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UNIVERSAL



RATIONAL



VERIFIABLE



HOLISTIC



HUMANE EDUCATION

STUDY OF THE HUMAN PSYCHE (OR THE SELF) AND CONDUCT IN THE WESTERN PSYCHOLOGY



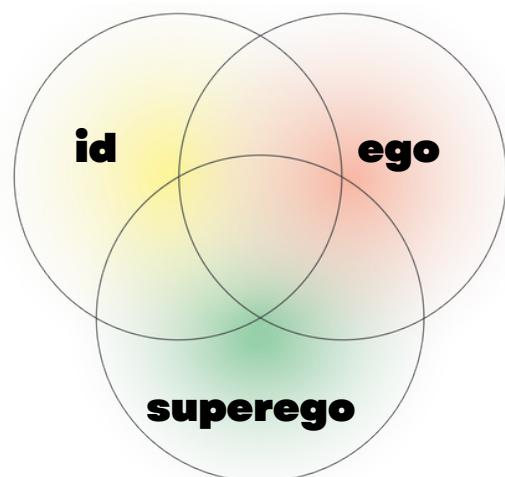
The question of the human psyche has occupied Western psychology since its formal emergence in the late nineteenth century. Across its various schools, the psyche has been conceptualized as instinctual energy, unconscious depth, conditioned behavior, cognitive structure, self-organizing system, and meaning-seeking consciousness.

Although the language and emphases differ, each tradition attempts to explain what the human being is, what determines conduct, how development occurs, and what constitutes psychological maturity.

In **Classical Psychoanalysis**, founded by **Sigmund Freud**, the human psyche is a dynamic and conflict-ridden structure composed of the id, ego, and superego.

The id contains instinctual drives, primarily sexual and aggressive energies; the superego represents internalized parental and societal norms; and the ego mediates between instinct, morality, and external reality. For Freud, much of mental life is unconscious, and behavior is largely determined by repressed desires and early childhood experiences. Human conduct is thus shaped by unresolved psychosexual conflicts and defense mechanisms that protect the ego from anxiety.

Sigmund Freud's Theory



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SHARING OF DR. ISHRAT'S JOURNEY OF SELF-EXPLORATION: *FROM REACTIVITY TO CLARITY*



"My journey with UHV began as participation in sessions, but gradually it has become a process of self-exploration"

ABOUT

Name: Dr. Ishrat Meera Mirzana
Location: Hyderabad
Association with UHV: 4 years
Area of Engagement: National Coordination

THE BEGINNING: *WHAT SPARKED THE JOURNEY*

I am Ishrat, **Professor** in **Mechanical Engineering** at **Muffakham Jah College of Engineering & Technology, Hyderabad**.

I was introduced to the UHV FDP in **March 2022**. Along with my professional role, I am a mother of two children, blessed with a supportive husband, Mr. Khuddus Pasha, my mother-in-law, and my extended family. *Their support has enabled me to contribute both professionally and as a volunteer in UHV activities.*

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STUDENT STORY OF THE MONTH: BUILDING TRUST AND HARMONY THROUGH UHV



This course has helped me not only understand human values but apply them in my everyday life.

Ms. Sharumati, MBBS – 1st year,
SRM MCH & RC, KTR, Chennai

Through the teachings of Universal Human Values (UHV), **I began to understand** that **trust** is not about control or constant agreement, but about right intention and mutual understanding. When trust is present, communication becomes honest, conflicts reduce, and relationships naturally move toward harmony.

One situation that clearly reflected this learning was my parents' expectation of regular calls and updates about my daily routine. As explained in the UHV syllabus, *expectations in relationships are natural and often arise from care and responsibility.*

While their expectation came from concern, my expectation was that being trusted meant being given space to handle things independently.

I am deeply grateful to the UHV team for providing such meaningful sessions that encouraged reflection beyond academics.

These teachings have helped me not only understand human values but apply them in my everyday life.

Moving forward, I hope to continue nurturing my relationship with my parents—and **with everyone around me – through trust, gratitude, and harmony.**



NATIONWIDE EVENTS IN JANUARY 2026

UHV-II FDP

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



Amritsar Group of Colleges

- Amritsar, Punjab

Date: 05-12 Jan **Language:** Hindi, English

RP: Dr. Priyadarshini, **CF:** Dr. Manisha Gupta, **O:** Dr. Divya Gupta, Dr. Munshi Yadav

Successfully Attended: **35**

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



SRM Institute of Science and Technology

- Kattankulathur, Tamil Nadu

Date: 22-26 Jan **Language:** English

RP: Mr. Umesh Jadhav, **CF:** Dr. Sudha, **O:** Ms. Komathi

Successfully Attended: **82**

UHV-II FDP

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



Panipat Institute of Engineering and Technology

- Panipat, Haryana

Date: 05-12 Jan **Language:** Hindi, English

RP: Dr. Upasana Mishra, **O:** Mrs. Mangaldeep Urvashi Sharma

Successfully Attended: **41**

INTRODUCTORY UHV FDP

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



Dev Bhoomi Uttarakhand University

- Dehradun, Uttarakhand

Date: 06-08 Jan **Language:** Hindi, English

RP: Dr. Upasana Mishra, **CF:** Dr. Manisha Shukla, **O:** Dr. Anurag Vidyarthi

Successfully Attended: **62**

- RP=Resource Person
- CF=Co-Facilitator
- O=Observer
- UHV=Universal Human Values
- UHV-I=Introduction to Universal Human Values
- UHV-II=Understanding Harmony and Ethical Human Conduct

INTRODUCTORY UHV FDP

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



Guru Nanak Dev Engineering College

- Ludhiana, Punjab

Date: 08-10 Jan **Language:** Hindi, English

RP: Mr. Jitender Narula , **CF:** Mr. Ajay Kumar , **O:** Mr. Krishan Kumar

Successfully Attended: **23**



LR Engineering and Technology

- Solan, Himachal Pradesh

Date: 16-18 Jan **Language:** Hindi, English

RP: Dr. Priyadarshini , **CF:** Dr. Garima Joshi **O:** Mr. Shiv Kumar

Successfully Attended: **77**



ABES Institute of Technology

- Ghaziabad, Uttar Pradesh

Date: 20-22 Jan **Language:** Hindi, English

RP: Mr. Bihari Nandan Pandey, **CF:** Dr. Abha Mishra, **O:** Dr. Mahesh Kumar Gupta

Successfully Attended: **33**



Yenepoya Institute of Technology

- Mangalore, Karnataka

Date: 22-24 Jan **Language:** English

RP: Dr. N Sunil Kumar, **CF:** Ms. Soumya S, **O:** Mr G Jayaprakash

Successfully Attended: **38**



Govind Ballabh Pant Institute of Engineering and Technology

- Pauri, Uttarakhand

Date: 27-29 Jan **Language:** Hindi, English

RP: Prof. Gaurav Mishra, **CF:** Dr. Santoshi Shah **O:** Dr. Vinod Singh

Successfully Attended: **20**



Raj Kumar Goel Institute of Technology & Management

- Ghaziabad, Uttar Pradesh

Date: 27-29 Jan **Language:** Hindi

RP: Dr. Parul Verma, **CF:** Dr. Hemlata Jain , **O:** Mr. Grahvardhan Gautam

Successfully Attended: **32**

INTRODUCTORY UHV FDP

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



Dr. M.G.R. Educational and Research Institute

- Chennai, Tamil Nadu

Date: 28 - 30 Jan **Language:** English

RP: Mr. Umesh Jadhav, **CF:** Dr.T. Sridarshini ,
O: Dr. Supraja P

Successfully Attended: **54**



Nashik, Maharashtra, India
S. No 1071 Bhujbal Knowledge City, Adgaon, Bhujbal Knowledge City, Adgaon, Nashik, Maharashtra 422003

MET's Institute of Engineering

- Nashik, Maharashtra

Date: 28 - 30 Jan **Language:** Hindi

RP: Mrs. Aprajita Singh, **CF:** Mrs.Amrita Pundalik, **O:** Mrs. Kiran Naphade

Successfully Attended: **51**



R V Institute of Technology

- Bijnor, Uttar Pradesh

Date: 29-31 Jan **Language:** Hindi, English

RP: Dr. N. K. Sharma, **CF:** Dr. Ashutosh Kansal
O: Mr. Vivek Agrawal

Successfully Attended: **60**



UP Institute of Design

- Noida, Uttar Pradesh

Date: 29-31 Jan **Language:** Hindi, English

RP: Dr. Vanchana Singh, **CF:** Dr. Abha Mishra , **O:** Dr. Arvind Kumar Sharma

Successfully Attended: **21**

INTRODUCTORY UHV FDP

5-DAY, ONLINE, AICTE

19-23 Jan 2026 in English – **230** participants

26-30 Jan 2026 in Hindi – **82** participants

- 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



UPCOMING EVENTS IN FEBRUARY 2026

MANAGEMENT DEVELOPMENT PROGRAM

3-DAYS

06–08 Feb 2026 – SCTR's Pune Institute of Computer Technology, Pune, Maharashtra

UHV-VII (PART B) HUMAN SOCIOLOGY, PART-I

4-DAYS

12–15 Feb 2026 – SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu

INTRODUCTORY UHV FDP

3-DAYS

12–14 Feb 2026 – University Department of Pharmaceutical Sciences, MGM University, Chhatrapati Sambhajinagar, Maharashtra

13–17 Feb 2026 – Integrated Academy of Management and Technology, Ghaziabad, Uttar Pradesh

18–20 Feb 2026 – Sri Venkateswara College of Engineering, Sriperumpudur, Tamil Nadu

19–21 Feb 2026 – Maharaja Ranjit Singh Punjab Technical University, Bathinda, Punjab

23–25 Feb 2026 – UP Institute of Design, Noida, Uttar Pradesh

Regional Meet

(South Region & South Western Region)

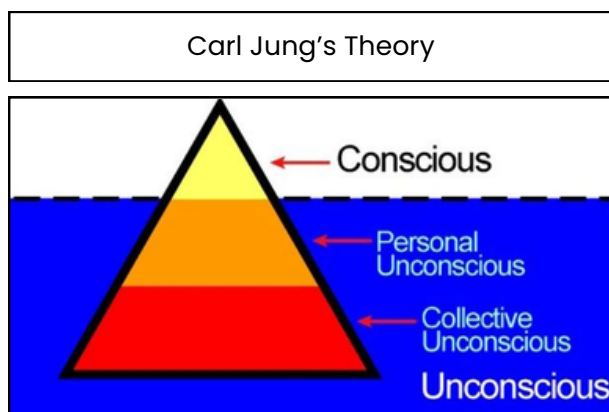
3-DAYS

20–22 Feb 2026 – SRM Institute of Science and Technology, Chengalpattu, Tamil Nadu

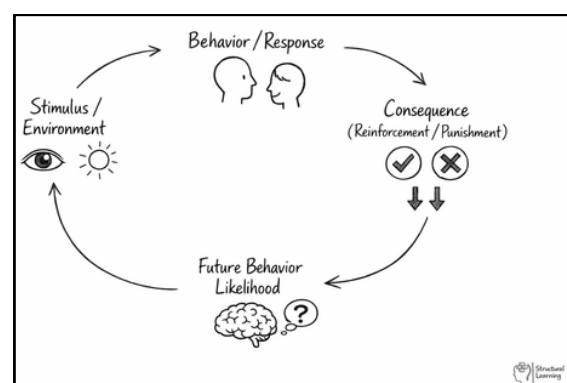
STUDY OF THE HUMAN PSYCHE (OR THE SELF) AND CONDUCT IN THE WESTERN PSYCHOLOGY (**CONTD.**)

The full development of the psyche, in this framework, involves strengthening the ego so that it can realistically manage instinctual impulses and channel them into socially acceptable forms through sublimation. When development is obstructed, neurosis emerges: repression, anxiety, compulsions, and maladaptive relational patterns signal a divided self. Growth occurs through psychoanalytic insight—making the unconscious conscious—so that the individual gains reflective control over previously hidden determinants of behavior.

Human conduct is influenced not only by personal history but also by inherited symbolic patterns embedded in the collective psyche. The ultimate potential of the human being lies in individuation—the integration of conscious and unconscious aspects into a unified Self. When development is arrested, individuals become fragmented, projecting their “shadow” onto others or becoming possessed by archetypal forces. Psychological growth requires symbolic engagement with dreams, myths, and inner conflicts, leading to integration and psychic wholeness.



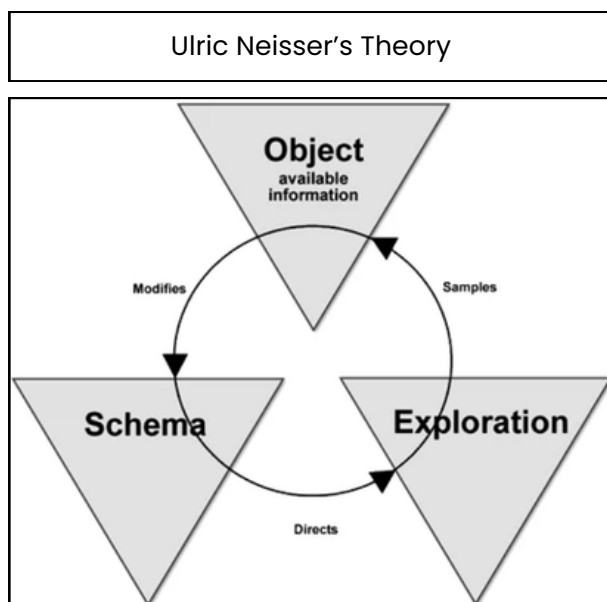
Carl Jung expanded this depth perspective. For Carl Jung, the psyche is not merely a battleground of drives but a self-regulating totality that includes consciousness, the personal unconscious, and the collective unconscious structured by archetypes.



A radically different understanding emerged with **Behaviorism**. **B. F. Skinner** rejected the notion of an inner psyche as the proper subject of scientific psychology.

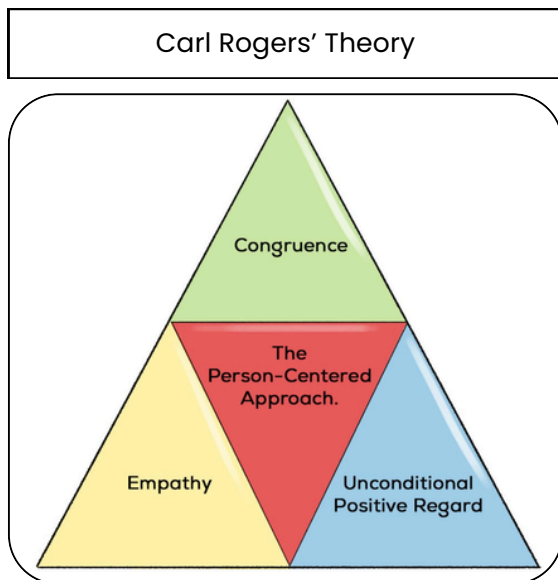
Instead, behaviorism defined psychology as the study of observable behavior shaped by environmental contingencies. Conduct is determined by reinforcement histories—patterns of rewards and punishments that condition responses. From this perspective, an undeveloped or maladaptive person is simply one whose behavioral repertoire has been shaped by dysfunctional contingencies. Development involves restructuring the environment and reinforcement schedules to produce adaptive behavior. Psychological maturity, therefore, is expressed not as inner integration but as effective behavioral adjustment.

Ulric Neisser described the psyche as an information-processing system comprising schemas, beliefs, memory structures, and attentional mechanisms. Conduct is determined by cognitive appraisals and interpretations rather than raw stimuli alone. Dysfunction arises when individuals develop distorted core beliefs and maladaptive schemas.



The **Cognitive** revolution reintroduced the mind, though in computational terms.

In cognitive therapy, pioneered by **Aaron Beck**, psychological problems stem from systematic cognitive distortions such as catastrophizing or overgeneralization. Development, therefore, requires cognitive restructuring—examining and revising irrational beliefs. A mature psyche demonstrates cognitive flexibility, realistic appraisal, and rational self-regulation.

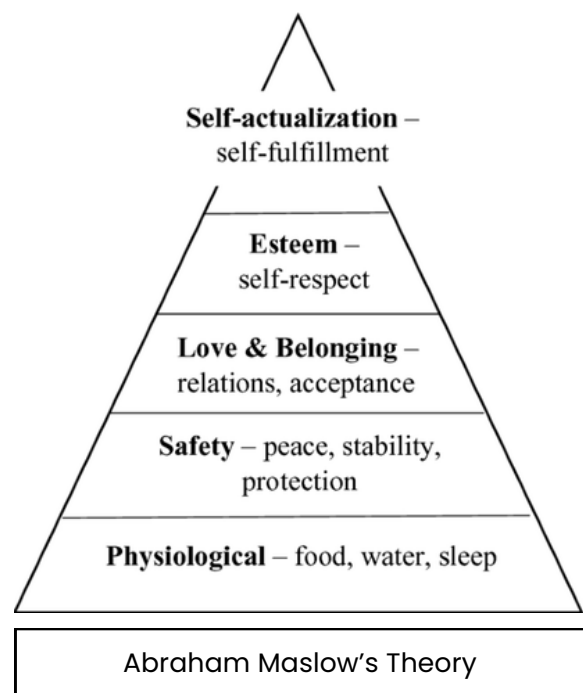


Humanistic Psychology introduced yet another shift, emphasizing subjective experience and inherent growth tendencies. **Carl Rogers** conceptualized the psyche as an organized self-system striving toward congruence and authenticity.

According to Rogers, individuals possess an innate actualizing tendency, but development can be distorted by conditions of worth imposed by others.

Conduct is shaped by the degree of congruence between the real self and the ideal self. Psychological disturbance reflects incongruence and self-alienation. Growth occurs in a relational climate characterized by empathy, congruence, and unconditional positive regard, enabling the individual to reclaim authentic experience.

Similarly, **Abraham Maslow** described the full potential of the human psyche as self-actualization—the realization of innate capacities once basic needs are satisfied. A developed psyche exhibits creativity, autonomy, spontaneity, and ethical awareness.



Existential Psychology deepened the emphasis on freedom and meaning. **Viktor Frankl** argued that the primary determinant of conduct is the will to meaning. When individuals fail to find purpose, they experience an existential vacuum marked by boredom, anxiety, and despair. Development involves confronting suffering, accepting responsibility, and orienting oneself toward meaningful commitments.

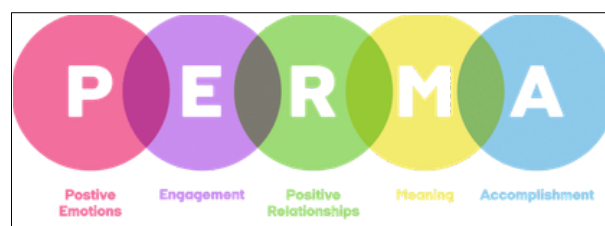
A mature psyche expresses authenticity, responsibility, and resilience in the face of existential limits.

Adlerian Psychology provides a social-ethical synthesis. **Alfred Adler** proposed that the psyche is a unified, goal-directed system oriented toward overcoming feelings of inferiority.

Human conduct is shaped by a striving for superiority or mastery, but this striving can take either socially constructive or self-centered forms. The hallmark of psychological health is social interest—the capacity to cooperate and contribute to the common good. An undeveloped psyche manifests as inferiority complexes, compensatory arrogance, or withdrawal from communal life. Development involves encouragement, reorientation of life goals, and cultivation of social embeddedness. The proof of maturity lies in cooperative engagement with work, love, and community.

Finally, contemporary **Positive Psychology**, associated with **Martin Seligman**, reframes the psyche not primarily in terms of pathology but flourishing.

Human conduct is influenced by character strengths, optimism, resilience, and the pursuit of meaning. The full development of the psyche is expressed in flourishing—positive emotion, engagement, relationships, meaning, and achievement. Psychological problems often reflect learned helplessness, pessimism, or absence of strengths utilization. Growth involves cultivating gratitude, strengths, hope, and purposeful living.



Across these diverse schools, one observes a gradual broadening of perspective. Early depth psychology emphasized unconscious conflict; behaviorism foregrounded environmental determinism; cognitive psychology highlighted mental representation; humanistic and existential approaches centered on authenticity and meaning; and positive psychology articulated flourishing.

Despite theoretical differences, a convergent theme emerges: the undeveloped psyche is characterized by fragmentation, distortion, rigidity, or alienation, while the developed psyche manifests integration, adaptability, responsibility, and constructive social engagement.

Human conduct may be driven by unconscious drives, reinforcement histories, cognitive schemas, existential choices, or evolutionary adaptations. **Yet the trajectory of development consistently moves toward integration, autonomy, ethical responsibility, and contribution.** In this sense, the mature human psyche—however defined—demonstrates self-awareness, emotional regulation, rational clarity, social concern, and the capacity to live meaningfully within the larger human community.



Sharing of Dr. Ishrat's Journey of SELF-EXPLORATION (CONTD.)



INNER SHIFTS AND PERSONAL GROWTH

BEFORE

⚠️ I **often reacted quickly** to situations without pausing to understand what was happening within me.

⚠️ In situations **related to my children** — especially exams and PTMs — I would feel tense, restless, and emotionally disturbed.

⚠️ At the workplace, **lack of transparency**, poor communication, or unmet expectations would often **make me angry**, and I would express that anger.

⚠️ Words like "**bhaiya**" and "**didi**" were mainly forms of address for me.

⚠️ I **identified** strongly with my roles and responsibilities.

AFTER

💡 Now, I pause and ask myself, "**What is the purpose?**" This helps me observe my thoughts, imagination, and feelings with greater clarity.

💡 Now, **I can clearly see** that this restlessness is due to preconditioning and maternal fear, not **my natural state**. Although I am still learning, I have begun to observe it more honestly.


💡 Now, **I recognize** that anger does not come merely from the situation, but from **my own assumptions and inner reactions**. I consciously try to maintain harmony in relationships.


💡 Now, these words carry a genuine feeling of relationship. The idea that **we are all connected** is becoming an experiential reality for me.


💡 I now understand that **I am the self**, and roles or designations are temporary expressions, not my identity.


BEFORE


AFTER


 I **often followed** customs, social conditioning, or inherited beliefs without deeply verifying them.


 My understanding of **prosperity** was influenced more by the common idea of **accumulation**.


 My **feeling of relationship** was present, but not always deeply lived.


 I **expected** transformation to mean becoming complete very quickly.


 I **did not fully recognize** how much I could learn from those around me.

 Now, I **try to validate** things through my own experience and understanding rather than blindly accepting preconditioning.

 I now see prosperity as right **understanding of physical facilities**, not accumulation alone.

 Through my work with abandoned women, elderly women, and children at the Kasturba Memorial Trust, my **feeling of relationship, gratitude, and trust** has deepened significantly.

 Now, I **honestly accept** that I am still incomplete. I have clarity in many areas, but I am still learning to live it fully, especially in family life.

 Now, I learn from my husband, children, mentors, and even young participants. I **see every co-explorer as a teacher**.

”

*Trust has emerged as the foundational feeling for me.
When I trust someone, the other naturally responds.*

COMMITMENT TO THE JOURNEY

*I do not claim completeness.
I do not claim to be the best.*

My journey began in 2022.

I am giving myself time to grow in right understanding before taking further responsibilities such as demo sessions. I want my contribution to emerge from clarity, not from enthusiasm alone.

I try to **devote more than two hours** most days to self-exploration and UHV-related activities. I continue to extract content, reflect, evaluate myself, and contribute as much as possible.

This journey is ongoing.

“
***I commit to continuing it –
with patience, honesty,
and responsibility –
as a part of coexistence.***
”

Invitation to Share Your Self-Development Story

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.

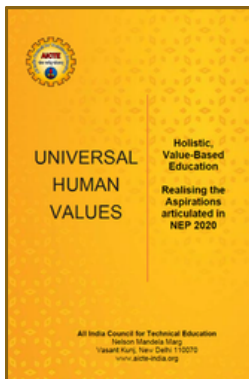
We welcome stories that highlight growth, transformation, or key learnings that others may benefit from.

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

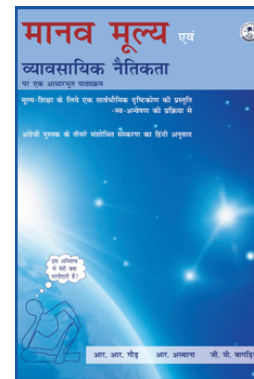
EXPLORE: BOOKS • LEARNING PORTALS • ICHVHE SPOTLIGHT

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

मानव मूल्य एवं व्यवसायिक नैतिकता



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



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UHV Cell, All India Council for Technical Education

(fdp-si.aicte-india.org/index.php) Access the latest Faculty Development Programs (FDPs), course registrations, and self-study modules for educators.



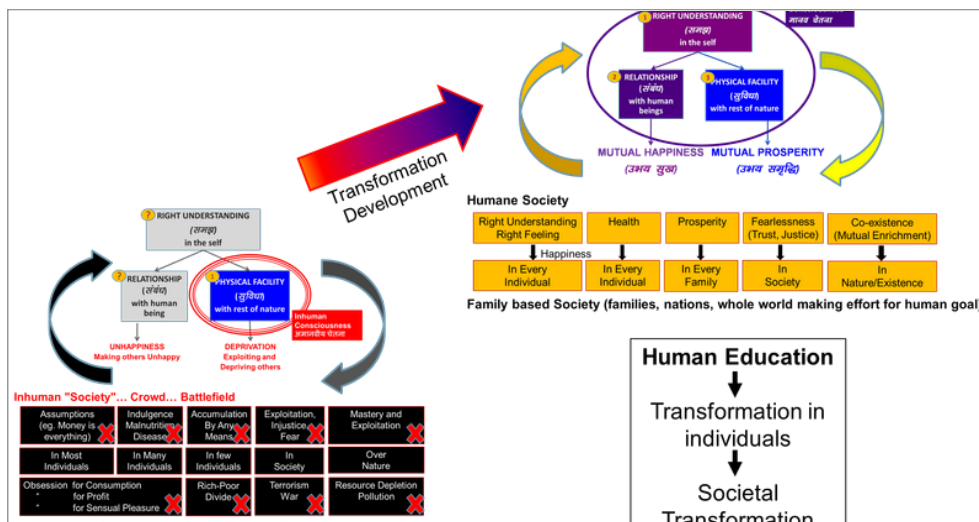
YouTube Channel (<https://www.youtube.com/c/UniversalHumanValues>)

Engaging videos, visual lessons, reflective morning sessions, and FDPs that bring concepts to life.



UHV Foundation, Delhi - Official Website (uhv.org.in)

A comprehensive platform offering universal, rational, and self-exploration-based Human Values content supporting holistic, ethical, and humane education for the well-being of all.



Empowering Youth through Value-driven Education – for a Happy and Peaceful World