitated My Self-Exploration:

- **Distinguishing Between Body and Self:** Exercise 2 helped me see that **I am not just my body but a co-existence of Self and Body**.
- **Observing My Emotional State:** Exercise 1 made me realize that my thoughts were **often shaped by discomfort or external pressures rather than my conscious acceptance**.
- **Recognizing the Power of My Decisions:** I saw that my thoughts, imagination, and emotions were often **"automatic" (unconscious): I could consciously choose how to engage with them**.
- **Understanding Relationships and Harmony:** My perception of relationships shifted from **expectation-driven** to **responsibility-driven**, creating greater alignment with reality.

One striking realization was that **I had assumed that comfort and well-being only came from external sources**. But as **I practiced self-exploration**, I realized that **inner peace comes from clarity, not external conditions**.

KEY REALIZATIONS: UNDERSTANDING MYSELF MORE DEEPLY

➤ The Power of Observing My Thoughts

Before UHV, I never questioned my automatic responses. Exercise 1 made me aware that: **My reactions were conditioned by past assumptions**.

By observing them, **I could pause and choose my response instead of reacting impulsively. I hold the power to interpret situations** differently, which directly affects my emotional state.

This shift **brought more stability** to my mind and significantly improved my interactions.

➤ The Shift in My Decision-Making Process

Previously, I made decisions **based on societal norms or pressures**. However, UHV helped me understand that **decisions should be based on reality and natural acceptance**.

Before: I relied on social expectations to determine my choices.

After: I now make decisions consciously, assessing whether they align with reality and harmony.

A pivotal moment in my journey occurred when I realized that **I was accepting external pressure without questioning if it truly aligned with my well-being**. Recognizing this made me more **mindful of my choices**.

➤ Understanding Relationships Beyond Expectations

One of my most profound shifts came when **I saw that harmony in relationships does not depend on others fulfilling my expectations—it depends on my understanding of coexistence**.

Before: I expected people to act in a way that pleased me.

After: I understood that everyone acts according to their own awareness, and my role is to focus on my response and understanding.

This shift drastically **improved my relationships** with family and colleagues.

CHANGES IN MY LIVING

- ✓ I am more conscious of my thoughts and reactions rather than functioning on autopilot.
- ✓ I no longer see happiness as dependent on external factors but as an inner clarity.
- ✓ I have developed patience in relationships, focusing on understanding rather than expectations.
- ✓ I take responsibility for my emotional state rather than blaming circumstances or people.
- ✓ I have started incorporating UHV insights into my decision-making and interactions.

A clear example of this shift was my reaction to criticism at work. Instead of feeling attacked or misunderstood, **I observed my response, reassessed the situation, and adjusted my approach without emotional turbulence**.

BEFORE UHV:

- ⚠ I reacted to situations based on habit and past conditioning.
- ⚠ I made decisions without questioning whether they aligned with my natural acceptance.
- ⚠ I placed expectations on others, leading to frustration in relationships.

AFTER UHV:

- ✅ I consciously observe and choose my responses instead of reacting impulsively.
- ✅ I make decisions based on my own clarity rather than societal pressures.
- ✅ I see relationships as a space for understanding, not expectations.

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**.

Moving forward, ***I am committed to deepening my understanding through continued self-exploration and application of UHV principles.***



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

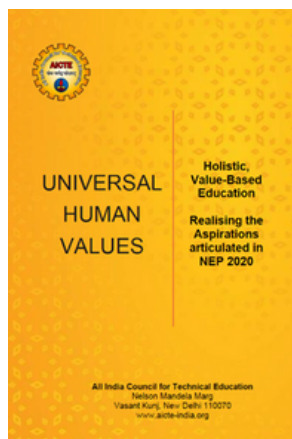
Right Understanding Right Feeling	Health	Prosperity	Fearlessness (Trust, Justice)	Co-existence (Mutual Enrichment)
↓ Happiness	↓	↓	↓	↓
In Every Individual	In Every Individual	In Every Family	In Society	In Nature/Existence

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



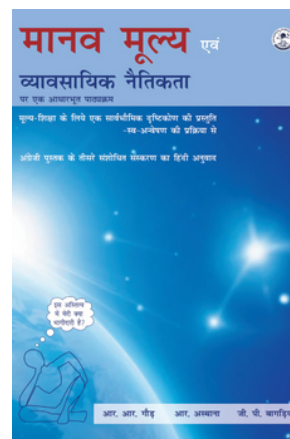
From ICHVHE 2024 Keynote "Vision for Human Education"

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://uhv.org.in/>



YouTube Channel: UHV Foundation
<https://www.youtube.com/c/UniversalHumanValues>



Website: UHV Cell,
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