



AICTE Student Induction Program

A Glimpse of Holistic, Value-Based Education

A Small but Crucial Step in the Fulfilment of the Aspirations Articulated in NEP2020



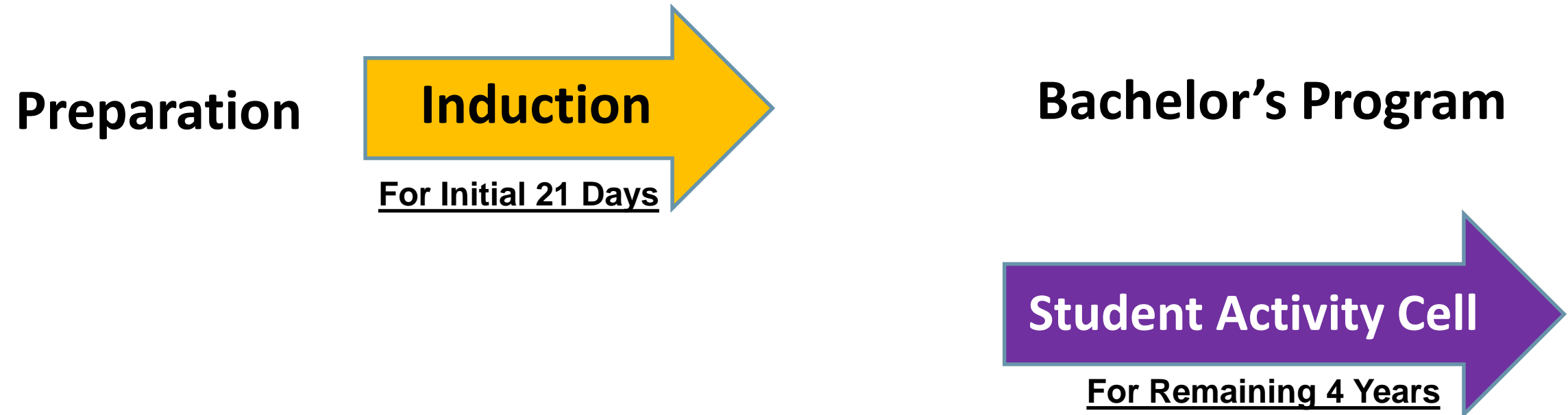
Induction Program

अनुगम समारोह

Student Induction Program – Context

- New entrants go through years of strenuous preparation and get accustomed to it.
- Often they lose the connection from social life and recreational activities
- On the other hand, higher education, like engineering, demands a personality in all dimensions

The Student Induction Program is designed for a smooth transition from school, preparation environment to higher education



Objectives of Induction Program

- Becoming familiar with the ethos and culture of the institution
(based on institutional culture and practices)
- Setting a healthy daily routine, creating bonding in batch as well as with faculty members and other students
- Exposure to a holistic vision of life, developing awareness, sensitivity and understanding of the complete expanse of living [Individual... Family... Society (Nation...)... Nature...]
- Facilitating new bonds with peers and seniors who accompany them through their college life and beyond
- Overcoming weaknesses in some essential professional skills
 - only for those who need it (e.g. Mathematics, Language proficiency modules)



SIP Activities

Universal Human Values (UHV) Foundation

⊙ Inaugural Ceremony ~2 hours

⊙ M1: Universal Human Values I (UHV-I) 15-25

⊙ M2: Physical Health and Related Activities 35-50

⊙ M4: Visit to a Local Area 03-05

⊙ M5: Lectures by Eminent People 02-05

⊙ M7: Literature / Literary Activities 15-30

⊙ M8: Creative Practices 30-36

⊙ M9: Other co-curricular Activities 05-10

Indian Knowledge System (IKS) including local, regional, national international examples focused on wellbeing of all

3 Weeks

Nature friendly and human friendly skills and their practice

⊙ M3: Familiarization of Dept/ Branch and Innov 02-05

⊙ M6: Proficiency Modules 05-15

⊙ Grand Celebration 02-06

Resources

SIP Model Guide (Handbook)

SIP Guide (for students)

Facilitator (Mentor) Manual

UHV Faculty Development Programs

Teaching Material for Module 1: UHV-I

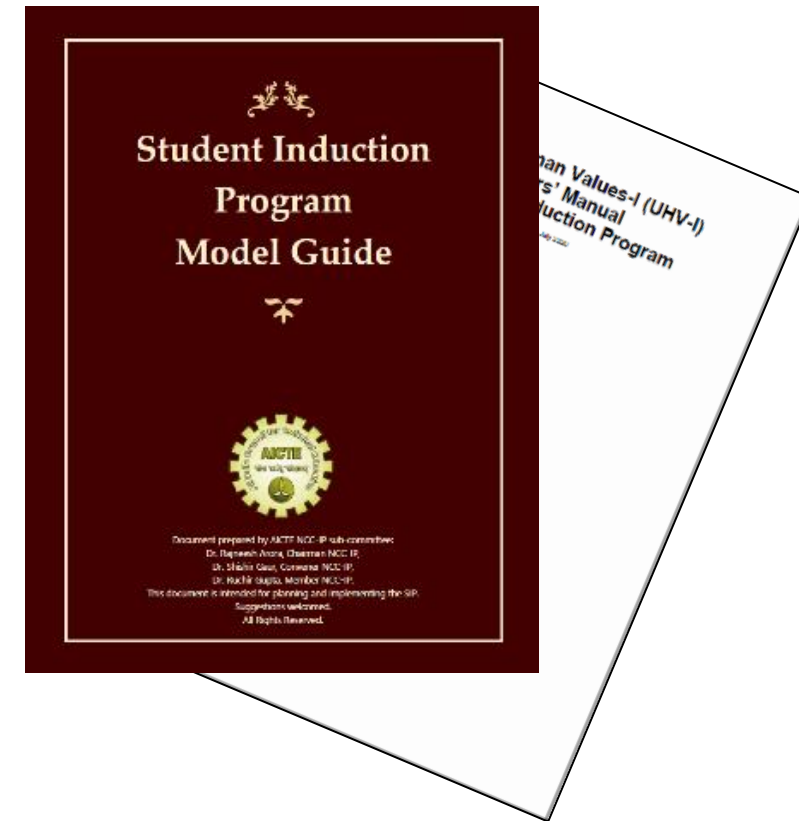
Teaching Material for Module 2: Physical Health and Related Activities

Guidelines for Modules 3 to 9

Recordings of eSIP Sampler 2020 (consists of all 9 modules)

Important Post SIP Activities

How to Report SIP to AICTE



Sessions of UHV I

Session No.	Topic Title	Aspirations and Issues	Basic Realities (underlying harmony)
1	Welcome and Introductions	Getting to know each other	Self-exploration
2 and 3	Aspirations and Concerns	Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals	Basic human aspirations Need for a holistic perspective Role of UHV
4 and 5	Self-Management	Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement...	Harmony in the human being
6 and 7	Health	Health issues, healthy diet, healthy lifestyle Hostel life	Harmony of the Self and Body Mental and physical health
8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in relationship Feelings of trust, respect... gratitude, glory, love
12	Society	Participation in society	Harmony in the society
13	Natural Environment	Participation in nature	Harmony in nature/existence
14	Sum Up	Review role of education Need for a holistic perspective	Information about UHV-II course, mentor and buddy
15	Self-evaluation and Closure	Sharing and feedback	

UHV-I

Session 1

Welcome and Introductions

Let's get to know each other!

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related
Materials for UHV-I

Suggestions for improvement are welcome

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Introduction of Students

Please speak to the person sitting on your left and introduce him/her

Name:

Place from where s(he) belongs (root):

Department s(he) has joined:

One hobby or interest:

Family background: parents, siblings...

How s(he) relates to family and society:

Aspiration in life:

Expectation from education:

Please be specific (try not to use adjectives)

UHV I

Session 2

Exploring our Aspirations and Concerns

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I
Suggestions for improvement are welcome
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Aspirations and Concerns

In the pervious session you were asked to do the following:

- Make a list of your aspirations (चाहना), the expectations (अपेक्षा) of your family and friends and the hopes (आशा) you see the nation has from you.
- Make a list of your achievements in your life
- Make a list of your concerns, fears, confusions, questions, etc.

Let us get some of the points from these lists on the board

Aspirations/Expectations	Achievements	Concerns

Present effort



Expect to become something



Expect to get/do something

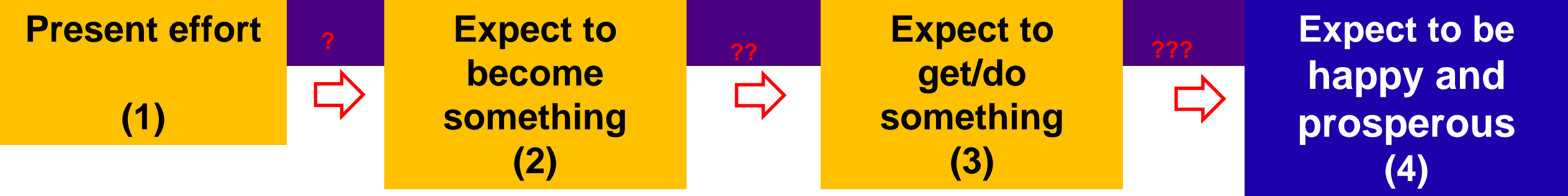


Expect to BE something

Studying	Engineer	Get Money
Doing internship	Doctor	Earn Name, Fame
Practicing	Farmer	Do Research, Innovation
Attending coaching	IAS Officer	Take care of your parents
Doing articleship	Lawyer	Make your family/nation proud
Doing MBA	Businessman	Gain Expertise in area of your choice
Researching	Scientist	Earn your living well
Painting	Artist	Live with Self Respect
		Get Power in society
		Earn Respect
		Get Satisfaction
		And so on...



Effort for a fulfilling Life



These are steps toward our basic aspiration
It is a path to fulfilling our basic aspiration

Basic Aspiration

Fulfilling Life

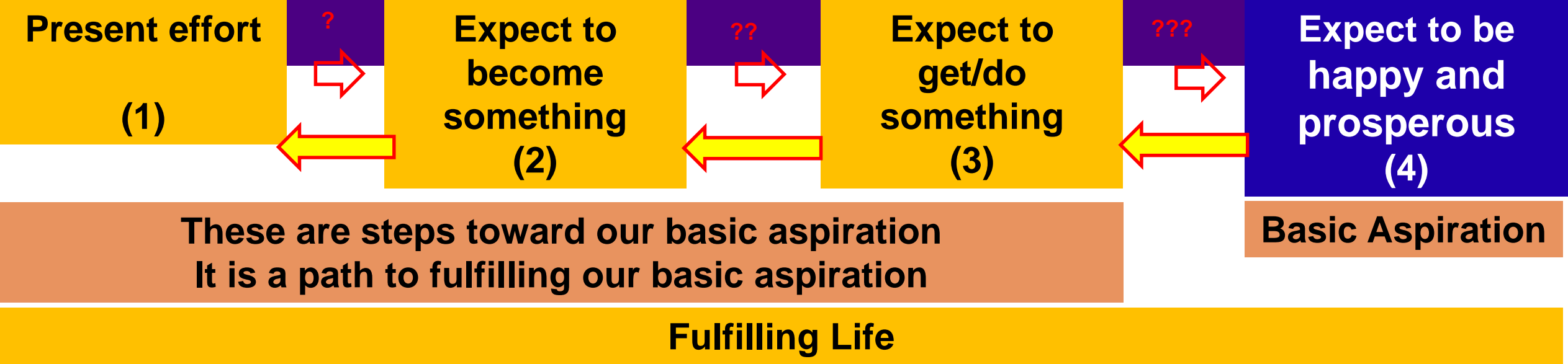
Which one is your basic aspiration (1 or 2 or 3 or 4)?

When you move from 1 to 4, there may be doubt and fear at every step.



Can you see that becoming something, doing something, getting something etc. are just the steps to achieve your basic aspiration?

Would you like to make sure that the steps you choose will lead to your happiness and prosperity?



How would you like to plan your life?

1-2-3-4: Plan the steps without being clear of your basic aspiration?

or

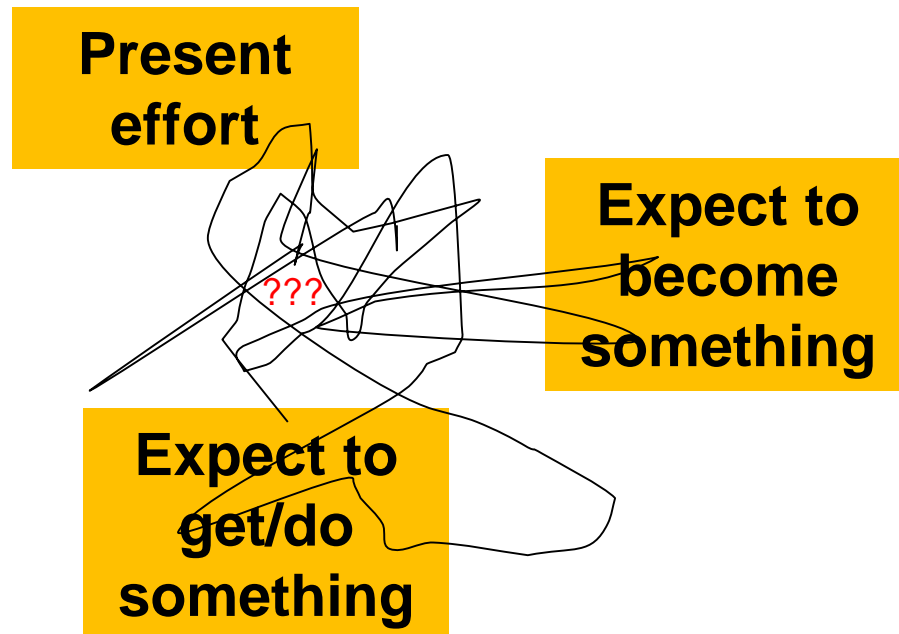
4-3-2-1: Develop clarity of your basic aspiration (happiness and prosperity) and then work out the steps?

Check how you are planning now

Life without Clarity of Basic Aspiration

If the basic aspiration (**where you want to reach and stay there**) is not clear, then it is likely that:

1. The direction of your effort may keep changing (as assumptions change)
2. You may not know if you have arrived or not
3. Very likely that there will be a mix of satisfaction and dis-satisfaction (happiness and unhappiness)

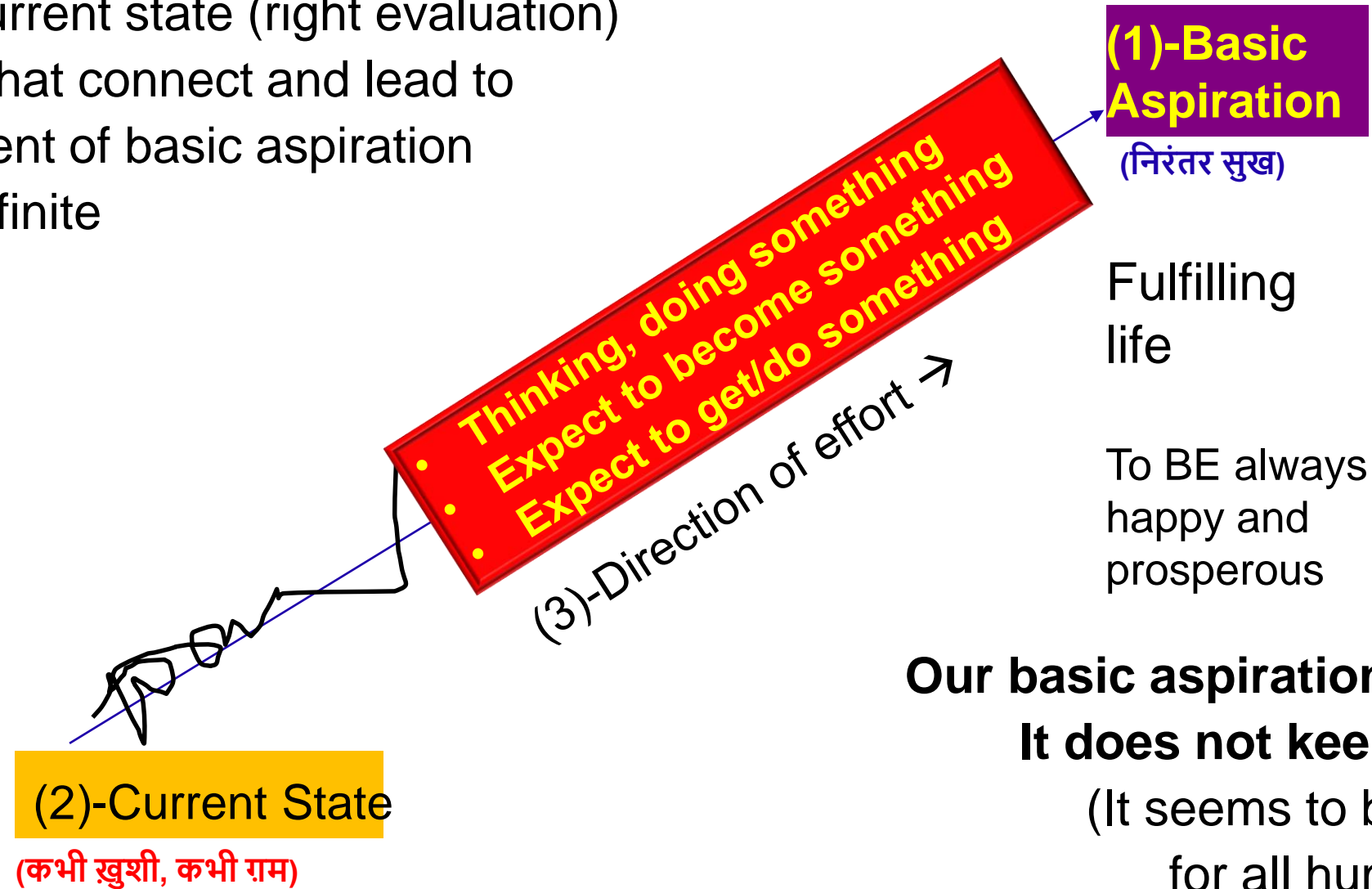


1-Basic Aspiration (Goal) is not clear or it is vague, like:

- Aim for the sky
- Make money and have fun
- ...

Life with Clarity of Basic Aspiration (Goal)

- (1) Our basic aspiration (human goal) is very clear – the destination is fixed
- (2) We know our current state (right evaluation)
- (3) We plan steps that connect and lead to the fulfillment of basic aspiration – direction is definite



Our basic aspiration is definite
It does not keep changing
(It seems to be the same for all human beings)

Many Paths or only One?

Now that we can distinguish between basic aspiration and the path to fulfill it, find out **what** would be appropriate if your “favourite” path is closed:

- **Continue to be unhappy about it?**
- **Find an alternate path?**



Examples:

- I wanted to go to the US for my degree, but I was forced to take admission here by my parents. My dreams are shattered
- I did not get the branch of my choice. My motivation to study is gone
- I did not get the Institute I wanted. I am unhappy

Sum Up

- Every student has some aspirations. But may not be clear about the basic aspiration.
- Basic aspiration of every human being is continuity of happiness and prosperity.
- The right way to proceed is to be clear of the basic aspiration first and then decide the program to fulfil it.
- At the level of implementation, there can be several ways in terms of becoming something, doing/getting something to fulfil the basic aspiration.
- Many a times the favourite paths chosen by the students might be based on some borrowed notion or sensation. And they need help in exploring all the possibilities.

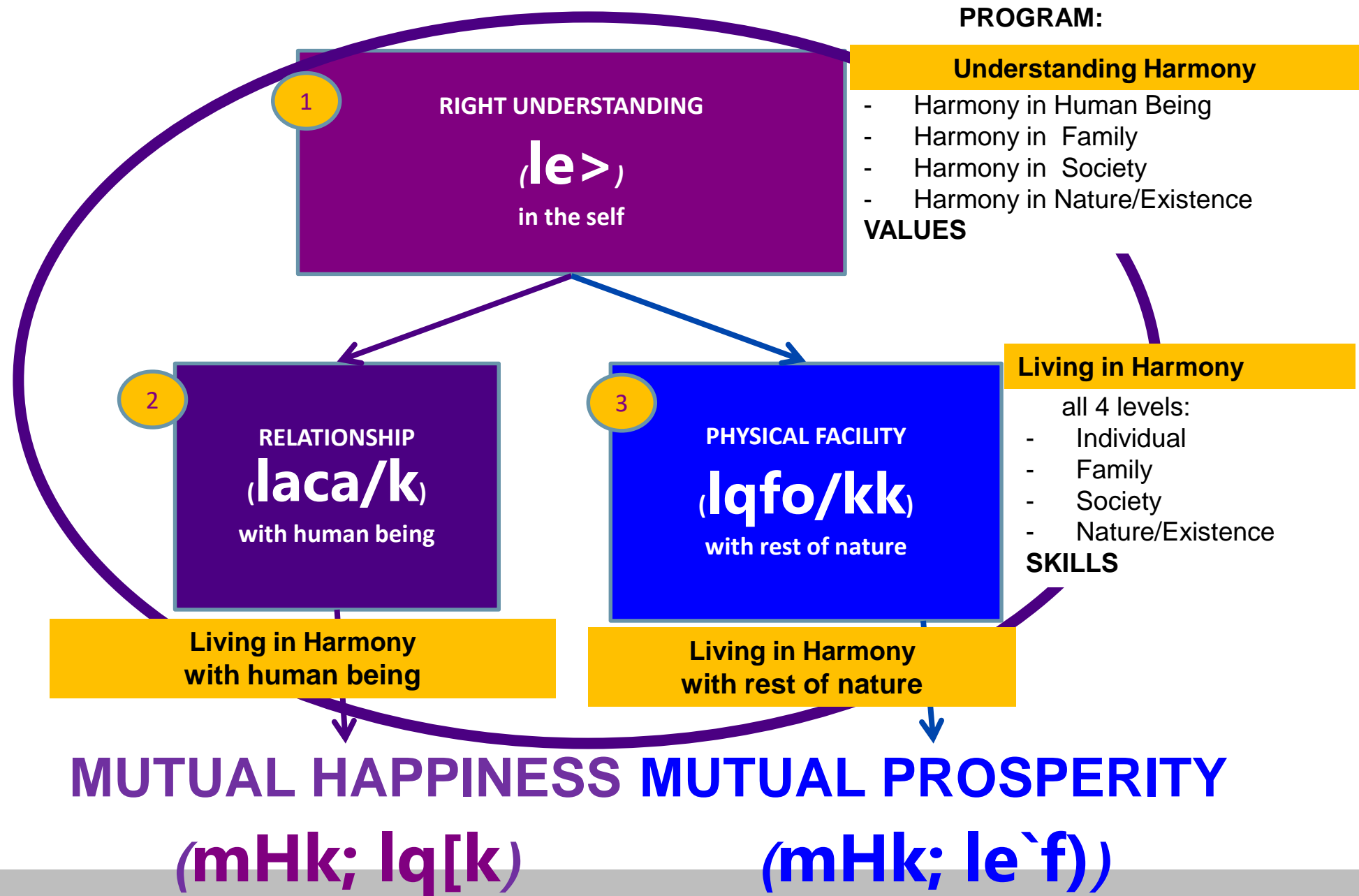
UHV-I

Session 3

Basic Human Aspirations and their Fulfilment

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Suggestions for improvement are welcome
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Desirable state – Living in Harmony – Program to Fulfill Basic Human Aspiration



Happiness and Prosperity (a proposal)

Happiness = To be in a state of Harmony

Lkq[k ¾ laxhr esa] O;oLFkk esa thuk

Unhappiness = To be forced to be in a state of Contradiction

nq[k ¾ varfoZjks/k esa] vO;oLFkk esa thus ds fy;s ck/; g®uk

Prosperity – The feeling of **having more** than **required Physical Facility**

le`f) & vko";d lqfo/kk ls vf/kd dh miyfC/k@ mRiknu dk Hkko

A prosperous person thinks of right utilisation, nurturing the other

“ deprived “ “ “ accumulation, exploiting “ “

le`) O;fDr Inqi;ksx dk] nwljs dk iks"k.k djus dk lksprk gS

nfjnz“ laxzg “ “ “ “kks"k.k “ “ “ “

Transformation (ladze.k) = Holistic Development (fodkl)



Transformation & Progress
laDe.k&fodkl

Sum Up

- Desired state is achieved by ensuring Right Understanding, Relationship and Physical Facility, all the three with the correct priority.
- Holistic Development is the Transformation from Current State to Desired State
- Happiness is to be in a state of Harmony
- Unhappiness is to be forced to be in a state of Contradiction
- Prosperity is the feeling of having more than required physical facility

UHV-I

Session 4

Aspirations and Concerns at the Individual level

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Review of Home Assignment

You must have done your homework and explored the content shared yesterday.

Yesterday we had discussed the four levels of living:

1. At the individual level (स्वयं के स्तर पर)
2. At the level of family (परिवार के स्तर पर)
3. At the level of society (समाज के स्तर पर)
4. At the level of nature (प्रकृति के स्तर पर)

We will focus on the aspirations and concerns at the individual level in this session

Aspirations and Concerns at the Individual Level

To be happy

To be healthy

To be prosperous

Knowledge – quest for knowledge

Ability to decide properly on my own, independently

Clarity in thoughts

Self confidence

...

Coming out of stress

Managing pressure of academics

Time management

Time lost due to illness

Entertainment

Domination of one gender by the other

Pressure of placement

Overcoming –ve thinking

Attending classes

Peer pressure

Temptations

Anger

Depression

Suicidal thoughts

Aspirations

To be happy

To be healthy

To be prosperous

Knowledge – quest for knowledge

Ability to decide properly on my own,
independently

Clarity in thoughts

Self confidence...etc

We want to fulfil our aspirations

Fulfilment of Aspirations

Our basic aspirations are fulfilled
by

1. **Right understanding(सही समझ)** in the self
2. Living with fulfilment in **relationship(सम्बन्ध)** with human beings and
3. Ensuring more than required **physical facility(सुविधा)** with rest of nature

Should education help us to
ensure right understanding?

Should education help us to
ensure right skills?

Concerns

Resolution of Concerns

Coming out of stress
Managing pressure of academics
Time management
Time lost due to illness
Entertainment
Domination of one gender by another
Pressure of placement
Overcoming –ve thinking
Attending classes
Peer pressure
Temptations
Anger
Depression

Generally, we try to address these piecemeal. We make effort for personality development, stress management, memory enhancement, anger management and so on.



Are these concerns independent issues or they are interlinked?

Are there many issues or is there a basic root issue?

We want to resolve our concerns

Basic Issue / Root Cause

Proposal (प्रस्ताव): The basic issue is “lack of right understanding”

When we do not understand a reality, we are not able to live with fulfilment with that reality. So, if we do not understand human being, we are not able to live with fulfilment within.

We want to explore the outcome of understanding the reality “human being”:

- Will we be able to live with fulfilment within?
- Will our concerns at the individual level get resolved?

So, let us try to understand human being
(and then find out if our concerns can be resolved)

Understanding Human Being

Human Being
Ekkuo

Self
eSa



Body
“kjhj

Need vko';drk	Happiness (e.g. Respect) Iq[k ¼tSIs IEeku½	Physical Facility (e.g. Food) Iqfo/kk ¼tSIs Hkkstu½
In Time dky esa	Continuous fujUrj	Temporary Ikef;d
In Quantity ek=k esa	Qualitative (is Feeling) xq.kkRed ¼Hkko gS½	Quantitative (Required in Limited Quantity) Ekk=kRed ¼lhfer ek=k esa½
Fulfilled By iwfrZ ds fy,	Right Understanding & Right Feeling Igh le>] Igh Hkko	Physio-chemical Things HkkSfrd&jklk;fud oLrq
Activity fØ;k	Desire, Thought, Expectation... bPNk] fopkj] vk"kk---	Eating, Walking... [kkuk] pyuk---
In Time dky esa	Continuous fujUrj	Temporary Ikef;d

Human being is the co-existence of the Self and the Body

The Body needs physical facility

It is fulfilled by physio chemical things from rest of nature

Happiness is the need of the Self

It is fulfilled by right understanding and right feeling in the Self

(It can not be fulfilled by physical facility)

(it can not be fulfilled by getting feelings from others)

UHV-I

Session 5

Resolution of Concerns

Peer pressure, Reaction...

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We want to be accepted by others

We think that we will be accepted when we are like them or better than them – in how we look, how we dress, how we talk, what we eat, what we drink, etc.

So, there is a pressure to be like them or better – in appearance, clothes, language and expression (e.g. English), etc.

This is part of the **peer pressure**

Even the other is in the same state Asking for being accepted by you!

1. Copying (नक़ल) – we give in to peer pressure

- We copy their do's and don'ts (appearance, language, lifestyle, etc.)
- We let the other decide for us (though we may or may not be comfortable with their choice)
- We keep accepting wrong notions (based on preconditioning), because we don't have the practice, self-confidence of verifying things (notions) on our own right !

2. Arbitrariness (मनमानी) – we rebel (विद्रोह)

- We do our own things, do whatever we like
- We reject the other

Resolution – Explore if This is What you Really Want

There is a third option:

3. Right Understanding (सही समझ)

Verifying things on your own right:

- On the basis of your **natural acceptance** and
- On the basis of validating by living accordingly (experiential validation)

If our sense of belongingness is on the basis of understanding (human being...), then it is permanent and with all
(we feel comfortable with all)

Verify on your own right:

Language is only a means of communication (what is communicated is more important than language, expression)

Speaking in a particular language ensures your respect? Continuously, with all?

Clothes are for the protection of the Body

Can you get respect by wearing a certain type of clothes? Continuous, from all?

Rather. wearing exclusive clothes may lead to jealousy



Human Being = Co-existence of Self (I) and Body

Human being is a co-existence of Self (I) and Body

Need of the Self (I) is happiness

- which is fulfilled by Right Understanding & Right Feelings (like feeling of respect)

Need of the Body is physical facility

- which is fulfilled by Physio-chemical things (like food)

Both needs have to be fulfilled separately

Today, we seem to be neglecting the need of the Self

If we assume that happiness may be ensured by **favourable feeling from others**, we try to get these feelings from them by way of:

1. **Being ahead of others** - (in terms of appearance, clothes, language & expression- English, money etc)
2. **Seeking likeness** - belongingness with a specific group (because others are doing it/ having it, so should I)

These two become the major sources of peer pressure

What is Naturally Acceptable to You? What is the Solution?

Copying – adopting

- Living on the basis of others (some do's & don'ts)

- **Indefinite conduct**

- Sometimes “happy”
Sometimes “sad”

Decided by other
“Peer Pressure”
(परतंत्रता)

Arbitrariness

Living on the basis of one's own likes-dislikes

- **Indefinite conduct**

Sometimes “happy”
Sometimes “sad”

Rebel
“Reaction”
(परतंत्रता)

Right Understanding

Living on the basis of natural acceptance

- **Definite conduct**

Always happy
(निरंतर सुख)

Self-organised
(स्वतंत्रता)

Concerns

Coming out of stress
Managing pressure of academics
Time management
Entertainment
Domination of one gender by another
Pressure of placement
Overcoming –ve thinking
Attending classes
Peer pressure
Temptations
Anger
Depression
Suicidal thoughts

We want to resolve our concerns

Resolution of Concerns

Generally, we try to address these piecemeal. We make effort for personality development, stress management, memory enhancement, anger management and so on.

Should education help us to resolve our concerns?

- One concern at a time?
or
- Holistically by ensuring right understanding + right skills?

Sum UP

- Everyone has certain concerns while living with other human beings
- The basic concern is that we want to be in the state of happiness in continuity
- The state of happiness in continuity is ensured by right understanding which ensures right feeling, right thought.

UHV-I

Session 6

Understanding Health

(Part 1 of 2)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related
Materials for UHV-I

Suggestions for improvement are welcome

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Aspirations and Concerns at the Individual Level

To be happy

To be healthy

Knowledge – quest for knowledge

Ability to decide properly on my own,
independently

Purification of the mind

Controlling the mind

Self confidence

Coming out of stress

Managing pressure of academics

Time management

Loss of time due to illness

Entertainment

Domination of one gender by the
other

Pressure of placement

Overcoming –ve thinking

Attending classes

Peer pressure

Temptations

Anger

Depression

Suicidal thoughts

Aspirations

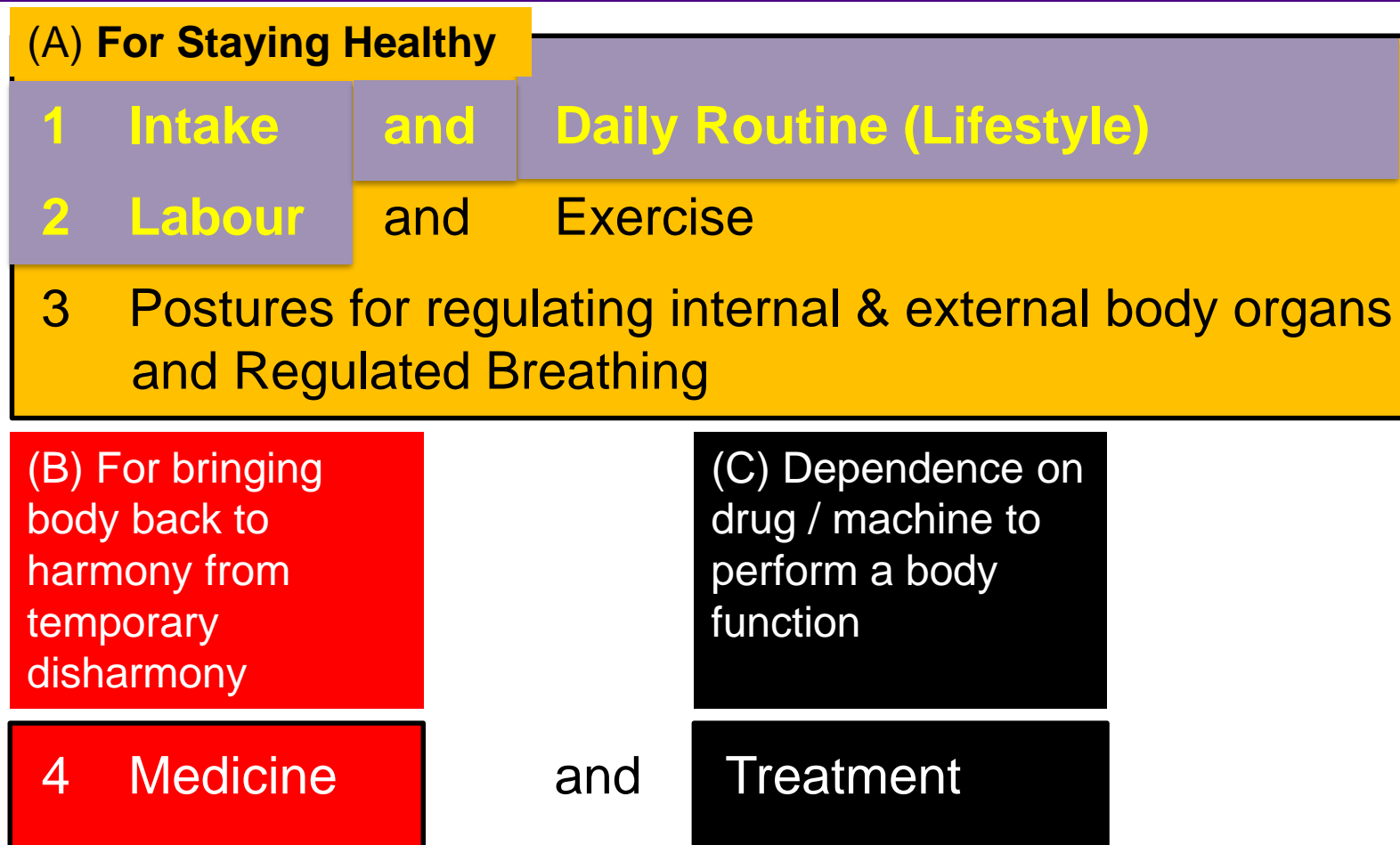
- **To be healthy**
- Want to eat tasty but healthy food
- Want a healthy, peaceful environment

Issues

- Infections (environment)
- Non-communicable disorders like obesity
- Tension, depression
- Inefficient use of time
- **Time loss due to illnesses**

Let us explore how understanding human being can help us in: realising our aspirations and also resolving the issues holistically

Human Being Ekkuo		Self (I) eSa	← Co-existence IgvfLrRo →	Body “kjhj
Need vko';drk	Happiness (e.g. Respect) Iq[k ¼tSls IEeku½			Physical Facility (e.g. Food) Iqfo/kk ¼tSls Hkkstu½
Fulfilled By iwfrZ ds fy,	Right Understanding & Right Feeling Igh le>] Igh Hkko			Physio-chemical Things HkkSfrd&jklk;fud oLrq
	Feeling of Self-regulation(संयम) Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body		⇒	Health (स्वास्थ्य) 1. The Body acts according to the Self 2. Parts of the body are in harmony (in order)



- 1a. Intake includes air, water, sunlight, food (food is nutritious, digestible & tasty and waste is excretable), all intake through our senses (sound, sight, smell etc)
- 1b. Rising time, sleeping time, eating time...
- 2a. Outcome of labour is production of physical facility
- 2b. No physical facility is produced by exercise

Priority

1

(A) For Staying Healthy

1 Intake and Daily Routine (Lifestyle)

2 Labour and Exercise

3 Postures for regulating internal & external body organs and Regulated Breathing

1a

1b

2

(B) For bringing body back to harmony from temporary disharmony

4 Medicine

3

(C) Dependence on drug / machine to perform a body function

and Treatment



Sum Up

Human Being is co-existence of Self and Body, Body is an instrument of the Self

Physical Facility is required, in a limited quantity, for Nurturing, Protection & Right Utilisation of the Body

The Self and the Body are in Harmony when there is a feeling of Self-regulation in the Self and Health in the Body

- Self-regulation = Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body
- Health = The body acts according to Self and parts of the body are in harmony (in order)

UHV-I

Session 7

Program for Health

(Part 2 of 2)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Looking at Health holistically

Health of the Human being = Health of the Self → Health of the Body

The family has an impact on the health of the individual

A family that keeps “an early to rise and early to bed” schedule is healthier

A family with internal strife, fighting etc. may be more prone to illness

Like that, in the society and nature

**Holistic
Health**

Health of the **Self** **1**

Health of the **Body** **2**

Health of the **Environment** = Health of Family, Society, Nature

3

Discussion: Health of the Family, Friends Circle...

Food habits

Daily routine

Collective labour

Collective exercise...

Home remedies...

Discussion: Health of the Society (Institution...)

Hostel – Timings for healthy lifestyle (sleeping time, waking time...)

Mess – Options for tasty and healthy food, giloy kadah...

Canteen – Tasty and healthy options

Juice stall – fresh fruit and vegetable juice

...

Discussion: Health of the Natural Environment

Clean and fresh air

Water

Free of viruses

...

Natural Farming Club – In campus production by way of labour

Key Points

- Holistic Health: Health of the Self, Body and Environment
- Programs of Self-regulation with a holistic perspective

UHV-I

Session 8a

The Foundation of Relationship – Trust

(Issues: Anger, Mistrust, Fear...)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

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These are the four aspects to understand about relationship:

- 1. Relationship is**
 - Relationship is already there (whether we recognise it or not)
 - Relationship is between one self (I_1) and another self (I_2)
 - The Body is used for expression
- 2. There are feelings in relationship** – in one self (I_1) for the other self (I_2)
- 3. These feelings can be recognized**
 - they are definite
- 4. Their fulfilment leads to mutual happiness**

Analysis of Current State

Today we are unhappy because we have not understood these feelings and we assume that they are not in us

We only expect the other to express these feelings to us. If the other expresses these feelings to us, we feel happy. If the other does not express these feelings to us, we feel unhappy

In this situation, to get respect, we try many things

- e.g. we relate respect(feeling) with physical facility
- e.g. we copy appearance, language, lifestyle, etc. opted by others

Today, people are not able to express feeling of respect to others (because they don't have it), but they are trying hard to get it from others

It is like everyone is begging for respect and everybody's bowl is empty

The Way Forward

The most fundamental thing is to understand these **feelings**.

In this way, understanding the feeling, ensuring the feeling, expressing the feeling and the right evaluation of the feeling leads to mutual happiness

We will try to understand the feeling of **TRUST** first (as foundational feeling)

Trust

(FOUNDATIONAL VALUE)

Trust (fo''okl)

Trust = to be assured (vk''oLr gksuk)

= to have the clarity that the other wants to make me
happy & prosperous

= nwljk esjs lq[k] le`f) ds vFkZ esa gS] ,slk Li`V gksuk

Evaluating Trust – Between 2 Individuals

About your Natural Acceptance

- 1a. I **want to** make myself happy
- 2a. I **want to** make the other happy
- 3a. The other **wants to** make herself/himself happy
- 4a. The other **wants to** make me happy

Intention – Natural Acceptance

What is Naturally Acceptable to You

About your Ability

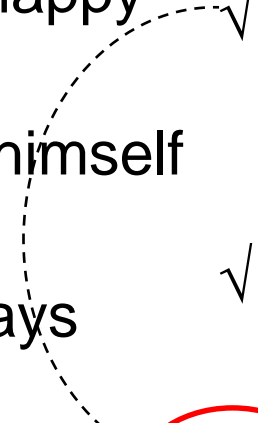
- 1b. I **am able to** make myself always happy
- 2b. I **am able to** make the other always happy
- 3b. The other **is able to** make herself/himself always happy
- 4b. The other **is able to** make me always happy

Competence

What You Are ($\sum D, T, E$)

Trust: To have the clarity that the other intends to make me happy

About our Natural Acceptance

- 1a. I **want to** make myself always happy ✓
 - 2a. I **want to** make the other always happy ✓
 - 3a. The other **wants to** make herself/himself always happy ✓
 - 4a. The other **wants to** make me always happy ✓
- 

Intention – Natural Acceptance

What is Naturally Acceptable to You

About our Ability

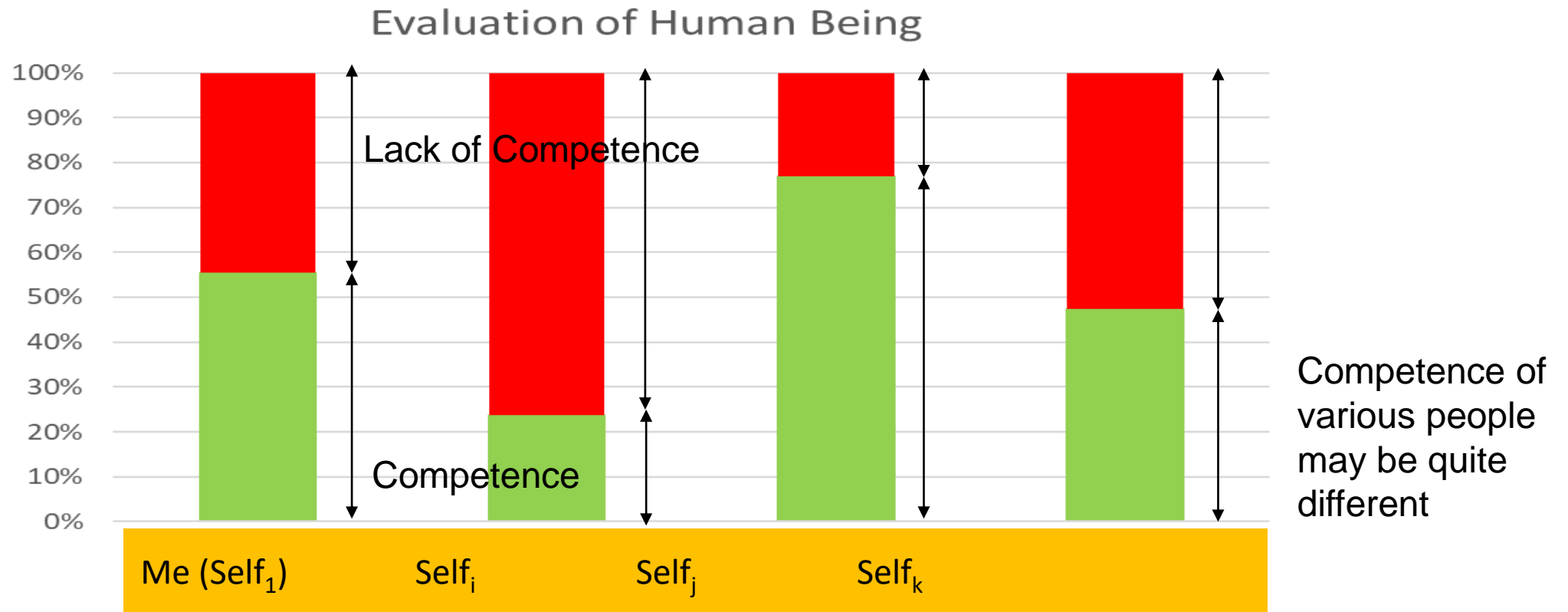
- 1b. I **am able to** make myself always happy
- 2b. I **am able to** make the other always happy ?
- 3b. The other **is able to** make herself/himself always happy ?
- 4b. The other **is able to** make me always happy ??

Competence

What You are (Imagination)

Trust

Intention (natural acceptance) is same for all



Take-away:

Trust on Intention (Natural Acceptance)

I am able to see that

**the other has a natural acceptance (intention) to make me happy
s(he) may or may not have the competence to do so**

Resolution of Issues

- Doubt on Intention leads to issues like Mistrust on the other, Anger, Fear in relationships, etc.
- With Trust on Intention, one is able to get rid of the root cause of such issues.
- In UHV II, the resolution of such issues will be discussed further.

Anger – Reason

Anger arises, when we are not able to differentiate between the **intention** and **competence** of the other. Based on lack of competence of the other, we doubt over their intention

Once, we have a doubt on the intention of the other, then instead of relating to the other, we feel in opposition to the other

Thus, any small unfavourable incidence may lead to irritation or even anger

Anger – Solution

If I understand the human being correctly, then I am able to see-

“The other is a human being like me (co-existence of self and body)”

The other self has the intention, i.e. natural acceptance (to be happy and make other happy) just like me

The other may be lacking in competence to fulfil their intention, just like I am lacking in competence

With Trust on Intention, we feel related to the other. Then there is no feeling of Anger

Anger – Reason

When our desire does not get fulfilled and we perceive that it is due to the other, then we get irritated or angry

Anger – Solution

If I can see that the other has the right intention, but lacks competence, then instead of getting angry, I re-examine my desire/expectation and action:

- Is my expectation right or not?
- Is the program to fulfill the desire correct or not?
- Have I developed the necessary competence in myself ?
- What effort have I made to help the other in improving his/her competence?



Sum Up

Trust is to have the clarity that the other wants to make me happy & prosperous

If I have trust on intention, I accept the other (I am assured of the other) and we are able to make effort for mutual development

I make a program with the other based on right evaluation of our mutual competence

- In case the other is lacking in competence
 - I make effort to assure the other
 - I make effort to improve his competence once he is assured in relationship (and not before that)
- If I lack competence, I become ready to take help from the other to improve my competence

If I have doubt on intention

- I evaluate myself on the basis of my intention and others on the basis of their competence
- I have a feeling of opposition with the other which shows up as irritation or anger (and it further leads to fighting, struggle and war)

UHV-I

Session 8b

Video Discussion

Right Here Right Now

(Reaction and Response)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related
Materials for UHV-I

Suggestions for improvement are welcome

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Right Here Right Now

Watch the video Right Here Right Now

A short film about human behavior and its propagation. It is directed by Anand Gandhi

Source:

Part 1: <https://www.youtube.com/watch?v=OVAokeqQuFM>

Part 2: <https://www.youtube.com/watch?v=gIYJePEnvUY>

We will discuss your observations:

1. Interactions with each other – reaction or response
2. Are the actions indicating right understanding, trust?





Now, listen, I'd called up Dilip uncle in Baroda. I'll talk to him again, he'll take care of everything

Response

Reaction

You decide your feeling on your own right

You decide your feeling based on the behavior of the other

It is based on right understanding
You always have the right feeling
It is definite and unconditional

It depends on whether you like or dislike the (taste of the) behavior of the other

The behavior of the other is only an indicator of the state of the other

- If the other behaves properly, you have a right feeling and may behave properly
- If the other misbehaves, you have a wrong feeling and you may also misbehave

With that input you decide your behavior to ensure mutual happiness

You decide your own behaviour

**Your “remote control” is with the others
You are enslaved**

You are self-organised

Your conduct is definite

Your conduct is indefinite

Self Reflection

In your own interactions, find out

- **the % time you are responding**
- **the % time you are reacting**

What is the effort required to progress from reaction to response?

- To develop the right understanding (at least about relationship)...
(this will be discussed in detail in the UHV-II course)
- To be aware of your imagination, develop the right feeling within
- To “repair” the damage from past reactions

How do we decide?

Are our decisions motivated by preconditioning? What %?

Are our decisions motivated by sensation? What %

What % of our decisions are on the basis of self verification, based on our natural acceptance?

What is the share of
A. preconditioning, B. sensation and
C. self-verification in your decisions?
e.g. A 50, B30, C20

Sum Up

- Response is naturally acceptable, Reaction is not acceptable naturally.
- Reaction could be Positive or Negative, but it is not based on right understanding, right feeling.

UHV-I

Session 9

Respect

– Right Evaluation of Intention and Competence

(Issues: Lack of Self-confidence, Ego, Depression, Peer Pressure, Differentiation,...)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Respect (IEeku)

Respect = Right Evaluation

IEeku $\frac{3}{4}$

le~ \$

eku



IE;d~



ekiuk



Bhd Bhd



vkadyu djuk

Common Mistakes

Over evaluation – to evaluate for more than what it is

vf/kewY;u

vf/kd vkaadyu djuk

Under evaluation – to evaluate for less than what it is

voewY;u

de vkaadyu djuk

Otherwise evaluation – to evaluate for other than what it is

vewY;u

vU;Fkk vkaadyu djuk

Disrespect
vieku

Whenever the evaluation is not right, it is disrespect

Check for yourself in every interaction with others whether it is respect or disrespect. i.e.

- It is right evaluation or
- It is over / under / otherwise evaluation

Respect: Right Evaluation – on the basis of the Self (I)

1. Purpose – Our purpose (Natural Acceptance) is same
2. Program – Our program is same
3. Potential – Our potential is same

The Other is Similar to Me

4. Competence – On the basis of right evaluation of our mutual competence, I recognize our complementarity and fulfill it:

- If the other has more understanding, is more responsible than me,
 - a. I am committed to understand from the other
- If I have more understanding, I am more responsible than the other
 - a. I live with responsibility with the other, unconditionally, unperturbed by the behavior of the other
 - b. I am committed to facilitate understanding in the other (once the other is assured in relationship, and not before that)

COMPLETE CONTENT of RESPECT

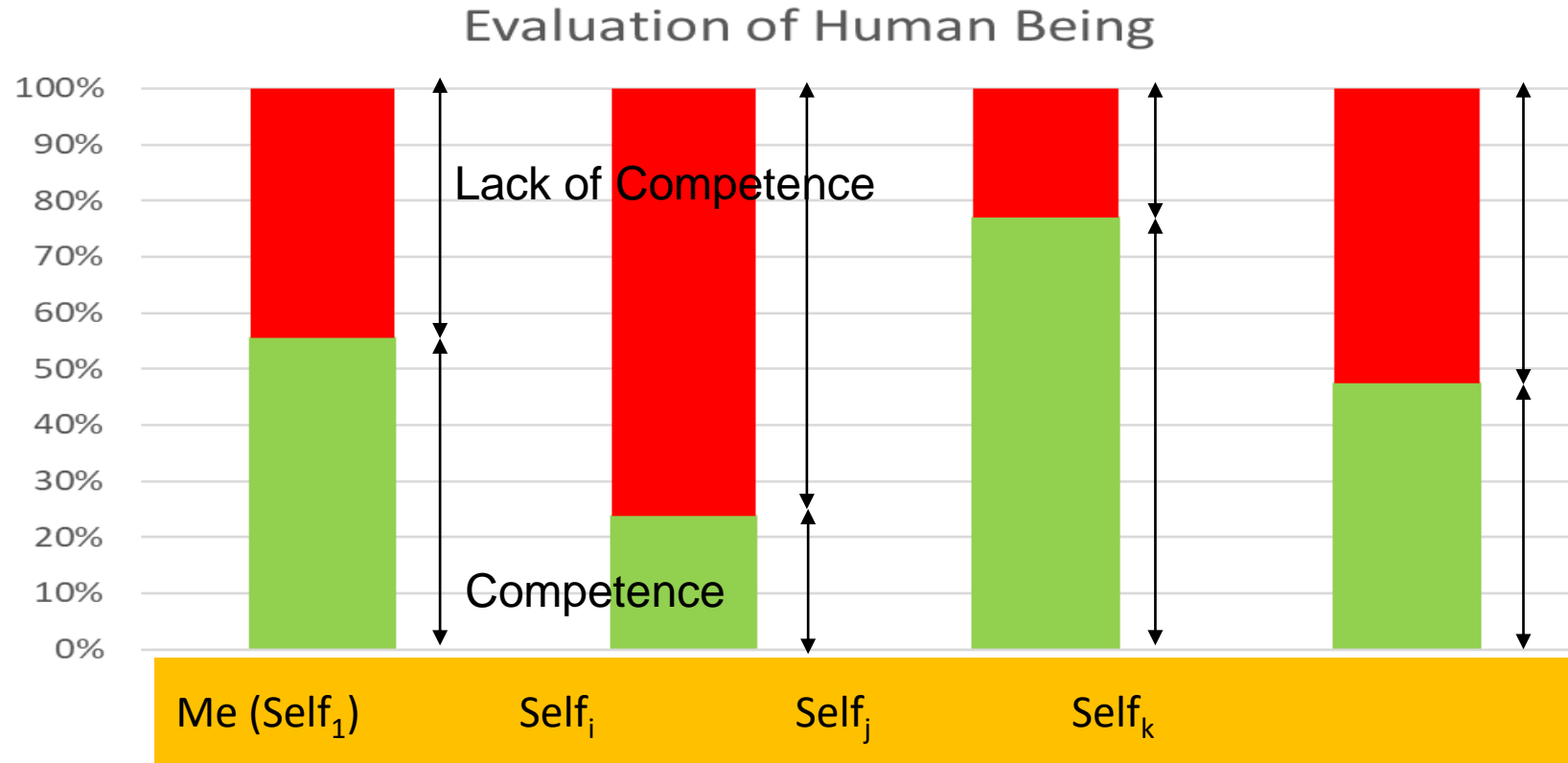


The Other is Similar to Me. We are complementary to each other

Right Evaluation

Intention (natural acceptance) is same for all

Purpose, Program and Potential Same for all



Competence of various people may be quite different

Respect = Right evaluation

(of intention and competence)

Take-away:

The feeling of Complementarity

The Other is Similar to Me. We are complementary to each other

With the feeling of complementarity, other feelings naturally follow

Peer Pressure

When we try to get respect from the other, we have to conform to their way of looking things and doing things their way – such as their language, clothes etc.

This becomes a major source for peer pressure

When I have the feeling of respect on the basis of understanding of human being, as discussed in this session, I will have the feeling of respect for everyone including myself

Therefore, I don't have to be dependent on getting feeling from the other and hence will not be under pressure to conform to the other

Take-away re. Respect

The feeling of Complementariness

All the specific characteristics at the level of Body, physical facility, belief etc. can be used to express that complementarity

e.g. a person with greater physical strength do the heavy work

e.g. a person at a higher post can work for the development of more people and so on

All with a feeling of complementariness, giving and responsibility in relationship

With the feeling of complementariness, other feelings naturally follow

Sum Up

When we try to get respect from the other, we have to conform to their way of looking things and doing things, this becomes a major source for peer pressure

When we have the feeling of respect on the basis of understanding of human beings, we will have the feeling of respect for everyone including myself

Therefore, I don't have to be dependent on getting feeling from the other and hence will not be under pressure to conform to the other

Respect is right evaluation (it is possible only with a feeling of trust on intention)

Under evaluation, over evaluation or otherwise evaluation is disrespect

Differentiation is disrespect

Respect on the basis of Self(I) – The other is like me and we are complementary to each other

UHV-I

Session 10

Affection and Reverence

**(Issues: Interaction vs. Ragging
Cooperation vs. Competition)**

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Affection (LUSg)

The feeling of being related to the other

(acceptance of the other as one's relative, the other is like me)

nwljs dks laca/kh ds :i esa Lohdkjus dk HkkoA fufoZj®f/krkA

One has the responsibility and commitment for mutual fulfilment in the relationship

Opposition, jealousy... are an indication of the absence of affection

Interaction

How do you feel when a relative/ friend comes to your family?

- We feel happy about it. We want to share many things with them and also listen from them. This exchange of feelings and words satisfy all of us. That is interaction

(Here, we feel connected with them, take care of their immediate needs and facilitate them to set their things in order....)



Ragging

- When we are not able to see this relationship with the newcomers, then we may tease them, make fun of them just for the sake of fun.
- We are not concerned about its impact on the newcomer. Of course, it hurts others. That is ragging.
- Can you recall, how does it feel, when you are hurt by someone? For how many days/ months/ years, it disturbed you?
- Is it wise/ a normal mental status to seek enjoyment by hurting others?

Interaction and Ragging

Of course, a welcoming healthy interaction is a must, because we are a member of the same institute family, will be staying together for 3-4 years

Thus, we are related to each other, we want to know each other so that we can be of help for each other in the process of understanding and learning together

**Suggest few ways to develop affection
between senior and junior batches.**

Natural Acceptance for Excellence

All of us want to excel in life

Let us understand **excellence** – is it about

a. being better than another in a particular area of life?

or

b. something else?

We will also explore the program for it – is it

a. through **competition**?

or

b. through **collaboration**?



Adverse impact of feeling of Competition:

- On our own sense of fulfillment
- On other human beings with whom we are interacting
- On the society and nature
- We feel unhappy, whenever we have a feeling of competition within
- Hinders the growth of others and makes them unhappy
- Promotes struggle, war etc in the society
- Over-consumption and therefore exploitation of natural resources
- Has piece-meal approach

Collaboration/Cooperation

- When we feel related to each other, we cooperate
- Our natural acceptance is for relationship and cooperation

Competition and Collaboration/Cooperation

Our perception depends upon our world-view (दृष्टिकोण)

In today's world view (दृष्टिकोण), what do we assume ?

A. There is “Struggle for survival and survival of the fittest”

or

B. There is relationship of mutual fulfillment in nature.

Just ask yourself-

When does our understanding grow better ?

A. When we help the other understand

B. When we try to understand in isolation

C. When we oppose/ misguide the other

Reverence (J)k

The feeling of acceptance for excellence

Js'Brk dh LohÑfr dk HkkoA

Excellence $\frac{1}{4}$ Js'Brk $\frac{1}{2}$

Understanding Harmony &
Living in Harmony



Continuous Happiness

at all levels of being

1. As an individual human being
2. As a member of the family
3. As a member of society
4. As an unit in nature/existence

❖ Note that excellence is in terms of Right Understanding and Right Feeling
It is different from Skill.

Of course, while working for excellence, learning skills is far more easy.

Self Reflection

- You want to be excellent or to be special, different from the other?
- The other wants to be excellent or the other wants to be special?
- You want to jointly make effort for excellence or to compete to be special ?
- Which feelings are essential for teamwork to take place?
- Which feelings are essential for taking help in understanding from others?

Sum Up

- Affection is the feeling of being related to the other. With affection, one has the responsibility and commitment for mutual fulfilment in the relationship.
- Excellence is the understanding and living in harmony at all levels of living. Making effort for Excellence and Competing with the other is not the same thing.
- Reverence is the feeling of acceptance for excellence

UHV-I

Session 11

Gratitude and Love

**(Issues: gratitude vs. ungratefulness,
love vs. Infatuation)**

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Feeling for those who have made effort in terms of providing help in the process of my development (excellence)

ftUgksaus esjh Js'Brk ds fy, iz;kl fd;k gS] muds izfr HkkoA

I can see that the other has a feeling of care, affection, trust.. in behavior with me. I can also see that the other

- a) has helped me in developing right understanding & right feeling in me
- b) has provided me with the necessary physical facility

GRATITUDE is significant in the development of relationship.

Gratitude for all the Help we Receive

Let us **list down the help we are receiving** from family, friends, teachers, society (related to food, shelter etc..) and nature

- Make a list of needs (e.g. food) that you are using throughout the day.
 - See, the people and natural environment which are immediately responsible to fulfill this need (e.g. cook)
 - In the next level, make the list of people who have helped in growing the food, processing it, transporting it to your place etc.
 - A similar thread could be seen for the utensils in which we are eating, machines which are used for cooking, furniture on which we sit while eating, construction of the dining hall etc.
- **Can you count the total number of people who are directly or indirectly involved in ensuring just one meal for you?**
 - **Can money provide it**, if these people involved do not participate in the process?

Self Reflection

If you are mostly focused on “what has not been done”, then,

- You need to broaden your vision to see the entire reality, and to evaluate both “what has been done” and “what has not been done”

If the feeling of gratitude comes and goes, then

- If the other has shared right understanding, right feeling as well as physical facility and you are not able to see that, then you need to pay more attention on your own understanding and your own feeling. Then your expectations will also be set right
- If the other has primarily shared physical facility and is expecting gratitude in continuity, then that expectation may not be fulfilled – is an over expectation

If you are “expecting these feelings from the other”, then

- You need to make effort to ensure right understanding and right feeling in yourself. Then you would be able to live with responsibility with the other

Opposition, Affection and Love

Verify on the basis of your natural acceptance if you want to be related to:

✗ None

✓ One

✓ Many

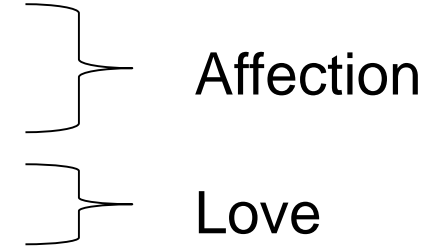
✓ Everyone

→ The feeling of being related to none – in opposition to all

→ The feeling of being related to one

→ The feeling of being related to many

→ The feeling of being related to all



Affection (**Lusg**) – The feeling of being related to the other
(acceptance of the other as one's relative)

nwljs dks laca/kh ds :i esa Lohdkjus dk HkkoA

Love $\frac{1}{4}$ izse $\frac{1}{2}$ – The feeling of being related to all (Complete Value)

$\frac{3}{4}$ gj ,d dks laca/kh ds :i esa Lohdkjus dk HkkoA

Preconditioning Related to Love – Common misunderstandings

Excitement (from sensation, preconditioning) is confused for feeling

Sensation –

Lust, getting from the other

Continuity not possible

Preconditioning –

Infatuation

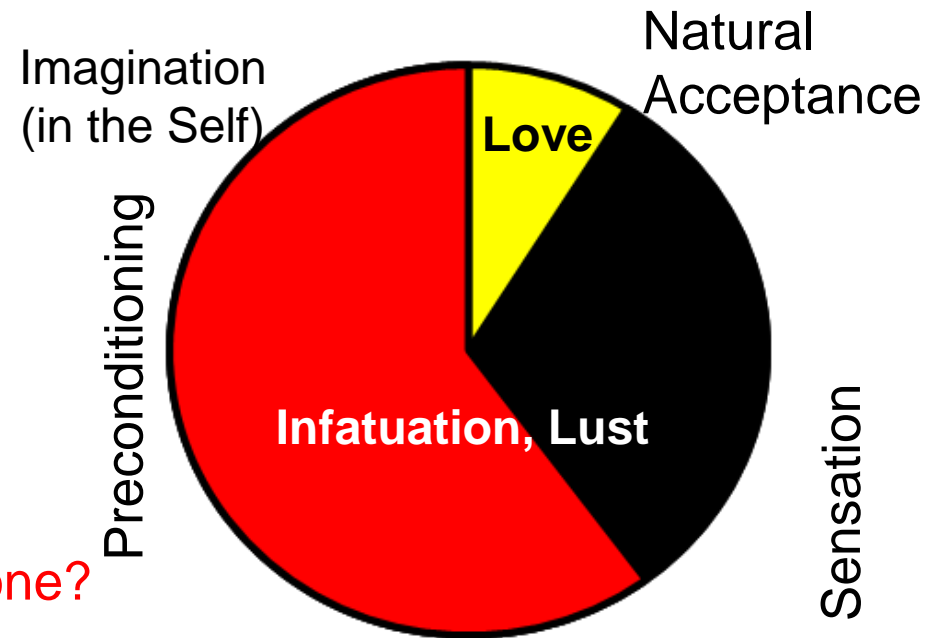
1. Love at First Sight?
2. By this age, I must have GF/BF?
3. The other has 4 GF/BF; I have only one?

Continuity not possible

Right understanding (natural acceptance) –

Love (प्रेम) = **feeling** of being related to all, responsible towards all, giving to all
Continuity

Once trust, respect, affection, care, guidance... are ensured within, then the feeling of being related to all follows naturally



Sum Up

- Gratitude is the feeling for those who have made effort in terms of providing help in the process of my development (excellence).
- Love is the feeling of being related to all (Complete Value). There are several preconditionings related to love which need to be rightly evaluated.

UHV-I

Session 12

Society

(Institution, Community...)

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Concerns

- So far, I was protected by my parents. Now I have to face the society all by myself. Will I be able to do it?
- How can there be communal harmony in the society?
- How can the society be free of crimes, especially crimes against women?
- How can I play a vital role in making a corruption free society?
- There is a vast gap between rich and poor in the society. What could be the solution to this?
- How do I make my
- What areas do I pick large? for the society at
- How do I take my parental family and my future family together while on job?
- Society has various systems: education, health, market, governance, judiciary, media, public services... Can I have a holistic understanding for all these systems and my role therein?
- ...

If you have any other concern, you can share.

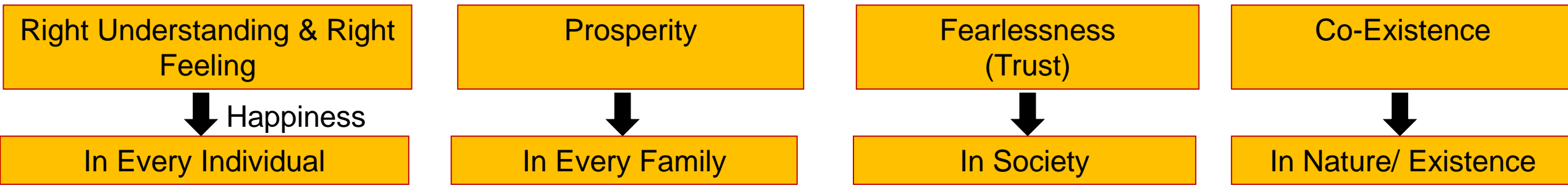
Present State

- Many times we work with a limited vision: me, my family, my job, my career, enjoyment at workplace and in family etc.
- But real life is not just this.
- In real life, we have to face the society in multiple ways
- When we do not have a holistic vision of society and we are faced with some disturbing issues, we try to fight against the problems, many times we start feeling lonely
- Can there be a holistic vision for a harmonious society, a harmonious world?
- Unless my vision is clear, how do I pick my role in it?

- Hence, I need to understand the common goal of human beings living in the society together

Common Goal of a Human Society

Human Goal



Is this indeed our collective aspiration?

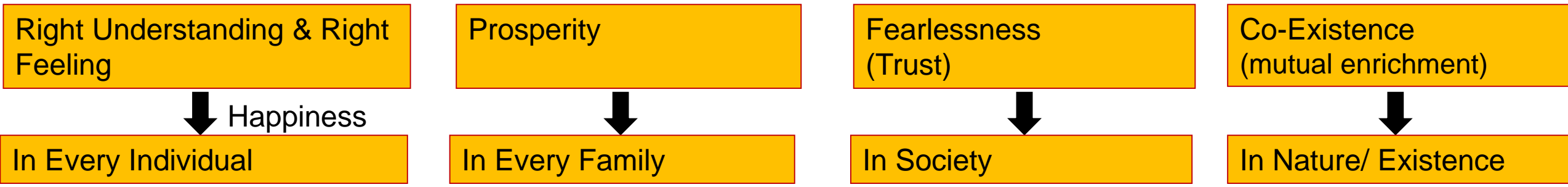
Are all 4 required, desirable or we can leave something out?

If all 4 are achieved, would anything else be required?

Are we working for all 4 in the society? What about in the family?

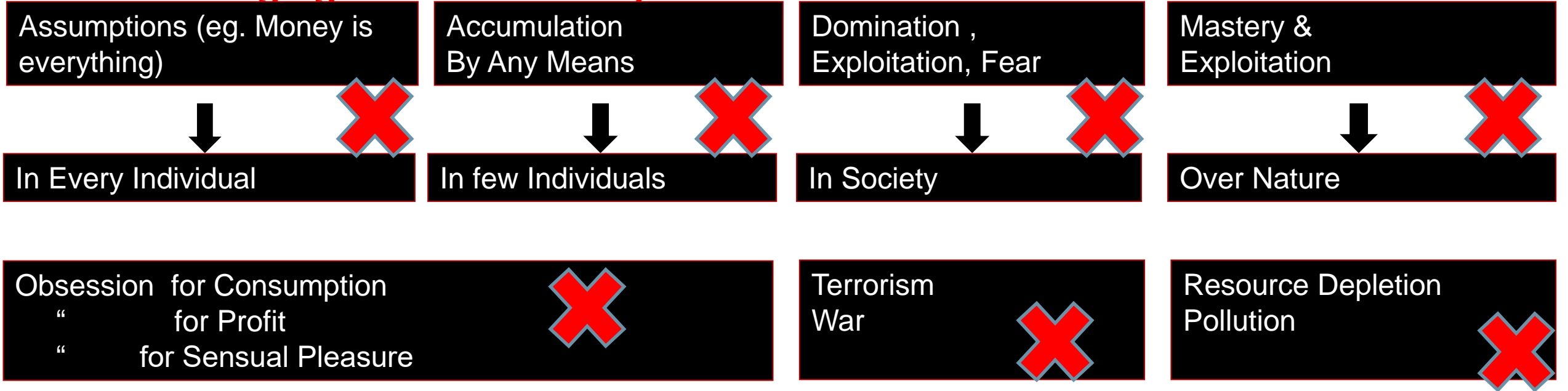
What are we Actually Making Effort for?

For Human Goal (in Family... in Society)



or

Just for Managing in the Current System



Sum Up

- At the level of society, we have a common goal.
- The common goal is to ensure right understanding and right feeling in every individual, prosperity in every family, fearlessness in the society and co-existence in the nature/existence.
- Lack of fulfillment of human goal has led to problems at every level.

UHV-I

Session 13

Natural Environment

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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So far **we have explored** -

As individual human beings, we want to live with happiness and prosperity in continuity.
Collectively, we want to live in a humane society.

Now, **we will explore** -

If there is a provision in nature for living in harmony

- **Is nature by way of harmony?**

or

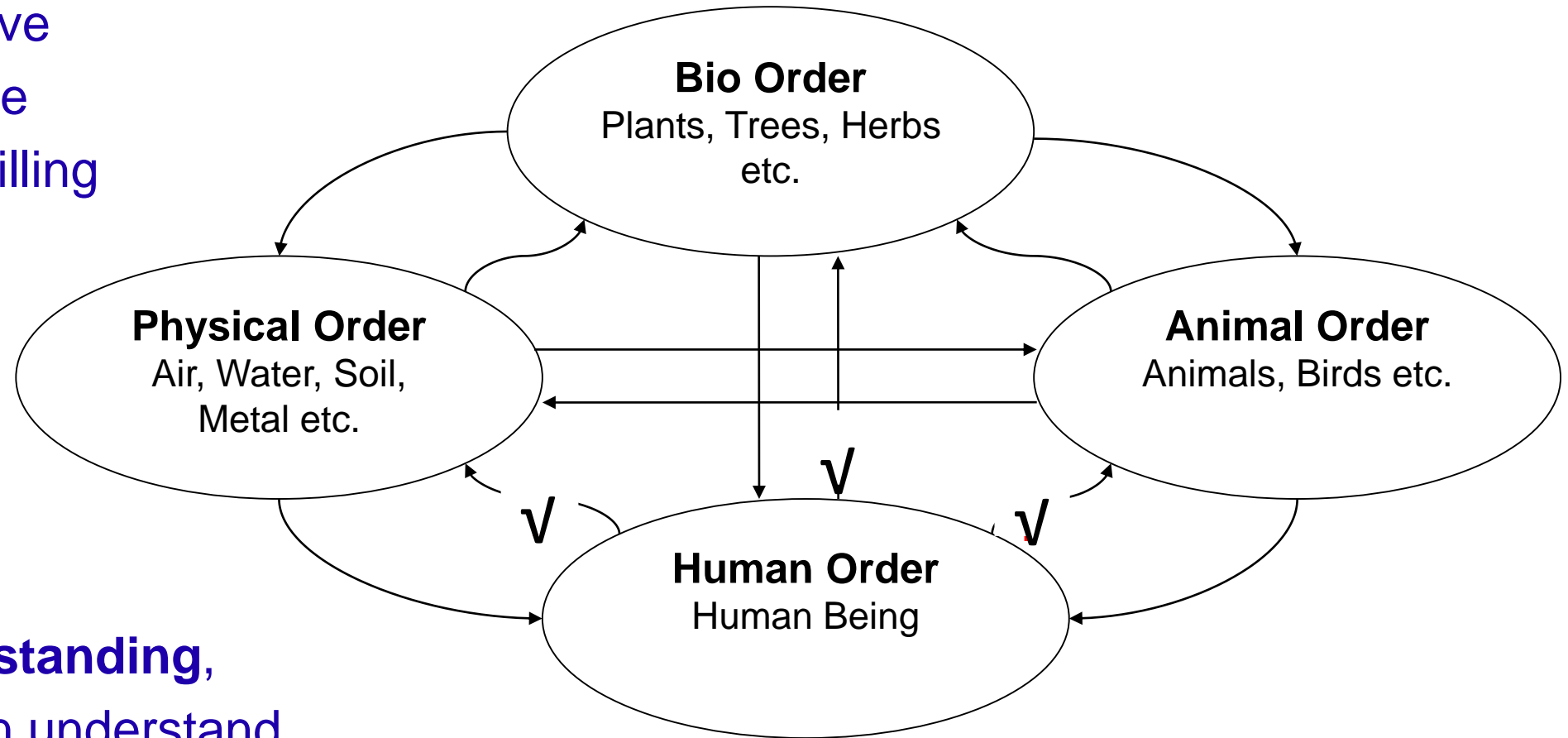
- **Is nature by way of struggle, survival of the fittest etc.?**



Relationship of Mutual Fulfillment

Physical Order, Bio Order and Animal Order are fulfilling for Human Order, but Human Order (without right understanding) is not fulfilling for any of the 4 orders

Human beings have natural acceptance to be mutually fulfilling



With right understanding, human beings can understand the mutual fulfillment and be fulfilling for all 4 orders...

Interdependence and Abundance in Nature

Nature is organised in such a manner that the physical facility required for any order is available in abundance

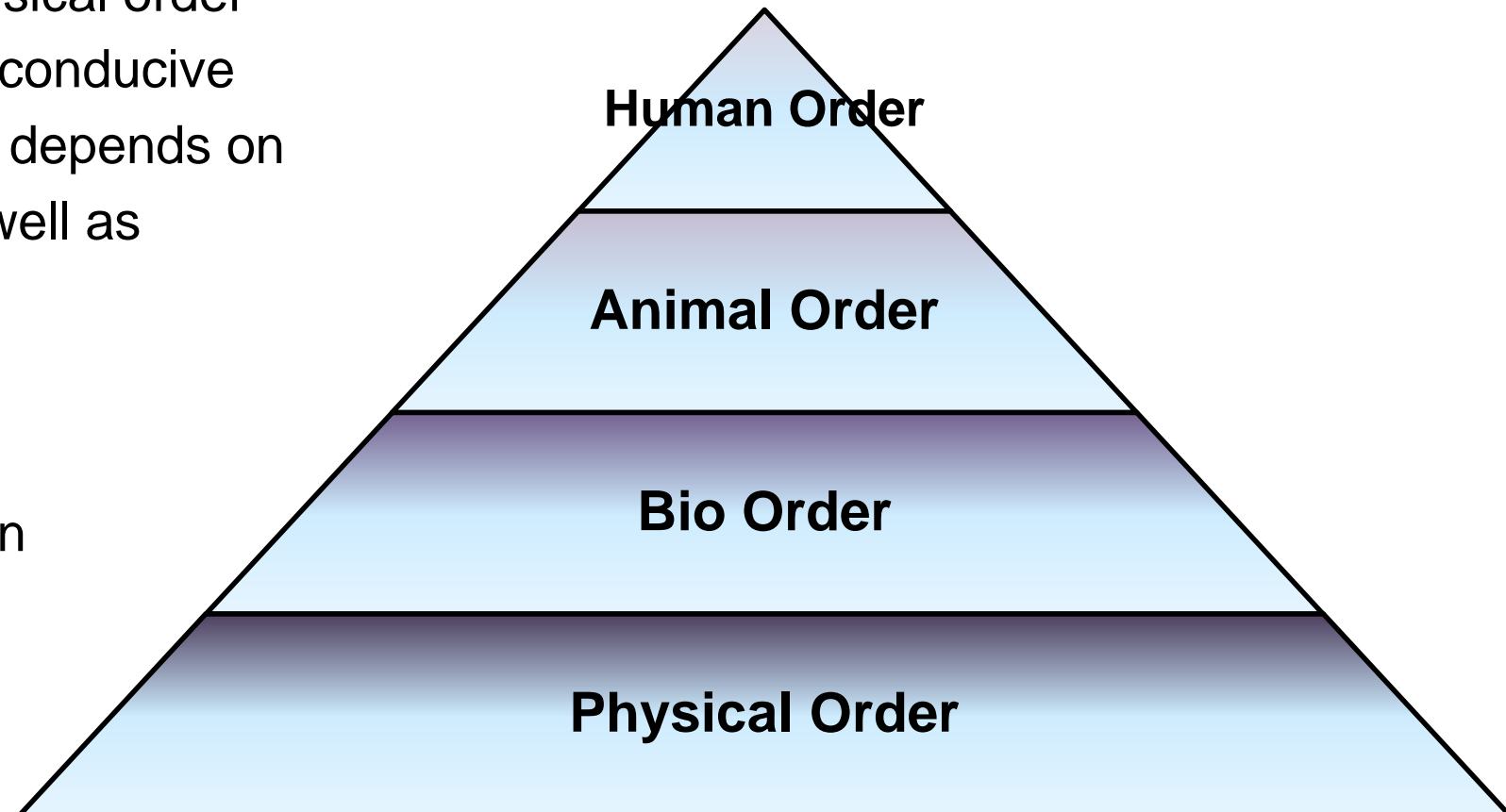
Dependence of any order is on all previous orders

e.g. Bio order is dependent on physical order

e.g. Human order needs the most conducive environment. Human order depends on animal order, bio order as well as physical order

Quantity of units

Physical >> Bio >> Animal >> Human



Sum Up

1. Physical order – air, water, soil, metals etc.
2. Bio order – trees, plants, herbs etc.
3. Animal order – animals, birds etc.
4. Human order – human beings

} Nature = Collection of Units
= 4 Orders

} Relationship of mutual fulfilment
(harmony)

There is a relationship of mutual fulfilment (harmony) amongst these 4 orders. The first 3 orders are mutually fulfilling for each other. They are fulfilling for human being also. It is naturally acceptable to human beings to be fulfilling for all the orders

The role of human being is to realize this mutual fulfilment – For this, all that human beings need to do is:

1. **To understand that mutual fulfilment (harmony) is inherent in nature – we do not have to create it**
2. **To live accordingly – then the mutual fulfilment amongst the 4 orders will be realised**

and there is provision in nature for living with mutual fulfilment (harmony)

UHV-I

Session 14

Sum Up

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Suggestions for improvement are welcome

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Sum Up

At the core of it

we want to be always happy and prosperous,

we want to be healthy,

we want to live in relationship in the family, with friends, in the institution...with every human being,

we want to live in a just and equitable society and

we want to have a conducive natural environment

We also do not want problems

For fulfilling our aspirations (and for resolving our problems), we have to understand, ensure the right feeling in ourself and participate in a meaningful manner in the larger systems in the family, society and nature

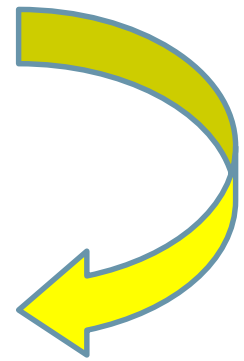
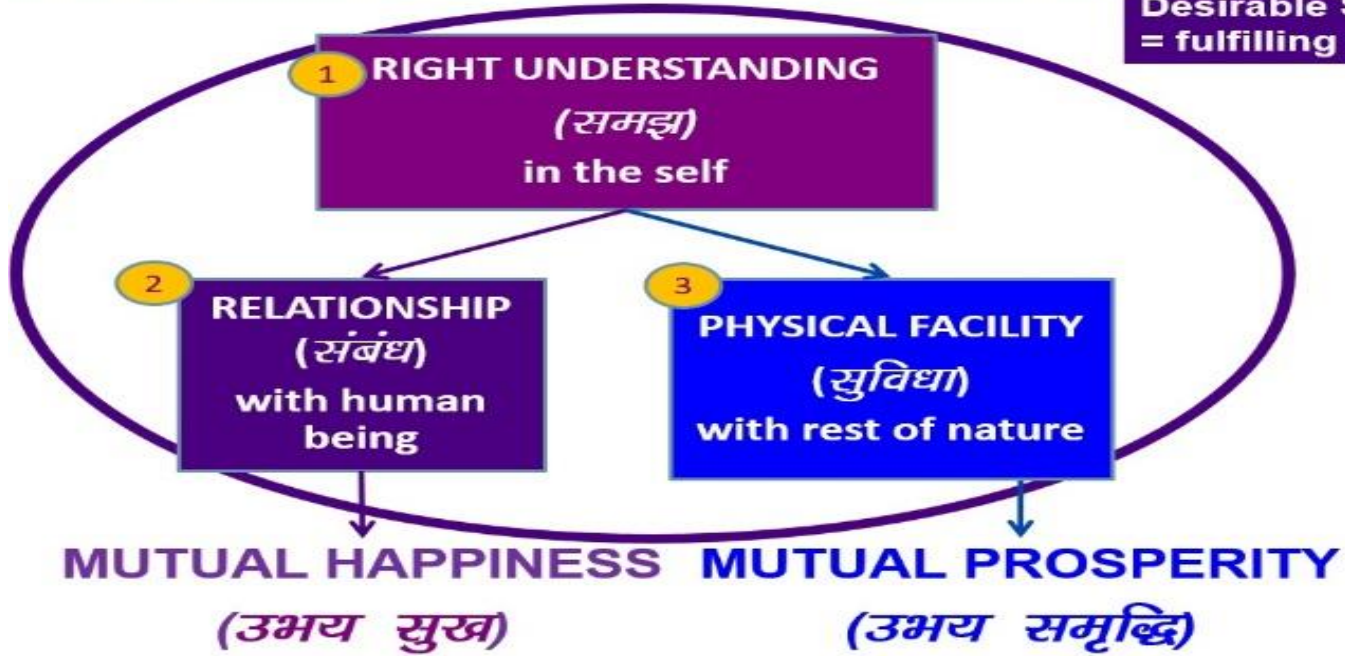
There is every provision for this...
only we have to make the effort in this direction

Desired State

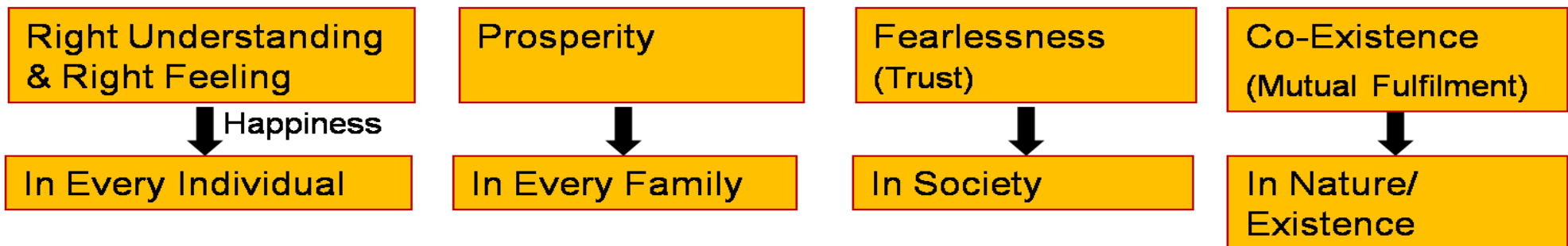
People living with human consciousness give rise to a humane society

Requirement to fulfill Basic Aspiration

Desirable State = fulfilling life

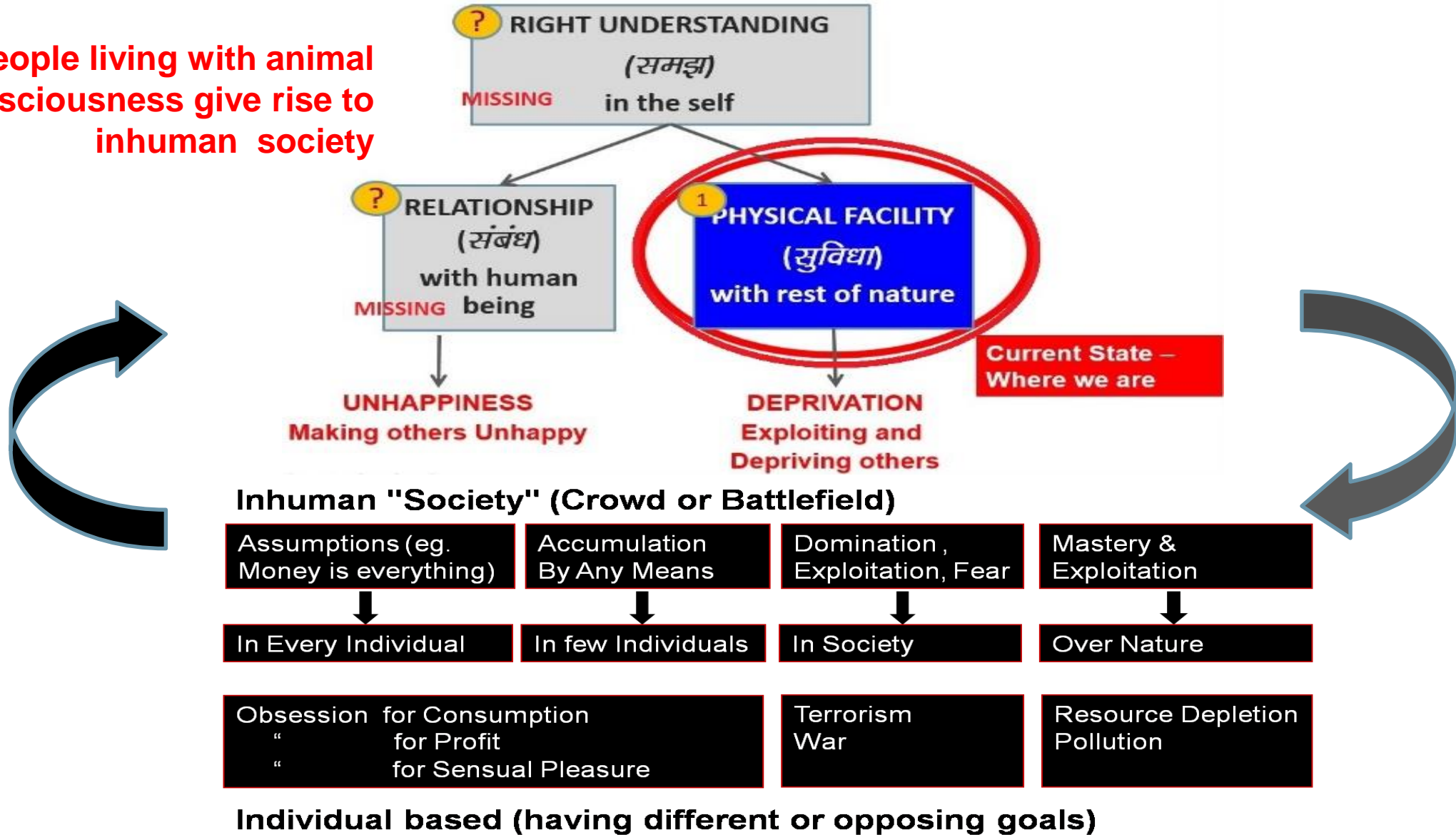


Humane Society



Family based Society (families having common goal)

People living with animal consciousness give rise to inhuman society

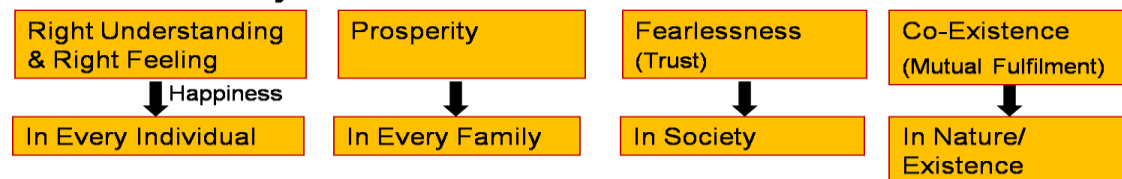


Purpose of Education: To Enable Transformation

People living with human consciousness give rise to a humane society



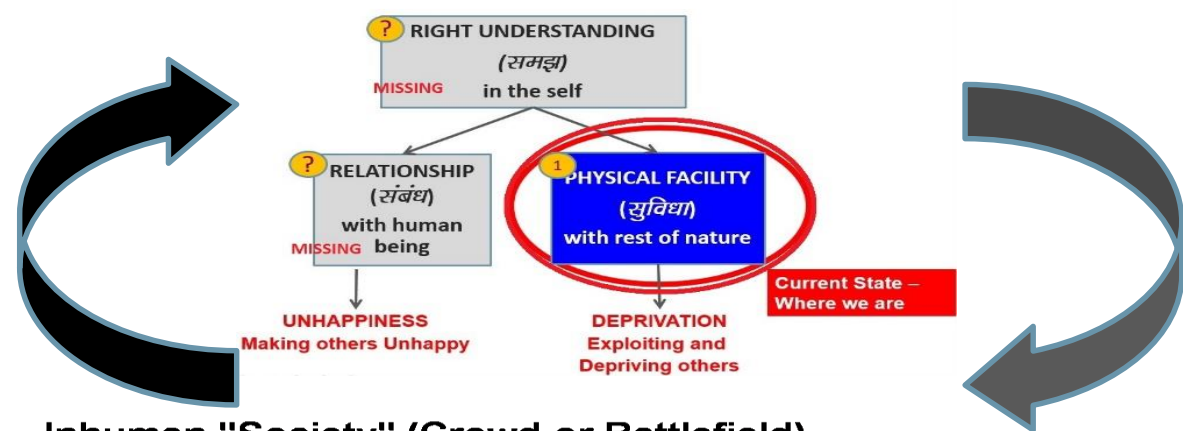
Humane Society



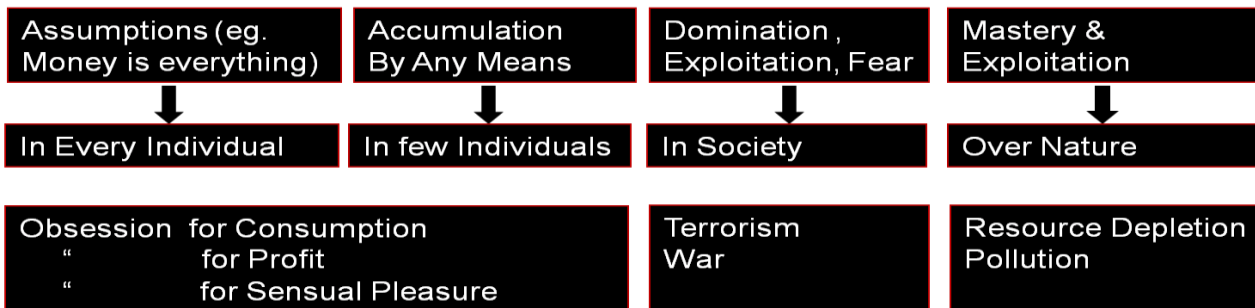
Family based Society (families having common goal)

Transformation & Progress
laOe.k&fookl

We are making effort for this transformation
We want our institution to be a living example...



Inhuman "Society" (Crowd or Battlefield)



Individual based (having different or opposing goals)

UHV-I Session 15

Self-Evaluation and Closure Session

Document prepared by AICTE NCC-IP Sub-committee for Mentor Manual and related Materials for UHV-I

Suggestions for improvement are welcome

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Thanks!

This UHV orientation was a glimpse of the introductory UHV content

It was a joy for us to share it with you

We trust the orientation was useful for you, for looking at life in its entirety, developing a holistic perspective

The full introductory content of UHV is shared in

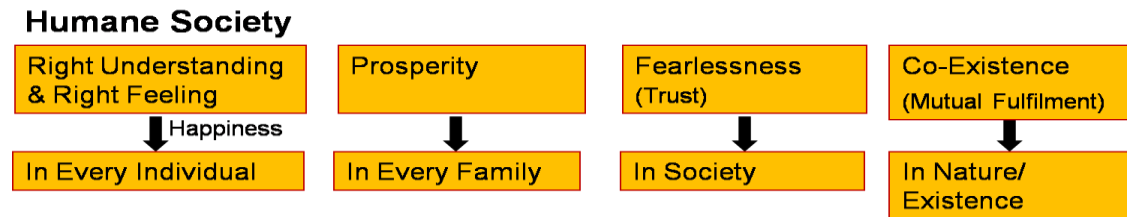
- UHV-II, the mandatory one-semester course

For in-depth study

- Open electives are proposed in subsequent years

Purpose of Education: To Enable Transformation

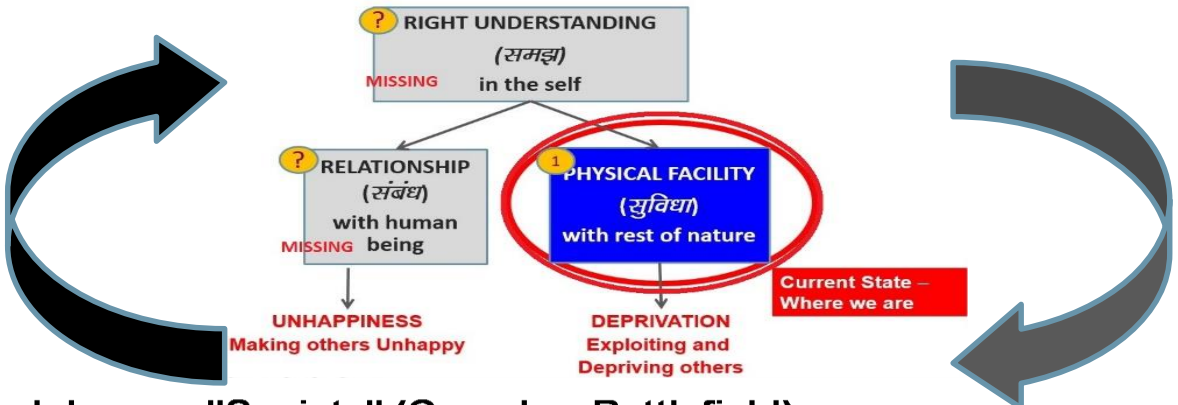
People living with human consciousness give rise to a humane society



Family based Society (families having common goal)

Transformation & Progress
 laØe.k&fookl

We are making effort for this transformation
 We want our institution to be a living example



Inhuman "Society" (Crowd or Battlefield)

Assumptions (eg. Money is everything)	Accumulation By Any Means	Domination, Exploitation, Fear	Mastery & Exploitation
In Every Individual	In few Individuals	In Society	Over Nature
Obsession for Consumption for Profit		Terrorism War	Resource Depletion Pollution
" for Sensual Pleasure			

Individual based (having different or opposing goals)

Self Evaluation