



# Lecture 15

## 'Respect' – as the Right Evaluation

Part II

# Respect: Right Evaluation – on the basis of the Self

## 1. Purpose लक्ष्य

- I want to live with continuous happiness & prosperity
- The other also wants to live with continuous happiness & prosperity

**Our purpose is same (on the basis of Natural Acceptance)**

## 2. Program कार्यक्रम

- My program is to understand and to live in harmony at all levels of being
- The program of the other is also to understand and to live in harmony at all levels of being (Individual, family, society and nature/existence)

**Our program is same**

## 3. Potential क्षमता

- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in me.  
I am endowed with Natural Acceptance
- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in the other.  
The other is also endowed with Natural Acceptance

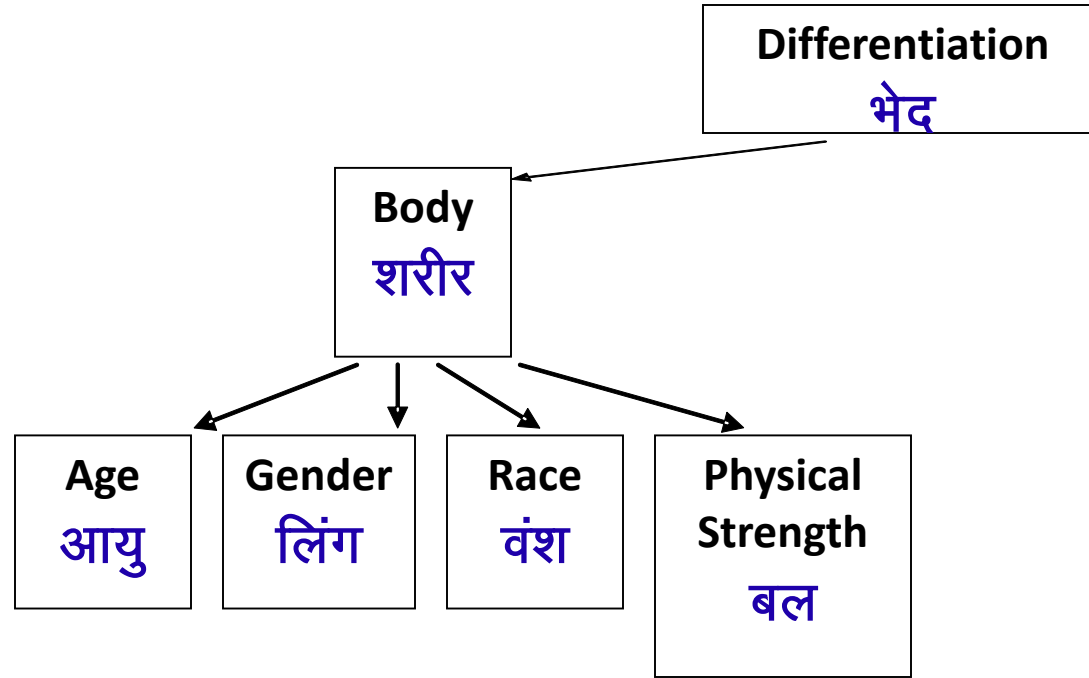
**Our potential is same**

MINIMUM CONTENT of RESPECT



**The Other is Similar to Me**

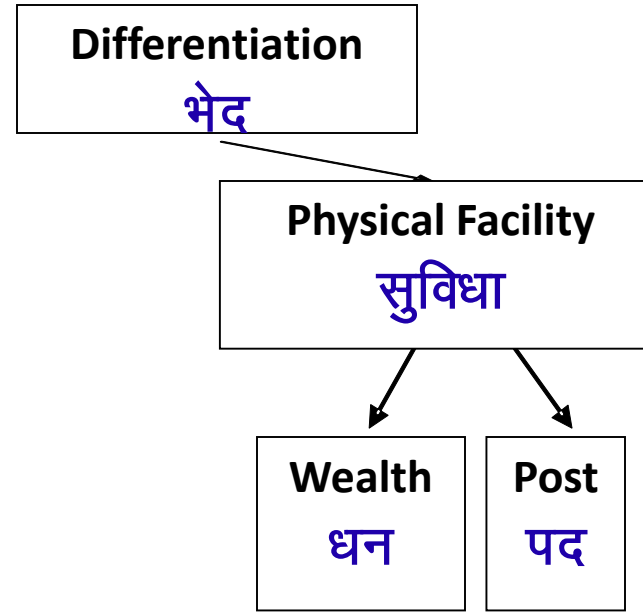
**दूसरा मेरे जैसा है**



The Gross Misunderstanding is  
“Human Being = Body”

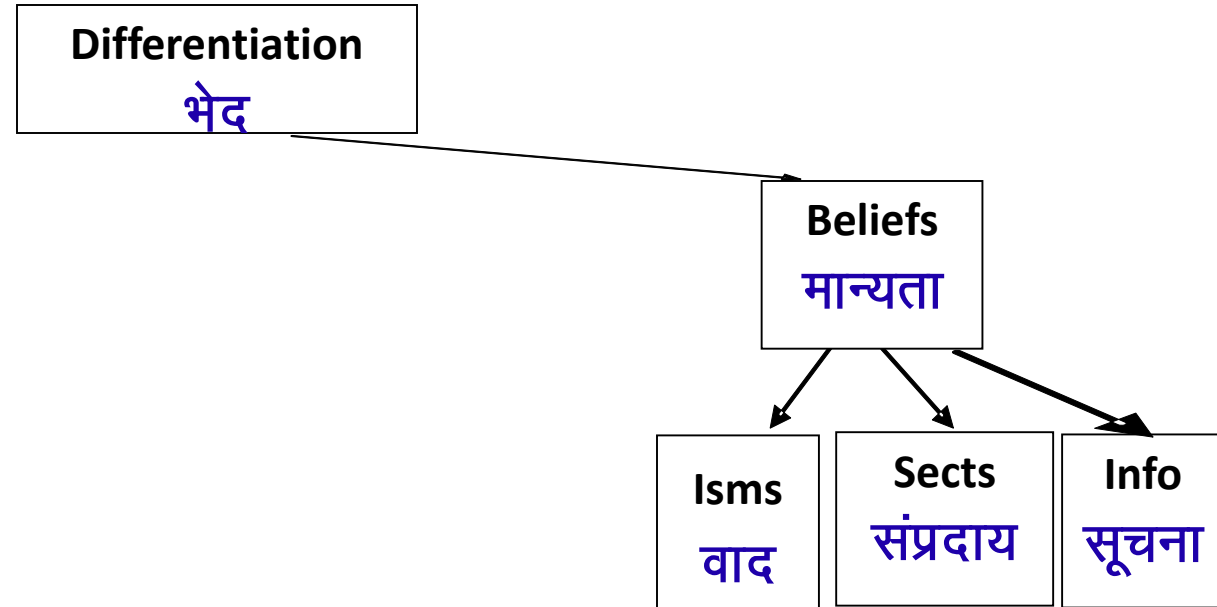
While the reality is  
“Human Being is co-existence of Self & Body”





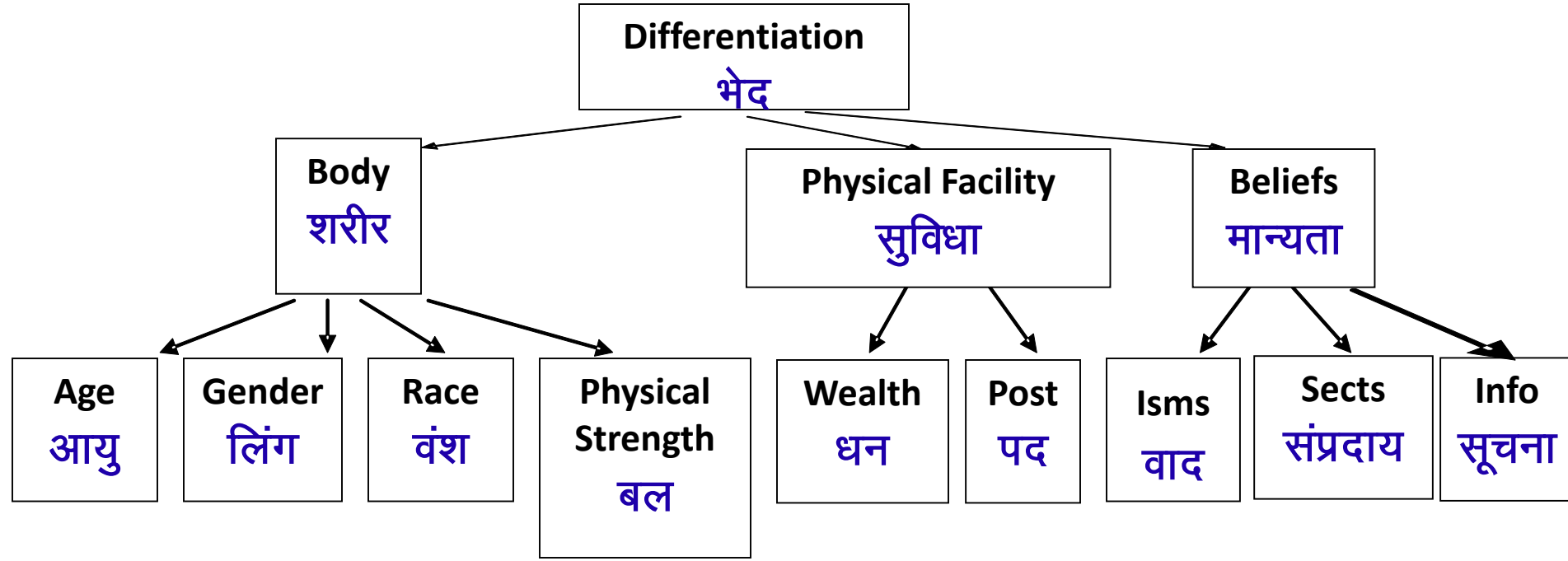
The Gross Misunderstanding is  
“Physical Facility = Happiness”

While the reality is  
“Happiness is being in a state of Harmony”



The Gross Misunderstanding is  
“If the pre-conditioning of the other matches  
my preconditioning, then the other is like me”

While the reality is  
“Every Human Being is like me”



Differentiation = Disrespect

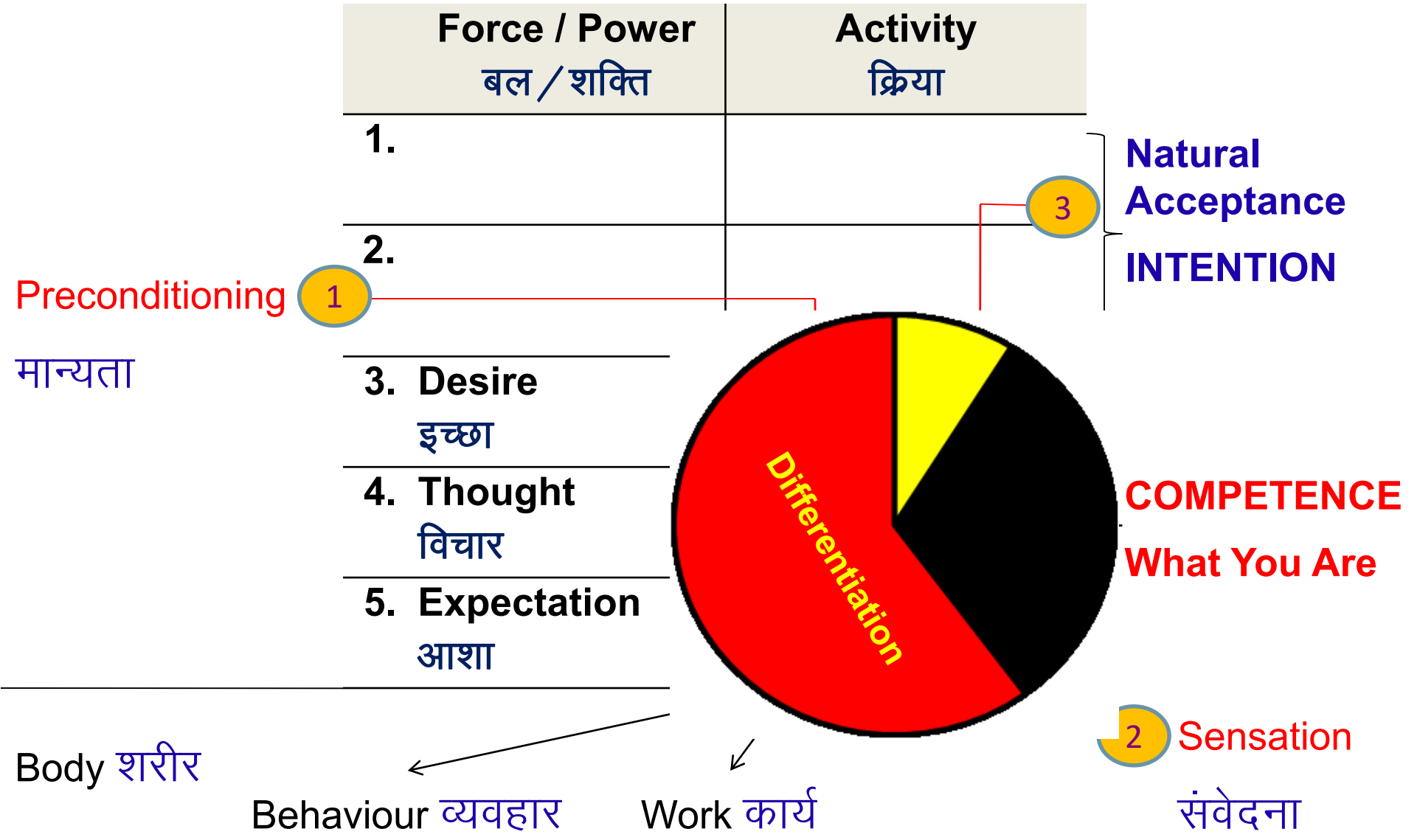
Not Naturally Acceptable... Opposition, Movements...

भेद = अपमान

सहज स्वीकार्य नहीं होता... विरोध... आन्दोलन...



Preconditioning: “I am special, unique, different from the other”



# Minimum Content of Respect: The Other is Similar to Me

## 1. Purpose लक्ष्य

- I want to live with continuous happiness & prosperity
- The other also wants to live with continuous happiness & prosperity

**Our purpose is same (on the basis of Natural Acceptance)**

## 2. Program कार्यक्रम

- My program is to understand and to live in harmony at all levels of being
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**Our program is same**

## 3. Potential क्षमता

- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in me.  
I am endowed with Natural Acceptance
- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in the other.  
The other is also endowed with Natural Acceptance

**Our potential is same**

MINIMUM CONTENT of RESPECT



**The Other is Similar to Me**

**दूसरा मेरे जैसा है**



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

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



## The Other is Similar to Me

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

If the other has more understanding, is more responsible than me

- I am committed to understand from the other

If I have more understanding, I am more responsible than the other

1. I live with responsibility with the other, unconditionally, unperturbed by the behaviour of the other
2. I am committed to facilitate understanding in the other (once the other is assured in relationship, and not before that)



COMPLETE CONTENT of RESPECT

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

## Take-away re. Respect

### The feeling of Complementariness

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

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

e.g. a person at a higher post can take responsibility for harmony of the larger order, for the development of more people...

With the feeling of complementariness, other feelings naturally follow

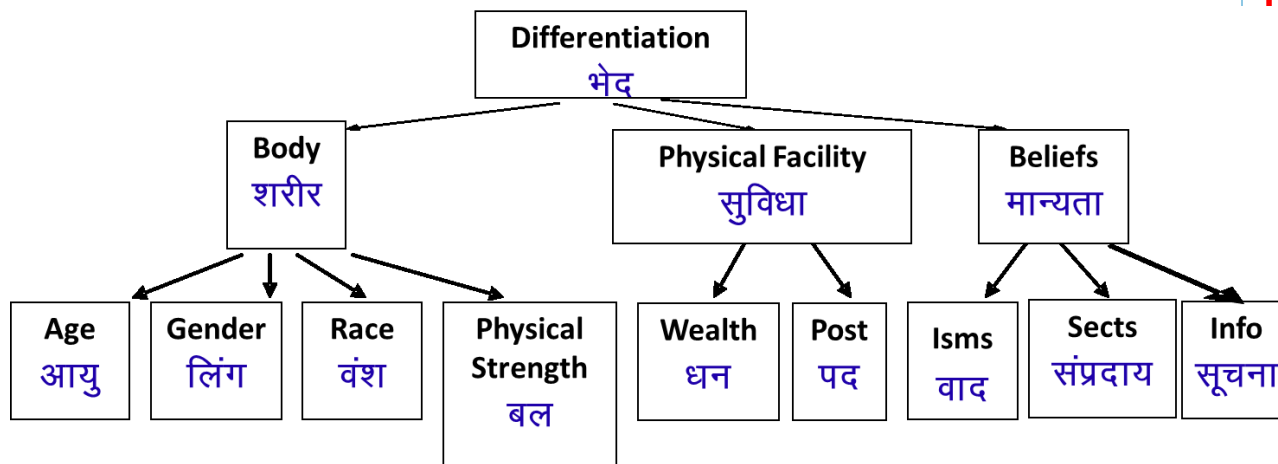
# Differentiation

I evaluate on the basis of body, physical facility or belief (preconditioning). I compare, compete, differentiate...

I am different from the other

**We are competitors**

I make effort to accentuate the difference, to manipulate, exploit the other



# Respect – on the basis of Self

1. Our purpose (Natural Acceptance) is same
2. Our program is same
3. Our potential is same

The other is similar to me

**We are complementary to each other**

If the other has more understanding than me

- I am committed to understand from the other

If I have more understanding

1. I live with responsibility with the other
2. I am committed to facilitate understanding in the other (once the other is assured in relationship, and not before that)

Respect = Right Evaluation (with a feeling of trust on intention)

Under evaluation, over evaluation or otherwise evaluation is disrespect

Differentiation is disrespect

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

The only difference is in our level of understanding (how much of our desire, thought and expectation is on the basis of our Natural Acceptance)

**If the other has more understanding**, he is more responsible than me

- I am committed to understand from the other

**If I have more understanding**, I am more responsible than the other

- I live with responsibility with the other, unconditionally, unperturbed by the behaviour of the other
- I am committed to facilitate understanding in the other  
(once the other is assured in relationship, and not before that)

## Practice Session after Lecture 15

1. List out ten or more of your interactions with other people in your family and friends in the last one week. Now analyse these interactions:
  - a. From your side, was it over-evaluation, under/ otherwise evaluation or right evaluation of the other? In each interaction, were you comfortable within, uncomfortable within or unaware of your state?
  - b. Did they evaluate you rightly or they over evaluated or under/ otherwise evaluated you? In each interaction, were you comfortable within, uncomfortable within or unaware of your state?
2. Study the chart regarding differentiation (discrimination) and regarding respect (on the basis of the Self). Where has most of your effort been? Where would you like to put in your effort now? What effort, if any, is required from your side now?

## Expected Outcome

- The students are able to see that respect is the right evaluation (of intention and competence). Only right evaluation leads to fulfillment in relationship. Over evaluation leads to ego and under/ otherwise evaluation leads to depression.
- They are able to see that many present-day problems in the family and society are side-effects of the lack of correct understanding of respect. This results into differentiation (discrimination) such as gender bias, generation gap, caste conflicts, class struggle, domination through power, communal violence, clash of interests, and so on.
- Once they can see beyond the superficial differences at the level of body, physical facility, beliefs etc., they are able to see that the other is like me (at the level of the Self):
  - The other has the same natural acceptance as me.
  - The other has the same potential as me.
  - The other has the same programme for happiness as me.



# FAQs for Lecture 15

'Respect' – as the Right Evaluation

# Questions

- If my boss asks me do something unethical then how do I define my complementarity with him?
- I can see it is important to understand and help others to understand. How would I know if the other has more understanding than me or less understanding than me?
- You are saying don't differentiate. How can my behaviour be the same for all. Like with my boss and sweeper?
- ...







# Self Reflection