



NOV 2025

NEWSLETTER

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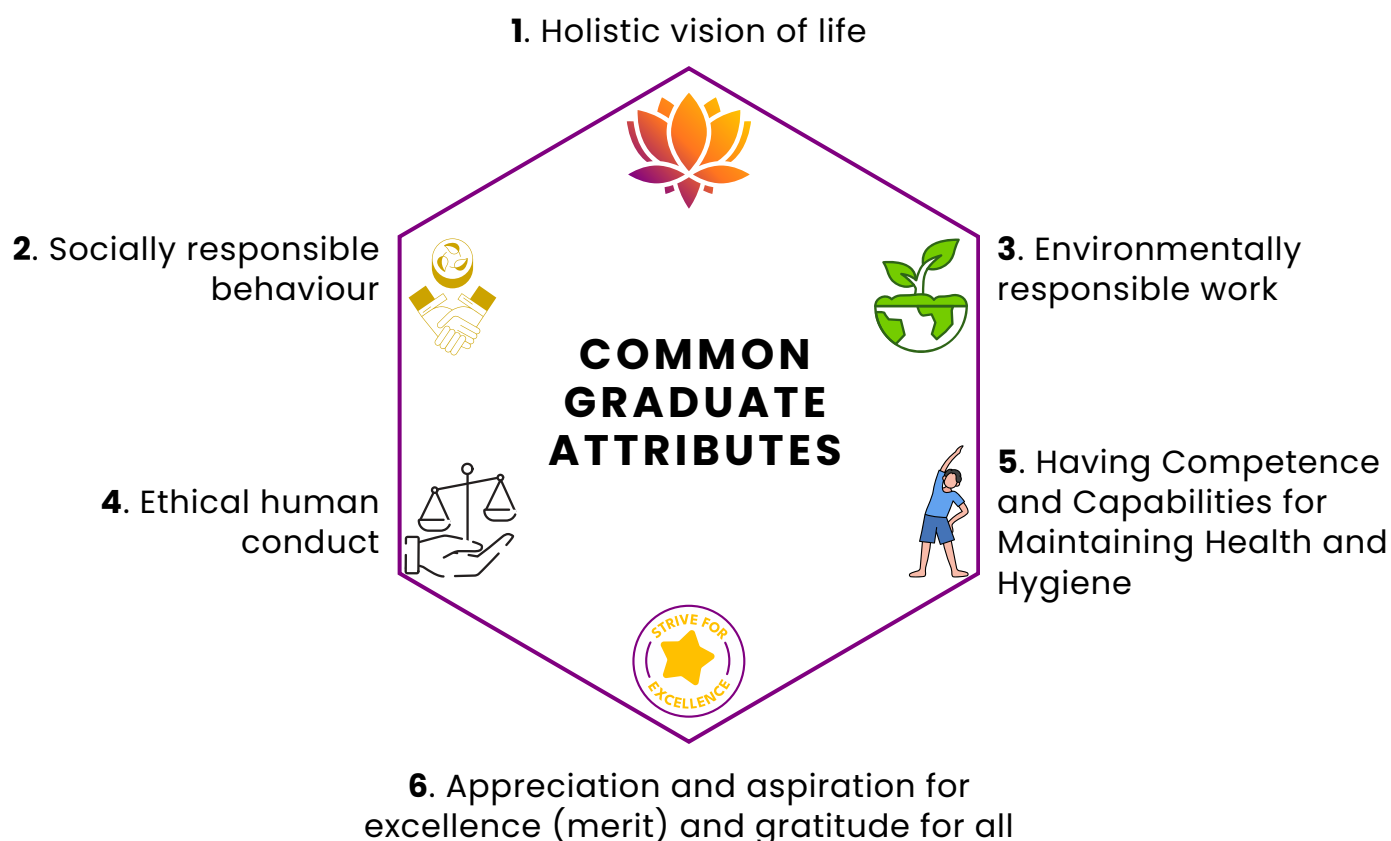
Schedule of upcoming events

KEYNOTE : VISION AND IMPLEMENTATION PLANS FOR VALUE-DRIVEN EDUCATION

In the **June edition of the Newsletter**, we conducted a comprehensive **SWOT** (Strength–Weakness–Opportunity–Threat) **analysis of today's youth**. The findings clearly revealed that while young people possess immense **potential—creativity, energy, technological adaptability**, and a **strong desire for purpose**—they also face significant **challenges** such as **stress, confusion, value dilemmas, social comparison**, and a fragmented sense of identity. At the same time, they are surrounded by both unprecedented opportunities for growth and emerging threats arising from rapid technological change, environmental crises, and societal pressures.

From this analysis, one insight stood out unmistakably: **there is an urgent need for value-driven education**. Such education must not only *harness the strengths of today's youth and tap into the opportunities available to them, but also address their weaknesses* by providing clarity, stability, and emotional resilience. Equally important, it must prepare them to face the emerging threats with confidence, ethical grounding, and a sense of responsibility towards themselves, society, and nature.

VISION FOR VALUE-DRIVEN EDUCATION



Continued on p08

SHARING BY DR. SUNIL KUMAR - FROM REACTION AND RIGIDITY TO UNDERSTANDING AND HARMONY

I am **Dr. Sunil Kumar N**, a Professor and Head in the Division of Civil Engineering, Cochin University College of Engineering Kuttanad, CUSAT, Kerala, working in a university system with academic, administrative, and social responsibilities. **My journey** with Universal Human Values (UHV) **began** in **June 2020**. What started as participation in programs has now become a continuous process of self-exploration and inner transformation.

*For a large part of my life, I believed that my happiness, satisfaction, and sense of fulfilment depended on external factors—recognition, professional success, approval from others, and being perceived as **competent** or **“special”**.*

- I **derived satisfaction** when **my proposals** were **accepted**.
- I **felt disturbed** when my views were opposed.
- I **believed strictness** and control were necessary **to ensure discipline**.
- I **carried a strong sanskar** of **“being special”** and wanting to stand apart.



*“This journey has shown me that **self-development** is not an event—it **is a continuous process**.”*

HOW I EXPLORED: TURNING INWARD AND OBSERVING MYSELF

Exercise 1 & 2 made me realize that **I’m the one interpreting** the things happening to me, **giving meaning** to them, and **deciding** what feelings to generate in me. Others are simply behaving based on their understanding of reality or their own sanskaras.

This was a life-changing realization.

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NWR REGIONAL MEET FOR UHV VOLUNTEERS - 2025

The **University of Engineering & Management (UEM)**, Jaipur hosted the **NWR Regional Meet for Universal Human Values (UHV)** Volunteers from **14th to 16th November 2025**. This inaugural gathering aimed to strengthen value-based education, enhance collaboration among volunteers, and provide a structured platform for dialogue, training, and experience-sharing within the NWR region.



The inaugural ceremony witnessed the gracious presence of **Shri Swami Sumedhanand Saraswati Ji**, whose blessings added inspirational depth to the event. From **UEM Jaipur**, distinguished leaders including **Prof. Biswajoy (Vice Chancellor)**, **Prof. Pradeep Ji (Registrar)** and **Dr. Mukesh Yadav Ji (Dean & LPC)** attended and extended their support.



Representing **NCCIP, AICTE, Dr. H. D. Charan Ji** and **Mr. Rajul Asthana Ji** and honored the gathering with their participation. The sessions were led by **Dr. Kumar Sambhav Ji**, who served as the key Resource Person and facilitated insightful discussions on Universal Human Values. Additionally, the **NWR regional coordination team—Mr. Jitender Narula Ji, Dr. B. K. Sharma Ji, Dr. Piush Sharma, Dr. Priya Darsani, Dr. Manisha Gupta, and Dr. Charanjeet Madan**—played an essential role in planning and guiding the overall program. The meet brought together about **40 volunteers**, fostering meaningful interaction and clarity on UHV. The event concluded with renewed enthusiasm and a strengthened collective commitment toward UHV initiatives in the NWR region.

NATIONWIDE EVENTS - NOVEMBER 2025

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

Marathawada Mitra Mandals College of Engineering

-Pune, Maharashtra



H 10 NOV - 12 NOV SUCCESSFULLY ATTENDED: 32

RP: Dr. Mahesh Kolte , **CF:** Dr. G. Bagyashali Jadhav, **O:** Dr. Anita Mane

D. Y. Patil College of Engineering

-Pune, Maharashtra



E 19 NOV - 21 NOV SUCCESSFULLY ATTENDED: 74

RP: Dr. Mahesh Kolte , **CF:** Dr. Anita Mane, **O:** Mrs. Revati Rajiv Deshpande

TKM Institute of Technology

-Kollam, Kerala



E 27 NOV - 29 NOV SUCCESSFULLY ATTENDED: 74

RP: Ms. Deepa G. Nair, **CF:** Ms. Priya C. V. & Dr. Bijuna Kunju, **O:** Mr. G. Jayaprakash

Jain College of Engineering and Technology

-Belagavi, Karnataka



E 20 NOV - 22 NOV SUCCESSFULLY ATTENDED: 66

RP: Dr. Yashvant Patil, **CF:** Mr. G. Jayaprakash & Prof. Farhat Begum, **O:** Dr. Shashikant S Kurodi

Brijlal Biyani Science College

Amravati, Maharashtra



H 27 NOV - 29 NOV SUCCESSFULLY ATTENDED: 83

RP: Dr. Yashwant Patil, **CF:** Dr. Ajay Talwekar & Dr. Manisha Jape **O:** Dr. Prashant Daigavane

C. V. Raman Global University

-Bhubaneswar, Odisha



E 27 NOV - 29 NOV SUCCESSFULLY ATTENDED: 43

RP: Dr. Dilip Debnath, **CF:** Mr. Rabindra Kumar Rout & Subas Chandra Sarangi, **O:** Ms. Sangita Tripathy

UHV-II FDP

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

**Sethu Institute of Technology,
Anna University, Pulloor.**

-Kariapatti, Tamil Nadu



18 NOV - 22 NOV SUCCESSFULLY ATTENDED: --

RP: Dr. N. Sunilkumar, **CF:** Mr. A. Deepesh & Dr. S. Mythili, **O:** Dr. D. Sivaraj

**K. Ramakrishnan College of
Engineering, Anna University**

-Chennai, Tamil Nadu



24 NOV - 28 NOV SUCCESSFULLY ATTENDED: 57

RP: Dr. Vanchna Singh, **CF:** Dr. Vijayashree .T & Mr. L. Vadivel Kannan , **O:** Mrs. R. Rajashri

UHV-II REFRESHER FDP

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

**Ajay Kumar Garg Engineering
College**

-Noida, Uttar Pradesh



24 NOV - 28 NOV SUCCESSFULLY ATTENDED: 27

RP: Dr. Gopal Babu, **CF:** Dr. Manishi Mishra, **O:** Dr. Arvind Kumar Sharma

UHV-VII HOLISTIC HUMAN HEALTH PART-I

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

**SRM Institute of Science and
Technology**

-Chennai, Tamil Nadu



18 NOV - 22 NOV SUCCESSFULLY ATTENDED: 35

RP: Dr. Sharmila Asthana, **CF:** Mr. Rajul Asthana, **O:** Dr. Kumaresan

INTRODUCTORY UHV FDP (5-DAY, ONLINE, AICTE)

10-14 Nov in English: 207 Participants



UPCOMING EVENTS IN DECEMBER 2025 INVITING YOU TO ICHVHE 2025!



**UHV
Foundation**
DELHI, INDIA

PRESENTS THE

10th ICHVHE

INTERNATIONAL CONFERENCE ON
HUMAN VALUES IN HIGHER EDUCATION

DECEMBER 19-21, 2025

SHIFT 1: 8:00 AM – 4:00 PM (IST)

SHIFT 2: 7:30 PM – 3:30 AM (IST)

WORLDWIDE ZOOM EVENT

EMPOWERING YOUTH THROUGH VALUE-DRIVEN EDUCATION

- FOR A HAPPY AND PEACEFUL WORLD

**19
DEC**

DAY 1: VISION FOR VALUE-DRIVEN EDUCATION

Theme: Empowering Youth for a Happy and Peaceful World

DAY 2: EDUCATION TO EMPOWER YOUTH WITH A VISION

Theme 1: To Live Together as a World Family

Theme 2: For a Humane Society

**20
DEC**

**21
DEC**

**DAY 3: IMPLEMENTING THE VISION FOR VALUE-DRIVEN
EDUCATION**

Theme: Holistic, Value-Based Education in Practice

PANELS: Higher Education | Holistic Health | SDGs
SEMINARS: School Education | Counseling



3,500+

*Registrations are surging, with
participation from delegates
across over 54 countries.*

REGISTER NOW!

To register, simply scan the QR Code
or visit ichvhe.uhv.org.in/register



CONFERENCE HOST AND BROADCASTING CENTRES



SRM INSTITUTE OF
SCIENCE & TECHNOLOGY,
CHENNAI

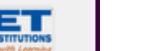


SRM INSTITUTE OF
SCIENCE & TECHNOLOGY,
DELHI-NCR CAMPUS



AJAY KUMAR GARG
ENGINEERING COLLEGE,
GHAZIABAD

ORGANIZING PARTNERS



UPCOMING EVENTS IN DECEMBER 2025

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

1–3 Dec 2025, Ajay Kumar Garg Engineering College, Ghaziabad, Uttar Pradesh.

4–6 Dec 2025, UP Institute of Design, Noida, Uttar Pradesh.

4–6 Dec 2025, Echelon Institute of Technology, Faridabad, Haryana.

4–6 Dec 2025, Gokaraju Rangaraju Institute of Engineering and Technology (Autonomous), Hyderabad, Telangana.

4–6 Dec 2025, Sri Sai Ram Engineering College, Chennai, Tamil Nadu.

10–12 Dec 2025, Saraswati Institute of Technology, Kharghar, Maharashtra.

13–15 Dec 2025, Gautam Buddha Mahila College (under Magadh University), Bihar.

22–24 Dec 2025, Manipal University Jaipur, Jaipur, Rajasthan.

26–28 Dec 2025, SSM Institute of Engineering and Technology, Tamil Nadu.

UHV-II FDP

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

01–05 Dec 2025, Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology, Avadi, Chennai, Tamil Nadu.

09–13 Dec 2025, Veer Surendra Sai University of Technology, Sambalpur, Odisha.

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

05–12 Dec 2025, Koneru Lakshmaiah Education Foundation, Guntur, Andhra Pradesh.

- **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
- **UHV-VII**=Holistic Human Health
- **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

KEYNOTE : VISION AND IMPLEMENTATION PLANS FOR VALUE-DRIVEN EDUCATION (CONTD.)

With this clarity established, we are now prepared to move forward and articulate the **Vision for Value-driven Education**—a vision that seeks to nurture individuals who are not only knowledgeable and skilled, but also **holistic in outlook, ethical in conduct, emotionally balanced, socially responsible, and environmentally conscious**.

Such education aspires to develop human beings who can contribute meaningfully to a **harmonious society, a sustainable environment, and a happy, prosperous and peaceful world**.

There are **six common graduate attributes** proposed here. We had discussed this earlier too in a previous edition of newsletter.

A **value-based graduate profile** envisions a young person who is

- **internally grounded,**
- **socially responsible** and
- **capable of contributing meaningfully** to a sustainable and harmonious world.

1 At the foundation lies a **holistic vision of life**, enabling clarity about human purpose, confidence in one's role in society, and fulfillment through continuous happiness and peace.

2 Such a learner naturally develops **socially responsible behaviour**, expressed through mutually fulfilling relationships in the family, workplace, and society. This includes civil responsibility, effective communication, and a mindset aligned with responsible national and global citizenship. A deep sense of respect—free from discrimination based on gender, caste, race, wealth, or creed—forms the basis of harmonious living.

3 Value-based education also nurtures **environmental responsibility**, where the youth acquire practical skills for production, entrepreneurship, and sustainable livelihoods. They learn to correctly identify physical needs, avoid overconsumption, and use resources responsibly. With competence to enrich and balance nature, they adopt a non-exploitative outlook and promote sharing from a sense of prosperity.

4 **Ethical human conduct**—including professional ethics—emerges as a natural outcome, guiding behaviour at all levels: family, workplace, community, nation, and the world.

5 In addition, graduates cultivate **health and hygiene competence**, practicing appropriate food habits, daily and seasonal routines, and healthy interactions with other people and nature.

6 Finally, the attributes foster **appreciation, aspiration for excellence, and gratitude**—towards nature, human beings, and the rich human tradition. This creates glory, reverence, and a drive to contribute to collective wellbeing.

*“Aligned with the real-world SWOT of today’s youth, these attributes empower them with **direction, resilience, ethical clarity, and the ability** to build a peaceful, sustainable, and fulfilling society.”*

IMPLEMENTATION PLANS AND PROGRAMS FOR VALUE-DRIVEN EDUCATION

With the clarity of the Vision, we can now outline the implementation plans and programs needed to bring Value-driven Education into practice.

A structured, phased approach ensures that values are not merely taught as isolated concepts, but are progressively integrated into learning, professional preparation, and everyday living.

Three key steps are proposed for implementation here:

STEP 1: Value Education (VE)

Including UHV in the Present Curriculum – Value Education:

The first stage of educational transformation begins with formally integrating Universal Human Values (UHV) into existing academic structures. This establishes the foundation for students to explore and understand harmony within themselves, in relationships, in society, and with nature.

Key academic initiatives include the:

- **Student Induction Program (SIP)** for new entrants at both undergraduate and postgraduate levels, helping students transition smoothly while grounding them in human values.
- **Mandatory UHV courses** across different years of study ensure that every student gains a baseline understanding of self-awareness, relationships, ethical conduct, and sustainable living.

- For deeper engagement, institutions may offer elective courses and even a **Minor Degree in UHV**, enabling motivated students to pursue an extensive and structured study of value education.

Equally important is the parallel preparation of faculty and leadership.

- **Faculty Induction Programs** orient new teachers toward value-based teaching approaches. Faculty Development Programs (FDPs) equip educators to deliver UHV courses effectively.
- **Management and Leadership Development Programs** help institutional leaders adopt value-oriented thinking in administration, ensuring that academic and administrative decisions model the very principles being taught. Together, these build a supportive ecosystem for VE.

STEP 2: Value-based Education (VBE)

Integrating UHV Across All Subjects –

Value-based Education (VBE):

The second step moves beyond standalone courses and weaves human values into the core of every discipline.

This integration positions **values** as the **foundation of all knowledge and skills**, ensuring that professional education remains ethical, holistic, and socially relevant.

One major initiative is the **embedding of value components** in all subjects—engineering, medicine, management, arts, sciences, commerce, and more. Through thoughtful curriculum design, each subject can connect technical learning with ethical reasoning, human welfare, and societal impact.

Institutions are encouraged to promote **socially and environmentally relevant projects**, enabling students to apply their technical knowledge to real societal needs. Projects addressing sustainability challenges, social justice, community development, rural upliftment, health equity, and ethical technology development cultivate sensitivity and responsibility in learners.

To strengthen the knowledge base of VBE, institutions can promote **interdisciplinary research** on themes such as sustainable development, responsible management models, ethical production systems, human-centered design, and holistic policy frameworks.

Further, the **establishment of dedicated departments and academic structures in value-based education** helps institutionalize UHV. These may include Centres for Ethics, Departments of Holistic Education, or multidisciplinary programs integrating human values with professional competencies.

STEP 3: Value-based Living (VBL)

The final step focuses on **making values a lived reality**—transforming the institution and society into environments where ethics, harmony, and co-existence naturally flourish.

- At the institutional level, this means **creating a campus culture** where relationships, trust, mutual respect, and sustainability are practiced daily. Administrative processes, leadership decisions, and campus norms all reflect human-centric values.
- Value-based living extends outward through community outreach, offering programs for NGOs, correctional institutions, professionals, government officials, and social groups. This bridges institutional learning with societal transformation.

- To scale the movement nationally, institutions can help establish **Nodal Centers**, which coordinate training, research, and capacity-building efforts. A **nationwide volunteer network** strengthens this outreach, enabling pro-bono community work grounded in compassion and responsibility.

Summary of the Three-Step Transformation Framework:

1. **Value Education (VE):** Introduce UHV within the curriculum.
2. **Value-based Education (VBE):** Integrate values across all subjects and disciplines.
3. **Value-based Living (VBL):** Create institutions and societies that live values in practice.

*“This three-step progression builds **ethical clarity, sustainable development, and human well-being**—fostering individual growth, social harmony, and lasting global peace.”*

SHARING BY DR. SUNIL KUMAR - FROM REACTION AND RIGIDITY TO UNDERSTANDING AND HARMONY (CONTD.)

At that time, I did not clearly see that my state of mind was fluctuating continuously based on situations and people outside me.

TURNING INWARD: OBSERVING MYSELF THROUGH EXERCISE 1 & 2

When I began working seriously with Exercise 1 and Exercise 2, I realized that I had rarely paid attention to what was going on within me.

“
I was **acting, reacting, deciding, and judging**—without observing my own feelings, assumptions, and imaginations.
”

The most challenging part for me was Step 1 of Exercise 1—continuous observation.

Being aware of myself every moment is not easy. Even today, I notice that I slip away from observation at times. However, a **major shift** I clearly see is that:

- ✓ The duration of disharmony has reduced.

- ✓ I can quickly recognize when I am disturbed.

- ✓ I can consciously return to harmony.

I began to see that disturbance does not come from people or situations—it arises from my own assumptions and expectations.

A MAJOR SHIFT: FROM REACTION TO RESPONSE

Earlier, whenever there was opposition—from colleagues, students, or workshop participants—I reacted internally. During one workshop, participants opposed the content within the first 15 minutes. Initially, resistance arose in me. But soon, observation began. **I realized:**

- 💡 They were speaking from their conditioning.

- 💡 I was also carrying assumptions.

- 💡 My responsibility was only to place the proposal, not to force acceptance.

This realization helped me respond with patience and affection rather than opposition. That workshop became a turning point—not only for participants, but for my own clarity.

Now, even when reactions arise, I can observe them and **return to a response guided by understanding.**

LETTING GO OF THE SANSKAR OF “BEING SPECIAL”

One of the most important realizations for me has been identifying the sanskar of wanting to be special. **Earlier:**

⚠️ Praise made me feel elated.

⚠️ Criticism made me feel low.

Now, I can **clearly observe** this tendency and work on settling it. Now, I can clearly observe this tendency and work on settling it.

💡 I **noticed** that neither praise nor criticism disturbed me internally. This was a clear indicator of change.

I am **still working** on this sanskar, but I can see that it is gradually losing its hold.

TRANSFORMATION IN PROFESSIONAL RESPONSIBILITIES

This inner shift is strongly reflected in my professional life.

Earlier, as Chief Superintendent of Examinations, I viewed students involved in malpractice as culprits and handled matters strictly and punitively. Now, when such situations arise:

✅ I invite students for discussion.

✅ I talk to them about purpose and responsibility.

✅ I interact with them with a feeling of relationship.

Even when colleagues insist that fear and punishment are the only solution, I am no longer disturbed by opposition. I place my proposal calmly and take responsibility for my role.

💡 I **place my proposal calmly** and take responsibility for my role.


💡 Similarly, when my proposals in meetings are rejected, I **now accept collective decisions** without internal conflict.

HEALING AND STRENGTHENING RELATIONSHIPS

Exercise 1 has helped me significantly in my personal relationships.

Earlier, I carried complaints against family members, including long periods of non-communication with my sister. Today, those **relationships** are restored and **strengthened** through **understanding** and **affection.**

I also notice a clear shift in how I relate to students and colleagues. Many students now approach me not only for academic issues but also for personal concerns.

 I **interact** with them not as an authority figure, but as a **fellow human being**.

HANDLING GRIEF WITH CLARITY AND CALMNESS

One of the most intense experiences where this understanding supported me was the passing of my mother in July 2025.

Through **Exercise 2**, I could clearly see the distinction between self and body. This helped me **accept the reality** of her body no longer being usable for her. **I was able to:**

- ☒ Remain calm
- ☒ Support my father and siblings
- ☒ Interact with elderly relatives with clarity and compassion

This experience reinforced my understanding that **right understanding enables stability** even in extreme situations.

UNDERSTANDING SELF AND BODY (EXERCISE 2)

Through continuous observation, I have gained clarity that:

- ☒ I am not the body
- ☒ I am not sensations
- ☒ I decide when and how to read sensations


I observe that during intense involvement (teaching, workshops), I do not even read sensations like tiredness. Only when I shift activity do I read bodily needs. This confirms that I am the decision-maker.

Reactions still occur at times, especially in close relationships, but now they are **quickly recognized** and settled.

GROWING TRUST, RELATIONSHIP, AND HAPPINESS

Earlier, my interaction with strangers was guided by suspicion. Now, it is gradually shifting to trust and a feeling of relationship.

I also observe that happiness is not coming from outside situations.

 While excitement still arises occasionally, I am **learning to distinguish excitement from stable happiness**.

This understanding is still in the process of validation through practice.

COMMITMENT TO THE PROCESS

This journey has shown me that self-development is not an event—it is a continuous process. **Beyond morning sessions, I try to:**

- ✓ Practice observation in daily life
- ✓ Review myself regularly
- ✓ Reduce time wastage
- ✓ Contribute through FDPs, workshops, translation work, and volunteering

I remain **deeply grateful** to my mentors, co-volunteers, and the UHV community who continue to guide and support me.

CONCLUSION: AN ONGOING TRANSFORMATION

This **self-exploration** has led to a gradual yet definite shift:

- ✓ From reaction to **response**
- ✓ From authority to **relationship**
- ✓ From assumption to **understanding**
- ✓ From disturbance to **harmony**

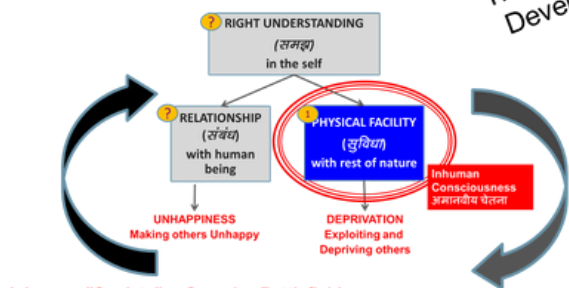
*I remain **committed** to **continuing this journey** with **patience, honesty, and responsibility**—both for my own growth and for meaningful contribution to society.*

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**.



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

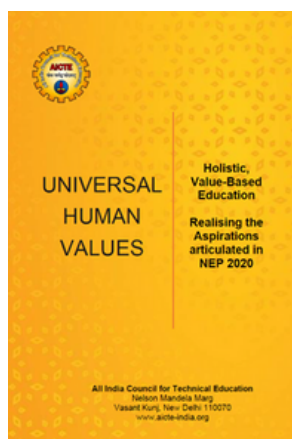
Family based Society (families, nations, whole world making effort for human goal)

Human Education

Transformation in individuals
↓
Societal Transformation

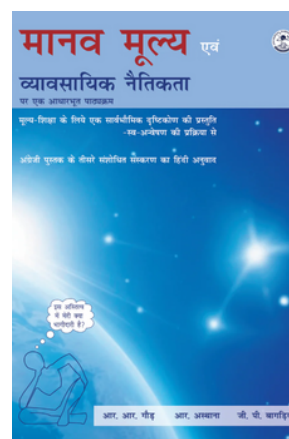
From ICHVHE 2024 Keynote "Vision for Human Education"

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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Official Newsletter of UHV Team

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

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