11th International Conference on Human Values in Higher Education (ICHVHE 2026)
Worldwide Online 27-29 November 2026
https://ichvhe.uhv.org.in/

The UHV Team, in collaboration with AICTE, India, other National regulatory bodies and educational institutions, Government initiatives like RAS, as well as NGOs/CSOs like YDF, Bhutan, has been spearheading the integration of Universal Human Values (UHV) into the mainstream, starting in IIT Delhi in the 1980's. UHV fills the crucial missing link of *human values* in education – providing a holistic and humane world vision that leads to harmony within the individual, in families, in society, and with nature.

The UHV framework directly supports human aspirations, educational policies like NEP 2020, the Indian Constitution, and global goals such as the UN SDGs, focusing on:

- Developing graduates to their full human potential.
- Preparing responsible citizens for a just and equitable society.
- Contributing to national development rooted in the Indian ethos.

The initiative has transformed from a pilot in select universities in 2005 to a nationwide effort by 2026. Today it is touching over 1 lakh faculty, 4000 college, 7-9 lakh students every year, and high school children in 3000 schools. It is:

- Building life-ready graduates with clarity, confidence, and responsibility.
- Creating Nodal Centers in universities and institutions to realise their full potential and proliferate UHV.
- Inspiring a culture of voluntary, pro bono volunteerism, unprecedented in Indian education.

The UHV content and process are universal, logical, verifiable, all-encompassing (holistic), and leading to harmony, therefore naturally acceptable to everyone. It stands today as a foundational input for practically implementing the policies alluded to before, bridging Indian ethos with global aspirations for sustainable, humane development.

This 2006 conference is offered as a gift (no registration fee), supported by a group of over 24 educational and social service organizations, including UHV Foundation, Delhi (organisers), AICTE, New Delhi (chief patron), and Ajay Kumar Garg Engineering College, Ghaziabad (host). **The 2005 conference was attended by 3,155 delegates from 27 countries**.

The International Conference on Human Values in Higher Education (ICHVHE) is an annual conference for education policymakers, chancellors, vice chancellors/directors, other key decision-makers in education, and persons committed to value-based education. The conference is aimed at developing a shared vision of holistic, value-based education or education for the well-being of all. While the initial scope is SAARC nations, the effort is ultimately for human education globally; and through human education, the emergence of a human society, in which the well-being of all is realised generation after generation. Started in 2012, ICHVHE has been conducted regularly till 2019. There was a break in the conference due to the pandemic in 2020. It restarted in 2024. This is the 11th edition

Purpose

- To share the proposal of UHV for HVBE with educational policy-makers and institutions so they can implement UHV in their institutions
- To connect with people in general
- To connect with people working on HV in education and work out our complementarity

Program
The theme of the 2026 conference is ***Transformative Role of Education for Global Peace and Harmony*** – Holistic, Value-based Education for Human Consciousness, Humane Society, and Addressing Social Concerns at their Root

The format of the conference is

- Interactive keynotes
    1. Education for Global Peace and Harmony – Its Need and Vision
    2. Fulfilling Relationships as the Basis for Global Peace and Harmony
    3. Societal Systems and Institutions for Global Peace and Harmony
    4. Implementing UHV for Holistic, Value-based Education for Global Peace and Harmony
- Panel discussions with interested senior delegates on each panel
    SIG 1: Transformative Role of Education for Global Peace and Harmony

SIG 2: Holistic Human Health panel over all theme – Holistic Well-being and Global Harmony: A Paradigm Shift in Health Education
SIG 3: Addressing SDGs at the Root: Right Understanding to Global Peace and Harmony

- Seminar Talks
  SIG 4: Holistic Value-Based Counselling for Inner Peace and Harmony
  SIG 5: Transformative Role of School Education for Global Peace and Harmony
  SIG 5: Extension of Educational Efforts for the Community (in Villages and Jails, in particular)
- Sharing of case studies, best practices, and impact by individuals and institutions that have made an effort for UHV
  We encourage individuals and institutions to share their experiences in the form of case studies, best practices, impact studies, reports on their efforts, etc. Such documents can be shared as handouts at the conference. We do want to focus 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 theoretical papers to this conference.

Expected participation

- Education policymakers, chancellors, vice chancellors, deans, and other key decision-makers in education
- Planners and policymakers working for humane education
- Individuals and institutions that have made an effort for universal human values

Desired outcomes

- Specific recommendations and guidelines to refine education for the well-being of all.
- Identification of educational institutions willing to experiment with and incorporate UHV in their academic curriculum.
- Potential complementary partners in taking the UHV effort further.

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Background

Today, UHV is being experimented with at around 4,000 institutions of higher education of 240 universities and 3,000+ schools, reaching 7-9 lakh students across 39 states and UTs in India and Bhutan. The story of Universal Human Values (UHV) as a national educational initiative can perhaps best be understood by beginning in 2017 – a year that marked an important turning point.

Across the world, there is a growing recognition that while advances in science, technology, and economics have transformed human life, they have not necessarily resolved the deeper questions of human well-being, harmonious relationships, social cohesion, or sustainable living. The need for human values is being felt acutely – not only in India, but globally.

Under the visionary leadership of Prof. Anil D. Sahasrabudhe, the All-India Council for Technical Education (AICTE) also recognized this need. In 2017, AICTE took note of an educational initiative on Universal Human Values (UHV) that had been steadily evolving across the country. By then, nearly 40 universities in 10 states of India had begun experimenting with a Foundation Course on UHV.

What drew AICTE's attention was not merely the spread of the initiative but the results it was producing. Institutions reported that faculty were becoming more responsible, and students were developing a more holistic and humane world vision – one that helped them explore harmony within themselves, in their families, in society, and with nature. At a broader level, the initiative was contributing to the development of an education system that seeks not only professional competence but also responsible participation in society and commitment to the well-being of all.

The content and process of UHV appeared to have a unique strength. Its proposals were universal rather than culture-specific, logical rather than dogmatic, verifiable through self-exploration rather than requiring belief, holistic in their scope, and naturally conducive to harmony. As a result, they were finding acceptance among people from diverse backgrounds and disciplines.

Yet, the story AICTE encountered in 2017 had begun many decades earlier.

The roots of UHV lie in the timeless wisdom traditions of India, where fundamental questions about human purpose, happiness, relationships, harmony, and coexistence have been explored for centuries. However, the challenge of the modern age was to express these insights in a language and framework that could be understood, examined, and verified by people from different cultures, professions, and worldviews.

The first major step in this modern journey was taken in the early 1980s at IIT Delhi. It was here that Late Prof. R. R. Gaur initiated a course titled *Science and Humanism*. At a time when engineering education was focused almost entirely on technical competence, this course created space for students to engage with questions about the human being, ethics, purpose, and social responsibility. It was one of the earliest systematic efforts to bring human values into mainstream technical education and laid the foundation for what would later evolve into Universal Human Values.

Over the next two decades, the exploration continued, gradually deepening both the content and the pedagogy. A major breakthrough came in 2005 at IIIT Hyderabad. Under the guidance of Shri Ganesh Bagaria and with strong administrative support from the then Director, Prof. Rajeev Sangal, a two-semester course was introduced. This was an important milestone because it demonstrated that values education could be integrated into higher education not as an occasional activity, but as a structured and sustained academic engagement. The experience at IIIT Hyderabad played a significant role in refining both the content and the process that would later become the UHV framework.

The initiative entered a new phase in 2009 when the first large-scale implementation was undertaken at Uttar Pradesh Technical University (UPTU). This effort was spearheaded by Prof. Prem Vrat, the then Vice-Chancellor of UPTU. For the first time, UHV reached students across an entire university system. What had

previously been confined to individual institutions now expanded to a much larger canvas, demonstrating that the approach could be implemented at scale and inspiring similar efforts elsewhere.

The years that followed witnessed a steady expansion. In 2010, UHV was introduced at Punjab Technical University through the initiative of its then Vice-Chancellor, Dr. Rajneesh Arora. The following year, in 2011, Himachal Pradesh Technical University adopted the program under the leadership of its then Vice-Chancellor, Prof. Sashi Dhiman. With each new implementation, confidence grew that technical education could address not only professional competence but also the development of human understanding and social responsibility.

The initiative soon extended beyond India. In 2012, UHV found a place in Bhutan through the vision and leadership of Dasho Pema Thinley, the then Vice-Chancellor of the Royal University of Bhutan. This was a significant milestone, demonstrating that the framework's relevance was not limited by geography or culture. The universality of its proposals enabled it to resonate beyond national boundaries.

The next major chapter unfolded in 2013 during the Second International Conference on Human Values in Higher Education. Among the participants was Shri Ajay Mishra, then Principal Secretary (Education), Government of Andhra Pradesh, who attended the conference and addressed the valedictory session. Inspired by the possibilities that UHV offered for higher education, he initiated efforts to bring it into the universities of Andhra Pradesh.

His commitment found enthusiastic support in Smt. K. Sunitha, then Commissioner of Collegiate Education, Andhra Pradesh. Together, they enabled the introduction of UHV across 17 universities in the then undivided state of Andhra Pradesh. At that time, this became the largest implementation of UHV in higher education anywhere, marking a significant milestone in the growth of the initiative and demonstrating its scalability across a large and diverse higher education system.

As more educators, administrators, institutions, and policymakers became involved, the initiative continued to find wider acceptance. In 2017, the same year that AICTE formally recognized the significance of UHV, the initiative was also introduced at Bikaner Technical University (BTU) through the efforts of Prof. H. D. Charan, the then Vice-Chancellor of BTU. This further extended its reach and strengthened its presence within technical education.

Thus, when AICTE embraced Universal Human Values in 2017, it was recognizing the outcome of nearly four decades of exploration, experimentation, refinement, and implementation. What had begun as a pioneering course on *Science and Humanism* at IIT Delhi in the early 1980s had gradually evolved into a collaborative educational initiative involving universities, educators, administrators, policymakers, and students across the country and beyond.

Today, UHV stands as a practical foundational input for realizing the aspirations articulated in the National Education Policy (NEP) 2020. It contributes to the development of an education system that combines academic excellence with human values, professional competence with social responsibility, and individual growth with concern for the well-being of all. In this sense, UHV continues to contribute to a broader nation-building effort – helping nurture competent professionals, responsible citizens, and human beings capable of living in harmony with themselves, with others, and with nature, while bridging India’s civilizational wisdom with global aspirations for sustainable and humane development.

Work done by AICTE since 2017 in Higher Technical Education

AICTE aligned the UHV framework to directly relate to NEP 2020, the Indian Constitution, and global goals such as the UN SDGs, focusing the efforts on:

- Developing graduates to their full human potential
- Preparing responsible citizens committed to the development of a just and equitable society
- Contributing to national development rooted in the Indian ethos

By 2025, about 1 lakh faculty are oriented in UHV, 4000 institutions have UHV courses running, which touch 7-9 lakh students/year with encouraging results.

In 2022 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. It noted, *"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".* The on-ground impact included:

- Enhanced academic sincerity and performance
- Improved mental and physical health
- Better collaboration and teamwork
- Heightened environmental awareness

AICTE made its UHV assets available upon request:

- 16 UHV books in English and Hindi (and being translated into 9 Indian languages by AICTE)
- 8 courses for students
- 12 types of development programs for faculty, management and academic leaders
- Implementation processes
- The UHV Team of 500+ faculty volunteers working pro bono as their social responsibility

AICTE recently announced its 71 UHV nodal and potential UHV nodal centers across the nation. These centers are committed to proliferating UHV in their respective regions.

Work done in School Education in Madhya Pradesh

In 2023, the Rajya Anand Sansthan, Govt. of Madhya Pradesh sought the assistance of AICTE to implement UHV in MP Schools. Subsequently, an MoU was signed between RAS and AICTE at the Shiksha Samagam in Bharat Mandapam.

The UHV Team helped RAS to develop text books, work books and a teacher's manual for classes 9 to 12. Dozens of UHV workshops were conducted to orient the principals and teachers of 200 *Sandipani Vidalayas* (formerly called CM Rise Schools) and other Govt. schools. By 2025, UHV became a regular Saturday program, *"Anand Sabha",* in 2000 schools (now in 2026, this number is over 3000 schools). The results were again quite encouraging.

RAS is steadily expanding the "*Anand Sabha*" first for class 9-10 to all ~9,200 Govt. schools (which have classes 9-10), subsequently to classes 11-12, and for classes PP-8 in due course of time.

Work done in School Education in Rajasthan

The Hon'ble Minister of Education, Govt of Rajasthan, has been keen to start UHV. In 2025, initial work started on this with the intent to introduce UHV in classes 9-12 in all 134 Model Schools and 639 PM Shree Schools starting in the school year 2026-27. So far, 8 UHV workshops in 3 rounds have been conducted. It may be noted that the Hon'ble Minister of Education, Govt of Rajasthan, was present during one of the days of each round. Sh. Satish Gupta, OSD, and Prof. Surendra Godhara, then OSD have been through the UHV content during the workshops.

- Orientation of the principals of 134 Model Schools and 180 PM Shree Schools from Ajmer and Jaipur completed
- Orientation of 320 Chief Block Education Officers (CBOs) completed [Note: There are about 360 blocks in total]

Glimpses of the Impact of Universal Human Values (UHV) 2025

(Higher Education | School Education | Correctional Institutions | International Well-being Models)

Since 2017, Universal Human Values (UHV) has been implemented in diverse contexts, including higher education institutions, schools, correctional facilities, and well-being/rehabilitation centres. Independent studies, institutional reports, and field evidence confirm deep, positive, and sustained transformation in individuals and communities.

This annexure presents consolidated impact evidence, focusing purely on outcomes and change.

1. National-Level Evidence in Higher Technical Education – IRMA Impact Study (2022–2024)

A three-phase independent impact study conducted by the Institute of Rural Management Anand (IRMA) assessed the outcomes of UHV implementation across higher education institutions in India.

Coverage 27,036 faculty members, and 11,000 students across 5,325 institutions in 34 states of the Nation.

- 27,036 faculty oriented through AICTE-recognised 3-8-day full-time UHV FDPs
- 11,000 students exposed to UHV through SIP/UHV credit courses
- Multi-institutional, and multi-regional representation

Key Outcomes – Students
- 71% reported improvement in family, and peer relationships
- 65% experienced a reduction in anxiety, and academic stress
- 68% reported increased clarity of purpose, and confidence
- Marked improvement in academic sincerity, attendance, time management, creativity, and participation

Key Outcomes – Faculty
- 87% reported greater clarity in personal, and professional life
- 75% experienced reduced stress, and improved emotional stability
- Strengthened mentoring quality, classroom connect, and harmony

Institutional Impact
- Better discipline, and learning atmosphere
- Improved teacher-student relationships
- Strong alignment with the holistic vision of NEP 2020

"Earlier I studied for marks. Now I study with clarity, and confidence." – Student, AKGEC
"I now see myself as a mentor, not just a subject teacher." – Faculty, SOA

Inference: The IRMA study establishes that UHV strengthens mental well-being, clarity of purpose, relationships, ethical orientation, and academic sincerity.

2. Institutional & Community Transformation – AKGEC Emergence Report (2021–2024)
The *Emergence* Report, compiled by the AKGEC Value Education Cell, presents strong evidence of sustained, behaviour-based, and community-linked transformation through UHV.
Statistical Correlations Observed
- Personal clarity → Improved mentoring abilities (0.71)
- Life purpose → Stronger problem-solving skills (0.75)
- Emotional balance → Ethical decision-making (0.69–0.72)

Qualitative Outcomes & Field Evidence
- Improved emotional regulation, and reduced reactivity
- Strengthened family, and social relationships
- Shift from self-centred living to cooperation, and responsibility
- Healthier daily routines, time discipline, and self-control
- Environmental awareness, and action:
    - Water conservation
    - Plantation drives
    - Waste reduction
- Outreach beyond campus:
    - CBI Academy
    - Dasna Jail
    - Rural schools, and youth groups

Participant Reflections
- *"We planted 25 plants, and transformed our local park."* – Faculty volunteer
- *"I now prefer simplicity, and contentment over unnecessary consumption."* – Student
- *"UHV restored harmony in my home relationships."* – Mentor

Inference:
UHV strengthens not only academic life, but also personal health, family relationships, social responsibility, and harmony with nature.

3. Large-Scale Student Impact – SRM Institute of Science & Technology (2025)
The SRM Synergy Survey (January–June 2025) assessed the impact of UHV-II on 5,049 students across Engineering, Medical, Humanities, and Commerce streams.

Key Areas of Improvement

Area of Impact	% of Students
Improved Right Feeling in relationships	94.4%
Improved Right Understanding of Self	94.3%
Better use of physical resources (prosperity)	91.1%
Clearer life direction, and goals	90.2%
Increased gratitude	92%
Improved motivation for class attendance	91.3%
Reduction in negative emotions (anger, jealousy, greed)	88.9%
Improved confidence in decision-making	91%

Student Commitment & Social Responsibility

- 91.6% – Will share UHV with others
- 70.7% – Interested in joining “Nature & Harmony Clubs”
- 67.9% – Recommend UHV to juniors
- 75.7% – Will volunteer in outreach initiatives

Inference:
This is one of the largest documented assessments of value-based education in India, and it clearly establishes UHV as a powerful contributor to emotional well-being, clarity, ethical orientation, and social responsibility.

4. Medical Education Impact – SRM Medical College (MCHRC)
At SRM Medical College Hospital & Research Centre, during the HHH-I (Holistic Human Health) Faculty Development Programme – November 2025, a highly significant outcome was reported:

I used to see students visibly stressed during exams - some would even go absent.
But over the past two years I quietly noticed something different: students were calmer, and absenteeism had dropped. When I asked, I kept hearing the same answer. UHV.
– Dr. K.V.Leela *Associate Dean, SRM MHS RC (at HHH FDP)*

This represents measurable improvement in student mental and emotional health in a high-stress academic environment such as medical education.

Faculty Transformation Example – SRM
An Associate Professor, SRM MCHRC

Before UHV	After UHV
Weight: 81 kg	70 kg
Frequent illness	Improved immunity
Low energy	High & stable energy
Irregular routine	Disciplined daily routine
Low confidence	High clarity & confidence

Adopted practices:
Simple, and balanced diet, early dinners, yoga & pranayama, self-monitoring, and self-reflection.
"UHV made me responsible for my own body, thoughts, and actions."

4. Impact in School Education
Since 2022–23, Universal Human Values has been introduced in 300+ CM Rise and Excellence Schools in Madhya Pradesh, supported by dedicated textbooks, workbooks and teachers' manuals for classes 9–12 and weekly *Anand Sabha* sessions. This has created one of the first large-scale, NEP-aligned pilots for value-based school education in the country.

Impact on Students
Field feedback and review meetings indicate clear qualitative shifts among students:

- Increase in self-reflection: Students now naturally ask, *"मैं कौन हूँ? मैं क्या चाहता हूँ? मुझे आनंद कहाँ से मिलता है?"* and think about life goals, not just marks.
- Better emotional balance & self-control: Many report that they no longer react impulsively or get angry over small issues, but try to understand and respond thoughtfully.
- More positive outlook: Students are learning to see failures as opportunities to learn, leading to greater hope and inner stability.
- Higher self-discipline & responsibility: Noticeable improvement in punctuality, cleanliness, cooperation and voluntary adherence to school norms.

Impact on Teachers
Teacher training and *Anand Sabha* facilitation have transformed teachers' own perspectives:

- Many shared that their "view of life has changed" and that they now see joy as coming from right understanding and right relationship, not from things.
- Teachers expressed a shift from "only giving marks" to "wanting to inspire students to live rightly."
- Several schools have started forming UHV Cells where weekly value-dialogue circles are held and teachers meet to reflect on their own practice and student feedback.

Impact on School Environment
Across pilot schools, principals and teachers report:

- A more open, respectful dialogue between students and teachers, replacing fear with trust.
- Improved discipline driven by students' own understanding rather than external pressure.
- Stronger peer cooperation and leadership, especially through group discussions and shared activities.
- A noticeable movement towards a safe, caring and emotionally supportive school climate.

UHV-based school education is helping children become more self-aware, emotionally stable, responsible and relationship-oriented at an early age, laying a strong foundation for happy, value-driven and socially responsible citizens.

Inspired by the MP experience, the School Education Department of the Government of Rajasthan has decided to implement UHV in all its 52,000 schools, starting AY-2026, with 134 Model schools and 639 PM Shree schools (these are the premier Government schools in Rajasthan).

5. Impact in Jails & Correctional Institutions
A series of UHV interventions at Kanpur District Jail resulted in:

- Significant reduction in aggression, conflicts, and impulsive behaviour
- Strengthened sense of responsibility, trust, and self-reflection
- Reconnection with family members
- Improved interpersonal relationships inside barracks
- Increased hope, and willingness for positive reintegration into society

Authorities observed:

- Noticeable behavioural change
- Improved discipline
- Increased calmness, and cooperation

This established UHV as a rehabilitative force, capable of creating internal change rather than only external control.

UHV is being viewed as a powerful model for prison reform and rehabilitation. It is being incorporated in the Dasna Jail, Ghaziabad, and multiple jails across Gujarat and Punjab.

6. International Impact – Bhutan Institute of Well-being (BIW / YDF)
The Bhutan Institute of Well-being operates a unique 120-day Happiness Model of Treatment, aligned with Gross National Happiness (GNH), and deeply aligned with the philosophy of UHV. This program has an 8-month follow-up. Between 2018 and 2024, BIW incorporated UHV (GNH Values) in its rehabilitation model. The 2018 sober rate of 40% improved to 62% by 2024.

Participants are treated as human beings first, not as addicts or offenders – reinforcing the same truth at the heart of UHV. The focus of the program is to work on the Self (mind) rather than mostly on the Body.

Key impact areas included:
- Improved emotional well-being and stability
- Strengthened self-respect and dignity
- Reduced relapse rates (increase in sober rates)
- Stronger family relationships
- Increased sense of purpose and responsibility
- Higher life satisfaction and clarity

The Bhutan model confirms that human values-based living is universally relevant and culturally adaptable.

Summary
Across Higher Education, Schools, Correctional Facilities, and International Well-being Institutions, evidence consistently shows that Universal Human Values (UHV) results in:
- Improved mental health, and emotional stability
- Stronger family, peer, and social relationships
- Reduced stress, violence, and destructive tendencies
- Increased clarity, discipline, and ethical orientation
- Positive behavioural transformation in youth, and adults
- Enhanced responsibility toward society, and nature
- Sustainable inner change, and harmonious living

Universal Human Values is no longer a pilot concept.
It is a proven, cross-sectoral, and cross-national foundation for human transformation, aligned with:
- NEP 2020 (India)
- Gross National Happiness (Bhutan)
- Global goals of peace, well-being, and sustainable development

It offers a realistic pathway to creating:
A happy, harmonious, and responsible human society.

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