



# VEMU INSTITUTE OF TECHNOLOGY

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Three B.Tech Programmes ( CSE, ECE & EEE ) are accredited by NBA, New Delhi

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## (20A52201) UNIVERSAL HUMAN VALUES

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# Course Objectives:

The objective of the course is fourfold:

- Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
- Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
- Strengthening of self-reflection.
- Development of commitment and courage to act.

# Course Outcomes:

CO	Description	Blooms Level
CO1	Understand and analyze the fundamentals of human values, self exploration, continuous happiness and prosperity.	02
CO2	Evaluate coexistence of the “I” with the body.	06
CO3	Identify and evaluate the responsibility of harmony in family, society and universal order.	03
CO4	Understand and associate the holistic perception of harmony at all levels of existence.	02
CO5	Identify and Develop appropriate technologies and management patterns for friendly and eco-friendly production systems.	03

# **Unit- 1**

- **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**
- Purpose and motivation for the course, recapitulation from Universal Human Values-I
- Self-Exploration—what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation as the process for self-exploration
- Continuous Happiness and Prosperity- A look at basic Human Aspirations
- Right understanding, Relationship and Physical Facility- the basic requirements for fulfillment of aspirations of every human being with their correct priority
- Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
- Method to fulfill the above human aspirations: understanding and living in harmony at various levels.
- Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking

# **Unit- 2**

- **Understanding Harmony in the Human Being - Harmony in Myself!**
- Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’
- Understanding the needs of Self (‘I’) and ‘Body’ - happiness and physical facility
- Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer)
- Understanding the characteristics and activities of ‘I’ and harmony in ‘I’
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health.
- Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one’s own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

# **Unit- 3**

- **Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship**
- Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfillment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
- Understanding the meaning of Trust; Difference between intention and competence
- Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
- Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.
- Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives

## **Unit- 4**

- **Understanding Harmony in the Nature and Existence - Whole existence as Coexistence**
- Understanding the harmony in the Nature
- Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
- Holistic perception of harmony at all levels of existence.
- Include practice sessions to discuss human being as cause of imbalance in nature (film “Home” can be used), pollution, depletion of resources and role of technology etc.

# **Unit- 5**

- **Implications of the above Holistic Understanding of Harmony on Professional Ethics**
  - Natural acceptance of human values
  - Definitiveness of Ethical Human Conduct
  - Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
  - Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
  - Case studies of typical holistic technologies, management models and production systems
  - Strategy for transition from the present state to Universal Human Order:
    - a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    - b. At the level of society: as mutually enriching institutions and organizations Sum up.
  - Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

# **Text Books & References**

- **Textbooks:**
- R R Gaur, R Asthana, G P Bagaria, “A Foundation Course in Human Values and Professional Ethics”, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
- R R Gaur, R Asthana, G P Bagaria, “Teachers’ Manual for A Foundation Course in Human Values and Professional Ethics”, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

# Text Books & References

- **Reference Books:**
- Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantak, 1999.
- N. Tripathi, "Human Values", New Age Intl. Publishers, New Delhi, 2004.
- The Story of Stuff (Book).
- Mohandas Karamchand Gandhi "The Story of My Experiments with Truth"
- E. F Schumacher. "Small is Beautiful"
- Slow is Beautiful –Cecile Andrews
- J C Kumarappa "Economy of Permanence"
- Pandit Sunderlal "Bharat Mein Angreji Raj"
- Dharampal, "Rediscovering India"
- Mohandas K. Gandhi, "Hind Swaraj or Indian Home Rule"
- India Wins Freedom - Maulana Abdul Kalam Azad
- Vivekananda - Romain Rolland(English)
- Gandhi - Romain Rolland (English)

# Understanding the Need, Basic Guidelines, Content & Process for Value Education

# Content of this Session

Values, Human Values

Education – Values and skills

Complementarity of the Two

Primacy of Value Education

Need of Value Education

Guidelines

Content

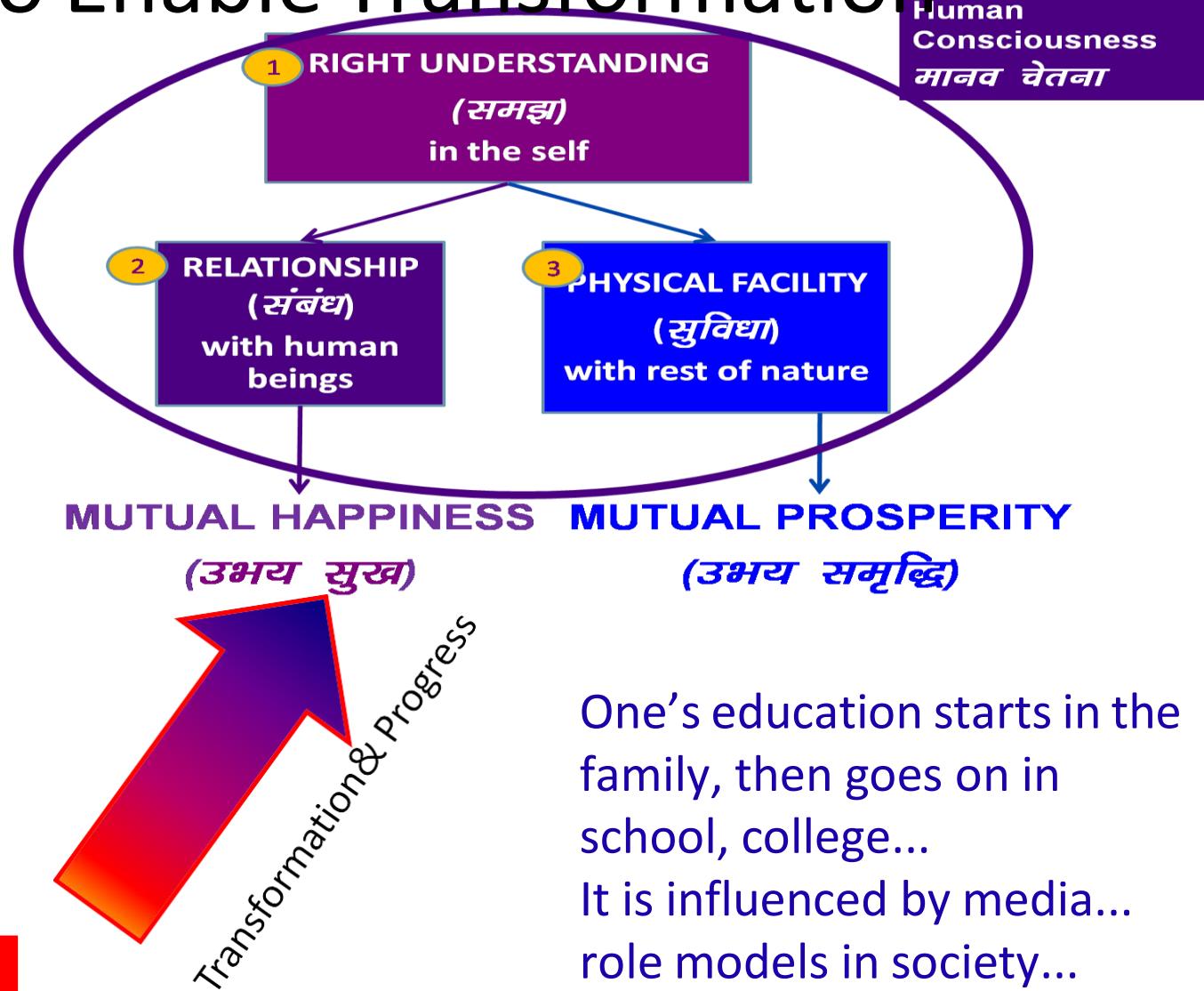
Process

# Role of Education – To Enable Transformation

The role of education is

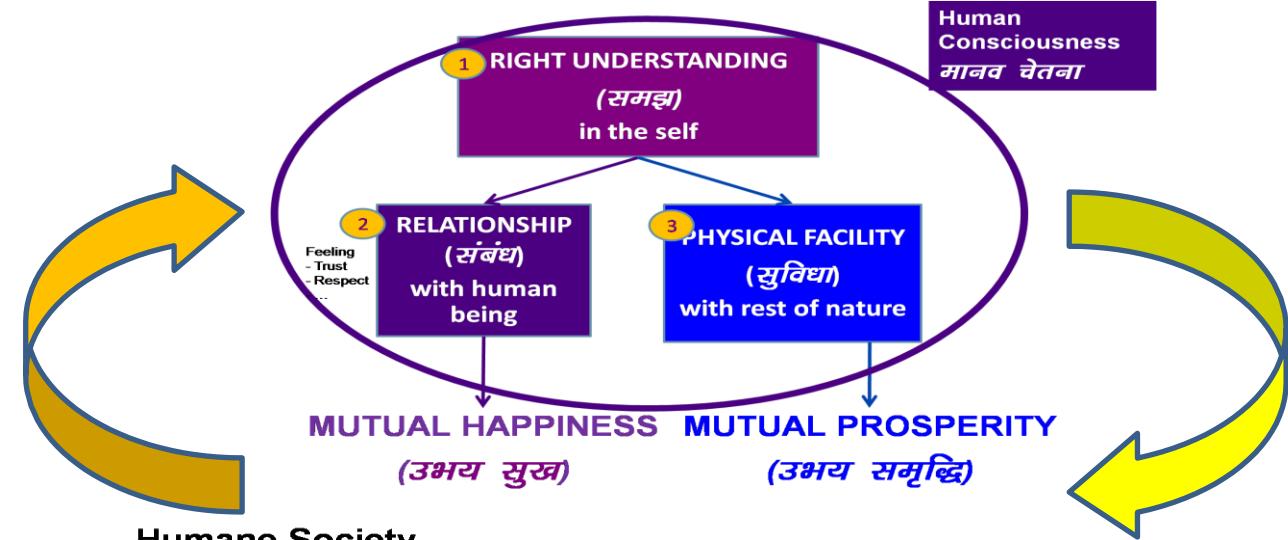
To enable the transformation to human consciousness

To facilitate the development of the competence to live with definite human conduct

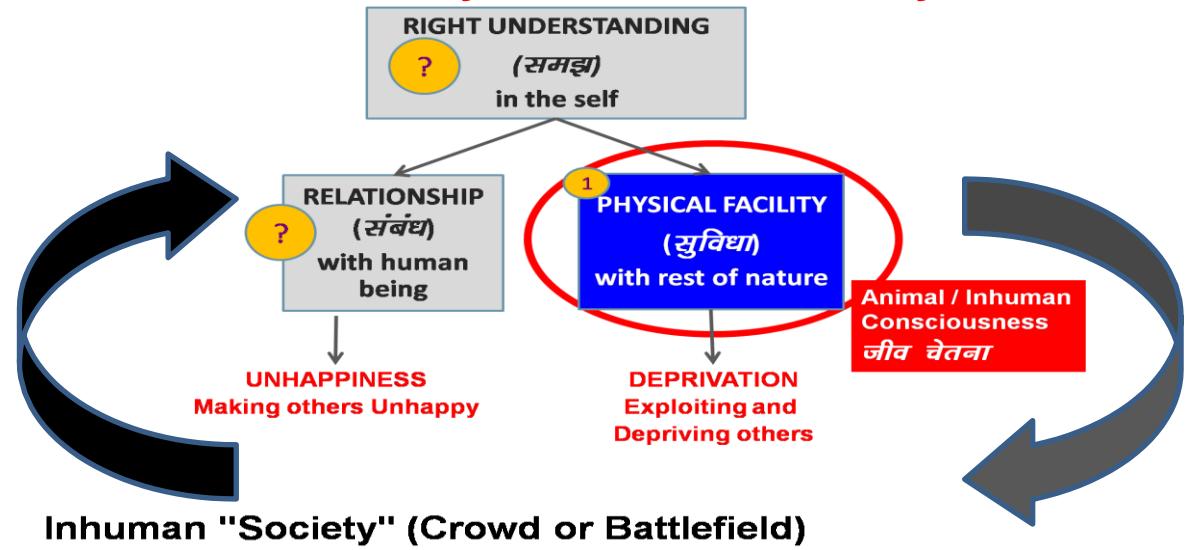


One's education starts in the family, then goes on in school, college...  
It is influenced by media...  
role models in society...

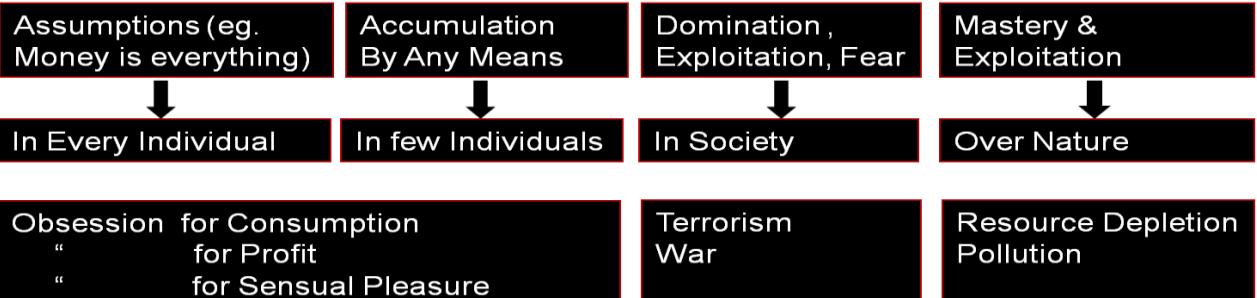
# Living with Human Consciousness → Humane Family, Humane Society



# Living with Animal Consciousness → Inhuman Family, Inhuman Society

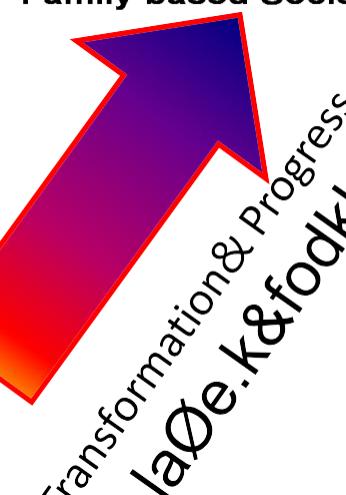
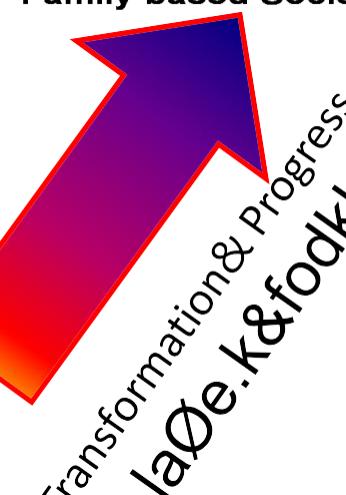
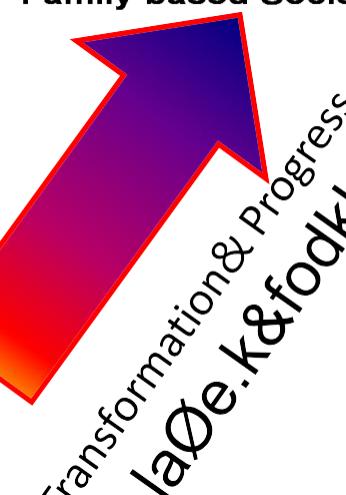
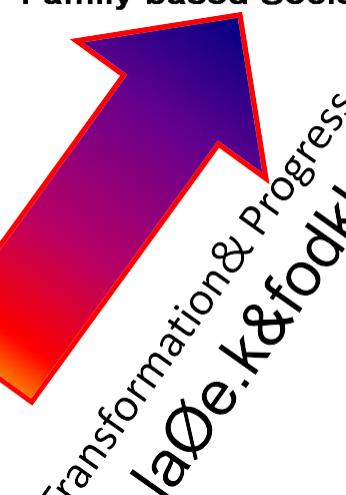
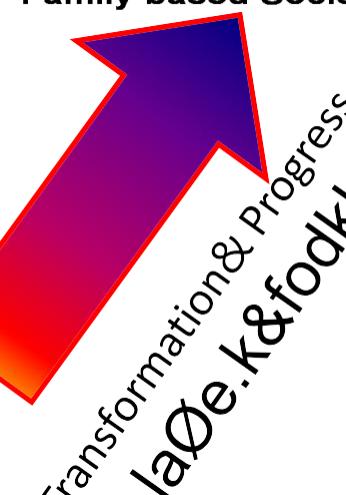
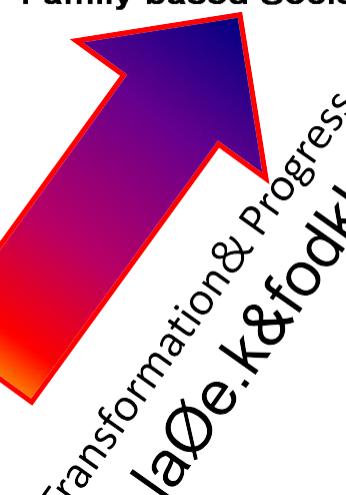
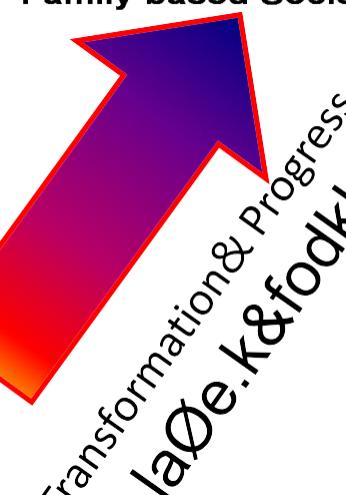
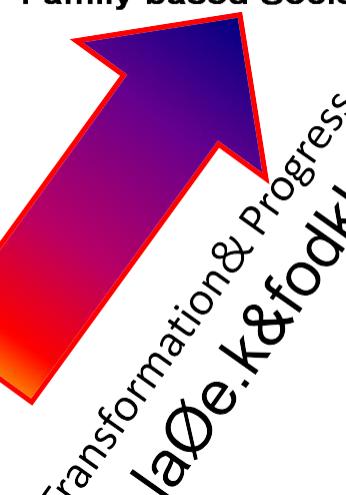
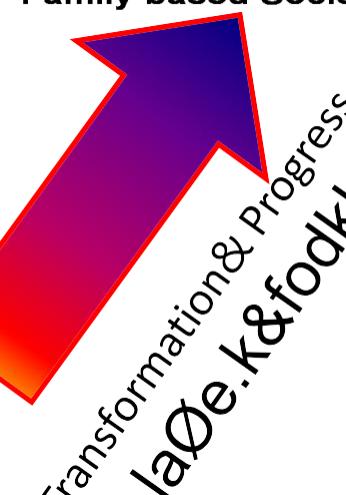
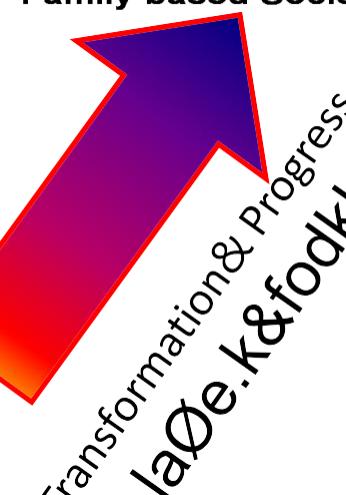
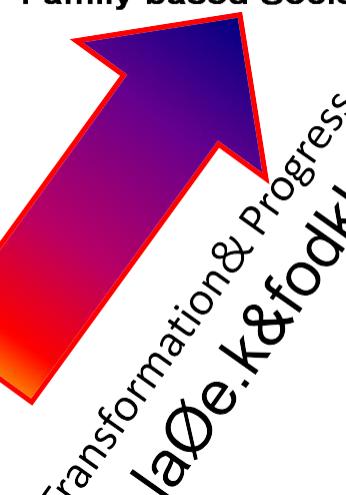
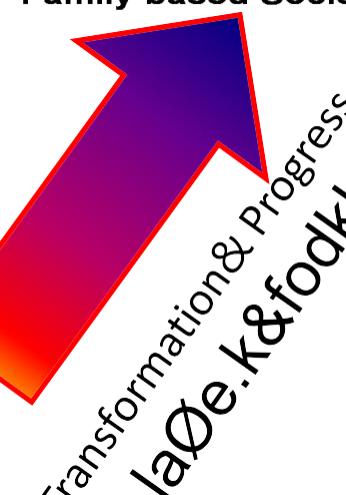
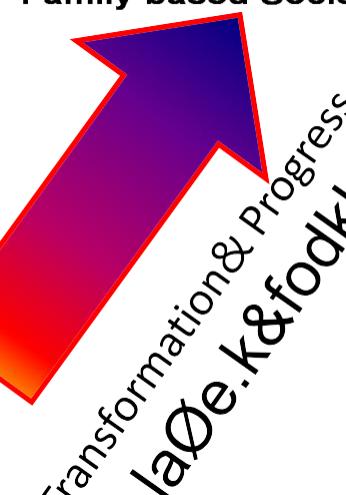
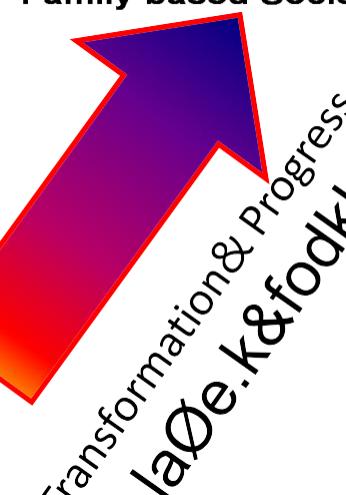
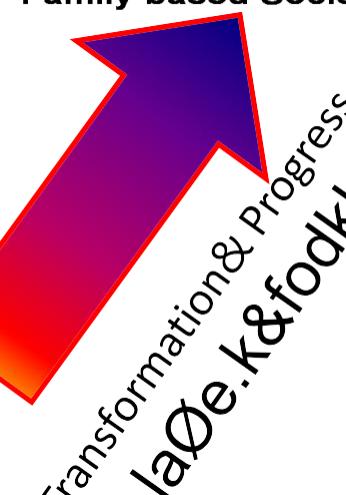
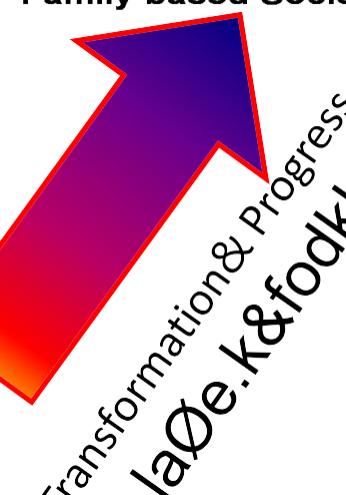
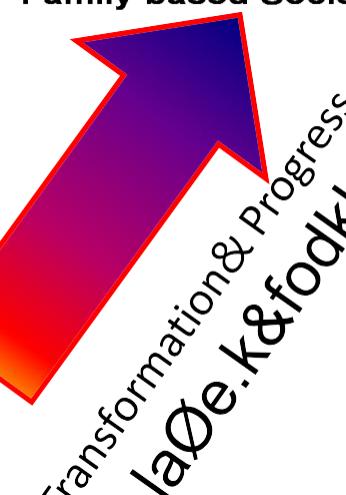
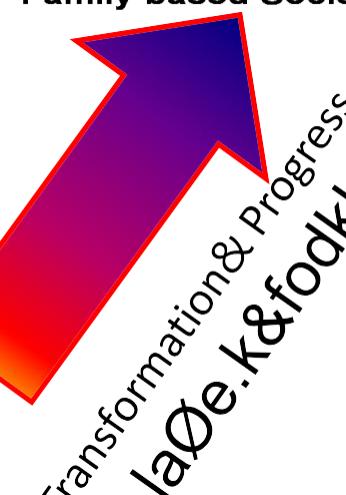
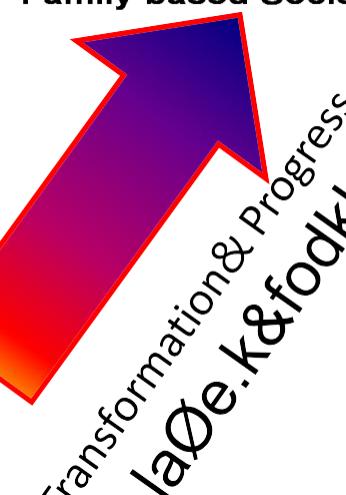
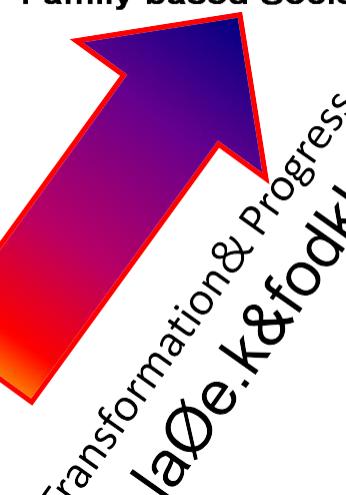


## Inhuman "Society" (Crowd or Battlefield)



Individual based (having different or opposing goals)

Transformation & Progress  
लाभ & फोड़का!



## Role of Education:

1. Personal transformation
2. Societal transformation

Values  
Human Values  
Universal Human Values

# Value

What is valuable = value

The context is always the larger order

Value has to do with the participation in the larger order

*E.g. A piece of chalk is a unit*

*A classroom is the larger order*

*The value of chalk is that it can be used to write on the blackboard*

The participation in the larger order is also its role in the larger order

*E.g. The role of chalk is to help write on the blackboard*

# Human Values

Value / role of a human being is its participation in the larger order

*E.g. My role in living with the other human being is to ensure the feeling of respect in the relationship*

Interestingly, I feel happy in fulfilling my role; and it is fulfilling for the other as well!

*E.g. I feel happy when I have a feeling of respect*

*The other feels happy when I express respect to him*

It is worth understanding, worth thinking about, worth doing

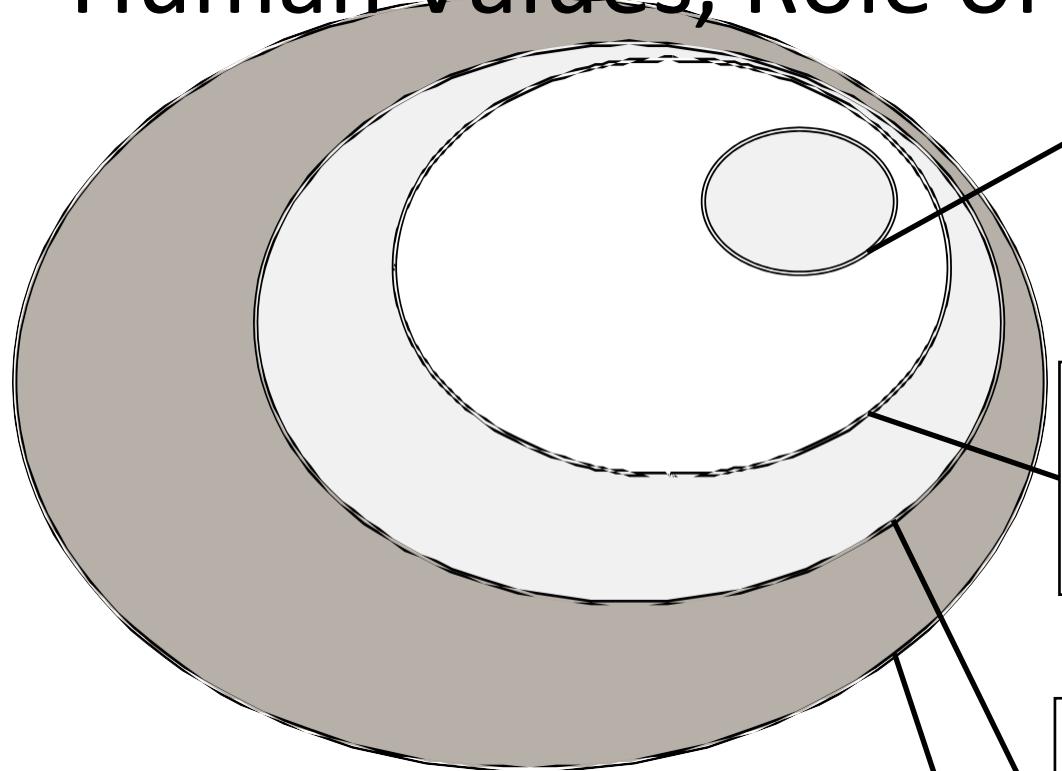
In nature, every unit is participating with every other unit in a mutually fulfilling manner  
(except human beings without right understanding)

*E.g. The air, water, soil, plants, trees, animals, birds...*

The role of human being is to live in harmony in the larger order  
(i.e. ensure mutual fulfilment)

For this, human being has to understand harmony at every level of being

# Human Values, Role of Human Being in the Larger Order



## **Individual**

I have a role within myself

(eg. ensuring happiness in the self and health in the body)

## **Family**

I have a role in my family

(eg. ensuring feeling of relationship and prosperity)

## **Society**

I have a role in the society

(eg. to participate in social systems for ensuring justice, peace and harmony)

## **Nature/Existence**

I have a role in nature/existence

(eg. mutual fulfilment with rest of nature)

# Deciding Our Values

Do you want to be able to decide on your own right?

or

Do you want somebody else to decide for you?

(this somebody may be a group of people, it may be the society or the education system, etc.)

If you are not able to decide on your own right then:

1. Someone else is programming you (deciding what is valuable and what is not valuable for you)
2. Unconsciously you keep accepting those things as values
3. You get busy with how to implement them, how to realize them and materialize them

# Values Decided by the Other

Eg. In a professional college, many first-year students start to use foul language within a very short time

They are made to assume that this sort of language is one of the indicators of their freedom, of their own progress to manhood... and they adopt it as a new value

Similarly, with sleeping late and getting up late... and so many things

Did they decide it for themselves?

Did it just happen “unconsciously”, without being aware of it?

Is it worth for them? Is it fulfilling for them?

Is it fulfilling for others (like their family members)?

So, if we are unable to decide on our own right, we are programmed by the other; our values are decided by someone else

# Deciding Human Values on Our Own Right

Would we decide on the basis of whatever we like, whatever we believe?

*If we decide in this manner, human values will be different for different people*

Or is there some definite, existential basis, something we can understand, something we can be assured about, something that ensures mutual fulfilment in living?

*If this is the case, then there is a possibility that human values are universal, they are the same for all of us*

Value education is about exploring into this possibility

# **Components of Human Education**

**Understanding  
Learning  
Doing**

What to do, Values  
How to do, Skills  
Skills guided by Values

**Value Education  
Skill Development**

Are both, values and skills, required?

Both are required; Values and skills are complementary to each other

If both are required, then what is the priority?

Values (what to do) first, then skills (how to do), but both are required

What is the state in present-day education?

Education has become skill-biased. There is a need to make appropriate changes

# Guidelines for Value Education

- **Universal**

The content needs to be universal – applicable to all human beings and be true at all times, all places

**It should not depend on sect, creed, nationality, race, gender, etc.**

- **Rational**

It must be amenable to logical reasoning

**It should not be based on blind beliefs**

- **Verifiable**

The student should be able to verify the values on one's own right

**Should not be asked to believe just because it is stated in the course**

- **Leading to Harmony**

Values have to enable us to live in peace and harmony within our own self as well as with others  
(human being and rest of nature)

# Content of Value Education

**Holistic, All Encompassing**

**Covers all dimensions of being, as an Individual:**

1. Thought
2. Behaviour
3. Work
4. Understanding/Realization

Eg. In Thought – we want to have clarity (a state of resolution, solution) **NOT** confusion  
(a state of problem)

**Covers all levels of living:**

1. Individual (human being)
2. Family
3. Society
4. Nature/Existence

Eg. As a Family, Society – we want Fearlessness / Trust  
**NOT** fear (due to mistrust / opposition)

# Process of Value Education

## Universal

The content needs to be universal – applicable to all human beings and be true at all times, all places  
It should not depend on sect, creed, nationality, race, gender, etc.

## Rational

It must be amenable to logical reasoning

It should not be based on blind beliefs

## Verifiable

The student should be able to verify the values on one's own right

Should not be asked to believe just because it is stated in the course

## Leading to Harmony

Values have to enable us to live in peace and harmony within our own self as well as with others  
(human being and rest of nature)

## Process of Value Education

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 our **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

# Analysis of the Current State

Little interest in learning, unsure of what they wish to do in life  
– even in premier institutions

Under tremendous pressure (parents, peers, TV...)

Manifest problems – self-centredness, acute competitiveness and insensitivity towards others, indiscipline and violence, addiction to alcohol, drugs etc., depression, suicide...

Graduates tend to join into a blind race for wealth and position. Their skills are often used only to accumulate wealth

Other aspects of life including relationships in family and work place, understanding of society and public good, remain neglected

Use and misuse of skills...

# Value Education

Proposal, Self Verification



Understanding, Knowing



Self-motivated, Unconditional

- Self-discipline
- Self-organised

# Moral Education

Do's & Don'ts



Preconditioning, Assuming



Externally Motivated, Conditional

- Fear / Incentive
- Enslaved

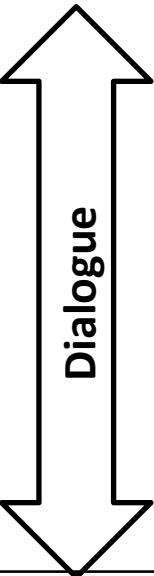
# Self-exploration as the Process for Value Education

# The Dialogue Within

What I Really Want  
My Natural Acceptance  
My Intentions

1. We have to discover our natural acceptance (where we want to reach)

Always Relationship



What I am  
My Desire, Thought, Expectation...  
My Competence

2. We have to find out what I am (where we are now)

These are in contradiction  
↓  
Unhappiness

These are in Harmony  
↓  
Happiness

Sometimes Opposition

Sometimes Relationship

# Points for Self-observation

We have the innate potential to recognise what is right

We are endowed with natural acceptance

- It is innate, a part and parcel of our being
- It is invariant, uncorrupted by pre-conditioning
- It is definite

As we refer to our natural acceptance, we become self-referential  
(self-organised, autonomous, *swatantra*)

# Process of Self-exploration, Self-investigation

1. It is a process of dialogue – between me and you, to begin with. It soon becomes a dialogue within your own self
2. It is a process of dialogue between what I am and my Natural Acceptance or what I really want to be
3. It is a process of Self-exploration, Self-investigation → Self-evolution
4. It is a process of knowing oneself and through the self, knowing Nature and the entire existence
5. It is a process of recognizing one's relationship with every unit in nature/existence; and fulfilling that relationship
6. It is a process of knowing Human Conduct and living according to it
7. It is a process of living in harmony within, living in harmony with others...living in harmony with entire existence

# Self-exploration, Self-investigation

## 1. Content of Self Exploration:

a. Desire - Aim, Objective, Purpose, Basic Human Aspiration

What do I want to achieve?

b. Program – Process of achieving the desire, action

How do I achieve it ?

## 2. Process of Self Exploration

# Content of Self-exploration

a) Desire

1. Happiness
2. Prosperity
3. The continuity of Happiness and Prosperity

Let us find out:

1. Do we desire for Happiness?
2. Do we desire for Prosperity?
3. Do we desire for the continuity of both (happiness & prosperity)?
4. If continuity of happiness and prosperity is ensured then what else would you desire?

Our desires are not unlimited or indefinite

Our basic aspiration is for **happiness, prosperity and its continuity**

# Self-exploration, Self-investigation

## 1. Content of Self Exploration:

- a. Desire - Aim, Objective, Purpose  
What do I want to achieve?  
Happiness, Prosperity  
↓  
Continuity

- b. Program – Process of achieving the desire, action  
How do I achieve it ?

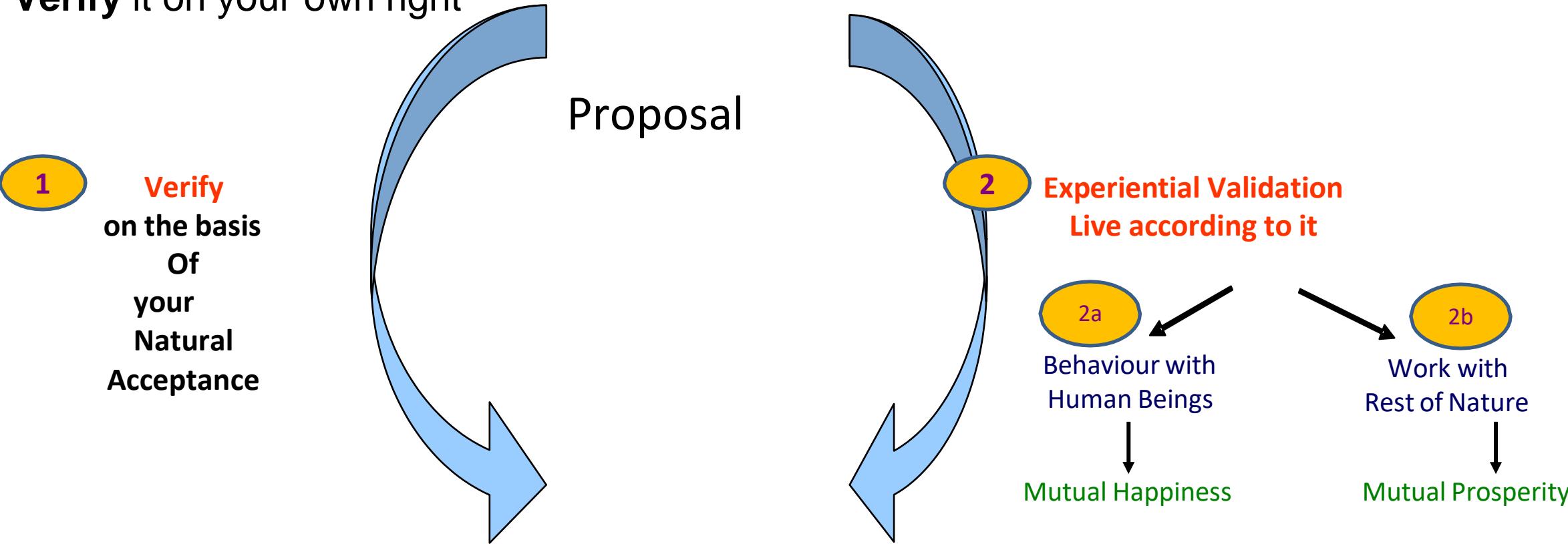
## 2. Process of Self Exploration

- a. Whatever is stated is a **Proposal**  
**Do not assume it to be true/ false**  
**Verify** it on your own right
- b. Self-verification

# Process of Self-verification

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

**Verify** it on your own right

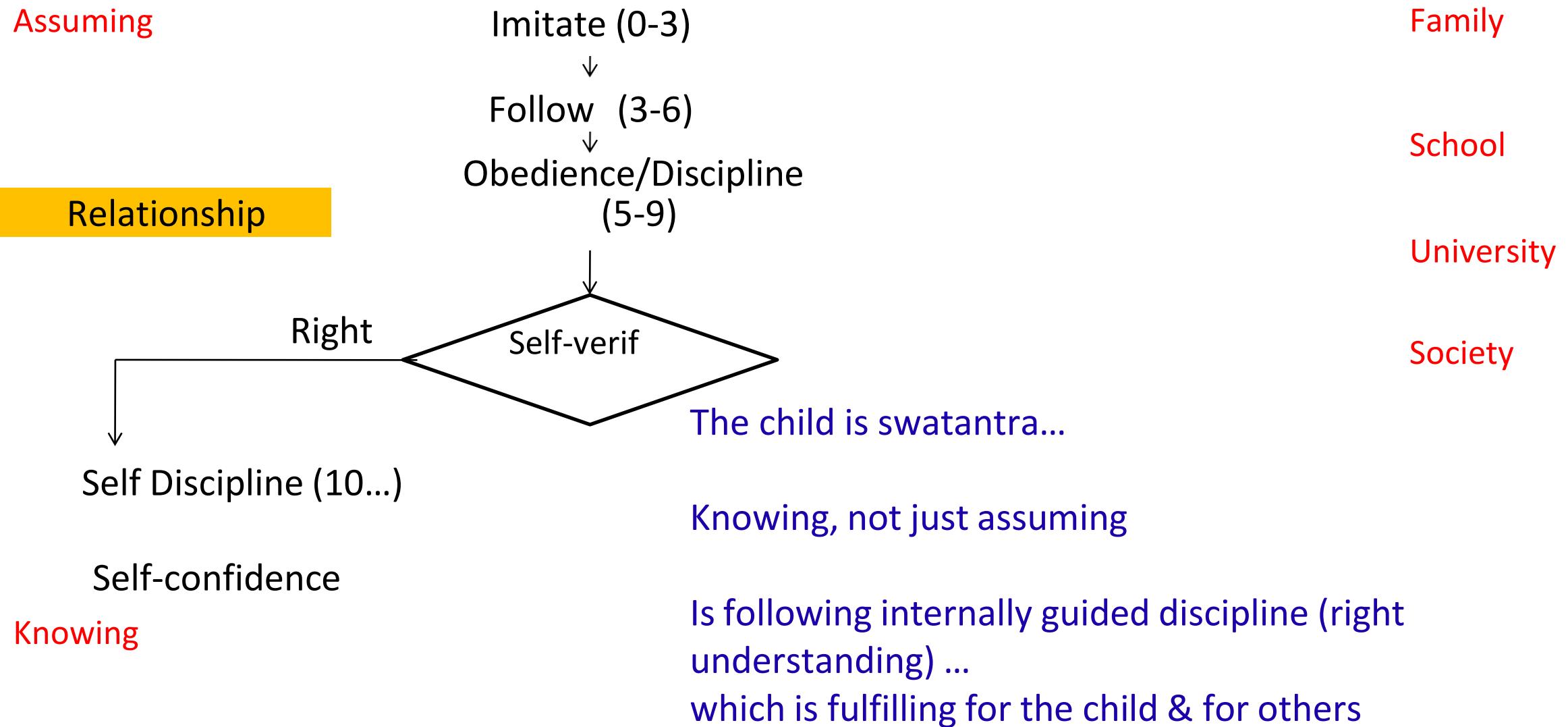


**Which process is Naturally Acceptable to you?**

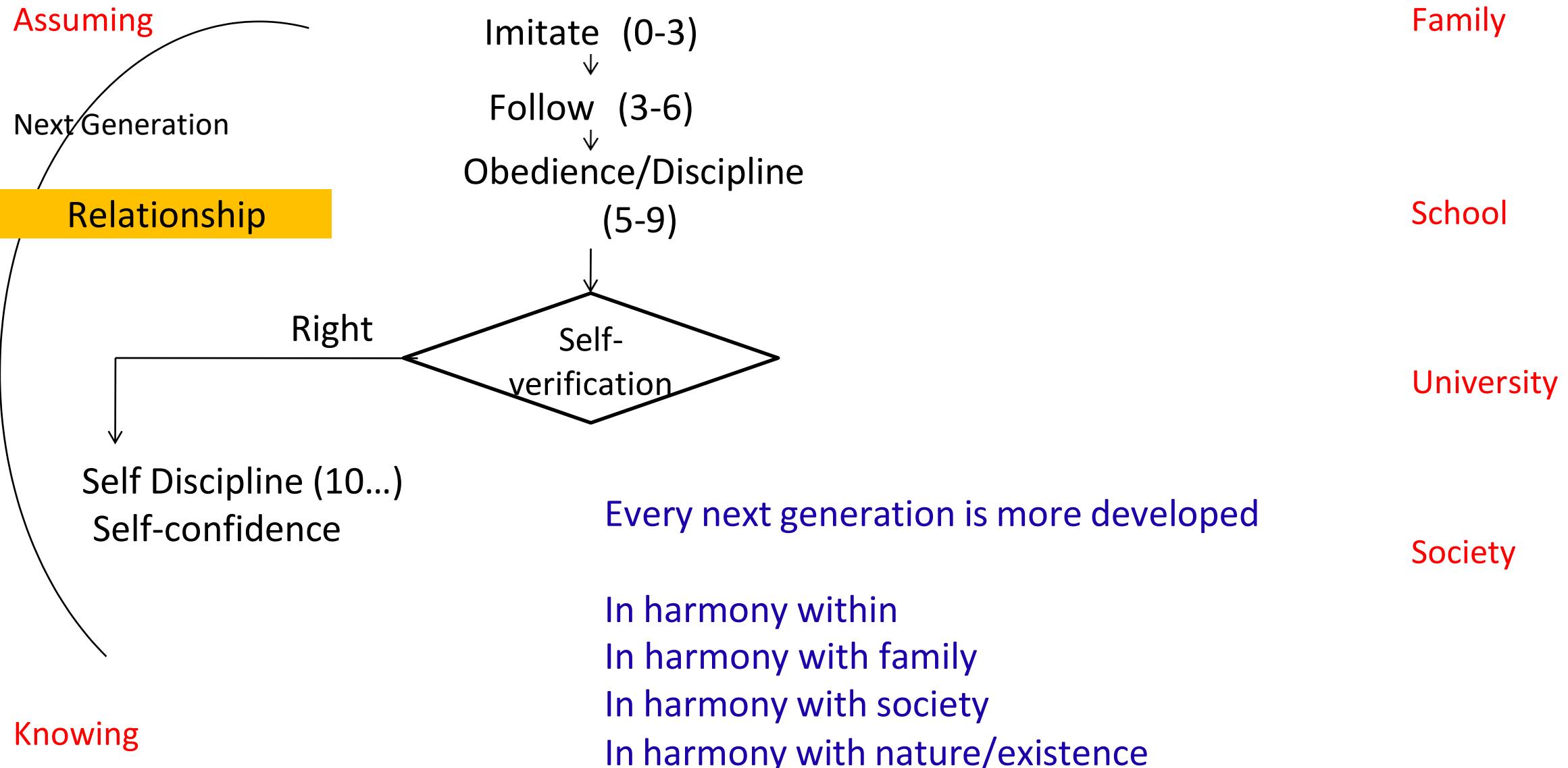
A process of self-exploration, self-verification on your own right, leading to understanding in yourself  
or

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

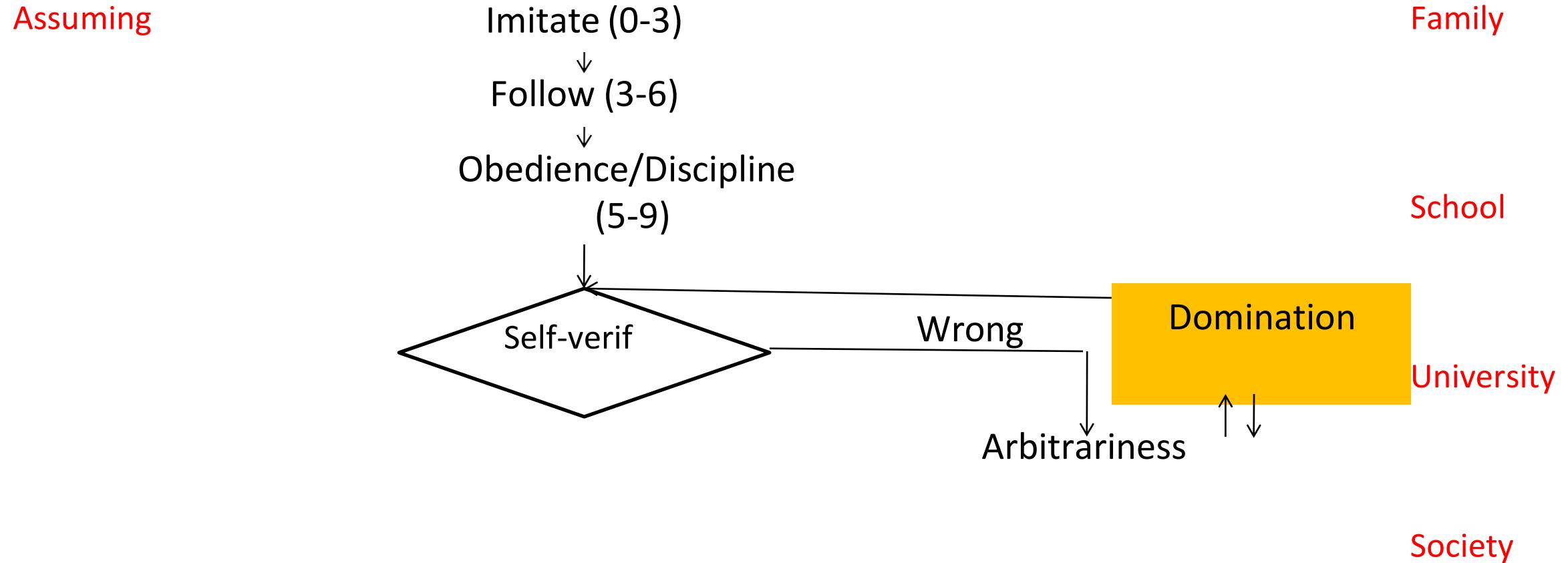
# Self-Discipline, Self-Confidence



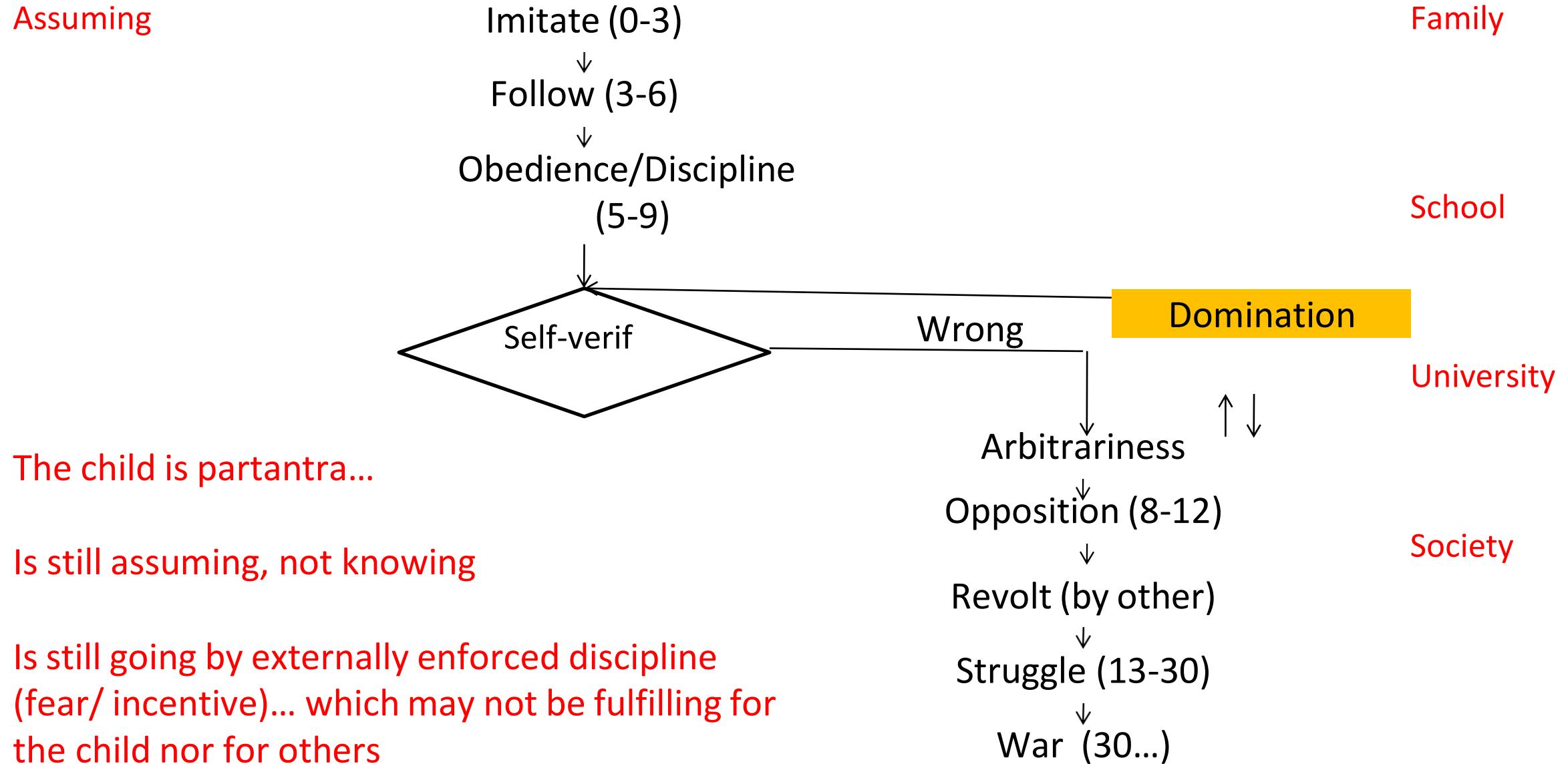
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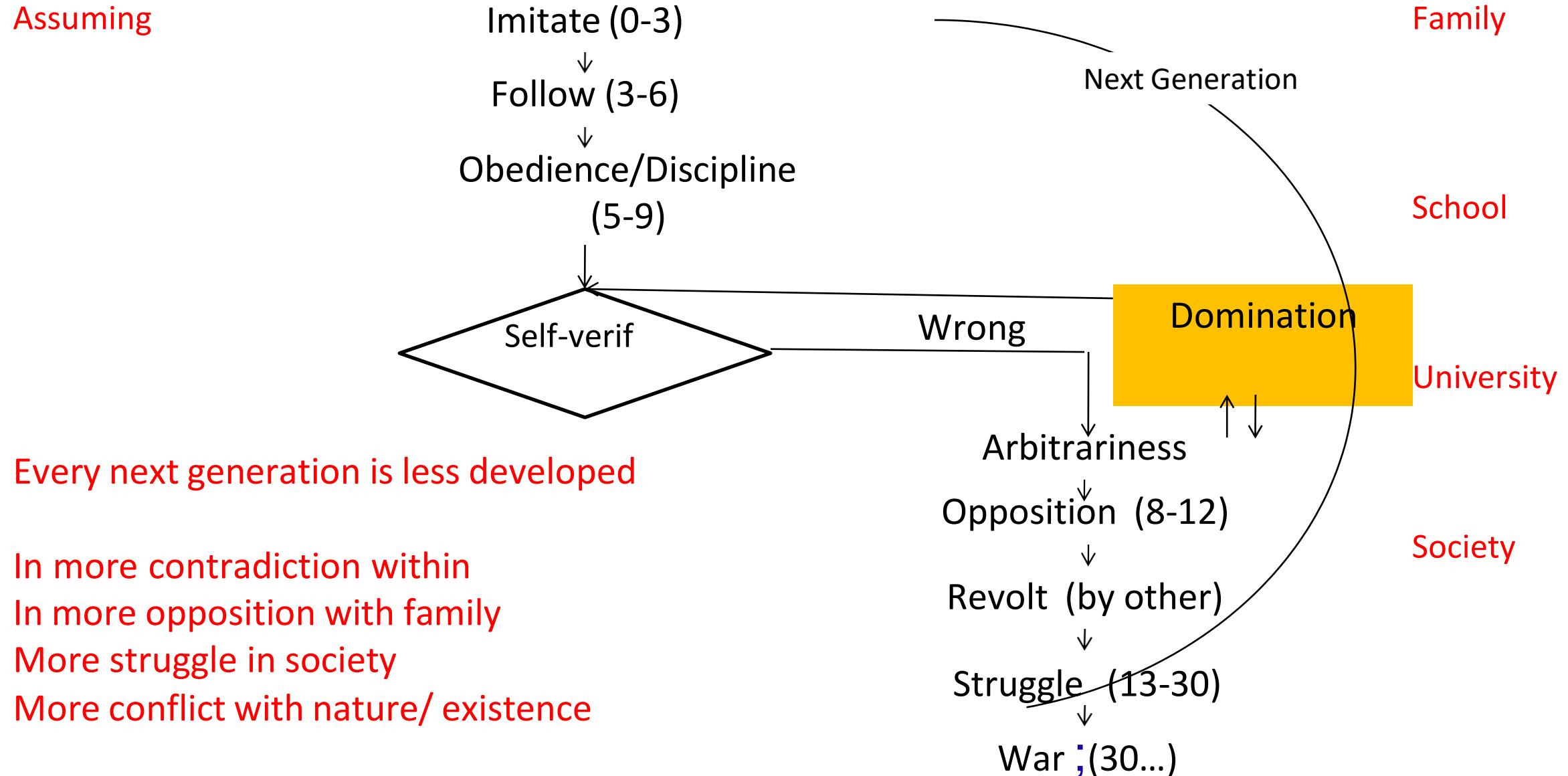
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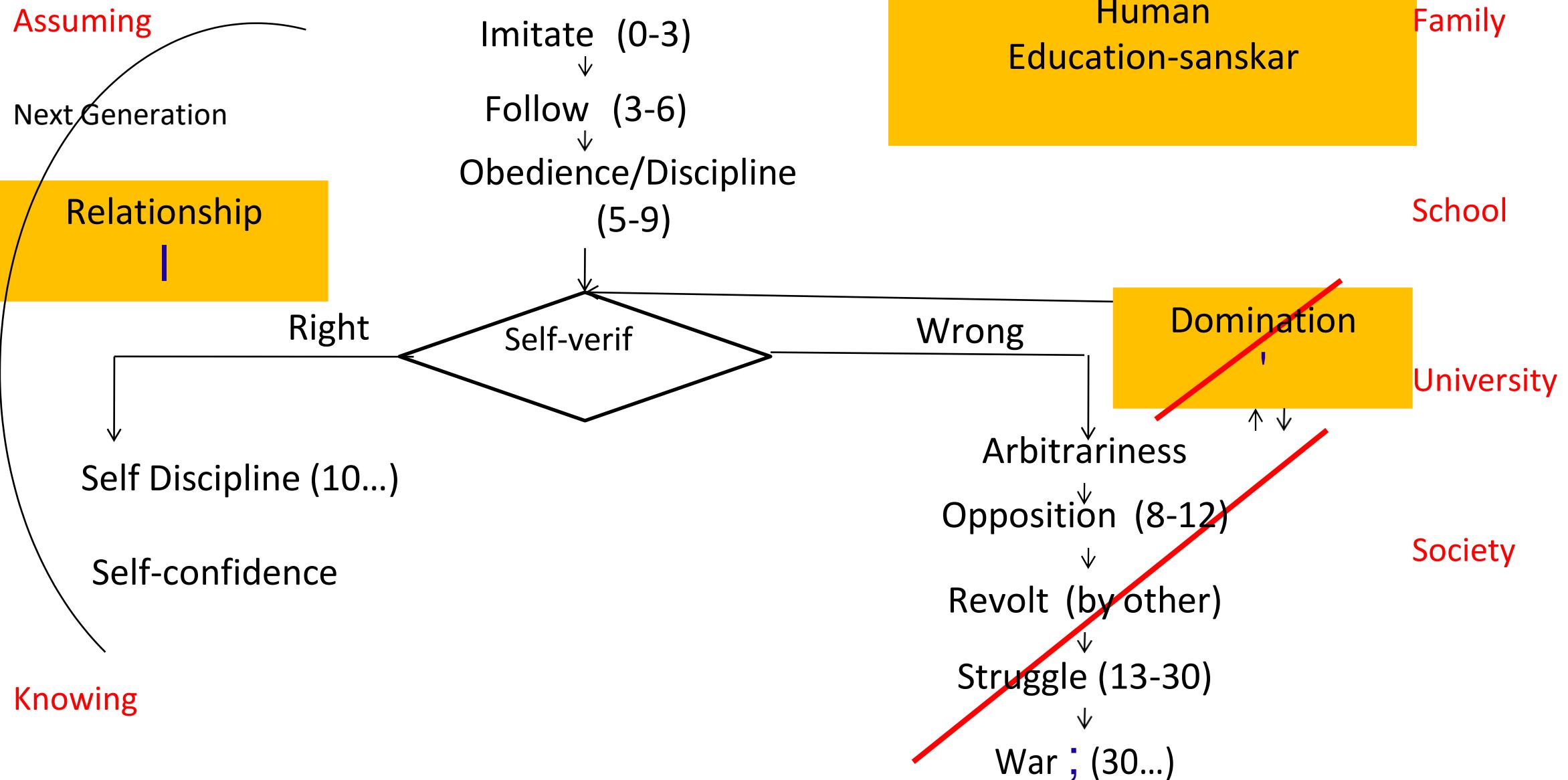
# Self-Discipline, Self-Confidence Lovuq'kklu] vkRefo"okl



# Self-Discipline, Self-Confidence Lovuq'kklu] vkRefo"okl



# Self-Discipline, Self-Confidence Lovuq'kklu] vkRefo"okl



# Understanding Happiness

Happiness is to be in a state of harmony

# Prevailing Notions of Happiness

# Some Prevailing Notions of Happiness

Owning / accumulating physical facility

For human being, physical facility is required, but it alone does not suffice for human being

Pleasure (from favourable sensation)

Sound, Touch, Form, Taste, Smell – Through the Body

**Tasty-Necessary → Tasty-Unnecessary → Tasteless-Unnecessary → Intolerable**

Attention, appreciation... (favourable feelings) from others

Dependence on the other, can't be continuous

Sometimes “happiness”, excitement...

Sometimes “unhappiness”, depression...

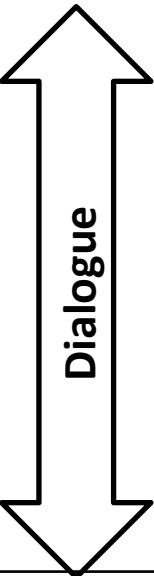
Happiness  
To Be in Harmony

# Happiness

What I Really Want  
My Natural Acceptance  
My Intentions

1. We have to discover our natural acceptance (where we want to reach)

Always Relationship



What I am  
My Desire, Thought, Expectation...  
My Competence

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↓  
Unhappiness

These are in Harmony  
↓  
Happiness

Sometimes Opposition

Sometimes Relationship

# Happiness

The state or situation, in which I live,  
if there is harmony / synergy in it,  
then it is Naturally Acceptable to me to be in that state /  
situation

To be in a state of Harmony / Synergy is Happiness

Happiness = To be in Harmony

# Unhappiness

The state or situation, in which I live,

if there is disharmony / contradiction in it,  
then it is not Naturally Acceptable to me to be  
in that state / situation

To be forced to be in a state of Disharmony /

Contradiction is Unhappiness  
Unhappiness = Disharmony

# Happiness

The state or situation, in which I live,

if there is harmony / synergy in it,

then it is Naturally Acceptable to me to be in that state / situation

To be in a state of Harmony / Synergy is Happiness

**Happiness = To be in Harmony**

## Continuity of Happiness

State / Situation in which I live or expanse of my being:

1. As an Individual Human Being
2. As a member of a Family
3. As a member of Society
4. As an unit in Nature/Existence

**Continuity of Happiness**

in that state /  
= **Harmony at all levels of being** i.e.

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

# Our Program

**To facilitate understanding of the harmony at all levels of being**

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

**Proposals**

**To understand & to live in harmony at all levels of being**

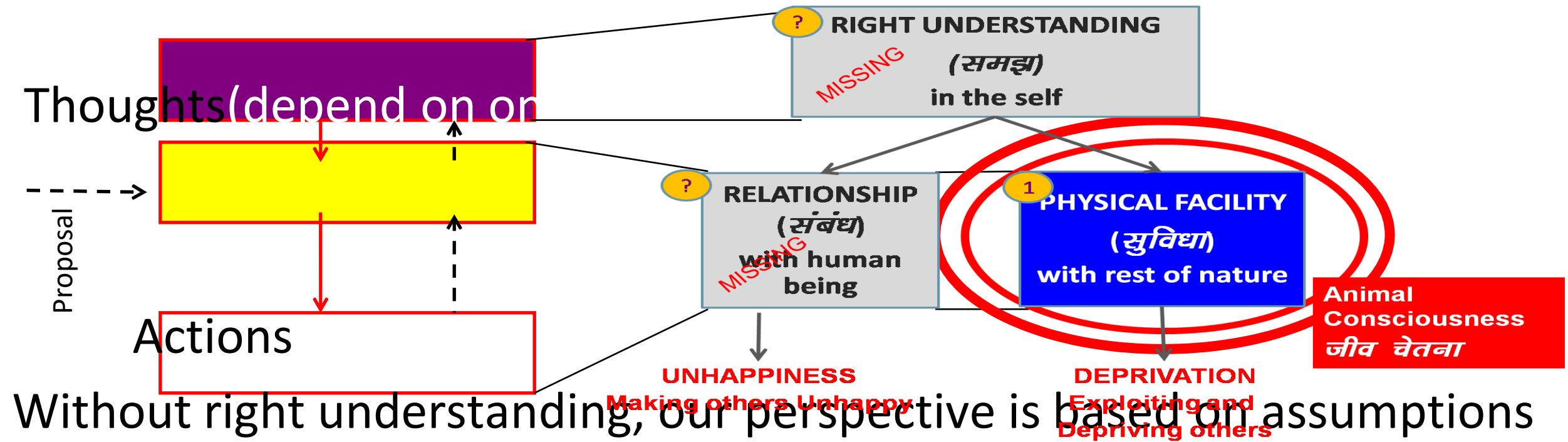
1. In the Human Being
2. In the Family
3. In the Society
4. In Nature/Existence



# Self Reflection

# Perspective based on Assumptions (without Knowing)

Our perception (perspective) drives our thoughts, actions

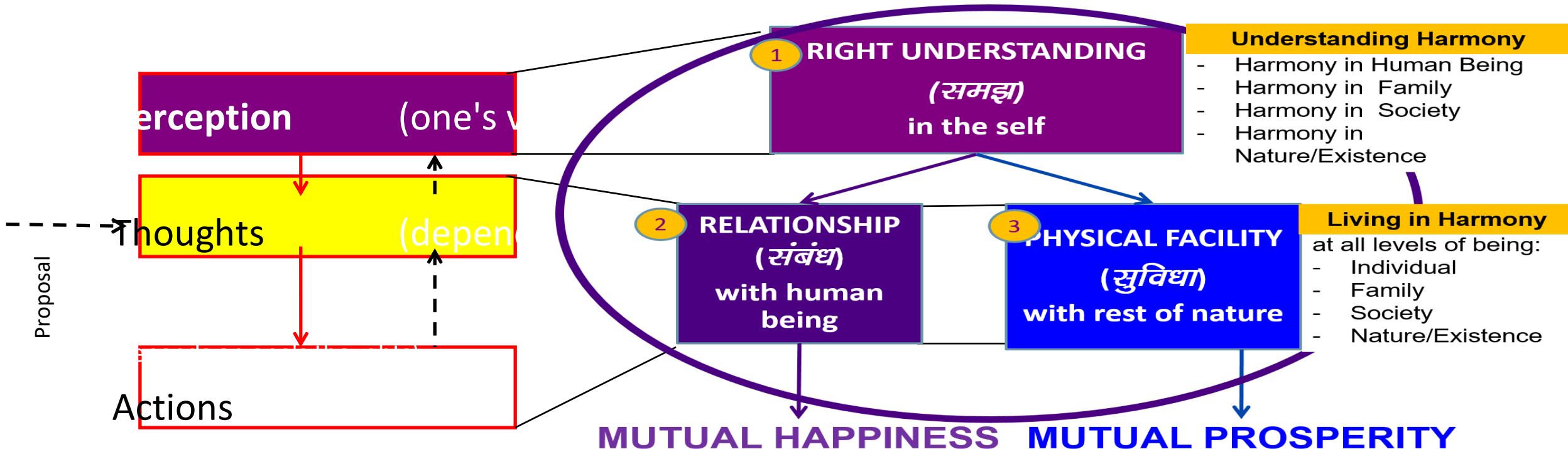


Without right understanding, our perspective is based on assumptions like:

- I am special
- The other is hell
- Money is everything...

# Holistic Perspective – based on Right Understanding

Our perception (perspective) drives our thoughts, actions



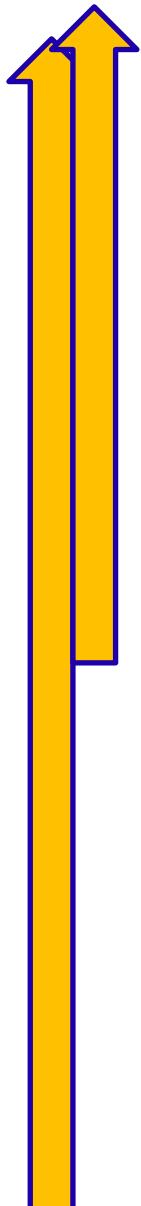
- We need to develop the right understanding (of harmony)  
(and a holistic perspective based on it)
- We need to develop the skills to live accordingly (in harmony)

**Education is expected to facilitate in this process**

# Happiness (Harmony) Within

<b>Right Understanding</b> – in Self (I)	Understanding harmony at all levels of being (human being, family, society, nature/existence)
<b>Right Feeling</b> – in Self (I)	Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love

Realised  
(Dorji)



## Excitement (Temporary Happiness) From Outside

<b>Sensation for Happiness</b> – Through Body	Sound, Touch, Form, Taste, Smell
--	----------------------------------

Tasty-Necessary → Tasty-Unnecessary → Tasteless-Unnecessary → Intolerable

<b>Expression of Feeling for Happiness</b> – from Other
--

Recovering  
Addict

Escape (Running away from unhappiness)

Over eating  
Over sleeping

...

Gutka

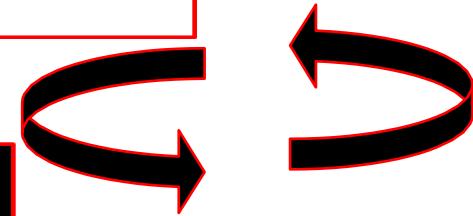
Alcohol

Drugs

...

Suicide

Addict



# Happiness, Excitement, Escape

## Happiness (Harmony) Within

### Right Understanding

– in Self (I)

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

### Right Feeling

– in Self (I)

Trust, Respect, Affection, Care, Guidance,  
Reverence, Glory, Gratitude, Love

## Excitement (Temporary Happiness) From Outside

### Sensation for Happiness

Sound, Touch, Form, Taste, Smell

– Through Body

Tasty-Necessary → Tasty-Unnecessary → Tasteless-Unnecessary → Intolerable

### Expression of Feeling for Happiness

– from Other

# Happiness, Excitement, Escape

## **Escape** (Running away from unhappiness)

Over eating

Over sleeping

...

Gutka

Alcohol

Drugs

...

Suicide

Understanding the Human being as Co-existence of  
the Self and the Body

**Human Being**

**Self**

**Co-existence**

**Body**

<b>Need</b>	<b>Happiness (e.g. Respect)</b>	<b>Physical Facility (e.g. Food)</b>
<b>In Time</b>	<b>Continuous</b>	<b>Temporary</b>
<b>In Quantity</b>	<b>Qualitative (is Feeling)</b>	<b>Quantitative (Required in Limited Quantity)</b>
<b>Fulfilled By</b>	<b>Right Understanding &amp; Right Feeling</b>	<b>Physio-chemical Things</b>

The needs of the Body can not be fulfilled by Right Understanding, Right Feelings alone  
The needs of the Self can not be fulfilled by Physio-Chemical Things

Both type of needs have to be understood separately

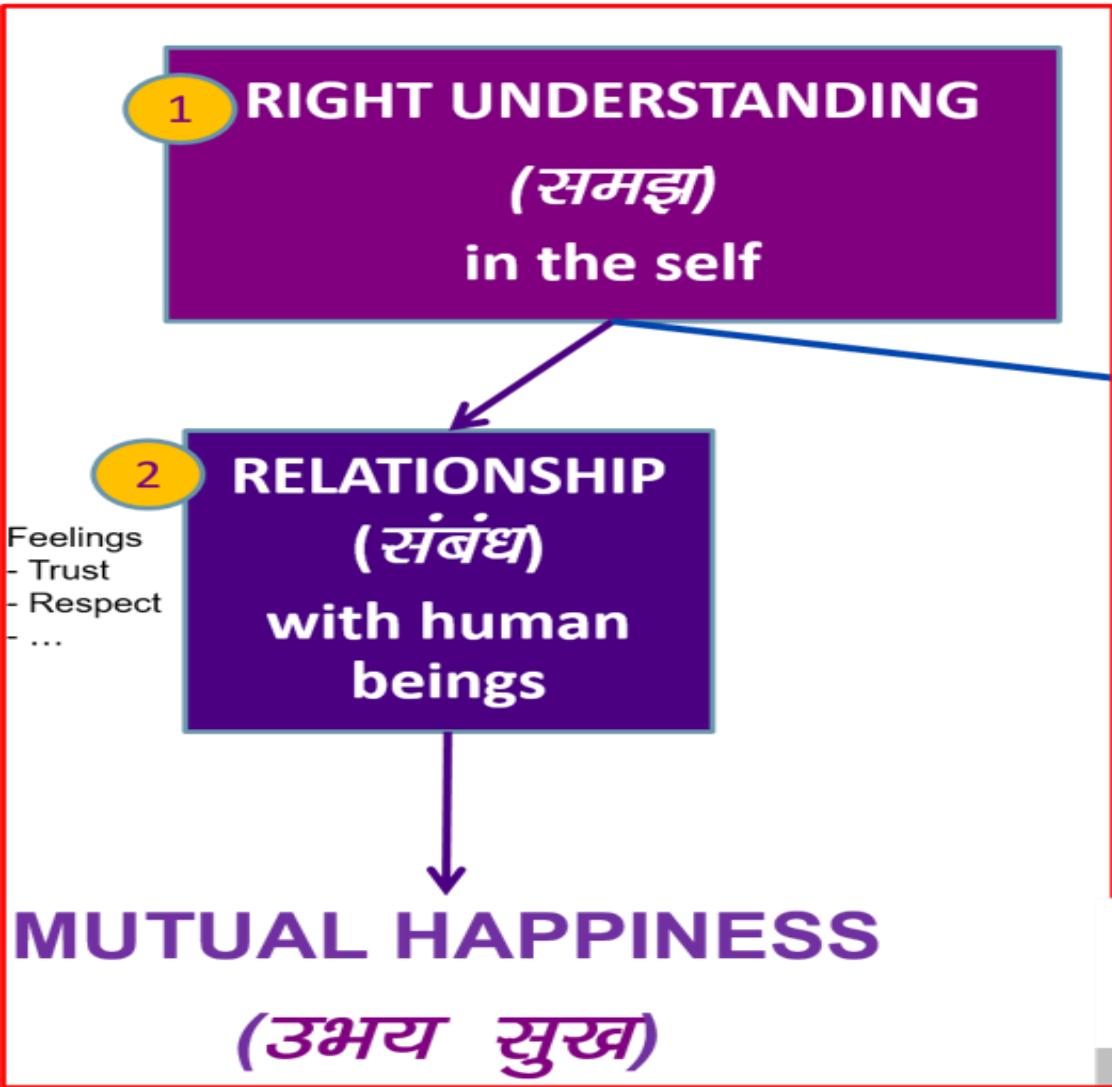
Both type of needs have to be fulfilled separately

**In living, what is the priority?**

How much time & effort is spent for right understanding & right feelings?

How much time & effort is spent for physical facility?

## Related to Needs of the Self



## Related to Needs of the Body

Both needs must be satisfied for human-being to be fulfilled



For animals:  
necessary &  
adequate  
पशु के लिए  
आवश्यक  
एवं पूर्ण

For human being:  
necessary but  
not adequate  
मानव के लिए  
आवश्यक  
परंतु पूर्ण नहीं

<b>Human Being</b>	<b>Self</b>	<b>Co-existence</b>	<b>Body</b>
<b>Need</b>	<b>Happiness (e.g. Respect)</b>		<b>Physical Facility (e.g. Food)</b>
<b>In Time</b>	<b>Continuous</b>		<b>Temporary</b>
<b>In Quantity</b>	<b>Qualitative (is Feeling)</b>		<b>Quantitative (Required in Limited Quantity)</b>
<b>Fulfilled By</b>	<b>Right Understanding &amp; Right Feeling</b>		<b>Physio-chemical Things</b>
<b>Activity</b>	<b>Desire, Thought, Expectation...</b>		<b>Eating, Walking...</b>
<b>In Time</b>	<b>Continuous</b>		<b>Temporary</b>
<b>Response</b>	<b>Knowing, Assuming*, Recognising, Fulfilling</b>		<b>Recognising, Fulfilling</b>

\* Assuming or Accepting

# Knowing & Assuming (Accepting)

Knowing, Assuming, Recognizing, Fulfilling

Problem

Preconditioning or  
Assuming without Knowing

Assumptions keep changing

Conduct is indefinite (Dependence, Partantrata)

Education-Sanskar

Knowing through self-verification  
– on the basis of Natural Acceptance & – on the basis of living  
accordingly

To see the reality as it is, in its completeness, by direct observation

Resolution

It is definite, has continuity & universality

Assumptions are definite (on the basis of Knowing)

ASSUMING

Acceptance of the reality

(acceptance can be on the basis of Knowing or on the basis of Assumption)

RECOGNISING

The relationship (with human being and with rest of nature)

FULFILLING

The relationship (with human being and with rest of nature)

	<b>Human Being</b>	<b>Self</b>	<b>Co-existence</b>	<b>Body</b>
<b>Need</b>	Happiness (e.g. Respect)			<b>Physical Facility (e.g. Food)</b>
<b>In Time</b>	Continuous			Temporary
<b>In Quantity</b>	Qualitative (is Feeling)			Quantitative (Required in Limited Quantity)
<b>Fulfilled By</b>	Right Understanding & Right Feeling			Physio-chemical Things
<b>Activity</b>	Desire, Thought, Expectation...			Eating, Walking...
<b>In Time</b>	Continuous			Temporary
<b>Response</b>	Knowing, Assuming, Recognising, Fulfilling			Recognising, Fulfilling

<b>Human Being</b>	<b>Self</b>	<b>Co-existence</b>	<b>Body</b>
<b>Need</b>	<b>Happiness (e.g. Respect)</b>		<b>Physical Facility (e.g. Food)</b>
<b>In Time</b>	<b>Continuous</b>		<b>Temporary</b>
<b>In Quantity</b>	<b>Qualitative (is Feeling)</b>		<b>Quantitative (Required in Limited Quantity)</b>
<b>Fulfilled By</b>	<b>Right Understanding &amp; Right Feeling</b>		<b>Physio-chemical Things</b>
<b>Activity</b>	<b>Desire, Thought, Expectation...</b>		<b>Eating, Walking...</b>
<b>In Time</b>	<b>Continuous</b>		<b>Temporary</b>
<b>Response</b>	<b>Knowing, Assuming, Recognising, Fulfilling</b>		<b>Recognising, Fulfilling</b>
		 <b>Consciousness ;</b>	 <b>Material</b>

## Human Being

## Self

## Co-existence

## Body

Need	Happiness (e.g. Respect)	Physical Facility (e.g. Food)
In Time	Continuous	Temporary
In Quantity	Qualitative (is Feeling)	Quantitative (Required in Limited Quantity)
Fulfilled By	Right Understanding & Right Feeling	Physio-chemical Things

↓  
Consciousness

Need of the Self = Continuous happiness = Need of consciousness

Fulfilled by = Right Understanding and Right Feeling in the Self = Activities of consciousness

(The need of consciousness is fulfilled by activities of consciousness)

# Human Being

## Self

## Co-existence

## Body

<b>Need</b>	<b>Happiness (e.g. Respect)</b>	<b>Physical Facility (e.g. Food)</b>
<b>In Time</b>	<b>Continuous</b>	<b>Temporary</b>
<b>In Quantity</b>	<b>Qualitative (is Feeling)</b>	<b>Quantitative (Required in Limited Quantity)</b>
<b>Fulfilled By</b>	<b>Right Understanding &amp; Right Feeling</b>	<b>Physio-chemical Things</b>

Material

Need of the body = Physical facility\* = Material in nature

Fulfilled by = Physio-chemical things = also material in nature

**(The need of material is fulfilled by material)**

\*physical facility is required for nurturing, protection and right utilization of the body

# Self Reflection

# Self Reflection

## 1. Is human being

- just the body or
- co-existence of self and body or
- something else

## 2. Are you able to see distinctly & separately

- The need of the self & the need of the body
- The fulfillment of the need of the self & need of the body
- The activity of the self & the activity of the body
- The response of the self and the response of the body

## 3. Are you going by assuming or by knowing?

Whether your recognition & fulfillment is based on:

- assuming without knowing or
- assuming based on knowing

# Evaluation of Current Situation - Gross Misunderstanding

Assumption: Human being = Body



Needs of human being = physical facility  
and feelings

Need for feelings (like respect) is continuous



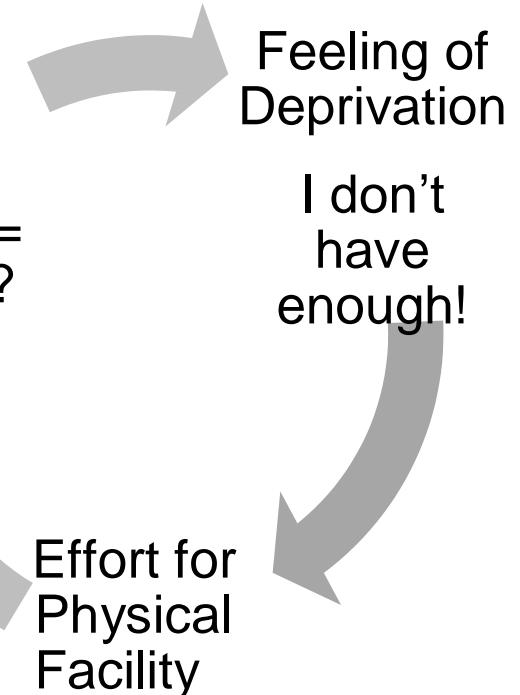
All needs are fulfilled by physical facility  
(Eg. clothes, house, car... will fetch respect)



**Physical facility required = unlimited!**



Physical facility available = unlimited?



Feeling of Deprivation  
I don't have enough!

Effort for Physical Facility

# Some Implications of a wrong assumption

If the assumption is **Human Being = Body**

Then happiness is sought through

- sensation (through the body) or
- getting the right feeling from the other

As a result

- The body is harmed due to excessive consumption or over indulgence to get favourable sensation
- Continuity of happiness can not be ensured
- There is a major impact on family, society, nature...

e.g.

Over eating, consumption of "junk food" etc. is common

A large number of diseases are psychosomatic in nature

Today many of the complaints are related to the lack of feeling

# Implications on Health Education & Health Services

1. Understanding the importance of the self in keeping the body healthy. Health care professionals will be able to take care of both the health of the body as well as understanding in the self

A large number of diseases are psychosomatic in nature

Many disorders are related to lack of understanding of a healthy lifestyle

2. Understanding the importance of the self and the feeling related to the self, caregivers will be able to take into account the feelings while providing care

Today many of the complaints are related to the lack of feeling

The major issue of exploitation for profit will be handled

3. One would be able to make right utilisation of physical facility

If happiness is sought through sensation alone

- continuity of happiness can not be ensured

- the body is harmed due to excessive consumption or over indulgence to get favourable sensation

Today over eating, consumption of "junk food" etc. is common

# The Body as an Instrument of the Self

# Self

## Consciousness

I am

I want to live

I want to live with continuous happiness

To understand and to live in harmony at all levels of being (from self to entire existence) is my program of action for continuous happiness

I am the:  
Seer, Doer, Enjoyer (Experiencer)

## INFORMATION

Instruction  
Sensation

# Body

## Material

My body is

My body is used as an instrument

Physical facility is required for nurturing, protection and right utilization of the body

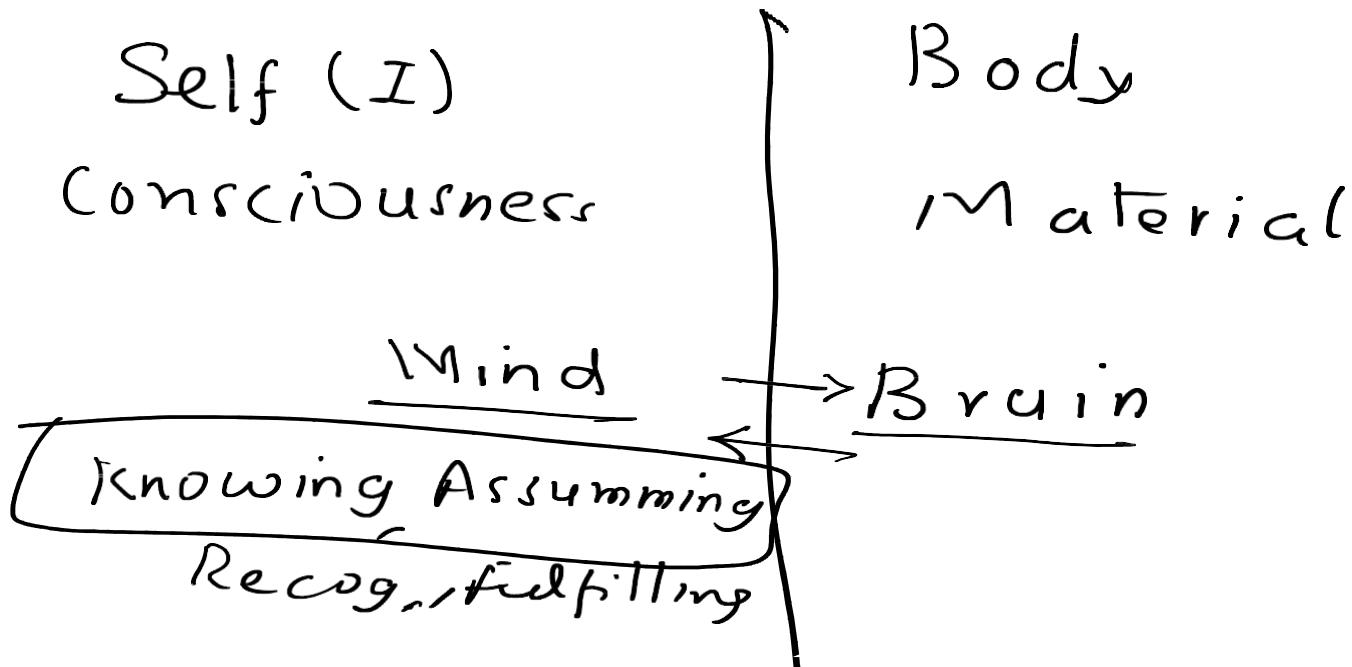
Production, protection and right utilization of physical facility is a part of my program (<1/4<sup>th</sup>)

I use the body as an instrument for fulfillment my program

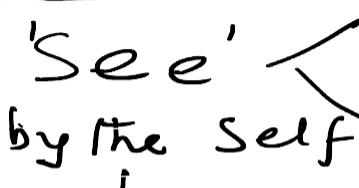
# Self Reflection

1. Find out if you (self) decide what to do or your body decides what to do
2. Which is the higher priority for you – your self or your body?
3. Can you see that you use your body as an instrument to fulfill your desires (right or wrong desires)?

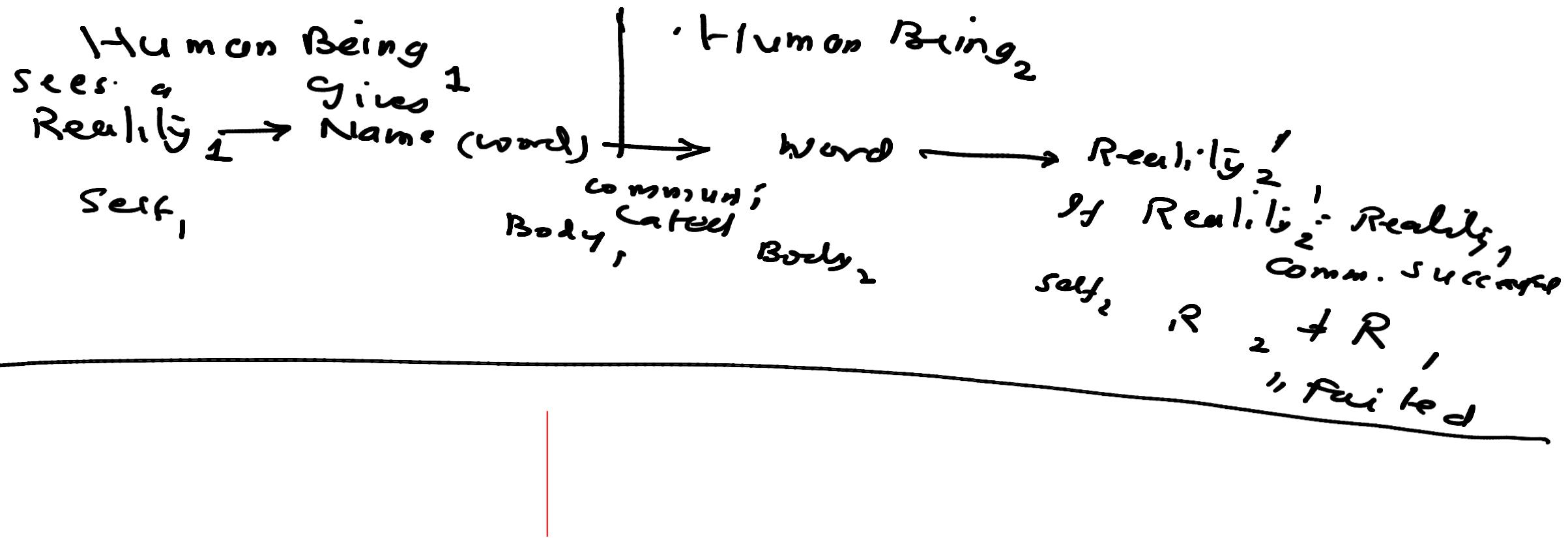
# Ans 1: Brain & Self



## Ans 2: Seeing

'See'  to see the senses - S - Taste, Touch . . . → Body is  
by the self .. directly - feelings in the self - used as Inst.  
 - Happiness, anger, Body not  
Imagine Understand. } some reality - outside used  
Inside.

### Ans 3: Communicating



HB1

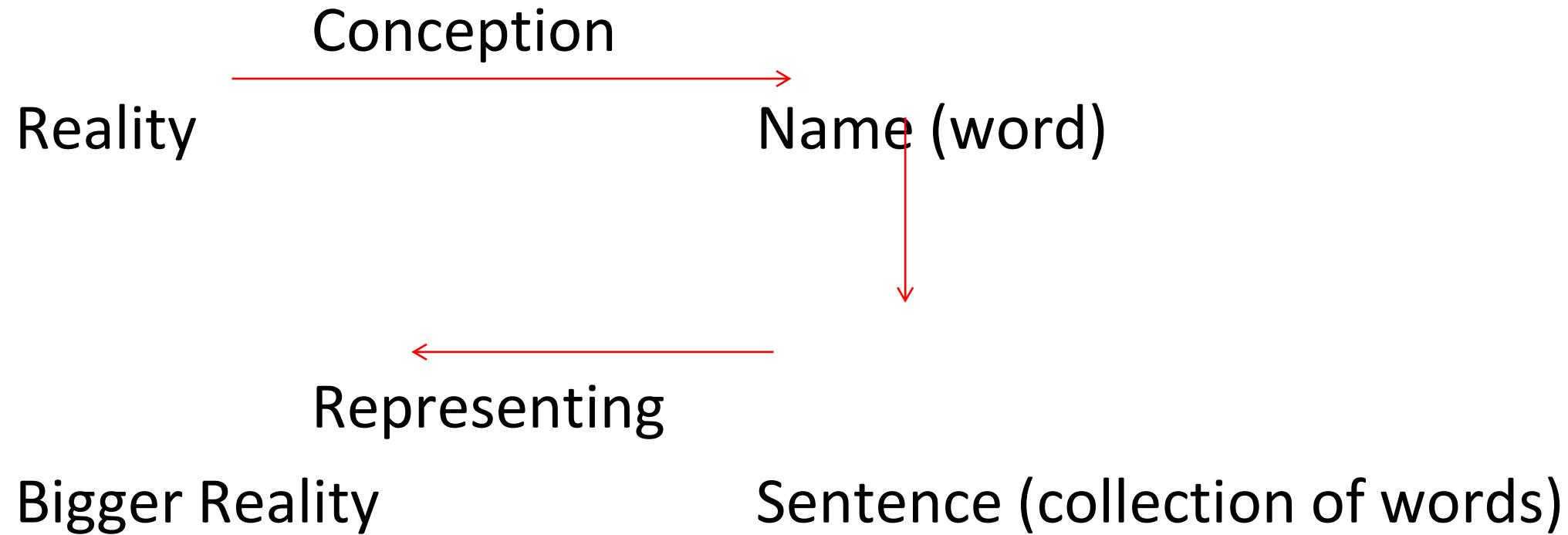
HB2

Sees a → gives a name ---→ word is heard → sees reality  $R_2$

Reality (word) If  $R_2 = R_1$ , then communication is successful

$R_1$  If  $R_2 \neq R_1$ , then communication failed

# Communicating



# Ans to other questions

Fate	luck	Things are Pre decided.
Existence / Nature	—	Certain Basic Rules on The basic of which Things are happening.  Self Needs to understand & live by these rules.

# Understanding Harmony in the Self

# Activities of Self

Power      Activity

Self

1.

2.

3. Desire

4. Thought

5. Expectation

V

Imaging

Analysing-Comparing

Selecting-Tasting

Behaviour

Work

Information

Body

Imagination



# Source of Motivations for our Desires - Its Implications

Self

Preconditioning

Enslavement

Body

Behaviour

Work

Enslavement

Power

Activity

Self verification on the  
basis of Natural  
Acceptance

1

1.

2.

3. Desire

4. Thought

5. Expectation

Imaging

Analysing-Comparing

Selecting-Tasting

3

2

Imagination

Sensation

Information

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Body

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Work

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Behaviour

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Power

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Activity

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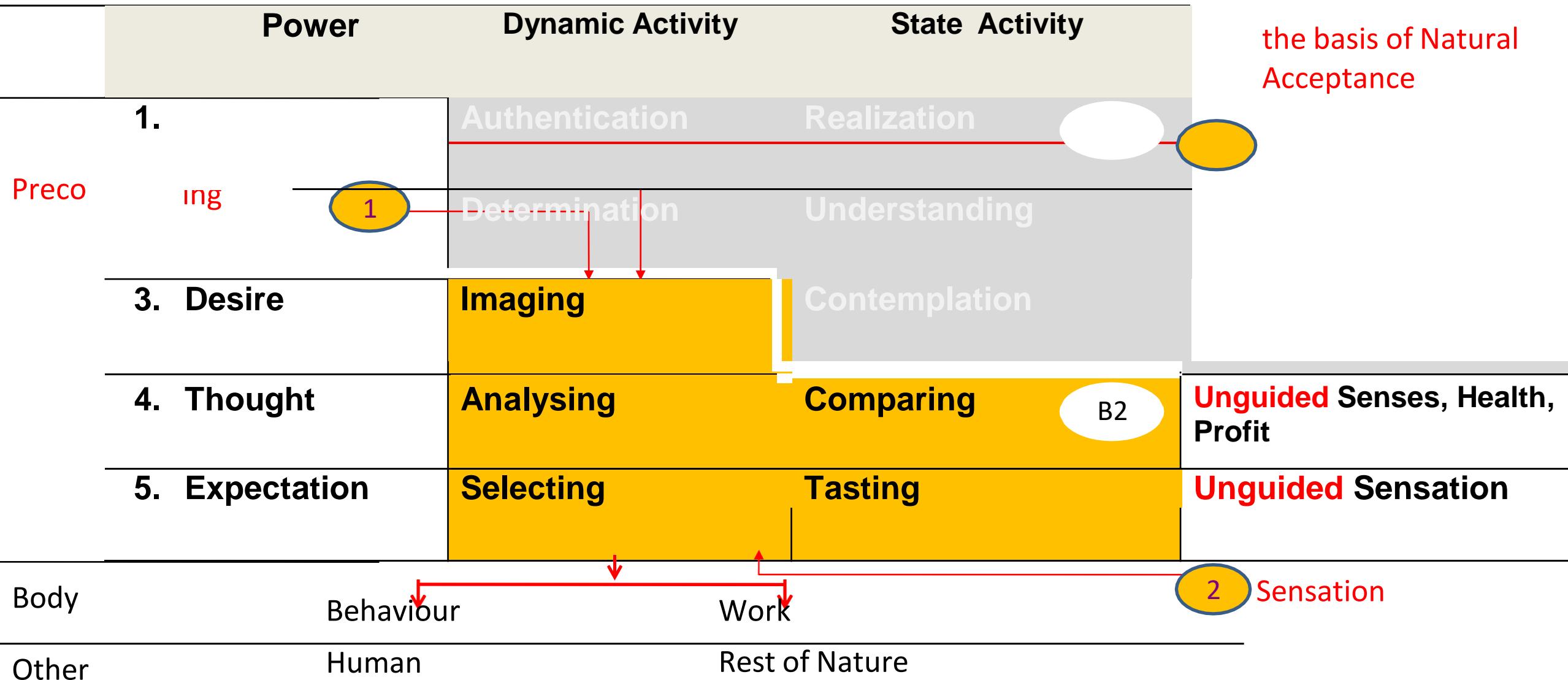
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# Some Details of The Self

# Deluded Self: Imagination on basis of Sensation &



# Pure Self:

Imagination on basis of Realisation, Understanding & Contemplation

	Power	Dynamic Activity	State Activity	
Self	1.	Authentication	Realization	Co-existence
	2.	Determination	Understanding	Harmony in Nature
	3. Desire	Imaging	Contemplation	Participation in Larger Order, Relationship
	4. Thought	Analysing	Comparing	Co-existence, Harmony, Justice Guided Senses, Health, Profit
	5. Expectation	Selecting	Tasting	Goal, Value Guided Sensation
Body				
	Behaviour	Work	Participation	
Other	Human	Rest of Nature	in larger Order	

# Sanskar

**Sanskar =**

**Acceptances derived out of  $\Sigma$  [ Desire + Thought + Expectation ]  
from all time**

Presently, it is likely to be a mixture of:

- Understanding of the human reality, of the universal, invariant existential laws / principles
- Conclusions drawn from life events / experiences

“What I Am” is largely our sanskar

Our perspective is a part of our sanskar

Our tendencies, habits, likes-dislikes are also a part of our sanskar

# Updating of Sanskar

**Sanskar =**

**Acceptances derived out of  $\sum$  [ Desire + Thought + Expectation ]  
from all time**

Presently, it is likely to be a mixture of :

- Understanding of the human reality, of the universal, invariant existential laws / principles
- Conclusions drawn from life events / experiences

Sanskar is updated over time:

**Sanskar (t+1) = Sanskar (t) + Environment (t) + Self-exploration (t)**

As we self-explore, verify and understand, our sanskar gets updated

A conducive environment is helpful

# Self-exploration

# Self-verification

# Self-evolution

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव B1	
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	
2.	Desire इच्छा	Imaging विचरण	Contemplation विचरन 1
3.	Thought विचार	Analysing विश्लेषण	Comparing तुलन B2
4.	Expectation आशा	Selecting चयन	Tasting आस्थादान
			Sensation संवेदना 3

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव B1	
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	
2.	Desire इच्छा	Imaging विचरण	Contemplation विचरन 1
3.	Thought विचार	Analysing विश्लेषण	Comparing तुलन B2
4.	Expectation आशा	Selecting चयन	Tasting आस्थादान
			Sensation संवेदना 3

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव B1	
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	
2.	Desire इच्छा	Imaging विचरण	Contemplation विचरन
3.	Thought विचार	Analysing विश्लेषण	Comparing तुलन B2
4.	Expectation आशा	Selecting चयन	Tasting आस्थादान
			Sensation संवेदना 3



## Transformation / Development

- 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]

## Animal Consciousness

Space शृंखला	Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
Self (१)	1.	Authentication प्रमाण	Realization अनुभव B1	Co-existence सह-अस्तित्व
	2.	Determination संकल्प	Understanding बोध	Harmony in Nature व्यवस्था
	3.	Desire इच्छा	Imaging विचरण	Participation in Larger Order, Relationship सम्बन्ध में सहायता
	4.	Thought विचार	Analysing विश्लेषण	Creating Social Harmony, Justice Guided Senses, Health, Profit
	5.	Expectation आशा	Selecting चयन	Goal, Value Guided Sensation

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

Realisation of Co-existence & its expression – Universal Human Order

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization B1 अनुभव	Co-existence सह-अस्तित्व
2. द	Determination संकल्प	Understanding बोध	Harmony in Nature व्यवस्था
3. Desire इच्छा	Imaging विचरण	Contemplation चिंतन	Participation in Larger Order, Relationship व्यवस्था में भागीदारी
4. Thought विचार	Analysing विश्लेषण	Comparing B2 तुलन	Co-existence, Harmony, Justice Guided Senses, Health, Profit
5. Expectation आशा	Selecting चयन	Tasting आस्वादन	Goal, Value Guided Sensation
Body शरीर	Behaviour व्यवहार	Work कार्य	Participation भागीदारी
Other दूसरा	Human मानव	Rest of Nature मनुष्येतर प्रकृति	in larger Order व्यवस्था में
	Mutual Happiness	Mutual Prosperity	Fulfillment of Human Goal
Undivided Human Society	EXPRESSION OUTSIDE	Universal Human Order	

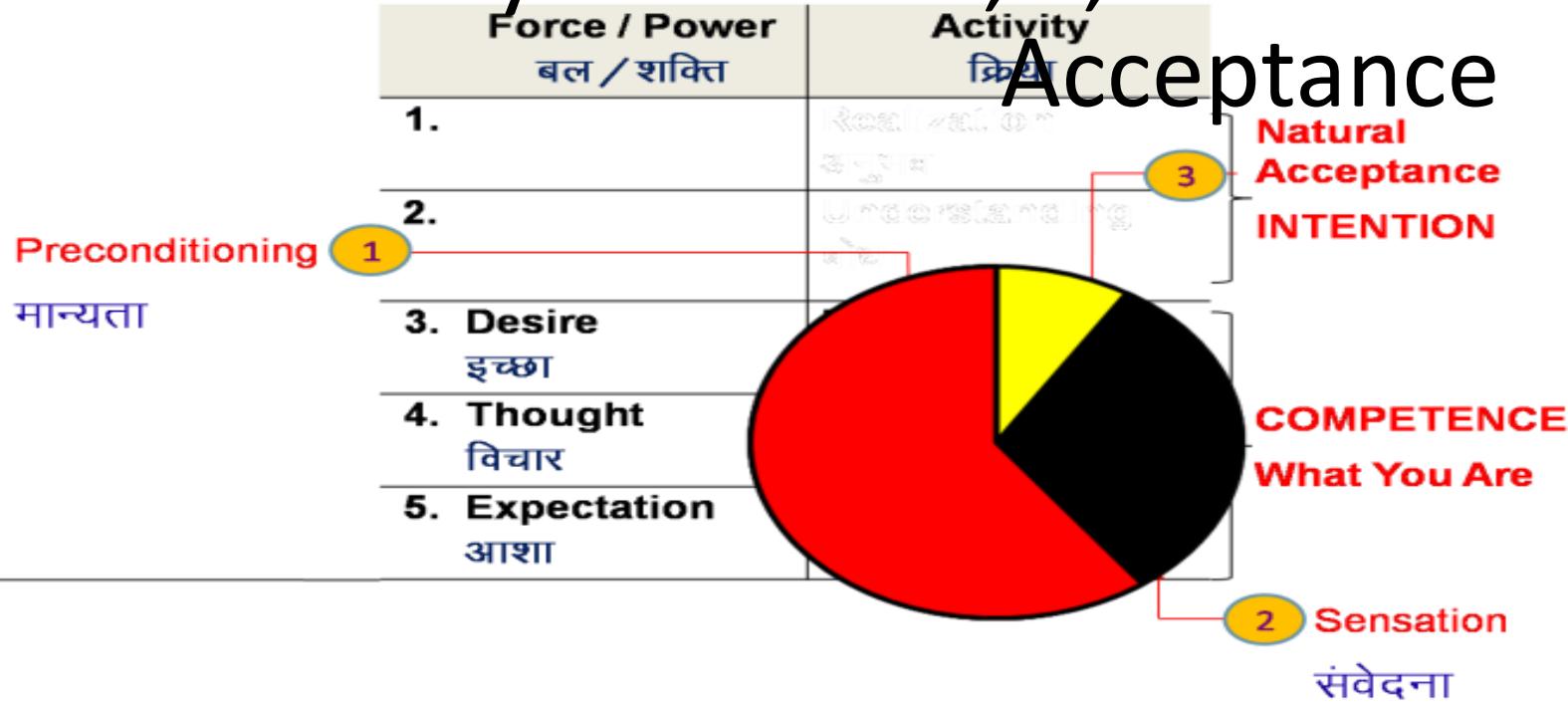
Human Tradition

# Self Reflection

# Self Reflection

1. Are activities of desire, thought and expectation going on in you?
2. Are these going on continuously or you can stop them?
3. Make a list of your imagination (desires, thoughts & expectations) Then categorize them as
  - Those that are about
    - Physical facility, sensation
    - Feeling in relationship or lack of it
    - Understanding or lack of it
  - Those that are connected to
    - Need of Self
    - Need of body
  - Those that are motivated by
    - Preconditioning
    - Sensation
    - Natural Acceptance

# Harmony in Self = D, T, E in accordance with Natural Acceptance



Relationship  
↑  
Dialogue  
↓  
Sometimes relationship  
Sometimes opposition

Happiness = To be in a state of Harmony

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

# Implications on Health Education & Health Services

1. Understanding the importance of the self in keeping the body healthy. Health care professionals will be able to take care of both the health of the body as well as understanding in the self

A large number of diseases are psychosomatic in nature

Many disorders are related to lack of understanding of a healthy lifestyle

2. Understanding the importance of the self and the feeling related to the self, caregivers will be able to take into account the feelings while providing care

Today many of the complaints are related to the lack of feeling

The major issue of exploitation for profit will be handled

3. One would be able to make right utilisation of physical facility

If happiness is sought through sensation alone

- continuity of happiness can not be ensured

- the body is harmed due to excessive consumption or over indulgence to get favourable sensation

Today over eating, consumption of "junk food" etc. is common

# Activities of Self

Force / Power

Self

1.

2.

3. Desire

4. Thought

5. Expectation

Imaging

Analysing

Selecting/Tasting

What to Be, What to Do

How to Be, How to Do

Selection Outside

Body

Imagination



# Meditation: To See The Reality As It Is

Paying attention is primary or object of attention is primary?

For example, a thief knows how to concentrate. He does pay attention to something he considers valuable

You are also concentrating on what you consider valuable. For example

- If money is important for you, you keep track of your bank balance
- If relationship is important for you, you keep track of trust

It is the object of focus that is significant and not just the method of concentration. If you can realise that you are significant, then you will pay attention to your Self

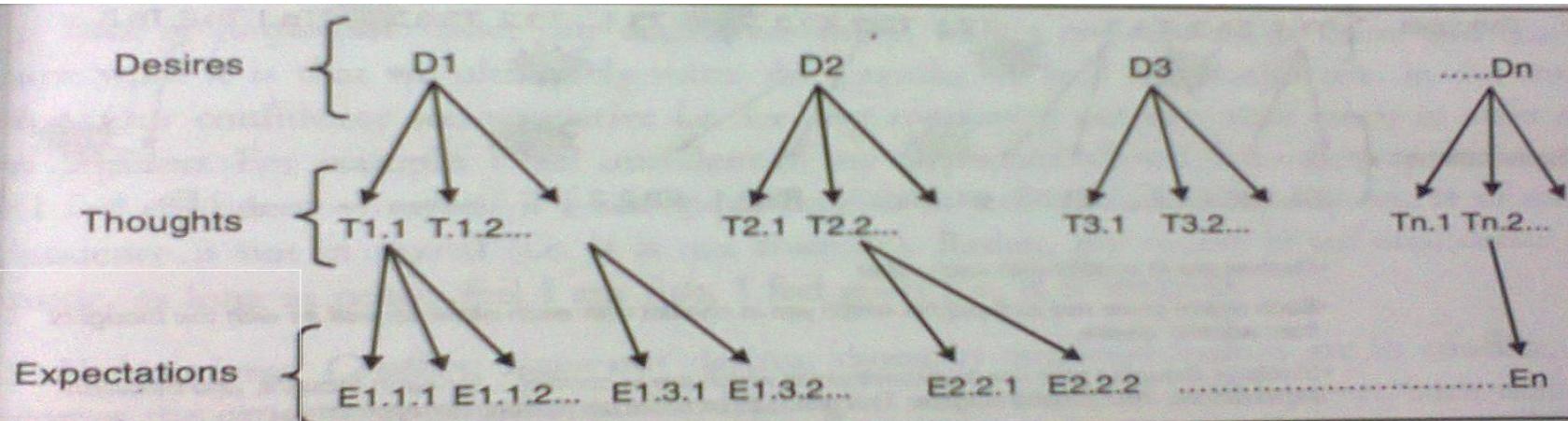
- You will become aware of what is going on in your desire, thought & expectation
- You will become aware of your natural acceptance (so you will always decide on the basis of your natural acceptance)

So essentially we are talking about meditation every moment, meditative living, living with awareness every moment

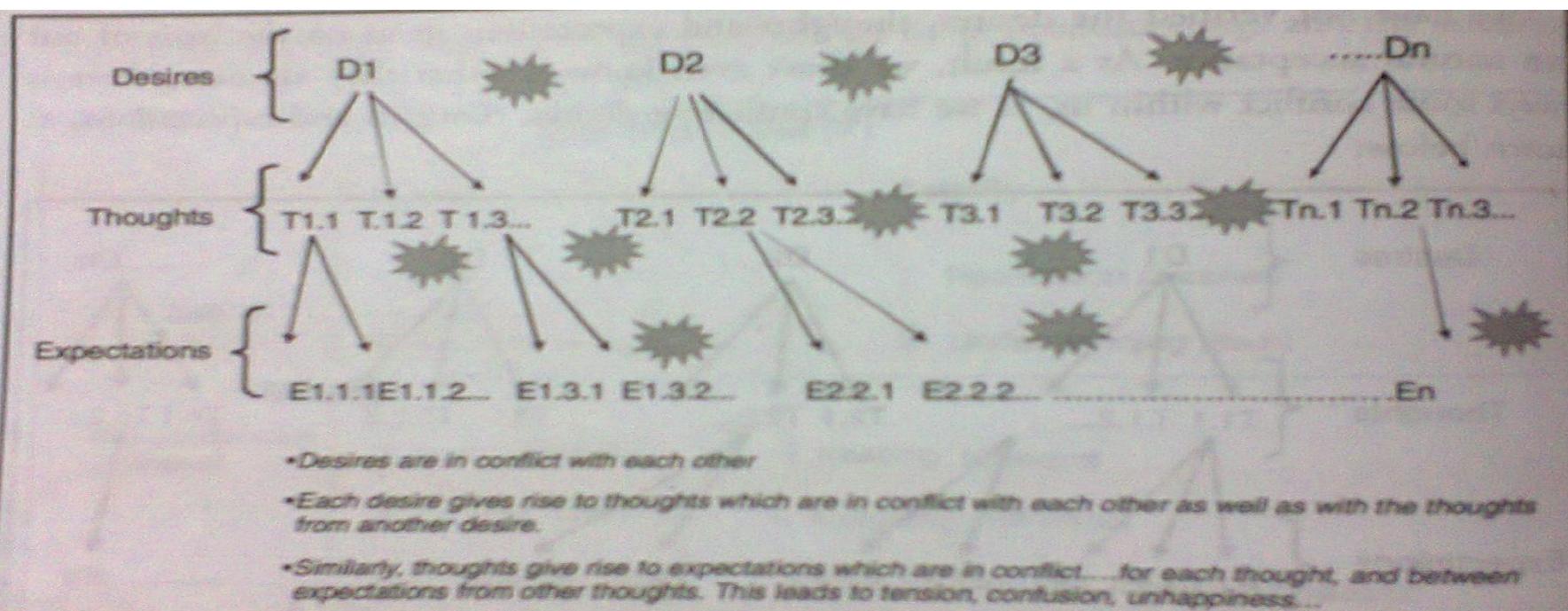
# State of Imagination (Desire, Thought and Expectation)

## Desire (Feeling), Thought and Expectation in the Self

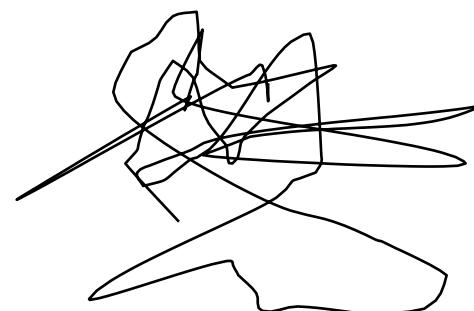
Observe the desire, thought, expectation (selection/taste) every moment.



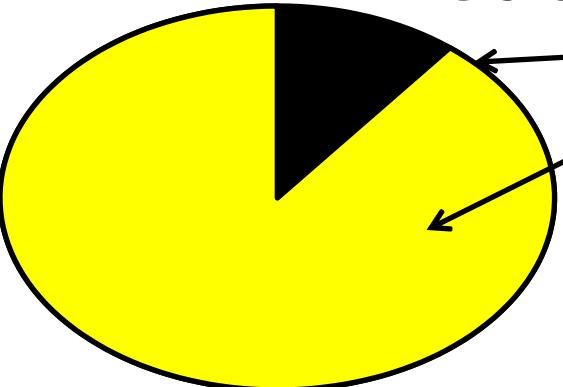
Is it like this?



or like this?



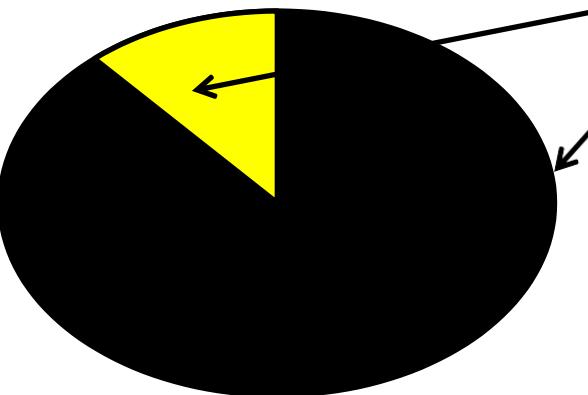
# Categorise: Need of I and Need of Body



Few of the desires are **needs** of the Body



Most of the desires are needs of Self



Very little effort is made for Right Understanding & Relationship



Most of the **effort** is for Physical Facility



Most of the desires are of needs of Self



Most of the effort is for Physical facility

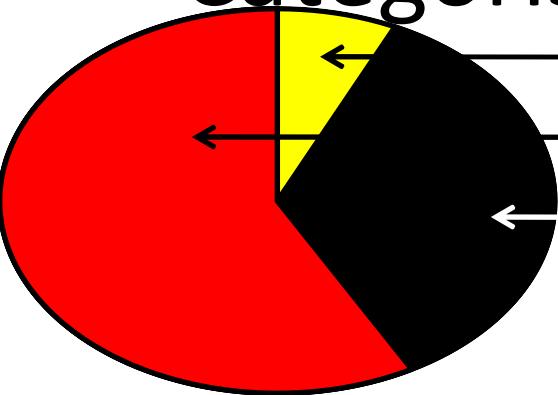


Physical Facility can fulfill only needs of the Body...

... There is a mismatch between desire and effort ...

What is the effort required to balance this?

# Categorise: Preconditioning, Sensation and Natural Acceptance



Few desires are based on Natural Acceptance  
Most of the desires are based on Preconditioning and Sensation



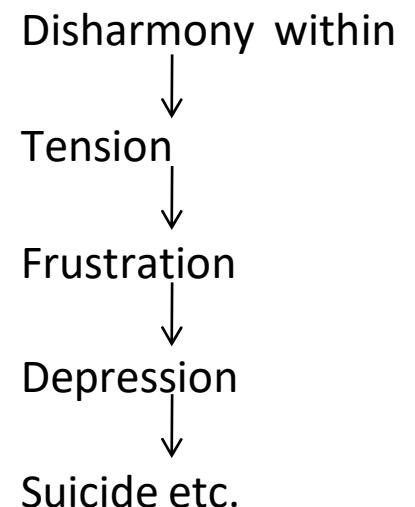
If most of the Needs are based on Preconditioning or Sensation, then one is living mostly in enslavement (being dictated by other, environment)

Effort required for self-organisation:

- a) Self awareness
  - b) Evaluation of desire on the basis of your natural acceptance
- If desire is naturally acceptable, it will become definite & continue; otherwise it will slowly become corrected or drop off

## Self Confidence, Ego & Depression

Right Evaluation	Over Evaluation	Under / Otherwise Evaluation
Self Confidence	Ego	Depression
I am self referential	The other is my reference	The other is my reference
Definite Conduct	Indefinite Conduct	Indefinite Conduct



# Harmony in Self = D, T, E in accordance with Natural

Basic Desire – Happiness, Prosperity → Intact, Uncorrupted, invariant

## Acceptance

Connection = ? Preconditioning, Sensation, NA

Desire1 (eg. To be unique)

Desire 2 (eg. To be accepted by everyone)

Harmony/Contradiction?

Similarly between 2 thoughts, 2 selections

Between desire and thought, between thought and selection

The disharmony in these is unhappiness

Harmony in these is happiness

Harmony in the self = harmony within

between basic desire and sub-desires (desires are based on contemplation "What is my role/participation in existence")

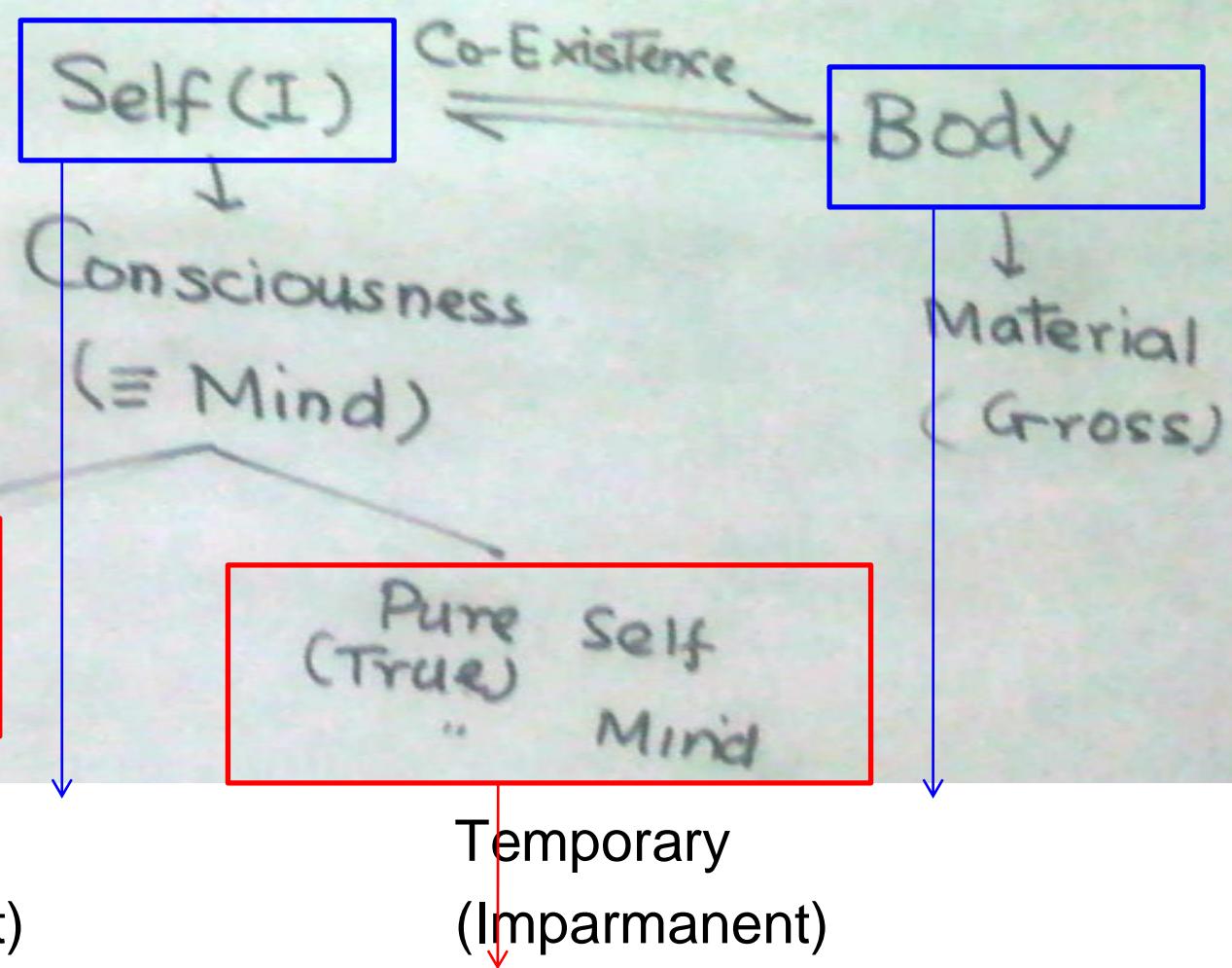
Between desire and thought

Between thoughts

Between thought & selection

Between selections

Human Being =



Sanskars based on  
Preconditioning, Sensation  
Fear, Wretchedness,  
Cunningness, Cruelty...

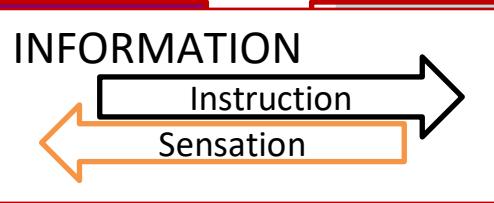
Sanskars based on  
Natural Acceptance  
Trust, Respect...  
Love, Compassion

# Harmony of the Self with the Body

(Understanding Prosperity  
and Health)

# Self Consciousness

# Body (Instrument)



Needs: Happiness, Prosperity → Continuity

Needs & activities are continuous in time

## Self-regulation

Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body

↓  
Food... Clothes, Shelter... Instruments...  
Physical Facility is required to keep the body in good health,  
so that right utilisation of the body can be ensured  
Required Required in a  
in limited i.e. physical Facility is required only for  
quantity quantity nurturing, protection and right utilisation of the body

If we can see that, the physical facility for nurturing, protection and right utilisation of the body is required in a limited quantity,  
then we can understand the meaning of prosperity

Physical Facility

Temporary in time

## Health

1. Body acts according to I
2. Parts of the body are in harmony (in order)

## Prosperity

Prosperity – The feeling of having / producing more than required Physical Facility

2

1

## 1 – Identification of required physical facility (including the required quantity)

– with right understanding

2 – Ensuring availability/ production of more than required physical facility

– with right skills

A prosperous person thinks of right utilisation, nurturing the other

“ deprived ” “ ” “ accumulation, exploiting ” “ ”

In a previous session, we had seen that we can observe two categories of human beings

1. Lacking physical facility, unhappy deprived
2. Having physical facility, unhappy deprived

Now we can see that if the identification of required physical facility is missing, then one can only shift between category 1 & category 2

While we want to be

3. Having physical facility, happy prosperous

This is possible only with

- a- the right identification of required physical facility and
- b- availability / production of more than required physical facility

# Gross Misunderstanding 1 – Human Being = Body

**Assumption: Human being = Body**



Needs of human being = physical facility  
and feelings

Need for feelings (like respect) is continuous



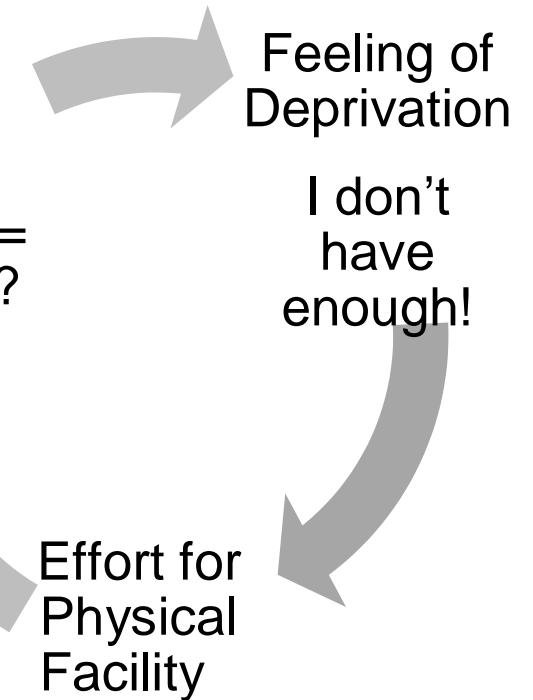
All needs are fulfilled by physical facility  
(Eg. clothes, house, car... will fetch respect)



**Physical facility required = unlimited!**



Physical facility available = unlimited?



Feeling of Deprivation

I don't have enough!

Effort for Physical Facility

# Gross Misunderstanding

2 – There is a Shortage of Physical Facility

**Data: Of the 4.2 billion tons of food produced, more than 1 billion tons of food is lost or wasted every year, UN-backed report finds (11 May 2011)**

About a third of all the food produced for human consumption each year – or roughly 1.3 billion tons – is lost or wasted, according to a new [study](#) commissioned by the United Nations Food and Agriculture Organization ([FAO](#))

**Global Food Production is 6 times requirement**

**Global Food Wastage is 1/3<sup>rd</sup> of production**

**Wastage is enough to feed 1300 crore people/year**

Have we understood human needs?

Have we understood right utilisation?

Is it a question of production or distribution?

Is it a question of relationship?

Is it a question of right understanding?

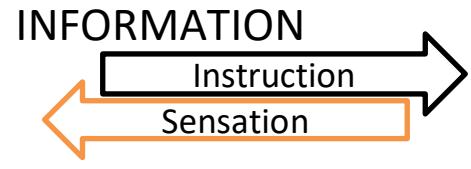
**It is a question of right education-sanskar**



# Health of the Body

# Self Consciousness

# Body (Instrument)



Material

Needs: Happiness, Prosperity → Continuity

Needs & activities are continuous in time

## Self-regulation

Feeling of responsibility toward the body – for  
Nurturing, Protection and Right Utilization of the Body

Physical Facility

Temporary in time

## Health

1. Body acts according to I
2. Parts of the body are in harmony (in order)

# Program for Fulfillment of Feeling of Self-regulation

**Self-regulation in the Self :** Feeling of responsibility toward the body  
Protection and Right Utilization of the Body

– for Nurturing,

## Program for Fulfillment of Feeling of Self-regulation

- 
- 1a. Intake                          1b. Daily routine
  - 2a. Labour                        2b. Exercise
  - 3a. Balancing internal & external organs of body                          3b. Balancing breathing of body
  - 4a. Medicine                        4b. Treatment

## Health in the Body

- 1. Body acts according to Self
- 2. Parts of the body are in harmony (in order)

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

# Harmony of the Self with the Body → Harmony in the Body

There is a feeling of responsibility in the self toward the body

- for nurturing, protection and right utilization of the body

## Program for harmony in the body

### (A) Staying Healthy

- 1 Intake and Daily Routine (Lifestyle)
- 2 Labour and Exercise
- 3 Postures for regulating internal & external body organs and Regulated Breathing

- 4 Medicine and

Treatment

(B) Bringing body back to harmony from temporary disharmony

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

# Some Implications of a wrong assumption

If the assumption is **Human Being = Body**

Then happiness is sought through

- sensation (through the body) or
- getting the right feeling from the other

As a result

- The body is harmed due to excessive consumption or over indulgence to get favourable sensation
- Continuity of happiness can not be ensured
- There is a major impact on family, society, nature...

e.g.

Over eating, consumption of "junk food" etc. is common

A large number of diseases are psychosomatic in nature

Today many of the complaints are related to the lack of feeling

# Why “More than Required Physical Facility”

If my family is prosperous, then:

1. We identify the required physical facility for the family (including the required quantity) – with right understanding
2. We produce more than the required physical facility using cyclic, mutually enriching process – with right skills
3. We consume as much as is required (for nurturing, protection & right utilisation of the body), and not more – with a feeling of Self-regulation
4. We share the rest for mutual fulfillment in relationship & for order in society – with a sense of responsibility in relationship

## Harmony in the Family

Family – the Basic Unit of Human Interaction

Values in Human-to-Human Relationship

# Human Being

Human Being is co-existence of Self and Body

The Self is central to human existence

The Body is used as an instrument by the Self

The need of the Self is continuous happiness. For this, the program of the Self is:

To understand harmony &

To live in harmony

at all levels of being

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

Physical facility is required only for the nurturing, protection and right utilisation of the body

# **Family**

The family is the next larger order – it is the basic unit or building block of human organisation

In the family, there are parents, grandparents, brothers, sisters, children, old people, uncles, aunts, cousins; and so many relatives and friends...

**Our basic grooming for living in relationship begins in the family**

**The major issue in family is that of relationship**

**To live in relationship, it is essential to understand relationship**

Without understanding relationship, isn't possible to fulfil relationship...

e.g. Not speaking to each other... for days... opposition, divorce...

# Relationship

These are the four aspects to understand about relationship

1. Relationship is – between one self ( $I_1$ ) and another self ( $I_2$ )
2. There are feelings in relationship – in one self ( $I_1$ ) for the other self ( $I_2$ )
3. These feelings can be recognized – they are definite (9 Feelings)
4. Their fulfilment, evaluation leads to mutual happiness

We will explore each of these aspects one by one

# **1. Relationship is – between one self ( $I_1$ ) and other self ( $I_2$ )**

Of course the relationship is between one human being and another human being

Now if you look at the human being, who is recognising the relationship – the self or the body?

One self is recognising the relationship with another self

So, in that sense,

**the relationship is between one self ( $I_1$ ) and other self ( $I_2$ )**

**The body is used as an instrument by both of them**

# 1. Relationship is – between one self ( $I_1$ ) and another self ( $I_2$ )

We can see that the relationship is something which is there, not that we have to make relationship

We are related to each other – whether we understand it or not

The relationship is already there, we only need to understand it

When we understand relationship

- We are able to see that relationship is there
- We are able to accept the relationship and
- think in terms of fulfilling the relationship

When we don't understand it, the relationship is still there but:

- We are not able to see the relationship
- We are not able to accept the relationship and therefore
- We are not able to fulfill the relationship

2. There are feelings in relationship – in one self for the other self

Feelings are in the self or in the body?

So there are feelings in relationship

– in one self ( $I_1$ ) for the other self ( $I_2$ )

We can see that the core thing in relationship are the feelings

And one can understand this only when one can understand the self

So if one does not understand the Self, one can not understand the relationship

The major crisis we are facing in relationship today is because of the failure to understand the Self

We are trying to assume relationship on the basis of body and trying to fulfill relationship on the basis of body, and it does not work, inspite of all good intentions

### 3. These feelings can be recognized – they are definite (9 Feelings)

These are the 9 feelings

1- Trust FOUNDATION VALUE

2- Respect

3- Affection

4- Care

5- Guidance

6- Reverence

7- Glory

8- Gratitude

9- Love COMPLETE VALUE

We can identify them, investigate them and understand that these are the feelings naturally acceptable to us in relationship with the other human being

3. These feelings can be recognized – they are definite (9 Feelings)

Each of us can investigate if these feelings are naturally acceptable to us or not

What is naturally acceptable to you?

Feeling of trust                  or mistrust, opposition?

Feeling of respect                  or disrespect?

Feeling of affection                  or jealousy?

Feeling of care                  or exploitation?

Feeling of guidance                  or misguidance, confusion?

Feeling of reverence                  or irreverence?

Feeling of glory                  or inglorious feelings?

Feeling of gratitude                  or ingratitude?

Feeling of love                  or hatred?

### 3. These feelings can be recognized – they are definite (9 Feelings)

Feeling in relationship:

1- Trust **FOUNDATION VALUE**

2- Respect

3- Affection

4- Care

5- Guidance

6- Reverence

7- Glory

8- Gratitude

9- Love **COMPLETE VALUE**

Are these feelings naturally acceptable to you?

Are these feelings naturally acceptable to the other?

#### 4. Their fulfilment, evaluation leads to mutual happiness

These feelings are naturally acceptable to me. Therefore having these feelings in myself leads to my happiness

These feelings are naturally acceptable to the other, therefore their fulfillment leads to happiness of the other

Can you see that problems in relationship are due to the absence of one or more of these feelings? We try to compensate with physical facility..

When you have these feelings in you, does it lead to your happiness?

When you express them to the other, does it lead to happiness of the other?

Evaluation is required to verify

- whether I have these feelings or not
- whether I have expressed these feelings to the other or not
- whether it has reached to the other or not... and ultimately
- whether the result is mutual happiness or not

# Analysis of Current Situation

Generally, we are unhappy because these feelings are not in us  
(since we have not understood relationship, feelings in relationship)

We try to get feelings (like respect) from the other in so many ways  
(build big houses, wear fashionable clothes, get special haircuts, etc.)

- If the other expresses these feelings to us, we feel happy
- If the other does not express these feelings to us, we feel unhappy

The other is also trying to get these feelings from us!

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

# The Way Forward

The most fundamental thing is to understand these feelings. If I understand these feelings then I have these feelings in me

If I understand the feeling of respect, I have feeling of respect within me

If I have feeling of respect, I am comfortable (in harmony) within myself. This leads to my happiness

When I am happy, I naturally express the feeling of respect to the other. This makes the other happy

In this way, understanding the feeling, having the feeling, expressing the feeling and its right evaluation leads to mutual happiness

# Harmony in the Family

1. Relationship is – between one self ( $I_1$ ) and another self ( $I_2$ )
2. There are feelings in relationship – in one self ( $I_1$ ) for the other self ( $I_2$ )
3. These feelings can be recognized – they are definite (9 Feelings)
4. Their fulfilment, evaluation leads to mutual happiness

Feelings in relationship:

- |                           |                        |
|---------------------------|------------------------|
| 1- Trust FOUNDATION VALUE | 6- Reverence           |
| 2- Respect                | 7- Glory               |
| 3- Affection              | 8- Gratitude           |
| 4- Care                   | 9- Love COMPLETE VALUE |
| 5- Guidance               |                        |

From the next lecture, we can start exploring each of these feelings one by one...

# Self Reflection

# Self Reflection

1. Reflect on your notion of relationship – is it based on the self or on the body?
2. When you think about relationship, what is central
  - Feelings or
  - sensation and physical facility
3. Do you think about
  - Ensuring these feeling in yourself and expressing them to the other or
  - Geting these feelings from the other
4. When you think of relationship, do you think of it within your family or also outside your family? (What is the scope of relationship for you)
5. Find out what effort is being made in our school and college education to understand relationship, and then to practice living in relationship? Then find out what is required to be done starting from home... to school... to college and in society...

# Understanding Harmony in the Society

Vision for  
Universal Human Order

# Society

We saw that the family is the basic unit or building block of human organisation

The society is the next larger order

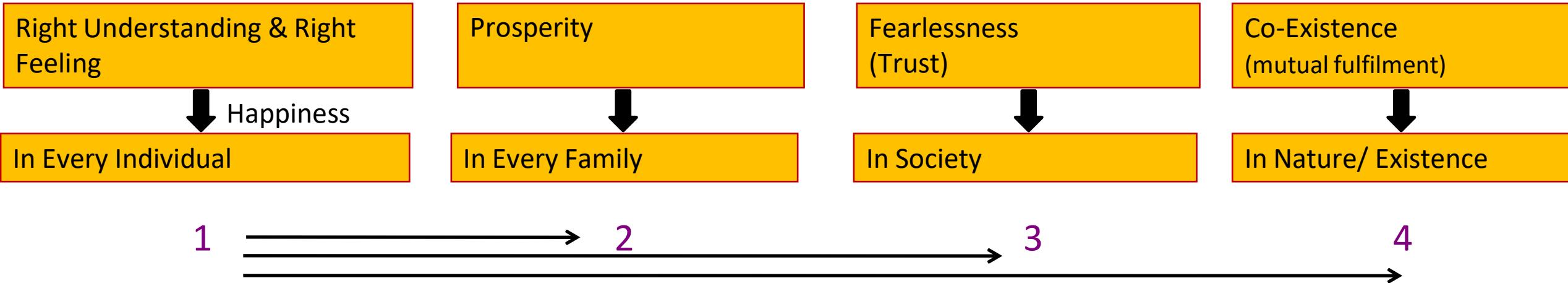
Society is composed of many families living together making collective effort for a common goal

We will explore:

1. Goal of human being living in society (human goal)
2. The dimensions or systems required to achieve the human goal
3. Scope of the systems

# Harmony in the Society (lekt esa O;oLFkk)

## Human Goal (ekuo y{;)



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

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

Are we working for all 4? In the family? In the society?

# Current State – Have we understood our Goal?

## Human Goal

Right Understanding & Right Feeling

↓ Happiness

In Every Individual

Prosperity

↓

In Every Family

Fearlessness  
(Trust)

↓

In Society

Co-Existence  
(mutual fulfilment)

↓

In Nature/ Existence

Assumptions (eg. Money is everything)

Accumulation  
By Any Means

Domination ,  
Exploitation, Fear

Mastery &  
Exploitation

Gross Misunderstanding (वक्कज्ञान) ↓  
In Every Individual

In few Individuals

In Society

Over Nature

Obsession for Consumption  
“ for Profit  
“ for Sensual Pleasure

Hkksx mUekn  
ykHk mUekn  
dke mUekn

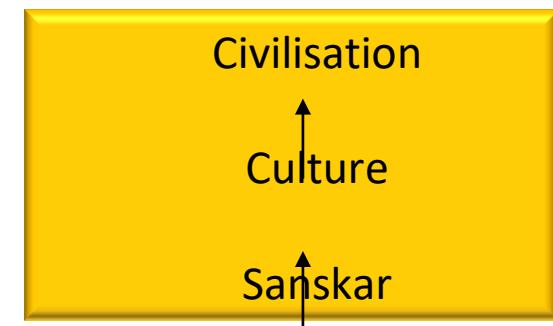
Terrorism  
War

Resource Depletion  
Pollution

## Our Goal depends on Our Assumptions / Understanding

Acceptances derived out of individuals

Collective acceptances of a group of people = culture



The civilisation is the expression of culture  
(in behaviour, work, participation in the larger order)

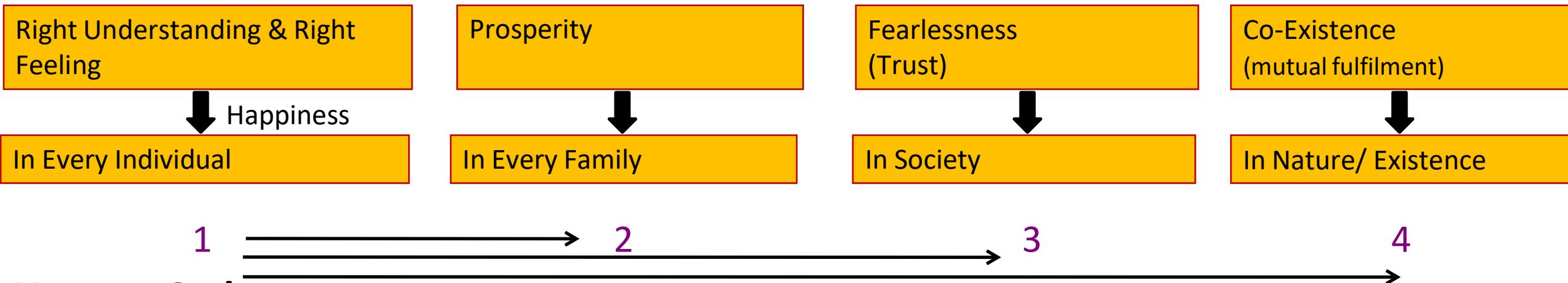
The effort in today's civilisation depends on what we understand or assume about:

1. Human being                      Co-existence of Self and Body?              just Body?
2. Nature/existence              Material and Consciousness?              only Material?
3. The role of human being in nature/existence

The effort we are making (the role we are playing) is only a reflection of our thoughts,  
assumptions / understanding

# Harmony in the Society (lekt esa O;oLFkk)

## Human Goal



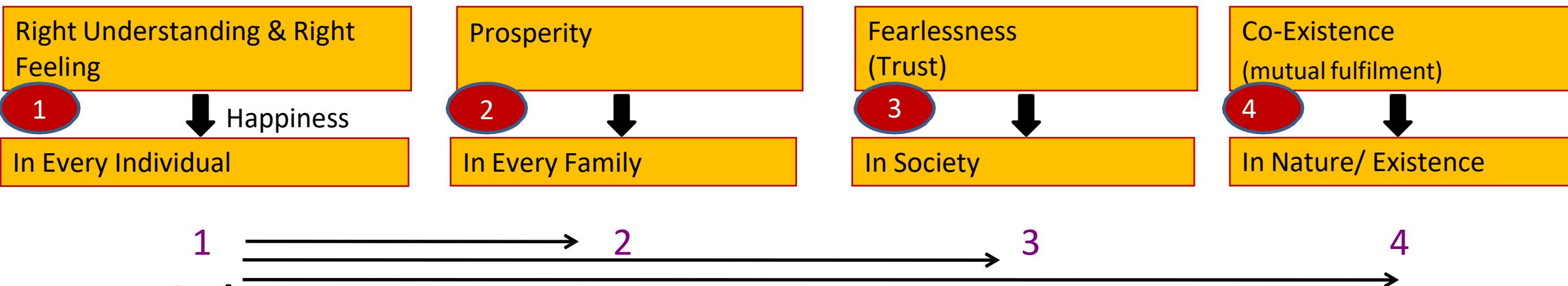
## Human Order

## Systems / Dimensions

1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
5. Exchange – Storage

# Harmony in the Society (lekt esa O;oLFkk)

## Human Goal



## Human Order

## Systems / Dimensions

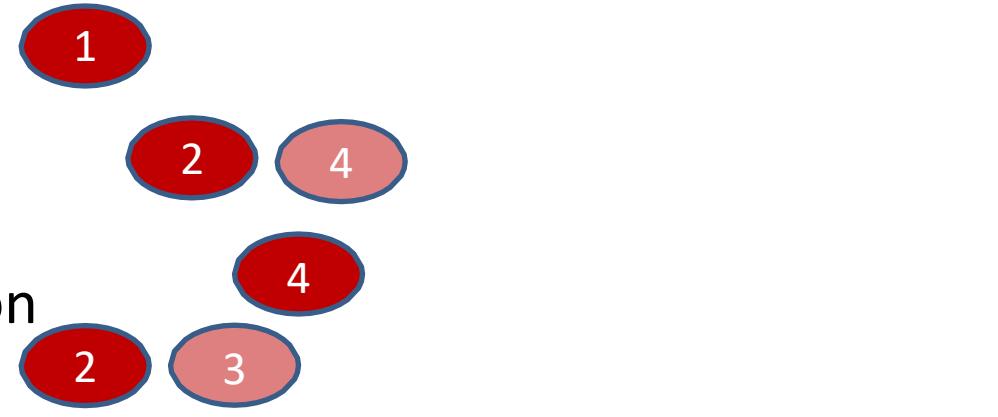
1. Education – Sanskar

2. Health – Self-regulation

3. Production – Work

4. Justice – Preservation

5. Exchange – Storage



# Harmony in the Society (lekt esa O;oLFkk)

## Human Goal



## Human Order

## Systems / Dimensions

1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
5. Exchange – Storage

1a. Education – To develop the right understanding of the harmony at all levels of our being – from self to the entire existence (individual, family, society, nature/existence)

1b. Sanskar – The commitment, preparation and practice of living in harmony. Preparation includes learning the skills and technology for living in harmony at all levels – from self to the entire existence (individual, family, society, nature/existence)

# Education-Sanskar

*Education = Developing Right Understanding*

*Sanskars = Commitment/ Preparation/ Practice for Right Living*

*Preparation includes Learning Right Skills & Technology*

Development of the competence to live with Definite Human Conduct

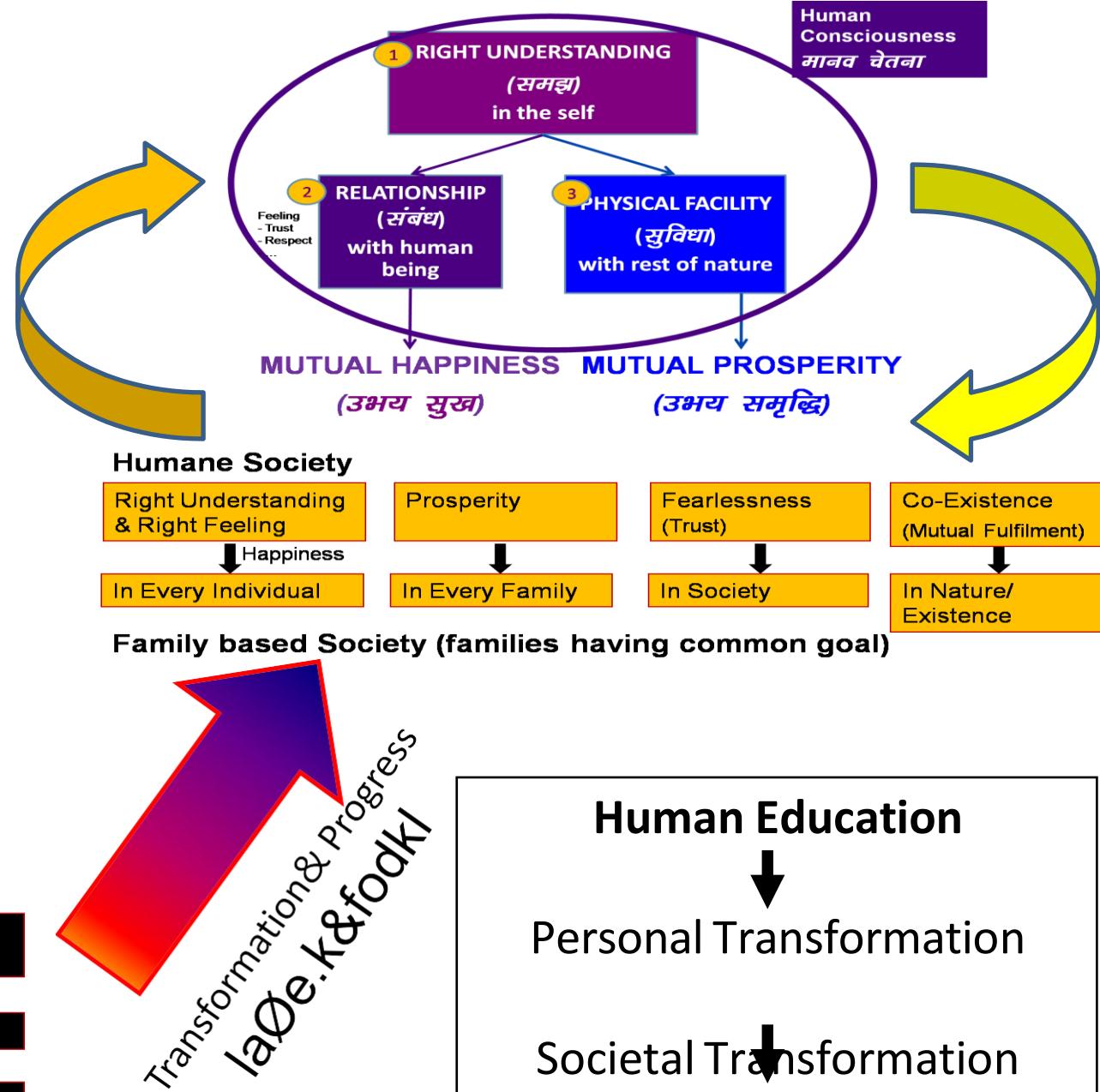
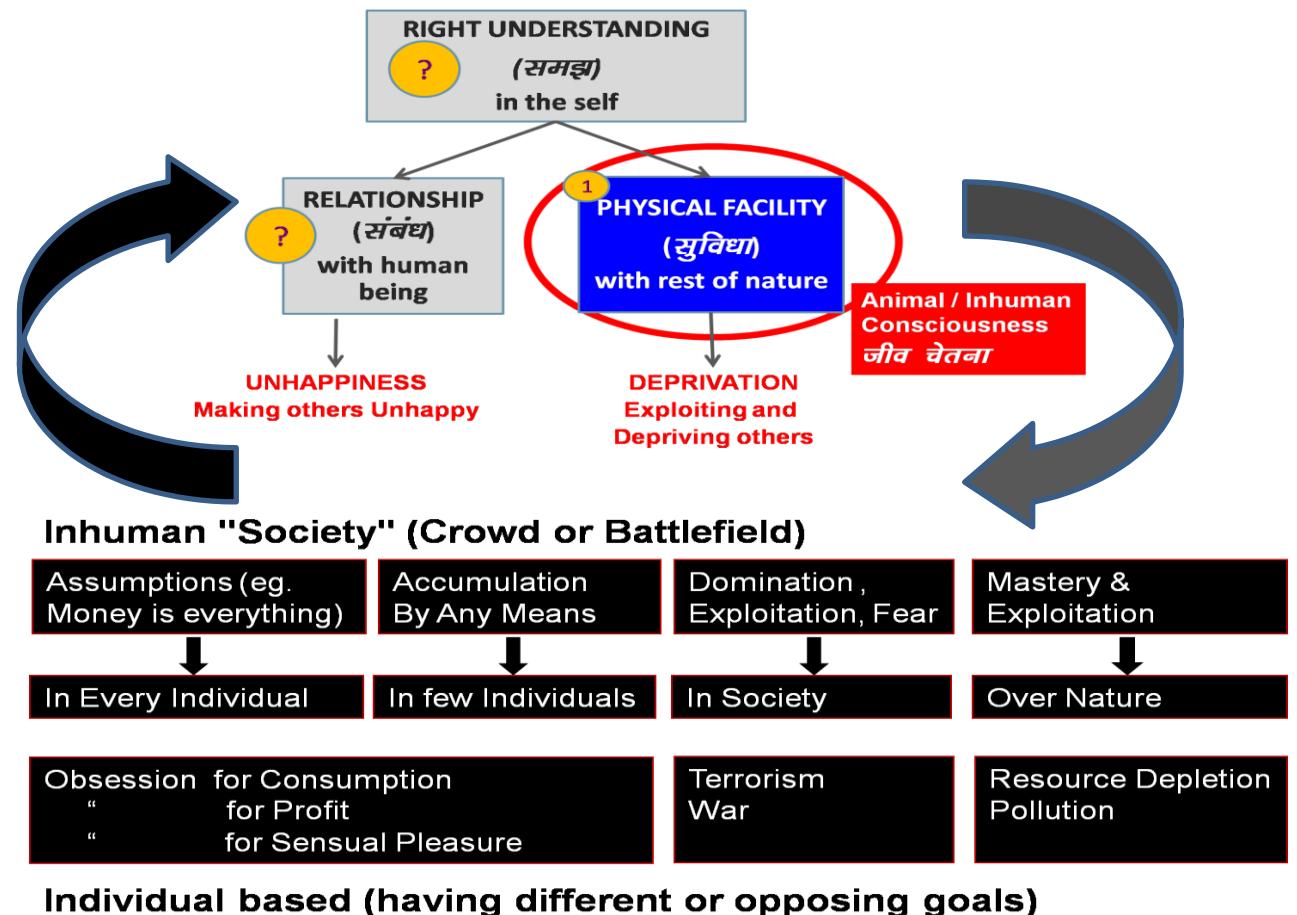
Discipline to Self Discipline

1. Right **understanding**, i.e. wisdom or clarity about what to do as a human being – in oneself, family, society, nature...
2. Right **feeling** – the capacity to live in relationship with the other human beings – in family, society...
3. Right **skills** for prosperity, i.e.
  - The capacity to identify the need of physical facility
  - The skills & practice for sustainable production of more than what is required (by way of labour using cyclic, mutually enriching process)
  - The feeling of prosperity

# Human Education

Next generation has improved

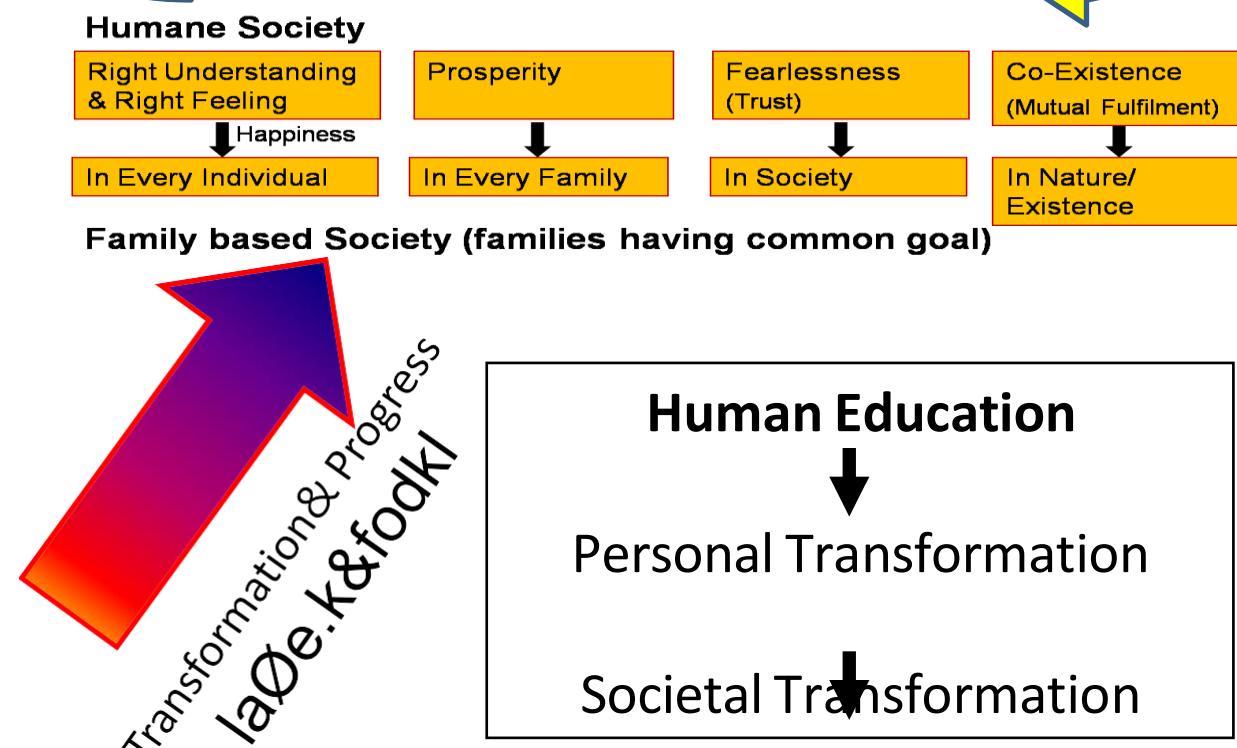
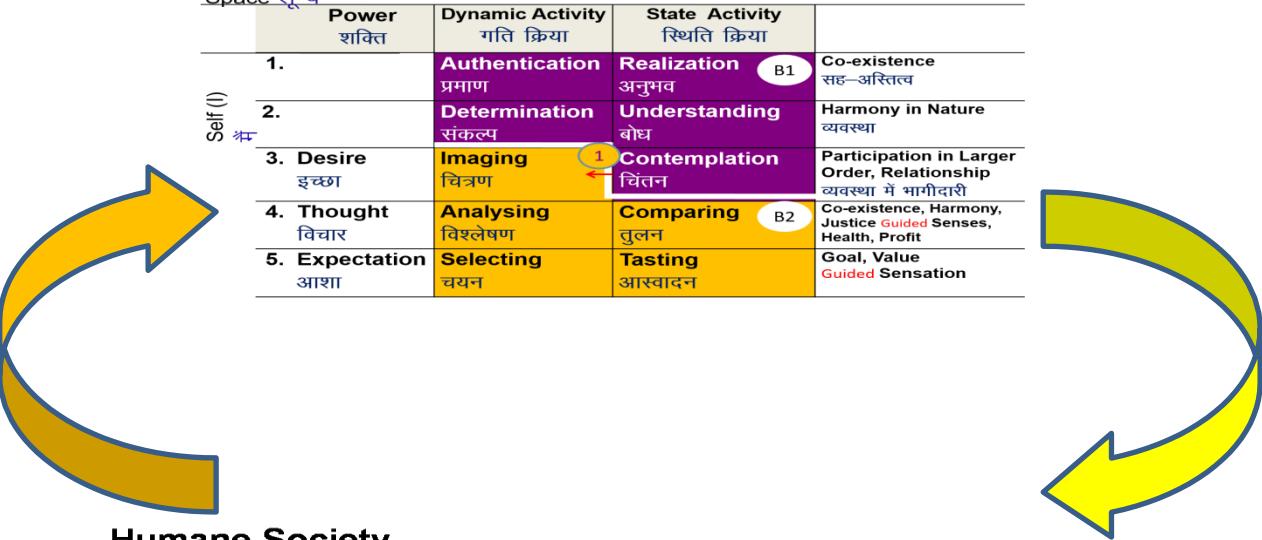
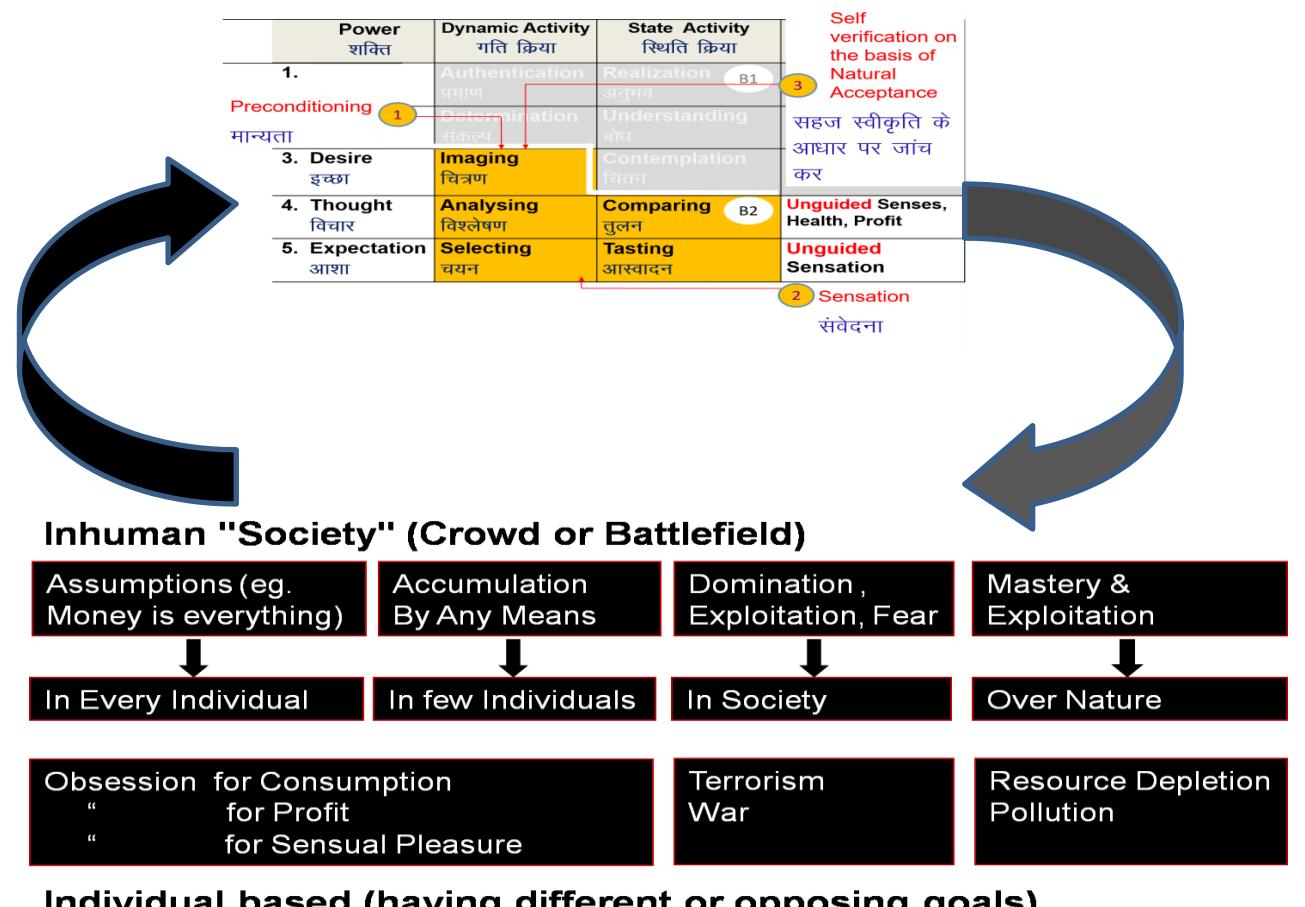
- Understanding
- Feeling



# Human Education

Next generation has improved

- Understanding
- Feeling



# Harmony in the Society (lekt esa O;oLFkk)

## Human Goal



## Human Order

### Systems / Dimensions

1. Education
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
5. Exchange – Storage

2b. Self-regulation – Feeling of responsibility for Nurturing, Protection and Right Utilization of the Body

2a. Health (Swasthya) –  
Body acts according to Self (I)  
Parts of the body are in harmony (in order)  
→ Recognising What is Needed as Physical Facility

# Program for Health-Self Regulation (Self-regulation)

There is a feeling of responsibility in the self(I) toward the body  
– for nurturing, protection and right utilization of the body

## Program for harmony in the body

### (A) Staying Healthy

- 1 Intake and Daily Routine (Lifestyle)
- 2 Labour and Exercise
- 3 Postures for regulating internal & external body organs and Regulated Breathing

### (B) Bringing body back to harmony from temporary disharmony

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

- 4 Medicine and Treatment

# Program for Health-Self-regulation

**Self-regulation in the Self (I):** Feeling of responsibility toward the body  
Protection and Right Utilization of the Body

– for Nurturing,



## Program for Self-regulation

- |  |                                 |
|--|---------------------------------|
| 1a. Intake                                       | 1b. Daily routine               |
| 2a. Labour                                       | 2b. Exercise                    |
| 3a. Balancing internal & external organs of body | 3b. Balancing breathing of body |
| 4a. Medicine                                     | 4b. Treatment                   |

## Health in the Body

1. Body acts according to Self (I)
2. Parts of the body are in harmony (in order)

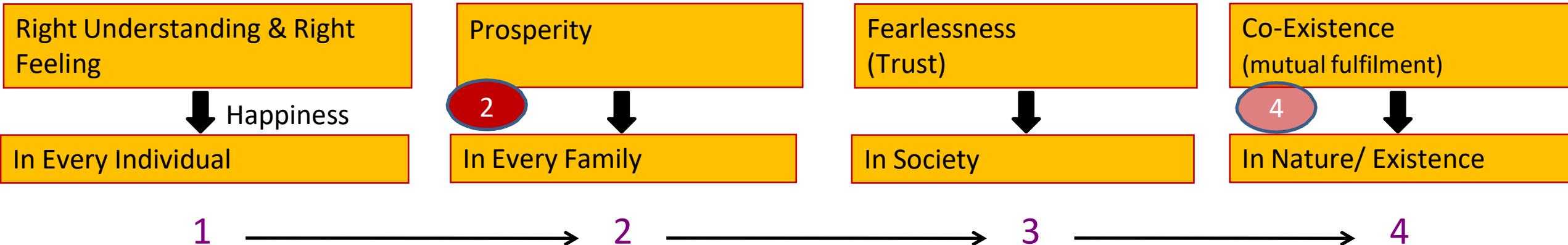
- 1a. Intake includes air, water, sunlight, food (food is nutritious, digestible & tasty and waste is excretable)...
- 1b. Rising time, sleeping time, eating time...
- 2a. Outcome of labour is production of physical facility
- 2b. No physical facility is produced by exercise

# System for Health-Self-regulation

Individual	Lifestyle, exercise
Family	Intake, daily routine
Family cluster	Postures, Regulation of breath
Village	Medicine
Village cluster / city	Health education, environment, labour, treatment
...	
Nation	Proliferation of good practices
...	
World	Humane culture, civilisation, tradition

# Harmony in the Society (lekt esa O;oLFkk)

## Human Goal



## Human Order

### Systems / Dimensions 1. Education – Sanskar

2. Health – Self-regulation

3. Production – Work

4. Justice – Preservation

5. Exchange – Storage

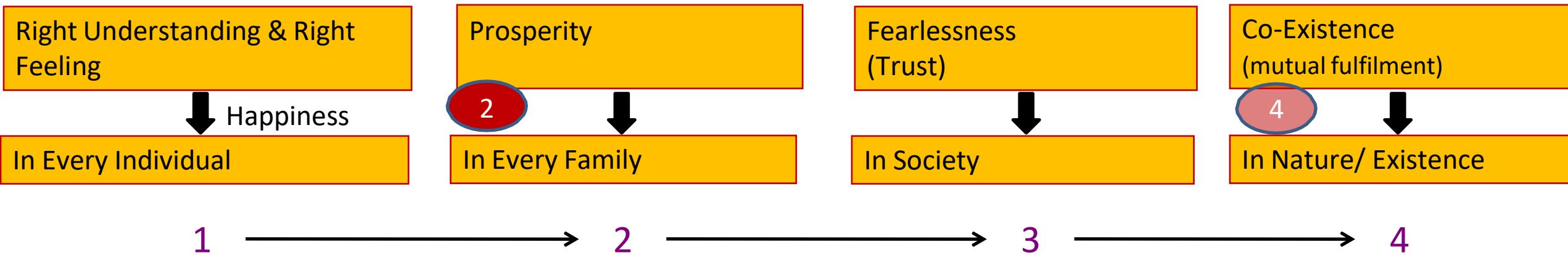
2      4

3b. Work: The labour a human being does on the rest of nature

3a. Production: The physical facility obtained out of work

# Harmony in the Society

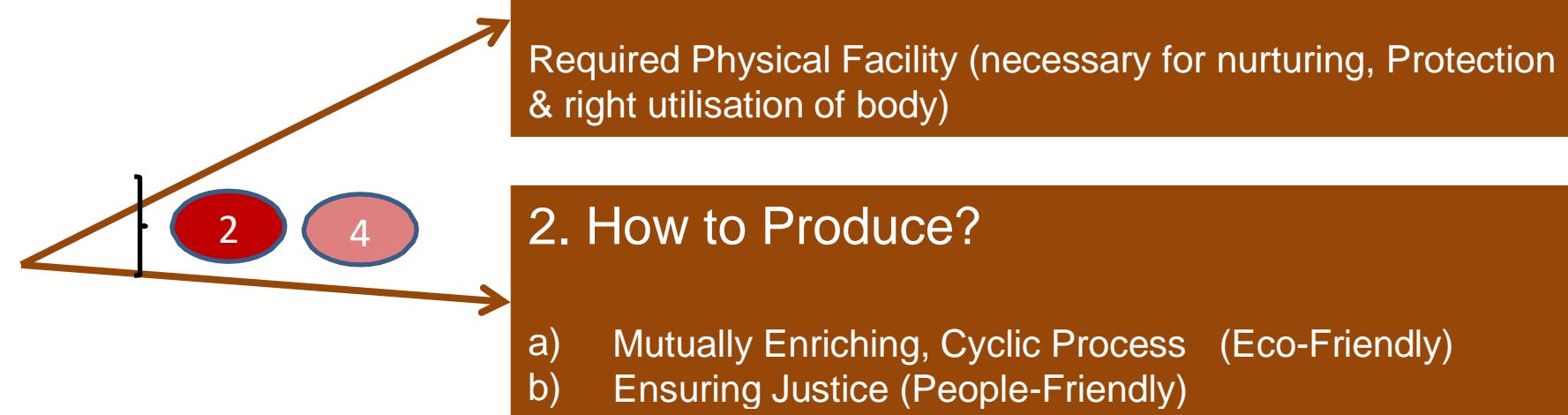
## Human Goal



## Human Order

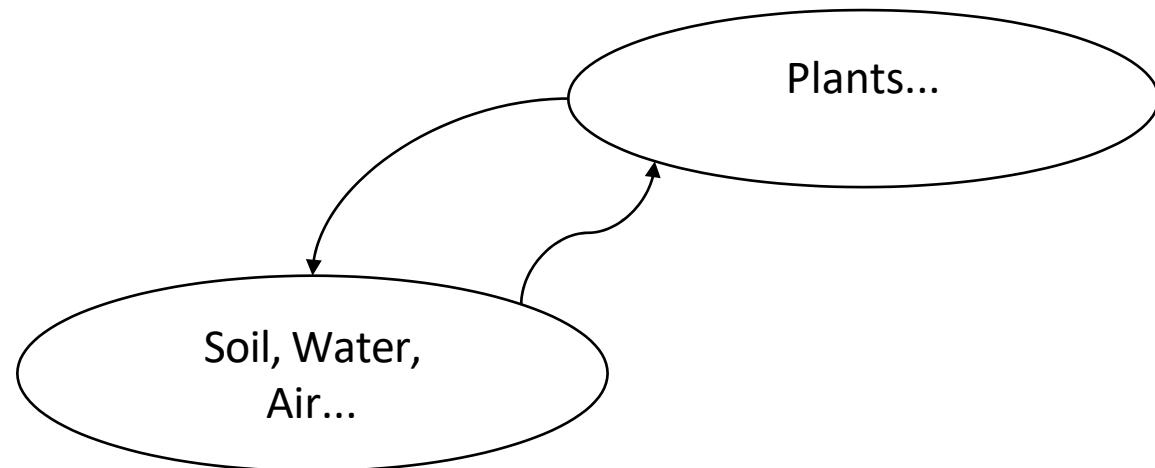
### Systems / Dimensions

1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
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# Mutually Enriching, Cyclic Process (Avartansheel Process)

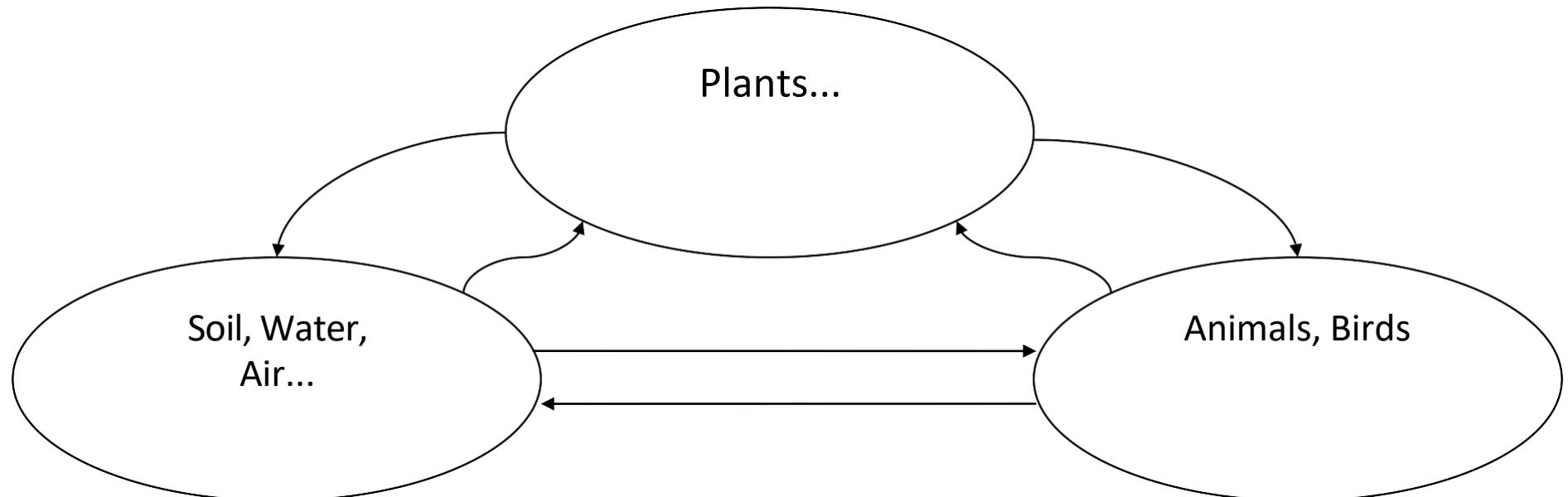
1. Cyclic
2. Every Unit in the Process is Enriched



This mutually enriching, cyclic process is already going on in Nature. We do not have to create it

# Mutually Enriching, Cyclic Process (Avartansheel Process)

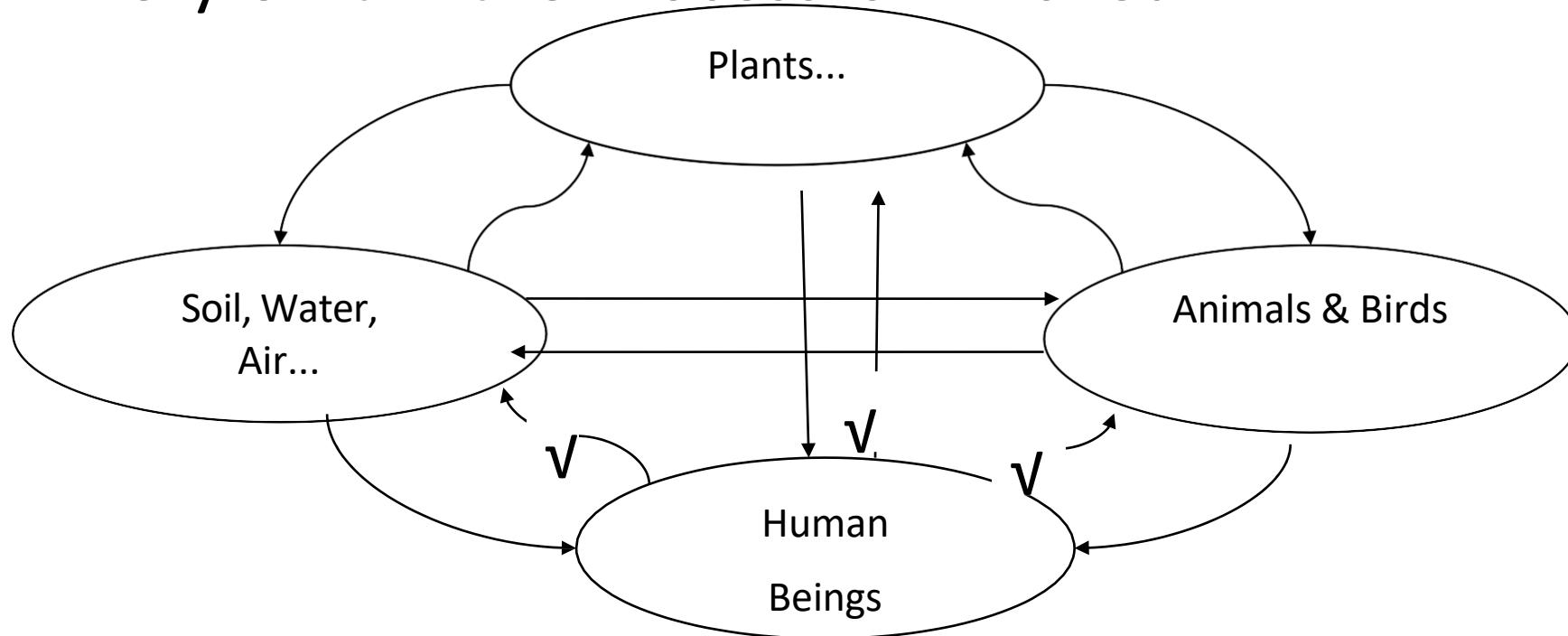
1. Cyclic
2. Every Unit in the Process is Enriched



This mutually enriching, cyclic process is already going on in Nature. We do not have to create it

# Mutually Enriching, Cyclic Process (Avartansheel Process)

1. Cyclic
2. Every Unit in the Process is Enriched



# Requirement (for Self Sufficiency) Availability

Family of 10

2 acres of land

40 man hrs or work / day

Sufficient to produce what is required for nurturing  
(food...), protection of body (clothes, shelter, medicine...)  
and right utilisation of body (instruments, equipments...)

4 full grown trees – wood for 1 person

90% production in family

10% by exchange / shared by larger order

In India, land availability

2.73 acres of agricultural land for every 10 persons

Total land = 32,87,590 sq km

Forest 21.6%

Agricultural 46.2%

Fallow 8.6%

Built-up/Other 23.6%

Total population = 137 cr

1 sq km = 247.105 acre

# Harmony in the Society

## Human Goal



1 → 2 → 3 → 4

## Human Order

### Systems / Dimensions

1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work  
3
4. Justice – Preservation
5. Exchange – Storage

4a. Justice – Recognition of Human-Human Relationship, its Fulfillment & Evaluation leading to Mutual Happiness

1. Relationship is – between one self ( $I_1$ ) and other self ( $I_2$ )
2. There are feelings in relationship – in one self ( $I_1$ ) for other self ( $I_2$ )
3. These feelings can be recognized – they are definite (9 Feeling)
4. Their fulfilment, evaluation leads to mutual happiness

Feeling in relationship:

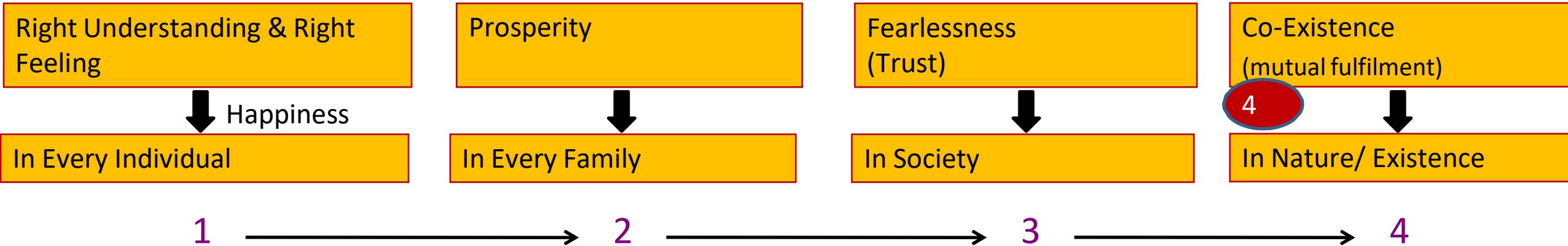
- |                           |                        |
|---------------------------|------------------------|
| 1- Trust FOUNDATION VALUE | 6- Reverence           |
| 2- Respect                | 7- Glory               |
| 3- Affection              | 8- Gratitude           |
| 4- Care                   | 9- Love COMPLETE VALUE |
| 5- Guidance               |                        |

Justice = Recognition, Fulfillment & Evaluation of Human-Human Relationship,  
leading to Mutual Happiness

Justice → from Family to World Family → Undivided Society

# Harmony in the Society

## Human Goal



## Human Order

## Systems / Dimensions

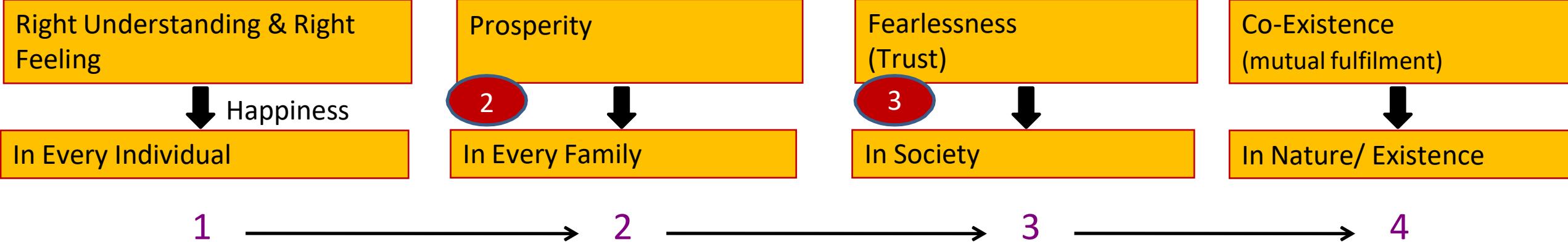
1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
5. Exchange – Storage

4

- 4b. Preservation – Recognition of Human-Rest of Nature Relationship, its Fulfillment & Evaluation leading to Mutual Prosperity or Mutual Enrichment
1. Prosperity of Human Being
  2. Enrichment, Protection & Right Utilisation of rest of Nature

# Harmony in the Society

## Human Goal



## Human Order ¼ekuoh; Systems / Dimensions

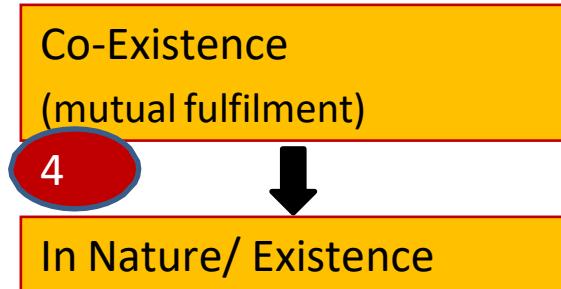
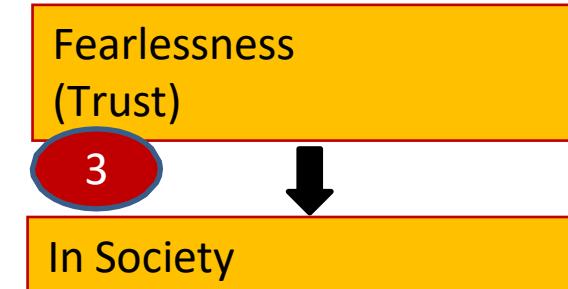
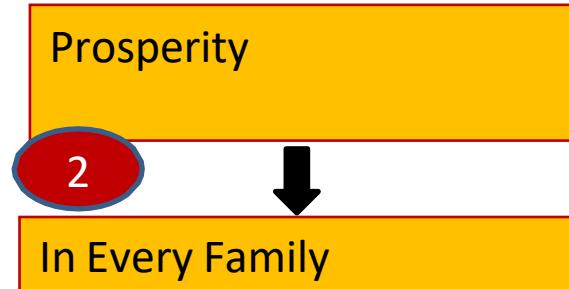
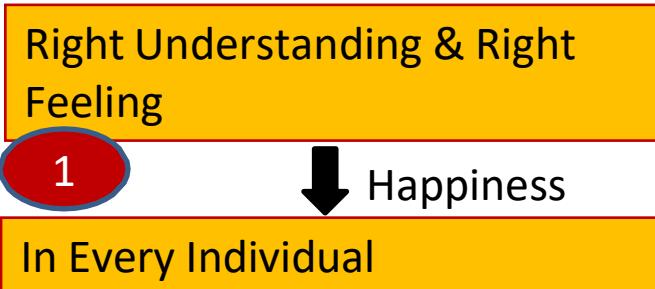
1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
5. Exchange – Storage

5a. Exchange – of physical facility with a view of mutual fulfillment  
(not with obsession for profit / of exploitation)

5b. Storage – of physical facility with a view of mutual fulfillment  
(not with obsession for profit / of accumulation)

# Harmony in the Society

## Human Goal



↓ Happiness

↓

↓

↓

1

2

3

4

## Human Order

## Systems / Dimensions

1. Education – Sanskar

1

2. Health – Self-regulation

2

4

3. Production – Work

3

4. Justice – Preservation

2

4

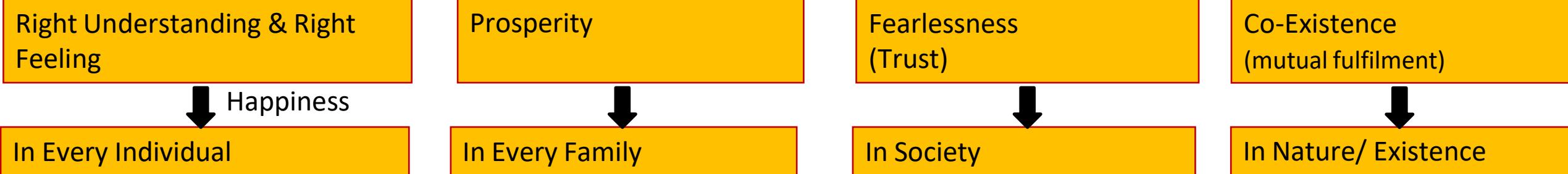
5. Exchange – Storage

3

}

# Harmony in Society – Universal Human Order

## Human Goal



## Systems / Dimensions of Human Order

1. Education – Sanskar
2. Health – Self-regulation
3. Production – Work
4. Justice – Preservation
5. Exchange – Storage

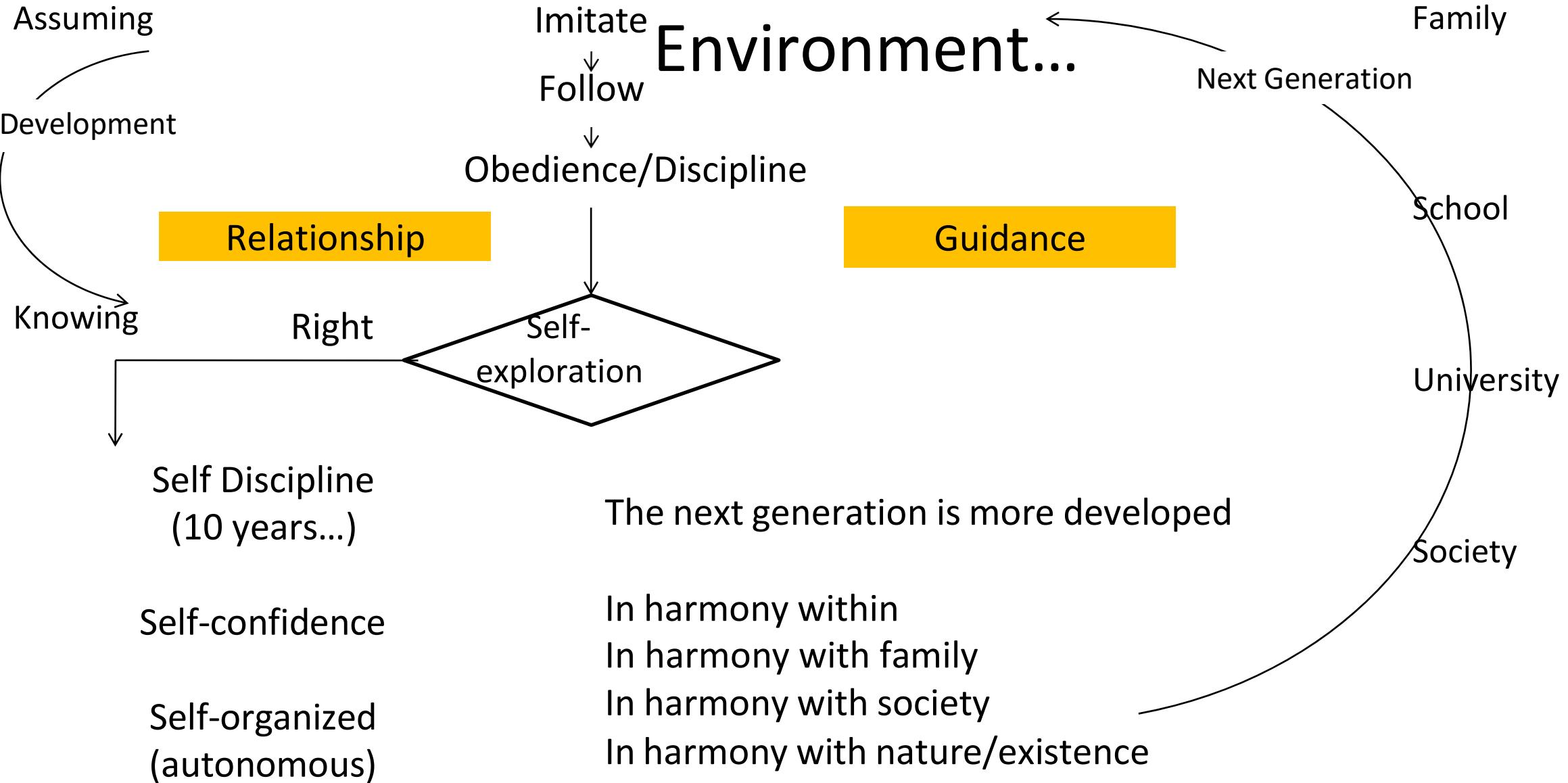
## Scope –From Family Order to World Family Order (Universal Human Order)

Family – Family cluster – Village – Village cluster ... Nation ... World Family

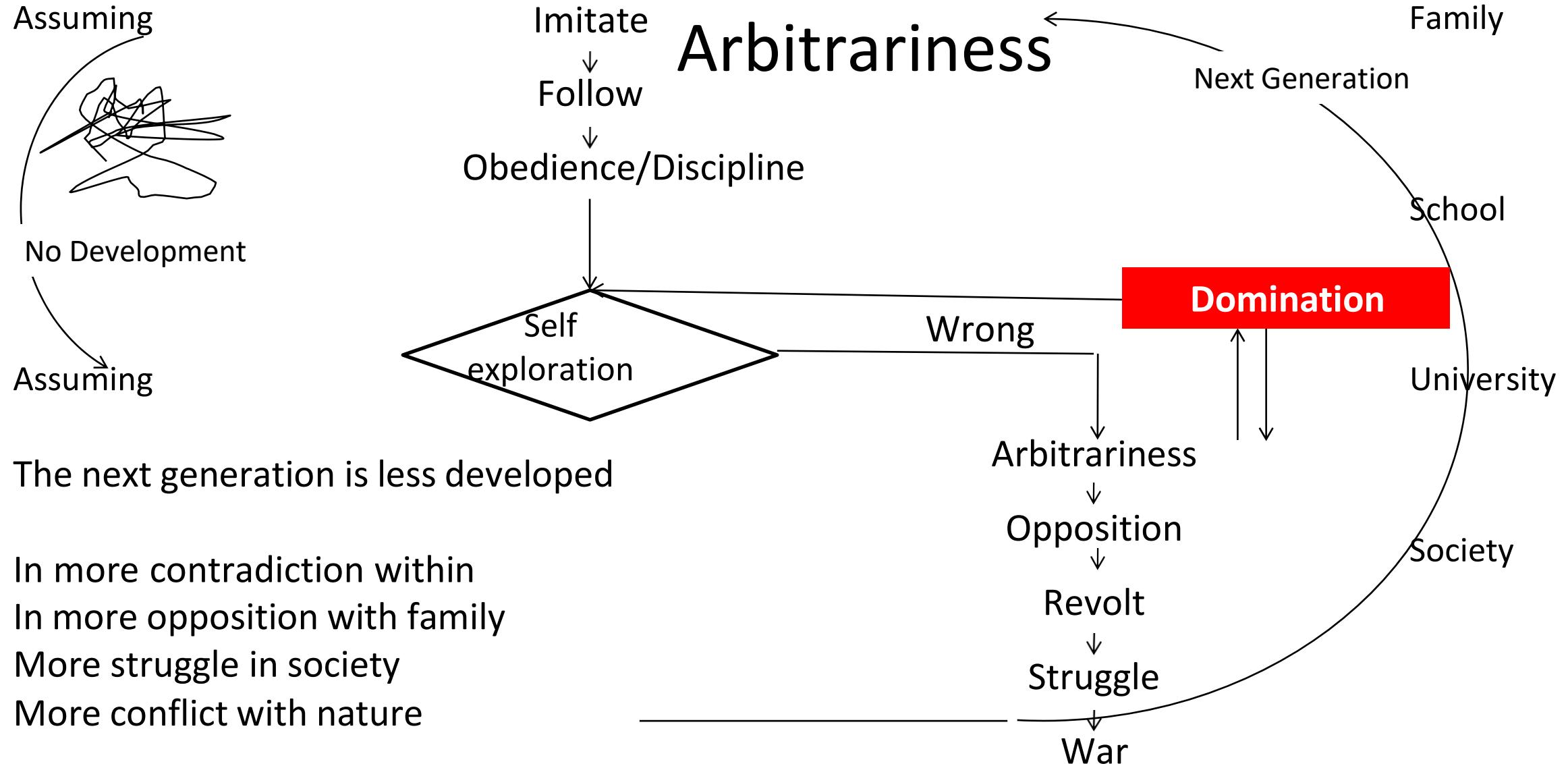
Order   Order      Order   Order      Order   Order  
~ $10^1$    ~ $10^2$       ~ $10^3$    ~ $10^4$       ~ $10^5$    ~ $10^{10}$

# On Education

# Child's Natural Effort to Know – Needs a Conducive Environment...



# Lack of Conducive Environment... – Effort Shifts to Arbitrariness



# Components of Human Education

## **Understanding**

Content of understanding (harmony)

Process of understanding (self-exploration)

Children – by doing and observation, then exploring within

Youth, adults – by exploring within, then by doing and observation

## **Learning**

Content of skills (for living in harmony)

Process of skill development

## **Doing**

Practice

# Work Done and Work Remaining

## Work Done

- Formal education has been accepted as a basic human right
- Parents are motivated to send their children to schools and colleges
- Students are going to schools and colleges in large numbers
- There is adequate institutional and learning infrastructure
- Teachers have been appointed
- Educational activity is already going on (particularly in skill development)

## Work Remaining

All that is now required is to develop human education

- Content
- Process

# At what level do we need to address problems?

Psychological (Self)



Social (Relationship)



Political (System)

# Is our Education Clearly Making Effort for

## Human Goal: Enlightened Individual, Human Family, Human Society.

Right Understanding  
& Right Feelings



In Every Individual

Prosperity



In Every Family

Fearlessness  
(Trust)



In Society

Co-Existence



In Nature/ Existence

## Currently: Managing in the Current "Society" (Crowd or Battlefield)

Assumptions (eg.  
Money is everything)



In Every Individual

Accumulation  
By Any Means



In few Individuals

Domination ,  
Exploitation, Fear



In Society

Mastery &  
Exploitation



Over Nature

Obsession for Consumption  
" for Profit  
" for Sensual Pleasure

Conflicts  
Terrorism  
War

Resource Depletion  
Pollution

# Why “More than Required Physical Facility”

If my family is prosperous, then:

1. We identify the required physical facility for the family (including the required quantity) – with right understanding
2. We produce more than the required physical facility using cyclically enriching process – with right skills
3. We consume as much as is required (for nurturing, protection & right utilisation of the body), and not more – with a feeling of sanyam
4. We share the rest for mutual fulfillment in relationship & for order in society – with a sense of responsibility in relationship

# Domination (*shasan*)

Units are selfish. Individual aims are dissonant with others & it is responsible, self motivated with **wellbeing of all** (I work to be happy & make other happy)

For **indulgence of few** (I compete for maximum physical facility)  
domination (central control) by way of fear (force), incentive,  
faith used to motivate

Unequal terms of exchange

Power, energy is centralized. Externally, centrally regulated, flows  
top down (~1:1L Prayer)

Human being is a resource

# Self Organization (*vyavastha*)

Units are self organized, responsible. Individual aims are complementary to others & to collective

Equal terms of exchange

Every unit is self energized & self regulated (~1:10 Dialog)

Human being is co-existence of Self(I) & Body  
Body is a resource of the Self(I)

# Role of Education-Sanskar: Enable Transformation

Holistic development is transformation to Human Consciousness.

The role of education-sanskar is to enable this transformation by way of ensuring the development of the competence to live with Definite Human Conduct

For this, the education-sanskar has to ensure

1. Right understanding in the self of every child
2. The capacity to live in relationship with the other human being
3. The capacity to identify the need of physical facility and the skills & practice for sustainable production of more than what is required leading to the feeling of prosperity

These are the 3 components of human education-sanskar, if it has to ensure development of definite human conduct

If we look at the education we are giving today...

1. First one is missing
2. The second one is missing
3. In the third one, identification of physical facility, is also missing. The willingness to produce by way of labour is also missing. The core feeling that is generated is to accumulate more & more and to consume more & more, rather than to produce more & more

## Child's Desire / Expectation

1. Expectation for justice
  - In every interaction
2. Desire for right work & behaviour
  - The child naturally wants to participate, makes effort to learn & can learn
3. Speaks the truth
  - The child naturally speaks whatever truth it knows
  - It willingly makes effort to understand, asks lots of questions
  - It can understand

## Fulfillment / Satisfaction Point

Ability to do justice

Competence for right work & behaviour

Understanding the truth

- from self to entire existence
- The child expects parents, elders, teachers, society... to facilitate it to attain the satisfaction point (role of education-sanskar)

# Which type of Economics can be called Developmental Economics

**Take-Take Economics** (dominate/exploit HB, exploit rest of nature)

Feeling: opposition

Result: both try to maximise their share (profit maximisation)

Needs are undefined / unlimited + resources are limited → Everyone is bound  
to be deprived

**Give-Take Economics**

Feeling: indifferent or opposition

**Give-Give Economics** (both work for mutual enrichment)

Feeling: Relationship

1. Identify the needs → Needs are definite

2. Produce more than what is required  
by cyclic, mutually enriching process

(more is for sharing in relationship) → Resources are more than what  
is required

Everyone (all) can be prosperous

# Realizing Existence as Co-existence at All Levels

The Holistic Perception of Harmony in Existence

# Harmony in Existence

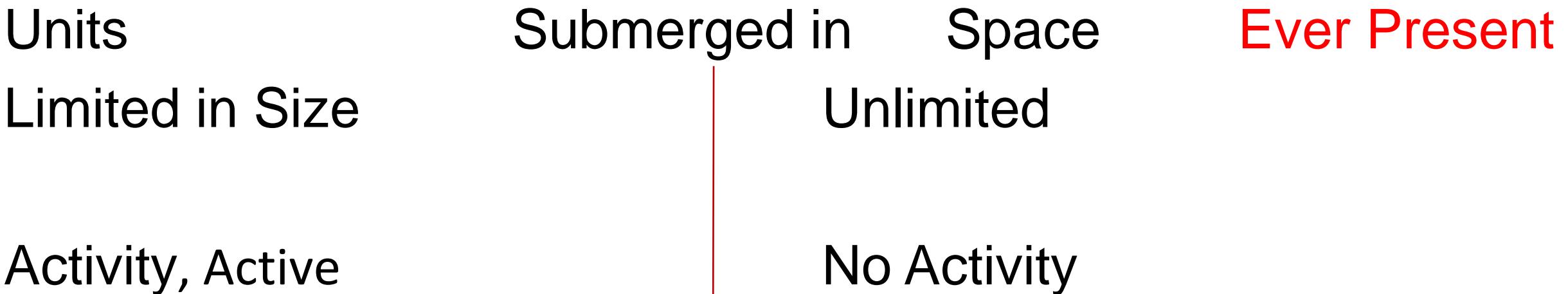
Existence =      Exist +      Essence  
Whatever ↓                ↓  
Exists                  is/to be                  harmony (mutual fulfillment)

Existence =      Co- Existence = Units submerged in Space

# Harmony in Existence

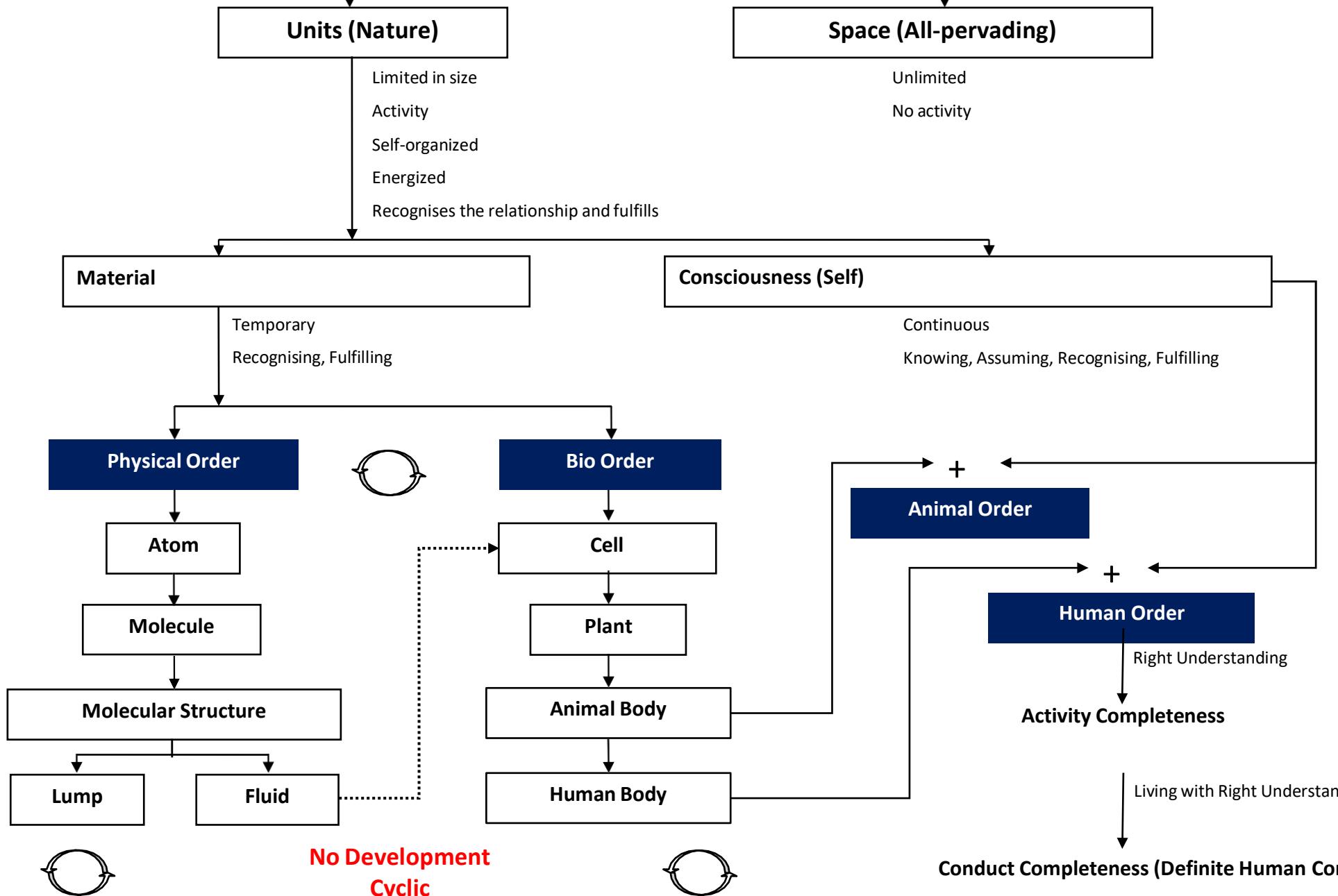
## Existence

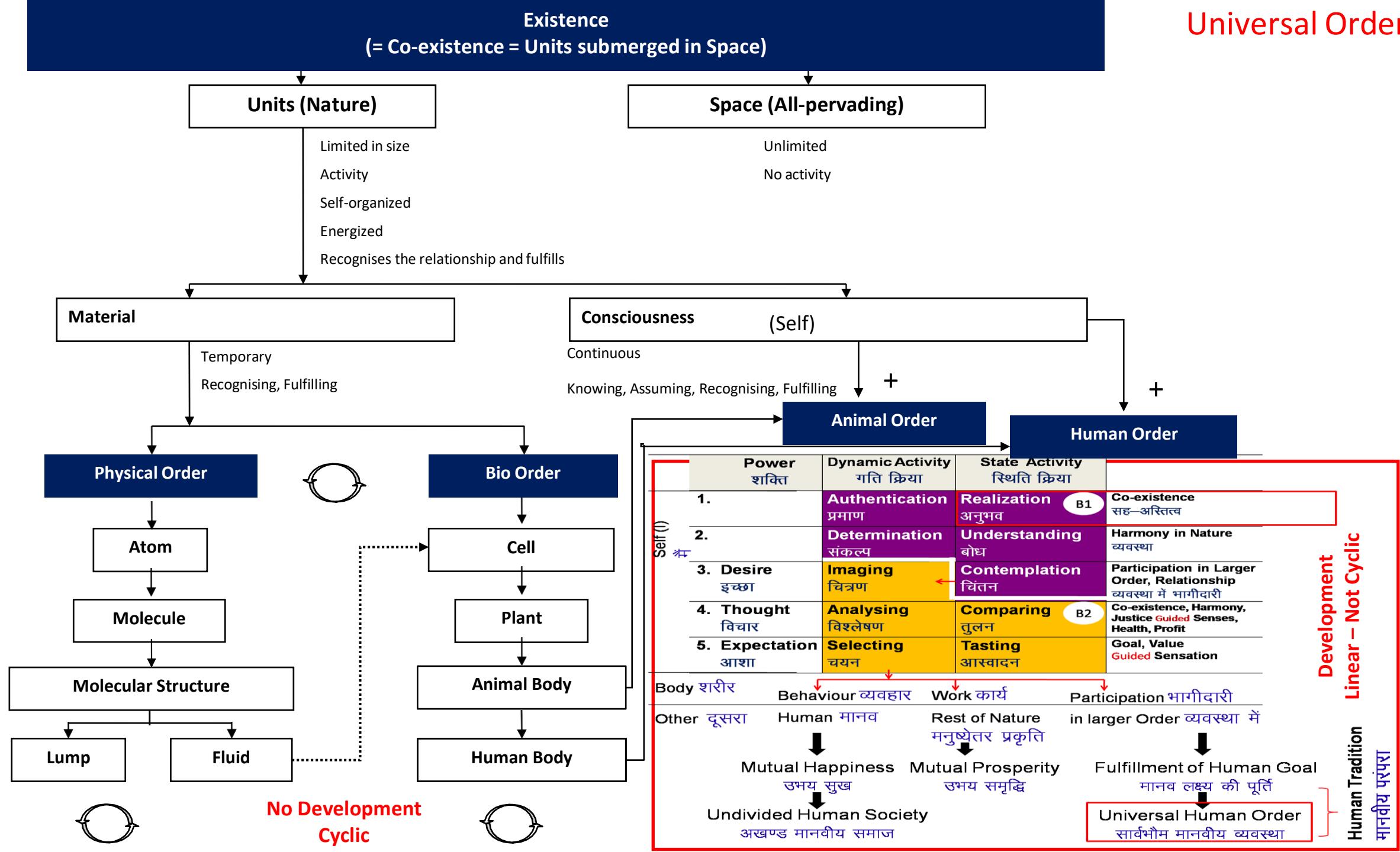
CO-EXISTENCE



- . Energised in Space
- . Self organised in Space
- . Recognises it's relationship,  
Fulfils its relationship with every other Unit in Space

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





# Implications

# Now we can see that...

Happiness is an indicator, a feedback, that we

- have understood harmony and
- live in harmony

at all 4 levels of our being



Unhappiness is an indicator, a feedback, that we

- have not understood harmony and
- do not live in harmony

at one or more of the 4 levels of our being

Our role is to make the effort

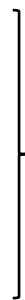
- to understand harmony and
- to live in harmony



Continuous happiness

at all levels of our being

1. In the Self, as an Individual
2. In Family
3. In Society
4. In Nature/Existence



# Program for Human Being (Our Role in Existence)

Existence is Co-existence

Human Being is by virtue of Co-existence; embedded in Co-existence

All the Human Being needs to do is

1. To understand Co-existence and
2. To live in Co-existence

# Program for Human Being (Our Role in Existence)

Human beings have two important things to do:

## 1. To understand the co-existence

To understand co-existence –

**Knowledge**

To ensure the feeling, thought of co-existence –

**Resolution**

## 2. To live in co-existence

To live in co-existence with human-beings

–family to world family –

**Undivided Society**

To live in co-existence in nature

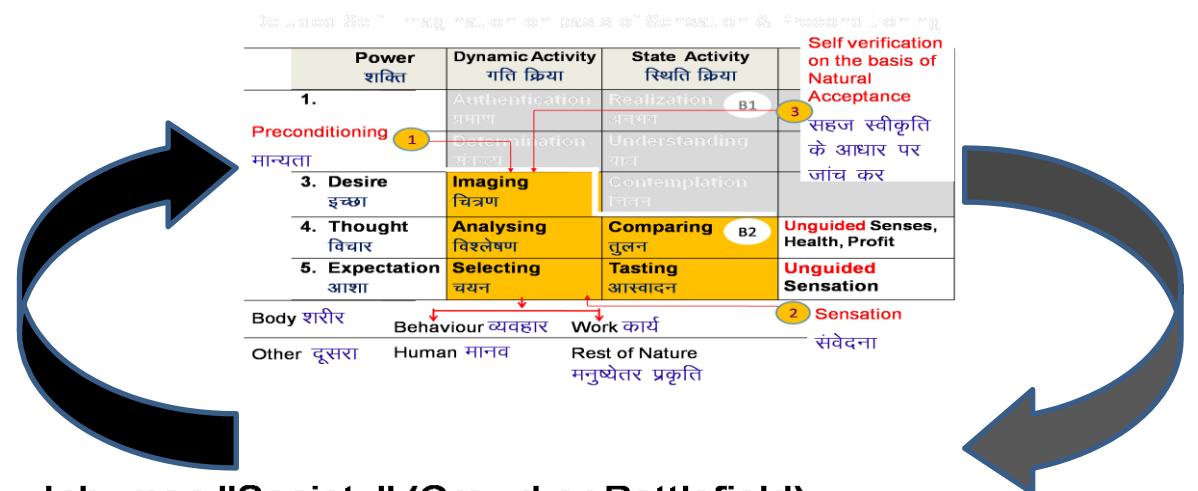
–family order to world family order –

**Universal Human Order**

By these two being ensured by human beings, the result will be Undivided Society and Universal Human Order on Earth, in which Harmony and peace are very natural outcomes (and there is every provision in Existence for it)

# Role of Human Being

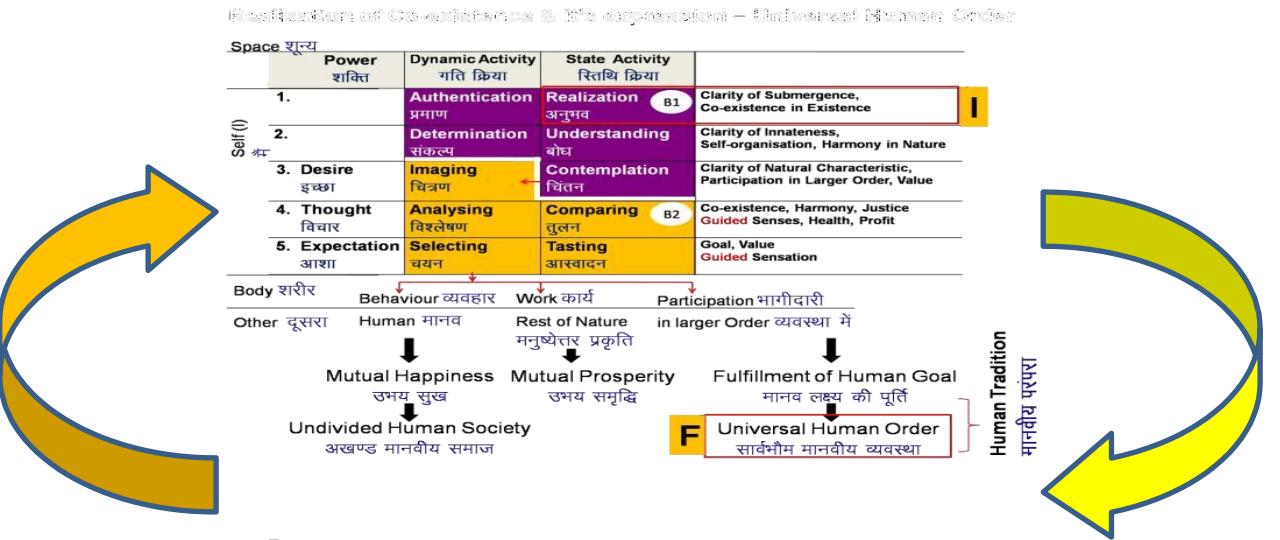
- Realise the co-existence
- Ensure universal human order



## Inhuman "Society" (Crowd or Battlefield)

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

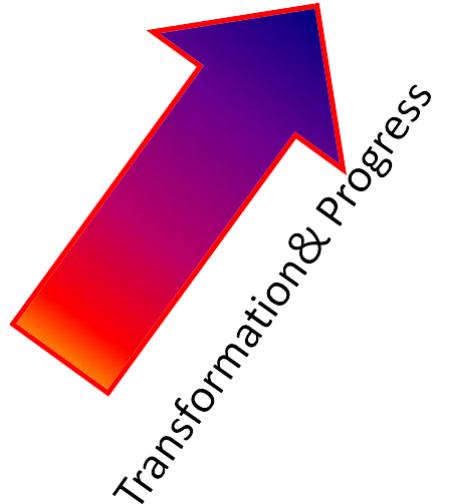
Individual based (having different or opposing goals)



## Humane Society

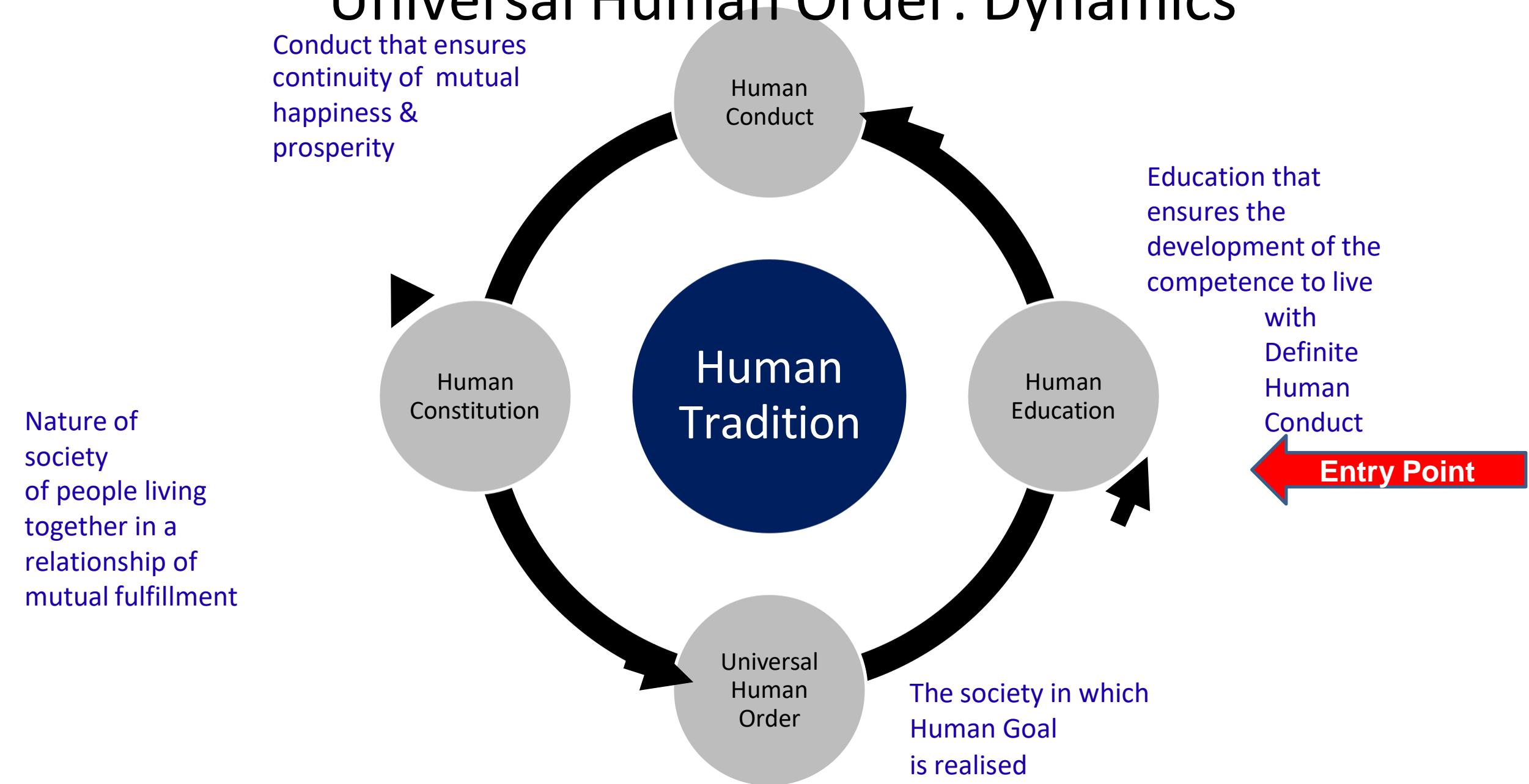


## Family based Society (families having common goal)



Societal Transformation  
Through  
Personal Transformation

# Universal Human Order: Dynamics



# Harmony in Existence

Self – is an activity, integrated (not divisible), energised, self-organised, recognises other units (e.g. body) & participates in larger order (eg. human being)

Human Being – is an activity, integrated (not divisible), energised, self-organised, recognises other units (e.g. other human beings, rest of nature) & participates in larger order (eg. family)

Family – is an activity, integrated (not divisible), energised, self-organised, recognises other units (e.g. other families, society, rest of nature) & participates in larger order (eg. Education-sanskar dimension of society, work with rest of nature)

Society (all human beings) – is an activity, integrated (not divisible), energised, self-organised, recognises other units (e.g. rest of nature) & participates in larger order (eg. tradition)

Nature – is an activity, integrated (not divisible), energised, self-organised, recognises other units (e.g. existence) & participates in larger order (eg. Earth rotates on its axis and revolves around the Sun)

# Professional Ethics

“Doing What is Right”

# Professional Ethics

Professional Ethics is the implication of Right Understanding in Life and Profession.

- Natural acceptance of human values
- Definitiveness of Ethical Human Conduct
- Competence in professional ethics:
  - Ability to utilize the professional competence for augmenting universal human order
  - Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems
  - Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order:
  - a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
  - b) At the level of society: as mutually enriching institutions and organizations

Values: Human Conduct  
Ethics : Science of Conduct

## Natural acceptance of human values

All the Values based on relationships ( Harmony in Family):

Trust to Love

Participation of activity of' 'I' :

1. Realization
2. Understanding
3. Behavior
4. Work

## Definitiveness of Ethical Human Conduct

“Human conduct is definite”

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. Values (Mulya)       | Realization/Right Understanding |
| 2. Character (Charitra) | Behaviour/Work                  |
| 3. Policy (Neeti)       | Thought                         |

- Competence in professional ethics:

Profession

- In the light of comprehensive human goal
- Channel of participation in larger order
- It's is not only earning
- Right utilization of professional skills
- Ensuring competence by knowing why people do unethical

## Sailiant features ensuring competence

- Clarity
- Trust worthy
- Confident
- Competence in mutually fullfiment
- Competence in understanding real life

**Question:**

List any five unethical practices in profession today?

**Answer:**

1. Corruption
2. Tax evasion
3. Misleading propaganda
4. Exploiting the weakness of consumers
5. Adulteration and spurious production

## Methods to remove Unethical Practices:

- Promoting awareness
- Administrative oaths
- Audit inspections
- Framing more clear but hard laws and give hard punishment
- Promoting transparencies
- Carrying out sting operations
- Setting up ethics committees

Issue to be discussed

### Competence in professional ethics:

Profit → undivided family, universal human order, synergetic relationship with nature

Human Friendly Management Models

Shasan → Vyavastha

Human Friendly & Eco Friendly Production & Production Processes

Production-Work

What to Produce: profitable physical facilities → Required physical facilities

How to produce: Linear → Avartansheel

Storage – Exchange

Why?: madness for profit → with a feeling of relationship and responsibility to participate in Undivided Family, Universal Human Order

# Domination (*shasan*) → Self Organization (*vyavastha*)

Decentralized control & decision making

Central control & decision making

Self Organized (Each Unit is responsible, is in order and participates in the larger order)

Top down (Each Unit is assumed to be irresponsible, has to be monitored and forced)

Human being

Human resource