



DEC 2025

# NEWSLETTER

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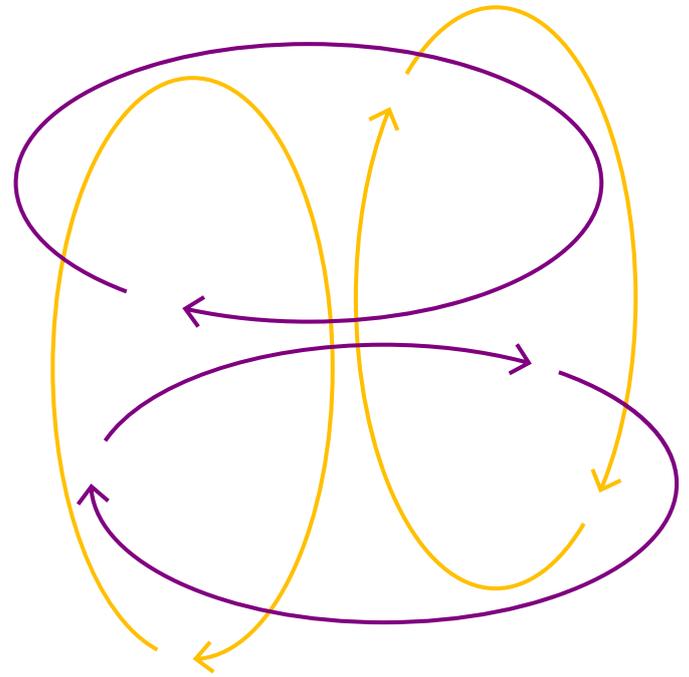
Schedule of upcoming events

# KEYNOTE: INTERCONNECTEDNESS IN THE LIGHT OF MODERN SCIENCE

## WHEN **SCIENCE DISCOVERS WHOLENESS**: INTERCONNECTEDNESS IN THE LIGHT OF MODERN SCIENTIFIC REVOLUTIONS

For nearly three centuries, modern science progressed under the influence of the **Newtonian–Cartesian worldview**, which viewed the universe as a machine made of separate, independent parts interacting through external forces.

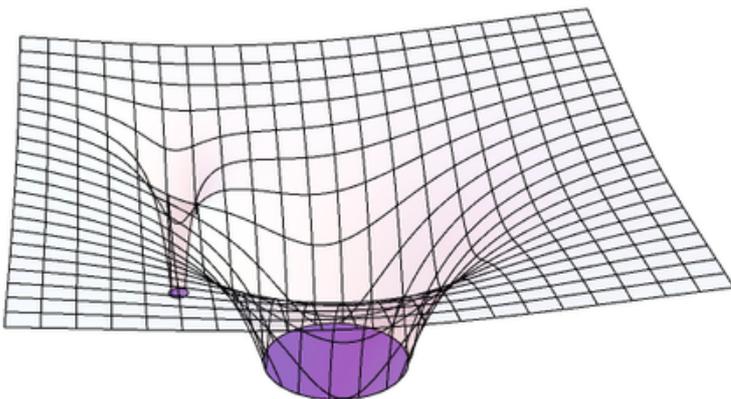
This fragmented perception shaped not only science and technology, but also human attitudes toward Nature—legitimizing **domination**, **exploitation**, and **excessive control**.



However, the *revolutionary scientific developments of the 20th century* have fundamentally challenged this worldview. Remarkably, modern science itself is now pointing toward a reality that is **deeply interconnected, relational, and indivisible**. This shift has profound implications for how we understand nature, humanity, and sustainability.

### **RELATIVITY: THE END OF ABSOLUTE SEPARATION**

Albert Einstein's **Theory of Relativity** shattered the classical notion of absolute space and absolute time.



Space and time were shown to be inseparable aspects of a single continuum—**space-time**. This means that there is no fixed frame of reference and no object that can be described independently of the observer.

Continued on p10

# 10<sup>TH</sup> INTERNATIONAL CONFERENCE ON HUMAN VALUES IN HIGHER EDUCATION (DEC 19-21, 2025)



3 days • 63 sessions • 21 ninety-minute sessions per day — focused on collective learning and value-based transformation

DAYS  
**03**

**28**  
COUNTRIES

Global reach with participants from 28 countries and delegates from 27 countries, united for humane education

3,155 participants, supported by 184 volunteers from India—collectively committed to value-driven youth development

PARTICIPANTS  
**3100+**

**281**  
SPEAKERS

281 speakers, with 19 representing 14 overseas countries, contributed insights on UHV POV and value-based education



# ICHVHE 2025

A global gathering of educators, youth, policymakers and professionals dedicated to empowering youth through value-driven education—building a happier and more peaceful world!

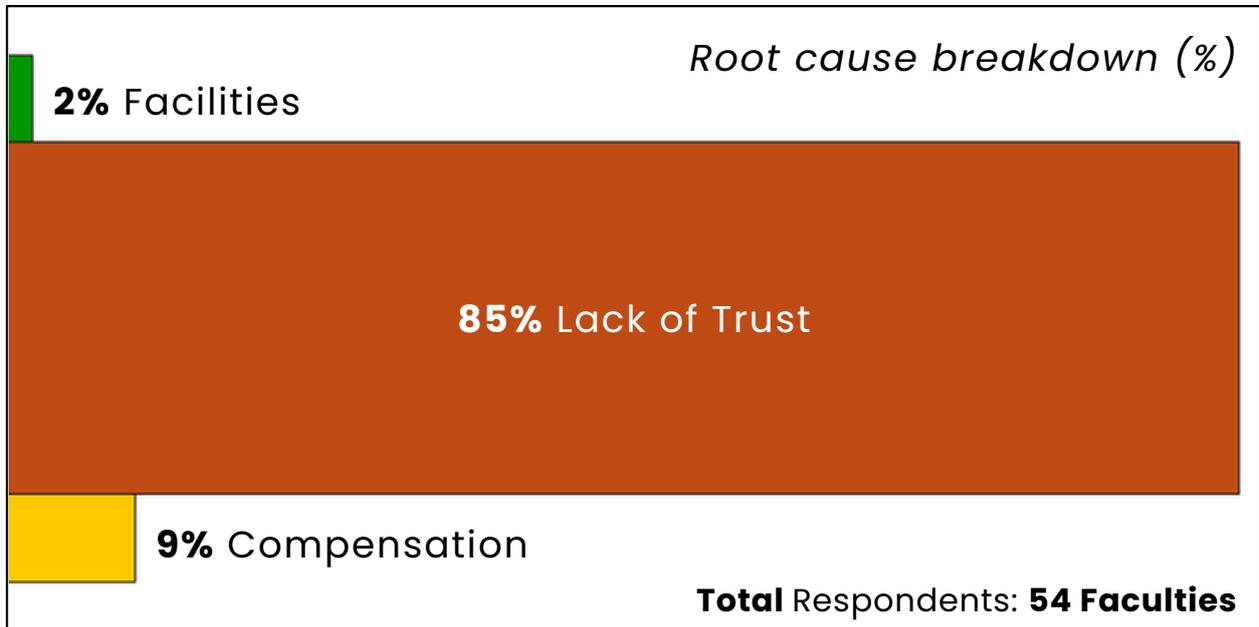
Conference Rating: 4.8/5 ★

A Special Edition with highlights and proceedings will be released soon — **Stay Tuned!**

# UHV IMPACT ANALYSIS REPORT: SRM IST (JULY-DEC, 2025)

## FACULTY IMPACT ANALYSIS - UHV VI

### What's Driving Anger?

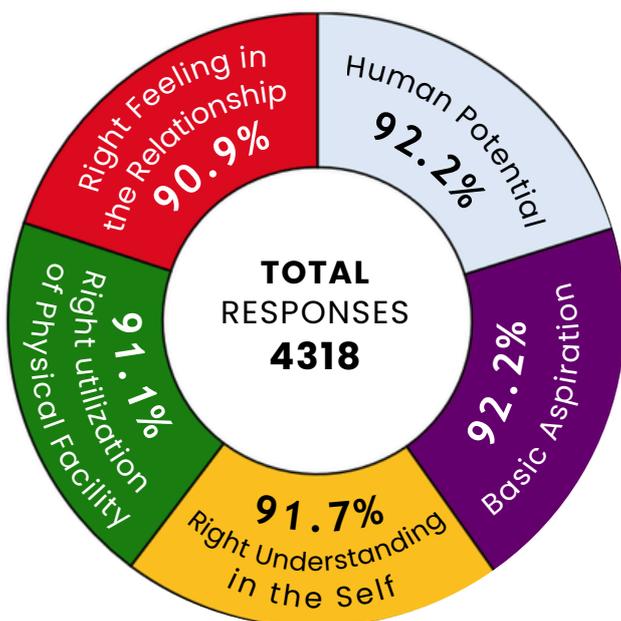


### PARTICIPATION OVERVIEW

**Institution** Represented: **SRMIST** (Multiple campuses and departments)

Diverse **Roles**: Faculty across science, engineering, humanities, fashion, commerce, and administration, including UHV Cell coordinators, mentors, and counselors.

## STUDENT IMPACT ANALYSIS REPORT - UHV II (AY 2025-26, ODD SEMESTER)



### STUDENTS FEEDBACK ON UNDERSTANDING OF CONCEPTS Concept-wise breakdown (%)

Students **Campuses** covered:  
KTR, VDP, RMP, TRY, NCR

**Departments** Represented:  
CSE, IT, AIML, DSBS, C.TECH, CINTEL, NWC, ETC.

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## SHARING BY DR. DEVAPRIYA APPUKUTTAN - THE BEGINNING OF A LIFELONG QUEST

**Dr. Devapriya Appukuttan,**  
MDS Professor,  
Department of Periodontics,  
SRM Dental College,  
**SRMIST, Ramapuram**



Attending the **UHV programme** was indeed **life changing** and felt like a quiet pause in the midst of busy life to reflect on myself and my inner feelings. As someone deeply engaged in professional, academic commitments and family responsibilities, I rarely found the time to sit quietly with my own thoughts.

**I became aware** of how much of my **daily life** was driven by expectations from work, from society, from family, and often from myself. The discussions on happiness, prosperity, and fulfilment made me realize that while I had been striving for professional success, I had not always been attentive to my inner state. *Through the process of self exploration, I began to understand that peace and contentment cannot be externally acquired, they must arise from clarity within.*



*What touched me the most was how the course addressed **relationships**, not as obligations, but **as spaces for mutual growth and understanding.***

I found myself reflecting on my interactions with my family, colleagues, students, and patients. I became more conscious of how often we listen to reply rather than to understand.

Gradually, I noticed a shift in myself: I was more patient, more empathetic, and more willing to see alternative perspectives. These small changes began to strengthen my relationships in ways I had not anticipated

The **sessions on harmony with nature also resonated deeply with me.** They reminded me that human life does not exist in isolation but as part of a larger interconnected system.

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**Pranay Kumar Singh,**  
B.Tech 1<sup>st</sup> Year,  
SRMIST, Kattankulathur

I initially thought UHV would just be another theory-heavy subject with notes and exams, but it actually ended up hitting home in my daily life.

**It made me realize how often I used to react impulsively or say things without really thinking.**

Now, I try to have more clarity in my head before I speak or act. I've learned that most misunderstandings in the hostel or classroom usually just come from ego or jumping to conclusions, and simply staying calm or listening better can fix a lot of problems before they start.

***"I'm still a work in progress, but I can already see my communication getting better and my stress levels going down, which makes me want to keep sticking to these values as I move forward"***

***The course also really reinforced the idea of treating everyone as a human being first, no matter what their background or grades are.***

I've always tried to treat people equally, but now I'm more patient about it, especially when group work gets stressful. Instead of getting annoyed or snapping back, **I take a second to breathe and choose my words more carefully.**

# NATIONWIDE EVENTS - DECEMBER 2025

## UHV-II FDP

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

**Koneru Lakshmaiah Education Foundation** - Guntur, Andhra Pradesh



05 DEC - 12 DEC SUCCESSFULLY ATTENDED: 59

**RP:** Dr. Mahesh Kolte, **CF:** Dr. Shrija Madhu, **O:** Dr. Suneetha Thalluru

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

**Veer Surendra Sai University of Technology** - Sambhalpur, Odisha



09 DEC - 13 DEC SUCCESSFULLY ATTENDED: 27

**RP:** Dr. Dilip Debnath, **CF:** Mr. Rabindra Kumar Rout, **O:** Dr. Pankaj Kumar

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

**Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology** - Chennai, Tamil Nadu



01 DEC - 05 DEC SUCCESSFULLY ATTENDED: 57

**RP:** Mr. Umesh Jadhav, **CF:** Dr. Yashvant Patil & Dr. Sridarshini T, **O:** Dr. Vijayashree.T

## INTRODUCTORY UHV FDP

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

**Ajay Kumar Garg Engineering College** - Ghaziabad, Uttar Pradesh



01 DEC - 03 DEC SUCCESSFULLY ATTENDED: 26

**RP:** Dr. Parul Verma, **CF:** Mr. Bihari Nandan Pandey, **O:** Mr. Kaushal Gupta

- **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

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

## Echelon Institute of Technology - Faridabad, Haryana



04 DEC - 06 DEC SUCCESSFULLY ATTENDED: 54

**RP:** Dr. Upasana Mishra, **O:** Dr. Nitu Chauhan

## UP Institute of Design - Noida, Uttar Pradesh



04 DEC - 06 DEC SUCCESSFULLY ATTENDED: 28

**RP:** Dr. Vanchana Singh, **CF:** Dr. Priya Srivastava, **O:** Mr. Vibhanshu

## Gokaraju Rangaraju Institute of Engineering and Technology - Hyderabad, Telangana



04 DEC - 06 DEC SUCCESSFULLY ATTENDED: 61

**RP:** Mr. Rajul Asthana and Dr. Sharmila Asthana, **CF:** Dr. Ishrat Meera Mirzana, **O:** Dr. P. Geeta

## Sri Sai Ram Engineering College - Chennai, Tamil Nadu



04 DEC - 06 DEC SUCCESSFULLY ATTENDED: 56

**RP:** Dr. N. Sunil Kumar, **CF:** Mr. A. Deepesh, **O:** Ms. J. Komathi

## Saraswati Institute of Technology - Kharghar, Maharashtra



10 DEC - 12 DEC SUCCESSFULLY ATTENDED: 57

**RP:** Dr. Yashwant Patil, **CF:** Dr. Priya Hankare **O:** Dr. Kakuli A Maiti

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

**Gautam Buddha Mahila College,  
Magadh University** -Bodh Gaya, Bihar



13 DEC - 15 DEC SUCCESSFULLY ATTENDED: 55

**RP:** Mr. Alok Kumar Pandey, **O:** Mr. Mani Mahesh

**Manipal University**

-Jaipur, Rajasthan



22 DEC - 24 DEC SUCCESSFULLY ATTENDED: 16

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

**SSM Institute of Engineering and Technology**

-Dindigul, Tamil Nadu



26 DEC - 28 DEC

SUCCESSFULLY ATTENDED: 51

**RP:** Dr. N. Sunil Kumar, **CF:** Dr. S. Mythili, **O:** Mrs. P. Madhumitha

- **RP**=Resource Person
- **CF**=Co-Facilitator
- **O**=Observer
- **E**=English Language
- **H**=Hindi Language
- **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 JANUARY 2026

### UHV-II FDP

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

**05–12 Jan 2026**, Amritsar Group of Colleges, Amritsar, Punjab.

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

**05–09 Jan 2026**, Thiagarajar College of Engineering, Madurai, Tamil Nadu.

**12–16 Jan 2026**, Govind Ballabh Pant Institute of Engineering and Technology, Pauri, West Bengal.

**22–26 Jan 2026**, SRM Institute of Science and Technology, Kattankulathur, Tamil Nadu.

**27–31 Jan 2026**, Panipat Institute of Engineering and Technology, Samalkha, Panipat, Haryana.

**27–31 Jan 2026**, Institute of Technology and Science, Ghaziabad, Uttar Pradesh.

### INTRODUCTORY UHV FDP

**(5-DAY, ONLINE, AICTE)**

**19–23 Jan 2026** in English.

**26–30 Jan 2026** in Hindi.

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

**06–08 Jan 2026**, Dev Bhoomi Uttarakhand University, Dehradun, Uttarakhand.

### INTRODUCTORY UHV FDP

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

**08–10 Jan 2026**, Guru Nanak Dev Engineering College, Ludhiana, Punjab.

**16–18 Jan 2026**, LR Engineering and Technology, Solan, Himachal Pradesh.

**20–22 Jan 2026**, ABES Institute of Technology, Ghaziabad, Uttar Pradesh.

**22–24 Jan 2026**, Yenepoya Institute of Technology, Moodbidri, Mangalore, Karnataka.

**27–29 Jan 2026**, Govind Ballabh Pant Institute of Engineering and Technology, Pauri-Garhwal, Pauri, Uttarakhand.

**27–29 Jan 2026**, Raj Kumar Goel Institute of Technology & Management, Ghaziabad, Uttar Pradesh.

**28–30 Jan 2026**, Dr. M.G.R. Educational and Research Institute, Chennai, Tamil Nadu.

**28–30 Jan 2026**, MET's Institute of Engineering, Bhujbal Knowledge City, Adgaon, Nashik, Maharashtra.

**29–31 Jan 2026**, R. V. Institute of Technology, Bijnor, Uttar Pradesh.

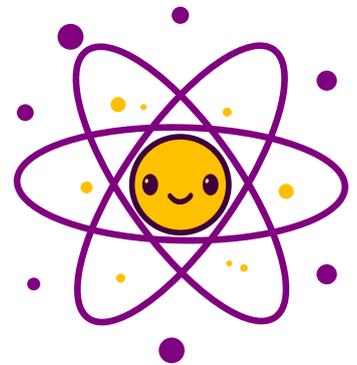
**29–31 Jan 2026**, UP Institute of Design, Noida, Uttar Pradesh.

## KEYNOTE: INTERCONNECTEDNESS IN THE LIGHT OF MODERN SCIENCE (CONTD.)

Even more significantly, relativity established the **interconvertibility of mass and energy ( $E = mc^2$ )**, revealing that matter is not solid, inert substance but a dynamic expression of energy. The universe is no longer a collection of rigid objects but a **web of dynamic processes**. Einstein himself emphasized the human implication of this insight, observing that the sense of being separate from the rest of existence is an **“optical delusion of consciousness”**. This scientific realization strongly points toward **unity underlying apparent diversity**.

### QUANTUM THEORY: REALITY AS A WEB OF RELATIONSHIPS

If relativity shook the foundations, **quantum mechanics dismantled them altogether**. Quantum theory reveals that at the most fundamental level, nature does not consist of isolated particles, but of **relationships**.



#### Key insights include:

- The **observer affects the observed**, showing that consciousness and matter are intimately linked.
- **Wave-particle duality** demonstrates that entities cannot be rigidly categorized.
- **Quantum entanglement** shows that particles remain connected across vast distances, functioning as a single system.

These discoveries clearly indicate that the universe is not a collection of separate parts, but an indivisible whole. Physicist David Bohm called this **“unbroken wholeness”** and warned that *fragmentation in thought leads to conflict and ecological destruction*.



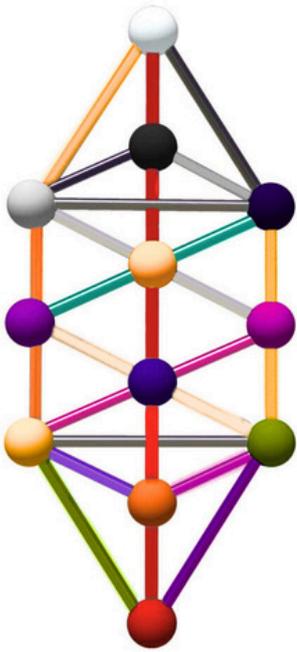
### BIOLOGY: LIFE AS COOPERATIVE WHOLENESS

Modern biology also reinforces the vision of interconnectedness. Research shows that almost **all the atoms in the human body are replaced every year** through interaction with the environment. We are not separate from Nature—we are continuously exchanging matter with it.

At the cellular level, **cells work for the tissue, tissues for the organ, and organs for the whole organism.** No part exists for itself alone. This directly contradicts the popular misinterpretation of evolution as mere competition. Even Darwin acknowledged the complex interdependence of species in Nature.

Life thrives through **cooperation, mutuality, and integration,** not through isolated survival.

### MORPHOGENETIC FIELDS: COLLECTIVE PATTERNS OF CONSCIOUSNESS



Biologist Rupert Sheldrake proposed the concept of **morphogenetic fields**, suggesting that *members of a species are connected through a shared field of memory or pattern.* As more individuals acquire a certain behavior, it becomes easier for others to adopt it.

The well-known “**Hundredth Monkey Effect**” illustrates this idea: once a critical number of monkeys learned a new behavior, it appeared suddenly in distant populations without direct contact. While interpretations vary, the phenomenon strongly suggests that **learning and patterns may spread through collective fields,** not merely through physical interaction.

This challenges the assumption that minds are isolated and supports the idea of **species-level interconnectedness.**

### THE HOLOGRAPHIC VIEW: EACH PART CONTAINS THE WHOLE

Another powerful model is the **holographic perception of the universe.** In a hologram, every small fragment contains information about the entire image. Similarly, the holographic view proposes that each part of the universe carries information about the whole.

This implies that separation is not fundamental but a construct of perception. At a deeper level, reality is a seamless web of interpenetrating relationships.



## A SCIENTIFIC PARADIGM SHIFT

Taken together, these developments represent a major paradigm shift in science itself:

- ✓ From **reductionism** to **holism**
- ✓ From **control** to **participation**
- ✓ From **fragmentation** to **integration**
- ✓ From **mechanism** to **living systems**

Modern science, which once dismissed holistic and spiritual insights as unscientific, is **now arriving at similar conclusions through rigorous experimentation and theory**. The *universe is increasingly understood as an **interconnected, self-organizing, dynamic whole***.

## IMPLICATIONS FOR HUMANITY AND SUSTAINABILITY

This scientific rediscovery of interconnectedness has profound implications for:

 **Education** – moving from information transfer to wisdom development

 **Technology** – shifting from exploitation to harmony with Nature

 **Economics** – from accumulation to well-being

 **Human relationships** – from competition to coexistence

The *ecological, social, and psychological crises of our time are fundamentally rooted in a **fragmented perception of reality***. When humans see themselves as separate from Nature and from each other, exploitation becomes inevitable.

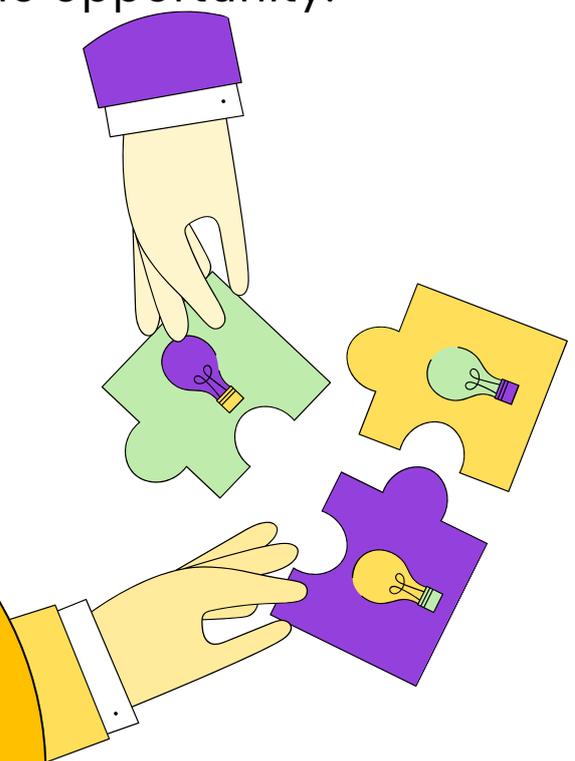
**Sustainability** cannot be achieved through policies alone; it requires a **transformation in worldview**.

***“Understanding interconnectedness is not merely an intellectual exercise –it is the foundation for ethical living, responsible development, and a humane society.”***

## CONCLUSION: SCIENCE REJOINS WISDOM

It is deeply significant that modern science is now echoing what ancient wisdom traditions have long proclaimed: **the unity of existence**. The Upanishadic vision of oneness, the Buddhist principle of dependent origination, and the Jain concept of mutual support all find resonance in today's physics and biology.

This convergence offers a historic opportunity:

An illustration showing two hands, one from the top and one from the right, placing puzzle pieces. The top hand is wearing a purple sleeve and is placing a green puzzle piece with a purple lightbulb. The right hand is wearing a yellow sleeve and is placing a purple puzzle piece with a yellow lightbulb. There are also a yellow puzzle piece with a green lightbulb and a purple puzzle piece with a yellow lightbulb already in place. The puzzle pieces are arranged in a circular pattern.

***“To educate, design, and live with the understanding that we are not separate from Nature, but integral participants in a larger co-existential order.”***

*Recognizing and living this interconnectedness and coexistence is not optional—it is essential for a **happy, harmonious, and sustainable future.***

## ROADBLOCKS TO REFLECTION

### PERCEIVED ROADBLOCKS



**Limited** reflection-based learning

**Over-intellectualization** and lack of emotional awareness

**Self-centeredness**, material pressure, and stress-driven living

Habitual **conditioning** and resistance to inner change

### REFLECTIONS



Integrating self-exploration and **experiential** learning beyond content delivery

Shifting from knowing concepts to **observing inner states** and responses

Strengthening **relational values** to support emotional well-being

Encouraging non impositional learning and **reflective practice**

## PROGRAM OUTCOME INSIGHTS

- Strong faculty **preparedness** for sustaining UHV implementation.
- Foundational conceptual **clarity** achieved.
- Shift from expectation-driven to **Self exploration-based living**.
- Movement from transactional to **harmonious** relationships.
- **Internal attribution** replacing external blame.
- **Alignment** with happiness as a state of being.
- Indicates translation of **understanding** into behaviour.
- Majority reported **improved awareness** and **response**.
- Supports **AICTE holistic education goals**.

# POST SURVEY STUDENT IMPACT ANALYSIS REPORT – UHV-II (AY 2025–26, ODD SEMESTER)

## Key Reflection Highlights (By Percentage)

### COMMITMENTS

- 68.5%** Would like to **volunteer** for UHV-related Social Outreach Programs
- 62.8%** Intend to **join** the “SRM Nature and Harmony Club” under UHV Cell
- 67.3%** Would like to **learn more** UHV content through weekly meets

### RECOMMENDATIONS

- 91.3%** Recommend the UHV course to their **juniors**
- 87.4%** Wish they had studied UHV in **school** and recommend the same
- 79.1%** Recommend the UHV Minor Degree and **higher-level courses**

### KEY IMPACT

**"WHAT WILL GIVE  
ME SUCCESS?"**

**"WHAT IS RIGHT FOR  
ME AND SOCIETY?"**

Among students, UHV has strengthened Self exploration, something rarely addressed in formal education:

- **Clarity** about happiness vs. Excitement – Students begin distinguishing between momentary excitement and lasting fulfillment.
- **Betterment** in Mental wellbeing, witnessing Reduced anxiety, anger, and confusion.
- **Healthier relationships** with peers, parents, and teachers.
- **Responsible career thinking:** Career choices increasingly include meaning, contribution, not only salary.
- **Improved classroom engagement** like asking deeper questions, reflect more, and participate honestly.
- **Environmental Consciousness** with sustainable practices

## SHARING BY DR. DEVAPRIYA APPUKUTTAN - THE BEGINNING OF A LIFELONG QUEST (CONTD.)

It instilled in me a **quiet sense of responsibility**, not driven by fear or obligation, but by understanding. In the routine of deadlines, evaluations, and expectations, it is easy to lose sight of why we begin our journey in education and healthcare. The course reminded me that beyond skills and knowledge, it is values like integrity, compassion, and responsibility that truly define our contribution to society.

***I now approach my role as an educator and clinician with renewed commitment, striving not only to teach or treat, but to guide and serve with sincerity.***

Looking back, the Universal Human Values course was less about learning new concepts and more about rediscovering what truly matters.

***The impact of this course continues to unfold quietly in my thoughts, decisions, and interactions, shaping me into a more conscious, grounded, and humane individual***



### **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.***

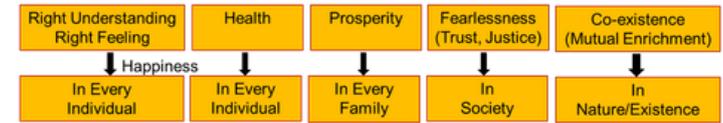
 Please share your story by filling out this **Google Form**.



Transformation  
Development



Humane Society



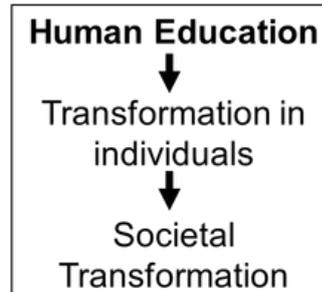
Family based Society (families, nations, whole world making effort for human goal)



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

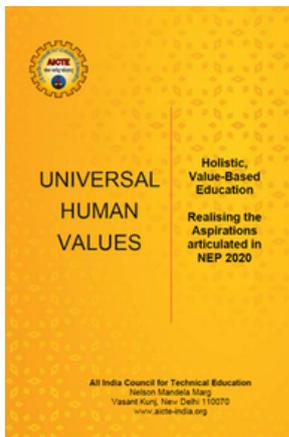
Assumptions (eg. Money is everything) ❌	Indulgence Malnutrition Disease ❌	Accumulation By Any Means ❌	Exploitation, Injustice, Fear ❌	Mastery and Exploitation ❌
In Most Individuals	In Many Individuals	In few Individuals	In Society	Over Nature
Obsession for Consumption for Profit for Sensual Pleasure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

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



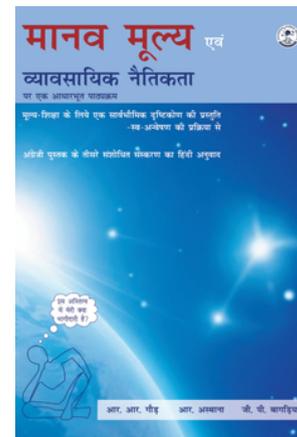
## From ICHVHE 2024 Keynote "Vision for Human Education"

### 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](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>

### CONNECT & CONTACT



Website: The UHV Foundation  
<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