

1. Happiness may be defined as being in harmony in the state I live in. "A state or situation in which I live, if there is harmony in it then I like to be in that state/situation. Whereas prosperity is the feeling of having or making available more than required physical facilities.

In the current scenario, we are generally trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. This is an attempt to achieve happiness through pleasant sensory interactions. The physical facilities are not seen in terms of fulfilling bodily needs but as a means of maximising happiness.

This has resulted in wrong assessment of wants for physical facilities as being unlimited. But this pursuit is self-defeating. Neither can we hope to achieve continuous happiness through sensory interactions nor can we have prosperity, as it amounts to trying to fulfill unlimited wants through limited resources. ~~This effort is ergenda~~ It is becoming anti-ecological and anti-people and threatening the human survival itself. Some of the consequences of such a trend are summarized below:-

1. At the level of the individual

Rising problems of depression, psychological disorders, suicides, stress, insecurity, psycho-somatic diseases, loneliness, etc..

2. At the level of the family

Breaking of joint families, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, wasteful expenditure in family function etc.

3. At the level of the Society

Growing incidences of terrorism and naxalism, rising communalism, spreading casteism, racial and ethnic struggle, wars between nations, attempts of genocide, fear of nuclear

and genetic warfare, etc.

4. At the level of nature

Global warming, water, air, soil, noise, etc. pollution, resource depletion of minerals and mineral oils, sizeable deforestations, loss of fertility of soil.

It therefore, calls for an urgent need for human beings to correctly understand happiness and prosperity as well as the sustainable way to achieve these.

2> SVDD, SSDD and SSSS

To achieve our basic aspirations we need to work for right understanding as the base on which we can work for relationship and then physical facilities. Today we are not working according to this & that. ~~why~~ why we can see that there are two kind of people in the world:

1. Those that don't have physical facilities/wealth and feel unhappy and deprived i.e. SVDD: Sadhan Viheen Dukhi Daridra - Materially Deficient, Unhappy and Deprived.
2. Those that have physical facilities/wealth and feel unhappy and deprived i.e. SSDD: Sadhan Sampann Dukhi Daridra - Materially Affluent, Unhappy and Deprived. But these are states we don't want to be in. We want to move from this to third category i.e.
3. Having physical facilities and feeling happy and prosperous i.e. SSSS: Sadhan Sampann ~~the~~ Sukhi Samriddha - Materially Adequate Happy and Prosperous.

SVDD → e.g. → In a rural village with limited access to education and healthcare, a family struggle to make ends meet may be considered "sadhan viheen". They lack the means to access better education and healthcare, which can result in a cycle of poverty and hardship for them.

SSDD → e.g. → Imagine a successful entrepreneur who has amassed great wealth but is constantly stressed, unhappy, and has strained relationships with family and friends. In this case, the person is "sadhan sampann" due to their financial success, but they are "dukhi daridra" in terms of

their emotional and social well-being, emphasizing that material wealth doesn't always equate to overall happiness.

SSSS

Example:- A person with a good education, a stable job, and a supportive family may be considered "sadhan sampann". They have the means to achieve their goals and fulfill their basic needs, leading to a happy and prosperous life.

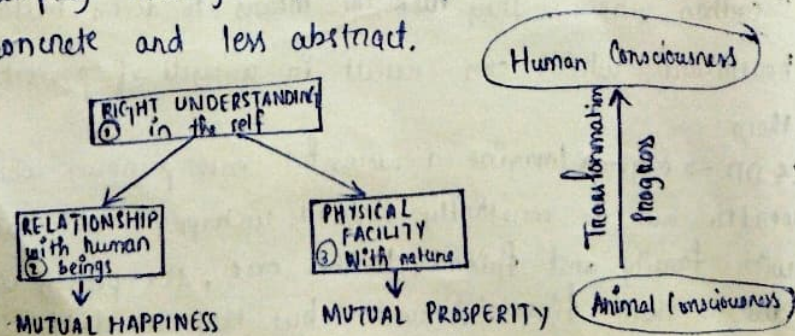
Human Consciousness	Animal Consciousness
<p>→ Living with all three: Right understanding, relationship and physical facilities is called 'Human consciousness.'</p> <p>→ For humans, physical facility is necessary but not complete.</p> <p>→ Working for right understanding as the first priority followed by relationship and physical facilities implies living with Human Consciousness.</p>	<p>→ Giving all priorities to physical facilities only, or to live solely on the basis of physical facilities may be termed as Animal consciousness.</p> <p>→ For animal, physical facility is necessary as well as complete.</p> <p>→ Working only for physical facilities is living with Animal Consciousness.</p>

* There is a need for transformation from Animal Consciousness to Human Consciousness. It can be accomplished only by working for right understanding as the first priority.

* This transformation from Animal Consciousness to Human Consciousness forms the basis for human values and value based living.

E.g.:- For examples, humans can contemplate their own mortality, make long-term plans, and have a sense of self-identity.

Animals, on the other hand, typically exhibit lower levels of self-awareness. Humans can contemplate abstract concept like justice, morality and infinity. While some animals can solve problem and display intelligence, their problem-solving tends to be more concrete and less abstract.



4) We are providing inputs to the children through the family, the parents and other family members in many ways from day one. The formal education system (schools, colleges, universities, etc.) is also providing inputs and the society is giving inputs through the role models, through the media and so many other means.

All these inputs together are called as Education - Sanskar.

Education is developing the right understanding (holistic perspective).

Sanskar is the commitment, preparation and practice of living with right understanding. This preparation also includes learning appropriate Skills and Technology.

The role of education - sanskar is to enable this transformation by way of ensuring the development of the competence/ability to live with human consciousness and definite human conduct.

For this, the education has to ensure:

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

— However, Shiksha & sanskar are different in some aspects too.

Shiksha pertains to formal education and knowledge acquisition while sanskar is about instilling cultural, moral and ethical values in an individual's life.

~~Both~~ Both are ~~required~~ significant in the development of a person.

5) Self Exploration is the process ~~by which~~ to find out what is valuable to me by investigating within myself, what is right for me, true for me, has to be judged within myself. Through self exploration we get the value of ourselves. We live with different entities (family, friends, air, soil, water, trees, etc.) and we want to understand our relationship with all these. For this we need to start observing

inside. The main focus of self-exploration is myself - the human being.

Content of self-exploration is just finding answers to the following fundamental questions of all human beings:

1. The Desire / Goal : What is my Desire / Goal? What do I really want in life, on what is the goal of human life?
2. Program : What is my (human) program for fulfilling the desire? How to fulfill it? What is the program to actualize the above?

In short, the above two-questions cover the ~~domain~~ of whole domain of human aspirations and human endeavour.

Thus, they form the content of self-exploration.

6) The subject that enables us to ~~reach~~ understand 'what is valuable' for human happiness is called value education.

Need for value education :-

(i) Correct identification of our aspirations :-

Value education enables us to understand our needs and visualise our goals correctly and also indicate the direction for their fulfillment. It also helps to remove our confusions and contradictions and bring harmony at all levels.

(ii) Understanding universal human values to fulfill our aspirations in continuity :-

Values form the basis for all our thoughts, behaviours and actions. Once we ~~are~~ know what is valuable to us, these values become the basis, the anchor for our actions.

(iii) Complementarity of values and skills :-

Firstly, one has to know what really is conducive to human happiness, i.e., happiness for one and for all, and happiness at all times. This is the 'values' domain, the domain of wisdom.

Secondly, it becomes essential to learn methods and practices to actualise this goal, to develop the techniques to materialise this goal in real life, in various dimensions of human endeavour. This is the domain of 'skills'.

(iv) Evaluation of our beliefs :-

- Each one of us believes in certain things and we base our values on these beliefs, which may be true or not.

These beliefs come to us from what we read, see, hear, etc.

Value ed. helps us to evaluate our beliefs and assumed values.

(v) Technology and human values :-

- The present education system has become largely skill-based.
- The prime emphasis is on science and technology. However, science and technology can only help to provide the means to achieve what is considered valuable.
- It is not within the scope of science and tech to provide the competence of deciding what really is valuable.