

August 2024

NEWSLETTER



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Higher Activities of the Self Guiding the Lower Activities

We partly discussed the activities of the Self in our previous Newsletters. The activities of the Self can be placed in two blocks: Block B1 and Block B2. B1 shows the higher activities of the self while B2 shows the lower activities. The higher activities of the Self need to guide the lower activities to ensure harmony in the Self, which essentially means that the activities of B1 would be guiding the **Desire, Thought** and **Expectation**.

Impact of Higher Activities on Desire

At the level of Desire, there is activity of imaging and contemplation. With the higher activities awakened, contemplation being a part of B1, the imaging is now guided by the feeling of co-existence, harmony and relationship. Else it is enslaved by unverified pre-conditionings and inclination to sensation for happiness. Once awakened, there is Wisdom in the Self at the level of Desire, and the Thought and Expectation are guided by this Wisdom. Wisdom is clarity of human goal: Right Understanding and Right Feeling in every individual, Prosperity in every family, Fearlessness (Trust) in society and Co-existence in nature.

Impact of Higher Activities on Thought

At the level of Thought, there is activity of analyzing and comparing. Presently our thoughts may be unguided with the lack of awakening of B1, and enslaved by preconditioning and sensation. Thus, the following may happen at the level of Thought:

- Owing to the inclination to sensation for happiness, if something is appealing to the senses, we have a liking for it, and we start analyzing on that basis. For example, whenever you select food, the decision may be based on taste (favorable sensation).
- The other basis could be conducive to health (or consumption with expectation for health), whether it leads to good health or bad health.
- And third is whether it will lead to some profit from acquiring the physical facility or not.

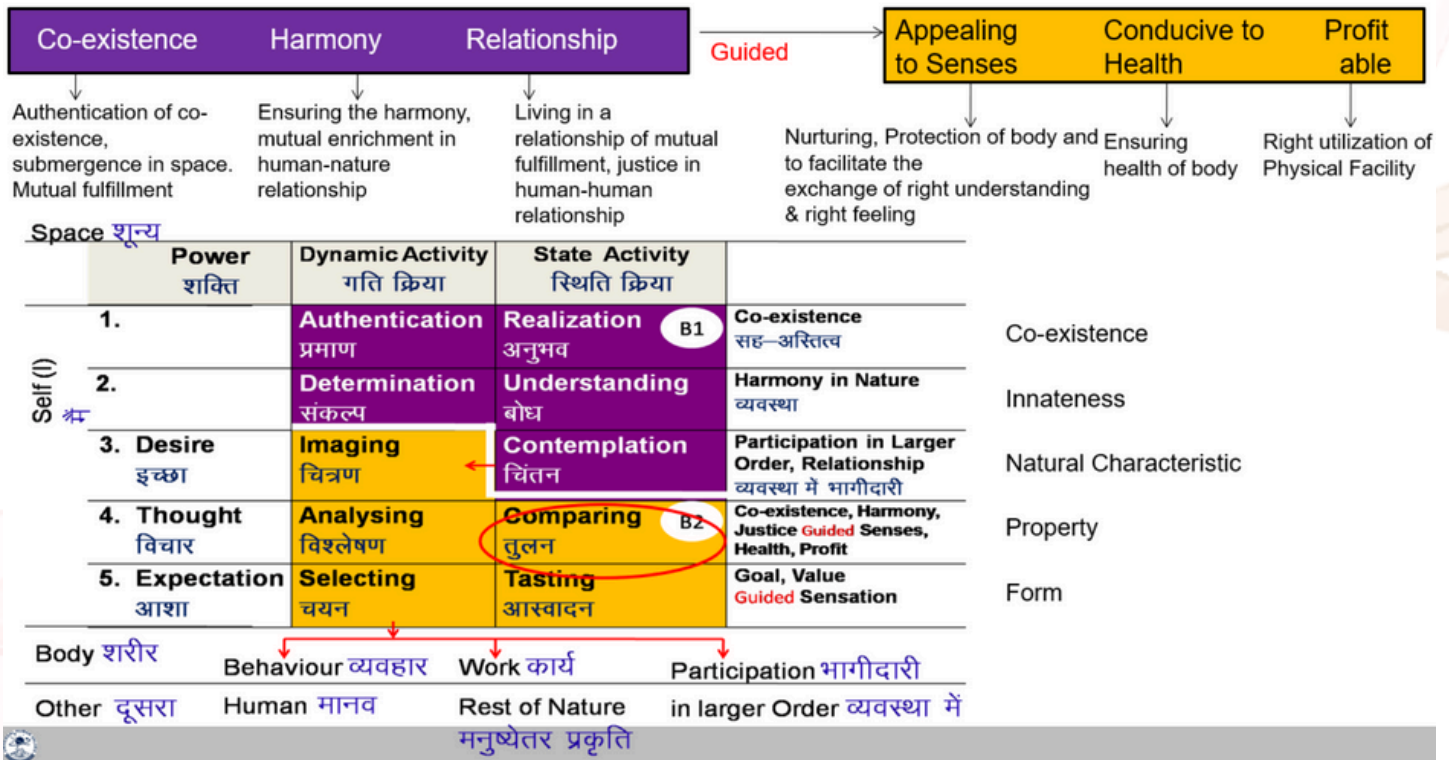
These are the three possible bases for comparing.

If it continues, it may lead to three types of obsessions—

- (i) Obsession for sensation,
- (ii) Obsession for consumption/indulgence and
- (iii) Obsession for profit.



Analysing-Comparing its Basis- Higher Activities



If higher activities are guiding the activities of analyzing and comparing, the basis of analyzing and comparing becomes co-existence, harmony and relationship. Now, we primarily work for our realization of co-existence; for ensuring harmony at all levels; for ensuring fulfillment in relationships, and it becomes the basis of our thoughts, that means the basis of deciding what activities to do and what not to do. The activities of analyzing and comparing were going on in the self earlier as well on the basis of sensation, consumption and profit. Now, they are guided by B1. This is how our basis of comparing will get transformed in the light of higher activities of the self.

Impact of Higher Activities on Expectation

At the level of Expectation, we have the activities of Selecting and Tasting. If I have the right understanding, my basis for selecting and tasting is not only the sensation. Rather, there are three bases of selecting, tasting:

- Goal based: on the basis of human goal
- Value based: on the basis of justice in relationship
- Sensation based: on the basis of sensation

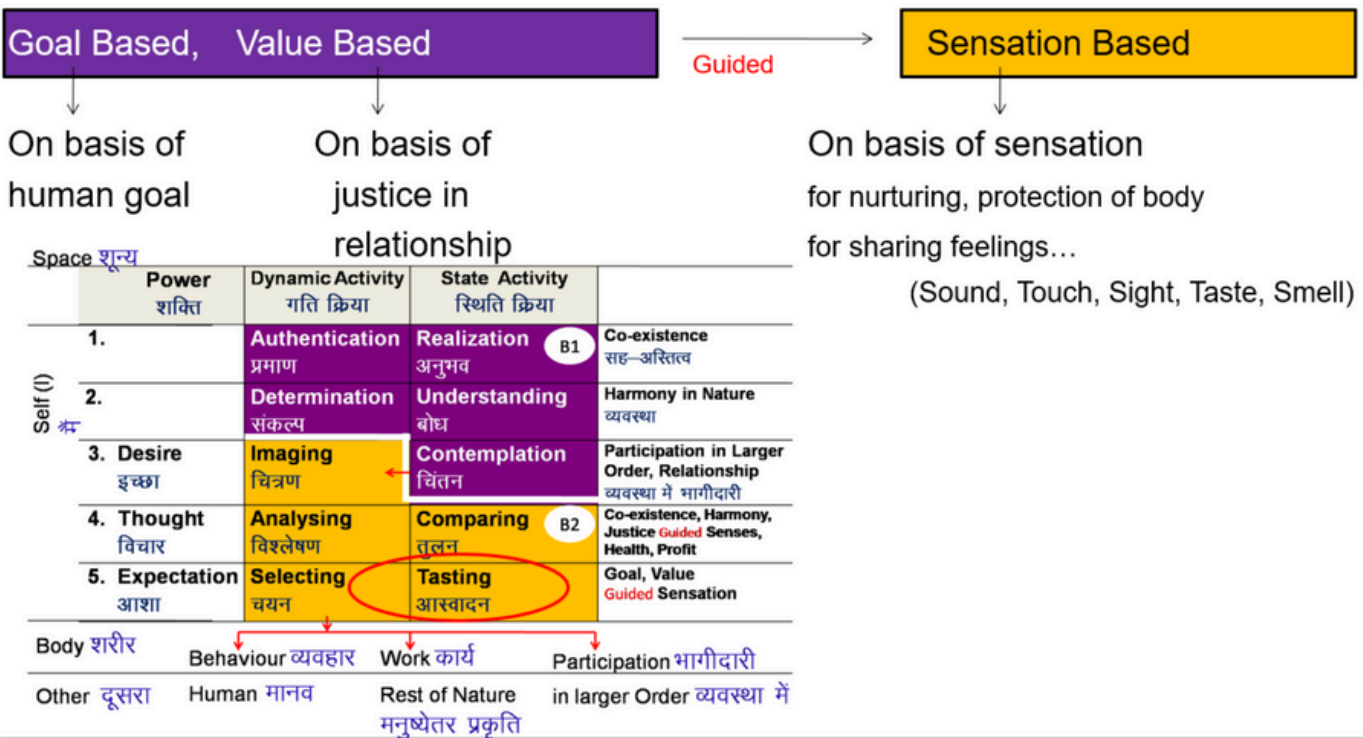


With right understanding, the sensation-based tasting is guided by goal based, value-based tasting. The sensation is now utilized for right identification of physical facilities for nurturing, protection and right utilization of the body.

The goal-based selection can be seen in terms of realization of co-existence, self-awakening and fulfillment of the human goal.

The value-based selection can be seen in terms of the relationship. Therefore, in the light of higher activities, our bases of selection will be based on co-existence, harmony and relationship and the sensation will be rightly utilized.

Knowledge of HB– Basis of Selection, Tasting



Thus with the awakening of Block B1, i.e. with right understanding and right feeling, the Desire, Thought and Expectation in the Self are guided. Now, the imaging is in terms of fulfillment of human goal, the basis for comparing is co-existence, harmony and justice, and the sensation-based tasting is guided by goal based, value-based tasting.



Join Us for the 9th International Conference Unlocking Potential: Human Values to Inspire Global Change

In November the UHV Team will conduct a 3-day online International Conference to inform, inspire, and motivate educators around the world to work on human values in their circle of influence

PREVIOUS CONFERENCES

2019	IIT (BHU) Varanasi Character Building through Universal Human Values
2018	KGUMS Bhutan Holistic Human Health
2017	IIT Kanpur Vision for Humane Education
2016	AGI Rajkot Undivided Family and Universal Human Order
2015	GCBS Gedu, Bhutan GNH Society – Universal Human Values
2014	PTU Kapurthala Universal Human Values
2013	IIIT Hyderabad Universal Human Values
2012	IIIT Hyderabad Universal Human Values

9th International Conference

on Human Values in Higher Education (ICHVHE)

22nd to 24th November, 2024 (Worldwide Online)

Theme

Value-based Education for Humane Society (including SDGs)

Panel Themes

Holistic Value-based Education

Holistic Human Health

Addressing SDGs at the Root

Expected Participants: Policy Makers / Chancellors / Members of Board of Trustees / Members of Management, University Vice Chancellors / Presidents / Pro VCs, Deans / Directors / Principals / Registrars / Chairs, Members of Boards, Tenured Professors / Professors / Heads of Departments / IQAC Coordinators, Faculty Members, Healthcare Administrators, Healthcare Professionals (Doctor, et al.)



Organised by
UHV Foundation, India (uhv.org.in)

Registration Open
ichvhe.uhv.org.in/delegate/registration



SRM
INSTITUTE OF SCIENCE & TECHNOLOGY
SRMIST
Host Institute



AKGEC



IPE



MBCET



Bhutan Youth
Development Fund



MIT



RMK



SOA

-----Organising Partners-----

Program Format

Interactive keynotes, inclusive speaker-led discussions

- Vision for Human Education – Fulfilling Human Aspirations (incl. SDGs)
- Education for Harmony in Relationship – from Family to World Family
- Education for Harmony in Society – from family order to world family order
- Implementing UHV for Human Education – Fulfilling Human Aspirations and Addressing SDGs at their Root

Panel discussions in 3 groups (special interest groups)

- Holistic, Value-based Education
- Holistic Human Health
- Addressing SDGs at the Root

Sharing sessions by individuals and institutions that have made an effort for UHV

(What is shared at the conference is based on actual experience. i.e., it has been tried in education concretely and not just based on theoretical arguments alone. We are focusing on approaches that have been “experimented on a large scale” and proliferating, from one institution to another, in a natural manner)

We do not invite papers for this conference.

Expected Participants – 3,000 senior delegates from all continents

For details, please contact:

- Dr. Supraja P, Convener, +91 97863 31333
- Dr. Vijayashree T, +91 80159 3465

• Dr. Ela Manoj Dedhia, +91 96194 92951

• Dr. Taraprasanna Dash, +91 79784 12661

• Dr. Ishrat Meera Mirzana, +91 90148 76704

For more information, please see <https://ichvhe.uhv.org.in/>



UHV helps in Development of Humane World Vision - IRMA Study



IRMA Evaluates AICTE's Efforts on Universal Human Values

"UHV helps in the development of a holistic, humane vision of life, understanding the purpose of life, and a shift from materialistic to meaningful goals"

5 Key Findings

IRMA conducted a

quantitative study
and a
longitudinal study

covering a sample of over
27,036 faculty
11,000 students
of 5,325 institutions
from 34 states and
union territories of the
Nation

1 Enhanced Academic Performance

improved academic sincerity,
commitment to learning, greater self-
discipline, improved time
management



2 Improved Mental Health and Well-Being

reduction in stress, tension, anger,
destructive tendencies, suicidal
thoughts... reduction in bad habits



3 Improvement in Physical Health

awareness of physical needs and well-
being, adoption of healthier habits



4

Better Collaboration and Teamwork

increased empathy and understanding, development of
trust and mutual respect, respect for diverse beliefs,
enhanced communication skills, improved interpersonal
relationships with peers, faculty, and family,
reduction in conflict



5

Heightened Environmental Awareness

more conscious of environmental
impact, greater sense of responsibility
towards resource conservation and
ethical conduct



With deep concern for the need for human values in technical education, AICTE included Universal Human Values (UHV) in its Model Curriculum in 2017. UHV was picked due to its universal, rational, verifiable, and humane characteristics. It has since collaborated with the UHV Team, a voluntary group of concerned experts and faculty members to implement it.

The UHV team initially focused on preparing faculty to effectively teach UHV. 2,10,306 faculty have registered from all states and union territories of our Nation for the 791+ full-time 3-8 day FDPs.

These prepared faculty are conducting UHV courses for the students of their respective institutions.

Today, 233 universities are implementing the basic UHV programs:

- UHV-I in the Student Induction Program
- UHV-II as a 1-semester 3-credit foundation course



To gauge the effectiveness of these efforts, AICTE contracted the **Institute of Rural Management (IRMA)** in 2022. Since then, IRMA has carried out two major studies:

1. **Analysis of Survey Data** (covering a sample of 27,036 faculty and 11,000 students from 5,325 institutions from 34 states and union territories of the Nation)
2. **A Longitudinal Study** (face-to-face interviews covering faculty and students from 3 sample institutions)

In addition to immediate reaction-level inputs, several sustained changes have been observed in day-to-day living and documented in the longitudinal study.

IRMA has recommended that faculty and students be given sustained exposure to UHV, throughout the education process and consider initiating UHV education from the school level to augment the positive changes observed.

Five Key Findings:

1. **Enhanced Academic Performance:** improved academic sincerity, commitment to learning, greater self-discipline, improved time management

“I am committed to following a day-to-day routine and have devised a schedule. This approach has reduced my burden during exams and helped me complete the syllabus on time.”

(Task B Report, page 22)

“When I paid attention to the lessons and interactions in the classroom, my interest got kindled. The classroom interactions were fascinating, and the teachers sought our opinions on real-life situations.”

(Task B Report, page 23)

2. **Improved Mental Health and Well-Being:** reduction in stress, tension, anger, destructive tendencies, suicidal thoughts... reduction in bad habits

“I used to have heated debates with my friends over small things, but now the relationship has improved. After attending the workshop, I do not try to win in any conversation but try to learn something from them.”

(Task B Report, page 25)

“The self-exploration process made me question whether I am doing the things I want to do. Am I doing the Bachelor of Technology because of people around me, or am I really interested in doing this?”

(Task B Report, page 26)

“Now, I try to talk to everyone nicely. As I said earlier, I was short-tempered. I had anger issues. And I ended up saying something adverse to everyone.”

(Task B Report, page 24)



3. Improvement in Physical Health: awareness of physical needs and well-being, adoption of healthier habits

"We realized that the needs of the self and the needs of the body are completely different things, and what we focus on are mostly materialistic things. We focus on how to get marks and how we can get a better smartphone or laptop, but we never contemplate what the needs of the inner self are."

(Task B Report, page 23)

"I am committed to following a day-to-day routine and have devised a schedule. This approach has reduced my burden during exams and helped me complete the syllabus on time."

(Task B Report, page 22)

4. Better Collaboration and Teamwork: Increased empathy and understanding, development of trust and mutual respect, respect for diverse beliefs, enhanced communication skills, improved interpersonal relationships with peers, faculty, and family, reduction in conflict

"Due to the generation gap (with reference to her parents), we faced issues with our parents despite knowing they have good intentions. Earlier, I used to react abruptly and impulsively to them. Still, after undergoing the UHV course, I developed the patience to listen and understand their point of view."

(Task B Report, page 24)

"The interaction with the teachers improved significantly as we started understanding and appreciating their efforts to teach us values and ethics beyond the regular curriculum."

(Task B Report, page 27)

"We learned to respect and value different beliefs and traditions, which has broadened our perspective and helped us appreciate the diversity in our society."

(Task B Report, page 27)

5. Heightened Environmental Awareness: more conscious of environmental impact, greater sense of responsibility towards resource conservation and ethical conduct

"Yes, I am trying. I turn off lights in my room and the classrooms whenever I see they are not in use. This is my humble contribution to saving nature. Also, I do not buy things that are not required. I consume responsibly."

(Task B Report, page 24)

Key Challenges and Scope for Future Work

The major challenge is the prevailing mindset in society, including that of students and faculty, pointing to the need for developing a conducive value-based environment at all levels, particularly in educational institutions.



Other operational challenges include large class sizes, vocabulary, time constraints, syllabus deadlines, and exam performance vs. genuine understanding. These point to the need for further research, curriculum adaptation for contextual relevance, emphasizing even more practical learning experiences, and refining assessment methods.

Epilogue

There is an ever-growing network of faculty volunteers, working pro-bono on this task of National importance. Together they have prepared 16 books, 12 types of FDPs and are developing material for a minor degree in UHV. The minor degree inputs will help prepare future faculty for sustainable technologies and management models as well as people for the much-needed transformation in society. Out of the 233 universities making an effort for human values in their teaching institutions, the UHV Team is identifying and nurturing interested institutions to prepare themselves as regional, or national nodal centers.



“Human values are the need of the hour! AICTE, looking at this very carefully, started working in this direction in 2017 and significant groundwork has been accomplished... We had made two national committees NC-UHV and NCC-IP in collaboration with the UHV Team. I think these two teams are doing exceedingly well. AICTE is committed to not only continuing this initiative... but also taking this into the Next Level and to really deriving the full potential of this...”

– Prof. TG Sitharam, at Anna University, 3rd Feb 2024

“Clarity on the reality of Nature and humane goals is essential to give direction to one’s effort. It fosters creativity and innovation in the true sense. True innovation produces sustainable and long-lasting solutions. Innovation without clarity of humane goals may produce exciting short-term solutions, but these may have undesirable side effects in the long term.

Problems that we see all around us today are an indicator of effort for goals that are not humane, not consistent with the existential reality and well-being of all”

– Prof. Abhay Jere, July 2023

“I particularly thank all the 500+ volunteers who have been doing pro-bono service of implementation of this vision without expecting anything. Perhaps it is one of the largest voluntary efforts by faculty in mainstream education in our Nation”

– Prof. TG Sitharam, 30th July 2023

“This UHV input represents the bare minimum requirement. He said, “If we successfully implement it in our college and university, gradually expanding it to the entire state and our nation, we can confidently share this achievement with the rest of the world... UHV has the potential to bring peace, and prosperity for mankind and the planet”

– Prof. Anil D Sahasrabudhe, at VTU, 20th April 2024





Latest Developments

LDP for Hyderabad-Karnataka Educational Society at PDA College, Kalaburagi



Resource Persons - Mr. Rajul Asthana and Dr. Kumar Sambhav & LPC - Mr. Ameresh Patilji

The management of PDA college reiterated that the LDP has helped to have clarity of our vision towards development through values in human beings. They are committed to carry over the values to the next generation and also help present community to live with values by creating campus which speaks values through their faculty members and students.

Follow-up Steps:

“

1. Encourage our faculty and staff to do on line or offline UHV introductory FDP within six months. (other higher level UHV contents)
2. Arrange to conduct classes for SIP and UHV-II in line with AICTE and VTU syllabus, help all students for better understanding of what to do part.
3. What is adopted at P.D.A College will be the line of approach to other institutions which are not under AICTE. (time considered shall be 18 months).
4. Encourage the UHV cell to actively do fortnight reunion with all the teaching faculty and nonteaching staff of the college.
5. Try and monitor the small changes and record them and share in the monthly meeting which is conducted at national level through NCC & AICTE.
6. Promote hand holding to other institutions and community towards building human society.

UHV Volunteer Meet for Kalaburagi Region, Karnataka

Volunteer Meeting on 28 August 2024 at PDA College, Kalaburagi, Karnataka was organized, the institution is under HK Edu Trust which oversees a network of 50 institutions, including medical and engineering colleges.

The focus was on enhancing volunteer engagement and leadership development. The participation of the president, managing committee members, and directors/deans highlights the significance of these events in shaping the future direction of the HK Edu Trust institutions.





Latest Developments

Extension Activity

Participants sharing:

I am interested in finding myself first and explore the journey from I to society/nature.

This is an amazing program. I have never thought about life this way. It has changed my perception. I want to explore this further.

What I like about this program is, there is no mention of any assumptions anywhere and the program is purely volunteering based. I would love to do this workshop with my family also.



Introductory UHV 3-day workshop from **21-23 Aug 2024** was conducted for **Maharashtra Housing and Area Development Authority (MHADA)** at their Training Centre in Pune. *There were 23 participants from Mumbai, Pune, Sambhaji Nagar, Nashik & Konkan board offices. Participants were very enthusiastic to take this journey of UHV ahead. They have planned one workshop each month for their employees in the training Calendar.*

"University of Mumbai Pioneers NEP 2020 Integration with New Engineering Curriculum Featuring Universal Human Values"

University of Mumbai



Bachelor of Engineering

First Year Engineering (Semester I & II), Revised Course
(NEP-2020 Scheme) from Academic Year 2024-25
(Common for All Branches of Engineering)

U.G. Certificate in Major Discipline of Engineering/Technology
U.G. Diploma in Major Discipline of Engineering/Technology
B.Voc/B.Sc. in Major Discipline of Engineering/Technology
B.E. in Major Discipline of Engineering/Technology
B.E. (Hons.) in Major Discipline of Engineering/Technology
B.E. (Hons. With Research) in Major Discipline of Engineering/Technology

Under

FACULTY OF SCIENCE & TECHNOLOGY

Ref: GR dated 20th April, 2023 for Credit Structure of UG

To meet the challenge of ensuring excellence and NEP 2020 policy in engineering education, the issue of quality needs to be addressed, debated, and taken forward systematically. Accreditation is the principal means of quality assurance in higher education. The major emphasis of the accreditation process is to measure the outcomes of the program that is being accredited. In line with this, the Faculty of Science and Technology (in particular Engineering) of the University of Mumbai has taken the lead in incorporating the philosophy of NEP 2020 education in the process of curriculum development. To incorporate & meet the aspirations of NEP 2020, the faculty of Science & Technology has introduced Universal Human Values in its curriculum as a compulsory credit audit course. The University of Mumbai has a total of 90+ engineering colleges that will be implementing the new syllabus guidelines from 2024 which is common for all branches of engineering.



UHV-II FDP in August (5-day, face-to-face, Self-funded)



13-17 Aug 2024

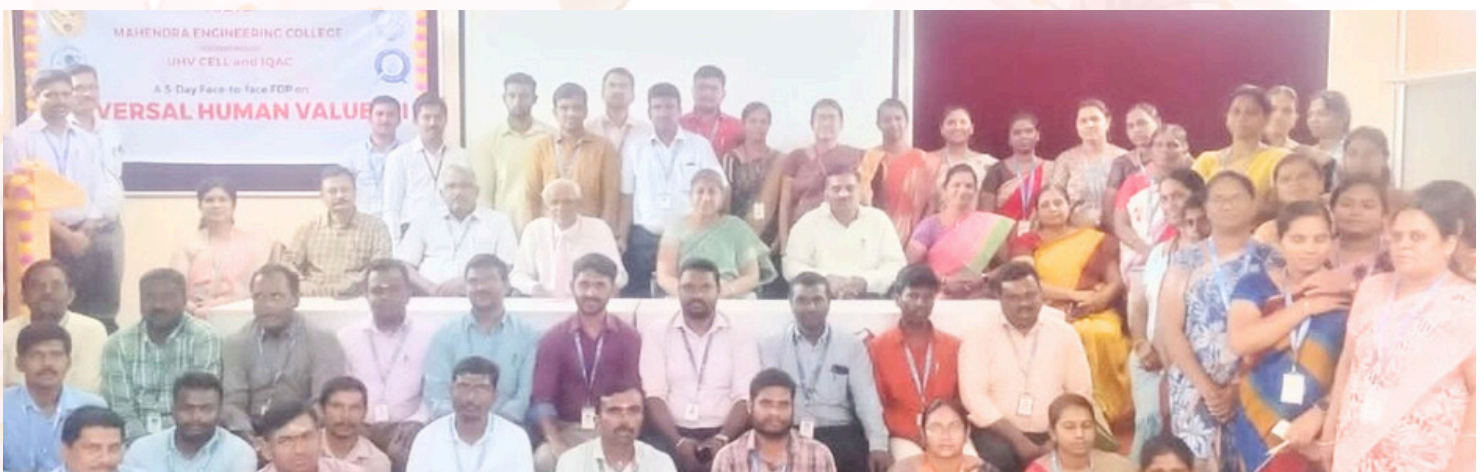
📍 SRM Institute of Science and Technology, Chennai, Tamil Nadu.
Language | English

Resource person | Dr. Ela Manoj Dedhia

Co-facilitators | Dr. P. Supraja and Ms. Lalitha Ramachandran

Observer | Dr. A. Prabakaran

Successfully attended | 56



20-24 Aug 2024

📍 Mahendra Engineering College, Namakkal, Tamil Nadu.
Language | English

Resource person | Dr. Ela Manoj Dedhia

Co-facilitator | Mr. L.Vadivel Kannan

Observer | Dr. B Thanuja

Successfully attended | 56



Introductory UHV FDP in August (3-day, face-to-face, Self-funded)



01-03 Aug 2024

📍 Naraina College of Engineering and Technology,
Kanpur Nagar, Uttar Pradesh.

Language | English

Resource person | Dr. Mohit Srivastava

Co-facilitator | Mr. Pankaj Kumar Yadav

Observer | Mr. Mohd Arif

Successfully attended | 38



01-03 Aug 2024

📍 SSET'S S.G. Balekundri Institute of Technology,
Belagavi, Karnataka.

Language | English

Resource person | Dr. Yashwant Patil

Co-facilitator | Dr. Shashikant Kurodi

Observer | Mr. V V Rajput

Attended | 49



8-10 Aug 2024

📍 Shri Guru Gobind Singh Institute of Engineering
and Technology, Nanded, Maharashtra.

Language | Hindi-English

Resource person | Dr. Pooja Pherwani

Co-facilitator | Ms. Lipika Mitra

Observer | Dr. Jasmirkaur Randhawa

Successfully attended | 45



9-11 Aug 2024

📍 Rajeev Gandhi Memorial College of Engineering
and Technology, Nandyal, Andhra Pradesh.

Language | English

Resource person | Dr. N Sunil Kumar

Co-facilitator | Prof. K. Sessa Maheswaramma

Observer | Mr. C Srisailam

Successfully attended | 108



Introductory UHV FDP in August (3-day, face-to-face, Self-funded)



9-11 Aug 2024

📍 Sri Balaji College of Pharmacy, Jaipur,
Rajasthan.

Language | Hindi

Resource person | Dr. Piush Sharma

Co-facilitator | Dr. B K Sharma

Observer | Dr. Mukesh Yadav

Successfully attended | 65



12-14 Aug 2024

📍 Sharad University, Agra,
Uttar Pradesh.

Language | Hindi- English

Resource person | Dr. Vanchna Singh

Co-facilitator | Dr. Raj Kumari

Observer | Mr. Akash Mishra

Successfully attended | 34



12-14 Aug 2024

📍 Ajay Kumar Garg Engineering College,
Ghaziabad, Uttar Pradesh.

Language | Hindi

Resource person | Mr. R P Singh

Co-facilitator | Dr. Parul Verma

Observer | Dr. Sumedha Sharma

Successfully attended | 39



Thane, Maharashtra, India

5XJJ+349, Excelsior Education Society's K.C.College of Engineering, Mithbunder Road, Kopri, Mithbunder Rd,

20- 22 Aug 2024

📍 K. C. College of Engineering and Management,
Thane, Maharashtra

Language | Hindi- English

Resource person | Dr. Yashwant Patil

Co-facilitator | Ms. Nidhi C. Sachade & Ms. Aprajita
Singh

Observer | Ms. Lipika Mitra

Successfully attended | 42



Introductory UHV FDP in August (3-day, face-to-face, Self-funded)



21-23 Aug 2024

📍 SIES Graduate School of Technology,
Navi Mumbai, Maharashtra
Language | English
Resource person | Dr. Yashwant Patil
Co-facilitator | Ms. Lipika Mitra
Observer | Dr. Kakuli A. Maiti



21-23 Aug 2024

📍 Government Women's Polytechnic Jamshedpur,
Jharkhand.
Language | Hindi- English
Resource person | Mr. Dilip Debnath
Co-facilitator | Dr. Pankaj Kumar.
Observer | Dr. Santigopal Maity.
Successfully attended | 33



22-24 Aug 2024

📍 SGT College of Pharmacy, Shree Guru Gobind
Singh Tricentenary University, Gurugram, Haryana.
Language | Hindi
Resource person | Mr. Ajay Kumar Pal
Co-facilitator | Dr. Piyush Sharma
Observer | Dr. Munshi Yadav
Successfully attended | 65



20- 24 Aug 2024

📍 SDM College of Engineering and Technology,
Dharwad, Karnataka
Language | English
Resource person | Dr. Manishi Mishra
Co-facilitator | Dr. Shashikant S. Kurodi and Dr.
Poorva V. Adhyapak
Observer | Dr. Anita Santaji Mane
Successfully attended | 74



Introductory UHV FDP in August (3-day, face-to-face, Self-funded)



28-30 Aug 2024

📍 Amity University, Lucknow Campus,
Lucknow, Uttar Pradesh.
Language | Hindi-English
Resource person | Mr. Alok Pandey
Co-facilitator | Mr. Parikshit Agarwal
Observer | Dr. Indu Prabha Singh
Successfully attended | 58



29-31 Aug 2024

📍 Ashoka Institute of Technology & Management,
Varanasi, Uttar Pradesh.
Language | Hindi-English
Resource person | Dr. Himanshu Kumar Rai
Co-facilitator | Dr. Priyanka Rai
Observer | Dr. Rishi Raj
Successfully attended | 70



29-31 Aug 2024

📍 Shri Guru Ramdas University of
Health Sciences, Amritsar, Punjab.
Language | Hindi
Inaugural talk | Prof. Rajneesh Arora ji
Chairman, NCCIP
Resource person | Mr. Jitendra Narula
Co-facilitator | Dr. Priyadarshini
Observer | Ms. Rajni Arora
Successfully attended | 70



29-31 Aug 2024

📍 IMS Engineering College,
Ghaziabad, Uttar Pradesh.
Language | Hindi-English
Resource person | Dr. Navin Kumar Sharma
Co-facilitator | Dr. Manorama Sharma
Observer | Dr. Arun Kumar Pandey
Successfully attended | 70



UHV Activities in August 2024



Introductory UHV FDP (5-day, online)

05-09 Aug 2024 in English with 374 participants

26-30 Aug 2024 in Hindi 61 participants.



UHV-II FDP (6-day, online)

19-24 Aug 2024 in English 204 participants.

Upcoming UHV Events in September 2024



Introductory UHV FDP (5-day, online)

09-13 Sep 2024 in English

16-20 Sep 2024 in Hindi

23-27 Sep 2024 in English



UHV-II FDP (8-day, face-to-face, Self-funded)

23-30 Sep 2024 at KPR Institute of Engineering and Technology, Chennai, Tamil Nadu



Introductory UHV FDP (3-day, face-to-face, Self-funded)

31 Aug- 2 Sept 2024 at Vidyavarshini's College of Engineering & Technology
Vasai (West), Maharashtra.

05-07 Sep 2024 at UP Institute of Design, Noida, Uttar Pradesh.

27-29 Sept 2024 at Biju Patnaik University of Technology, Odisha.

UHV=Universal Human Values, UHV-I=Introduction to Universal Human Values, UHV-II=Understanding Harmony and Ethical Human Conduct, AICTE=All India Council for Technical Education, NCC-IP=National Coordination Committee for Induction Program, FDP=Faculty development Program, MoU=Memorandum of Understanding, SDP=Student Development Program, MDP=Management Development Program, LDP=Leadership Development Program, RP=Resource Person, NC-UHV= National Committee for Universal Human Values

FOR MORE INFORMATION

1. Vision for Holistic, Value-based Education, https://fdp-si.aicte-india.org/download/HVBE_for_NEP2020.pdf
2. UHV Website: <https://uhv.org.in/>
3. UHV YouTube: <https://www.youtube.com/c/UniversalHumanValues>
4. AICTE Website: <https://fdp-si.aicte-india.org/index.php>



Vision: Human education for a humane society

Program: Value education → value-based education → value-based living

Process: Self-exploration

Developed: **16** books, **8** courses for Students, **12** types of FDPs

Conducted: **800+** FDPs, (Face-to-face FDPs: **96** in 2023, **95** in Jan-Aug 2024)

Volume: **37** promising institutions, **~80,000** faculty oriented

Interest: **237** universities appoint UCs, **2 lakh+** registrations

Network of volunteers (honorary, pro-bono) **500+**