

IMPACT

INNOVATIVE MANAGEMENT PRACTICES
AND CREATIVE THINKING

A JOURNAL FOR MANAGEMENT PROFESSIONALS

Vipashyana

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Greetings from **IMPACT**



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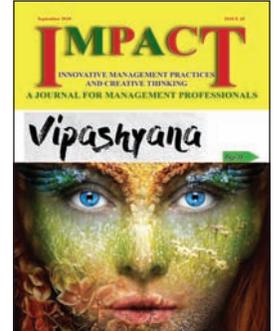
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Dear Readers,

After many long years India has framed a new educational policy 2020. This new policy envisages lot of new hopes and of course lot of criticisms too, as it happens to all changes, that too by a political party.

People always want change; but when the change is happening many do not want those changes. This is always the paradox across the Globe.

When computers were introduced in all the banks, all the bank employees went on a strike, stating computerization will make the employees lose their jobs. Now the same employees who participated in that strike, actively, grumble about the management, who were not willing to upgrade the technology. Paradox.

The above phenomenon happens even with the people. Almost all the parents admonished the government that their wards could not study the curriculum what they want, since the seats are very limited and privatization is the only option. Now, when the government gave license to private Trusts to open private Universities, the same parents cry foul, saying the private players are charging prohibitively. Paradox.

Let's wait and see a couple of years, whether the new educational policy 2020 is a boon or a bane.

Editorial Team

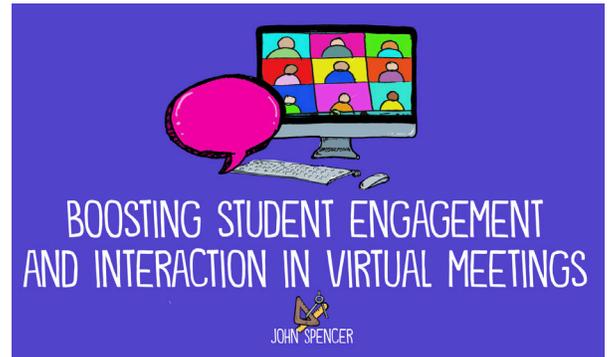
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The Eisenhower Decision Matrix

	Urgent	Not Urgent
Important	Do <i>Do it now.</i>	Decide <i>Schedule a time to do it</i>
Not Important	Delegate <i>Who can do it for you?</i>	Delete <i>Eliminate it</i>

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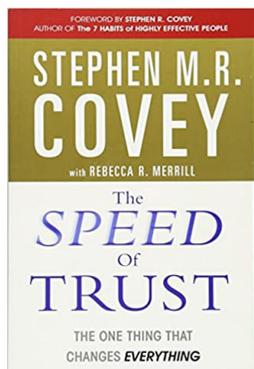
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Strategies to do Deep Work Effectively

Many of us start out the day with great intentions to get that progress report done or to work on the plan only to find it's 3pm and you've barely scratched the surface. Every time you sit down to work on something, a ping, ding or dong stops you in your tracks.

Deep work is the ability to focus without distraction on a cognitively demanding task. It's a skill that allows you to quickly master complicated information and produce better results in less time. Deep work will make you better at what you do and provide the sense of true fulfillment that comes from craftsmanship. In short, deep work is like a super power in our increasingly competitive twenty-first century economy. And yet, most people have lost the ability to go deep—spending their days instead in a frantic blur of e-mail and social media, not even realizing there's a better way.

Deep work is hard and takes some effort to get going, but it's not meant to be a bore – it's the intense kind of concentration you only get when you're super into something. Think of your first encounter as a test of your attention, self-control and exploratory abilities. You'll probably learn something unexpected about yourself along the way.

If you're trying it out in an office, find an undisturbed space: book a meeting room, block out time in your calendar, turn off your phone, put your headphones on, trigger out-of-office message and let people know you're not to be disturbed. Do everything to make sure you have your own undivided attention. Engaging in

deep work isn't as simple as setting aside a chunk of time to work on something. "You have to treat your attention with a lot of respect, like a professional athlete might treat their body," says Newport. This also means training your brain to focus.

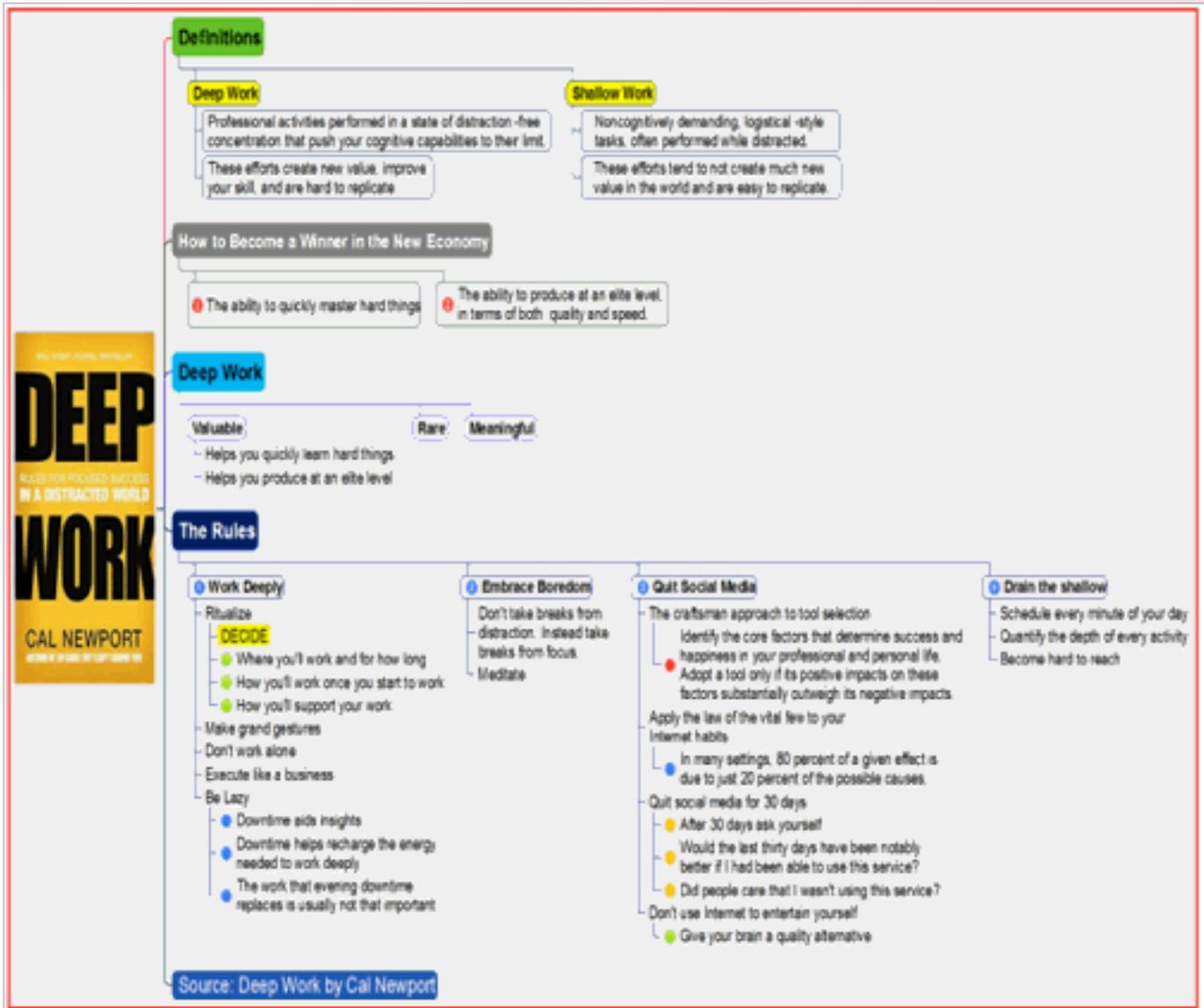
But be realistic – whilst Cal Newport suggests deep work means roughly 90-minute stretches of uninterrupted time, you may not get there immediately. Don't put yourself off it forever by diving too deep, too fast.

In order to engage in deep work, Newport says you need to develop a few habits:

In *Deep Work*, author and professor Cal Newport flips the narrative on impact in a connected age. Instead of arguing distraction is bad, he instead celebrates the power of its opposite. Dividing this book into two parts, he first makes the case that in almost any profession, cultivating a deep work ethic will produce massive benefits. He then presents a rigorous training regimen, presented as a series of four "rules," for transforming your mind and habits to support this skill. Newport gives a number of tips that helps you create time and space for getting in the flow state. These are the ones I found most salient.

1. Distance yourself from social media.

Cull the Twitters, Instagrams, Facebooks of your social media life by ruthlessly discarding any site that doesn't inherently contribute to a quality life.



Newport’s argument in this realm is that we’ve fallen for the “any-benefit approach.” This is when we think we’re “justified in using a network tool if [we] can identify any possible benefit to its use, or anything [we] might miss out on if [we] don’t use it.” This is the “why not?” approach, where we adopt Facebook or Instagram because hey, it’s there and family or friends have bugged us to join them on the network.

The one benefit (connecting with family and friends) can come at the expense of the many downsides that same tool might have. Newport argues that we don’t use that approach with our physical tools so why do we give our digital ones such an easy and all-encompassing path into our lives?

2. Give yourself a strict period of time to spend working.

Newport uses examples in his own life as well as Radhika Nagpal from Harvard University, and Adam Grant from Give and Take and University of Pennsylvania fame to demonstrate that you can produce — quality and quantities of work — working a 9–5 with no weekend work. This limits burnout, work creep, and keeps you focused and urgent on your work.

He calls this fixed-schedule productivity. If you’ve read *The 4-Hour Work Week* by Tim Ferriss you’ll find many of the principles the same. False urgency is hard to manufacture, but if you give yourself goals

Newport adapted 4DX to support deep work:

- i. Focus on the wildly important. This means a small number of extremely essential goals. For writers, it's writing that thing you've been noodling on for months, maybe even years. It's cutting out the busywork of say, applying to residencies, writing Tweets, tweaking your website, searching for the perfect combat boots on Zappos — any of the small gophers that pop up. Instead of constructing your house, you're picking weeds in the patch where you should be pouring concrete.
- ii. Act on lead measures. As the saying goes, "what gets measured gets managed." Two metrics are used: lag measures and lead measures. For deep work, the lead measure "is time spent in a state of deep work dedicated toward your wildly important goal." Lag measures describe your output, such as the number of screenplays you completed, songs you composed, or recipes you developed.

- iii. Keep a compelling scoreboard. This means a visible tracking system to keep yourself honest about how much time you're spending on your priority project. It can be as simple as a sticky note on your laptop.
- iv. Create a cadence of accountability. To keep yourself moving toward your goals, you have to review your progress regularly. That could mean a weekly review, monthly review, and quarterly review where you see how much you've accomplished and make a plan for the upcoming weeks.

5. Notice Your Shallow Work to Better Avoid It

Checking email, filling in a spreadsheet, responding to a general request in Slack, tweaking the monthly slide update — these are all examples of shallow work.

Specifically, it's "noncognitively demanding, logistical-style tasks, often performed while distracted. These efforts tend not to create much new value in the world

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and are easy to replicate.” These are the tasks that feel SO NICE to get out of the way, but at the end of the day, mean little. You essentially shuffled some papers instead of laying bricks to build a house.

Newport says the trick to knowing what tasks are shallow versus deep is measuring in months how long it would take to train a smart college grad to complete it. This helps clear some ambiguity over tasks that may be important (filing a certain report) but not deep.

While most jobs require plenty of shallow work, you should try to minimize and contain it as much as possible. “Believe it can be done. When you believe something can be done, your mind will find the ways to do it. Believing a solution pays the way to solution.”

I feel better when I spend more time in the zone. Any time spent in a flow state feels amazing. Things get accomplished as it leads to DEEP WORK.

Syed Fazlullah Khan

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How to Make Virtual Meetings More Interactive for Students

Video conferences can be exhausting. You might notice that students who are highly engaged during an in-person session suddenly disengage in a virtual meeting. Often, there are challenges with video lag or simply the inability to see the room entirely. I created the following visual for how you handle video conferences depending on your Hogwarts house. If you haven't read the Harry Potter series, it might not make sense.

Video conferencing can present huge challenges. Without the built-in, in-person accountability of a classroom and a teacher, it's easier to get distracted and fail to attend virtual meetings.

Even when students show up, virtual meetings can feel lonely. It can feel like you're talking under water, where there's this delay in communication and a sense of separation between each person. When the microphones are all on mute, you can't hear any laughter. This is amplified by the sheer number of black screens from students who do not have the video turned on. Sometimes this is an issue of slow wi-fi connectivity. Other times,

students are shy or insecure and might not feel comfortable being visible. Still, other times, students might feel embarrassed or ashamed of their home environment. It's important that we give students flexibility in this area.

However, virtual class meetings can actually be a blast. I recently attended a highly interactive, dynamic fourth grade class meeting. Students engaged in a Q&A, met in small groups, and interviewed me as an author. They had read a free book I created about a pizza with superpowers. Toward the end, each student participated in an interactive game using Kahoot. Students were highly engaged in the virtual meeting because the teacher had designed the entire experience using interactive elements. In another article, I shared some specific ideas for how to boost attendance and engagement in virtual meetings. In this article, I want to explore specific strategies for improving student interaction in virtual meetings.

When to Use Synchronous and Asynchronous Learning

Synchronous communication happens in real-time, in the moment. Synchronous communication might be a video conference, a webinar, a live chat, or a phone call. It's essentially any of the type of communication you would do in-person that you are now doing with digital tools. Synchronous communication works well when you are planning for dynamic and interactive learning tasks. As a



teacher, you might want to use a virtual conference for guided practice on a discreet skill. Similarly, a music, art, language, or physical education teacher might use a video conference for a quick performance assessment, where they can provide feedback in the moment. Synchronous learning also works well small group brainstorming, planning, and decision-making. With a slightly larger group, virtual learning can help create a sense of community.

Synchronous communication has its limitations, though. The synchronous, interactive nature makes it a challenge when students have unreliable internet or challenging schedules. It also tends to breakdown in effectiveness as groups grow larger. For this reason, virtual learning is not a great method for direct instruction or for processing new information. It's also less effective in situation where you want to keep a permanent record of communication.

Asynchronous communication does not happen in real-time. Instead, it can happen over a longer period of time. Asynchronous communication might include a prerecorded video, an audio message, or an email. It also includes podcasts, videos, articles, and books. Most online course materials are typically asynchronous because of the ease of ability to read, view, or listen at one's own pace. In remote learning, instructors will often use asynchronous communication for direct instruction or to introduce new ideas or concepts. Students can easily re-watch a video or pause it take additional notes. In performance-based courses, students can record themselves and compare it to a recording created by the teacher or professor.

Moreover, when students create original content, they typically use asynchronous tools. This might be a sketchnote, a blog post, an infographic, a math problem, a video, or a podcast. However, they might still choose to use synchronous tools for elements of creative work, such as an audio interview with an expert, a synchronous video in solving a problem in engineering, or walkie-talkie app during an experiment. In collaborative work,

students will often use asynchronous learning for research, inquiry, and project management but use synchronous tools for problem-solving and brainstorming.

Crafting Interactive Virtual Meetings

As we think about how to maximize the effectiveness of virtual meetings, it helps to ask, "What are the key advantages of synchronous meetings?" In general, this includes dynamic, interactive communication and the ability to create shared experiences together.

This is why virtual meetings don't work well for direct instruction. If you are planning to introduce a new concept for students, your best bet would be to create an asynchronous video that they can watch and re-watch again. Instead, it works best to have students watch an asynchronous video on their own and then clarify misconceptions and take a deeper dive into the topic in a virtual meeting.

In terms of discussions, virtual meetings don't work for large class discussions. While it is feasible to have twenty students engaged in a free-flowing Socratic Seminar, the lack of physical space and body language makes these discussions a challenge in a virtual meeting. You've probably witnessed the challenge of a slight video lag as each person says, "you first, no you first," in an ongoing loop. If you're opting for a discussion, use the breakout room functions and keep it to four or five students, tops.

Virtual meetings don't tend to work well for class presentations. Often, there are logistical challenges with having students share screens and there are quality issues if a student wants to use an embedded video clip. Instead, have students craft videos that combine annotated/recorded slideshows, live "talking head" videos, clips, and visuals. Students can then watch their classmates slideshows asynchronously and provide feedback on their own. This also allows students to edit and refine their presentation, leading to shorter videos at a higher quality.



ZOOM STAFF MEETINGS BY HOGWARTS HOUSE

Hufflepuff: How's everyone feeling? OMG! We're going to get through this together. I miss you so much! Can I see your pets?

Ravenclaw: Let's get through this agenda ASAP so I can finish grading while listening to a podcast.

Gryffindor: Fidgeting the whole time, feeling stir crazy, can't wait to get out.

Slytherin: Misses the meeting entirely and lies about not getting the email invite.

A general question to ask yourself is, "Could this video chat be a recorded video instead?" If the answer is "yes," then a prerecorded video is a better option. In other words, virtual meetings can be dynamic and interactive but they have serious limitations. If you're doing a class video conference, it should be highly interactive and centered on deeper, free-flowing discussions. It works great when you want to clarify ideas or make decisions together as a group.

Specific Strategies for Boosting Engagement

So, how do we make our virtual meetings more interactive? Here are a few ideas:

- Do a social / emotional check-in. Begin your class meeting with a quick social emotional check-in to see how students are doing. When the quarantine began, I used the following prompt. Students then shared their band names in the chat feature. Another time, I asked them to sketch a "high/low" for the

week and with a quick description. Students then shared their pictures in small groups.

- Incorporate movement. I know of a third grade teacher that does a daily dance to start their virtual conferences. This not only gets the blood flowing but it also creates a shared experience. Other teachers have a class phrase or mantra or a long-distance high five that they do. These increase participation and build community.
- Use the Q&A feature. Many video conference platforms have both a chat feature and a Q&A feature. The Q&A feature is a great way to create a "parking lot" where students can ask a question at any time and you, as the instructor, can check it out when the time is right. If your video conferencing software doesn't include the Q&A feature, simply add it to your LMS or create a Google Form.
- Use polls. Some video conference platforms include a built-in poll. If that doesn't work, you can use an online poll and link to it. Polls provide instant feedback and can help with reviewing information, gathering opinions,

or doing a low-stakes ice-breaker. For what it's worth, I'm an introvert, so I don't enjoy breaking the ice. I'd rather it melt slowly over days or weeks.

- Allow students to show off their pets. This is a small way to affirm each student's identity and give them a sense of agency in their learning. If they don't have a pet, they can share a stuffed animal (preferably a "stuffy" and not a taxidermy animal) or a house plant. I did this with a recent class and a college student held out a cactus that he had named Spike.
- Use the chat function. It can be hard to navigate a large in-person discussion. However, the chat function can allow students to share their thoughts in real-time. They can also send private chats to other classmates for a pair-share or a quick discussion.
- Make use of hand-gestures. Find specific hand gestures to get students moving. You might do a "four corners" activity on the screen rather than the room. Here, students place their hand by the corner they agree with and you can provide a slide to mirror the screen. You might also use a Total Physical Response (TPR) for content vocabulary. This can help solidify the knowledge by building an association between a word, a definition, and a movement.
- Incorporate silence. Video conferences can still have moments for think time or for quick-writes or sketches. Simply add a timer and mute all participants to create the silence necessary for students to process the information. This benefits introverts who need personal think time to make sense out of ideas. It can also help students who are learning English to process the language at their own pace.
- Integrate other platforms into the virtual meeting. A virtual meeting does not have to be locked into the specific video conference platform. You can have students attend via video conference but then edit a Google

Document or co-create an infographic or interact with sticky note platforms like Padlet.

- Use breakout rooms strategically. Many video conferences offer breakout rooms for small group discussions. As the instructor, you can set these groups up ahead of time or put them together in the moment. You might be worried about students being social in these small groups. What if they talk about football or Minecraft instead of adaptations or chromosomes? But, honestly, during a time of quarantine, maybe being social isn't such a bad thing. If you create a safe space where students connect, that's a win.
- Use hands-on learning to take it off-screen. You might do a maker project or a scavenger hunt. Or you might have students create sketchnotes. But the idea is to have students engage in a video conference but then go off-screen and return to share what they have found, learned, or created.

Note that you might need to create a set of norms for your meetings. As a class, you can actually negotiate norms and procedures together via the video chat. You'll likely need a process for calling on students or getting each student's attention. But even when they run smoothly, there will be significant challenges in virtual meetings. This is especially true in schools where districts are requiring teachers to live-stream lessons or to do hybrid with students joining for the whole day via video chat. For what it's worth, neither of those approaches employ sound instructional design and often the result of political and community pressure. But as educators, we don't always have control over the context. So, if we teaching virtually, we can choose to be intentional about increasing student interaction in our virtual meetings. And as a result this helps build a cohesive classroom community.

Let's Learn Together!

Source: www.spencerauthor.com

Reimagining Indian Universities- National Education Policy 2020

Introduction

India that is Barath-our sacred Motherland has always been in the forefront in the field of education in the world map. The country has some of the best educational institutions such as IITs and IIMs. Yet one of the challenges our Motherland is facing is education. Our literacy rate was merely 12% in 1947. Through persistent efforts nation has increased it to 74.04% now. Even a literacy rate of 70% means three out of ten people cannot read. In absolute numbers, in a population of 1.3 billion, over 400 million cannot. Though we have some of the best educational Institutions at different levels, studies by Acer shows that a shocking number of students in the eighth standard cannot even solve fifth class problems in Mathematics!

Imaging The System

In the light of this, Government and all concerned have to constantly think and act for imaging Indian education system and the result is National Education Policy 2020. Let us have a look at it.

National Education Policy 2020

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive

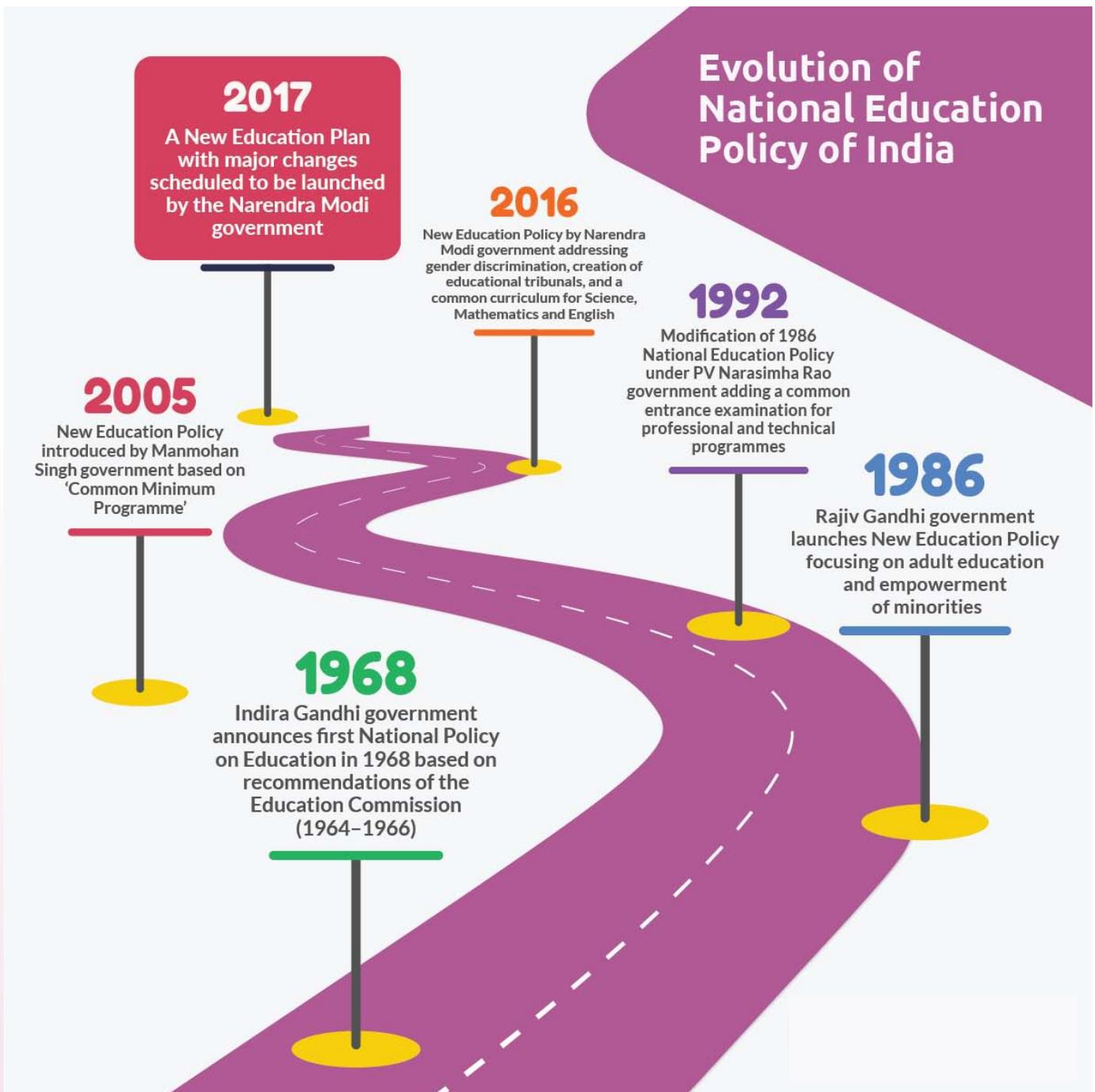
capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such

Fresh focus Key differences between the existing system and the NEP recommendations

Current system	Draft policy recommendations
<ul style="list-style-type: none">■ RTE covers Class 1 to Class 8■ Anganwadis, preschools cover 3 to 6 age group■ Focus on health and nutrition in anganwadis■ Rote learning, formal teaching in preschools■ WCD Ministry oversees anganwadi system	<ul style="list-style-type: none">■ RTE from preschool (age 3 onwards) till Class 12■ Integrated primary school framework from age 3 to 8■ Anganwadis, preschools to be linked to local primary schools■ Focus on play and discovery-based learning■ MHRD to oversee educational aspects





as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and

navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the center of the fundamental reforms in the education system. The new education

policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system – basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and Under represented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.



Challenges Ahead

What are the challenges currently facing India's higher education system?

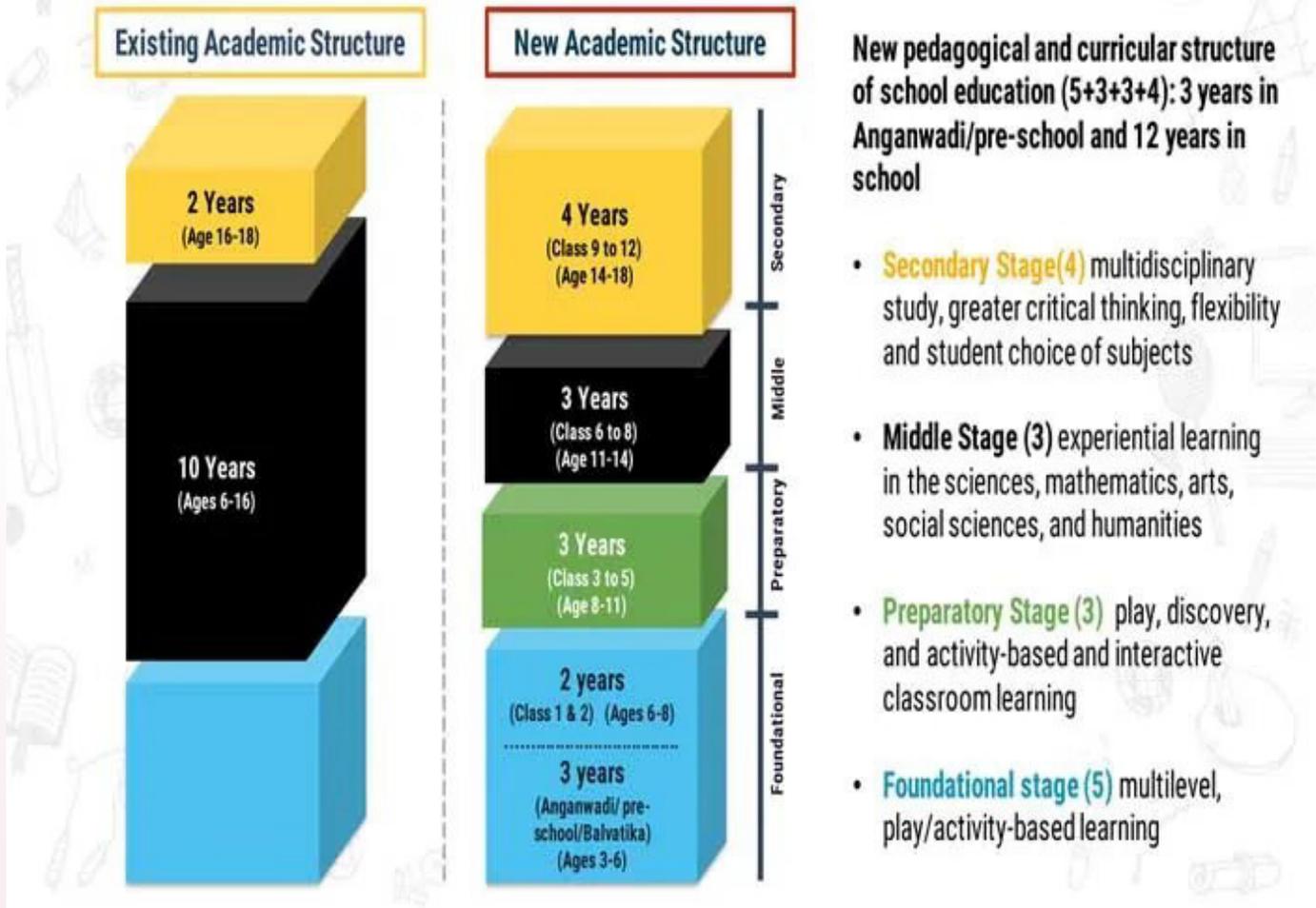
India faces a number of challenges at the current time in the attainment of the above key goals of higher education.

Fragmentation of the higher education system: India has over 800 universities and approximately 40,000 colleges, reflecting the overall severe fragmentation and small size of HEIs currently in the country. Remarkably, over 40% of all colleges in the country run only a single program, far from the multidisciplinary style of higher education that will be required in the 21st century. In fact, over 20% of colleges have enrolment below 100, while only 4% of colleges have enrolment over 3000 (AISHE 2016-17). To make matters worse, thousands of the smaller colleges hardly have any teaching faculty at all, and there is little or no education taking place – thus affecting everely the integrity of the higher education system in the country. This fragmentation of the system leads directly to severe sub optimality on various fronts: resource utilization, the range and number of programs and disciplines, the range and number of faculty, and the ability to carry out high-quality multidisciplinary research.

Too many silos; too much early specialization and streaming of students into disciplines: India's higher education has developed rigid boundaries of disciplines and fields, along with a narrow view of what constitutes – and silos violate the basic requirement of good higher education.

Lack of access, especially in socio-economically disadvantaged areas: Accessing higher education has significantly improved in the past few decades, but is still not sufficient to reach all our young citizens; equity in and quality of education still remain a big challenge as pointed out in the beginning. While the GER of higher education has risen over the last several years, to around 25%, and notable progress

Transforming Curricular & Pedagogical Structure



has been made, this Policy aims for GER to reach 50% by 2035, in order to fulfill the aspirations of our youth and to form the basis for a vibrant society and economy. This implies more than doubling enrolment, from the present base of 35 million students, and including increased opportunities and access for students from socio-economically disadvantaged backgrounds and areas.

Autonomy

Lack of teacher and institutional autonomy: The lack of teacher autonomy has led to a severe lack of faculty motivation and scope for innovation. In order for faculty members and institutional leaders to innovate and explore in their teaching,

research, and service, they must have the individual autonomy that allows them to do so. In particular, the system of affiliated colleges which are required to follow a central syllabus, curriculum, pedagogy, and text book makes it very difficult to provide teachers with such autonomy. In the same manner, most institutions and institutional leaders are unable to take bold and innovative steps to enhance their educational offerings or

research related and community outreach programs, because they too do not have the academic, administrative, or financial autonomy to do so.

A final challenge in recent years is that the very word 'autonomy' has come to mean 'reduction of public

TRANSFORMING INDIA

'NATIONAL EDUCATION POLICY 2020'

Contributing to an equitable and vibrant knowledge society, by providing high-quality education to all



funding', when the true meaning of the word could not be further from this. 'Autonomy' must mean the freedom to innovate, to compete, to cooperate, to govern more locally, to optimise resources given one's direct local knowledge of circumstances and opportunities, to break silos, and to excel.

Long Term Perspectives

In the long term (by 2040), the Indian higher education system will consolidate into a far smaller number of institutions, across the three Types of HEIs, but the average size of these institutions will be much larger than the average size today; this will help increase resource efficiency, multidisciplinary capacity and quality, as well as GER.

All types of institutions must be equitably distributed across the states and regions. Liberal education and programs/departments/schools of higher education institutions: A liberal education approach will be

the basis of under graduate education in all fields and disciplines at the undergraduate level, including professional education. The notion of 'streaming', where science, arts, and vocational students are separated, based on their academic performance, majors, interests, or any other such criteria, will end. Courses across all subjects will be available for all students across majors.

All HEIs, including all universities (Type 1 and 2), shall be required to offer liberal education undergraduate programs. All universities shall also offer the four-year teacher education programs, to enable the preparation of outstanding school teachers; many colleges will also aim to establish the same. All Type 1 and 2 HEIs will offer graduate programs. HEIs will offer programs and majors across the basic disciplines and fields, and also in interdisciplinary areas. They will also innovate and develop relevant programs for emerging areas of study, including areas of application.

To enable these programs, the HEIs will establish quality departments and schools across all basic disciplines and fields, particularly languages, social sciences, humanities, physical sciences, education, mathematics, arts, music, sports, etc., and also in application fields such as engineering, medicine, pharmacy, agriculture, forestry, etc.

We have just seen a small portion of the policy suggested by, the K. Kasturirangan Committee has produced the policy document drawing inputs from the T.S.R. Subramanian Committee report and the Ministry of Human Resource Development (MHRD).

Having got a general idea about NATIONAL EDUCATION POLICY with particular reference to University education, now let us see some aspects and steps for REIMAGING the Indian Universities:

Reimaging

Reimaging accordingly is remaking within the possible limits of reality!

1. Fundamental requirement of good image of any university depends largely on sound fund availability at any time for eternity for capital and revenue expenditure- from the Government, Society and students.
2. Infrastructure- buildings- ideal class rooms, staff rooms, Labs. and Libraries, indoor games, open stadiums, auditoriums for cultural and literary activities.
3. LECTURERS AND PROFESSORS including the PRINCIPAL Well qualified and well equipped with knowledge with dedication and devotion to the cause of UNIVERSITY Education.
4. Students really interested in education and not in acquiring DEGREES/DIPLOMAS!
5. Parents who are genuinely interested in the education of their wards- not for getting some degree or other for the purpose of

getting into some employment but for the enrichment of their knowledge of the chosen subject.

6. For every subject, well equipped library with addition of latest books published in all over the world.
7. Teaching and administrative staff should be remunerated adequately keeping in mind their duties, responsibilities and their execution of the same so that they are not tempted to go in for greener pastures.
8. Facility for research not necessarily for M Phil/Ph.D. –but as a matter of individual’s interest with the help of a qualified and interested guide.
9. Vice- chancellors have to be selected very carefully without allowing any favoritism or prejudice.
10. Pro-Chancellors have to take adequate interest in the proper functioning of the Universities.

Conclusion

Any work done with utmost devotion has to yield good results. Time will show! Let us wait!

Mr. N V Subbaraman

A bilingual poet, writer, trainer, translator, thinker and speaker from Chennai Mr. N. V. Subbaraman has written 36 books. His paper, "Valluvam inspired Mahatma Gandhi," was approved for presentation in the international Tirukkural Conference held in Washington, USA. His translated works include Thirukkural, Bharathiyar's Kuyilpattu and Ramana Maharishi's Aksharamanmalai. He was formerly the Deputy zonal Manager, LIC of India.



Prosecution Immunity & Penalty Waiver for Companies

It is a testing time for all businesses across the world on account of the Coronavirus lockdown. We are all working from home and available to support our clients.

In an effort to give a fresh start to existing companies and LLPs, the Government has unveiled schemes for compliance regularization. The scheme will provide complete penalty waiver and prosecution immunity for the Directors & promoters. Hence, we request you to use this golden opportunity to regularize any pending compliance at the earliest.

Companies Fresh Start Scheme 2020

Companies can file all overdue compliance without any penalty, get immunity from prosecution under this scheme. Lapses in Auditor appointment, MCA annual return filing and other statutory filings can now be done without any penalty. Further, once the compliance is regularized, the Directors can continue to maintain compliance or file for dormant status or apply for strike-off. If compliance is not regularized under this scheme, prosecution may be initiated by the Registrar against defaulting companies. Companies that avail benefit under the scheme will be provided a discharge certificate from prosecution. (Know more)

LLP Settlement Scheme

Similar to the Fresh Start scheme, LLPs that have defaulted in any compliance like filing of LLP

agreement, Annual Return, etc., can file overdue returns without any penalty under the LLP Settlement Scheme 2020. Prosecution immunity and penalty waiver for LLPs is available.

DIN KYC Compliance

Finally, DIN holders marked as 'Deactivated' due to non-filing of DIR-3KYC/DIR-3 KYC-Web are now allowed to do the compliance without any penalty and regularize compliance.

Regularizing compliance for a defaulting company or LLP involves various steps including bookkeeping, preparation of accounts, reconciliation of data, obtaining NOC in some cases, preparation of board resolutions, signing of annual return, filing of returns and more for each year of operation. Hence, we request you to begin the compliance regularization process at the earliest to ensure the timelines provided in the scheme are met. Failure to meet the scheme deadline could lead to penalty in lakhs and further action.

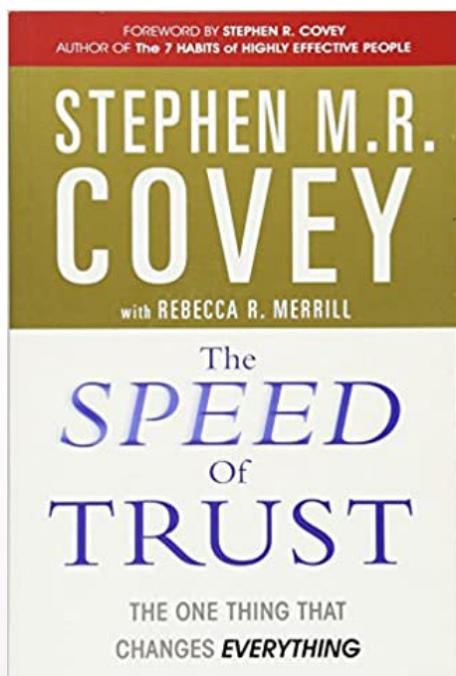


Book Review

The Speed Of Trust

By

Stephen M R Covey



Published by FREE PRESS,
1230 Avenue of the Americas,
NEW YORK, NY 10020.

This New York Times Bestseller has a Foreword by Mr Stephen R Covey, author of The 7 Habits of Highly Effective People and the Father of the present author- Stephen M.R. Covey.

A lot of CEOs, Business Authorities, Marketing Authorities, Media Authorities, Government, Education and Healthcare Authorities, Personal and

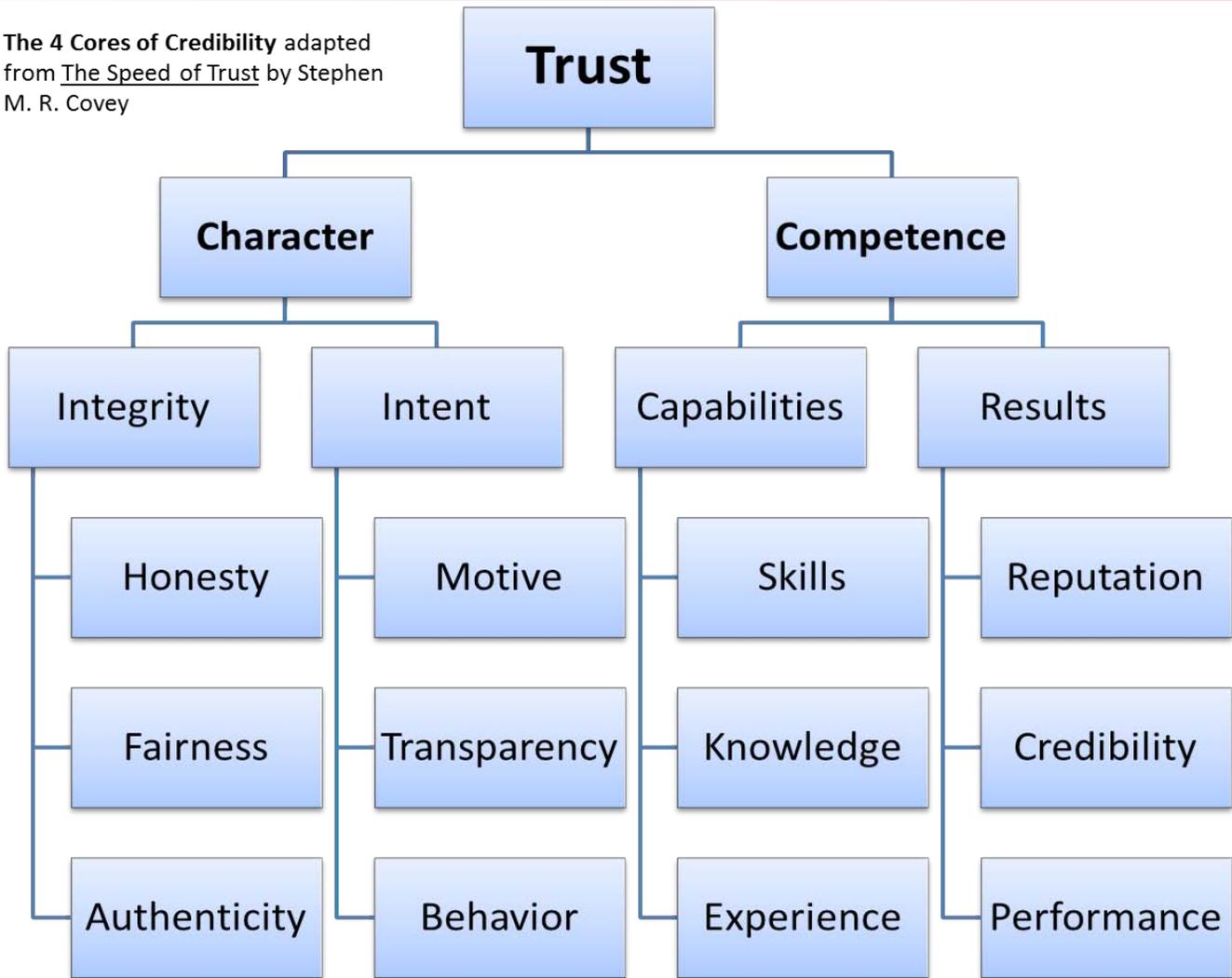
Professional Development Authorities, Learning and Human Resource Authorities have given their high opinions about this book.

Mr Stephen R Covey has appreciated this book because it works on the roots, it's deep, practical and comprehensive and it inspires hope.

What is Trust?

Trust means Confidence. The opposite of Trust- Distrust- means Suspicion.

The 4 Cores of Credibility adapted from The Speed of Trust by Stephen M. R. Covey



We all wish to have a High Trust Relationship with our Boss, co-worker, colleague, spouse, children, parents and friends.

You can't have success without trust – says Mr Jim Burke, former Chairman and CEO Johnson & Johnson.

The moment there is suspicion about a person's motives , everything he does becomes tainted, according to Mahatma Gandhi.

On the Organizational level, trust within companies has sharply declines, according to a Research.

At the Employees' level, only 51% of them have trust and confidence in their Senior Management.

Only 36% believe that their leaders act with honesty and integrity.

The number one reason as to why employees leave an organization is their bad relationship with their bosses.

Character and Competence

Trust is a function of two things- Character and Competence.

Character includes your integrity, motive and intent with people.

Competence includes your capabilities, skills, results and your track record.

Both are vital.

A person may be sincere and honest but not good enough to deliver fruitful results, which are important in a given project.

Similarly a person may have great skills and his results are always satisfactory, but this person's credentials are slightly doubtful.

So what will you do now?

Well, for certain jobs, the honest person like pertaining to your family members is utilized and the skilled person is selected for certain time bound jobs, where end results are required for short term gains. It is a dilemma, but then the Trust factor decides it. Ethics is foundational to Trust but by itself is insufficient. You can't have trust without ethics but you can have ethics without trust. Trust which encompasses ethics is a bigger idea.

Again, character and competence are both necessary. Character is a Constant; it is necessary for trust in any circumstance. Competence is situational; it depends on what the circumstance requires.

Integrity

Mr Covey defines Integrity as the quality consisting of honesty, congruence, humility and courage, since many people mistake integrity as equal to simple honesty. Thus integrity is much more than only honesty.

Mr Covey has given the example of Mahatma Gandhi for congruence. At one point, Mahatma was invited to speak before the House of Commons in England. Using no notes, he spoke for two hours and brought an essentially hostile audience to a rousing standing ovation. Following his speech, some reporters approached his Private Secretary Mr Mahadev Desai and asked as to how Gandhi could speak for two hours without any notes. Mr Desai responded-

What Gandhi thinks, what he feels, what he says, and what he does are all the same. He does not need notes. You and I, We think one thing, feel another, say a third, and do a fourth, so we need notes and files to keep track.

Regarding humility, a humble person is more concerned about what is right than about being right, about acting on good ideas than having the ideas, about embracing new truth than defending outdated position, about building the team than exalting self, about recognizing contribution than being recognized for making it.

Integrity also includes the courage to do the right thing- even when it is hard. Mr Covey quotes Sherron Watkins, Cynthia Cooper and Coleen Rowley as the three courageous whistle blowers at Enron, WorldCom and FBI respectively, who were honored as TIME magazine's 2002 Persons of the Year.

What is TASKS?

Mr Covey uses the acronym TASKS to explain the various dimensions of the capabilities of person:

- T alents
- A ttitudes
- S kills
- K nownledge
- S tyle.

Talents are our natural gifts and strengths.

Attitudes represent our paradigms- our ways of seeing, as well as our ways of being.

Skills are our proficiencies, the things we can do well.

Knowledge represents our learning, insight, understanding and awareness.

Style represents our unique approach and personality.

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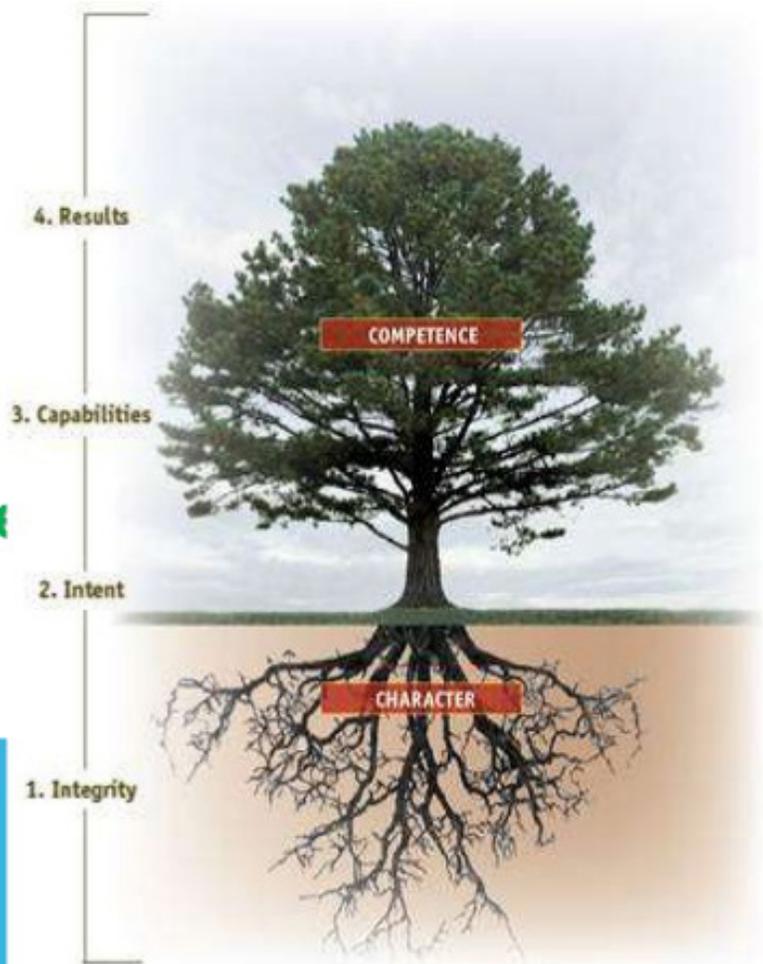
TRUST

Core 1 – Integrity

Core 2 – Intent

Core 3 – Capabilities

Core 4 - Results



These are all parts of what we call our capabilities. They are our means to produce results.

The focus is to develop our TASKS and to match them to the tasks at hand- to create the best possible alignment between our natural gifts, our passions, our skills, knowledge, and the style and the opportunity to earn to contribute, to make a difference.

How to increase your capabilities?

- Run with your strengths and with your purpose
- Keep yourself relevant
- Know where you are going

Mr Covey always advocates the following six objectives for any purposeful Team:

1. To play hard

2. To have fun
3. To be a good sport
4. To be a good team player
5. To learn something and
6. To win.

Please note that “to win” is the last objective in the list.

Not only these, a good team takes responsibility for results- not just activities. This approach unleashes creativity. It helps you understand that if you can't get results one way, you try another way- you don't just sit there and whine.

It's no use saying “We are doing our best.” You have got to succeed in doing what is necessary.

– Winston Churchill.

The Pygmalion Effect

Mr Covey touches upon the Greek Mythology theory- the Pygmalion Effect- to illustrate the power of expectation. In the Greek Mythology, Pygmalion, the king of Cyprus, carved an ivory statue of the ideal woman. He named her Galatea. She was so beautiful that the king fell in love with her. With the help of Goddess Venus, he brought her to life, married her and they lived happily thereafter.

While this phenomenon is commonly called as the Pygmalion Effect, it is also being referred the Galatea Effect or the Rosenthal Effect- Professor Dr Robert Rosenthal conducted a Study- the self fulfilling prophesy, positive self expectancy, confidence, optimism, or just plain faith. In Modern times, it's been made popular through the Musical MY FAIR LADY, a modern Pygmalion story in which a Speech Professor's expectations become the catalyst that inspires the transformation of a Cockney flower girl into a beautiful lady.

The Principle is simple- We tend to get what we expect- both from ourselves and others. When we expect more, we tend to get more. When we expect less, we tend to get less.

"Relationships move at the speed of trust, and social change moves at the speed of relationships."

JENNIFER BAILEY



Aspects of Good Behavior

Talk straight. Tell the Truth. Let the people know where you stand. Use simple language.

Demonstrate integrity. Don't manipulate people or distort facts.

An excellent example of talking straight is Warren Buffet, who writes a management letter every year to his company's Annual Report. His letters are descriptions of things as they really are, without spin. For example, he writes-

I didn't do that job very well last year. My hope was to make several multibillion acquisitions that would add new and significant streams of earnings to the many we already have. But I struck out.

I have made this kind of deal a few times myself- and, on balance, my actions have cost you money.

Another example is Abraham Lincoln, whose ability to inspire trust in others- even in his former rivals- is legendary. He was often described as being ' plainspoken', which is another way of saying he talked straight. Said Lincoln with his characteristic wit " If I were two-faced, would I be wearing this one?"

The opposite of talk straight is to lie or deceive. The U.S Presidential Watergate scandal of the early 1970s is a powerful example of the impact of lying, deceiving and attempting to cover up. When people lie, they destroy trust.

Instead of straight talk, much of the organizational life is filled with ' spin'. This is one of the main reasons why trust is so low in the Corporate circles. That's why when tough changes take place- the layoffs, restructurings or mergers take place- people don't give the benefit of doubt to what the top management says or does.

Demonstrate Respect. Genuinely care for others. Show you care. Respect the dignity of every person.

Show kindness in little things. Don't fake caring. Treat everyone with respect, especially those who can't do anything for you.

The opposite of Demonstrate Respect is not to respect other people. This is showing disrespect- both at work and at home.

The counterfeit of Demonstrate Respect is to fake respect or concern or most insidious of all, to show respect for some- those who can do something for you- and not for all- those who can't. This incongruence is known as the "Waiter Rule". It's based on the idea that you can learn a lot about a person by the way he or she treats the waiter in a restaurant.

Create Transparency. Tell truth in a way people can verify. Get real and genuine. Be open and authentic. Err on the side of disclosure. Don't have hidden agenda. Don't hide information.

The opposite of Create Transparency is to hide, cover, obscure, or make dark. It includes hoarding, withholding, having secrets and failing to disclose. The antonym for transparent is being opaque.

The counterfeit of transparency is illusion, pretending, 'seeming' rather than 'being'. Making things appear different than they really are.

The Internet is a good example of both transparency and illusion.

Right Wrongs. Make things right, when you are wrong. Apologize quickly. Make restitution where possible. Demonstrate personal humility. Don't cover things up. Don't let pride get in the way of doing the right thing.

The opposite of Right Wrongs is to deny or justify wrongs, to rationalize wrongful behavior or to fail to admit mistakes, until you are forced to do so. It involves ego and pride. It's being humbled by circumstance instead of by conscience.

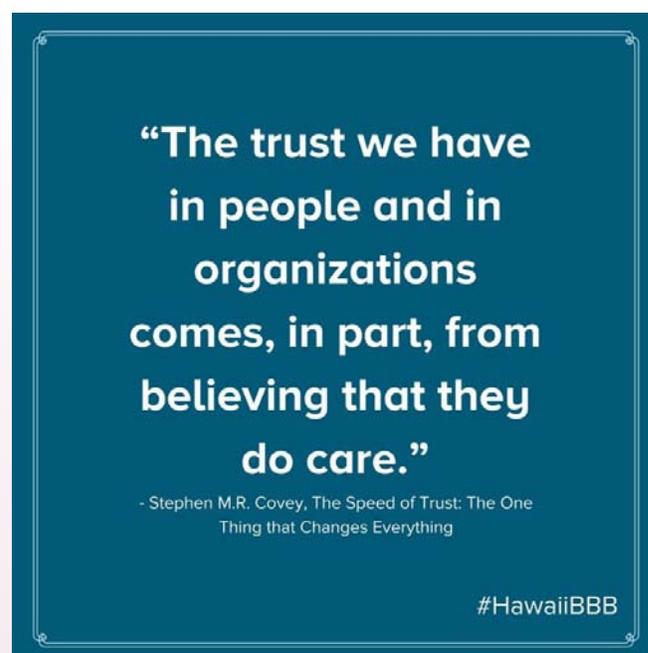
The counterfeit is to cover up, hide a mistake as opposed to repairing it. The counterfeit actually creates a double trust tax- one tax when you make a mistake, and another- usually a far greater tax- when you try to cover it up and get caught. The reality is that everybody makes mistakes. The issue is what you will do about them- whether you will choose the path of humility and courage or the path of ego and pride.

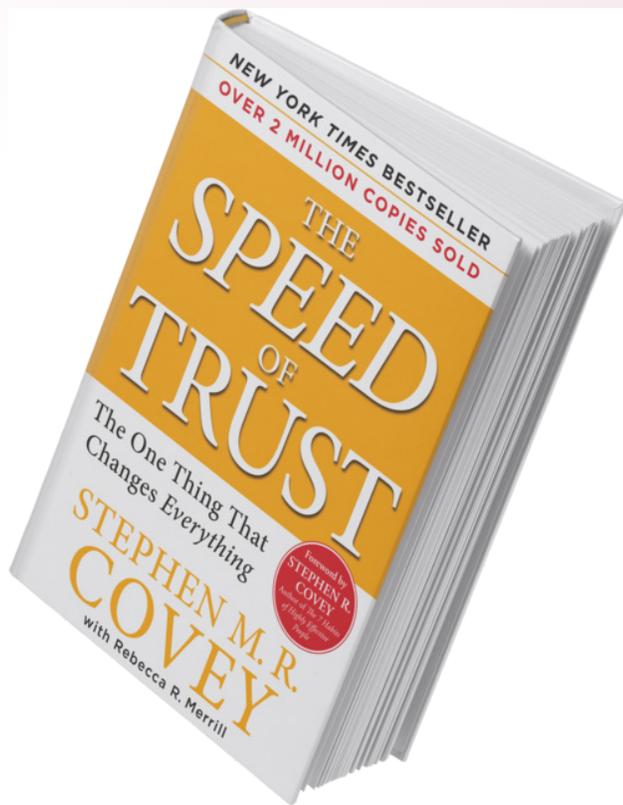
Show Loyalty. Give credit freely. Acknowledge the contribution of others. Speak about people as if they were present. Represent others who are not there to speak for themselves. Don't bad mouth others behind their backs. Don't disclose others' private information.

The opposite of giving credit is to take credit for himself. This creates enormous distrust, not only about the Leader but about the entire Team.

The counterfeit is being two-faced, to appear to give credit to someone, when they are with you, but downplay their contribution and take all the credit yourself, when they are not there.

Deliver Results. Establish a track record of results. Get the right things done. Make things happen.





Accomplish what you are hired to do. Be on time and within budget. Don't over promise and under deliver. Don't make excuses for not delivering.

Get Better. Continuously improve. Increase your capabilities. Be a constant Learner. Develop feedback systems- both formal and informal. Act on the feedback you receive. Thank people for feedback. Don't consider yourself above feedback. Don't assume today's skills and knowledge will be sufficient for tomorrow's challenges.

The opposite of Get Better is entropy, deterioration, resting on your laurels- that's the best way to crush them- or becoming irrelevant.

There are two common counterfeits to Get Better. The first is represented by the 'eternal student', the person who is always learning, but never producing. The second is represented by Author Frank Herbert's observation, "The people I distrust more are those who want to improve our lives, but have only one course of action. It is trying to force-fit everything into whatever you are good at doing."

Confront Reality. Take issues head on, even the "undiscussables". Address the tough directly. Acknowledge the unsaid. Lead out courageously in conversation. Don't skirt the real issues. Don't bury your head in the sand.

Clarify Expectations. Disclose and reveal expectations. Discuss them. Validate them Renegotiate them, if needed. Don't assume expectations are clear or shared.

Practice Accountability. Hold yourself accountable. Others too. Take responsibility for results. Don't avoid or shirk responsibility. Don't blame others when things go wrong.

Listen First. Listen before you speak. Understand. Diagnose. Listen with your ears, eyes and heart. Don't assume that you know all the answers or the questions.

Keep Commitments. Say what you are going to do and do what you said. Make commitments carefully and then keep them. Don't break confidences. Don't try to wriggle out of your commitments by oratory.

Extend Trust. Demonstrate a propensity to trust. Extend trust abundantly to those who have earned your trust. Don't withhold trust because risk is involved.

Mr Covey recommends an Action Plan based on these criteria in implementing any Project.

The Speed of Trust is an absorbing book, recommended for all- both young and old, both entrepreneurs and Corporate Senior officers.

R. Venugopal

Mr. Venugopal has served in LIC of India from 1968 to 2006 for 38 years and retired as an Executive Director.



Improving Quality Of Life Using Vipashyana

Unparallel Technique For Self Management through Meditation

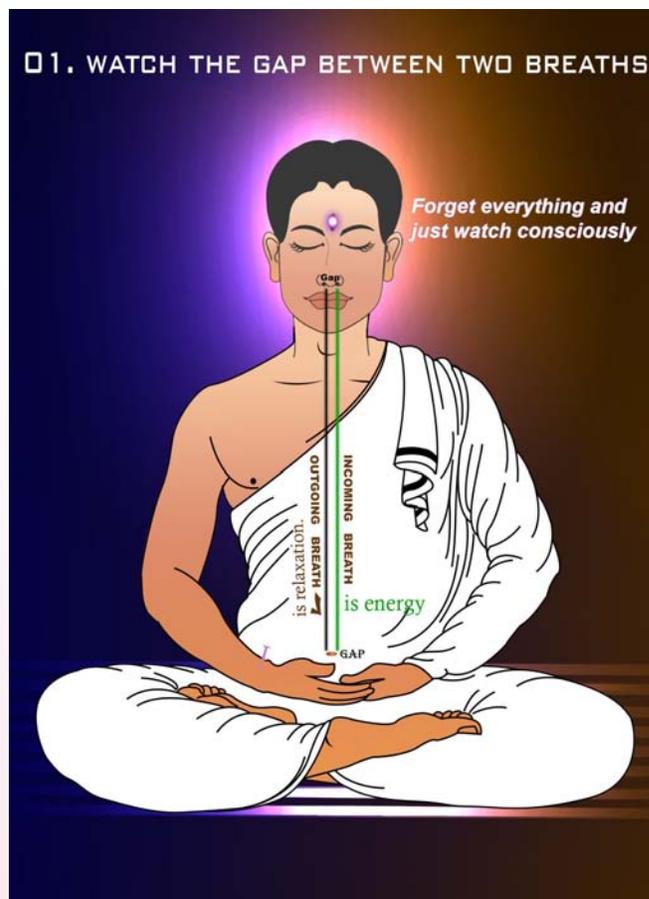
In general meditation brings awareness, harmony and natural order to human life. It awakens intelligence to make life happy, peaceful and creative. The awakening of this creative intelligence is the benediction of meditation. Let me share with you world's most simple but effective meditation technique

My long-standing love for philosophy has often led me to be participant in discourses on religion and philosophy all this while I had unconsciously been on a search for some form of philosophy that was neither ephemeral nor too intellectual. What I was looking for was a more tangible system, a system easy to follow and logical to understand.

One day, in conversation with a friend I came to know of the Vipashyana International academy (Vipashyana Viswa Vidyapith) my curiosity aroused a yearning to be initiated into the ancient form of learning about self excited. I then planned to attend a ten day course at Igatpuri- Vipashyana International Academy's head quarter so that I could learn this art of meditation unique to ancient India.

After reaching Igatpuri railway station, I marched towards a small hill on which this institution is situated. As I started climbing the atmosphere started changing I started gaining different feeling

of having entered a different world- a place where peace was in command. This ashram is close to "Kalsubai" the height peak in Maharashtra and also surrounded by hills. Everything was different about this place. The trees were deep green and in nice shapes blossomed with beautiful flowers & fruits. A heavenly spirit seems to emanate from everything. Seeing all this my mind got filled with unique calmness & became very enthusiastic to learn the Vipashyana technique.



There were about 350 participants, in all, for this course we all were diverse lot of different cast, creed religion & nationality but every one of us was seeking peace, harmony within & around us. Each one of us had a common goal- a pursuit of Vipashyana technique which would lead us to a higher spiritual plane.

We were requested to follow anushasan a method which entailed strict self discipline and avow of total silence for ten days, to be broken only when in doubt for asking for guidance from a teacher no talk amongst the participants even no exchange of gestures. No news papers, no radio, no TV, no computer or phone calls. We were thus totally cut-off from the outside world. Our daily routine used to start at 3.45 am in the morning and after ablutions we would meditate up to 9 pm with three breaks for breakfast, lunch and evening snaks. There were three each one hour Group sittings of meditations which were converted into adishtan (full determination) meditation.

Great emphasis was laid on the understanding of pure dharma, on the practice of “Sheel” (Purity of feeling).”Samadhi” (To remain e-quan’-i-mous,) and “Pradnya” (Rational and unbiased thought) The ‘Acharya’ of the Institution Hon. Satya Narayan Goenkaji asked us repeatedly not to be blind and mindless follower or to be merely intellectually interested in the technique. He wanted us to be true to ourselves and experience the truth of teachings

The Technique

Vipashyana or insight, in pali language is a method that leads to the understanding of one’s real nature and then frees one from un ethical complexes

Benefits of Vipassana

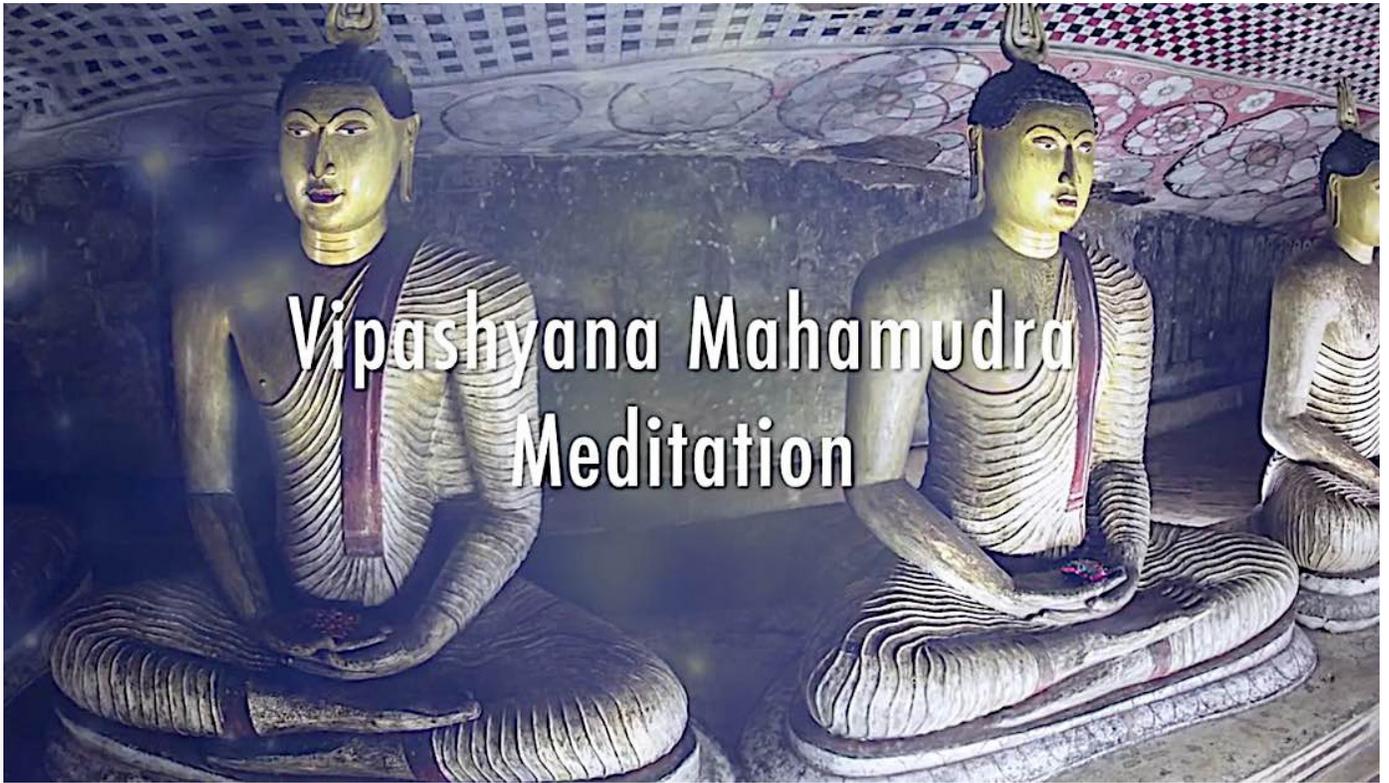
(as reported by Inmates)



- Peace of Mind
- Anger Control
- Dealing with Evil Thoughts
- Optimism towards Future
- Adjustment to Jail Life
- Stress Management
- Dealing with Crime and Past life
- Self Realisation
- Doing Good to Others
- Inward Happiness
- Dealing with feelings of homesickness
- Drugs and Substance Abuse
- Peaceful Sleep

and enables one to live happily and be a creative contributor to society. Vipashyana helps to reach up to the intangible mind with the help of breathing and with a greater awareness of the sensations felt on the body. The mind can be touched with the help of respiration and sensations as they are two sides of the same coin.

The Vipashyana form of meditation is part of India’s ancient culture & heritage. It has its roots & inspiration in Vedas. The great Gautam Buddha rediscovered this technique in his torturous & intense search of the ultimate truth. The system of Vipashyana was in practice once again due to his efforts once again 2500 years ago and was followed few hundred years after during the Golden age of Indian age of Indian history., in the later part of the reign of emperor Ashok. The technique then becomes exoteric and perhaps due to corruption of practice deteriorated and then finally disappeared from India. However fortunately for us this technique was preserved and carefully nurtured in Burma where it continues to servive inits pristine purity.



Buddha's Doctrine

The essence of Buddha's doctrine is that there is nothing in the universe which can be identified as 'me' or 'mine'. There is neither doer nor a sufferer, but merely a flow of phenomena. Hence rise above the feeling of happiness or sorrow and be a witness to the universal flux.

The Buddha identified four functional segments of the psyche. The first is pure consciousness without which the sense organs are lifeless. The second part perceives and recognizes with the help

of past experiences or memories and observes the properties accordingly. The third part evaluates and accepts objects or feelings as pleasant, unpleasant or neutral, while the fourth part reacts and commands the sense organs to act. Human suffering is an outcome of attachment, basically a reaction to perceptible reality. In case we remain in the first state of mind or pure consciousness, the sensations, feeling and attachment will not be identified as ours but as merely part of passing phenomena. The mediator of mindfulness is intended to establish that consciousness in us.

Contemplation of the four noble truths namely, existence of suffering, the root cause of suffering, cessation of suffering, and the path leading to the end of suffering. Cessation of suffering occurs in a still mind free from the flame of desire. Therefore, cultivation of a still mind, not inert but actively aware of happenings, is the key to great liberation.

How to bring this in our day-to-day life is thought in these 10 days of residential courses.



Vipassana



Vipassana, which means to see things as they really are, is one of India's most ancient techniques of meditation. It was taught in India more than 2500 years ago as a universal remedy for universal ills, i.e., an Art of Living. For those who are not familiar with

Modern Source

Acharya Satya Narayanji Goenka the founder & organizer of the Institution known as Vipashayana International Academy at Iganpuri in Maharashtra State is the main spirit in bringing this wonderful & unique technique back to India & spread it to the whole world. In his twenties Goenkaji was a very prosperous businessman in Burma. He however, suffered from periodic attaches of migraine. In his search for a remedy and avoid after effect of heavy use of morfia injections he was introduce to Hon. Sayogi U Ba Khin who taught Goyankaji The Vipashyana way. This method of meditation helped him to gain relief from migraine. Astonishingly for him it led to a path that led him to enlightenment through self

Vipassanā

Insight into the true nature of reality; looking into something with clarity and precision, seeing each component as distinct and separate, and piercing all the way through so as to perceive the most fundamental reality of that thing

Readers are requested to send their management related questions.

IMPACT will get replies from management experts.

**Send your questions to:
impactjournalindia@gmail.com**

Vipassana Technique



Step 1:
**Listen to
Any Mantra**



Step 2:
**Allow Mantra
To Absorb**

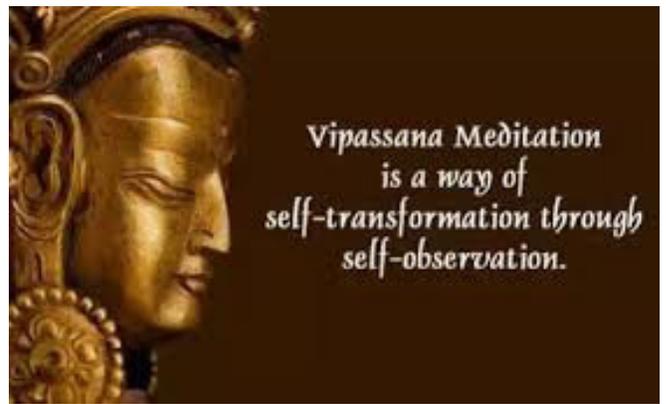


Step 3:
**Appreciate True
Quality Of Life**

**Realize: Reality of Life is Not What
We Perceive with Our Own Eyes.**

realization. In response to the deep desire of Hon. Sayogi U Ba Khin to take 'Vipashyana' back to its mother land India Goenkaji decided to return to India after winding his all business activities in Burma. That time all Vipashyana followers in Burma had belief that 2500 years after Buddha this wonderful & unique technique will go back to its mother land & from there it will spread to the whole world.

Thus the main center was started by Goenkaji at Iगतपुरी and now from this place the Vipashyana has almost spread all over the world. One has to go through a 10 days rigorous course to learn the technique & start practicing it. There is no fee for undergoing this course. The institutions are run entirely on voluntary donations given by old students who have benefited from these courses. Donations from Outsider's i. e. those who are not Vipashyana sadhaks are not accepted. The



accommodation & food provided is of a high quality, simple & nourishing.

My experience of 10 days was unparalleled to any of the experience at other institutions of this kind. I can say with confidence that my thinking process has become absolutely clear. Basically it is a gain of a certain state of mind, an experience that will I am sure be different for every person. If we follow pure Dhamma (Laws of nature) with our bodies, minds and develop equanimity through awareness. Equanimity means perfect detachment. With this we can be on the way to Moksh. Thus this attainment of Moksh or Nirvan is possible right here in this life itself.

All other information & application form for this unique course is available on internet please visit www.vri.dhamma.org

Jayprakash B. Zende

*Consultant in employee
involvement & freelance trainer*



Tat Tvam Asi – You Are That!

Uddalaka had a son called Shvetaketu. When he was twelve, his father said to him, “It is time for you to find a spiritual teacher. Everyone in this family has studied the holy scriptures and the spiritual way.” So Shvetaketu went to a teacher and studied the scriptures for twelve years. He returned home very proud of his intellectual knowledge. His father observed him and said, “My boy, you seem to have a high opinion of yourself; you are proud of your learning. But did you ask your teacher for the spiritual knowledge that enables you to hear the unheard, think the unthought and know the unknown?”

“What is that knowledge, Father?” asked Svetaketu. “Just as by knowing a lump of clay, everything that is made of clay can be known, since any differences are only words, and the essential reality is clay. In the same way, by knowing a piece of gold, all that is made of gold can be known, since any differences are only words, and the reality is only gold.”

Uddalaka responded, “My teachers must not have known this or they would have taught it to me. Father, please teach me this knowledge.”

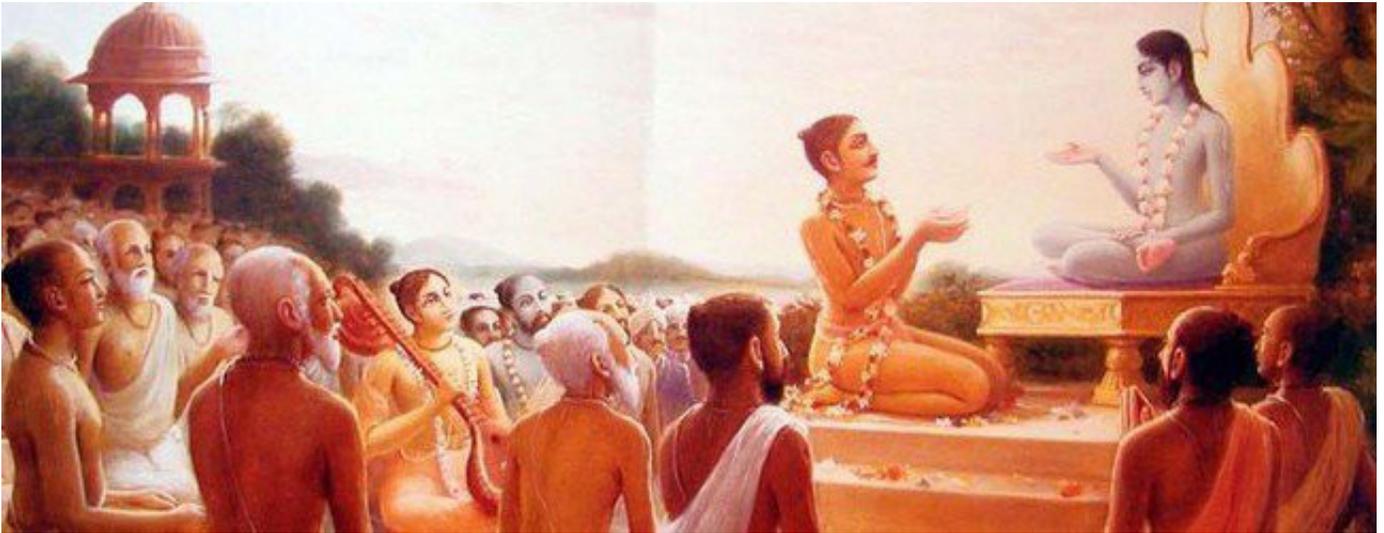
“I will,” replied his father. “In the beginning, there was only Being. Some people claim that in the beginning there was nothing at all and that everything has come out of nothing. But how can this be true? How can that which is, come from that which is not? In the beginning there was only one Being, and that Being thought, ‘I want to be many so I will create.’ Out of this creation came the cosmos. There is nothing in the cosmos that doesn’t come from that one Being. Of everything

that exists, this Being is the innermost Self. He is the truth, the Self Supreme. And you, Shvetaketu, you–are that!”

Shvetaketu asked, “Please teach me more about the Self, Father.”

“Let’s start with sleep. What happens when we sleep? When a person is absorbed in dreamless sleep, he is one with the Self although he doesn’t know it. We say he sleeps but we mean he sleeps in the Self. ‘A tethered bird grows tired from flying in every direction, finding no rest anywhere, and settles down at last on the very same perch on which it is tied. In the same way the mind, tired of wandering around here and there settles down at last in the Self, its life and breath, to which it is bound. All creatures have their source in that Being. He is their home; He is their strength. ‘When a man is dying, speech folds into mind, mind folds into life,





life dissolves into light, and his light merges into that one Being. That Being is the seed, the truth, the Self, and you, Shvetaketu, you—are that!”

“Please tell me more, Father.”

“My son, bees make honey by gathering nectar from many flowers to make their honey, so no one drop of honey can say that it came exactly from one specific flower. You can’t identify the juice of one particular flower in the honey. And so it is with creatures like us who merge in that Being, whether in sleep or death.

And as the rivers that flow from the east to the west merge in the sea and become one with it, forgetting that they were ever separate rivers, so all creatures lose their separateness when they merge into pure Being. Whatever creature it may be – tiger, lion, wolf, boar, mosquito, worm – it only becomes aware of a particular life when it is born into it or is awake.

If you strike at the root of a tree, it bleeds but still lives. If you strike at the trunk, the sap oozes, but the tree lives on. The Self as life fills the tree and supports it; it flourishes in happiness gathering food through its roots. However, if life departs from one branch, that branch withers, and when life leaves the whole tree, the entire tree withers. Remember my son, your body dies, but your Self does not.”

Uddalaka told Shvetaketu to bring him a piece of fruit from a nearby banyan tree and to break it open. Shvetaketu did and said, “There are seeds inside, all very small.”

“Now break one of the seeds and tell me what you see.”

“Nothing, Father.”

Uddalaka said, “My son, this great banyan tree has grown from a seed so small that you cannot see it. Believe me, an invisible and subtle essence is the Spirit of the whole universe. Now, take this salt and put it in some water and bring it to me tomorrow morning.”

The next morning Shvetaketu looked for the salt but couldn’t find it because it had dissolved. Uddalaka asked his son to taste the water. “Salty,” he said, adding “the salt will always remain in the water.”

“That’s right. The salt permeates the water, just like the Self. Even though we cannot see it, the Self is within all things and there is nothing that doesn’t come from Him. This invisible and subtle essence is the Spirit of the whole universe. That is reality. That is truth. And you, Shvetaketu, you—are that!”

--From Chandogya Upanishad
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