Sharing Values   मूल्यों पर संवाद

What to Share?

1. What to Share?- **सह-अस्तित्व**, व्यवस्था, संबंध-   है, होना, करना   में, से, के लिए

2. How to Share?- **सह-अस्तित्व**, व्यवस्था, संबंध-पूर्वक

3. Why to Share?- **सह-अस्तित्व**, व्यवस्था, संबंध- के लिए

1. **सह-अस्तित्व**, व्यवस्था, संबंध- 　　　　　　　　है, होना, करना 　　　　में, से, के लिए

   जो कुछ है, सह-अस्तित्व, व्यवस्था, संबंध पूर्वक है,

   जो कुछ होना है, सह-अस्तित्व, व्यवस्था, संबंध पूर्वक होना है,

   जो कुछ करना है, सह-अस्तित्व, व्यवस्था, संबंध पूर्वक करना है,

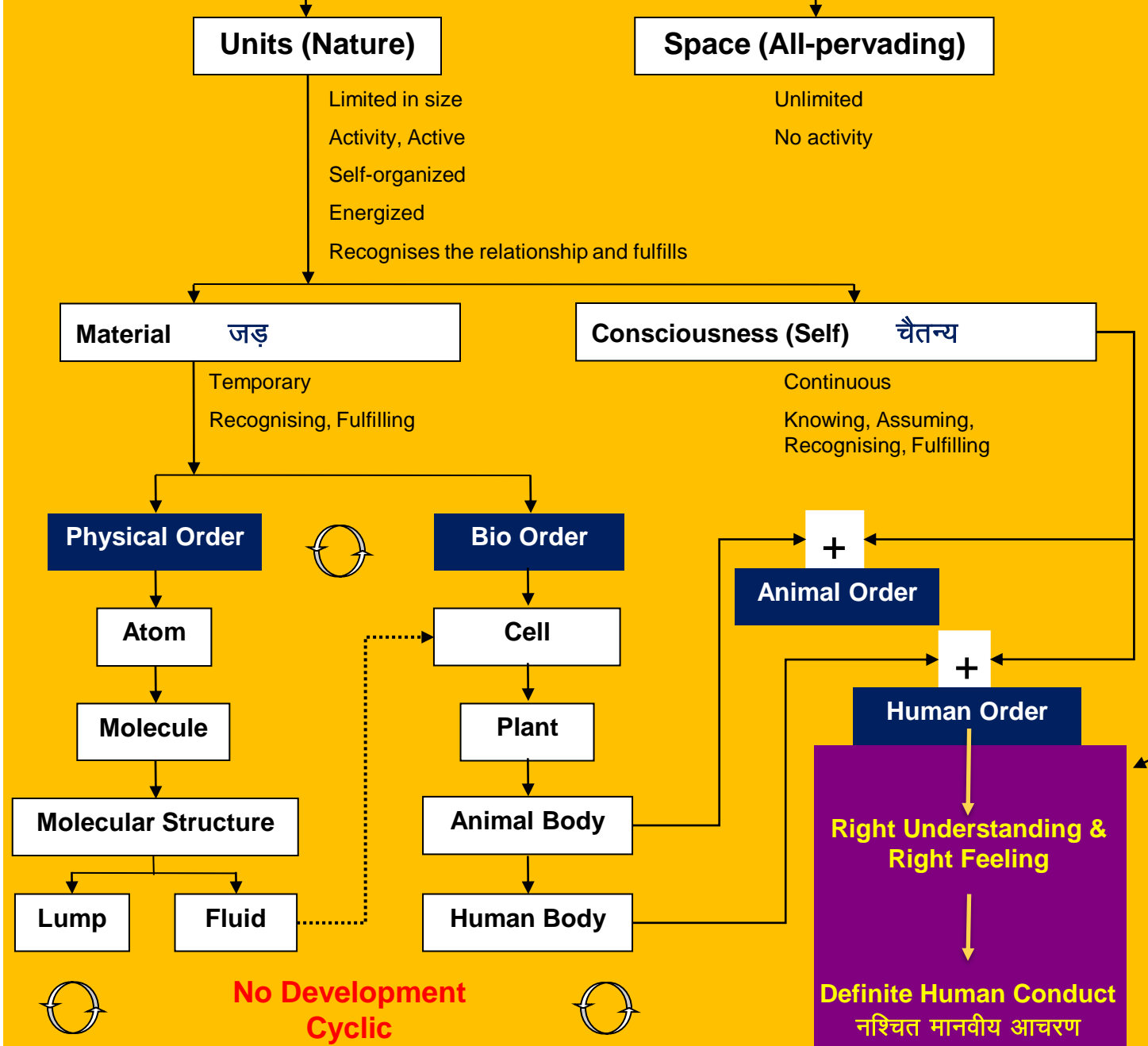   1. सह-अस्तित्व, व्यवस्था, संबंध- है

      1. सह-अस्तित्व- शून्य में संपृक्त इकाइयां- जड़, चेतन्य

      2. व्यवस्था- स्वयं में, हर इकाई में

      3. संबंध- परस्परता में, हर इकाई की दूसरी इकाई की परस्परता में

         Expressed as harmony at different levels- human being, family, society, nature/existence

2. **सह-अस्तित्व**, व्यवस्था, संबंध- होना- 　　　जो कुछ हो रहा है, होना है, वह सह-...पूर्वक हो रहा है, होना है

3. **सह-अस्तित्व**, व्यवस्था, संबंध- करना 　　जो कुछ करना है, करवाना है, वह सह-...पूर्वक करना है, करवाना है

Knowing, Assuming, Recognizing, Fulfilling

Knowing, Assuming, Recognizing, Fulfilling   or   Assuming (without knowing), Recognizing, Fulfilling

KNOWING   To see the reality as it is, in its completeness, by direct observation
It is definite, continuous and universal
E.g. What is the existential reality Human being = ?, Purpose of human being = ?,
Is the purpose same of (or) different?...

ASSUMING   What I accept about that reality, which may or may not be same as the reality as it is
(**acceptance** can be on the basis of knowing the reality in completeness or
acceptance can also be without knowing the reality in completeness,
i.e. one has not seen the reality or not seen it in its completeness
but assumed something about it)
E.g. I hear that human being = co-existence of Self and Body, but when I have to decide something related to
a human being (me or another), what I have really accepted about human being or that particular human being
comes to the foreground and I decide on the basis of my acceptance (which may or may not match
with the existential reality)

RECOGNISING   My **relationship** with that reality (human being or rest of nature).
I recognise my relationship with any reality and make effort to fulfil that relationship based on my assuming
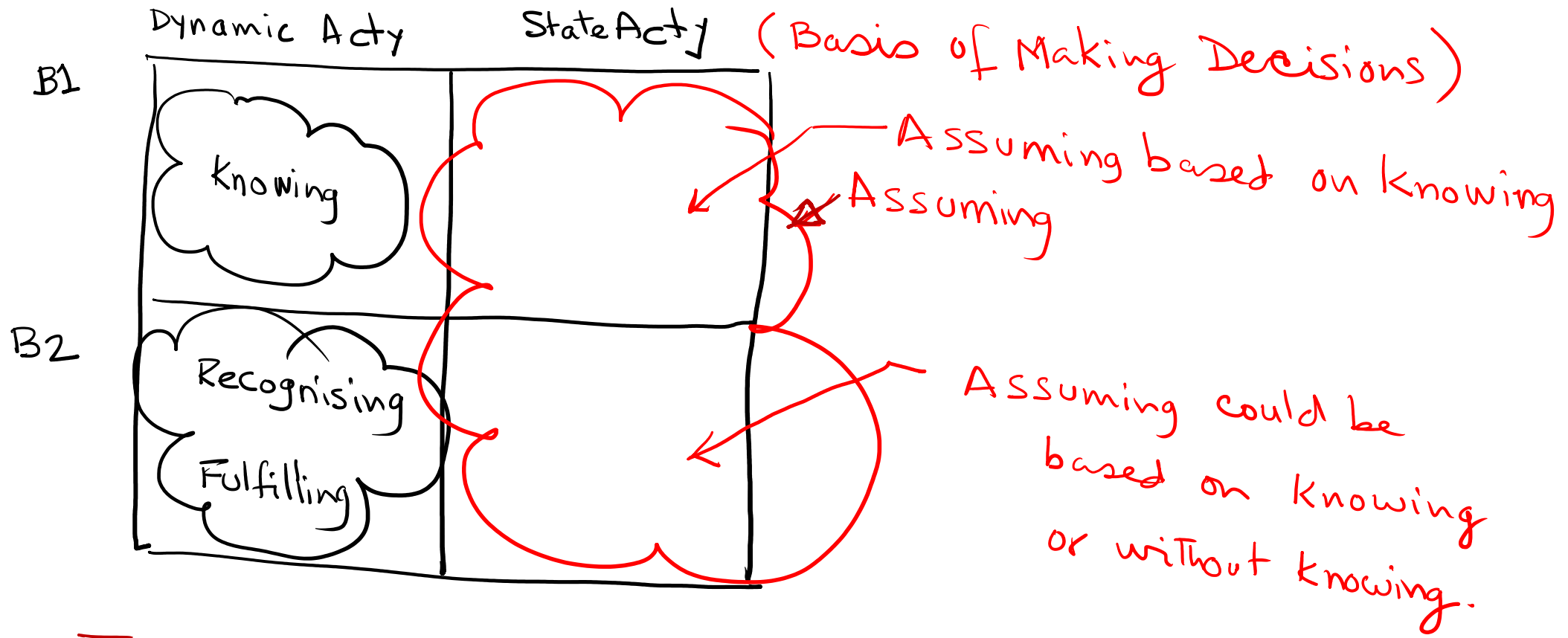E.g. If I assume human beings have different purposes, my behaviour with different human beings is different

FULFILLING   The **relationship** with that reality (human being or rest of nature)
E.g. My behaviour with a human being that I recognise as a friend is one way
My behaviour with a human being that I recognise as an enemy is another way
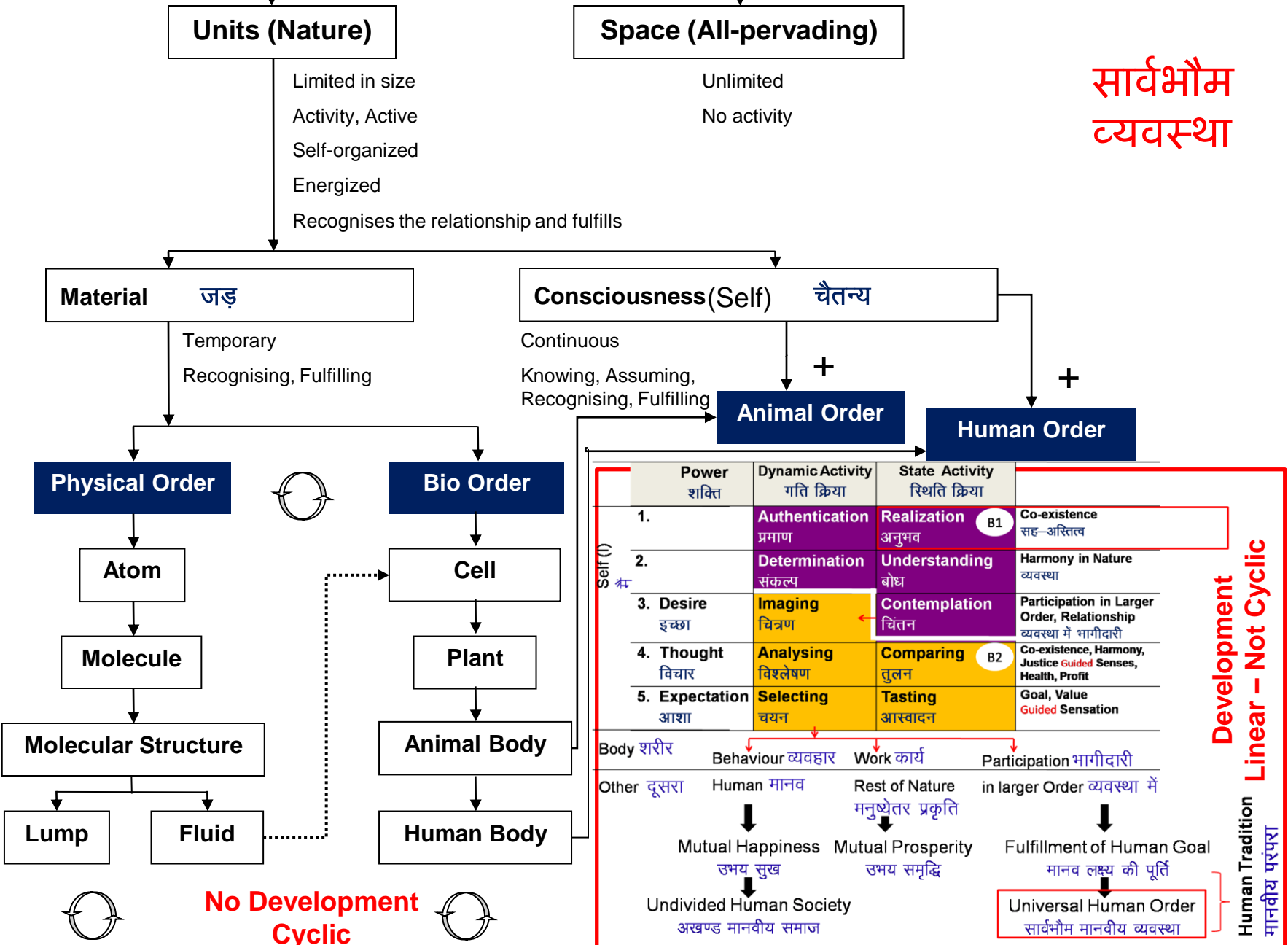
What is the need for assuming after knowing?

	Dynamic Acty	State Acty	(Basis of Making Decisions)
B1	Knowing		Assuming based on Knowing — Assuming
B2	Recognising Fulfilling		Assuming could be based on Knowing or without Knowing.

Assuming could be based on Knowing or without Knowing.

जानना — स्वभाव, धर्म, परम धर्म का

मानना — जीने के अर्थ में हमारी स्वीकृतियां जिसके आधार पर हम निर्णय लेते हैं] क्या यही हमारा संस्कार है ?

**Existence
(= Co-existence = Units submerged in Space)**

Universal
Order

सार्वभौम
व्यवस्था

Units (Nature)

Limited in size

Activity, Active

Self-organized

Energized

Recognises the relationship and fulfills

Space (All-pervading)

Unlimited

No activity

Material जड़

Temporary

Recognising, Fulfilling

Consciousness(Self) चैतन्य

Continuous

Knowing, Assuming,
Recognising, Fulfilling

+

Animal Order

+

Human Order

Physical Order

Bio Order

Atom

Cell

Molecule

Plant

Molecular Structure

Animal Body

Lump

Fluid

Human Body

**No Development
Cyclic**

	Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.		Authentication प्रमाण	Realization अनुभव B1	Co-existence सह–अस्तित्व
2.		Determination संकल्प	Understanding बोध	Harmony in Nature व्यवस्था
3. Desire इच्छा		Imaging चित्रण	Contemplation चिंतन	Participation in Larger Order, Relationship व्यवस्था में भागीदारी
4. Thought विचार		Analysing विश्लेषण	Comparing तुलन B2	Co-existence, Harmony, Justice Guided Senses, Health, Profit
5. Expectation आशा		Selecting चयन	Tasting आस्वादन	Goal, Value Guided Sensation

Self(I) अहं

Body शरीर   Behaviour व्यवहार   Work कार्य   Participation भागीदारी

Other दूसरा   Human मानव   Rest of Nature मनुष्येतर प्रकृति   in larger Order व्यवस्था में

Mutual Happiness उभय सुख   Mutual Prosperity उभय समृद्धि   Fulfillment of Human Goal मानव लक्ष्य की पूर्ति

Undivided Human Society अखण्ड मानवीय समाज   Universal Human Order सार्वभौम मानवीय व्यवस्था

**Development
Linear – Not Cyclic**

Human Tradition मानवीय परंपरा

मानव को

1. सह-अस्तित्व, व्यवस्था, संबंध- को समझना है-   अनुभव, बोध, चिंतन
    1. सह-अस्तित्व- शून्य में संपृक्त इकाइयां- जड़, चेतन्य
    2. व्यवस्था- स्वयं में, हर इकाई में
    3. संबंध- परस्परता में, हर इकाई की दूसरी इकाई की परस्परता में
2. सह-अस्तित्व, व्यवस्था, संबंध- के अर्थ में होना है-भाव, विचार
3. सह-अस्तित्व, व्यवस्था, संबंध- के अर्थ में करना- व्यवहार, कार्य, व्यवस्था में भागीदारी करना है

इस आधार पर हम स्वयं सुखी रहते है,
    दूसरों को सुखी करने की संभावना बनाते हैं, सभी को सुखी करने की संभावना बनाते हैं.

इससे अन्यथा हम मान सकते हैं, उस आधार पर कल्पना कर सकते हैं, पर अन्यथा हो नहीं सकता,
इससे अन्यथा हम मानते हैं, उस आधार पर कल्पना करते हैं-
    तो हम दुखी होतें हैं, दूसरों को दुखी करने की संभावना बनाते हैं.

Human Aspiration- Continuity of Happiness

Happiness = To be in Harmony

Program

To understand harmony and to live in harmony at all levels of being

1. In the Human Being
2. In the Family
3. In the Society
4. In Nature/Existence

1 **Verify the proposals on the basis of your NATURAL ACCEPTANCE**

2 **Experiential validation by LIVING ACCORDINGLY**

Right Understanding
Right Feeling

Realisation of Co-existence & it's expression – Universal Human Order
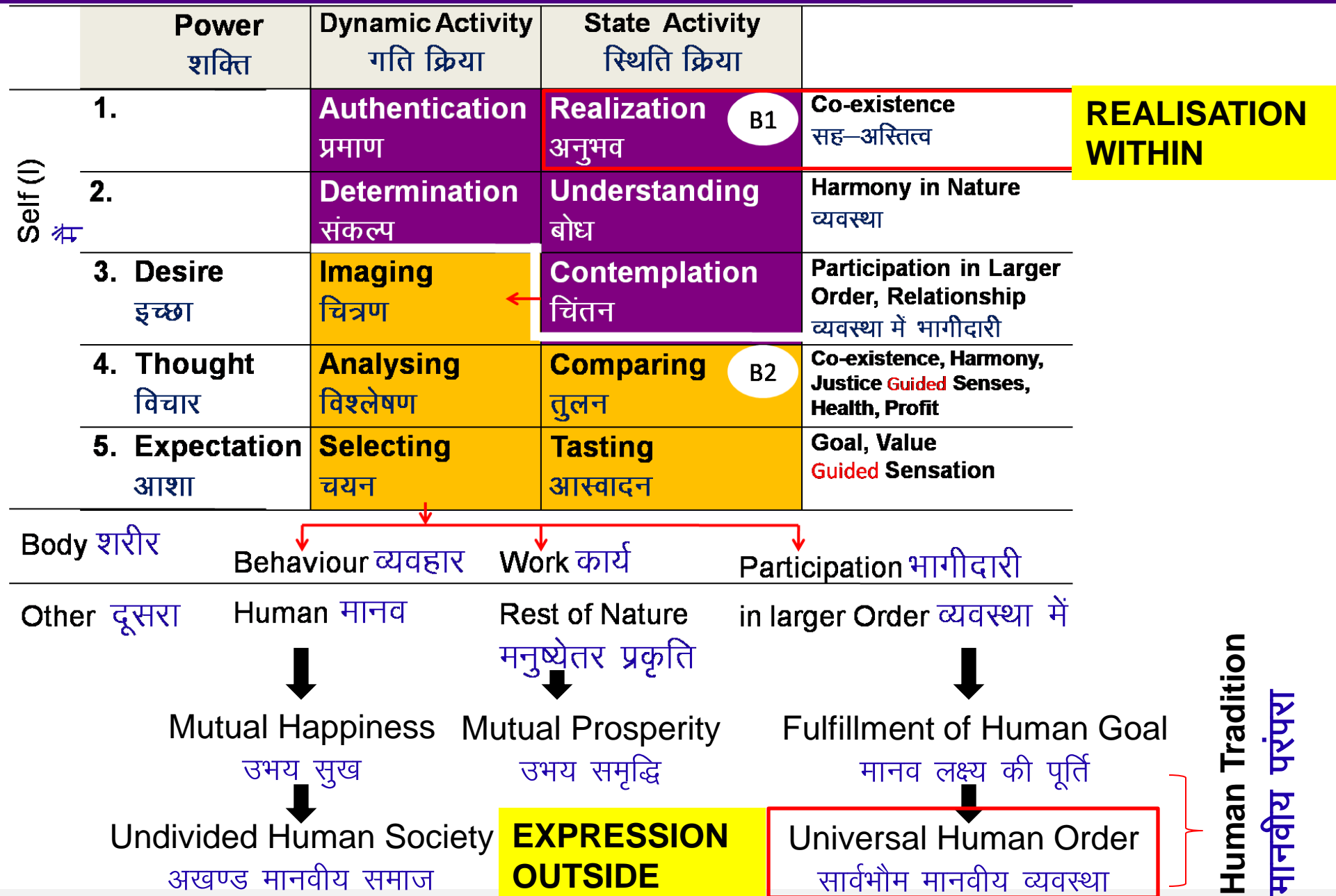
Process of Self-exploration

Whatever is stated is a **Proposal** (**Do not assume it to be true/ false**)

Verify it on your own right

Proposal

1 **Verify**
on the basis
Of
your
Natural
Acceptance

2 **Experiential Validation**

Live according to it

2a 2b

Behaviour with
Human Beings

Work with
Rest of Nature

Mutual Happiness   Mutual Prosperity

**RIGHT
UNDERSTANDING**
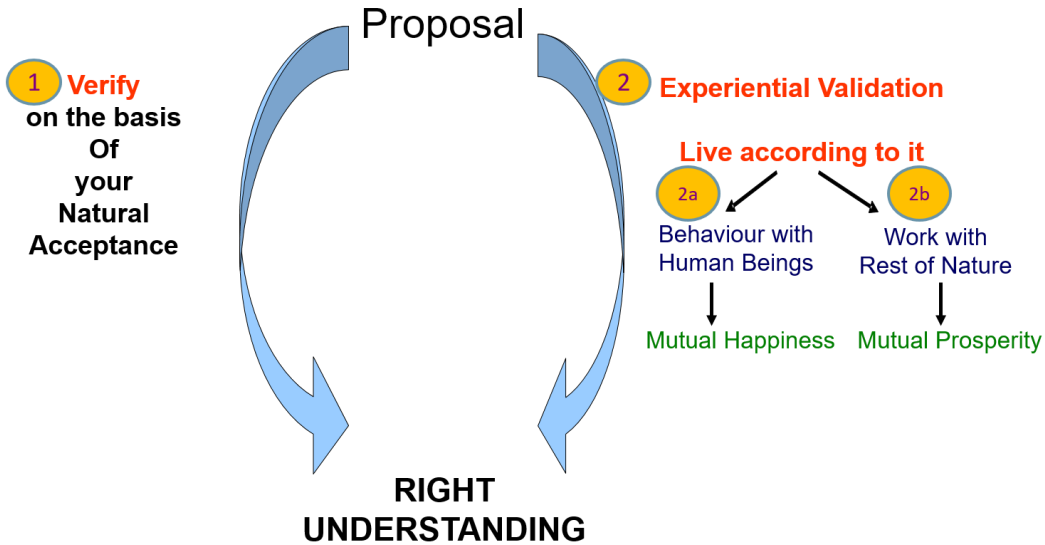
1. **Self-exploration**

Verify the proposals
(on your own right)

↓

Right understanding of
harmony at all levels
(human being, family, society,
nature/existence)

↓

Feeling and thought
of harmony

↓

Harmonious behaviour, work
and participation in larger order

2. **Self-awareness** – Be aware of your desire, thought and expectation – every moment

3. **Self-evaluation** – Evaluate your desire, thought and expectation

    – on the basis of your Natural Acceptance

Sanskar =

Acceptances derived out of

∑ [Desire + Thought + Expectation]

from all time

&

Acceptances derived out of right understanding

Sanskar (t+1) =

Sanskar (t) +

Environment (t) +

Self-exploration (t)

Self-evolution

Human Consciousness

Self-exploration
Self-verification

Preparation for Transformation

Transformation / Development

Space शून्य

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया		
1.	Authentication प्रमाण	Realization अनुभव	B1	Co-existence सह-अस्तित्व
2.	Determination संकल्प	Understanding बोध		Harmony in Nature व्यवस्था
3. Desire इच्छा	Imaging चित्रण	Contemplation चितन	1	Participation in Larger Order, Relationship व्यवस्था में भागीदारी
4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	B2	Co-existence, Harmony, Justice Guided Senses, Health, Profit
5. Expectation आशा	Selecting चयन	Tasting आस्वादन		Goal, Value Guided Sensation

Self (I) मैं

Human Consciousness (table)

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया		
1.	Authentication प्रमाण	Realization अनुभव	B1	
Preconditioning मान्यता	Determination संकल्प	Understanding बोध		
3. Desire इच्छा	Imaging चित्रण	Contemplation चितन	1	
4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	B2	Harmony, Justice Guided Senses, Health, Profit
5. Expectation आशा	Selecting चयन	Tasting आस्वादन		Goal, Value Guided Sensation

3 Sensation संवेदना

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया		
1.	Authentication प्रमाण	Realization अनुभव	B1	
Preconditioning मान्यता	Determination	Understanding		
3. Desire इच्छा	Imaging चित्रण	Contemplation चितन	1	
4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	B2	Justice Guided Senses, Health, Profit
5. Expectation आशा	Selecting चयन	Tasting आस्वादन		Value Guided Sensation

3 Sensation संवेदना

Self verification on the basis of Natural Acceptance
सहज स्वीकृति के आधार पर जांच कर

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया		
1.	Authentication प्रमाण	Realization अनुभव	B1	3
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	1	
3. Desire इच्छा	Imaging चित्रण	Contemplation चितन		
4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	B2	Unguided Senses, Health, Profit
5. Expectation	Selecting चयन	Tasting आस्वादन		Unguided Sensation

2 Sensation संवेदना

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया		
1.	Authentication प्रमाण	Realization अनुभव	B1	3
Preconditioning मान्यता	Determination	Understanding	1	
3.	Imaging चित्रण	Contemplation		
4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	B2	Unguided Senses, Health, Profit
5. Expectation आशा	Selecting चयन	Tasting आस्वादन		Unguided Sensation

2 Sensation संवेदना

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया		
1.	Authentication प्रमाण	Realization अनुभव	B1	
2.	Determination संकल्प	Understanding		
3. Desire इच्छा	Imaging चित्रण	Contemplation		
4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	B2	
5. Expectation आशा	Selecting चयन	Tasting आस्वादन		Sensation based on assumption "I am Body"

Self (I) मैं

1 Sensation संवेदना

- **Living on the basis of knowing**
- **Happiness by being in harmony within and harmony in all aspects of being**
- **Acceptance of relationship – from one to many, to all [HAPPINESS]**
- **Identifying need, production, right utilisation of physical facility [PROSPERITY]**
- **Participation in larger order, expanding harmony [SOCIETAL DEVELOPMENT]**
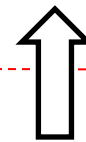
- **Living on the basis of assuming (without knowing)**
- **Happiness from outside (through feeling from the other, sensual pleasure and physical facility)**
- **Domination and opposition in relationship [UNHAPPINESS]**
- **Exploitation and indulgence [DEPRIVATION]**
- **Exploitation in larger order, increasing disorder [DEGRADING SOCIETY]**

UHV   Content

I. Issues in the current situation- solution-focussed, problem-focussed both, Exploring into them to get an understanding of the concerned reality and possible solutions

II. Basic introduction to human aspiratiion of continuous happiness and its fulfillment through understanding of Harmony at different levels of existence and living accordingly

III. Understanding Human Being, Nature and Existence in detail.

IV. Vision for a Humane Society- Role of human being and its expression in relationship and system in the Humane Society

V. Human Values (based on understanding of existential realities) in different darshans/ traditions in the past and present

VI. Human Psychology- based on the understanding of existential realities as co-existence, harmony, relationship and human being as co-existence of self and body

VII. Human Sociology- based on the understanding of existential realities as co-existence, harmony, relationship and human behaviour as mutual fulfillment with human being and rest of nature

VIII. Human Economics- based on the understanding of existential realities as co-existence, harmony, relationship and economics as the process of ensuring nurturing, protectIon and right utilisation of nature (including both human being and rest of nature)

1. What to Share?- सह-अस्तित्व, व्यवस्था, संबंध-   है, होना, करना   में, से, के लिए

2. How to Share?- सह-अस्तित्व, व्यवस्था, संबंध-पूर्वक

3. Why to Share?- सह-अस्तित्व, व्यवस्था, संबंध- के लिए

1. What to Share?- सह-अस्तित्व, व्यवस्था, संबंध-   है, होना, करना   में, से, के लिए

2. How to Share?- सह-अस्तित्व, व्यवस्था, संबंध-पूर्वक

      सह-अस्तित्व में अनुभव पूर्वक ,

      व्यवस्था का बोध पूर्वक ,

      संबंध का चिंतन, संबंध की स्वीकृति –पूर्वक

           संबंध की स्वीकृति, संबंध में भाव- विश्वास, स्नेह, वात्सल्य ...पूर्वक

           संबंध में भाव पूर्वक संवाद, आदान-प्रदान ही मूल विधि है

1. Is clear that the student wants to be happy, make other happy…
    therefore wants to understand, can understand… but may have difficulty in understanding
    may have less understanding than the teacher, so may make more mistakes…

    feeling of trust

2. Has the feeling of responsibility to guide the student… but may have difficulty in explaining
    purpose of sharing – to help initiate/strengthen self-exploration   **feeling of guidance**

3. To ensure definite human conduct in himself/herself or
    at least make consistent effort for excellence (as a co-explorer)

If the student is able to see that the teacher is happy, motivated, eager to share… is excellent or making effort for excellence, is more responsible than me… s(he) develops a feeling of reverence/glory, is able to accept the teacher and becomes willing to learn-understand from the teacher

Otherwise the student is not able to accept the teacher…

Practice	Also Observe

Introduction as a co-explorer

(connect to the students)

Proposal (elaborate the proposal or a key point about the proposal)

Pause (time for self-reflection)

      small example, etc.

      reflective questions

      dialogue, q&a…

Return to the proposal

Next proposal (or next key point) …

In the Sequence

Also Observe (right column):

Feeling…

      I want to help the other to understand

      I want to impress the other

      I want to complete the syllabus…

Proposal placed with clarity (80% time for this) – talking about problem only when essential, for drawing attention to need of the solution

Examples (small, that clarify the proposal)

Reflective questions

      Helping to explore the proposal?

          evaluate oneself?

          evaluate other for complimentarity?

% time used for Q&A and dialogue

Talking outside the context

Harping on what it is not   Trying to convince

State session topic clearly

Initiate **dialogue**

(that helps participants to explore, evaluate, understand the content and see its relevance to their life)

Discuss it as a series of connected key points (sub-proposals)

Next key point

- Key point as a **proposal**
- Expand / explain it
- Take small real-life examples to exemplify key point (with enthusiasm and liveliness)
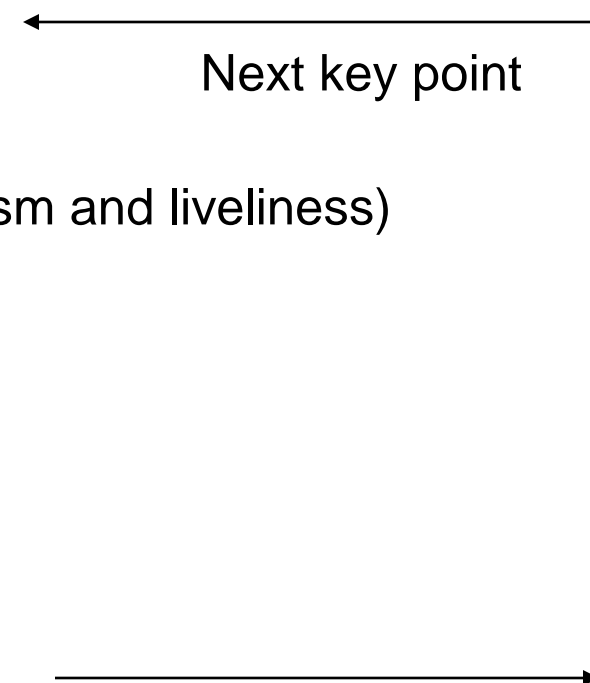- Ask questions to participants to explore the key point
- Ask participants if they are able to explore the key point
- **Pause**, give time for self-exploration
- **Respond** to clarifications, questions, observations
- Return to key-point before proceeding

Sum up the topic

Give points for self-reflection as home-work

(try to avoid hesitations "umm.." or repeating words like "right", "hai na", "theek hai"…)

Proposal / Key Point	Common Mistakes
Proposals are about	Asking questions about the topic, before placing a proposal about it in sufficient detail
- What is e.g. human being	
- What is my role with it e.g. trust	
Place the proposal clearly	Mixing one's preconditioning with the proposal
Elaborate with 1 or 2 connected key points	Shifting to do's and don'ts
(gently unfold from known to unknown, help participants to explore, evaluate, understand the key points of the proposal and see the relevance of the proposal to their real life)	Explaining details that are to be covered later or in higher-level workshops, using uncommon language, giving long explanations or examples
Place the proposal before asking questions (ask questions only when sufficient elaboration has been made, and we feel students have grasped the proposal)	Bringing up or discussing controversial issues, focusing on problems
Discussion may selectively contain	
- What it is not e.g. over evaluation	Focus on evaluating current state of being vs helping participant to understand the proposal
- Evaluation of prevailing state	

Exploratory questions, "what is it"

Self-verification → understanding the reality

(self, body, family, society, nature/existence)

Help to reach out to one's higher potential to observe through the Self, understand

e.g. Human being = coexistence of Self and Body

e.g. Self – imagination and natural acceptance

e.g. Feeling of trust = clarity in me – that the natural acceptance of the other is the same as mine

Reflective questions, "what is my role with it"

Self-exploration → understanding my role with it (self, body, family, society, nature/existence)

Help to reach out to one's natural acceptance

(not merely the imagination, the likes-dislikes, experience of events…)

About what to do (not about how to do)

e.g. to live in relationship with human being

e.g. to nurture the Body

Evaluative questions about me,

 "do I know it, am I fulfilling my role with it"

Help to evaluate oneself, connect to their life

(and later develop a program for self-improvement)

e.g. Am I living with a feeling of relatedness? With all human beings?

e.g. Am I selecting food for nurturing my Body (or merely for taste)? Always?

Evaluative questions about me, "do I know it, am I fulfilling my role with it"

Help to evaluate oneself, connect to their life

(and later develop a program for self-improvement)

e.g. Am I living with a feeling of relatedness? With all human beings?

e.g. Am I selecting food for nurturing my Body (or merely for taste)? Always?

Evaluative questions about other, the situation

Help to evaluate the other, the situation and

- Draw inspiration from other
- Identify one's role with other
- Identify one's role in the situation

e.g. identify how one can be complimentary in a relationship

Exploratory questions, "what is it" (the reality)

Self-verification → understanding the reality (self, body, family, society, nature/existence)

Reflective questions, "what is my role with it"

Self-exploration → understanding my role with it

Evaluative questions about me,
 "do I know it, am I fulfilling my role with it"

Evaluative questions about other, the situation (with a view to ensure comlementarity)

Trying to convince

Preaching

Shifting to dos and don'ts

Becoming judgemental, rejecting other, avoiding responsibility

When they start, … respond with their name and a word of welcome

Listen to whole question / comment

(interrupt only in exceptional cases…)

Rephrase the question / comment, if formulation is not clear

Validate that this is their question / comment

If they interrupt, listen first

Short, crisp answer keeping in mind what has been covered so far and the type of workshop (do not go beyond this)

Respond with smaller proposal that they can explore – they should be able to connect the answer to a proposal that has already been discussed

Respond with wide fundamental answer covering (individual, family/society, nature, time frame…)

Keep pausing to let them interject, respond

Sum up, if the dialogue is long

After the interaction, recall and repeat the proposal being discussed

In case of comment or observation

- Acknowledge them. Generally nothing else is required (no need for agreeing or disagreeing or commenting)

Observe:
- Your feeling (how I can help the other to understand or how I can shut up the other, etc.)
- Are you really clear about the answer

Common Mistakes:
- Not connecting person-to-person, not acknowledging them, just giving instructions, 'we can hear you go ahead' etc.
- Not listening or interrupting
- Trying to answer everything
  (as if it is our viva-voce examination)
- Raising or getting involved in controversial issues
- Just repeating the proposals
- Long answers, dominating, trying to convince
- Addressing some other issue than the one raised
- Cross questioning, counter questioning
- Giving prescriptions or readymade answers, do's and don'ts

Responding to Questions

Questions are about some part of an existential reality which is not yet clear/understood

Response
- Identify the reality about which the question is
- Help other to identify that part of the reality which the other is already able to see
- Help other to explore the part which is unclear (go from known to unknown, in small steps)

(If they are able to find the answer to their question themselves, your response is helping them to develop, not otherwise)

Response may also address the width (to help see the reality in its completeness)
- Self   (imagination, natural acceptance)
- Body, family   (human-human relationship)
- Society   (relationship, systems like education)
- Nature/Existence   (mutual fulfilment, co-existence)
- Motivation to find out (explore… research) the details, place in mainstream education…

Reality: Human Being

Part that seems to be clear: Body

Part that may be unclear: Self

Proposal(s) to explore: Activity of Body is temporary   Activity of Self is continuous

Self-Observation: Any work you take from the Body is temporary
                                The Body gets tired after some time. Can you see this?
                                Try to be aware of your own imagination…
                                Try to stop it… can you stop it?
                                Is it going on in some part of your Body or in You (Self)?

Expected Conclusion: There are 2 types of activities in me
                                One is temporary, the other seems to be continuous
                                I may not be just the Body… I will explore further…

We have discussed
- Placing a proposal through dialogue
- Asking questions
- Responding to questions

Other ways of communicating and helping the other to explore include:
- Assignments, exercises and practice sessions
- Video of lectures or other videos
- Reading material (could be multi media)
- Case studies
- Projects

These may become necessary and important when the faculty is not present, as is the case of on-line, self-learning mode. Of course, these must be followed up with dialogue and Q&A

Take your list of aspirations + concerns (from session 1 home assignment).

Find out what is needed to fulfill your aspirations + address your concerns:

- right understanding (clarity)
- relationship (right feeling)
- physical facility (money, some real physical facility like food, clothes, shelter, mobile…)

eg. Aspiration/Concern	right und	relationship	physical facility, body
Money	?	?	✔ (salary…)
Name, fame, attention	✔	✔	✔
good food	?	?	✔ (food)
latest bike	?	?	✔ (bike)
peace of mind	✔	✔ (family & friends)	
good health	✔	✔	✔

Analyse your list of your aspirations + concerns Find out what is needed to fulfill them:
– right understanding   – relationship (right feeling)   – physical facility

Aspiration /Concern	right und	relationship	physical facility, body
Money	✔	✔	✔ (salary…)
	But with a base of relationship & right understanding		
Good friends	✔	✔	✔
	But with a base of right understanding		
Peace of mind	✔	✔ (right feeling within)	May not be required!

CONCLUSIONS:

- **For the fulfilment of any aspiration or for addressing any concern, right understanding and relationship are definitely required. Physical facility may or may not be required**

- **In general, our effort is mostly for physical facility (maybe because we have assumed that it is the main thing required for a fulfilling life)**

Connecting to the students   (with feeling of relationship- affection, guidance…)

Facilitating their self-exploration as a co-explorer
Clarifying the proposal, sticking to the point(s)
Responding to queries
Exercises / Activities – helping the student to explore and connect to their own life

Self-exploration, self-verification (of proposal)   → understanding the reality in me
Self-evaluation (evaluating my state of being)   → program for my self-improvement
Appraisal (of other, the situation, etc.)
    → to take inspiration   (with feeling of gratitude, glory, reverence)
    → to decide my role in the solution   (with feeling of trust, affection, guidance…)
    → condemnation, other is not OK, I am OK, I am not responsible
    (feeling of opposition)

If you feel comfortable asking colleagues or students "how did the session go", do so. Listen to their feedback without "defending"

If you are able to rightly evaluate, accept those who are more developed (shreshta ka samman) then do take their guidance

(also include common graduate attributes)

Expectations from Workshops

UHV-I Module
UHV-II Course
Introductory UHV FDP (to prepare faculty mentors)

Refresher 1 Part 1 (to prepare teachers for teaching UHV-I)
Refresher 1 Part 2 (to prepare teachers for teaching UHV-II)

Face-to-face (offline) Workshop

…

AICTE

1. To help the student see the need for developing a holistic perspective of life

2. To sensitise the student about the scope of life – individual, family (inter-personal relationship), society and nature/existence

3. To strengthen self-reflection

4. To develop more confidence and commitment to understand, learn and act accordingly

At the end of the course, the students will be able to:

1. Analyze the significance of value inputs provided in formal education along with skills and develop a broader perspective about life and education

2. Formulate their aspirations and concerns at different levels of living, and the way to fulfill them them in a sustainable manner.

3. Evaluate their current state of understanding and living, and model a healthy lifestyle

4. Examine the issues of home sickness, interactions with seniors on the campus, peer pressure with better understanding and feel grateful towards parents, teachers and others

5. Develop more confidence and commitment for value-based living in family, society and nature

1. "I have an innate, basic aspiration as a human being"

"to fulfil that aspiration, I need to understand

(whatever I am related to, whatever is connected to my happiness)"

2. "There are some problems in my life - I want to get rid of them (for good, not just for the time being)"

"To resolve my problems also, I need to understand"

3. "There is a definite reality to be understood"

4. "I can understand", "I feel happy when I understand (and feel unhappy when I am confused)"

5. "I am keenly looking forward to UHV-II, the course through which I can explore the comprehensive content of understanding

AICTE

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

At the end of the course, the students will be able to

1. Evaluate the significance of value inputs in formal education and start applying them in their life and profession

2. Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.

3. Analyze the value of harmonious relationship based on trust and respect in their life and profession

4. Examine the role of a human being in ensuring harmony in society and nature.

5. Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.

Objective: To draw attention on the Basic human aspiration is continuous happiness and its fulfillment through understanding of Harmony at all 4 levels and living accordingly

Expected outcome: There is a need to develop Right Understanding, Relationship within to fulfil the basic aspiration.

Content: Role of Education in Holistic development (Basic Aspiration and its fulfilment) Self Exploration, Happiness and Prosperity (prevailing notions and true meaning), Understanding Harmony in Human Being, Understanding Harmony in Self, Health and Prosperity, Understanding Harmony in Family (9 feelings), Understanding Harmony in Society (Human goal, basic introduction to foundational systems, Education/Sanskar), Understanding Harmony in Nature(Mutual fulfilment and enrichment), Understanding Harmony in Existence

- Participants are able to see
    - There is a universal content for values
    - There is natural acceptance based on which we can explore the reality
    - Basic human aspiration
    - Priority of right understanding, relationship and physical facility
    - Sense of happiness in continuity, feeling of prosperity
    - Existence of Self with the body
    - Sources of imagination, and difference between self-organization and enslavement
    - Responsibility of self towards the body
    - Role of feeling in relationship
    - Trust as the foundation, Intention and competence
    - Respect as right evaluation, difference between respect and differentiation
    - True meaning of love (vis-à-vis infatuation)
    - Common human goal in a society, different dimensions of society
    - Four orders in nature
    - Presence of nature in space

Objective: To draw the attention on current issues, concerns and problem – what and how do we provide solution at individual level / collective level?

To explore on what we want to be, Exploring within to find out the best possible solution

Expected outcome: To live fulfilling life there is a need to explore Basic Human aspiration/purpose and also to understand how to fulfil it.

Content: Concerns, Problems, Issues, Aspirations, Basic Aspiration, best possible solution – Happiness and Prosperity (prevailing notions and true meaning), Value education and skill education, Understanding Harmony in Human Being (need, fulfilled by, activities), Activity of self (Three motivations), Health, Relationship(Trust, Respect, Affection, Reverence, Gratitude and Love), Human goal (Education and sanskar as foundation of fundamental system), Nature (Mutual fulfilment and enrichment)

Objective: To draw attention on Right Understanding and right feelings within is Harmony. The completeness of Right Understanding is Continuous Happiness.

Expected outcome: There is need to explore, verify and evaluate within to live with continuity of Happiness.

Content: Role of Education in Holistic development (Basic Aspiration and its fulfilment) Self Exploration, Happiness and Prosperity (prevailing notions and true meaning), Understanding Harmony in Human Being, Understanding Harmony in Self, Health and Prosperity, Understanding Harmony in Family (9 feelings), Understanding Harmony in Society (Human goal, foundational systems), Understanding Harmony in Nature(Mutual fulfilment and enrichment), Understanding Harmony in Existence

- Participants are able to see in depth
  - Basic guidelines for value education
  - The natural acceptance is innate, and different from acceptance/conditioning
  - Basic human aspiration is continuity of happiness and prosperity
  - Correct priority of right understanding, relationship and physical facility, leading to development of consciousness
  - Happiness = harmony, prosperity = feeling of having/producing more than required
  - Co-existence of Self and body as human being
  - Three sources of imagination in the self, and program to ensure self-organization over enslavement
  - Responsibility of self towards the body, body as an instrument
  - Role of feeling in relationship, feelings in the self
  - Trust as the foundation, Intention being pure, competence different from intention
  - Complete meaning of respect as right evaluation, difference between respect and differentiation
  - True meaning of love, leading to undivided society
  - The four common human goals in a society, and five dimensions of society
  - Four orders in nature, their mutual fulfillment, difference between these orders, details of these orders
  - Submergence of nature in space
  - Holistic perception of existence
  - Their participation in value based education

1. Development of team, particularly resource persons   (Develop RP observation points)

2. Identification of promising participants   (Refine PPI guidelines)

3. Transcript (recommendation for certificate, etc.)

4. Suggestions from participants (top 5 suggestions or any critical issues brought up - will be useful for continuous improvement)

5. Self-evaluation of participants, volunteers (top 3-5 recordings)

6. Q&A

 - FAQ list (top 5 questions to enrich question bank)

 - top 1-3 recordings of important questions, which were responded very effectively - will be useful for "How to Teach"

7. FDP Topics or part of topic delivered very effectively (top 0-3 recordings will be useful for "How to Teach")

- Presently workshops are being held mostly in the online mode. A study of advantages and disadvantages is as follows:
  - Advantages
    - Easy access to large number of people in any part of the globe
    - Can be conducted without foregoing routine work
    - Multiple workshops can be conducted in parallel by the same team
    - Less expenses, preparation, managerial work
    - Re-doing quite simple as similar preparations involved
    - Participants can attend workshops multiple times without much investment
    - Follow up quite simple
    - Good scope to pick people from different places and background with good sanskar
  - Disadvantages
    - Ensuring 'listening' a major challenge
    - Disconnect or lesser connect with RPs and the team, sense of relationship less
    - Lesser exploration in given time
- Expectation and program for online workshops has to be fixed accordingly.
- Expectation for different levels of workshops can be fixed based on corresponding offline workshops keeping the above in view.

- The participants are able to listen to the content
- The participants feel related to the content, and feel encouraged to understand.
- The resource person is able to convey the content correctly, with a feeling of relationship (the participants do not get hurt during the workshop)
- The participants start self-exploring the content and get clarity about the content (to the extent the workshop is designed for)
- The participants feel related to RP, team and effort

- There are three major factors on which the outcome of the workshop depends:
  - The competence of the RP (understanding, feeling, living, communication skill)
  - The sanskar of the participants (receptivity, pre-conditionings, etc.)
  - The environment for the workshop (place of being conducted, volunteers, mode of presentation etc.)

- When participants come for refresher or higher level workshops, the major factors determining the outcome are:
  - The association of the participant with the UHV team
  - The effort by the participant between the two workshops (self-study, participation in meetings, interaction with RPs or team etc.)
  - The role being played by the participant such as teaching a course, coordinator of program etc.
  - One's own sanskar (e.g. self-motivated or deeply conditioned in some manner?)
  - Support by family, institution, society etc.

Review of Material

Content Slides, Polls, Quizzes, Test, Pre and Post-Wksp Surveys, Handouts/Class Notes, etc.

Identify what outputs are expected from each FDP. For example:

1. Development of team, particularly resource persons   (Develop RP observation points)

2. Identification of promising participants   (Refine PPI guidelines)

3. Transcript (recommendation for certificate, etc.)

4. Suggestions from participants (top 5 suggestions or any critical issues brought up - will be useful for continuous improvement)

5. Self-evaluation of participants, volunteers (top 3-5 recordings)

6. Q&A

     - FAQ list (top 5 questions to enrich question bank)

     - top 1-3 recordings of important questions, which were responded very effectively - will be useful for "How to Teach"

7. FDP Topics or part of topic delivered very effectively (top 0-3 recordings will be useful for "How to Teach")

1. Review of Content and Presentations – Key points
2. Polls
3. Quizzes and Tests
4. Assignments
5. Pre-post FDP Surveys – GB, KS (connect to measurable indicators of shift, development)
6. Handouts/Class Notes

(assuming that the expected outcome from each wksp is clear)

Other expected outputs can be discussed afterwards, or in parallel
(7 points listed in separate slide)

1. Review of Content and Presentations

Is the content for this type of workshop adequately covered
(in sequence, not too much or too little, etc.)?   This part is strong already
                                                                    but may be reviewed

Are the key points adequately highlighted?   This part can be reviewed
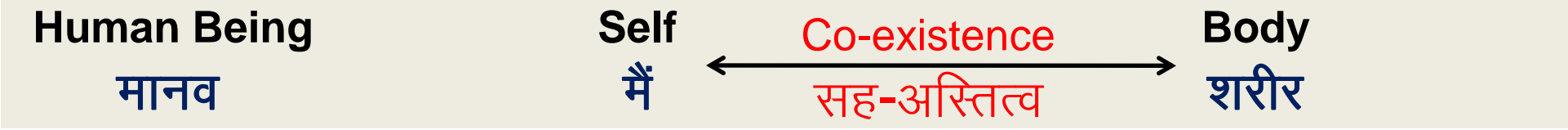e.g. in intro FDP
   Self (how much detail)
   knowing-assuming may need to be communicated in simpler manner (less in-depth)
   prosperity may need to be covered in more depth

Highlight key points to be shared on each slide…   This part can be reviewed

| Human Being
मानव | Self
मैं | Co-existence
सह-अस्तित्व ⟷ | Body
शरीर |

Response	**Knowing, Assuming*, Recognising, Fulfilling** जानना, मानना, पहचानना, निर्वाह करना	**Recognising, Fulfilling** पहचानना, निर्वाह करना

* Accepting with or without knowing

Response निर्वाह	**Choice चयन की स्वतंत्रता (Depends on the World- vision/Understanding or Assumptions)**	**Definite, No Choice निश्चित**
	Consciousness चैतन्य	**Material** जड़

Simplify?

Whatever is said is a **Proposal** (**Do not assume it to be true or false**)
Verify it on Your Own Right – on the basis of your **Natural Acceptance**

It is a process of **Dialogue**
A dialogue between me and you, to start with
It soon becomes a dialogue **within your own self**
   between what you are and what you really want to be
            (your natural acceptance)
The purpose of this workshop is to initiate this internal dialogue

प्रस्ताव है (मानें नहीं)

जाँचें – स्वयं के अधिकार पर।

अपनी सहज स्वीकृति के आधार पर।

यह संवाद की प्रक्रिया है।

यह संवाद आपके और मेरे बीच शुरू होता है, फिर आप में चलने लगता है।

Process	प्रक्रिया
It is a **<u>Proposal</u>**	यह एक **<u>प्रस्ताव</u>** है
Verify it – on your own right	जाँचें – स्वयं के अधिकार पर
– on the basis of your **<u>Natural Acceptance</u>**	– अपनी **<u>सहज स्वीकृति</u>** के आधार पर
(**Do not assume it to be true or false**)	(**मानें नहीं** – न सही मानें, न ही गलत मानें)
It is a process of **Dialogue**	यह संवाद की प्रक्रिया है
A dialogue between me and you, to start with	यह संवाद मेरे और आप के बीच शुरू होता है
It soon becomes a dialogue **within yourself**	फिर आप में चलने लगता है
between **what you are** and	**जैसा आप हैं** और
what you really want to be	जैसा होना आप वास्तव में होना चाहते हैं
(**your natural acceptance**)	(**आपकी सहज स्वीकृति**)
The purpose of this workshop is to initiate∕strengthen this internal dialogue	इस कार्यशाला का आशय इस संवाद को शुरू / मज़बूत करना है

It is a **<u>Proposal</u>**

Verify it – on your own right

– on the basis of your **<u>Natural Acceptance</u>**

(**Do not assume it to be true or false**)

It is a process of **Dialog**

A dialogue between me

It soon becomes a dialo

  between **what you ar**

  what you really want t

  (**your natural accept**

यह एक **<u>प्रस्ताव</u>** है

जाँचें   – स्वयं के अधिकार पर

  – अपनी **स्वीकृति** के आधार पर

(मानें नहीं... को गलत मानें)

reflective question

Poll Qs:
Which process is naturally acceptable
Which process is Naturally Acceptable to you?

1) A process of self-exploration, self-verification on your own right, leading to understanding in yourself

2) A process of do's & don'ts, in which you assume what is said, without verification

के बीच शुरू होता है

स्तव में होना चाहते हैं

कृति)

The purpose of this workshop is to initiate/strengthen this internal dialogue

इस कार्यशाला का आशय
  इस संवाद को शुरू / मज़बूत करना है

Explore & VeriFy

Evaluative question

**Poll Qs:
Are you able to see your imagination?**

1.

1. Proposal

2.

3. **Desire**
इच्छा

4. **Thought**
विचार

5. **Expectation**
आशा

Extra Information?

Imagination
कल्पनाशीलता

2. Examples of imagination

Information

Body शरीर

Behaviour व्यवहार   Work कार्य

PAUSE & THINK

Evaluative question

Poll Qs:
Are you able to see your imagination?

1. Proposal

Removed this Information

2. Examples of imagination

1.

2.

3. **Desire**
इच्छा

4. **Thought**
विचार

5. **Expectation**
आशा

Imagination
कल्पनाशीलता

Body शरीर

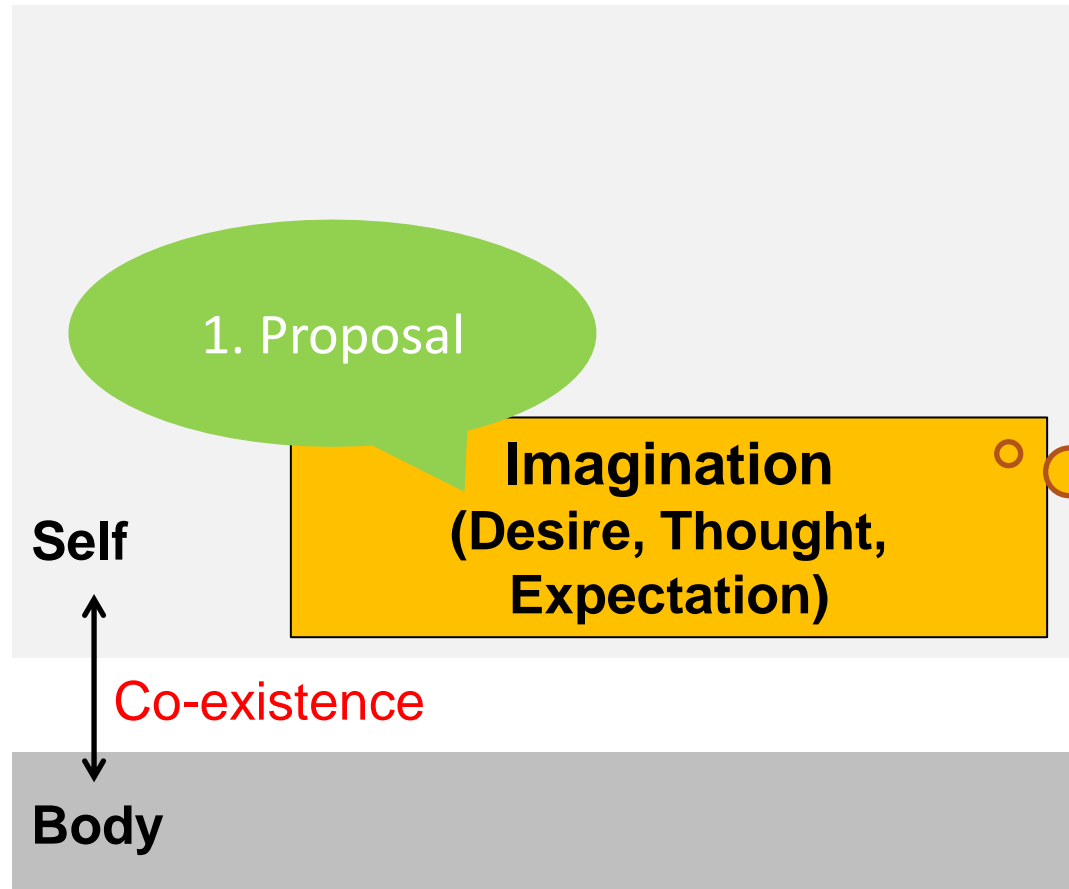Behaviour व्यवहार

Work कार्य

Explore & VerifY

3a. Evaluative question

**Poll Qs:
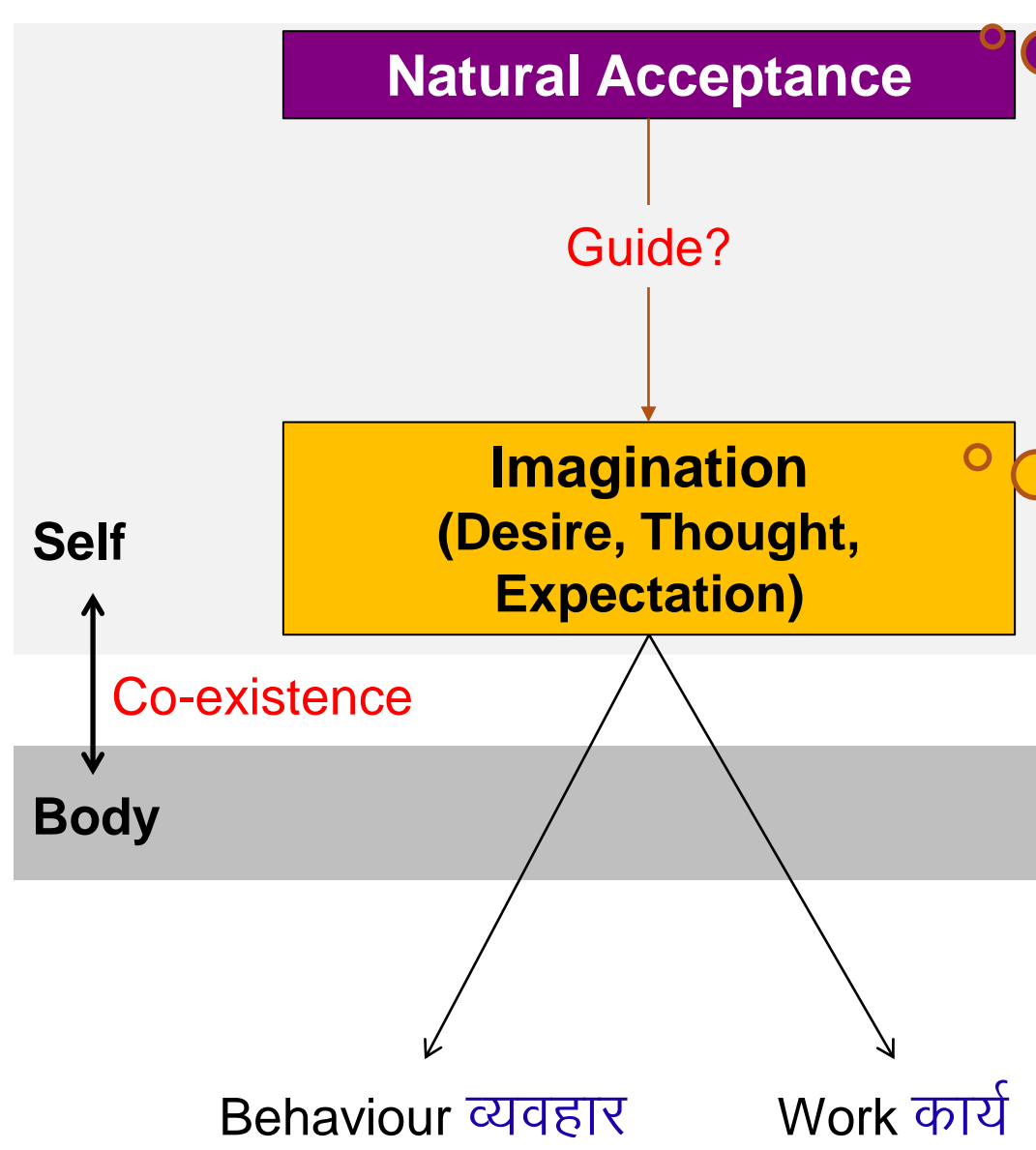Are you able to see your imagination?**

3b. Exploratory question

**Poll Qs:
What do you see in your imagination?
Right now**

1. Proposal

**Imagination
(Desire, Thought, Expectation)**

Self

Co-existence

Body

I want to be respected…
good teacher…
need some more…
Have to show them…
take revenge…

2. Examples of content of imagination

Explore & Verify

Natural Acceptance

Guide?

To be happy

To keep body healthy

To live in relationship

Self

Imagination
(Desire, Thought,
Expectation)

I want to be respected…
good teacher…
need some more…
Have to show them…
take revenge…

Co-existence

Body

Behaviour व्यवहार   Work कार्य

Explore & Verify

Natural Acceptance

**Imagination
(Desire, Thought,
Expectation)**

	Activity क्रिया	Meaning
1.		
2.		
3. Desire इच्छा	Imaging चित्रण	What I want to BE within
4. Thought विचार	Analysing-Comparing विश्लेषण–तुलन	How to go about it How to fulfil the desire or expectation
5. Expectation आशा	Selecting-Tasting चयन–आस्वादन	What I want to GET from outside What I want to DO outside…

Natural Acceptance

**Imagination
(Desire, Thought, Expectation)**

	Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.		Authentication प्रमाण	Realization अनुभव B1	
2.		Determination संकल्प	Understanding बोध	
3.	Desire इच्छा	Imaging चित्रण	Contemplation चिंतन	
4.	Thought विचार	Analysing विश्लेषण	Comparing तुलन B2	**Unguided** Senses, Health, Profit
5.	Expectation आशा	Selecting चयन	Tasting आस्वादन	**Unguided** Sensation

Natural Acceptance

**Imagination
(Desire, Thought,
Expectation)**

| | Power
शक्ति | Dynamic Activity
गति क्रिया | State Activity
स्थिति क्रिया | |
|---|---|---|---|---|
| 1. | | Authentication
प्रमाण | Realization
अनुभव (B1) | Co-existence
सह–अस्तित्व |
| 2. | | Determination
संकल्प | Understanding
बोध | Harmony in Nature
व्यवस्था |
| 3. | Desire
इच्छा | Imaging
चित्रण | Contemplation
चिंतन | Participation in Larger Order, Relationship
व्यवस्था में भागीदारी |
| 4. | Thought
विचार | Analysing
विश्लेषण | Comparing
तुलन (B2) | Co-existence, Harmony, Justice Guided Senses, Health, Profit |
| 5. | Expectation
आशा | Selecting
चयन | Tasting
आस्वादन | Goal, Value
Guided Sensation |

Is the content for this type of workshop adequately covered
(in sequence, not too much or too little, etc.)?

This part is strong already
but may be reviewed

Are the key points adequately highlighted?
e.g. in intro FDP
      knowing-assuming may need to be made less in-depth
      prosperity may need to be covered in more depth

This part can be reviewed

Highlight key points to be shared on each slide…

This part can be reviewed

Use "UHV Theme 2022" associated presentation standards
      e.g. "explore and verify" in bottom right

Keep them simple
Check for listening and self-evaluation, self-verification

1. Are we pausing at the key points and polling at most important key points?
   → Add polls at most important key points

2. What kind of questions would be appropriate to ask and what kind of questions are we asking?   → Update the questions to most appropriate questions

3. Are we inadvertently contradicting the content through the poll questions? → update qs

4. Are we polling too often or too infrequently? → add/delete qs, rationalise the number of polls

5. Can the poll responses be analysed for their present state of mind? → maybe?

Natural Acceptance

To be happy
To keep body healthy
To live in relationship

**Imagination
(Desire, Thought, Expectation)**

Natural Acceptance

My Assumptions, likes-dislikes, experience of events…

**Imagination
(Desire, Thought, Expectation)**

Exploratory questions, "what is it"

(the reality)

Self-verification → understanding the reality (self, body, family, society, nature/existence)

Reflective questions, "what is my role with it"

Self-exploration → understanding my role with it

Evaluative questions about me,

"do I know it, am I fulfilling my role with it"

(to decide program for my self-improvement

or just to stop at finding out what is wrong with me?)

Evaluative questions about other, the situation

(to ensure comlementarity or with some other view?)

If happiness is to be in harmony, then happiness is the same for everybody

Options:

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Evaluative questions

Comparing with my assumptions

Please respond to the options after reading the following statements

A. I am happy when I am in harmony

B. I am unhappy when I am in disharmony

C. Others must be in harmony when they are happy

D. Others must also be feeling unhappy when they are in disharmony

Options:

I am able to see

1. A and B only
2. A, B and C only
3. A, B, C and D
4. None of the above

Exploratory question

Exploring "What is Happiness"

Keep them simple

Check for listening and self-evaluation, self-verification

<u>Guidelines:</u>

Ask more of exploratory and reflective questions

e.g. ask questions about "what is naturally acceptable", "can you see"…

Ask questions about what was proposed and what was not proposed (check for listening)

Keep questions about "what is not" to a minimum. e.g. what trust is not

When asking evaluative questions, ask how it can help in their self-development plan, in their program for complimentarity, etc.

Do not ask "agree or disagree"

Quiz – with listening in focus (similar to polls)

Test – with listening + some self-reflection, self-verification in focus

If possible, analyse some test responses – are the responses in a normal distribution? Are they skewed – too easy or too difficult?

Keep randomisation possibility while coding

[Note: since we are using Zoom for polls, quizzes and tests, only MCQs are available. If we could use complementary tools, we could use other types of questions also]

Have clearly heard the proposal?

Have been able to self-explore, self verify?

Have been able to reach to the expected conclusion on their own right?

e.g. practice exercise to write the activities of the Self and Body

e.g. practice exercise to explore "what is prosperity" and evaluate "is my family having a feeling of prosperity" and make a program for "prosperity in my family"

MCQ or write key takeaway

Have been able to evaluate common misunderstandings also, while exploring?

e.g. ask them to read a passage and respond to some quiz-type questions or write a summary, say read the passage about trust and

- distinguish between trust on intention (vishwaas) and "trust" on competence (bharosa?)
- Distinguish between intention and desire

Have been able to connect with living and experiment (may be too soon to expect)

Assignments

Since we are using Google forms (or Quiz) for this, there are several options available:

these can be automatically scored
1. MCQ
2. Multiple right options
3. …

These can not be automatically scored
4. Text responses

Ask MCQs, multiple selection and other types of questions, through which the initial state of mind and the post FDP state of mind (shift in perspective) can be gauged

e.g. on a scale of 1-5… respond to questions like

- Money is the most important thing in life

- Trust is built over a period of time with each person

Ultimately, connect to parameters related to:

Common Graduate Attributes

Human development Index

Full Human Potential

Humane society (equitable and just society)

Development of the Nation

Note that poll, quiz, test and assignment questions can be included in this type of analysis

6. Handouts/Class Notes

Relevant portions of Teachers Manual / Text Book in PDF format

All material can be placed neatly on the website with links to YouTube etc.

Expectations from Workshops

Umesh Jadhav

Objective: To draw attention on the Basic human aspiration is continuous happiness and its fulfillment through understanding of Harmony at all 4 levels and living accordingly

Expected outcome: There is a need to develop Right Understanding, Relationship within to fulfil the basic aspiration.

Content: Role of Education in Holistic development (Basic Aspiration and its fulfilment) Self Exploration, Happiness and Prosperity (prevailing notions and true meaning), Understanding Harmony in Human Being, Understanding Harmony in Self, Health and Prosperity, Understanding Harmony in Family (9 feelings), Understanding Harmony in Society (Human goal, basic introduction to foundational systems, Education/Sanskar), Understanding Harmony in Nature(Mutual fulfilment and enrichment), Understanding Harmony in Existence

Objective: To draw the attention on current issues, concerns and problem – what and how do we provide solution at individual level / collective level?

To explore on what we want to be, Exploring within to find out the best possible solution

Expected outcome: To live fulfilling life there is a need to explore Basic Human aspiration/purpose and also to understand how to fulfil it.

Content: Concerns, Problems, Issues, Aspirations, Basic Aspiration, best possible solution – Happiness and Prosperity (prevailing notions and true meaning), Value education and skill education, Understanding Harmony in Human Being (need, fulfilled by, activities), Activity of self (Three motivations), Health, Relationship(Trust, Respect, Affection, Reverence, Gratitude and Love), Human goal (Education and sanskar as foundation of fundamental system), Nature (Mutual fulfilment and enrichment)

A.

1.		Prepare the list of your concern/Problems/Issues

2.		Categories it on the basis of Individual, family, society, nation, world and nature

3.		Ask your 2 family members Or 2 friends to Prepare the list of their concern/Problems/Issues

4.		Ask your 2 family members Or 2 friends to Categories their list on the basis of Individual, family, society, nation, world and nature

5.		Take a comparative analysis and write your observation on % of common concerns/problems/Issues

Outcome: we all may have common concerns/problems/Issues

B.

1.		Make a list of your aspirations and categories it on the basis of expect to become something and expecting to be something

2.		Explore on: By fulfilling your each aspiration and all aspiration what you expect to be

3.		Check with your 5 friends that they also do they also expect to be the same?

Outcome: There is a basic Aspiration and it's same for all

C.		1. Refer the list of concerns/problems/issues from A and check that they are interlinked?

2. Identify the basic root of your concerns/problems/issues

3. What is necessary to solve your concerns/problems/issues?

D. 1. Refer to the list of your Aspirations and identify what is necessary to fulfil our basic aspiration.

Outcome: The basic root is Right Understanding

2. Share the observations and outcome of A,B,C,and D with your family and friends.

Objective: To draw attention on Right Understanding and right feelings within is Harmony. The completeness of Right Understanding is Continuous Happiness.

Expected outcome: There is need to explore, verify and evaluate within to live with continuity of Happiness.

Content: Role of Education in Holistic development (Basic Aspiration and its fulfilment) Self Exploration, Happiness and Prosperity (prevailing notions and true meaning), Understanding Harmony in Human Being, Understanding Harmony in Self, Health and Prosperity, Understanding Harmony in Family (9 feelings), Understanding Harmony in Society (Human goal, foundational systems), Understanding Harmony in Nature(Mutual fulfilment and enrichment), Understanding Harmony in Existence

Next workshop (UHV III, to prepare PRP)

Objective: To draw attention on self – development through exercise 1 and exercise 2 and living accordingly

Expected outcome: There is need to practice exercise 1 and exercise 2 continuously to ensure happiness within.

Next workshop (Exercise 1&2, to prepare RP)

Objective: To draw the attention on experiential validation of proposals in living with human being and Rest of Nature

Expected outcome: There is need to live with natural acceptance and participate at all 4 levels to validate the proposal.

Another workshop (UHV IV, to prepare for societal transformation)

Objective: To draw the attention on possibility of societal transformation through personal transformation and participation

Expected outcome: There is a need to participate in one or more dimensions (foundational system) to fulfill the human goal.

Another workshop (UHV V, to prepare Aacharya)

Objective: To draw the attention on concept of co-existence, Harmony and Relationship (Truth, Love and Compassion) is experimented, explained and practiced in Various Darshan

Expected outcome: There is a need to authenticate realization in living

Another workshop (The Essence, to prepare human being living with continuous happiness, satisfaction, peace and bliss)

The expected outcome: Human being living with Truth, Love and Compassion

Expectations from Workshops

Kumar Sambhav

- The participants are able to listen to the content
- The participants feel related to the content, and feel encouraged to understand.
- The resource person is able to convey the content correctly, with a feeling of relationship (the participants do not get hurt during the workshop)
- The participants start self-exploring the content and get clarity about the content (to the extent the workshop is designed for)
- The participants feel related to RP, team and effort

- There are three major factors on which the outcome of the workshop depends:
  - The competence of the RP (understanding, feeling, living, communication skill)
  - The sanskar of the participants (receptivity, pre-conditionings, etc.)
  - The environment for the workshop (place of being conducted, volunteers, mode of presentation etc.)

- When participants come for refresher or higher level workshops, the major factors determining the outcome are:
  - The association of the participant with the UHV team
  - The effort by the participant between the two workshops (self-study, participation in meetings, interaction with RPs or team etc.)
  - The role being played by the participant such as teaching a course, coordinator of program etc.
  - One's own sanskar (e.g. self-motivated or deeply conditioned in some manner?)
  - Support by family, institution, society etc.

- Participants are able to see
  - There is a universal content for values
  - There is natural acceptance based on which we can explore the reality
  - Basic human aspiration
  - Priority of right understanding, relationship and physical facility
  - Sense of happiness in continuity, feeling of prosperity
  - Existence of Self with the body
  - Sources of imagination, and difference between self-organization and enslavement
  - Responsibility of self towards the body
  - Role of feeling in relationship
  - Trust as the foundation, Intention and competence
  - Respect as right evaluation, difference between respect and differentiation
  - True meaning of love (vis-à-vis infatuation)
  - Common human goal in a society, different dimensions of society
  - Four orders in nature
  - Presence of nature in space

- Participants are able to see in depth
  - Basic guidelines for value education
  - The natural acceptance is innate, and different from acceptance/conditioning
  - Basic human aspiration is continuity of happiness and prosperity
  - Correct priority of right understanding, relationship and physical facility, leading to development of consciousness
  - Happiness = harmony, prosperity = feeling of having/producing more than required
  - Co-existence of Self and body as human being
  - Three sources of imagination in the self, and program to ensure self-organization over enslavement
  - Responsibility of self towards the body, body as an instrument
  - Role of feeling in relationship, feelings in the self
  - Trust as the foundation, Intention being pure, competence different from intention
  - Complete meaning of respect as right evaluation, difference between respect and differentiation
  - True meaning of love, leading to undivided society
  - The four common human goals in a society, and five dimensions of society
  - Four orders in nature, their mutual fulfillment, difference between these orders, details of these orders
  - Submergence of nature in space
  - Holistic perception of existence
  - Their participation in value based education

- Participants are able to see
  - Basic aspiration as continuity of happiness
  - Continuity of happiness through right understanding, right feeling, right thought
  - Meaning of all-encompassing resolution
  - Right understanding as knowing of self, existence and role of self in entire existence
  - Self being central to human existence, as seer, doer and enjoyer
  - Different dimensions of a unit
  - The complete set of activities in the self (B1 and B2) with partial clarity of the activities of B1 (Realization of co-existence, Understanding of harmony and Contemplation of feelings in relationship)
  - Different attributes of four orders, with the ability to distinguish the units of four orders
  - Meaning of 'submergence in space', and 'realization of submergence'
  - Different steps of resolution
  - Resolution of various doubts and queries related to self, submergence, proposals from tradition
  - Their role in the existence, in the current system, program to live accordingly

- Presently workshops are being held mostly in the online mode. A study of advantages and disadvantages is as follows:
  - Advantages
    - Easy access to large number of people in any part of the globe
    - Can be conducted without foregoing routine work
    - Multiple workshops can be conducted in parallel by the same team
    - Less expenses, preparation, managerial work
    - Re-doing quite simple as similar preparations involved
    - Participants can attend workshops multiple times without much investment
    - Follow up quite simple
    - Good scope to pick people from different places and background with good sanskar
  - Disadvantages
    - Ensuring 'listening' a major challenge
    - Disconnect or lesser connect with RPs and the team, sense of relationship less
    - Lesser exploration in given time
- Expectation and program for online workshops has to be fixed accordingly.
- Expectation for different levels of workshops can be fixed based on corresponding offline workshops keeping the above in view.