

UNIT – I: INTRODUCTION TO VALUE EDUCATION

Understanding value education:

Value education helps us understand what is truly important in life, both for our own happiness and for the well-being of society and nature. It focuses on universal values that lead to harmony within ourselves, with others, and with the environment. This understanding is especially useful in professional education, as it guides us toward sustainable success, prosperity, and responsible living.

Value education is the process of learning and understanding values that help individuals live a happy, meaningful, and fulfilling life. It teaches what is important, what is right or wrong, and how to act as responsible human beings.

Another way to define it is: Value education is education that helps in the development of a balanced and humane view of life, leading to individual well-being and collective harmony.

Need for Value Education:

1. Correct Identification of Aspirations

- Every person has aspirations (e.g., becoming a doctor, engineer, lawyer, film star, etc.).
- Before working towards goals, one must first identify the *basic aspiration* – the real purpose of life, which is ultimately **happiness and prosperity**.
- Once the basic aspiration is clear, sub-goals in personal, family, social, and professional life can be set correctly.
- Without clarity, we may waste energy chasing goals that don't truly satisfy us.

2. Understanding Universal Human Values

- Knowing our aspiration is not enough; we must know **how to fulfil it in continuity**.
- Human beings experiment with different ways to achieve happiness (stone age → modern age), but without values, this remains incomplete.
- Universal values (like trust, respect, honesty, justice, love) guide us towards real happiness.
- Values form the **basis of our thoughts, behavior, and actions**.
- With correct understanding of values, we know what is right/wrong and desirable/undesirable.
- Value education ensures happiness and success in a sustainable way.

3. Complementarity of Values and Skills

- Both values and skills are necessary for success in life.
- **Values** → help identify right goals and direction (wisdom).
- **Skills** → methods and techniques to achieve those goals in real life.
- Example: To maintain health →
 - Value = understanding the importance of good health.
 - Skill = knowing proper food, exercise, and habits.
- Only skills without values may lead to misuse, and only values without skills remain wishful thinking.

4. Evaluation of Our Beliefs

- In the absence of value education, people depend on **ad-hoc beliefs** (e.g., money = happiness, corporate job = best job, studying more = better grades).
- Beliefs come from society, family, media, culture, etc., and keep changing with time.
- Beliefs differ from person to person, causing **conflict and unhappiness**.
- Living only by beliefs leads to contradictions and instability.
- Value education helps test and verify beliefs against **reality and universal values**, ensuring stability and certainty in life decisions.

5. Technology and Human Values

- Technology is a **means**, not an end. It cannot decide what is valuable.
- Without values, technology can be misused (e.g., pollution, destructive weapons).
- With right values, technology can be directed towards sustainable growth (e.g., eco-friendly innovations, renewable energy).
- Therefore, students of technology and management must study values to ensure their skills are applied positively for society.

6. Integration in Education

- Technical education alone is not sufficient; it must be combined with **value education**.
- Value education provides clarity of goals and direction, while technical education provides the tools to achieve them.
- This balance ensures that professionals not only excel in their careers but also contribute positively to society.
- True professional excellence comes from the **integration of values with skills**.

Scope of Value Education:

Value Education is not limited to classroom teaching; its scope is **broad and holistic**, covering all aspects of human life and society. It aims to shape individuals into responsible, ethical, and harmonious human beings. The following are the main dimensions of its scope:

1. Individual Level

- Helps in **self-understanding** and self-development.
- Guides individuals to identify their **basic aspirations** (happiness, prosperity, peace).
- Develops **moral, emotional, and spiritual growth** along with intellectual development.
- Promotes qualities such as **honesty, integrity, truthfulness, discipline, and responsibility**.
- Assists in making the right choices in personal and professional life.

2. Family Level

- Strengthens relationships by fostering **trust, love, respect, and care** within the family.
- Helps balance responsibilities and roles of family members.
- Encourages harmony in decision-making, conflict resolution, and mutual support.
- Provides the foundation for **healthy upbringing of children** through value-based guidance.

3. Society Level

- Promotes **social harmony and cooperation** among people.
- Encourages respect for diversity of cultures, religions, languages, and communities.
- Spreads values like **justice, equality, compassion, tolerance, and cooperation**.
- Reduces conflicts, crime, corruption, and exploitation in society.
- Creates responsible citizens who actively participate in **nation-building**.

4. Professional / Workplace Level

- Helps professionals align their **skills with ethical values**.
- Promotes honesty, accountability, fairness, and respect in the workplace.
- Ensures that technology and knowledge are used for **constructive purposes**.
- Reduces unethical practices such as corruption, exploitation, or misuse of power.
- Encourages teamwork, leadership, and respect for colleagues and clients.

5. National Level

- Builds responsible and value-based citizens who contribute to **national progress**.
- Encourages democratic values: **freedom, equality, justice, secularism**.
- Reduces corruption and promotes **good governance**.
- Enhances **national integration** and unity in diversity.
- Helps in achieving sustainable development with ethics and responsibility.

6. Global Level

- Promotes **universal human values** like peace, brotherhood, justice, and equality.
- Encourages international cooperation and respect for all nations and cultures.
- Helps in solving global issues like **climate change, wars, terrorism, poverty, and inequality**.
- Builds a sense of **global citizenship** – responsibility not only to one's country but also to humanity as a whole.

7. Environmental / Nature Level

- Teaches respect and care for **nature and environment**.
- Encourages sustainable living, conservation of resources, and eco-friendly practices.
- Creates awareness about the **interconnectedness of humans and nature**.
- Helps in reducing pollution, deforestation, and misuse of natural resources.

Basic Guidelines for Value Education:

Now that we have identified the need for value education, let us also visualize certain effective and widely acceptable guidelines which will enable the introduction of value education in the present system. Given below are broad guidelines to decide on what would qualify as an appropriate input in value education:

- **Universal** – Value education must deal with universal human values, applicable to all people at all times, beyond religion, caste, gender, or nationality.
- **Rational** – It should be based on reasoning, not dogmas, blind beliefs, or a set of rigid rules.
- **Natural and Verifiable** – Values should feel naturally acceptable to all and be verifiable through personal experience, reflection, and observation in real life.
- **All Encompassing** – Value education should influence all aspects of life:
- **Dimensions**: thoughts, behavior, work, and realization.

- **Levels:** individual, family, society, and nature.
- **Leading to Harmony** – It should help us live in harmony with ourselves, with other people, and with nature as a whole.

How Values and Skills are Complementary:

Values and skills are not rivals; instead, they **work best together** to ensure ethical, effective, and meaningful human action. Their complementarity can be understood as follows:

1. Values Give Direction, Skills Give Execution

- **Values** help us decide what is right and worth pursuing.
- **Skills** provide the ability to execute those values effectively.
- Example: A doctor's compassion (value) ensures ethical treatment, while surgical expertise (skill) makes proper treatment possible

2. Values Prevent Misuse of Skills

- Skills without values can be misused for selfish, harmful, or illegal purposes.
- Values ensure that skills are applied in the right direction for human welfare.
- Example: Technical knowledge can be used to build both medicines and weapons — values guide us to choose the constructive use

3. Skills Make Values Practical

- Values express what we care about, but skills show how to make them real.
- Without skills, values remain as good intentions only.
- Example: Valuing environmental protection is important, but without skills in waste management, renewable energy, or green engineering, it cannot be effectively implemented.

4. Balanced Professional Identity

- **Values** build trust, credibility, and ethical grounding.
- **Skills** build competence, efficiency, and technical excellence.
- Together, they create a **balanced professional identity** that ensures both success and integrity.

Example of Understanding Value Education:

Example: A Student Choosing a Career

A student is confused between two options:

1. Taking a high-paying corporate job abroad.
2. Taking a moderately paid job in social work or teaching, which brings personal satisfaction.

Explanation through Value Education

1. Identifying Aspirations

- The student first needs to ask: *What do I really want in life?*
- Is it just money, or is it happiness, peace of mind, and meaningful contribution to society?
- Value education helps the student realize that the **basic aspiration is happiness and prosperity in continuity**, not just temporary gains.

2. Understanding Universal Human Values

- If the student values **service, compassion, and meaningful work**, then the second option may bring greater satisfaction.
- If the student values **wealth for family security**, then the first option may seem appealing.
- Value education teaches how to **evaluate both choices against universal values** like harmony, sustainability, and happiness for self and others.

3. Balancing Values and Skills

- If the student has strong teaching or communication skills, combining them with values like compassion and responsibility can make the second choice more fulfilling.
- If the student has high technical/business skills, applying them with values like integrity and social responsibility in a corporate job can also create balance.

4. Outcome

- Through value education, the student understands that the best choice is the one that aligns with **long-term happiness, ethical living, and harmony** — not just short-term material gain.
- Whichever career path is chosen, it should be guided by **values** (direction) and supported by **skills** (execution).

Self-exploration as a Process for Value Education:

Definition

Self-exploration is the process of understanding one's own values, needs, and roles in life, and living in harmony with oneself, with other human beings, and with nature.

Self-exploration is the process of understanding value education by looking within ourselves to identify what is truly valuable. Since happiness and success are personal experiences, what is right for us must be judged internally. For this, we study both **ourselves** and the **larger order** around us (other humans, animals, plants, and nature). By understanding our relationships with all these entities, we can recognize what is truly valuable and live in harmony.

Self-exploration is a **process of inner investigation** where an individual reflects within to discover what is truly valuable and meaningful in life. It is not about accepting readymade beliefs or blindly following external influences; rather, it is about **dialogue with oneself** to understand the difference between *what I am at present* and *what I really want to be*.

Through this process, one gains clarity about:

- One's aspirations, values, and goals.
- One's conduct, character, and responsibilities.
- One's relationship with other human beings, society, and nature.

It is essentially a path of **self-awareness, self-realization, and self-evolution**.

Purpose of Self-Exploration:

1. **Dialogue Between “What You Are” and “What You Want to Be”**
 - Helps us reflect on our current state of living versus our ideal state.
 - Enables us to identify the gap between reality and aspiration, and work to bridge it.
2. **Self-Evolution Through Self-Investigation**
 - Encourages continuous growth by questioning, observing, and improving ourselves.
 - Leads to maturity, wisdom, and refinement of thought and behavior.
3. **Knowing Oneself and the Entire Existence**
 - By understanding oneself deeply, we gain insights into the interconnectedness of all beings and nature.
 - This self-awareness leads to an understanding of existence as a whole.

4. **Recognizing Relationships with Every Unit in Existence**
 - Helps us realize our responsibilities towards family, society, and nature.
 - Promotes harmony and fulfillment in our interactions with people and the environment.
5. **Understanding Human Conduct and Character**
 - Guides us in knowing what constitutes right human behavior.
 - Helps in building integrity, trust, compassion, and other essential values.
6. **Living in Harmony with Oneself and Existence**
 - Leads to inner peace, balance, and happiness.
 - Extends harmony to our relationships with others and with nature.

Content of Self-exploration:

The content of self-exploration revolves around answering two fundamental questions of human life:

1. **Desire:** *What is my basic aspiration?* (What do I truly want in life?)
2. **Program:** *What is the process to fulfil this aspiration?* (How can I achieve it in a sustainable way?)

By reflecting within ourselves, we try to understand our desires, goals, and the right means to fulfill them. This involves observing our actions, motives, and their outcomes, and exploring what is truly valuable and meaningful for lasting happiness and prosperity.

1. Desire – Knowing Our Basic Aspiration

- Every action we take is driven by a desire to fulfill something.
- Most people aspire for **happiness and prosperity**, which are universal aspirations.
- Other goals (career, wealth, fame, power) are sub-goals, pursued because they seem to lead to happiness.
- Through self-exploration, we clarify whether these goals truly satisfy our inner aspiration or only provide temporary satisfaction.

2. Program – Finding the Right Process

- Once the basic aspiration is clear, the next step is to know **how to achieve it correctly and continuously**.
- Without clarity of process, we may waste energy in wrong directions (e.g., pursuing wealth without values may bring stress, not happiness).
- Value education helps us design a program that aligns our **values, goals, and actions**.
- The program involves:

- Understanding universal human values.
- Integrating values with skills.
- Living in harmony with self, others, and nature.

Process of Self-exploration:

Self-exploration is the process of understanding one's own **aspirations, values, and way of living** through direct observation and self-verification. It is not about depending on external sources like books or people, but about **realizing truth within oneself**.

1. Nature of the Process

- **Every proposal is a proposal only:**
Nothing is given as an absolute truth. Instead, it is offered for your own exploration.
Example: If someone proposes “trust is essential in relationships,” you should not accept or reject it blindly. You need to check it within yourself.
- **No blind acceptance or rejection:**
Most of us have lived with assumptions and beliefs. If we accept this also as an assumption, it becomes another burden. Hence, we must test and verify.

2. What NOT to Base Verification On

Self-exploration is not about **comparison** or **authority-based belief**. It avoids these three pitfalls:

1. **Scriptures or Books**
 - Don't just verify a proposal by checking whether it matches with something written.
 - Reading gives knowledge, but truth must be realized within yourself.
2. **Instruments/Experiments**
 - Physical instruments can measure physical properties only (like temperature, speed, etc.).
 - But human values, happiness, trust, or harmony cannot be verified by machines — they must be felt and realized.
3. **Others' Opinions/Authorities**
 - Even if great personalities say something, it doesn't become true for you unless you see it as true within yourself.
 - Depending on others only creates dependence, not clarity.

(Note: Scriptures, instruments, and guidance are useful, but they are secondary. Final validation is always your own.)

3. The Two-Step Process of Verification

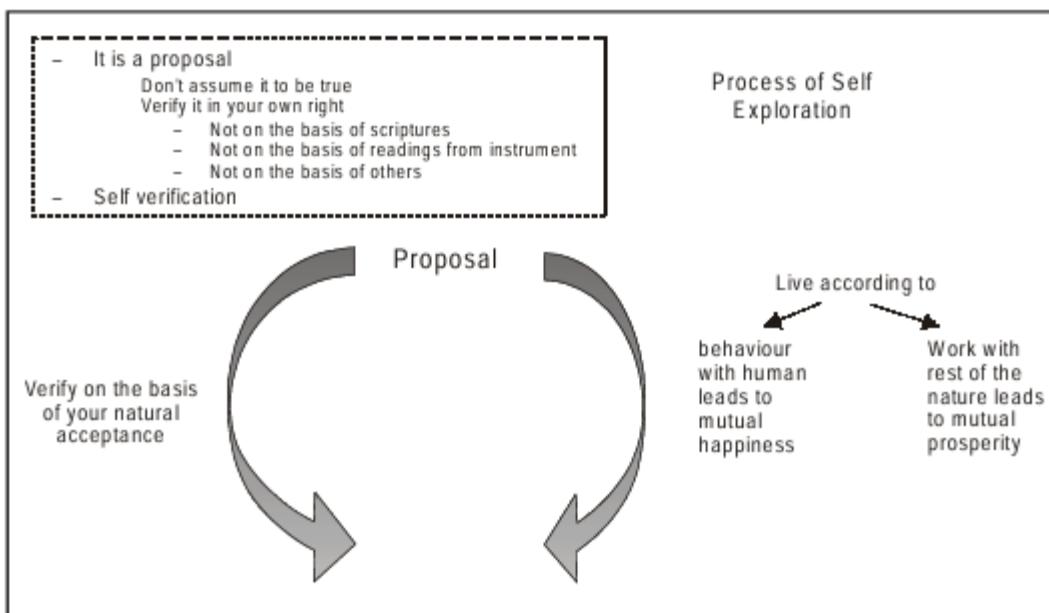
Step 1: Verification through Natural Acceptance

- **Definition:** Natural acceptance is the innate ability in every human being to know what is truly valuable.
- It is **inherent, constant, and universal** – it does not change with time, place, or culture.
- **Examples:**
 - *Trust:* If you ask yourself, “Do I want trust or mistrust in relationships?” the natural acceptance is always “Trust.”
 - *Harmony:* “Do I want to live in harmony or opposition with others?” → Answer is always “Harmony.”
 - *Happiness:* When asked, “Do I want to be happy?” → Answer is always “Yes.”
- These answers come from within, not from outside.
- Hence, every proposal must first be passed through your **natural acceptance**.

Step 2: Experiential Validation (Living Accordingly)

- Once something is found naturally acceptable, test it in real life by living accordingly.
- This means applying it in two domains:
 1. **In Behavior with Humans**
 - If true, it will lead to **mutual fulfillment**.
 - Example: When you act with trust and respect, both you and the other person feel fulfilled.
 2. **In Work with Nature (Rest of the World)**
 - If true, it will lead to **mutual prosperity**.
 - Example: If you use resources responsibly, you prosper and nature also remains preserved.
- Thus, truth is validated when:
 - It feels right within (Natural Acceptance).
 - It results in happiness and harmony when lived (Experiential Validation).

The whole process of self-exploration can be represented as follows:



4. Key Principles

- **Self-investigation:** Each individual must verify proposals for themselves.
- **Universality:** Natural acceptance is the same for all humans.
- **Consistency:** Answers from natural acceptance do not change over time.
- **Integration:** Leads to harmony in:
 - Individual (inner happiness).
 - Family & Society (mutual fulfillment).
 - Nature (mutual prosperity).

5. Example to Understand the Process

- Proposal: “*Living with trust is essential in relationships.*”
- Step 1 (Natural Acceptance): Ask yourself, “*Do I prefer trust or mistrust?*” → You find trust is naturally acceptable.
- Step 2 (Experiential Validation): When you trust others and they trust you, relationships become fulfilling and harmonious.
- Result: Proposal is validated as **true** because it aligns with your natural acceptance and real-life experience.

Natural Acceptance:

Natural acceptance means what we truly and genuinely want from inside. It is our inner voice that tells us what is right for us and others.

We can make some simple observations about it:

(a) It never changes with time

- What we naturally accept remains the same throughout life.
- Example: We always prefer **trust and respect** in relationships. This was true 100 years ago, is true today, and will remain true forever

(b) It does not depend on place

- No matter where we live – Delhi, New York, or Dubai – our natural acceptance remains the same.
- Example: Everyone everywhere prefers honesty over cheating.

(c) It is not affected by beliefs or conditioning

- Society may teach us not to trust people of other religions, castes, or groups.
- But if we sincerely check within ourselves, we realize this is **not naturally acceptable**.
- Our true inner acceptance goes beyond beliefs and conditioning.

(d) It is always present within us

- Natural acceptance is something we can always refer to.
- Example: When we think of cheating or exploiting someone, we immediately feel uneasy or unhappy inside.
- That instant discomfort shows that it goes **against our natural acceptance**.

Realization and Understanding:

Self-exploration involves **two key steps**:

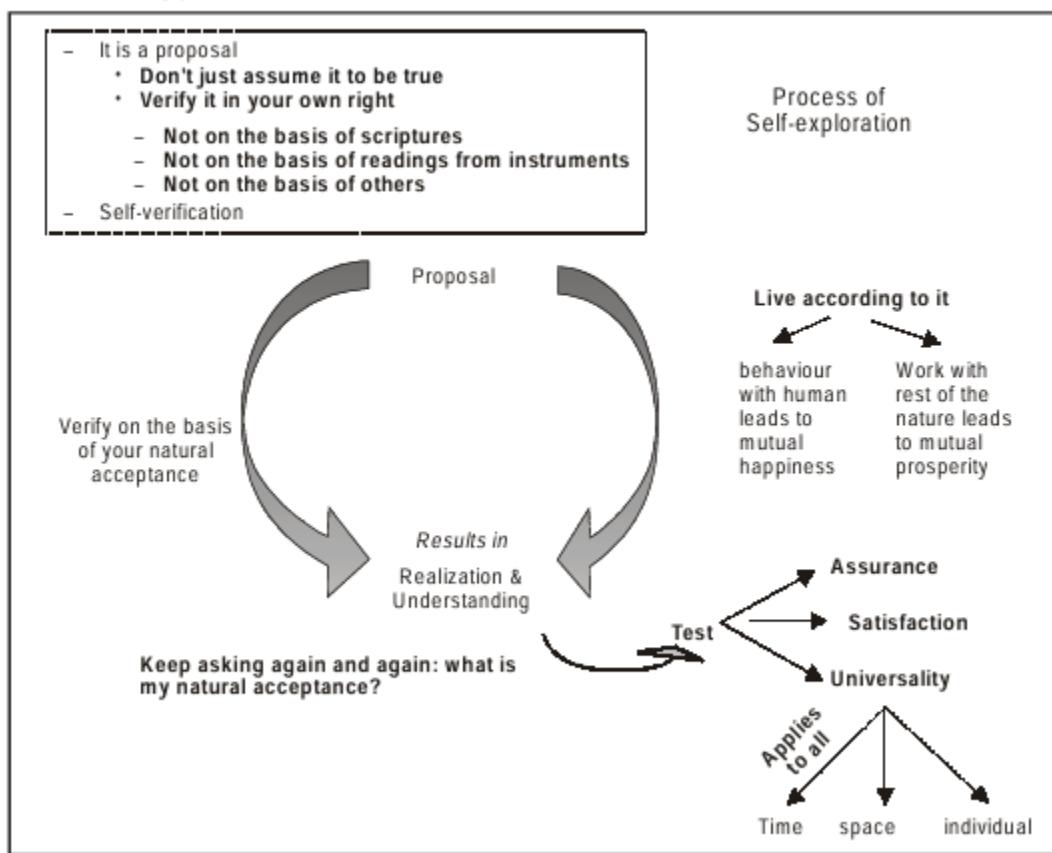
1. **Verification** – Checking proposals against our **natural acceptance** (inner voice).
2. **Experiential validation** – Living according to those proposals and testing them in real life.

When we do this sincerely, it leads to **realization and understanding** – a deep inner knowing of what is true.

How the Process Works

- A proposal is given (e.g., living with trust, respect, or harmony).
- Don't accept it blindly (not from scriptures, not from instruments, not from others).
- **Verify within yourself:** Is it naturally acceptable?
- **Live by it:** Does it bring mutual happiness and prosperity?
- If yes → it results in **realization and understanding**.

Accordingly, the complete process of self-exploration can be depicted as below.



Qualities of Realization & Understanding

The answers we get must be:

1. **Assuring** – We are fully confident about them.
2. **Satisfying** – They bring us inner fulfillment.
3. **Universal** – They hold true for:

- **Time:** Always true (past, present, future).
- **Space:** True everywhere.
- **Individual:** True for all human beings.

If an answer fails these three tests, it usually comes from **beliefs or past conditioning**, not from natural acceptance.

Outcome

- Leads to **assurance, satisfaction, and universality**.
- Stays **unchanged** under external circumstances.
- Expresses naturally in behavior, improving relationships and environment.
- Forms the basis for answering two key human questions:
 1. **Desire** – What is my basic aspiration?
 2. **Program** – How can I fulfill this aspiration?

Continuous Happiness and Prosperity:

Definition

The basic aspirations of every human being are continuous happiness and prosperity. Continuous happiness refers to a lasting state of inner contentment, harmony, and freedom from contradictions, while prosperity refers to the adequate availability of physical facilities required to fulfill bodily needs. Together, they form the fundamental purpose behind all human desires and efforts.

Key Points:

- Every human naturally accepts the desire to be happy and prosperous.
- We do not want temporary happiness or partial prosperity — we want them continuously.
- This aspiration is universal and innate.
- Behind all our desires (e.g., being a ranker, engineer, earning wealth) lies one **basic aspiration: to be happy**.
- Every human being constantly strives for happiness in different ways – sometimes succeeding, sometimes failing.
- We do not want happiness in intervals, but in **continuity**; we do not want unhappiness even for a moment.
- Thus, **continuous happiness** becomes the prime purpose of human life.

- Along with happiness, we also aspire for **adequate fulfillment of bodily needs** through **physical facilities**.
- When physical needs are sufficiently met, it gives a feeling of **prosperity**.
- Just like happiness, we want prosperity **continuously**, since no one wants deprivation.
- Hence, the **two basic aspirations of every human being** are:
- **Continuous Happiness** – inner harmony, free from contradictions.
- **Prosperity** – adequate availability of physical facilities.

Exploring Happiness and Prosperity:

Happiness

(a) Meaning of Happiness

- Happiness is a **state of harmony** within oneself and with others.
- When there is harmony in our thoughts, feelings, and actions → we feel relaxed and happy.
- Happiness is a natural acceptance – we all desire it continuously.

Definition:

- “To be in a state of liking is happiness.”
- “To be in a state of harmony is happiness.”

(b) Examples of Happiness

- When we feel **respected** by others → we feel happy.
- When we are **confident about the future** → we feel happy.
- When there is **trust** between two people → both feel happy.

(c) Unhappiness

- When there is **disharmony, contradiction, or conflict** within us or with others, we feel unhappy.
- States like **disrespect, doubt, failure, or lack of confidence** create unhappiness.

Definition:

- “To be in a state of disliking is unhappiness.”
- “To be in a state of disharmony is unhappiness.”

(d) Sensory Happiness vs. Real Happiness

- Sensory happiness (from food, fragrance, music, etc.) is **short-lived** and temporary.
- Real happiness comes from **inner harmony and positive relationships**.
- Seeking continuous happiness only through senses often leads to dissatisfaction and misery.

2. Prosperity

(a) Meaning of Prosperity

- Prosperity is the **feeling of having more than required physical facilities**.
- It is not just about wealth (money) but about **sufficiency** and **contentment** in resources.

Definition:

- “Prosperity is the feeling of having more than required physical facilities.”

(b) Conditions for Prosperity

Two things are essential:

1. **Correct assessment of needs** – Knowing how much is enough.
2. **Competence to produce more than needs** – Ability to ensure availability of facilities.

(c) Examples of Prosperity

- A person with simple needs, who has enough food, shelter, and resources, may feel prosperous even with little wealth.
- Another person with huge wealth but constant fear of losing it or unwillingness to share → does not feel prosperous.

(d) Wealth vs. Prosperity

- **Wealth** = Money or physical things one possesses.
- **Prosperity** = Feeling of having enough → satisfaction + willingness to share.
- Example:
 - Rich man with money but unwilling to share = wealthy but not prosperous.
 - Poor man with limited wealth but welcoming to guests = prosperous in feeling.

3. Relation between Happiness and Prosperity

- Happiness = relates to **inner harmony** (feelings, relationships).
- Prosperity = relates to **outer sufficiency** (physical needs).
- Both are **basic human aspirations** → we all want continuous happiness **and** prosperity.

4. Key Points to Remember

- Happiness → harmony within self and with others.
- Unhappiness → disharmony, contradiction, or conflict.
- Prosperity → feeling of having more than required physical facilities.
- Wealth ≠ Prosperity.
- Prosperity needs → correct assessment + competence to produce.
- Sustainable prosperity → requires harmony with **nature** (renewable use of resources).

Examples:

Examples of Happiness:

1. Mutual Respect in a Family

- Situation: When parents respect the opinion of their children and children respect their elders.
- Why Happiness? → There is harmony in relationships, no conflict, everyone feels valued.
- Explanation: Respect builds trust and peace in the family, giving long-lasting happiness.

2. Helping a Friend in Need

- Situation: You help your friend with study notes before an exam.
- Why Happiness? → Both you and your friend feel good—your friend because of the support, and you because of the joy of helping.
- Explanation: This harmony of feelings creates a natural sense of happiness.

3. Harmony Within Yourself

- Situation: You set a goal to finish an assignment today, and you actually complete it on time.
- Why Happiness? → Your thoughts (plan) and action (completion) are in harmony.
- Explanation: When there is no inner conflict, we feel relaxed and happy.

Examples of Unhappiness

1. Lack of Trust

- Situation: You suspect your best friend of lying, even if they haven't.
- Why Unhappiness? → There is inner conflict and disharmony in the relationship.
- Explanation: Mistrust causes uneasiness and spoils harmony.

2. Failure in Exam

- Situation: You expected to pass but got poor marks.
- Why Unhappiness? → Conflict between expectation (to pass) and reality (failure).
- Explanation: This contradiction within leads to unhappiness.

Examples of Prosperity

1. A Farmer with Adequate Resources

- Situation: A farmer produces enough crops to feed his family and also has surplus to sell.
- Why Prosperity? → His needs are fulfilled, and he has more than required.
- Explanation: He feels secure and happy because he is not deprived.

2. Middle-Class Family Sharing with Others

- Situation: A family with modest income still happily hosts guests for dinner.
- Why Prosperity? → Even if they don't have too much wealth, they *feel prosperous* because they have enough to share.
- Explanation: Prosperity is about the *feeling of abundance*, not just wealth.

3. Using Nature Sustainably

- Situation: A community uses solar power and organic farming, ensuring resources for future generations.
- Why Prosperity? → They meet their needs today without harming nature.
- Explanation: Prosperity becomes continuous only when in harmony with nature.

Basic Requirements for Fulfilment of Human Aspirations:

The topic “**Basic Requirements for Fulfilment of Human Aspirations**” explains that to understand *happiness* and *prosperity*, we must first identify our various wants and aspirations. A simple exercise is suggested:

- **Make a list** of everything you want today.
- **Analyze** what these wants depend on.
- This helps us see how our desires are connected to the fulfilment of our basic human aspirations (continuous happiness and prosperity).

In short, the process of listing our wants makes us realize that behind every aspiration, there are some essential requirements for achieving true happiness and prosperity.

List of Wants

<ul style="list-style-type: none">• A big Car• Happiness• A great house• Big Bike• Lot of money• Clean city• Peaceful society• Respect• Better mobile	<ul style="list-style-type: none">• Take care of my parents• A good laptop• Get a top MBA• Own a big house• Not get angry• Knowledge• To be a well known person• Become a politician• Roam the world
<ul style="list-style-type: none">• Good friends• A nice music system• Peaceful life• Be loved• Peace of mind• Be a good person• Do social work• Have respect• Satisfaction	<ul style="list-style-type: none">• Have great food• Be healthy• Protect Nature• Get good marks• A digital camera• A good guitar• Read a lot of books• Understand the purpose of life• Peace of mind

Now let us underline the items that are to do with something physical. For example: a guitar is a physical thing, while happiness is not a physical thing. Similarly, a big house is a physical thing, while the need to do social work is not something physical in nature,

List of Wants

<ul style="list-style-type: none">• <u>A big Car</u>• Happiness• <u>A great house</u>• <u>Big Bike</u>• <u>Lot of money</u>• Clean city• Peaceful society• Respect• <u>Better mobile</u>• Good friends• <u>A nice music system</u>• Peaceful life• Be loved• Peace of mind• Be a good person• Do social work• Have respect• Satisfaction	<ul style="list-style-type: none">• Take care of my parents• <u>A good laptop</u>• Get a top MBA• <u>Own a big house</u>• Not get angry• Knowledge• To be a well known person• Become a politician• Roam the world• <u>Have great food</u>• Be healthy• Protect Nature• Get good marks• <u>A digital camera</u>• <u>A good guitar</u>• Read a lot of books• Understand the purpose of life• Peace of mind
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We see that some of our desires or wants are to do with physical things. We call these ‘physical facilities’. We have desires which are other than physical facilities too. We will discuss about them subsequently and put them into other two categories

Basic Requirements for Fulfilment of Human Aspirations:

Let us explore further by asking ourselves the following questions:

- Are we happy?
- Are we prosperous?
- Is there continuity of the two?
- What answer do you get?
- Is it an affirmative yes?

Gap between Aspiration and State of Being

While our basic aspiration or desire for a fulfilling life is always positive, our actual state of being does not always match it. There is often a gap between what we truly want and how we are currently living, and this gap is not naturally acceptable to us.



Figure - 3.1
Basic Human Aspiration and State of Being

- Ask yourself this — are you working for the continuity of happiness and prosperity, or are you only working to collect more physical things?
- When we stop and think, it often becomes clear: most of our effort is focused on gathering physical facilities such as money, possessions, and material comforts.
- We all expect happiness and prosperity, but instead of working directly for them, we try to get them indirectly through physical accumulation. We rarely check whether we already have enough or whether these things truly guarantee lasting happiness.
- Think about it: have you assumed that once you have enough money, everything will be fine and you will automatically be happy? This may be an unseen belief driving your actions.
- Now, pause and ask yourself — apart from collecting physical things, what else are you doing to ensure continuous happiness and prosperity?

Right Understanding:

Right Understanding, Relationship, and Physical Facility – All Three are Essential for Fulfilment of Human Beings:

Human beings aspire for a **happy and prosperous life**. However, this fulfilment cannot be achieved through material wealth alone. To truly live in harmony, **three basic requirements** must be met: **Right Understanding, Relationship, and Physical Facility**.

1. Problems in Relationships

- In daily life, we observe situations where people get **angry, irritated, or stop talking** to each other for days.
- At times, conflicts escalate to **legal battles, divorces, and long-lasting bitterness** within families, workplaces, or society.
- This shows that although there is a **willingness to live in relationships**, the **right understanding of how to maintain them is missing**.
- Why does this happen?
 - We expect the **other person to change**.
 - They expect **us to change**.
 - In the end, neither improves, and conflicts continue.
- Therefore, it is not a lack of willingness, but a **lack of competence and clarity** in relationships.

2. The Role of Right Understanding

- **Right Understanding** means having clarity about:
 - The Self (Who am I? What is my aspiration?)
 - Relationships (How should I interact with others?)
 - Nature (How should I use resources responsibly?)
- Without this understanding, we either:
 - **Misjudge our needs**, leading to dissatisfaction.
 - Or **overexploit resources**, causing imbalance in nature.
- Example:
 - If we do not understand the **difference between needs and greed**, we may collect excessive physical facilities but still remain unhappy.
 - On the other hand, with right understanding, we can assess exactly how much is required for a fulfilling life.

3. Three Essentials for Human Fulfilment

(a) Right Understanding

- Foundation of all human conduct.
- Provides clarity about:
 - What is valuable in life (happiness, harmony, respect).
 - How to achieve it (through self-exploration, mutual respect, and balanced living).
- It helps us live **without contradictions** and with **inner satisfaction**.

(b) Relationship

- Every human being lives in **relationship** with others (family, friends, colleagues, society).
- For relationships to be fulfilling, they must be based on:
 - **Trust** (the feeling that the other person wants my happiness and prosperity).
 - **Respect** (acknowledging the inherent value in every individual).
- When relationships are healthy, they provide **emotional security** and **social harmony**.

(c) Physical Facility

- Refers to material resources needed for the **body's survival and comfort** (food, shelter, clothes, healthcare, etc.).
- Adequate physical facilities give us a feeling of **prosperity**.
- However, physical facilities alone cannot ensure happiness. Without right understanding and harmonious relationships, wealth may still lead to stress and loneliness.

4. Interconnection of the Three

- **Right Understanding** provides the basis to manage both **relationships** and **physical facilities** correctly.
- **Relationships** provide emotional fulfilment, which money cannot buy.
- **Physical Facilities** provide bodily comfort and security, but in a balanced manner guided by right understanding.
- Example:
 - A wealthy person (physical facility) but with broken family ties (relationship) and inner confusion (lack of right understanding) cannot be considered fulfilled.
 - Similarly, a person with good relationships but struggling to meet basic physical needs will also experience difficulty.
 - Only when all three are present in harmony, true fulfilment is possible.

Relationship and Physical Facility:

1. Relationship

Meaning

- A **relationship** is the connection between two human beings, expressed through **feelings, values, trust, and respect.**
- It is not just about living together, but about having **mutual understanding and harmony.**

Why Relationship is Important?

- Every human being naturally wants **love, trust, respect, care, and affection.**
- Without good relationships, people feel **lonely, angry, or depressed**, even if they have wealth.
- Good relationships create a sense of **belonging and emotional security.**

Values in Relationship

Some key values in human relationships are:

- **Trust** – Believing in each other's intentions.
- **Respect** – Acknowledging the other person's individuality.
- **Affection & Love** – Emotional bonding that brings joy.
- **Care & Guidance** – Supporting each other's growth.
- **Gratitude** – Remembering and appreciating help received.

Examples

- Parents loving and caring for their children.
- Friends standing by each other in difficulties.
- Colleagues cooperating in a workplace.

Note for students: If you are upset with a friend, even a gift or money cannot remove the sadness. Only understanding and improving the relationship can make you happy.

2. Physical Facility

Meaning

- **Physical facility** refers to the **material resources** used to fulfil the **bodily needs** like food, clothing, shelter, health care, and comfort.

- They are necessary for the **survival and protection** of the body.

Why Physical Facility is Important?

- The body cannot survive without food, water, clothing, and shelter.
- Modern life also requires facilities like transportation, technology, and medicine.
- It provides **comfort, convenience, and protection** from the environment (heat, cold, rain, etc.).

Nature of Physical Needs

- **Finite / Limited:** The body needs only a certain quantity.
 - Example: You can eat 3 meals a day, but cannot eat unlimited food.
- **Material-based:** Can be produced, purchased, or stored.

Examples

- Basic: Food, clothes, house, medicine.
- Advanced: Vehicles, mobile phones, furniture, computers.

Note for students: Having a luxurious car can give comfort, but it cannot solve problems in a broken friendship.

3. Relationship vs. Physical Facility

Aspect	Relationship	Physical Facility
Nature	Emotional, social, value-based	Material, resource-based
Purpose	Harmony, happiness, peace	Bodily comfort, survival
Dependency	Not dependent on wealth	Dependent on wealth and resources
Duration	Continuous need throughout life	Temporary, limited to body
Examples	Trust, respect, love, care	Food, shelter, gadgets, money
Limitation	Cannot feed or protect body	Cannot give love, peace, or respect

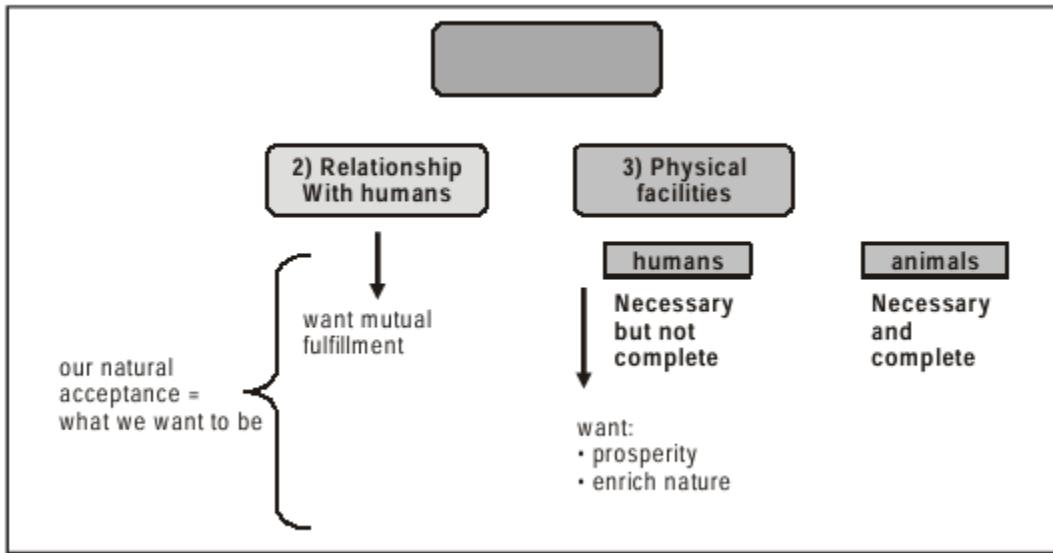
4. Interconnection

- Both are **essential for a complete human life.**

- **Relationship** gives happiness at the **emotional and social level**.
- **Physical facility** gives comfort at the **bodily level**.
- If one is missing:
 - Only relationship without food → survival is difficult.
 - Only physical facility without relationship → life feels lonely and empty.

5. Conclusion

- **Human aspirations** are not fulfilled by material things alone.
- A **balanced life** requires:
 - **Right Understanding** (to know what is truly needed),
 - **Relationship** (for happiness in society/family), and
 - **Physical Facility** (for bodily comfort).
- Relationship and physical facility are **complementary**, not substitutes.
- Together they help achieve **continuous happiness and prosperity**.



The diagram represents the **basic requirements of human beings** for a happy and fulfilling life. It shows that:

- Humans need **Relationship with Humans** (emotional/social needs).
- Humans also need **Physical Facilities** (bodily/material needs).
- But for animals, only physical facilities are sufficient

1. Our Natural Acceptance

- At the left side of the diagram, it says:
“Our natural acceptance = what we want to be.”
- This means: every human naturally wants **happiness, peace, prosperity, and harmony.**
- To achieve this, we need both **relationship** and **physical facilities**.

2. Relationship with Humans

- Shown as **(2) Relationship with humans.**
- Every person desires **mutual fulfillment** in relationships.
- This includes trust, respect, affection, love, care, guidance, etc.
- Without proper relationships, even if we have money or luxuries, we still feel **lonely or unhappy**.

Example: If you have a lot of money but you are not on talking terms with your family, you won't feel truly happy.

3. Physical Facilities

- Shown as **(3) Physical facilities.**
- Physical facilities mean **food, clothing, shelter, money, technology, health care, etc.**
- For **humans**, physical facilities are **necessary but not complete**.
 - Necessary → because the body needs them.
 - Not complete → because they cannot give happiness by themselves.
- For **animals**, physical facilities are **necessary and complete**.
 - Animals are satisfied if their bodily needs (food, shelter) are met.
 - They don't require respect, love, or recognition like humans do.

Example:

- Humans want prosperity (enough wealth to take care of all needs) and also want to enrich nature.
- Animals, on the other hand, live only to eat, sleep, and reproduce.

4. Key Difference Between Humans and Animals

Humans	Animals
Need both relationship and physical facilities	Need only physical facilities
Happiness depends on emotions, love, respect, values	Happiness depends only on food and shelter
Aspire for prosperity and contributing to nature	Satisfied with basic needs
Physical facilities = necessary but incomplete	Physical facilities = necessary and complete

5. Conclusion from the Diagram

- For humans:
 - **Physical facilities** are needed for body comfort.
 - **Relationships** are needed for happiness and harmony.
 - Only when both are fulfilled can humans feel complete.
- For animals:
 - Only physical facilities are enough.

Happiness And Prosperity:

Happiness and Prosperity

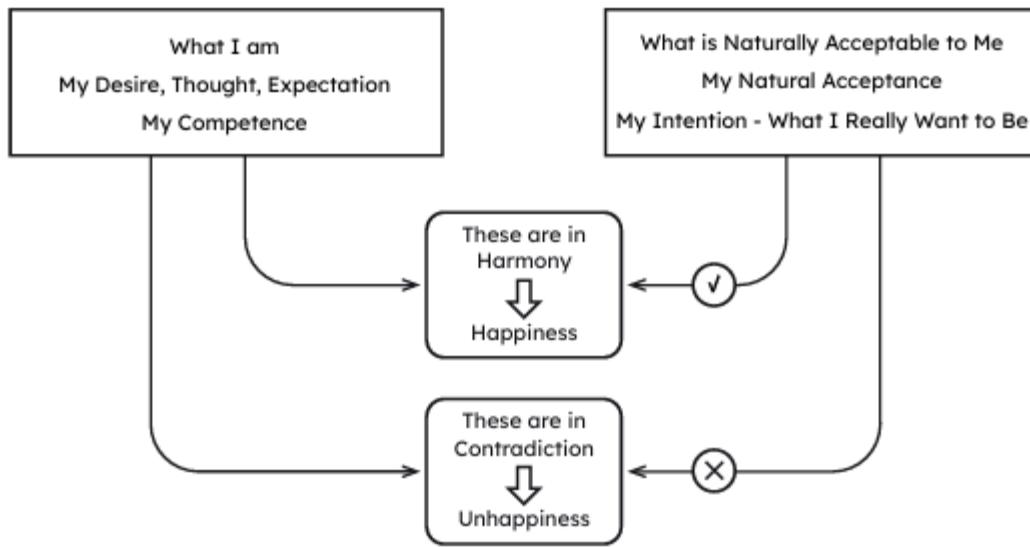
1. Understanding Happiness:

Definition

- Happiness is the **state of being in harmony** – with yourself, with others, and with nature.
- It is not temporary pleasure, but a **continuous inner satisfaction**.

Key Features

1. **Inner State** – Comes from within, not from external possessions.
2. **Continuity** – Long-lasting, not short-lived like pleasure.
3. **Universality** – Every human naturally aspires for happiness.



Explanation of the Diagram:

1. Two Sides of Human Being

The diagram compares two aspects of our life:

(A) What I Am

- This is my **current state**:
 - My **Desires** (what I want now)
 - My **Thoughts** (how I think)
 - My **Expectations** (from self & others)
 - My **Competence** (what I am able to do)

Example: You may want money, success, recognition, etc.

(B) What is Naturally Acceptable to Me

- This is my **true inner self or Natural Acceptance**:
 - My **intention** (what I *really* want to be).
 - What I accept as right, fair, or just from within.
 - These are universal and the same for every human being: like wanting respect, love, trust, peace, and happiness.

2. When They are in Harmony → Happiness

- If **What I Am** (desires, thoughts, actions) **matches** with **What is Naturally Acceptable to Me**,
The result is **harmony**.
This leads to **Happiness**.

Types of Happiness

1. **Short-term Happiness (Sensual/Material pleasures)**
 - Eating a favorite dish, buying a new gadget.
 - Temporary in nature → fades quickly.
2. **Long-term Happiness (Harmony & Fulfillment)**
 - Trust in relationships, solving problems, self-confidence.
 - Continuous and stable.

Examples

- A student feels happy when he clears an exam (because effort and intention were in harmony).
- A mother feels happy when the family is healthy and united.
- A person may be rich but jealous of others → still unhappy.

2. Understanding Prosperity:

Definition

- Prosperity is the **feeling of having enough physical facilities** to fulfill our needs and live without shortage.
- It is not only **possessing wealth**, but also the **realization of enoughness**.

Key Features

1. **Need-based** – Limited needs of food, clothing, shelter, education, healthcare, etc.
2. **Feeling of “Enough”** – True prosperity is when there is no sense of lack or greed.
3. **Right Utilization** – Physical facilities must be used responsibly, without harming others or nature.

Examples

- A family that has food, house, education, and health security = Prosperous.
- A billionaire who still craves for more = Not prosperous (lack of contentment).

3. Difference Between Pleasure, Happiness, and Prosperity

Aspect	Pleasure	Happiness	Prosperity
Nature	Sensory	Psychological / Emotional	Physical
Duration	Short-term	Continuous	Sustainable
Source	Body (senses)	Self (mind, consciousness)	Resources (money, goods)
Example	Eating sweets	Feeling trust with a friend	Having sufficient wealth, home

4. Relationship Between Happiness & Prosperity

- **Both are essential for a complete life:**
 - Happiness alone without prosperity → incomplete (e.g., monk starving without food).
 - Prosperity alone without happiness → incomplete (e.g., rich but lonely person).
- Together they create a **holistic life**.
- **Formula:**
 - Happiness = Inner Harmony
 - Prosperity = Feeling of having enough physical facilities
 - **Complete Human Life = Happiness + Prosperity**

5. Misconceptions about Happiness and Prosperity

1. **We equate prosperity with money only** → Leads to greed and exploitation.
2. **We confuse pleasure with happiness** → Leads to addiction, stress, and dissatisfaction.
3. **We assume more is always better** → But true prosperity means *enough*, not *unlimited*.

6. Importance of Happiness and Prosperity

At Personal Level

- Provides peace, clarity, and confidence.
- Removes stress, anxiety, and inner conflict.

At Family Level

- Creates trust, love, care, and respect among members.
- Reduces quarrels, insecurity, and dissatisfaction.

At Social Level

- Encourages cooperation, justice, and equality.
- Reduces crime, corruption, and exploitation.

At Environmental Level

- Promotes sustainable use of resources.
- Enriches nature rather than depleting it.

7. Practical Steps to Achieve Happiness & Prosperity

1. **Self-Understanding** – Knowing natural acceptance (what is truly valuable for me).
2. **Right Prioritization** – Balance between relationships and physical needs.
3. **Cultivating Values** – Trust, respect, care in relationships.
4. **Contentment** – Recognizing “enough” and avoiding greed.
5. **Right Utilization** – Using resources responsibly without exploitation.

Current Scenario:

Definition

The **current scenario** refers to how human beings in today's world attempt to fulfill their **basic human aspirations of happiness and prosperity**.

- Unfortunately, in most cases, people are **confused or misguided** about the right way to achieve it.
- Instead of focusing on **balance between physical facilities, relationships, and right understanding**, the focus has shifted **heavily towards materialism and competition**.
- As a result, people experience stress, dissatisfaction, conflict in relationships, and ecological imbalance.

Key Observations in the Current Scenario

1. Material-Centric Living

- **Explanation:**
 - The majority of people today assume that **happiness can be bought with money or material possessions**.
 - Owning expensive items like cars, houses, or branded clothes is seen as the ultimate symbol of success.
 - However, material wealth alone cannot fulfill human aspirations because it can only satisfy **physical needs**, not **emotional or relational needs**.
- **Examples:**
 - A businessman may earn crores of rupees, buy luxury cars, and live in a mansion, but still feel lonely or depressed.
 - Students often demand the latest gadgets thinking it will make them happy, but after some time, the excitement fades.
- **Problem:**
 - Leads to **endless desires**, greed, and never feeling satisfied ("what I have is not enough").

2. Competition and Comparison

- **Explanation:**
 - Society often measures success by **wealth, status, marks, or possessions** rather than inner happiness.
 - People are **constantly comparing themselves with others**, which creates stress and jealousy.
 - Instead of cooperation, the environment promotes **competition**, leading to hostility rather than harmony.
- **Examples:**
 - Students compare exam marks or ranks, leading to unnecessary pressure, anxiety, and even mental health issues.
 - Adults compare salaries, jobs, or lifestyles, which results in dissatisfaction even when they are financially stable.
- **Problem:**
 - Creates a **race where nobody feels truly happy**, as there is always someone "ahead."

3. Overemphasis on Sensory Pleasure

- **Explanation:**
 - There is a widespread tendency to confuse **short-term pleasure** with **long-term happiness**.

- Sensory pleasures (food, entertainment, shopping, social media, addictions) give only **temporary satisfaction**, but not lasting peace of mind.
 - Over time, dependency on these pleasures grows, creating **addictions** and further unhappiness.
- **Examples:**
 - Social media scrolling or binge-watching OTT platforms provides short bursts of pleasure but leaves people mentally drained.
 - Eating junk food or fast food gives momentary taste satisfaction, but in the long run harms health.
 - Alcohol, smoking, or drug use temporarily relieves stress but creates long-term problems.
- **Problem:**
 - Results in **mental restlessness, lack of focus, health issues**, and disconnection from real happiness.

4. Lack of Trust in Relationships

- **Explanation:**
 - Human beings naturally want **love, trust, care, and respect** in relationships.
 - But in the current scenario, relationships are often affected by **selfishness, ego, misunderstandings, and lack of communication**.
 - Many people prioritize wealth, career, or status over nurturing meaningful relationships.
- **Examples:**
 - Divorce rates are increasing globally because couples fail to maintain trust, respect, and understanding.
 - Family conflicts often arise due to disputes over property, money, or ego clashes.
 - Friendships and workplace relations break when expectations are not fulfilled or when mistrust arises.
- **Problem:**
 - Leads to **loneliness, depression, and constant conflict**, even when people are materially well-off.

5. Unsustainable Use of Resources

- **Explanation:**
 - In the race for economic growth and luxury, nature is being exploited beyond its capacity.
 - People often assume that **prosperity = unlimited consumption**, which creates ecological imbalance.

- Instead of using resources wisely, many individuals and industries exploit them for maximum profit.
- **Examples:**
 - **Deforestation** for urban expansion destroys forests and wildlife.
 - **Pollution** from vehicles, factories, and plastics damages air, water, and soil.
 - **Climate change** (global warming, rising sea levels, extreme weather) is a direct result of human greed.
- **Problem:**
 - Endangers not only present but also **future generations**, creating an **unsustainable lifestyle**.
- In the present lifestyle, people:
 - Run behind **money and possessions** thinking it equals happiness.
 - Fall into **competition and comparison**, losing peace of mind.
 - Mistake **pleasure for happiness**, leading to addictions.
 - Fail to maintain **trust in relationships**, resulting in conflicts.
 - Exploit **nature unsustainably**, creating environmental crises.

Method to Fulfill the Basic Human Aspiration(Happiness + Prosperity):

Definition

- The **basic human aspiration** is **to be happy and prosperous**.
- **Happiness** = state of harmony within (peace, satisfaction).
- **Prosperity** = feeling of having enough physical facilities for present & future needs.
- To achieve both → we need the **Right Understanding** (clear vision) and **Right Method** (correct action).

Steps of the Right Method:

A. Understanding Human Needs

- **Two categories of needs:**
 1. **Happiness (psychological need):**
 - Fulfilled through right understanding, harmony in relationships, love, respect, trust.
 - Example: A person feels happy when supported by family, not just by money.
 2. **Prosperity (physical need):**

- Fulfilled through adequate physical facilities (food, shelter, clothing, healthcare, education).
- Example: A family with a house, healthy food, and medical care is prosperous

B. Living in Harmony

1. Harmony within Self:

- Clear thoughts, free from contradictions → inner peace.
- Example: A student studying with a clear goal feels stress-free.

2. Harmony in Relationships:

- Living with **trust, respect, care, affection** → lasting happiness.
- Example: A family with mutual respect feels secure and happy even in simple living.

3. Harmony with Nature/Environment:

- Using natural resources responsibly, avoiding overuse and pollution.
- Example: Using solar energy, planting trees, organic farming

C. Right Utilization of Resources

- Physical facilities should be used for **needs, not greed**.
- Example: Having one house to live is need, building 5 houses for show-off is greed.

D. Contentment & Realization of “Enough”

- **Physical needs are limited**, but **desires can be unlimited** if not guided.
- Real prosperity comes when one feels **sufficient with what one has**.
- Example: A family with food, home, and education for children feels secure, while another with luxury cars may still feel insecure if they keep comparing with others.

E. Value-Based Living

- Practicing **human values** like trust, respect, responsibility, and cooperation in all relationships.
- Example:
 - **Teacher:** Feels joy in students' growth.
 - **Doctor:** Finds satisfaction in curing patients, not just in fees.
 - **Businessperson:** Gains trust by fair dealings, leading to long-term success.

Examples of Right Method in Practice

- **Farmer:** Practices organic farming → protects soil, earns enough, lives happily with family.
- **Company Owner:** Provides fair wages, respects employees → both profit and harmony grow.
- **Student:** Studies with purpose and clarity → learns joyfully without stress.
- **Society:** When people live with trust & harmony, crimes, corruption, and conflicts reduce.

UNIT – II: Harmony in the Human Being

Understanding Human Being as the Co-existence of the self and the Body:

Definition of Harmony in the Human Being

Harmony in the human being means the **balanced, integrated, and holistic functioning of all aspects of a person** body, mind, and self (consciousness) leading to happiness, peace, and overall well-being. It is the state where **thoughts, feelings, and actions** are aligned, and there is no inner conflict between what we want, what we think, and what we do.

In short, **harmony in the human being = inner balance + alignment of physical, mental, and spiritual dimensions.**

Human beings are considered to have **two major dimensions:**

1. **Self (Consciousness / "I")**
 - The seat of thoughts, desires, emotions, values, and decisions.
 - Responsible for understanding, knowing, and making choices.
 - Needs: **happiness, respect, trust, love, inner satisfaction** (non-material needs).
2. **Body**
 - The physical structure that allows us to interact with the external world.
 - Needs: **food, clothing, shelter, healthcare, rest, exercise** (material needs).

Levels of Harmony within the Human Being

1. **Harmony of Thoughts** – Clear understanding of what is right and consistent thinking.
2. **Harmony of Feelings** – Stable emotions such as love, trust, respect instead of anger, jealousy, or hatred.
3. **Harmony of Behaviour** – Acting according to one's values and principles, without contradiction between words and actions.
4. **Harmony of Body and Self** – Taking care of the body (nutrition, health, exercise) while also nurturing the self (right understanding, inner peace).

Importance of Harmony in Human Being

- **Inner Peace:** Reduces stress, anxiety, and confusion.
- **Better Relationships:** Promotes trust, love, and respect with others.
- **Physical Well-being:** Balanced lifestyle and care for health.
- **Self-Development:** Clarity of purpose and moral strength.
- **Universal Human Order:** Leads to harmony with family, society, and nature.

How to Achieve Harmony in the Human Being

- Developing **right understanding** through self-reflection and education.
- Balancing **material needs and inner needs**.
- Practicing **self-discipline** (regular sleep, exercise, healthy diet).
- Cultivating **positive emotions** (trust, compassion, respect).
- Living according to **universal human values** (truth, non-violence, love, cooperation).

Human Being as Co-existence of the Self and the Body:

The proposal is that human being is the co-existence of the Self and the Body.



Who is really understanding these words right now? Who makes sense of what you read?

Think about the things you say every day:

“I am happy.”
“I feel bored.”
“This is my friend.”
“I like this music.”
“I want to eat delicious food.”

From these examples, we can notice something: there is I and there is my body.

The body can be tall, short, healthy, or sick. But the I is something different — it is the **Self**.

The Self is the one who:

- Recognises relationships.
- Decides what to do.
- Feels happy or sad.

For example: when you say, “I ate delicious food,” the body is the one that eats the food. But it is you the Self who enjoys the taste.

So, the body and the Self are connected but not the same.

The Human Being is the co-existence of 'I' and the Body, and there is exchange of information between the two. We can make this distinction between the Self and the Body in three ways in terms of the needs, activities and the types of these two entities, as shown in the table below

		I	Body
Needs	→	Trust, Respect...	Food, Clothing...
	→	Happiness (<i>sukh</i>)	Physical Facilities (<i>suvidhā</i>)
	→	Continuous	Temporary
	→	Qualitative (no quantity)	Quantitative (limited in quantity)
	→	Right understanding and right feelings	Food, clothing, etc
Activities	→	Desiring, Thinking, etc	Breathing, heart-beat, etc
	→	Knowing, Assuming, Recognizing, Fulfilling	Recognizing, Fulfilling
Type	→	Conscious (non-material)	Physico-Chemical (material)

Distinguishing between The Needs of the Self and the Body:

If you try to understand Self and Body separately, it could be understood on the basis of need (see the diagram). The need of the Self is happiness. If someone expresses a feeling of respect for us, we feel happy about it. Respect is one of the needs of the Self. Now, if you look at the need of the Body, it is physical facility. One example of it is food. You may observe it in yourself that food is required, and respect is also required. Both of these are required for human being.

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)

Can the Body and Self Replace Each Other?

- Think about this: can the needs of the Body replace the needs of the Self?
- Imagine you are given tasty, well-prepared food. But instead of offering it with kindness, the person shoves the plate at you and says sharply, “Here, take it and eat!”
- Will that feel right?
- The food may satisfy your Body’s hunger, but the disrespect will hurt your Self. This shows that the needs of the Body and the needs of the Self are different — one cannot replace the other.
- Similarly, if you are given respect, but no food, you may tolerate it for a day or two. However, you certainly need food also. Isn’t it?

Needs: Temporary vs Continuous Needs.

Needs of the Body (Temporary)

- **Examples:** Food, Shelter, Clothing, Rest.
- **Time Nature:** Required **from time to time**, not continuously.
- **Explanation:**
 - Food is required only when hungry.
 - Once the stomach is full, more food creates discomfort.
 - Continuity of bodily needs (e.g., continuous eating) becomes harmful.
- **Conclusion: Body needs are temporary.**

2. Needs of the Self (Continuous)

- **Examples:** Respect, Trust, Happiness, Love, Relationships.
- **Time Nature:** Required **continuously**, without any break.
- **Explanation:**
 - Respect is needed all the time; even a small gap creates discomfort.
 - If someone ignores us once, we feel uneasy.
 - Children especially remember breaks in respect/affection for long periods.
- **Conclusion: Self needs are continuous.**

Key Difference:

Aspect	Needs of the Body	Needs of the Self
Examples	Food, Shelter, Clothing	Respect, Trust, Happiness
Time Requirement	Temporary (time-to-time)	Continuous (always needed)
Effect of Excess	Creates problems (e.g., overeating)	No excess problem (more respect = more happiness)
Nature	Physical, material	Psychological, emotional, spiritual

Analysis

- **Body needs** ensure survival but are **limited in time and quantity**.
- **Self needs** ensure happiness and fulfillment, they are **continuous in time**.
- Balance of both is required → only satisfying body needs without self needs leads to emptiness; only focusing on self without caring for body leads to poor health.

Needs – Quantity and Quality:

There is another way to clearly understand the difference between the needs of the **Body** and the **Self** — by looking at them in terms of **quantity** and **quality**.

1. Needs of the Body – Quantitative

The Body's needs are **quantitative**, meaning they can be measured and have a clear limit.

- For example, the need for **food** can be identified in a certain amount that is enough to keep the Body healthy.
- Similarly, the need for **clothes** can be measured you can identify the quantity of cloth needed to make a dress.
- The need for **shelter** can also be identified in terms of size and materials.

None of us can eat unlimited food, wear unlimited clothes, or have unlimited houses. Physical facilities for the Body are always needed in **limited quantity**.

Observation: You can check for yourself do you really need unlimited physical facilities, or only a certain amount?

2. Needs of the Self – Qualitative

The needs of the Self, such as **respect**, **trust**, and **love**, are **qualitative** in nature. They cannot be measured in numbers or weight.

- We cannot say “I received 2 kilograms of respect today” or “3 metres of trust”. Such statements sound funny because these feelings are not about numbers.
- These are **feelings**. Either they are there or they are not there is no measurable quantity.
-

Key Differences

- **Body's needs:** Quantitative, measurable, limited in requirement.
- **Self's needs:** Qualitative, not measurable, unlimited in importance.

Example

If someone gives you delicious, well-prepared food (fulfilling a Body's need), but serves it with disrespect or anger, you may not truly enjoy it. The Body may be satisfied, but the Self will still feel hurt or unhappy. This shows that both types of needs must be met for complete satisfaction.

Now, let us see how these two different types of needs are fulfilled. Refer to figure. The need for food is fulfilled by something physical like rice and vegetables or a sandwich. You may say that is obvious – because it really is! But when it comes to the need for respect, it is fulfilled by the feeling of respect. You may want your friends to pay attention to you, to listen to what you say without interrupting you and even to appreciate what you say, isn't it? These are few expressions of the expectation of right feeling, from which you conclude that your friends respect you.

Human Being		Self	Co-existence	Body
Need	Happiness (e.g. Respect)			Physical Facility (e.g. Food)
Fulfilled By	Right Understanding & Right Feeling			Physio-chemical Things

We can easily understand that the needs of the **Body** and the **Self** are different and cannot replace each other.

- Think about this: If your friends say nice things about you all day but do not give you any food, will your hunger go away? Obviously not the Body needs actual food to be satisfied.
- Now, imagine the opposite: Your friends give you the best and tastiest food all day, but they also keep making fun of you. Will you feel respected? No because respect is a need of the Self, and it cannot be fulfilled by food.
- All the needs related to the Body, which are in terms of physical facility, are fulfilled by some physio-chemical things. All the needs related to the Self are in terms of feeling, and they are fulfilled by right understanding and right feeling.
- For human being, in addition to the Body, the Self has become prominent. Thus the need of the Self has become significant. Hence, feelings, like trust, respect, etc. have become of higher priority compared to the physical facility. To be fulfilled, over and above physical facility, human being needs right understanding and right feeling which are the needs related to the Self.
- The need of the Self is happiness, while the need of the Body is physical facility. The need for happiness is fulfilled by right understanding and right feeling; whereas the need for physical facility is fulfilled by physio-chemical things. Both of these needs have to be fulfilled separately, because the two are of different types. For human being to be fulfilled, both the needs have to be taken care of. What do you think – are both, the Self and the Body, important or you can do away with any one of them? Are we taking care of both, or are we largely focused on the Body only? Most parents sincerely want to take care of the child to the best extent possible. What many of them end up doing is largely taking care of the needs of the Body and almost ignoring the Self. For example, a mother may try to over-feed the child and if the child resists, she may shout at or even beat the child. In the process, the Self is getting violated, though the Body is getting fed. If we observe our day-to day living, we are largely focused on the needs relating to body.

Needs of the Self are Definite:

Of course, the needs related to the Body depend on the age, health condition, shape and size of the Body etc. An adult may need 1kg of food in a day, while a small child may need 100 grams. A tall young man may need 3 metres of cloth for a pant, while a short boy may need only 1 metre of cloth. Like that the needs related to the Body will vary. On the other hand, the needs of the Self are definite. A child needs happiness as much as a youth as does an old person. In other words, this right understanding and right feeling is the need of any Self and every Self, regardless of the state and condition of the Body. Can you see that?

Nature of Needs

- **Body Needs**
 - Related to **physical facilities**.
 - Fulfilled by **physio-chemical things** (food, clothes, shelter, medicines, etc.).
- **Self Needs**
 - Related to **feelings** (trust, respect, happiness, love, etc.).

- Fulfilled by **right understanding** and **right feelings**.

2. Importance of the Self

- In human beings, **Self is more prominent** than the Body.
- Therefore, **Self-needs (happiness, trust, respect)** have **higher priority** compared to only physical needs.
- **Physical facilities** are not enough for a meaningful life.
- True fulfillment requires both:
 - **Physical facility** (for Body).
 - **Right understanding & right feeling** (for Self).

Comparison of Needs:

Aspect	Body Needs	Self Needs
Main Requirement	Physical facility	Happiness
Fulfilled By	Physio-chemical things	Right understanding & right feeling
Nature	Temporary, limited	Continuous, unlimited
Priority	Secondary	Primary (higher significance)

Current Human Focus:

- In practice, people often focus more on **Body needs** and neglect **Self needs**.
- Example:
 - Parents provide food, clothes, and shelter.
 - But they may **ignore the child's feelings** (respect, trust, love).
 - Sometimes even **violate the Self** → e.g., overfeeding a child, then shouting or beating when the child resists.
- This leads to **imbalance**: Body is cared for, but Self is harmed.

5. Key Insight

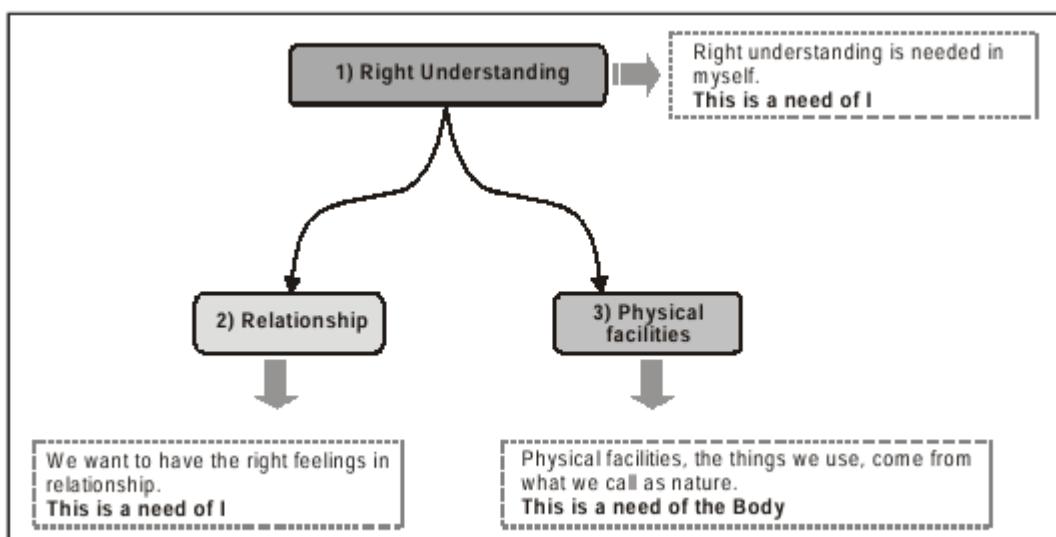
- **Both Body and Self are important** → one cannot be ignored.
- To be truly fulfilled as a human being:
 - Take care of **Body needs** through physical facilities.
 - Take care of **Self needs** through right understanding and feelings.
- **Ignoring Self needs** leads to unhappiness even if Body needs are met.

We can thus see that:

- The need of the Self ('I') for happiness is fulfilled by right understanding and right feelings, while the need of the Body is fulfilled by physical facilities.
- The need of the Self ('I') is qualitative, and continuous in nature, while the need of the Body is quantitative and temporary in nature

The ‘confusion’ we are in today:

Now that we have studied different needs of the human being: in terms of Self ('I') and of Body; do you think, one can replace the other? Let us explore this point a bit more here. You will recollect that we discussed about 1) right understanding, 2) relationship and 3) physical facilities in the previous chapter. We had seen that physical facilities are necessary and complete for animals; but when it comes to human beings, physical facilities are necessary but, they are not complete.



We are studying the same issue now, only more closely. Based on the discussion in the previous sections, we are able to better see why physical facilities do not suffice for a human being. It is because a human being is the co-existence of the Self ('I') and the Body, and physical facilities are needed for the Body. Having physical facilities ensures the fulfillment of the need of the Body – it does not address the need of 'I' – of happiness, trust, respect, etc. It thus becomes clear, once again, that we need to ensure all three: 1) Right Understanding; 2) Relationship and 3) Physical facilities for the human being

The Response of the Self and the Body:

The response of the Body is based on recognizing and fulfilling whereas the response of the Self is based on knowing, assuming, recognizing and fulfilling.

Human Being		Co-existence	Body
Self			
Response	Knowing, Assuming, Recognising, Fulfilling		Recognising, Fulfilling

Example

If a needle is pressed against your skin:

- The Body responds in a definite way. If the needle is harder than the skin, it will go inside. If it is softer, it will not. This reaction is fixed and does not change.
- The Self's response depends on the situation and our assumption about the person using the needle.

If the person is a doctor giving an injection to help you, you will cooperate. If the person is an enemy trying to harm you, you will resist.

The Body as an Instrument of the Self:

The Body and the Self are two distinct parts of a human being. The **Self** refers to the conscious entity that thinks, feels, and decides. The **Body** is the physical structure that carries out actions in the material world. The Body is not separate from us, but it functions as an **instrument** for the Self.

Role of the Body

- The Body helps the Self interact with the physical world.
- The Self uses the Body to see, hear, speak, move, and perform activities.
- Without the Body, the Self cannot express itself physically.

	I	Body
1	I am	My body is
2	I Want to live	Body is used as an instrument (of 'I')
3	I want to live in continuous happiness	For nurture of body → food For protection of body → clothing, shelter etc. For right utilization of body → instruments/equipments etc. are needed as physical facilities.
4	To understand & to live in harmony at all 4 levels (see section 4.5) is the program for my continuous happiness.	Production, protection and right utilization of physical facilities is just a part of my program.
5	I am the seer, doer and enjoyer.	Body is an instrument.

This table shows following information:

Points Related to I (Self) and Body:

1. Existence

- I (Self):
 - I am. I exist.
 - I am the one who knows I exist.
 - I am the conscious entity.
 - The awareness of being alive is in me, the 'I'.
- Body:
 - My body is.
 - Body is the material entity.
 - Body does not know; it is not conscious.

2. Will to Live

- I (Self):
 - I want to live.
 - I am the one who desires to live (hence 'I' is called Jīvana).
 - I take decisions about what to do.
- Body:
 - Body is my instrument.
 - Body acts according to the decisions taken by 'I'.
 - Example: In eating –
 - 'I' decides when, what, and how much to eat.
 - Body executes actions → picking, chewing, swallowing.
 - Thus, Body is used as an instrument of 'I'.

3. Desire for Happiness vs. Needs of Body

- I (Self):
 - I want to live in continuous happiness.
 - Happiness is my need, always and without break.
 - Happiness belongs to the Self, not to the Body.
- Body:
 - Needs are physical facilities only.
 - Three main requirements:
 1. Nurture: Food for growth and energy.
 2. Protection: Clothing, shelter, medicine against environment.
 3. Right Utilisation: Instruments/equipment for efficiency (e.g., tools, transport, communication devices).
 - These needs are limited in time and quantity (e.g., food needed only when hungry).

4. Program for Continuous Happiness

- I (Self):
 - My program is: To understand and live in harmony at all four levels →
 1. With Self
 2. With Family
 3. With Society
 4. With Nature
 - This understanding ensures continuous happiness.
- Body:
 - Needs only production, protection, and right utilization of physical facilities.
 - These are just a part of my larger program.

5. Seer, Doer, Enjoyer

- I (Self):
 - I am the seer (observer), doer (decision-maker), and enjoyer (experiencer of happiness/sorrow).
- Body:
 - Body is only an instrument through which 'I' expresses decisions.

Relationship Between the Self and the Body:

- The Self is the **user**, the Body is the **tool**.
- The Body acts according to the decisions and instructions given by the Self.
- For example, when you decide to write something, the Self makes the decision, but the Body moves the hand to do the writing.

Care of the Body

- Since the Body is an instrument, it requires proper care to work effectively.
- This includes:
 - Providing the right food and nutrition.
 - Maintaining cleanliness and hygiene.
 - Ensuring enough rest and exercise.

Importance of Balance

- The needs of the Body and the needs of the Self are different but both must be fulfilled.
- If the Body is not cared for, the Self will not be able to function well in the physical world.
- If the Self is not cared for, even a healthy Body will not bring happiness.

Example

If a person has a healthy Body but feels lonely or disrespected, they may still feel unhappy. If a person has a weak Body but is peaceful and content in the Self, they may still experience happiness. This shows the Body is only a medium, and the Self is the one truly experiencing life.

Understanding Harmony in the Self:

This question may come to your mind at this juncture. Let us explore into this: In our search for harmony in all the spheres of our life, the first entity we come across is ourselves. We are human beings and so it becomes our need to understand – What is the human being? What/who am ‘I’? We spend the maximum of our time in ourselves, ‘with’ ourselves— we keep having thoughts and feelings and plans but we are mostly lost or preoccupied in thinking about other things rather than ourselves most of the time. Have you ever attempted to know about yourself? Here are some questions you could ask yourself: 1 What am ‘I’ like? 1 What are the activities in ‘me’? 1 What is my ultimate goal in life? 1 How can I achieve it? 1 Why do I have problems- whatever they are? How can I resolve them? 1 Why do I get angry, frustrated or depressed? Why do I get scared?

Have you ever attempted to know about yourself? Here are some questions you could ask yourself:

What am ‘I’ like?

- (Question about the nature of the Self)

What are the activities in ‘me’?

- (Question about the functions of the Self – thoughts, desires, expectations, etc.)

What is my ultimate goal in life?

- (Question about the purpose of existence – happiness, harmony, fulfillment)

How can I achieve it?

- (Question about the means – right understanding, right living, right relationships)

Why do I have problems – whatever they are? How can I resolve them?

- (Question about the causes of problems and their solutions)

Why do I get angry, frustrated or depressed? Why do I get scared?

- (Question about emotional disturbances and their root causes in the Self)

Activities of the Self:

We can easily see that we are involved in various activities all the time. Activities like eating, sleeping, playing, studying, etc. are going on.

When we say ‘activities of the Self’, we are generally referring to our imagination. You would be able to see that something going on in your imagination – it may be some desires, thoughts, expectations. It is necessary to understand these activities to be able to understand harmony in the Self.

Thought is the power for the activity of analysing, trying to work out the options of ‘how to fulfil your desire’. If you have a desire to be happy, you analyse various possibilities for ‘how to be happy’. You may consider various options:

- Ensuring happiness within
- Getting happiness from favourable feeling from other
- Getting happiness from favourable sensation

These are various thoughts about ‘how to be happy’. Expectation is the power for the activity of selecting ‘what to get’ from outside. Selecting is based on tasting. If you consider happiness to be something you get from favourable sensation, like when you eat tasty food, then you set up an expectation for varieties of tasty food. The food you choose is based on your taste. Your selection is based on your taste, be it food, music or any other sensation.

To take an example, if you desire ‘to be owner of a big house’, you make an image. This desire gives rise to thoughts about ‘how to be owner of a big house’ and you consider many options. One of the options may be ‘building a big house’. Other options may be ‘buying a big house’, ‘renting a big house’ and so on. All these are thoughts about ‘how to be owner of a big house’. The big house is your expectation. By ensuring your expectation, you think you will fulfil your desire ‘to be owner of a big house’.

We can see that desire is about ‘what to be’ and thought is about how to fulfil the desire, ‘how to be’ and expectation is about ‘what to get from outside’. Now check if you can see, be aware of your desire, your thought and expectation.

Activities of the Self are Continuous

The Self is always active. It is continuously involved in three main activities: **imaging**, **analysing**, and **selecting**. These activities are powered by our natural capacities — desire, thought, and expectation. They go on all the time, whether we are aware of them or not.

Three Main Activities of the Self:

1. Imaging

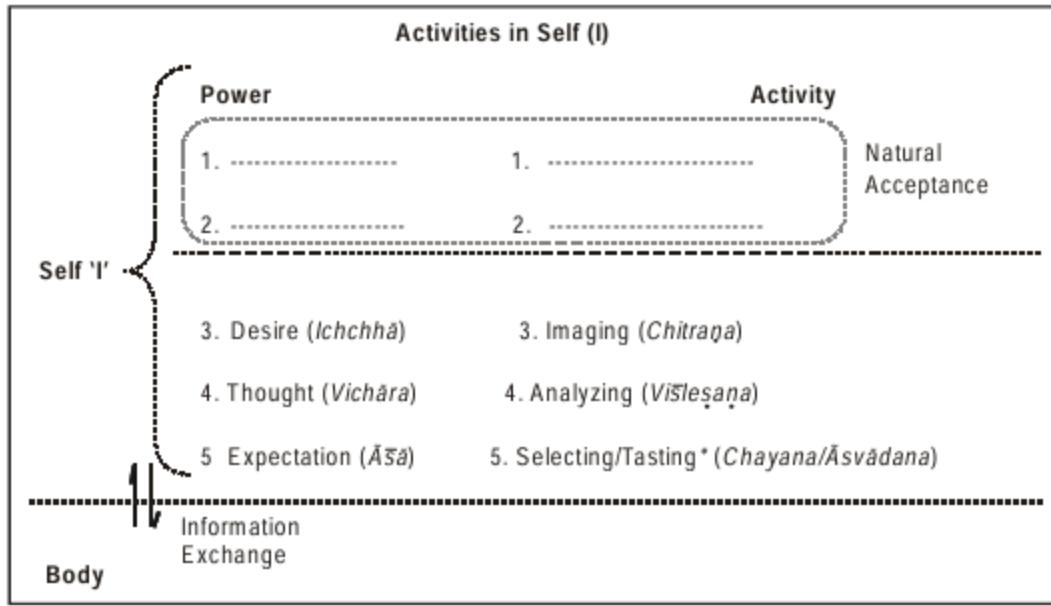
- Imaging is the activity of forming pictures, ideas, or possibilities in the mind.
- It is powered by the **capacity of desire** — the ability to imagine what we want or aim for.
- Example: Thinking about becoming successful, imagining a vacation, or picturing how to solve a problem.

2. Analysing

- Analysing is the activity of understanding and making sense of things.
- It is powered by the **capacity of thought** — the ability to compare, reason, and evaluate.
- Example: Deciding if something is right or wrong, comparing different options before making a choice.

3. Selecting

- Selecting is the activity of choosing from different possibilities.
- It is powered by the **capacity of expectation** — the ability to set a standard or preference for what we want.
- Example: Choosing comfortable body posture, deciding which food to eat, or selecting a path to follow.



Continuity of These Activities

- These activities do not stop; they happen all the time.
- At any moment, you are imagining something, thinking about something, or making some choice.
- Even when you are resting or sleeping, the Self continues these activities, sometimes in the form of dreams.

Self-Observation Practice

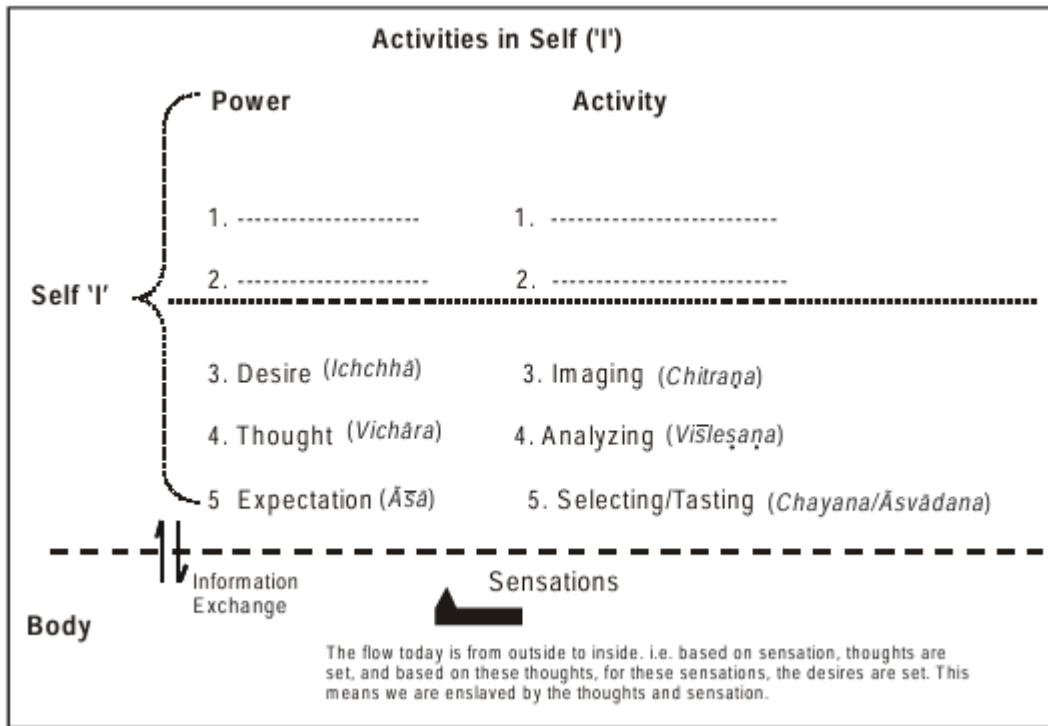
To understand the continuity of these activities:

- Observe yourself during the day. Notice if you are always having some desire, some thought, or some expectation.
- Extend this observation to the night. Even in dreams, the Self imagines, analyses, and selects.
- Try to find out if there is ever a moment when there is no desire, no thought, and no expectation.

Activities Together Constitute Imagination

Now, if you put these activities together, it is called imagination. We may not immediately be able to observe our desire, thought and expectation distinctly, but it may be easier to see that something is going on within. One imagination or the other is going on in us all the time. You can look into yourself and find out whether this imagination is going on in you all the time or you can stop it. It

is important to look into yourself to find out. So, what do you find? If you observe yourself, you will find that some imagination or the other is going on all the time. Even if you observe yourself for five minutes you will find some 10, 20, 30 imaginations taking place. You may do this exercise to just observe yourself for five minutes and see what is going on inside you!



The flow of activities between the Body and the Self ('I') can move from **outside to inside** or **inside to outside**. From outside to inside, sensations received through the Body (e.g., seeing a car) are tasted in the Self (activity #5). This can trigger thoughts (activity #4), which may gradually form into desires (activity #3). For example, seeing a car may lead to thinking about it, then associating it with a “good life,” which eventually becomes a desire to own one.

The opposite flow, from inside to outside, starts with an existing desire in the Self (activity #3), which leads to thoughts about how to fulfill it (activity #4), and finally results in selecting or choosing (activity #5) to act through the Body. Using the same car example, the desire for a good life through a car leads to planning and choices about which car to buy, its features, and eventually making the purchase. These activities—desire, thought, and selection—are all discernible and collectively referred to as **imagination**, which dominates most of our Self-activities today.

Imagination gets Expressed in Behaviour and Work:

All the decisions are made in our imagination. The decision regarding behaviour with human being is taken at the level of the imagination. Similarly, for any work we do with rest of nature, the decisions are taken at the level of imagination. Can you see that? You may select to express something outside as behaviour or work or you may select not to express anything outside. That decision is also taken at the level of imagination. When it comes to the expression outside, the Body is used as an instrument. In behaviour, you may use the Body to share your feeling of respect for your friend by way of words. In work with rest of nature, you may involve your Body to sow the wheat seeds and so on. Your behaviour or work is simply an expression of your imagination in which the Body is involved.

When your imagination is in harmony with your natural acceptance, it leads to harmony within and therefore, a state of happiness. If this imagination is in contradiction with your natural acceptance, it leads to disharmony and unhappiness. It is very important to see what is going on in our imagination, to be aware of our imagination, because our basic aspiration of happiness depends upon it. This is what we have to start looking into.

Contradictory Desires and Their Effect on Happiness:

In a workshop for teachers, a trainer asked, “What is your desire?”

One teacher replied, “As long as I am alive, I want unlimited wealth, and after death, I want complete peace and freedom.”

These desires may seem fine at first, but they actually contradict each other.

- When he focuses on gaining unlimited wealth, he will keep worrying about what will happen to his peace and freedom.
- When he focuses on peace and freedom, he will keep thinking about his wealth and what will happen to it.

This constant pull in two different directions will create confusion and restlessness in the mind. As a result, he will remain in a state of unhappiness.

Harmony of the Self with the Body:

Harmony of ‘I’ with the Body: Sanyama* and Svāsthya*:

Harmony of ‘I’ with the Body

This means the **Self (‘I’)** and the **Body** must work in balance.

- ‘I’ (conscious entity) gives direction and makes decisions.

- **Body** (material entity) is the instrument to carry out those decisions. When 'I' takes care of the Body properly (not ignoring or overusing it), and Body follows the guidance of 'I', harmony is achieved.

Sanyama (संयम)

- Meaning: **Self-regulation, discipline, or restraint.**
- In this context:
 - Proper **understanding, responsibility, and guidance from 'I'** toward the Body.
 - Not overusing or misusing the Body (e.g., overeating, lack of sleep, addictions).
 - Maintaining **right thoughts and lifestyle choices.**

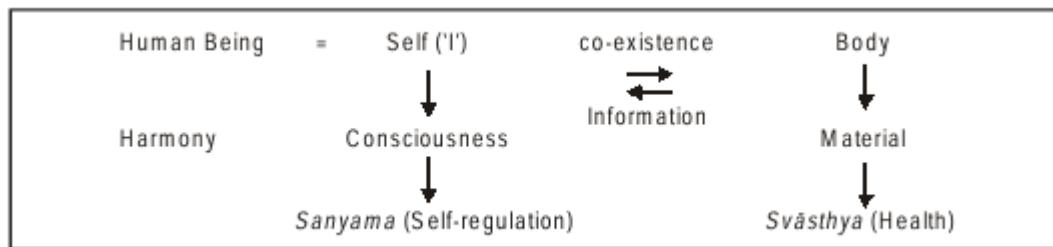
Sanyama = the control and responsibility of 'I' towards nurturing, protecting, and rightly utilizing the Body.

Svāsthya (स्वास्थ्य)

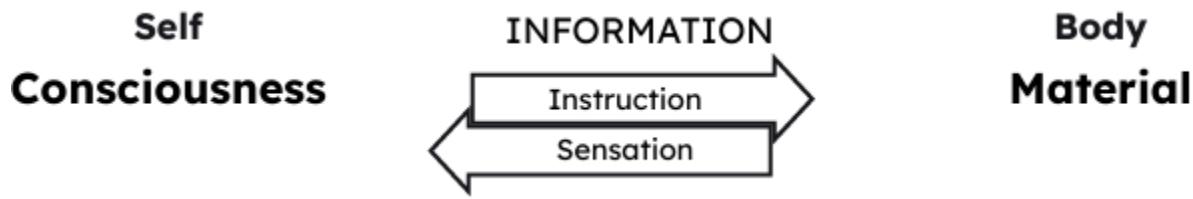
- Meaning: **Health, well-being** (literally “being in oneself” or “in a balanced state”).
- In this context:
 - A natural outcome of Sanyama.
 - When 'I' takes care of the Body properly, the Body remains healthy, balanced, and capable.
 - Covers both **physical health** (disease-free, fit body) and **mental well-being** (peaceful, stress-free state).

Svāsthya = a state of health and well-being of the Body as ensured by Sanyama.

The harmony of 'I' with the Body is in the form of Sanyama on the part of 'I' and Svāsthya on the part of the Body.



Now that we have seen the human being as co-existence of Self and the Body, we can go into the details of the co-existence between the two. Refer to fig. The Self is a unit of consciousness and it is in co-existence with the material Body. It is the Self that makes all the decisions and uses the Body to execute them, as and when required.



The Self sends instructions to the Body and the Body follows those instructions. If you instruct your body to stand, it stands; if you instruct the Body to sit, it sits; if you instruct the Body to eat, it eats; if you instruct your body to stop eating, it stops eating and so on. The Body follows the instructions of Self. All these instructions are information that is being given by the Self to the Body. Can you see that?

All the sensations taking place in the Body are available to the Self and it reads the sensations it considers significant. As you are reading this page, the image of the whole page, and perhaps the table and surrounding objects is falling on your eye, but you are selecting what to pay attention to. You are reading the words now, and at some other time you are taking note of the mobile on the table and so on.

How We Pay Attention to Sensations

The eye does not choose what image will be formed on it. Whatever is in front of it will appear in the image the page of the book, the table, and even the surrounding objects.

The same happens with the ear. Any sound that reaches it will make an impression, whether you want it or not. This is true for all our sense organs. They keep receiving information from the surroundings sound, touch, sight, taste, and smell.

These sensations are like pieces of information that are always available to us. However, we do not use all of them all the time. We choose which ones to focus on and which ones to ignore.

Example : Eating a Sweet

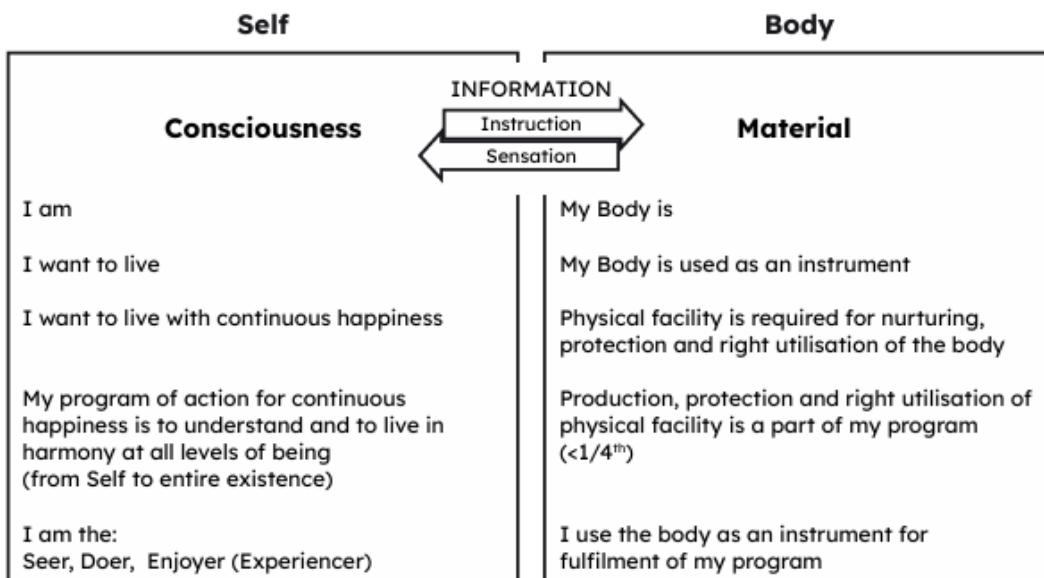
Let us take a simple example. Imagine you want to eat a sweet. You tell your body to walk to your favourite sweet shop, give money to buy the sweet, put it in your mouth, and eat it.

Who is giving these instructions? It is not the body. It is the Self that decides and gives the instructions, and the Body follows them.

When the sweet touches your tongue, it creates a sensation. You recognise that sensation as the taste of the sweet. But once the sweet goes down your throat, the sensation of taste is gone. After that, the sweet is digested by the Body, and the Self is no longer aware of its taste.

Can you see how the Self and the Body are working together in this simple activity?

Try to observe the Self, the Body and the transactions between the Self and the Body. The instructions are sent to the Body by the Self and the sensations from the Body are being selectively read by the Self. All these transactions are in the form of information. No material transaction is taking place. Refer to the fig. The Self (consciousness) is there and the Body (material) is there. There is a will to live with continuous happiness in the Self. That is the need of the Self.



The Need of the Self – Continuous Happiness

Remember, it is you (the Self) who wants to live with continuous happiness. This is the basic need of the Self. This happiness comes when there is right understanding and right feeling within us.

To live with continuous happiness, the Self has a clear goal – to understand harmony and to live in harmony at every level of life. These levels include:

- The individual (yourself)
- The family
- Society
- Nature and the whole existence

Can you see that if there is harmony at all these levels, your happiness will also be continuous?

The Body as an Instrument – Physical Facility

- The Body is an instrument that we use. To take care of it, protect it, and use it properly, we need physical facilities from time to time.
- Part of our work is to produce these physical facilities, protect them, and use them in the right way. But remember, this is only a small part of our total programme less than one-fourth of it.
- We need physical facilities mainly to keep the Body in harmony—our own Body and the bodies of our family members. They also help us to use the Body effectively.
- Can you see that while physical facilities are important, they are only one part of the bigger picture of living in harmony?

I am the Seer

- It is the Self that sees and understands reality.
- Right now, as you read this, you are seeing the words through your eyes. But think—do the eyes understand the meaning, or do you, the Self, understand it? The eyes are only tools. They do not see or understand on their own. The Body does not see either. It is the Self that sees through the eyes, gives meaning to what is seen, and understands it. The Self may use the Body and its sensations as instruments to help in seeing.
- When you look within yourself, you do not need the senses at all. For example, to know whether you are happy or unhappy, you can see it directly without using your eyes or any other sense organ. The Self can see feelings, desires, thoughts, and expectations directly.
- The Self is the one that sees and understands, while the Body is only used when needed, like an instrument.

I am the Doer

- The Self is the doer. The doer is the one who makes decisions—who decides whether to do something or not to do it.
- Think about it: who would you call the real doer—the one who decides, or the one who simply follows instructions? For example, right now you are reading this text using your eyes. But who decided to read—the eyes or you, the Self? Since you choose what to do and what not to do, you are the doer. The Body is used only to carry out your decision.
- There are also activities of the Self that do not involve the Body at all, such as desires, thoughts, and expectations. For instance, if you spend two hours thinking about taking revenge and then change your mind—who made that decision? It was the Self, not the Body.
- In this way, it is clear that **I am the doer**.

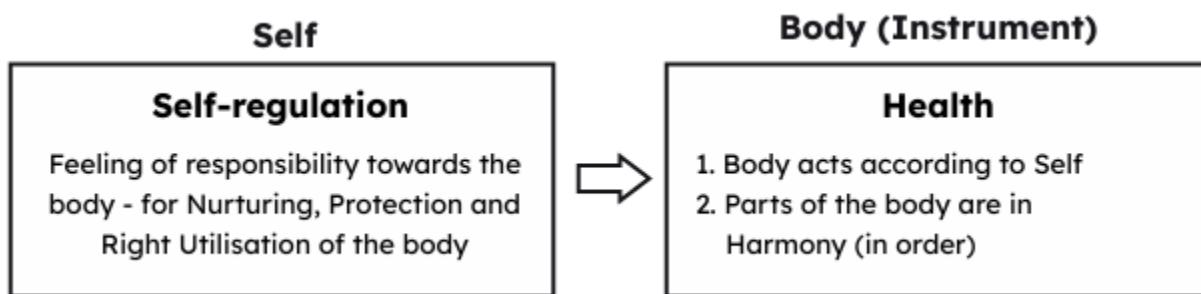
I am the Enjoyer (Experiencer)

It is the Self that feels enthused or depressed or angry or delighted – the feelings are in the Self and not in the Body. Of course, there is an impact of these feelings on the Body; so if you are enthused, your body is

more energetic; if you feel angry, your breathing may become faster and so on. It is the Self that experiences the happiness and unhappiness. In that sense, I am the enjoyer. Self is the Seer-Doer-Enjoyer We can see that I (Self) am the seer, doer and enjoyer while the Body is used as an instrument as and when required. Try to verify this in yourself.

Harmony of the Self with the Body:

Refer to fig. Just like any instrument or equipment that we use, we have the responsibility for its upkeep, repair and maintenance etc. For example, if I am using a car, I have the responsibility to take care of the car – to fill petrol in the car, to protect the car from meeting an accident and so on.



Our responsibility toward the Body is in terms of nurturing the Body, protecting the Body and rightly utilizing the Body. Nurturing the Body is by providing the right air, water, food, sunlight, etc. Protection is from unfavourable conditions. Right utilisation would mean using the Body for the purpose of the Self. The feeling of responsibility toward the Body is called as the feeling of self-regulation.

Feeling of self-regulation = **the feeling of responsibility toward the body**
- for nurturing, protection and right utilisation of the Body.

Programme for self-regulation and Health How will the feeling of self-regulation in the Self be expressed? What will be the programme for maintaining health of the Body? Such a programme must necessarily include nurturing the Body, protection of the Body and right utilisation of the Body. This is what we want to explore into now.

Nurturing the Body

As we have seen, the Body is, by nature, a harmonious organisation. Nurturing means providing the necessary inputs to it. The right inputs nurture the Body, without disturbing its harmony. The Body is not in isolation – it is in an environment which has some impact on it. The state of the Body, the inputs and the environment together could be a cause for disharmony in the Body. To correct these, medicine or medicine with treatment may be required.

Protecting the Body

Protection and Right Utilisation of the Body

1. Protection of the Body

- **Definition:** Providing a conducive physical environment to keep the Body safe and healthy.
- **Examples of Protective Measures:**
 - **Clothing:** Weather-appropriate clothes to protect from heat, cold, rain, etc.
 - **Shelter:** A safe place for the Body to rest.
 - **Vaccinations:** To develop antigens and protect from viruses.
 - **Other Measures:** Any step that safeguards the Body from harm.

2. Right Utilisation of the Body

- **Definition:** Using the Body in a way that contributes to the fulfillment of **human aspiration** (continuous happiness and prosperity).
- **Guiding Principle:** The value of any entity lies in its **purposeful participation in the larger order**.
 - For the Body, the larger order = the **human being (Self + Body)**.

Aspects of Right Utilisation

1. **For Happiness (Self-needs):**
 - Using the Body for developing **right understanding**.
 - Using the Body for living with **right feelings** in relationships.
2. **For Prosperity (Physical needs):**
 - Using the Body to work with nature to **produce physical facilities**.
 - **Protecting** physical facilities.
 - **Rightly utilizing** physical facilities.

Programme to Ensure Self-Regulation (Sanyama) and Health (Svāsthya):

1. Meaning of Self-Regulation (Sanyama)

- **Sanyama = Self-regulation / discipline / responsibility of 'I' towards the Body.**
- It means:

- Proper understanding about the needs of the Body.
- Avoiding misuse or overuse of the Body.
- Ensuring correct food, rest, and work practices.
- Self ('I') has to guide the Body consciously, so the Body remains healthy and efficient.

2. Meaning of Health (Svāsthya)

- **Svāsthya = Health / well-being (being in a balanced state).**
- It is the **natural outcome** of Sanyama.
- Health is not only the absence of disease but:
 - Proper functioning of all parts of the Body.
 - Ability to perform work effectively.
 - Feeling energetic, balanced, and in harmony.

3. Components of the Programme

To ensure self-regulation and health, the following practices are needed:

(A) Understanding Body as an Instrument

- Recognize that the Body is an instrument of the Self.
- The Self must take care of the Body → not ignore, not misuse.

(B) Proper Nurture (Nutrition & Lifestyle)

- Balanced diet (neither deficiency nor excess).
- Regular exercise and physical activity.
- Adequate sleep and rest.
- Clean environment and personal hygiene.

(C) Protection of the Body

- Suitable clothing for weather conditions.
- Safe shelter for rest.
- Vaccination and medical care when required.
- Preventive measures against diseases and accidents.

(D) Right Utilisation of the Body

- Use the Body for fulfilling **human aspirations** (happiness & prosperity).
- Avoid harmful habits (addictions, overindulgence, violence).
- Engage the Body in constructive, meaningful, and ethical activities.

(E) Mental Discipline (Self-guidance)

- Practice meditation / mindfulness to align 'I' and Body.

- Regulate desires, thoughts, and emotions.
- Reduce anger, stress, frustration through right understanding.

4. Outcomes of the Programme

- **Self-regulation (Sanyama):**
 - Clarity in thought, emotions, and behavior.
 - Disciplined lifestyle with balance.
- **Health (Svāsthya):**
 - Disease-free, energetic, and efficient Body.
 - Stable and cheerful state of mind.
 - Ability to work harmoniously with nature and society.

UNIT – III: Harmony in the Family and Society

Harmony in the Family and Society means living together with mutual understanding, trust, respect, love, and fulfilling each other's needs rightly. It is the state where every individual feels secure, cared for, and valued within the family, and where families together extend these values to society, creating an environment of peace, cooperation, and prosperity.

Harmony in the family arises when there is mutual trust, respect, love, and care among its members. Each individual in the family plays their role with a sense of responsibility and commitment toward the well-being of others. Conflicts reduce when there is right understanding and effective communication. In such a family environment, members feel emotionally secure, supported, and motivated, which provides the foundation for their happiness and prosperity. The family thus becomes the first place where values and culture are nurtured.

The programme for continuous happiness is to ensure right understanding, i.e., understanding of the harmony in human being, family, society and nature/existence and to live in harmony at all these levels. On the basis of understanding the human being, particularly the Self, we can now proceed to understand relationship between one Self and the other Self which is the essential part of relationship and of harmony in the family.

Harmony in the Family:

Family as the Basic Unit of Human Interaction

The family is the smallest and most important unit of human society. It is the place where a person first learns how to live, interact, and build relationships with others. In a family, members share their lives, care for each other, and support each other's needs. The way a person behaves and relates to others in society often starts from the values and habits learned in the family.

Importance of the Family

1. **Foundation of Relationships** – The family is where trust, respect, love, and care are first experienced and practiced.
2. **Learning Environment** – It is the first place where children learn about right and wrong, cooperation, and responsibility.
3. **Emotional Support** – Families provide emotional strength during both good and difficult times.
4. **Security and Care** – A family ensures the physical safety, health, and well-being of its members.
5. **Cultural Transmission** – Traditions, values, and customs are passed from one generation to another in the family.

Family as the First School of Human Values

In the family, we learn basic human values such as:

- **Trust** – Believing in each other's intentions.
- **Respect** – Valuing each person for who they are.
- **Care** – Helping and supporting each other in need.
- **Affection and Love** – Developing emotional bonds that give happiness. These values become the basis for how we interact with people outside the family, such as friends, neighbors, and colleagues.

Role of the Family in Society

- **Shaping Responsible Citizens** – A society is healthy when its families teach responsibility, honesty, and cooperation.
- **Maintaining Social Harmony** – When families practice understanding and justice, it reduces conflict in the community.
- **Providing Stability** – Strong family bonds help people feel secure, which allows them to contribute positively to society.

Challenges to the Family Today

Modern life has created certain pressures that can weaken family bonds:

- Lack of time together due to busy work schedules.
- Influence of materialism and competition.
- Misunderstanding and lack of communication between members.
- Migration and separation of family members for jobs or education.

These challenges can be overcome if families consciously work to maintain trust, respect, and communication.

Strengthening the Family as a Unit of Interaction

To keep the family strong and united:

- Spend quality time together.
- Practice open and honest communication.
- Share responsibilities and help each other.
- Teach and practice human values in everyday life.
- Respect each member's individuality while caring for the whole family.

The basic unit of Human Interaction:

Definition

The basic unit of human interaction is **relationship between two human beings**, founded on **right understanding, trust, and mutual respect**. Every interaction, whether in the family, workplace, or society, is guided by how we perceive and treat each other. This relationship determines harmony or conflict in human coexistence.

Importance

- Human beings are naturally social – we cannot live in isolation.
- Our happiness and prosperity depend largely on the quality of our interactions.
- Trust, respect, and affection are the foundation for harmony in relationships.
- A lack of understanding leads to tension, exploitation, and disharmony in family and society.

Key Elements of Human Interaction

1. **Recognition of the Other**
 - Seeing the other person as a conscious human being (like “I”), not just as a physical body.
 - Respecting their existence and dignity.
2. **Mutual Trust (Vishwas)**
 - Trust means the certainty that the other person wants my well-being and I want theirs.
 - This is the foundation of every relationship.
3. **Respect (Sammam)**
 - Respect is naturally given when we acknowledge the value of the other person as a human being.
 - Disrespect leads to conflict, anger, and disharmony.
4. **Affection (Sneha)**
 - Warmth and natural feeling of closeness that arises when trust and respect are present.
5. **Care & Guidance**
 - Care: Physically nurturing and protecting the other person.
 - Guidance: Helping them understand and grow with right knowledge.

Types of Human Interaction

- **In the Family:** Parent-child, siblings, husband-wife, elders-youngers (based on love, respect, care).
- **In Society:** Friends, teachers, colleagues, neighbors, community (based on cooperation, justice, equity).

Problems in Human Interaction

- Misunderstanding or lack of clarity about human needs.
- Giving more importance to physical facilities over relationships.
- Self-centeredness, ego, or exploitation.
- Disrespect and lack of trust leading to anger, fear, or domination.

How to Ensure Harmony in Interaction

- Develop **Right Understanding** about the self and the other.
- Practice **Mutual Trust** in every relationship.
- Give **Respect** naturally, without conditions.
- Value feelings of **love, care, and compassion** in interactions.
- Balance the use of physical facilities with nurturing relationships.

Values in Human-to-Human Relationship:

The Nine Feelings in Relationships:

Trust

- **Definition:** The fundamental assurance that the other wants my happiness and prosperity, and not my unhappiness.
- **Importance:** Trust is the **foundation** of all relationships. Without trust, suspicion arises and relationships collapse.
- **Purpose:** To establish **fearlessness and confidence** in relationships.
- **Example:** A student trusts the teacher to guide sincerely; parents trust their children to be responsible.

2. Respect:

- **Definition:** Right evaluation of another person as a human being. Respect is for the person, not for external factors like wealth, status, caste, or power.
- **Importance:** Leads to equality and mutual dignity in society.
- **Purpose:** To create **justice and harmony** by accepting everyone's inherent value.
- **Example:** Respecting both a janitor and a manager equally as human beings.

3. Affection:

- **Definition:** The natural feeling of relatedness, of belonging to one another.
- **Importance:** Strengthens emotional bonds and reduces isolation or loneliness.
- **Purpose:** To foster **closeness and belongingness**.

- **Example:** Affection between siblings, or between close friends who share everything.

4. Care

- **Definition:** Concern for the well-being of the other; nurturing, protecting, and supporting.
- **Importance:** It makes relationships **practical and supportive**, not just emotional.
- **Purpose:** To ensure **safety, growth, and nourishment** of the other.
- **Example:** A friend reminding you to eat medicine on time; parents caring for their child's education.

5. Guidance

- **Definition:** Helping the other with right understanding so that they can live happily.
- **Importance:** Ensures that people do not get misled or exploit each other.
- **Purpose:** To enable **growth with wisdom** and right living.
- **Example:** A teacher guiding students to think critically and choose a career wisely.

6. Reverence

- **Definition:** Accepting and valuing excellence in the other.
- **Importance:** Encourages learning from good role models.
- **Purpose:** To **move toward higher values and qualities** by recognizing them in others.
- **Example:** Reverence for Mahatma Gandhi for truth and non-violence; for parents for their sacrifices.

7. Glory

- **Definition:** Honoring the efforts made by others toward excellence.
- **Importance:** Encourages and motivates society to pursue progress and self-improvement.
- **Purpose:** To **celebrate human effort and inspire others**.
- **Example:** Honoring freedom fighters, scientists, social reformers, or leaders who worked for human welfare.

8. Gratitude

- **Definition:** Thankfulness toward those who have contributed to my growth, directly or indirectly.
- **Importance:** Prevents arrogance and cultivates humility.
- **Purpose:** To **acknowledge support and sacrifices** in one's life journey.
- **Example:** Remembering teachers, mentors, or parents with gratitude for shaping your life.

9. Love

- **Definition:** The complete and unconditional value that encompasses all other eight values.
- **Importance:** Love unites people beyond boundaries of family, society, or nation. It is universal.

- **Purpose:** To create **harmony, compassion, and completeness** in relationships.
- **Example:** Universal love for all humanity, not limited by selfishness or personal gain.

These nine feelings form the foundation for harmony and fulfilment in all human relationships.

First of all, let us investigate if these feelings are naturally acceptable to us or not. For example, we can ask ourselves what is naturally acceptable to us:

- Feeling of trust or mistrust
- Feeling of respect or disrespect
- Feeling of affection or jealousy
- Feeling of care or exploitation
- Feeling of guidance or misguidance
- Feeling of reverence or irreverence
- Feeling of glory or inglorious feelings
- Feeling of gratitude or ingratitude
- Feeling of love or hatred

It will be quite obvious which feelings are naturally acceptable to us. Then we can explore if these feelings are naturally acceptable just to us or they are naturally acceptable to others, and ultimately, to everyone.

'Trust' – the Foundational Value in Relationship:

Meaning of Trust

- **Trust** means assurance.
- It is the feeling that the other person **wants to make me happy and prosperous**.
- When this assurance is clear, we feel:
 - Confident
 - Secure
 - Comfortable in the relationship
- When this assurance is absent, we feel:
 - Doubt
 - Fear

- Mistrust

Trust is the foundation of every human relationship.

Why Trust is Important

- Our **basic human aspiration** is happiness, prosperity, and their continuity.
- Trust ensures this continuity in relationships.
- Lack of trust → leads to conflict, insecurity, and breakdown of relationships.

3. Understanding Trust through Four Statements

To understand trust, we reflect on our **intentions** (natural acceptance), not on our **abilities/competence**.

Imagine:

- **Self (Me)** = First person
- **Other (Family/friend)** = Second person

Statement 1 – “I want to make myself happy.”

- Naturally acceptable.
- Every action we do is ultimately for our own happiness.
- **Observation:** Yes, I want to make myself happy.

Statement 2 – “I want to make the other happy.”

- In natural acceptance, our preference is to make the other happy (not unhappy).
- Sometimes, we may think we only care for those close to us, or revenge from enemies.
- But if we reflect deeply, our natural acceptance is always for making others happy.
- **Observation:** Yes, I want to make the other happy.

Statement 3 – “The other wants to make themselves happy.”

- Just as I want happiness, the other person also wants to be happy.
- This is universal – everyone wants happiness for themselves.
- **Observation:** Yes, the other wants to make themselves happy.

Statement 4 – “The other wants to make me happy.”

- Here comes doubt.
- We are often unsure whether the other person truly wants to make us happy.
- This uncertainty creates **mistrust, fear, and insecurity** in relationships.
- **Observation:** Not fully sure → this is the root of the problem.

Key Insights

- These four statements are about **intention (natural acceptance)**, not about ability.
- **My natural acceptance:**
 - I want to be happy.
 - I want to make others happy.
- **The other's natural acceptance** (by similarity):
 - The other also wants to be happy.
 - The other also wants to make me happy.
- **Problem:** We doubt the last point → this weakens trust.

<u>About your Natural Acceptance</u>		<u>About your Ability</u>	
1a. I want to make myself happy	✓	1b. I am able to make myself always happy	?
2a. I want to make the other happy	✓	2b. I am able to make the other always happy	?
3a. The other wants to make herself/himself happy	✓	3b. The other is able to make herself/himself always happy	?
4a. The other wants to make me happy	?	4b. The other is able to make me always happy	??

<u>Intention - Natural Acceptance</u>		<u>Competence</u>	
What is Naturally Acceptable to You		What You Are (Σ, D, T, E)	

Figure - 8.1
Evaluating Trust between two Individuals

The table divides our reflection into **two dimensions**:

1. **Natural Acceptance (Intention)** → What we really want deep inside.
2. **Ability (Competence)** → Whether we are capable of doing it or not.

Left Side: About your Natural Acceptance (Intention)

This part focuses on what is **naturally acceptable** to us (our inner truth).

1a. “I want to make myself happy.”

- Universally true. Every human wants to be happy.

2a. “I want to make the other happy.”

- Deep within, we always prefer the other’s happiness (not their unhappiness).

3a. “The other wants to make themselves happy.”

- Just like us, others also want happiness for themselves.

4a. “The other wants to make me happy.”

- Here comes **doubt**.
- We are often unsure whether others really care for our happiness → this doubt creates **mistrust and insecurity**.

This left column is about “intention” (Natural Acceptance) → What we want in our heart.

Right Side: About your Ability (Competence)

This side is about our **capability** to actually make it happen.

1b. “I am able to make myself always happy.”

- Not always → we lack full understanding, sometimes we feel sad/angry.

2b. “I am able to make the other always happy.”

- Not always → due to limited understanding, limited resources, or wrong actions.

3b. “The other is able to make themselves always happy.”

- Others also fail sometimes because of lack of clarity or wrong choices.

4b. “The other is able to make me always happy.”

- This is most doubtful → people’s actions don’t always align with our expectations.

This right column is about “competence” (Ability) → What we are actually able to do with our knowledge, desire, thought, and effort (Σ , D, T, E).

Key Takeaway from the Image

- **Natural Acceptance (Intention):** Always clear and positive → Everyone wants happiness for self & others.
- **Ability (Competence):** Not always complete → due to lack of right understanding and skills.
- **Problem:** We confuse lack of ability with lack of intention.

- We think others don't want to make us happy (doubt in 4a).
- Actually, they **do want**, but they may **not be able to** due to limited competence.

'Respect' – as the Right Evaluation:

- When we have the feeling of trust, we can then move on to the feeling of respect. Let us think—when do we feel respected? And how do we respect others?
- Respect means right evaluation. It is as simple as that. When someone evaluates us correctly, we feel respected. When someone does not evaluate us correctly, we feel disrespected.
- You may notice that this idea of respect is quite different from what people usually think. Many times, we try to get attention or appear special in different ways. People try to be in the newspaper or magazine, win awards, break records, climb high mountains, dive into the sea, jump from airplanes, wear unusual clothes, get special haircuts, shave their heads, tattoo their bodies, and much more. The list can go on and on.
- Even in daily life, we often do many things to be liked by parents, teachers, friends, or colleagues. But when we are doing these things, are we really comfortable inside, or do we feel uneasy? And what do these actions bring us—just some short-term attention or something lasting? Do they truly make others accept us?
- Think about it. Respect is simply about the right evaluation.
- **Over Evaluation, Under Evaluation and Otherwise Evaluation Leading to Disrespect**
- However, when we look at what we are doing today in the name of respect, it is mostly:
- **Over evaluation – evaluating for more than what it is**
- **Under evaluation – evaluating for less than what it is**
- **Otherwise evaluation – evaluating for other than what it is**
- For example, when you are happy with a child, you might say that he is great and can do anything. Is this a correct evaluation or an over-evaluation? It is an over-evaluation. If you are upset with him for some reason, you might say that he is good for nothing and cannot do anything. Is this a correct evaluation or an under-evaluation? It is an under-evaluation. If you are very angry with him, you might even call him a donkey. In this case, you are not even seeing him as a human being. He is a human being, but you are evaluating him as an animal. This is called an otherwise evaluation.
- If we look at our day-to-day interaction, day-to-day behaviour, we generally tend to do one of these three – over evaluation, under evaluation or otherwise evaluation. If any of these three is done, the other person feels uncomfortable, disrespected. Check for yourself in every interaction with others whether it is respect or disrespect, i.e., is it right evaluation or one of the three (over, under or otherwise evaluation)?
- We can see many examples of this around us. Most of the time, do we make a correct evaluation, or do we end up doing under-evaluation, over-evaluation, or otherwise evaluation? For example, if it is our own work project, we may see it in one way, but if it is someone else's project, we may see it differently. This is what often happens. But why does it happen? It is because our basic understanding or assumption about a human being is not correct.

Right Evaluation	Over Evaluation	Under/Otherwise Evaluation
Self-confidence I am self referential (self organized) Definite Conduct	Ego The other is my reference (enslaved) Indefinite Conduct	Depression The other is my reference (enslaved) Indefinite Conduct

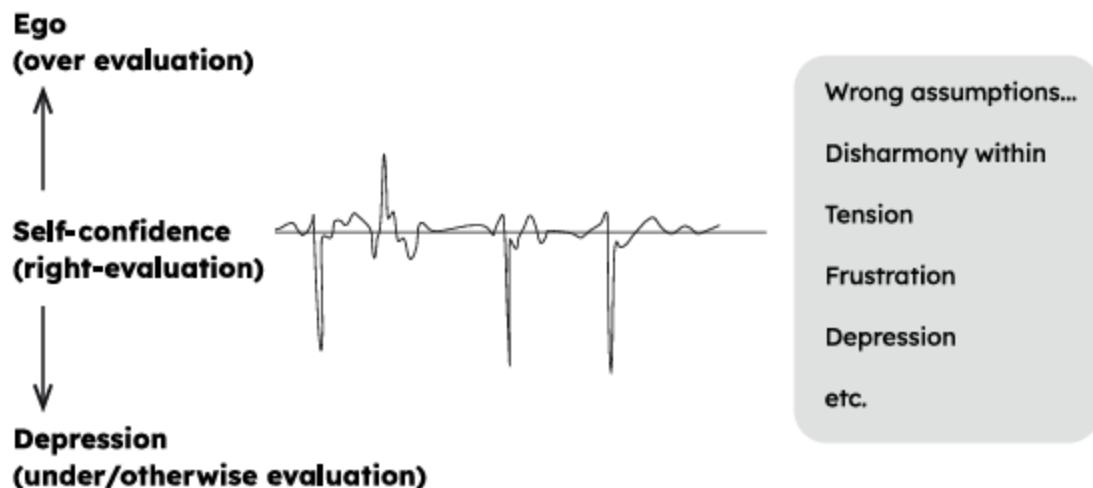


Figure - 8.4
Self-Confidence, Ego and Depression

Minimum Content of Respect – The Other is Similar to Me

- If we want to do right evaluation, how do we go about? Let's look at this.
- The first question is when we are trying to do the right evaluation; will it be on the basis of Self or on the basis of Body? Based on what has been discussed so far, try to explore the differences and similarities at the level of the Body and also at the level of the Self.
- To do a correct evaluation, we must base it on the Self. But when we assume that a human being is only the Body, and we have no clear understanding of the Self, then correct evaluation is not possible. Without knowing the Self, the foundation for right evaluation does not exist. This has been the main problem.
- Now that we understand that a human being is a combination of the Self and the Body, we can start evaluating a person based on the Self. This way, we can make sure our evaluation is correct. To do this, we can focus on three key points.
 - 1. Our purpose is the same** – I have a natural acceptance to live with continuous happiness and prosperity. That is my purpose. The other also has a natural acceptance to live with continuous happiness and prosperity. That is the purpose of the other. So, on the basis of our natural acceptance, we have the same purpose.

2. Our program is same – My program to achieve continuous happiness and prosperity is to understand the harmony and live in harmony at all levels of my being (from human being to the entire existence). The program for achieving his purpose, the program of the other is also to understand the harmony and live in harmony at all levels of being. In that sense, our program to fulfil our purpose is also same.

3. Our potential is same – I am endowed with natural acceptance and the activities of desire, thought and expectation are going on continuously in me. This is my basic potential (to understand, think and do). The other is also endowed with natural acceptance; and the activities of desire, thought and expectation are going on continuously in the other. So, our potential is also same.

When we are able to see the human being is the co-existence of Self and Body, we can see that the other (Self) is similar to me because our purpose is same, programme is same and potential is same. This is the minimum content of respect for a human being.

Disrespect Arising out of Differentiation

Instead of trying to see both the similarity as well as the differences, are we primarily trying to focus on the differences? When we focus on the differences, we try to discriminate on the basis of these differences; and when we are discriminating, it is disrespect.

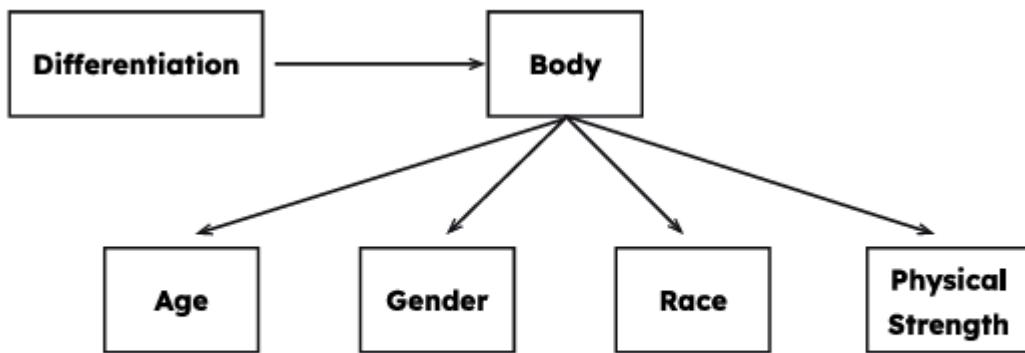


Figure - 8.5
Differentiation on the basis of Body

Explanation of this image:

Core Idea

- All human beings are fundamentally the same at the level of **Self (Consciousness/‘I’)** → everyone wants happiness, prosperity, harmony.
- But when we focus only on the **Body (physical differences)**, we start differentiating and comparing.

- This leads to **discrimination**, which becomes **disrespect** in human-to-human relationships.

Differentiation Based on the Body

The diagram shows that **differentiation** arises when we look at people only in terms of their **physical attributes** like:

- **Age** → Young vs. Old
 - Example: Ignoring elders, or not valuing children's opinions.
- **Gender** → Male vs. Female
 - Example: Gender discrimination in education, jobs, or family roles.
- **Race** → Skin color, ethnicity, nationality
 - Example: Racism or judging someone by origin.
- **Physical Strength** → Strong vs. Weak
 - Example: Respecting only powerful people, ignoring weaker ones.

The Problem

- When we **focus only on differences**, we ignore the **similarities** (that all humans are conscious beings, seeking happiness).
- This creates **prejudice, inequality, exploitation, and disrespect**.

Example in Real Life

- If a person is respected only because of their **gender** (e.g., men given more importance),
- Or only because of **physical strength** (e.g., athletes vs. non-athletes),
- Then respect is not based on the **self (qualities, values, understanding)** but on **temporary body-based differences**.

This is **not true respect (Samman)** but conditional respect → which leads to conflicts and disharmony.

Right Understanding

- True **Respect (Samman)** means: "**Accepting the other as they are – as a conscious being like me.**"
- Body-based differences should be acknowledged, but not used for **superiority/inferiority judgments**.

Understanding Harmony in the Society:

- Human beings do not live in isolation. We live together in families, communities, and societies. Our well-being depends not only on our personal happiness and prosperity but also on the quality of relationships we share with others. To ensure a fulfilling life for

everyone, there needs to be harmony in society. Harmony in society means that all individuals and groups live together with mutual trust, respect, and care, while working towards the well-being of all.

- When we talk about harmony in society, we are talking about relationships between human beings at a larger level. It is about how individuals, families, and communities interact and work together in an organised and supportive way.

The Need for Harmony in Society

If there is no harmony in society, there will be conflicts, misunderstandings, and struggles for power or resources. This can lead to fear, insecurity, and unhappiness. On the other hand, a harmonious society allows people to live without fear, to support each other, and to grow together.

Harmony is essential because:

- It ensures safety and security for everyone.
- It allows fair opportunities for growth and development.
- It supports cooperation instead of competition.
- It builds trust and stability in relationships.

Without harmony, even individuals who have wealth or comfort may not feel truly happy because social unrest and distrust can disturb peace of mind.

Understanding the Basis of Harmony

To understand harmony in society, we first need to understand the basis of good relationships between individuals. This starts with values like trust, respect, and care. When these values are present at a personal level, they naturally spread to family, community, and society.

The main points that help create harmony are:

1. **Trust** – Believing that others want to make us happy and prosperous.
2. **Respect** – Evaluating others correctly and valuing them for what they are.
3. **Care and Compassion** – Being concerned for others' well-being.
4. **Mutual Support** – Helping each other in times of need.

These values act as the foundation for all social interactions.

The Role of the Family in Social Harmony

The family is the smallest and most basic unit of society. It is where we first learn to live with others, to share, and to care. When relationships within families are harmonious, they create individuals who can contribute positively to the larger society.

A family that is based on trust, respect, and care will produce members who carry these values into their neighbourhoods, workplaces, and communities. Therefore, building harmony in society begins with building harmony in the family.

Levels of Human Organisation

Society can be understood in different levels of organisation:

1. **Individual** – A single person with their own values, understanding, and actions.
2. **Family** – A group of individuals related by birth or choice, living together and caring for each other.
3. **Community** – A group of families living in the same area or sharing common interests.
4. **Society** – A larger group that includes many communities, often within a state or nation.
5. **World Community** – All human beings on the planet.

Harmony in society is achieved when there is harmony at each of these levels.

The Process of Achieving Harmony in Society

To achieve harmony in society, the following process is important:

1. **Self-Understanding** – Individuals need to understand themselves, their needs, and their relationships with others.
2. **Mutual Relationships** – Building trust and respect between individuals and groups.
3. **Justice in Relationships** – Giving each person their due recognition and responsibility.
4. **Participation in Larger Units** – Taking part in community and societal activities for the common good.
5. **Right Utilisation of Resources** – Using natural and physical resources in a way that benefits all and avoids exploitation.

Indicators of a Harmonious Society

A society can be called harmonious when:

- People live without fear or insecurity.
- Conflicts are resolved through dialogue and understanding rather than violence.
- Resources are shared fairly.
- Opportunities for education, work, and growth are available to all.
- People support each other in times of need.
- There is a sense of belonging and unity among people.

Challenges to Harmony in Society

There are certain factors that disturb social harmony:

- Lack of trust between individuals and groups.
- Inequality in the distribution of resources and opportunities.
- Disrespect and discrimination based on differences such as wealth, status, or background.
- Misuse of power for personal gain.
- Overemphasis on competition instead of cooperation.

These challenges can be addressed only when individuals and communities consciously work towards mutual understanding and cooperation.

The Outcome of Social Harmony

When harmony is established in society, the benefits are seen at every level:

- **For individuals** – They can live with peace of mind, free from fear and unnecessary stress.
- **For families** – Stronger bonds and healthier relationships.
- **For communities** – A spirit of cooperation, safety, and mutual growth.
- **For the nation and the world** – Stability, progress, and sustainable development for all.

In such a society, development is not measured only in economic terms, but also in the happiness and well-being of the people.

Vision for the Universal Human Order:

- The Universal Human Order is a vision of a society in which all human beings live with peace, prosperity, and happiness in harmony with each other and with nature. It is a way of thinking about the future where there is no conflict, no exploitation, and no imbalance in the world. This vision is based on the understanding that every person has the same basic needs and that these needs can be met in a fair and sustainable way.
- The Universal Human Order is not limited to one country or one community. It is for the entire world, where every human being has a place, and where relationships are built on trust, respect, and care.

The Need for a Universal Human Order

Today, the world faces many problems such as poverty, inequality, environmental damage, war, and mistrust between people. These problems exist because our current way of living often focuses on competition, accumulation of wealth, and exploitation of resources.

A Universal Human Order is needed because:

- It ensures that the basic needs of every person are fulfilled.
- It removes conflicts and violence by promoting mutual trust and respect.
- It protects and preserves the environment for future generations.
- It promotes sustainable development instead of overuse of resources.

Without such an order, humanity may continue to face crises that affect both people and the planet.

The Basis of the Universal Human Order

The Universal Human Order is based on certain core principles:

1. **Right Understanding** – Every person should have the clarity about their own needs, the needs of others, and how to live in harmony.

2. **Mutual Prosperity** – Everyone should have enough resources and opportunities for a good life without depriving others.
3. **Coexistence with Nature** – Using resources in a way that maintains the balance of the environment.
4. **Justice in Relationships** – Treating everyone with fairness, giving them what they deserve, and ensuring dignity for all.
5. **Sustainability** – Meeting today's needs without harming the ability of future generations to meet theirs.

Characteristics of the Universal Human Order

A society based on this vision would have the following features:

- **Peaceful Coexistence** – People live without fear, conflict, or exploitation.
- **Prosperity for All** – No person or group is left without resources for their basic needs.
- **Social Equality** – No discrimination based on wealth, status, race, or background.
- **Environmental Care** – Nature is respected and resources are used wisely.
- **Global Cooperation** – Countries and communities work together rather than against each other.
- **Cultural Respect** – Every culture is respected and allowed to flourish without being suppressed.

Steps to Achieve the Universal Human Order

1. **Self-Development** – Every individual needs to develop the right understanding about life, relationships, and nature.
2. **Family Harmony** – Families should be built on trust, respect, and care so they can nurture responsible and caring members.
3. **Social Participation** – Communities should work together to solve local problems and ensure fairness for all members.
4. **Fair Distribution of Resources** – Resources should be shared so that no one is deprived and there is no unnecessary waste.
5. **Environmental Protection** – Systems must be created for the responsible use of natural resources and protection of ecosystems.
6. **Education in Human Values** – Education should help people understand the importance of harmony, cooperation, and sustainability.
7. **Global Collaboration** – Nations should work together to solve global issues such as climate change, poverty, and conflict.

Role of the Individual in the Universal Human Order

Every person has a role to play in creating and maintaining this order. This includes:

- Living with honesty, trust, and fairness.
- Avoiding actions that harm others or the environment.
- Helping others meet their needs when possible.

- Using resources responsibly.
- Contributing to social and environmental causes.

The change towards a Universal Human Order starts from within each person and spreads through families, communities, and eventually the whole world.

Benefits of the Universal Human Order

1. **For Individuals** – Peace of mind, security, and opportunities for growth.
2. **For Families** – Strong bonds, mutual support, and happiness.
3. **For Society** – No crime, exploitation, or discrimination.
4. **For the Environment** – Restoration of natural balance and protection of resources.
5. **For the World** – Elimination of wars, poverty, and fear between nations.

Challenges in Achieving the Universal Human Order

Creating such an order is not easy because:

- People may lack the right understanding of human values.
- There is a deep habit of competition and accumulation.
- Many systems today are built on exploitation and inequality.
- Environmental damage is already severe and requires urgent action.

However, these challenges can be overcome through education, awareness, and the commitment of individuals, communities, and governments to live by human values.

UNIT – IV: Harmony in the Nature (Existence):

Understanding Harmony in Nature:

Nature is the world around us, including the air, water, land, plants, animals, and other natural elements. It is a complete system where all parts are connected and work together to support life. When we understand how nature functions in harmony, we can live in a way that protects and supports it instead of harming it.

The Meaning of Harmony in Nature

Harmony in nature means that all elements of the natural world are balanced and work together without conflict. In nature:

- Air, water, and sunlight support plants.
- Plants provide oxygen, food, and shelter for animals and humans.
- Animals help in pollination, seed dispersal, and maintaining ecosystems.
- Natural cycles such as the water cycle and oxygen-carbon dioxide cycle keep life going.

When each part performs its role, the whole system remains healthy.

Harmony in Nature (Existence):

- **Existence** = Everything that exists – human beings, animals, plants, soil, water, air, sun, moon, etc.
- **Harmony in Nature** means understanding that **all entities in nature are interconnected, interdependent, and co-exist in a mutually fulfilling way.**
- Nothing in nature exists for destruction; every unit has a role in maintaining balance.

Levels of Existence

Existence can be seen as a **co-existence of four orders** of nature:

(a) Material Order (Prithvi – Non-living)

- Soil, metals, minerals, water, air, etc.
- Provides base for all other orders.

(b) Plant/Bio Order (Vanaspati)

- Plants, trees, crops.
- Take nutrition from material order (soil, water, air) and provide food/oxygen for animals & humans.

(c) Animal Order

- Birds, insects, animals, etc.
- Dependent on plants & environment for food, water, shelter.

(d) Human Order

- Humans have physical needs (like animals) + **needs of right understanding and values.**
- Responsible for maintaining balance in nature.

Coexistence

- All four orders are in **harmony and balance** when seen naturally.
- Example:
 - Plants give oxygen → humans & animals breathe.
 - Humans exhale CO₂ → plants use it.
 - Animals & plants depend on soil and water → soil fertility is maintained by organic waste.
- This cycle shows **mutual dependence and cyclic utilization**, not exploitation.

Harmony in Nature

Harmony means:

1. **Mutual Fulfillment** – Each order helps and fulfills the needs of others.
2. **Cyclic Processes** – Nothing is wasted, everything is recycled in nature (e.g., water cycle, carbon cycle).
3. **Balance** – When used with right understanding, resources regenerate.

Human Responsibility

- Humans are the only species that can disturb this harmony (through greed, overconsumption, exploitation).
- If guided by **right understanding**, humans can:
 - Use resources judiciously.
 - Promote sustainability.
 - Live in balance with nature.

Examples of Harmony

- **Water cycle:** Rain → rivers → oceans → evaporation → rain again.
- **Food chain:** Plants → herbivores → carnivores → decomposers → soil → plants.
- **Forest ecosystem:** Balanced interaction of trees, animals, insects, soil, and climate.

Interdependence in Nature

Nature works on the principle of interdependence, where every element depends on the others.

1. **Plants** depend on sunlight, soil, and water to grow.
2. **Animals** depend on plants for food and oxygen.
3. **Humans** depend on plants and animals for food, raw materials, and survival needs.
4. **Natural elements** like rivers, mountains, and forests maintain the climate and environment.

This interdependence creates a natural balance that sustains life.

Cycles in Nature

Nature maintains harmony through continuous cycles:

1. **Water Cycle** – Water moves from oceans and rivers to the atmosphere through evaporation, forms clouds, and returns as rain. This process maintains water availability.
2. **Oxygen-Carbon Dioxide Cycle** – Plants release oxygen during photosynthesis, which animals and humans breathe in. Animals and humans release carbon dioxide, which plants use to make food.
3. **Nutrient Cycle** – Decomposers break down dead plants and animals into nutrients that enrich the soil for new plants.

These cycles ensure that resources are reused and renewed.

Role of Humans in Maintaining Harmony

Humans have the ability to understand nature and live in harmony with it. This means:

- Using resources carefully without wasting them.
- Protecting forests, rivers, and wildlife.
- Avoiding pollution of air, water, and soil.
- Using technology in ways that do not harm the environment.

When humans respect natural laws, the balance of nature is maintained.

Causes of Disharmony in Nature

Human activities can disturb the natural balance:

- Cutting down too many trees leads to soil erosion and loss of biodiversity.
- Overuse of chemicals in farming harms the soil and water.

- Industrial waste and vehicle emissions cause pollution.
- Overfishing and hunting disturb the food chain. When nature's harmony is broken, it affects all living beings, including humans.

Restoring Harmony in Nature

To restore balance, we can take steps such as:

- Planting more trees and protecting forests.
- Reducing waste and recycling materials.
- Using renewable sources of energy like solar and wind power.
- Conserving water and preventing its pollution.
- Following sustainable farming and fishing practices.

Living in Coexistence with Nature

Harmony is possible when humans see themselves as part of nature, not separate from it. This understanding means:

- Recognizing that our survival depends on the health of natural systems.
- Valuing every part of nature, from the smallest insect to the largest forest.
- Making choices in daily life that are friendly to the environment.

Interconnectedness:

Interconnectedness means that all living and non-living things are linked to each other in some way. It is the idea that nothing exists in isolation. Every part of the world, from the smallest insect to the largest mountain, is connected through systems and relationships. Understanding interconnectedness helps us see how our actions affect the environment, society, and even ourselves.

The Meaning of Interconnectedness

Interconnectedness is the web of relationships between people, communities, animals, plants, and the environment. It shows that:

- Every living being depends on others for survival.
- Natural systems work together to keep the Earth in balance.
- Social and economic systems also depend on cooperation and sharing of resources.

When we understand this, we realize that harming one part of the system can affect the entire network.

Interconnectedness in Nature

Nature is the best example of interconnectedness. In nature:

1. **Ecosystems** – Forests, rivers, deserts, and oceans are made up of many plants and animals that depend on each other.
2. **Food Chains and Food Webs** – Plants produce food, herbivores eat plants, carnivores eat herbivores, and decomposers recycle nutrients back into the soil.
3. **Natural Cycles** – The water cycle, oxygen-carbon dioxide cycle, and nutrient cycle connect all parts of the environment.

If one part of the system is damaged, the whole system can be affected.

Interconnectedness in Human Life

Human beings are also deeply connected to each other and to the natural world.

1. **Social Connections** – Families, communities, and nations are linked through relationships, culture, and communication.
2. **Economic Connections** – Goods, services, and resources move from one place to another, linking local and global economies.
3. **Cultural Connections** – Music, language, food, and traditions often spread and influence other cultures.

Our health, safety, and prosperity often depend on these human networks.

Examples of Interconnectedness in Daily Life

- The food we eat might come from different parts of the country or world. Farmers, transport workers, shopkeepers, and cooks are all part of the process.
- The clothes we wear are made from raw materials grown in one place, processed in another, and sold in another.
- The air we breathe is affected by forests, oceans, and climate systems far away from where we live.

These examples show that even small things in our lives are connected to larger systems.

Importance of Understanding Interconnectedness

Recognizing interconnectedness helps in:

1. **Building Awareness** – Knowing that our choices affect others and the environment.

2. **Encouraging Responsibility** – Making decisions that do not harm other people, animals, or nature.
3. **Promoting Cooperation** – Working together for common goals instead of acting only for individual benefit.
4. **Maintaining Balance** – Protecting systems so that they can continue to function for future generations.

Effects of Ignoring Interconnectedness

When we act as if we are separate from the system, problems arise:

- Overuse of natural resources can lead to shortages and environmental damage.
- Pollution in one place can affect air, water, and land far away.
- Social and economic inequalities can cause conflict and instability.

Ignoring interconnectedness can weaken the systems we all depend on.

How to Live with Interconnectedness in Mind

1. **Sustainable Living** – Use resources carefully and avoid waste.
2. **Respect for All Life** – Understand that every living thing has a role in the system.
3. **Global Thinking, Local Action** – Realize that even local actions can have global effects.
4. **Cooperation and Empathy** – Support others and work together to solve shared problems.

When we act with awareness, we help keep the system balanced and healthy.

Self-Regulation and Mutual Fulfillment among the Four Orders of Nature:

Nature is made up of different kinds of entities and living beings. These are grouped into four distinct orders. Each order has its own role and purpose, and they all work together in harmony. This balance is maintained through self-regulation and mutual fulfillment. Self-regulation means that each order controls itself naturally without outside force. Mutual fulfillment means that each order helps the other orders so that all can survive and grow.

When these two principles work properly, there is balance in nature. When they are disturbed, problems like pollution, extinction of species, and climate change can occur.

The Four Orders of Nature

1. **Material Order**

- Includes soil, metals, water, air, and other non-living things.

- Provides physical support for other orders.
- Self-regulation happens through natural cycles like the water cycle and the rock cycle.
- Mutual fulfillment is seen when soil supports plants, minerals help living beings, and air and water maintain life.

2. Plant Order

- Includes all trees, plants, crops, and vegetation.
- Self-regulation happens through natural processes like photosynthesis, reproduction, and adaptation to seasons.
- Mutual fulfillment is seen when plants provide food, oxygen, and shelter for animals and humans. Plants also protect soil from erosion and help maintain the water cycle.

3. Animal Order

- Includes all animals, birds, insects, and aquatic life.
- Self-regulation happens through natural reproduction, food chains, and population balance.
- Mutual fulfillment is seen when animals help plants by pollination, seed dispersal, and adding nutrients to the soil. Animals also help humans by providing companionship, food, and labor.

4. Human Order

- Includes all human beings.
- Humans have self-awareness and the ability to make decisions based on understanding.
- Self-regulation for humans means living in harmony with themselves and with nature, avoiding overuse or misuse of resources.
- Mutual fulfillment is seen when humans care for other orders, protect the environment, and use resources responsibly so all can benefit.

Self-Regulation in the Four Orders

Self-regulation means each order has its own natural way of functioning and balancing itself.

- In the **material order**, cycles like the carbon cycle, water cycle, and geological processes keep balance.

- In the **plant order**, natural growth patterns, seasonal changes, and seed distribution maintain balance.
- In the **animal order**, food availability, natural predators, and reproductive limits keep the population balanced.
- In the **human order**, self-regulation requires conscious living, correct understanding, and making choices that do not harm the other orders.

When self-regulation is natural, there is no waste or imbalance. Problems arise only when one order disturbs another, especially when humans misuse resources.

Mutual Fulfillment in the Four Orders

Mutual fulfillment is when each order benefits from and supports the others.

- **Material order** supports plants, animals, and humans by providing air, water, and minerals.
- **Plant order** supports animals and humans by producing oxygen, food, and maintaining the climate.
- **Animal order** supports plants through pollination and soil fertilization, and supports humans in agriculture, transport, and companionship.
- **Human order** can support all other orders by protecting resources, planting trees, preventing pollution, and living sustainably.

If mutual fulfillment is practiced, no order will harm the others.

Disturbance of Self-Regulation and Mutual Fulfillment

When self-regulation and mutual fulfillment are ignored, the balance of nature is disturbed. Common causes include:

- Overuse of natural resources.
- Pollution of air, water, and soil.
- Destruction of forests and natural habitats.
- Hunting and exploitation of animals.
- Industrial waste and harmful chemicals.

These lead to climate change, loss of biodiversity, scarcity of resources, and decline in quality of life for all orders.

Restoring Balance through Self-Regulation and Mutual Fulfillment

Humans play the most important role in restoring and maintaining balance because they have the ability to think and act consciously. This can be done by:

- Using resources wisely and avoiding wastage.
- Planting more trees and protecting forests.
- Keeping air, water, and soil clean.
- Protecting wildlife and natural habitats.
- Supporting organic and eco-friendly practices.
- Educating others about harmony with nature.

If humans understand their role and live with responsibility, the balance between all four orders can be restored.

Realizing Existence as Co-existence at All Levels:

The way we see existence decides how we live our lives. If we see the world as a place where everything is separate, we may live in competition, fear, and isolation. But if we realize that existence is actually co-existence, we begin to live in harmony, understanding, and mutual support.

Co-existence means that all entities, living and non-living, exist together and are connected in a network of relationships. Nothing exists completely alone or independent of the rest. Every unit in nature depends on other units and contributes to their existence. Realizing this truth helps us understand the real nature of existence and guides us towards living in harmony at all levels.

The Meaning of Co-existence

Co-existence means “existing together.” It is the reality that all things in nature are connected and support each other’s existence.

- No entity exists in isolation.
- Everything is in relationship with everything else.
- This relationship is based on mutual support and balance.

For example:

- Plants and animals depend on each other for oxygen and carbon dioxide.
- Rivers, soil, and air support plants, animals, and humans.

- Humans depend on the rest of nature for food, shelter, and resources, and nature depends on humans for responsible care and protection.

Levels of Co-existence

Co-existence can be seen at different levels, starting from the smallest unit and extending to the largest whole.

1. Individual Level

At the individual level, co-existence is about the relationship between the self and the body.

- The self (consciousness) needs the body to interact with the physical world.
- The body needs the self to guide it and take care of it.
If either is neglected, the individual suffers. For example, if the self is disturbed, the body becomes stressed. If the body is not cared for, the self feels discomfort.

2. Family Level

At the family level, co-existence is seen in relationships among family members.

- Mutual trust, respect, and care keep the family together.
- Each member supports others in both physical needs (food, shelter, health) and emotional needs (love, understanding).
A family works well only when there is balance and understanding among all members.

3. Society Level

At the level of society, co-existence means that individuals and families live in harmony, respecting each other's rights and needs.

- Social systems like education, economy, and governance work best when they promote cooperation, fairness, and justice.
- A society without co-existence becomes filled with conflict, crime, and inequality.

4. Nature Level

At the level of nature, co-existence is about the harmony among the four orders of nature: material, plants, animals, and humans.

- Each order supports the others.

- Disturbing one order harms the whole system. For example, cutting down forests disturbs the plant order, which then affects animals, humans, and even the material environment.

5. Existence Level

At the highest level, existence itself is a continuous co-existence of all that is.

- The universe is made of units in relationship with each other, in space.
- Space itself is unlimited and all units are interconnected within it.
- There is no unit that exists outside of this whole.

Understanding Existence as Co-existence

When we realize that existence is co-existence:

- We see relationships everywhere.
- We understand that harming others or nature will eventually harm us.
- We realize that cooperation and care are natural and necessary for survival.

This understanding changes how we think and act. We stop seeing ourselves as separate or competing with others, and start living as part of a larger harmonious whole.

Benefits of Realizing Co-existence

1. At the Individual Level

- Brings inner peace and clarity.
- Reduces stress and conflict between self and body.

2. At the Family Level

- Builds stronger, happier, and more supportive relationships.
- Reduces misunderstandings and fights.

3. At the Society Level

- Promotes justice, equality, and cooperation.
- Reduces crime and violence.

4. At the Nature Level

- Leads to responsible use of resources.

- Protects the environment and maintains ecological balance.

5. At the Existence Level

- Brings a feeling of being connected to the whole.
- Gives a sense of purpose and belonging in the universe.

Living with the Understanding of Co-existence

To live with the understanding of co-existence, we need to:

- Observe nature and understand the relationships that maintain balance.
- Respect and care for the needs of other people and other forms of life.
- Use resources responsibly without harming the future.
- Replace competition with cooperation.
- Develop mutual trust and respect in all relationships.

When this understanding becomes part of our daily life, harmony becomes natural and effortless.

The Holistic Perception of Harmony in Existence:

Harmony means a state of balance, peace, and mutual support among all things. When we talk about *holistic* perception, we mean looking at the whole picture instead of seeing only a small part. A holistic perception of harmony in existence means understanding that everything—our own self, our family, society, nature, and the entire universe—is connected and works together in balance.

This perception is important because many of our problems, such as conflicts, exploitation, and environmental damage, arise when we see things separately and ignore their relationships. By seeing existence as a whole, we can live in a way that supports harmony at every level.

What Does Holistic Perception Mean?

Holistic perception means seeing the complete network of relationships in existence instead of focusing on one part in isolation.

- It is about understanding the connection between all living and non-living things.
- It means realizing that no part can remain healthy or complete if the rest is disturbed.
- It involves looking beyond short-term gains and thinking about long-term balance and well-being.

For example, if we only focus on economic growth but ignore the environment, the damage to nature will eventually harm the economy as well.

Levels of Harmony in Existence

A holistic perception includes harmony at different levels. Each level is connected to the others. If one level is disturbed, the others are also affected.

1. Harmony within the Self

- The self is the conscious part of a human being.
- When there is clarity, understanding, and right feeling in the self, we feel peaceful and content.
- Harmony within the self means having our thoughts, feelings, and actions in agreement with each other and with reality.

2. Harmony between Self and Body

- The self needs the body to interact with the physical world.
- The body needs the self for proper care and guidance.
- Harmony here means that the self ensures the health and well-being of the body, and the body supports the activities of the self.

3. Harmony in the Family

- The family is the basic unit of human interaction.
- Harmony in the family comes from relationships based on trust, respect, and care.
- When family members understand and support each other, the family becomes a source of happiness and security.

4. Harmony in Society

- Society is formed by many families living together.
- Harmony in society comes when people work together for mutual prosperity, justice, and fairness.
- This requires systems like education, economy, and governance that are based on cooperation, not exploitation.

5. Harmony in Nature

- Nature includes four orders: material things, plants, animals, and humans.
- All four orders support each other in a balanced way.
- Humans need to understand and protect this balance instead of disturbing it through overuse and pollution.

6. Harmony in the Entire Existence

- Existence as a whole is the co-existence of all units in space.
- Nothing exists in isolation; everything is related.
- Harmony here means that all levels—from the smallest to the largest—are in balance and working together.

Why Holistic Perception is Necessary

1. Avoiding Short-Sighted Actions

Without a holistic view, we make decisions that benefit us in the short term but cause long-term harm.

Example: Cutting down forests for quick profit destroys the environment and future livelihoods.

2. Solving Root Causes of Problems

Many problems in society, environment, and personal life are connected.

A holistic view helps us solve problems at their root instead of just treating symptoms.

3. Promoting Sustainable Living

When we understand the interconnection of all things, we use resources responsibly.

We aim for a lifestyle that can continue for future generations.

4. Bringing Peace and Contentment

Holistic perception brings clarity about our place in the whole.

This gives us a sense of purpose and belonging.

How to Develop Holistic Perception

1. Observation and Reflection

Notice the relationships between different things in daily life.

See how nature's systems depend on each other.

2. Understanding Relationships

Learn how the self relates to the body, how families relate to society, and how humans relate to nature.

3. Avoiding Fragmented Thinking

- Do not see problems in isolation.
- Always ask how an action will affect other areas in the long run.

4. Living with Responsibility

Take care of your own well-being while also considering the well-being of others and nature.

Benefits of Holistic Perception of Harmony

- **Personal Level:** Greater peace of mind, less stress, and better health.
- **Family Level:** Stronger bonds, better understanding, and mutual support.
- **Social Level:** More cooperation, justice, and equality.
- **Environmental Level:** Better care of nature and sustainable resource use.
- **Existence Level:** Feeling connected to the whole universe and living in tune with it.

UNIT – V: Implications of the Holistic Understanding- a look at Professional Ethics:

Natural Acceptance of Human Values:

Definition

- **Natural Acceptance** means the **spontaneous, unconditional, and self-evident acceptance of values** by every human being, irrespective of culture, time, education, or situation.
- It is not imposed by society, religion, law, or external authority.
- It arises naturally in every human being when they look within themselves.

Example:

- Every human wants to be trusted and also wants to trust others.
- Every human wants respect and also wants to give respect.

Thus, **Trust, Respect, Affection, Care, Guidance, Gratitude, Love** are naturally acceptable values.

Why Natural Acceptance is Important

1. **Universality**
 - Natural acceptance is the same in all humans across the globe.
 - Example: A person in India, America, or Africa equally wants respect, trust, and love.
2. **Unconditionality**
 - These values are not dependent on external conditions like money, power, or position.
 - Example: Even a poor person wants respect as much as a rich person.
3. **Innateness**
 - They are inherent in human beings – not taught or acquired.
 - Example: No one teaches a child to dislike hatred or dishonesty – they naturally reject it.
4. **Foundation of Harmony**
 - Provide the basis for **harmony within self, in relationships, in society, and with nature.**

Examples of Natural Acceptance

- **Trust:** Everyone wants to be trusted; no one naturally accepts distrust.
- **Respect:** Every human desires respect; disrespect causes conflict.

- **Affection:** All humans desire care and affection.
- **Honesty:** Dishonesty may bring temporary benefit, but it always causes guilt/unhappiness → hence not naturally acceptable.
- **Hatred/Violence:** No one feels happy when hated or attacked → not naturally acceptable.

Natural Acceptance vs. Social Conditioning

- **Natural Acceptance** → Universal, unconditional, always fulfilling.
- **Social Conditioning** → Depends on culture, religion, traditions, external teachings.

Aspect	Natural Acceptance	Social Conditioning
Origin	Inherent in all humans	Learned from outside (culture, society)
Universality	Same for everyone	Varies from society to society
Permanence	Stable, never changes	Keeps changing with time, trends, politics
Outcome	Harmony, happiness	Often conflict, confusion, unhappiness

Example:

- Social conditioning may say “My religion is superior” → causes conflict.
- Natural acceptance says “All humans deserve respect” → ensures harmony.

Role in Human Life

1. **At the level of Individual** → Helps achieve inner harmony (peace, happiness, clarity).
2. **At the level of Family** → Ensures trust, respect, and love among members.
3. **At the level of Society** → Establishes a just, fearless, and cooperative social system.
4. **At the level of Nature** → Encourages sustainable and responsible interaction with environment.

Steps to Verify Natural Acceptance

Whenever we evaluate a value or action, we can check it with **Natural Acceptance Test**:

- **Ask yourself:**
 - Do I want to live with this value all the time?
 - If everyone lived with this value, would harmony exist?

Example:

- Hatred → Do I want to be hated? No.
- Respect → Do I want respect? Yes.

Thus, respect passes the natural acceptance test, hatred does not.

Implication

- Provides a **universal basis for human values** (beyond religion, culture, laws).
- Helps in resolving **contradictions in thoughts and actions**.
- Becomes the **guiding principle for education, profession, and social systems**.
- Enables us to shift from “Animal Consciousness” (living by instincts and social conditioning) to “Human Consciousness” (living by natural acceptance).

Definitiveness of (Ethical) Human Conduct:

Meaning of Definitiveness

- **Definitiveness** = Having *clarity, certainty, and universality* about human behavior in all situations.
- It means we can say with confidence:
 - “This way of living is right for all humans, everywhere, at all times.”
- It eliminates confusion, doubt, or dependence only on external rules, religion, or culture.

Example:

- **Honesty** is always right → universally acceptable.
- **Dishonesty** is never right → leads to conflict, exploitation, mistrust.

Ethical Human Conduct

Ethical conduct means **living according to universal human values** that are naturally acceptable to all.

- Based on **Right Understanding** (not blind belief, fear, or profit motive).
- Leads to **Harmony at four levels**:
 1. **Individual** – peace, satisfaction, happiness.
 2. **Family** – trust, respect, love, prosperity.
 3. **Society** – justice, fearlessness, cooperation.
 4. **Nature/Existence** – environmental balance, mutual enrichment.

Example:

- A teacher who teaches with care and responsibility creates trust at the individual level, respect in family, progress in society, and sustainable development in nature.

Why Definitiveness is Needed

1. **Avoids Confusion** – Without definitiveness, people act randomly (sometimes selfish, sometimes cooperative).

2. **Prevents Exploitation** – In absence of clarity, conduct is guided by power, money, or temporary benefits.
3. **Gives Universality** – Ensures the same ethical principles apply everywhere, unlike changing social norms.
4. **Ensures Sustainability** – Only definitive ethical conduct can bring long-term harmony in human systems and environment.

Example:

- If business is guided only by **profit**, it may exploit workers, cheat customers, and harm nature.
- If guided by **definitive ethics**, it ensures fairness, quality, and sustainability.

Definitiveness vs. Indefinitiveness

Aspect	Definitive Human Conduct	Indefinite / Random Human Conduct
Basis	Right Understanding, Natural Acceptance	Social pressure, profit, fear, selfishness
Universality	Same for all humans	Different for each culture, situation
Outcome	Harmony, justice, sustainability	Conflict, exploitation, destruction
Clarity	Clear and permanent	Confused, temporary, changing

Relation with Natural Acceptance

- Definitiveness of conduct is possible only when based on **Natural Acceptance of Human Values**.
- Example:
 - If I naturally accept that *trust* is a universal value, my behavior will be **trustworthy in all situations**.
 - If I act only for profit, sometimes I may cheat, sometimes be fair → **indefinite conduct**.

Examples of Definitive Ethical Conduct

- A doctor treating patients with care and honesty (not for money alone).
- A student studying sincerely with the intention to gain knowledge (not only for marks).
- A businessperson ensuring fair wages and eco-friendly production.
- A citizen respecting laws, nature, and fellow humans equally.

Implications of Definitive Human Conduct

1. **At Individual Level** – Inner peace, self-confidence, no guilt.

2. **At Family Level** – Strong relationships, prosperity, mutual trust.
3. **At Society Level** – Justice, equality, fearlessness, peace.
4. **At Nature Level** – Balanced ecosystem, sustainable development.

A Basis for Humanistic Education:

Definition

- **Humanistic Education** = Education that enables an individual to **understand the self, relationships, society, and nature**, and to live in **harmony at all levels of existence**.
- It goes **beyond job-oriented or information-based education** by integrating **values, wisdom, and right understanding**.

Need for Humanistic Education

- Current education is largely **skill- and information-centric**.
- This has led to:
 - High competition & stress.
 - Self-centeredness and lack of concern for others.
 - Environmental degradation.
 - Exploitation in society (corruption, inequality).
- Humanistic education is needed to:
 - Develop **responsible, ethical professionals and citizens**.
 - Promote **cooperation over competition**.
 - Ensure **sustainability and justice** in society and nature.

Core Features of Humanistic Education

1. **Right Understanding**
 - Understanding human aspirations, human values, and harmony in existence.
 - Leads to clarity in thought, behavior, and work.
2. **Value-Based Learning**
 - Integrates **values like trust, respect, cooperation, responsibility, and eco-care**.
 - Moves beyond marks and money towards **ethical living**.
3. **Holistic Approach**
 - Covers four dimensions of life:
 - **Individual (Self)** → inner peace, clarity.
 - **Family** → love, trust, prosperity.
 - **Society** → justice, cooperation.
 - **Nature** → balance, sustainability.
4. **Balance of Skills + Values**
 - Skills = necessary for survival & profession.

- Values = necessary for meaningful and harmonious living.
- Humanistic education combines both.

Contrast: Current vs. Humanistic Education

Aspect	Current Education	Humanistic Education	🔗
Focus	Skills + Information	Skills + Values + Right Understanding	
Outcome	Competition, stress, exploitation	Cooperation, harmony, sustainability	
Orientation	Job/Profit-centric	Life/Human-centric	
Values	Secondary / ignored	Central & integrated	
Approach	Fragmented knowledge	Holistic understanding	
Impact	Conflict in self, family, society, nature	Harmony in self, family, society, nature	

Advantages / Benefits of Humanistic Education

1. **At Individual Level**
 - Self-confidence, inner peace, clarity of purpose.
 - Reduced stress and confusion.
2. **At Family Level**
 - Strong relationships (trust, affection, prosperity).
3. **At Society Level**
 - Justice, equality, fearlessness, cooperation.
4. **At Nature Level**
 - Responsible use of resources, eco-balance, sustainability.

Examples

- A student trained in **current education** may compete, cheat, or feel stressed only for marks/jobs.
- A student with **humanistic education** develops skills + values, cooperates, and contributes to society positively.

Example: An engineer who designs eco-friendly housing → skill (engineering) + values (concern for environment and people).

Humanistic Constitution and Universal Human Order:

Humanistic Constitution

- **Definition:**
A social framework or system of governance that is based on human values (trust, respect, cooperation, justice, equality, sustainability) rather than exploitation, domination, or profit.
- **Purpose:**
 - To ensure dignity and prosperity for every individual.
 - To establish justice and equality in relationships.
 - To protect both society and nature from destruction.
- **Features:**
 1. **Justice for all** → Fairness in distribution of resources, opportunities, and responsibilities.
 2. **Equality** → No discrimination based on caste, religion, gender, or wealth.
 3. **Cooperation** → Every individual and community contributes to and benefits from the collective well-being.
 4. **Dignity of Human Life** → Every person's basic needs, freedom, and self-respect are safeguarded.
 5. **Sustainability** → Systems are designed keeping future generations and nature in balance.

Example: A society where education, healthcare, and resources are equally accessible to all, and policies are made to benefit both people and the environment.

Universal Human Order

- **Definition:**
An ideal social order where individuals, families, societies, nations, and the entire world coexist in harmony with each other and with nature.
- **Vision:**
 - Every person lives with trust, prosperity, and fearlessness.
 - No wars, no exploitation, no corruption.
 - Resources are used sustainably.
- **Key Elements:**
 1. **At the Individual Level** → Happiness, right understanding, self-confidence.
 2. **At the Family Level** → Prosperity, mutual love, and trust.
 3. **At the Society Level** → Justice, fearlessness, cooperation.
 4. **At the Nature/Existence Level** → Coexistence and sustainability.

Example: A world order where nations cooperate on global issues (climate change, poverty reduction) instead of competing for power and resources.

Indicators of Universal Human Order

These indicators show whether a society is moving towards Humanistic Constitution and Universal Human Order:

1. **Trust (Vishwas) in Relationships**
 - People have confidence in each other's intentions.
 - Leads to peace, cooperation, and reduced conflicts.
2. **Prosperity (Samriddhi) in Families**
 - Families have enough physical facilities for a dignified life.
 - No greed, no hoarding → equitable distribution of resources.
3. **Fearlessness (Abhaya) in Society**
 - No exploitation, no crime, no injustice.
 - Security arises naturally because relationships are based on trust and respect, not on power or fear.
4. **Sustainability (Sah-Astitva) in Nature**
 - Resources are used responsibly.
 - Balance maintained between consumption and regeneration.
 - Nature is treated as a **partner**, not as an object of exploitation.

Why Important?

- Prevents wars, corruption, environmental crisis.
- Ensures **long-term survival and well-being of humanity**.
- Provides a **clear alternative to materialistic/consumerist systems** that create inequality, fear, and ecological destruction.

Comparison: Present Order vs. Universal Human Order

Aspect	Present System	Universal Human Order
Relationships	Distrust, selfishness, competition	Trust, cooperation, harmony
Family	Strain due to materialism, greed	Prosperity, mutual care, satisfaction
Society	Inequality, corruption, crime, fear	Equality, justice, fearlessness
Nature	Exploitation, pollution, climate crisis	Balance, sustainability, respect for coexistence

Competence in Professional Ethics – Holistic Technologies, Production Systems, and Management Models-typical case studies:

Definition

- Professional Ethics = **Integration of human values into professional practice** (engineering, medicine, law, business, management, etc.).
- It means that every profession should **serve human beings, society, and nature**, rather than just profit or prestige.

Two Dimensions of Competence

1. Ethical Competence

- Understanding what is valuable for human well-being.
- Ability to make decisions in line with **human values** such as trust, respect, justice, sustainability.
- Example: A doctor choosing treatment that is best for the patient, not just most profitable.

2. Technical Competence

- Skill and knowledge to design, build, and implement technologies.
- But technical knowledge without ethical clarity can cause exploitation or harm.
- Example: Engineers building weapons of mass destruction → shows high technical competence but no ethical competence.

True Professional Competence = Ethical Competence + Technical Competence

Holistic Technologies

- **Definition:** Technologies that promote sustainable development, human dignity, and ecological balance.
- Not just “latest or advanced”, but **value-oriented and eco-friendly**.
- **Examples:**
 1. **Renewable Energy Systems** → solar, wind, hydro (reduce carbon footprint).
 2. **Green Building Materials** → bamboo, fly-ash bricks, recycled steel.
 3. **Organic Farming Techniques** → no harmful chemicals, soil fertility preserved.
 4. **Water Harvesting Systems** → rainwater collection for sustainable usage.

Contrast:

- Conventional technologies → profit-driven, exploitative, short-term.
- Holistic technologies → people-driven, eco-friendly, long-term well-being.

Holistic Production Systems

- **Meaning:** Production processes that are **sustainable, need-based, and non-exploitative**.
- **Principles:**
 1. Production **based on actual human need**, not on creating artificial demand.
 2. **Resource efficiency** → using minimal raw material and energy.
 3. **Waste management** → recycle, reuse, reduce pollution.
 4. **Decentralization** → community-based production rather than monopoly.
- **Examples:**
 - Small-scale industries using local resources.
 - Organic food supply chains.
 - Handloom and handicrafts vs. mass industrial exploitation.

Holistic Management Models

- **Shift in focus:**
 - From **profit-driven** → to **people- and planet-driven** models.
- **Features:**
 1. Human welfare is the **primary goal**, profit is secondary.
 2. Cooperation, not cut-throat competition.
 3. Decisions are **inclusive**, considering impact on society & environment.
 4. Long-term sustainability prioritized over short-term gain.
- **Examples:**
 - **Community-based farming** → Farmers' cooperatives producing and sharing resources fairly.
 - **Cooperative enterprises** → e.g., Amul Dairy (India) where profits are shared among farmers.
 - **Social businesses** (Muhammad Yunus' Grameen Bank) → microfinance for poor women.
 - **Employee-owned companies** → workers are stakeholders, not just labor.

Typical Case Studies

1. **Renewable Energy Start-ups**
 - Companies shifting from coal-based power to **solar micro-grids in villages**.
 - Outcome: Clean energy + employment + reduced pollution.
2. **Amul Cooperative Model (India)**
 - Farmers collectively own and manage production, processing, and marketing of milk.
 - Ensures fair prices, rural employment, and national-level growth.
3. **Community-based Water Management (Ralegan Siddhi, Maharashtra – Anna Hazare Model)**
 - Villagers collectively manage watershed development.
 - Results: Drought-prone village became self-sufficient in water and food.
4. **Organic Food Enterprises**
 - Companies promoting **farm-to-table supply chains**.
 - Benefit: Healthy food for consumers + fair price for farmers.
5. **Corporate Social Responsibility (CSR) Cases**

- ITC's **e-Choupal** → Provides farmers access to info, reducing middlemen.
- Tata Group → Known for welfare schemes (education, healthcare, environment).

Why Competence in Professional Ethics is Needed?

- To prevent misuse of technology for profit or war.
- To align professions with the **human goal of happiness and prosperity**.
- To ensure **sustainability** of resources for future generations.
- To establish **trust and fairness** in professional systems.

Strategies for Transition Towards Value-Based Life and Profession:

Current Challenge

Modern society faces several deep-rooted issues:

- **Materialism:** Success measured only by wealth, status, possessions.
- **Competition:** Cut-throat race for resources, jobs, markets → leads to stress, isolation, and conflict.
- **Exploitation:**
 - Humans exploiting humans (labor, inequality).
 - Humans exploiting nature (deforestation, pollution, overconsumption).
- **Outcome:** Insecurity, unhappiness, environmental crisis, social unrest.

Need for Transition

The goal is to move from **profit-centric and self-centered living** → to a **value-based, human-centric, and sustainable life**.

- **Why?**
 1. To ensure **harmony at all four levels** → individual, family, society, nature.
 2. To align professional activities with **human well-being** rather than exploitation.
 3. To secure the future of humanity by adopting **sustainable and ethical practices**.

Key Strategies for Transition

A. Awareness through Education

- **Universal Human Values (UHV) education** → from school to university.
- Education should not be limited to information & skills but should include:
 1. **Right Understanding** of human purpose and harmony.
 2. **Critical Thinking** on ethical issues.
 3. **Value Education** → Trust, Respect, Affection, Justice, Cooperation.
- Example: Introducing UHV courses in engineering, medicine, business studies → ensures professionals combine technical + ethical competence.

B. Practice in Family and Community

- Family = first school of values.
- Strategies:
 1. Encourage **open communication & trust** in families.
 2. Teach children through **living examples** rather than just words.
 3. Strengthen **community cooperation** → festivals, local development, volunteering.
- Example: Community-based water management, organic farming groups → real-life training in cooperation.

C. Policy Changes at National/Global Level

- Governments and institutions must align policies with **human values and sustainability**.
- Possible measures:
 1. **Redesigning economic systems** → from profit-driven capitalism to **human welfare-oriented systems**.
 2. **Green policies** → promote renewable energy, organic farming, eco-friendly industries.
 3. **Global cooperation** → climate agreements, anti-war treaties, fair trade practices.
 4. **Regulation of harmful industries** (weapons, tobacco, deforestation).

Steps in Transition

1. **Education in Values**
 - Introduce value education from early schooling.
 - Professional education (engineering, business, law, medicine) must integrate **ethics & sustainability**.
 - Universities should produce **responsible citizens**, not just skilled workers.
2. **Redesigning Economic & Political Systems**
 - Economy: From **consumerism** → **sustainability**.
 - Politics: From **power struggle** → **human welfare & participatory governance**.
 - Promote **cooperative enterprises, social businesses, decentralized development**.
3. **Promoting Cooperation over Competition**
 - Encourage **collaborative learning, cooperative workplaces, community-based projects**.
 - Replace “winner-takes-all” mentality with **shared growth models**.
 - Example: Cooperative banks, farmer producer organizations, open-source technology sharing.

Illustrative Examples

- **Education Reform:**
 - AICTE in India has made UHV (Universal Human Values) a mandatory subject in technical education.
- **Community Model:**

- Ralegan Siddhi (Maharashtra) → watershed & village self-sufficiency through cooperation.
- **Economic Models:**
 - Amul Cooperative (India) → prosperity for farmers through collective management.
- **Global Examples:**
 - UN Sustainable Development Goals (SDGs) → roadmap for global harmony & sustainability.

Outcomes of Transition

- **Individual:** Clarity, confidence, inner happiness.
- **Family:** Trust, respect, affection, prosperity.
- **Society:** Justice, fearlessness, cooperation, inclusiveness.
- **Nature:** Ecological balance, sustainability, coexistence.