

KOE076
VISION FOR HUMAN SOCIETY

SONENDRA

ALL 5 UNITS NOTES FOR AKTU

Human Goal

At the level of the individual

Right Understanding
& Right Feeling

↓ Happiness

In Every Individual

At the level of the family

Prosperity

↓

In Every Family

At the level of the society

Fearlessness
(Trust)

↓

In Society

At the level of the entire nature and existence

Co-Existence
(mutual fulfilment)

↓

In Nature/
Existence

This was a brief description

Now we can explore the human goal in more detail

9 Feelings

Trust	To be assured that the other intends my happiness & prosperity
Foundation Value	
Respect	Right evaluation (with the basis that the other is like me and we are complementary to each other)
Affection	Acceptance of the other as one's relative
Care	Responsibility & commitment for nurturing and protecting the body of one's relative
Guidance	Responsibility & commitment for ensuring Right Understanding and Right Feeling in the self (I) of one's relative
Reverence	Acceptance for Excellence
Glory	Acceptance for those who have made effort for Excellence
Gratitude	Acceptance for those who have made effort for my Excellence
Love	The feeling of being related to all
Complete Value	

Participation in Human-Human Relationship as a Human Being

Trust To be assured that the other intends my happiness &
Foundation Value prosperity

Respect Right evaluation (with the basis that the other is like me
and we are complementary to each other)

Affection Acceptance of the other as one's relative

Care Responsibility & commitment for nurturing and
protecting the body of one's relative

Guidance Responsibility & commitment for ensuring Right
Understanding and Right Feeling in the self (I) of one's relative

Reverence Acceptance for Excellence

Glory Acceptance for those who have made effort for
Excellence

Gratitude Acceptance for those who have made effort for my
Excellence

Love The feeling of being related to all

Complete Value

Participation in Human-Human Relationship as a Human **Being**

Established Value LFkkfir ewY;	Expressed Value f"k"V ewY;	Indicators
Trust	Complimentariness	Is able to see that the other has natural acceptance (intention) for mutual happiness, wellbeing of all, co-existence. Is able to distinctly see intention as well as competence in both, oneself as well as the other. Is able to work out a program for mutual development with the other based on evaluation of mutual competence with trust on intention सहयोगिता, सहकारिता, सहभागिता
Respect	Compliance (अरहस्यता)	Is able to rightly evaluate the other; is able to see the other as a human similar to oneself; based on right evaluation of mutual competence, is able to recognise the complimentary with the other and fulfil it unilaterally

Established Value LFkkfir ewY;	Expressed Value f''k"V ewY;	Indicators
Affection Lusg	Commitment (fu'Bk)	Is able to see the other as a relative and is self-motivated for fulfilling relationship (कर्तव्य & दायित्व)
Care eerk	Generosity (उदारता)	Is committed, takes responsibility for nurturing and protection of the body of the other
Guidance okRIY;	Spontaneity (सहजता)	Is committed, takes responsibility to ensure human education-sanskar, conducive environment to the other. Also, protection from wrong things

Participation in Human-Human Relationship

Established Value LFkkfir ewY;	Expressed Value f" k" V ewY;	Indicators
Reverence J)k	Obedience (पूज्यता)	Is able to see the excellence in the other. Enthusiastically accepts inspiration from the revered to develop oneself
Glory xkSjo	Simplicity (सरलता)	Is able to appreciate the effort for excellence the other is making, is able to take inspiration from the other. Absence of ego, absence of over evaluation of oneself
Gratitude — rKrk	Self-restraint (सौम्यता)	Self-restrained in behavior; continuous acceptance of the effort the other has made for one's development (in terms of understanding, feeling as well as physical facility provided) (शिष्टता पूर्वक प्रस्तुत होते हैं)

Established Value LFkkfir ewY;	Expressed Value f" k" V ewY;	Indicators
Love izse	Compassion, Unanimity (अनन्यता)	Lives with a feeling of co-existence with all (human being as well as every other unit in existence). Is able to see ones relationship with all and is committed to apply one's self-body-physical facility to fulfil the relationship (सह-अस्तित्व के भाव में जीना। अस्तित्व समग्र के साथ सम्बन्ध पूर्वक जीना; अपने से जुड़ा हुआ देख पाना)

Participation in Human-Human Relationship

Established Value LFkkfir ewY;	Expressed Value f" k"V ewY;	Indicators
Trust fo"okl	Complimentariness lkStU;rk	Able to work together सहयोगिता, सहकारिता, सहभागिता
Respect lEeku	Compliance (अरहस्यता)	The other is like me. I am complimentary to the other. Able to rightly evaluate each other
Affection Lusg	Commitment (fu'Bk)	Self-motivated for fulfilling responsibility in relationship (कर्तव्य & दायित्व)
Care eerK	Generosity (उदारता)	मन-तन-धन को आवश्यकता अनुसार अर्पित करते हैं
Guidance okRIY;	Spontaneity (सहजता)	सही शिक्षा-संस्कार देते हैं, अनुकूल वातावरण देते हैं; गलत से बचाते हैं

Participation in Human-Human Relationship

Established Value	Expressed Value	Indicators
Reverence	Obedience (पूज्यता)	(सही की) प्रेरणा स्वीकारने के लिए तत्पर रहते हैं
Glory	Simplicity (सरलता)	अभिमान का अभाव
Gratitude —	Self-restraint (सौम्यता)	शिष्टता पूर्वक प्रस्तुत होते हैं
Love	Unanimity (अनन्यता)	सह-अस्तित्व के भाव में जीना । अस्तित्व समग्र के साथ सम्बन्ध पूर्वक जीना; अपने से जुड़ा हुआ देख पाना

Established Value	Expressed Value	Absence of Value
Trust	Complimentariness	Fear (bhay)
Respect	Compliance	Ego (ahankar), Depression (avasad)
Affection	Commitment	Opposition (virodh), Jealousy (dwesh)
Care	Generosity (udarta)	Exploitation (shoshan)
Guidance	Spontaneity (sahajta)	Reaction (pratikriya)
Reverence	Obedience (pujyata)	To be special (visheshta), Dominance (shashan)
Glory	Ease (saralta)	Deenta, heenta, krurta
Gratitude —	Self-restraint (somyata)	Thanklessness (kratagnata)
Love	Unanimity (ananyata), dheerta, veerta, udarta, kindness , beneficence & compassion	

Tendency of Human Living with Animal

Wretchedness The feeling I can not take care of my body,
hence I resort to being dependent on the other

Cunningness The feeling I can not take care of my body,
hence I resort to beguiling the other

Cruelty The feeling I can not take care of my body,
hence I resort to forcefulness & violence

Tendency is not necessarily the natural characteristic

Tendency of Human Living with Human

= Natural Characteristic of Human Being with Human Consciousness

Consciousness

Perseverance Commitment for living in harmony at all 4 levels with patience

Bravity Commitment for helping the other to understand harmony & to live in harmony at all 4 levels

Generosity The commitment to invest one's self, body & physical facility for understanding & living in harmony at all 4 levels

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Tendency of Human Living with Human

= Natural Characteristic of Human Being with Human Consciousness

Consciousness

Kindness Providing means to one who has the ability but not the means.

Beneficence Helping the other to develop the competence to utilise the means they already have.

Compassion Helping the other unconditionally, to develop the competence as well as the means, to fulfill his needs when he does not have either the ability nor the means.

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Established Value	Expressed Value	Absence of Value मूल्य का अभाव
Trust	Complimentariness	Fear (bhay)
Respect	Transparency	Ego (ahankar), Depression (avasad)
Affection	Commitment	Opposition (virodh), Jealousy (dwesh)
Care	Generosity	Exploitation (shoshan)
Guidance	Spontaneity	Reaction (pratikriya)
Reverence	Obedience, Worship	To be special (visheshta), Dominance (shashan)
Glory	Ease	Deenta, heenta, krurta
Gratitude	Softness	Thanklessness (kratagnata)
Love	Oneness	Hatred

Complimentariness

Exp value of Trust (Dynamic Activity)

Complimentariness:

1. Able to be helpful to each other (सहयोग)
2. Able to be willing co-workers, to collaborate in work (सहकार)
3. Able to be together, participate together (सहभागी)

Transparency

Exp value of Respect (Dynamic Activity)

Right evaluation of leads to knowing one as s(he) is, without any makeup

When we are able to rightly evaluate each other, there are no “secrets”

In relationship, we have some evaluation about ourself and we have some evaluation about the other. Transparency is the situation when:

- My evaluation about myself is the same as my evaluation by the other
- My evaluation about the other is the same as the evaluation of the other by the other
- Both also know that the other has our right evaluation
 - I know that I have rightly evaluated the other
 - The other knows that s(he) has rightly evaluated me

This situation is called transparency

Commitment

Exp value of Affection (Dynamic Activity)

The acceptance for gladly fulfilling ones due, duties and expectations in relationship

With commitment:

1. We want to fulfil our due, duties and expectations in the relationship on our own right, rather than under influence, pressure
2. We feel happy to fulfil our due, duties and expectations

When we don't have commitment:

- Even the small responsibilities we take appear to be a burden
- We keep track of and keep comparing what I have done for the other and what the other has done for me... we keep reinforcing the feeling is I am doing more than the other, I am better than the other...

Generosity

Exp value of Care (Dynamic Activity)

We feel responsible for taking care of the relative. Thus, we are committed and make effort to ensure the physical facility (physio-chemical things) or service required for nurturing and protection of the body of the relative. This is generosity.

Making the physical facility and service available from my side, without expecting anything in return, is generosity.

By way of this feeling, we are able to make required physical facility and service available as and when required for each other (for children, for old people...). In this way, we are able to fulfil our responsibilities towards the previous and next generation

Spontaneity

Exp value of Guidance (Dynamic Activity)

In the process of sharing and ensuring right understanding in the other Self, we can see that the other primarily sees our conduct, our behaviour, our living first. S(he) listens and evaluates our words much later. So, if we want to communicate something to the other, it is essential to have the right understanding and live with the right feeling, right thought.

Living with the right understanding, right feeling and thought is called spontaneity.

I do not have the arrogance, i.e. feel that “I know, you don’t know”. Rather, we feel it our due to share, to help the other to learn, to understand. This is a state of spontaneity

We are able to express our guidance, and the other is able to accept it, when we are able to speak from the same level as that of the other

Thus, spontaneity is to do with:

1. Living in accordance with right understanding, with definite conduct
2. Accepting the other as being similar to myself
3. Rightly evaluating the competence, state and situation of the other
4. Being helpful in the further development of the other

Worship

Exp value of Reverence (Dynamic Activity)

When we are able to see excellence in the other (i.e. the other has right understanding and lives with right feeling, thought); and we are able to see that the other is fulfilled within; then we are inspired for excellence, to live with fulfilment ourself – we want to learn-understand from the other

To be proactive for learning-understanding, to make effort for excellence is called worship

Thus, worship is to take help in order to develop right understanding; Which starts with copying, following; and then progresses to obedience, discipline and finally being self-organised

Ease

Exp value of Glory (Dynamic Activity)

We had seen that glory is the feeling of acceptance for those who have made, or are making effort for excellence

The feeling that “I am more/better than the other” gives rise to our pride and ego

When we see excellence, to whatever extent, in the other, there is a reduction in our pride, our ego – we feel more comfortable within. This state is called ease

Softness

Exp value of Gratitude (Dynamic Activity)

Softness has to do with willingly making effort to express oneself in a harmonious manner

In relationships in which the other has been of help to us, in which we have a feeling of gratitude, we try to live in harmony in those relationships

We make effort to live in harmony at least in these relationships, even if we are unable to do so in other relationships

Softness in conduct is able to begin as an expression of gratitude

Oneness

Exp value of Love (Dynamic Activity)

Oneness has to do with “not other”, we are one. In other words “all are our own, all are interconnected, interdependent”

Oneness is the expression of the feeling of love

With the feeling of oneness, there is no boundary of “mine-not mine”

Presently there are so many boundaries and divisions based on race, language, skin-colour, sect etc.

With the feeling of oneness, these mental boundaries drop off naturally

Justice

Justice from my side = ensuring established values in myself and living with expressed values

By living in this manner, the other is able to evaluate me and I am able to evaluate the other:

- In my own right evaluation, if I find that I have been able to fulfil the expected feelings properly, it leads to my fulfilment
- When the other is able to do the right evaluation of the right feelings being expressed by me, the other also feels fulfilled

In this manner, mutual fulfilment is ensured

The established values continue to be within, while expressed values are seen while expressing the established values in relationship

Ensuring the established values within and expressed values from my side in relationship is the fulfilment of justice from my side

Justice

Justice = recognition of relationship, fulfilment of values, right evaluation and mutual fulfilment

Now when we look at this definition, we can see that justice is simple being able to see the co-existence with the other, being able to see the relatedness with the other

Being able to fulfil the established values and expressed values is human behaviour

Justice has to do with right evaluation in relationship and the achievement of mutual fulfilment

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Undivided Society

Undivided Society – Being able to ensure mutual fulfilment, justice from family to world family

As an individual, having the feeling of being related to all, and the mindset of undivided society is significant

At the level of the whole society, what is significant is the realisation of the undivided society

The foundation of realising this undivided society is the mindset of undivided society in each and every individual

At the root of justice in behaviour is resolution, i.e. right feeling and right thought

And at the root of right feeling and right thought is right understanding, i.e. knowledge

Full Expanse of Living

Right understanding (Knowledge)



Right feeling, right thought (Resolution)

Mutually fulfilling behaviour

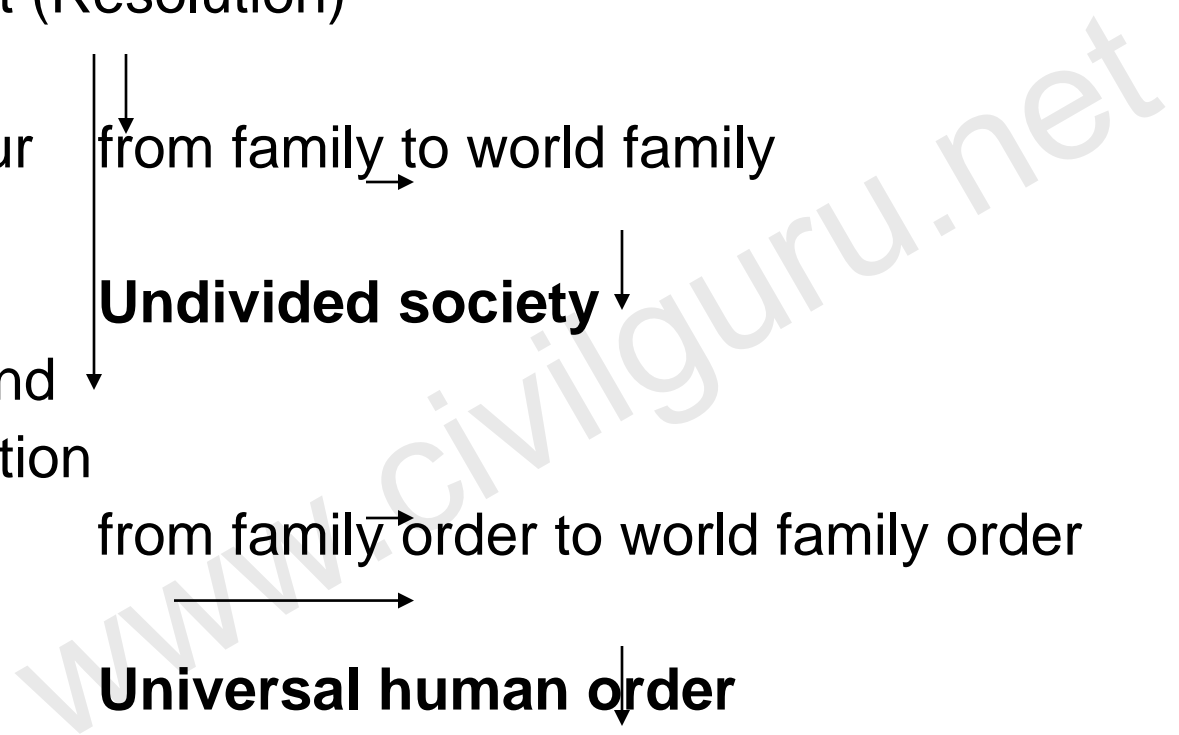
from family to world family

Undivided society

Mutually enriching work and
Mutually fulfilling participation
in the larger order

from family order to world family order

Universal human order



Process of Behaviour – in oneself in

Acceptance that the other is
the other related to me

Correctly recognising the
intrinsic values in that
relationship

Ensuring them (values, feelings)
in the Self

Thought of how I can express
these feelings accurately

Expression, behaviour by way of
speech or body language

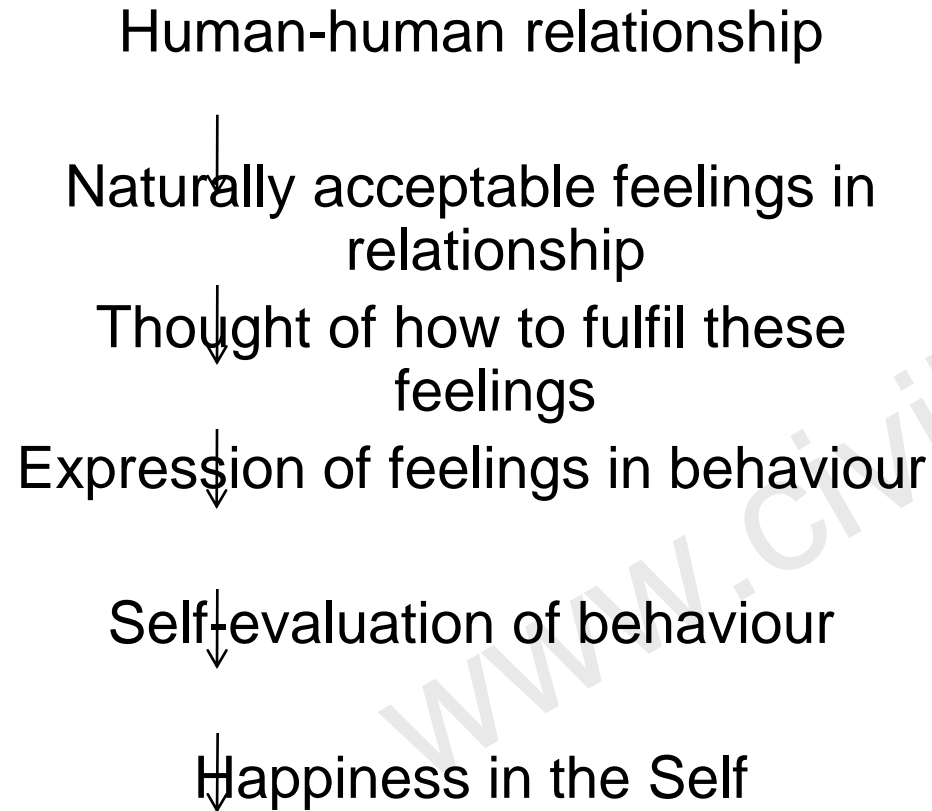
Right evaluation of our feeling,
thought and expression –
feeling of fulfilment

Listening, seeing → drawing out
meaning

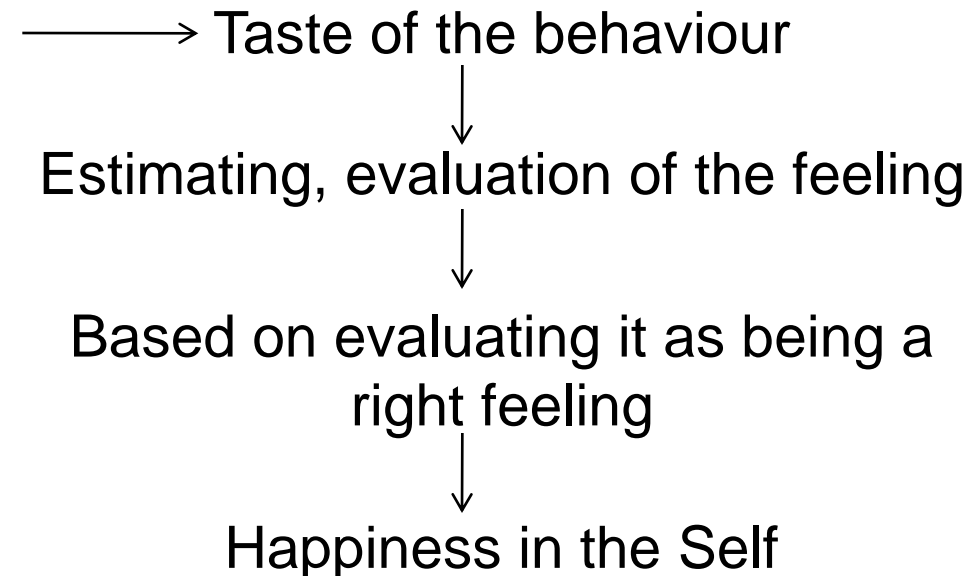
Right evaluation of the feeling

Deciding own feeling-thought –
being happy/unhappy on the
basis of own feeling

Process of Behaviour In Me



In the Other



Thus: Mutual happiness

Expression

In expressing feelings there is a significant role of language, facial expression, body language and gestures

When we express through words, when we talk, then **language** is used. Then our style, our tone, expression etc. communicate our feeling

Various facial features, particularly eye positions, are called **facial expressions**. E.g. raising both eyebrows, smirking and showing the tongue are facial expressions

Body postures have to do with posturing the body in a particular manner for expressing something specific. E.g. folding hands, shaking hands and hugging are body postures

Gestures are also significant in communication. Placing the body in a particular pose is called gesture. E.g. a dance pose or a salute are gestures

These are collectively used in music and dance – for effective communication

North FRIENDS	
<i>commitments</i>	<i>reciprocal acts</i>
generosity kind words helpfulness impartiality integrity	supportiveness protect your wealth provide shelter loyalty honor your family

East PARENTS	
<i>commitments</i>	<i>reciprocal acts</i>
support them fulfill their duties honor traditions deserve inheritance honor their passing	restrain from evil nurture goodness teach skills arrange marriage provide inheritance

West WIFE	
<i>commitments</i>	<i>reciprocal acts</i>
honor her respect her fidelity share authority provide gifts	organize duties hospitality fidelity wise budgeting skillfulness

South TEACHERS	
<i>commitments</i>	<i>reciprocal acts</i>
rise to greet them attend to them eager receptivity serve them master their teaching	thoroughly instruct ensure comprehension provide well-roundedness provide referrals ensure safety

Nadir WORKERS	
<i>commitments</i>	<i>reciprocal acts</i>
apt work just wages health care perks leave time	rise early stay late no stealing work well allegiance

Zenith ASCETICS	
<i>commitments</i>	<i>reciprocal acts</i>
loving acts loving speech loving thoughts hospitality material support	restrain from evil nurture goodness lovingkindness enlighten clarify teach goodness

Friends

(1) He who is a helpmate

- (i) he guards the heedless,
- (ii) he protects the wealth of the heedless,
- (iii) he becomes a refuge when you are in danger,
- (iv) when there are commitments he provides you with double the supply needed.

(2) he who is the same in happiness and sorrow

- (i) he reveals his secrets,
- (ii) he conceals one's own secrets,
- (iii) in misfortune he does not forsake one,
- (iv) his life even he sacrifices for one's sake.

(3) he who gives good counsel,

- (i) he restrains one from doing evil,
- (ii) he encourages one to do good,
- (iii) he informs one of what is unknown to oneself,
- (iv) he points out the path to heaven.

(4) he who sympathizes.

- (i) he does not rejoice in one's misfortune,
- (ii) he rejoices in one's prosperity,
- (iii) he restrains others speaking ill of oneself,
- (iv) he praises those who speak well of oneself."

Foe (Enemy) in the guise of Friend

(3) he who flatters

- (i) he approves of his friend's evil deeds,
- (ii) he disapproves his friend's good deeds,
- (iii) he praises him in his presence,
- (iv) he speaks ill of him in his absence.

(1) he who appropriates a friend's possessions

- (i) he appropriates his friend's wealth,
- (ii) he gives little and asks much,
- (iii) he does his duty out of fear,
- (iv) he associates for his own advantage.

(2) he who renders lip-service,

- (i) he makes friendly profession as regards the past,
- (ii) he makes friendly profession as regards the future,
- (iii) he tries to gain one's favor by empty words,
- (iv) when opportunity for service has arisen, he expresses his inability.

Foe (Enemy) in the guise of Friend

(4) he who brings ruin.

(i) he is a companion in indulging in intoxicants that cause infatuation and heedlessness,

(ii) he is a companion in sauntering in streets at unseemly hours,

(iii) he is a companion in frequenting theatrical shows,

(iv) he is a companion in indulging in gambling which causes heedlessness."

Like this detailing is given for all relationship types in the references

अष्टांग मार्ग (Noble Eight Fold Path)

1. Right View/ Vision Able to recognise that which leads to happiness as a source of happiness and able to recognise that which leads to unhappiness as a source of unhappiness
2. Right Resolve Right decisions
3. Right Speech able to say the right things in the right manner
4. Right Action Right behaviour (mutual happiness)
5. Right Livelihood Human-friendly and eco-friendly production
6. Right Effort Effort for right understanding & purification of sanskar
7. Right Mindfulness/ Awareness (every moment) continuous awareness
8. Right Concentration/ Meditation self-exploration, practice →
to see reality as it is

The Second formulation of Living in Relationship

In the context of living in a harmonious relationship

Yamas (restraints)

Non-violence, Truthfulness, Non-stealing,
Chastity, Non-possesiveness

In the context of being self-organised, in harmony within

Niyamas (observances)

Purity, contentment, self-discipline, self-study, contemplation

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Anuvrat (Vows of Limited Nature)

These five (Non-violence, Truthfulness, Non-stealing, Chastity, Non-possesiveness) are also called anuvrats or vows of limited nature

Anu = Small, Limited

Vrat = Commitment, eagerness to do something

When we follow these vows in certain places, certain times and with some people, it is called anuvrat

Maha = Big

When we follow these vows in all places, at all times and with all people, it is called mahavrat

Human Goal

- Wealth
- Wishes (Fulfilment of)
- Right understanding of natural laws
- Liberation

Right order in which effort is to be made:

Effort for liberation while ensuring rightfully earned wealth (in accordance with right understanding of natural laws) and fulfilment of wishes

Wealth

Physical facility

Mind and Body

+

Natural Resources

Production → Physical Facility

Wealth (rightfully earned, in accordance with right understanding of natural laws)

Achievements of production which is in line with physical (natural) laws

1. Physical facility
2. Fulfilment of ones physical needs as well as fulfilment of the physical needs of others

Wishes

Fulfilment of wishes

Fulfilment of wishes along with understanding of natural laws + wealth

Of oneself



Of the society (of the family... whole humanity)

Of the social order (system)

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Living with understanding of Natural Laws

The laws of living in relationship and order

The laws related to order in society and entire nature

Living in relationship and order with living with understanding of natural laws

Existential laws → by understanding relationship and harmony

Living in accordance with behavioural/societal and physical laws

It is to be noted that these behavioural/societal and physical laws are existential in nature – not developed in any arbitrary manner by human beings

The existence is governed by existential laws; nature by natural, physical, behavioural/societal laws – depending on how much of these laws have been understood, these laws may be articulated in words, in a specific language in a certain manner by human beings

Resolution is having clarity of living with understanding of natural laws

Liberation

To see the existence clearly

To see reality as it is

To be rid of all types of misunderstandings, confusions

Living with understanding of Natural Laws + Wealth + Liberation with fulfilment of Wishes

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असंग्रह (non-possessiveness)

Non-accumulation, avoiding accumulation

Ensuring required physical things, its right utilisation

Only the things required, and only in the required quantity are brought home

Three basic advantages of non-possessiveness:

1. We are able to fulfil our needs by way of right utilisation
2. Things are available for use by others in the society
3. Preservation and enrichment of natural resources

Non-possessiveness does not mean that we do not use things. It means that we use things in the right sense, rather than to misuse them

Even if we are not over-using things, not indulging in their use, and just accumulating things, then these things are not available for use by others in the society

It is natural for physical things to slowly deteriorate

स्नेह (Affection)

To be able to accept the other as being related, interrelated, interconnected, interdependent and to live with the feeling of relationship

We are able to see that the other also has the same needs as me; Needs of physical things as well as of feelings

The other is also committed and making effort for fulfilling his needs, just like I am

The other also feels uncomfortable and unhappy when there is a lack of fulfilment, just like me

To the extent possible, we try to fulfil our needs

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विद्या (Knowledge/ Right Understanding)

Right understanding, feeling and thought

Basis

of right understanding, feeling and thought

Conducive environment

by living with non-possessiveness and affection



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सरलता (Simplicity)

Being rid of all types of pride and ego

Indicators:

1. Feeling of natural comfort, fulfilment within
2. Naturally fulfilling behaviour in relationship in which there is no excitement, pride or ego

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Behavioural Laws

Friendliness	with the happy
Compassion	with the unhappy
Joy	with the good
Equanimity/ Normal state	with the sinful

Joy = the pleasure that comes from delighting in other people's well-being

Friendliness = feeling of living together in relationship and harmony

Compassion = feeling of empathy and being helpful to others

Joy = to feel happy being with righteous people and to take inspiration from them

Equanimity/ Normal state = Free from hatred, unperturbed by evil in others

Sanskar

Sanskar =

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

Presently, it is likely to be a mixture of:

- Understanding of the human reality, of the universal, invariant existential laws / principles
- Conclusions drawn from life events / experiences, which may or may not be in line with the existential laws / principles

“What I Am” is largely our sanskar

Our perspective is a part of our sanskar

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

Updating of Sanskar

Sanskar =

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

Presently, it is likely to be a mixture of :

- Understanding of the human reality, of the universal, invariant existential laws / principles
- Conclusions drawn from life events / experiences, which may or may not be in line with the existential laws / principles

Sanskar is updated over time:

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

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

Environment – The culture and civilisation

Self-evolution

Human Consciousness

Space शून्य	Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव	B1	Co-existence सह-अस्तित्व
2.	Determination संकल्प	Understanding बोध		Harmony in Nature व्यवस्था
3. Desire इच्छा	Imaging चित्रण	Contemplation चिंतन		Participation in Larger Order, Relationship व्यवस्था में भागीदारी
4. Thought विचार	Analysing विश्लेषण	Comparing तुलना	B2	Co-existence, Harmony, Justice Guided Senses, Health, Profit
5. Expectation आशा	Selecting चयन	Tasting आस्वादन		Goal, Value Guided Sensation

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव	B1
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	
3. Desire इच्छा	Imaging चित्रण	Contemplation चिंतन	
4. Thought विचार	Analysing विश्लेषण	Comparing तुलना	B2
5. Expectation आशा	Selecting चयन	Tasting आस्वादन	

3 Sensation संवेदना

Self-exploration
Self-verification

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव	B1
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	
3. Desire इच्छा	Imaging चित्रण	Contemplation चिंतन	
4. Thought विचार	Analysing विश्लेषण	Comparing तुलना	B2
5. Expectation आशा	Selecting चयन	Tasting आस्वादन	

3 Sensation संवेदना

- Living on the basis of knowing
- Happiness by being in harmony within and harmony in all aspects of being
- Acceptance of relationship – from one to many, to all [HAPPINESS]
- Identifying need, production, right utilisation of physical facility [PROSPERITY]
- Participation in larger order, expanding harmony [SOCIETAL DEVELOPMENT]

Transformation / Development

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव	B1
Preconditioning मान्यता	Determination संकल्प	Understanding बोध	
3. Desire इच्छा	Imaging चित्रण	Contemplation चिंतन	
4. Thought विचार	Analysing विश्लेषण	Comparing तुलना	B2
5. Expectation आशा	Selecting चयन	Tasting आस्वादन	

3 Sensation संवेदना

Self verification on the basis of Natural Acceptance
सहज स्वीकृति के आधार पर जांच कर

- Living on the basis of assuming (without knowing)
- Happiness from outside (through feeling from the other, sensual pleasure and physical facility)
- Domination and opposition in relationship [UNHAPPINESS]
- Exploitation and indulgence [DEPRIVATION]
- Exploitation in larger order, increasing disorder [DEGRADING SOCIETY]

Animal Consciousness

Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
1.	Authentication प्रमाण	Realization अनुभव	B1
2.	Determination संकल्प	Understanding बोध	
3. Desire इच्छा	Imaging चित्रण	Contemplation चिंतन	
4. Thought विचार	Analysing विश्लेषण	Comparing तुलना	B2
5. Expectation आशा	Selecting चयन	Tasting आस्वादन	

1 Sensation संवेदना

Sensation based on assumption "I am Body"

Ceremonies at Various Life-events (Culture)

These have two basic goals:

1. To develop our sanskar further from where we are now
2. To develop the commitment and competence for the roles we are about to play

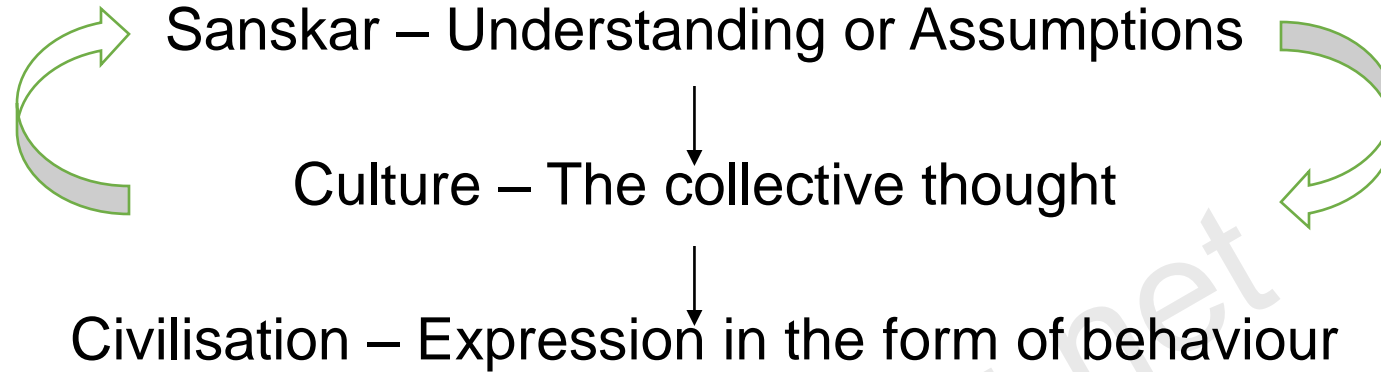
With that, various sects have different rituals to transfer their way of thinking, their world-view to the next generation.

Examples of various event-sanskars

1. Gestation ceremony
2. Birth ceremony
3. Naming ceremony
4. Birthday ceremony
5. Education ceremony
6. Initiation ceremony (after completion of education)
7. Profession ceremony (at start of work)
8. Marriage ceremony
9. Death ceremony

Helpful tools – Radio, TV, internet

Introduction



Over the ages, various cultures and civilisations have taken shape. At the core of the civilisation is its culture; and the base of the culture is what has been understood or assumed (without understanding) about the existential reality i.e. truth, love and compassion

A civilisation is the expression of a culture in the form of behaviour. In order to share our understanding, feelings and thoughts, various means of communication has been used such as – language, literature, song, dance, drama, painting, sculpture...

The Expressions can be in Various Forms

Modes of communication

- Language
- Literature
- Dance
- Song
- Music
- Drama
- Painting
- Sculpture...

Life style

- Social life – cultural festivals...
- Work life –

Systems of Production

- Food
- Clothes – weaving...
- Buildings – architecture...
- Machinery for above
- Gadgets, instruments...

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Culture

The key goal of culture is the correction of the sanskars of each and every individual; correction of the feeling and thought

The aim of every culture, every cultural program is the correction of the sanskar, the acceptances, the feeling and thought of everyone

The basic efforts in any culture are:

1. They organise various events that have an impact on people's feelings and thought process. E.g. Events like musical programs, dance performances, skits, plays and dramas, effective speeches and lectures play a significant role in influencing the feelings, thoughts and acceptances of most people in any society. Such role models, incidents, programs leave deep impressions on our sanskar
2. They also organise gatherings at various significant stages of life, life events to inculcate acceptances that would be helpful toward self-realisation; for developing the competence required in fulfilling roles to be taken up in future

Collective Programs

3 Types

1. Verbal communication
2. Audio-visual (or multi-media) communication
3. Publication

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Relationship between Sanskar and Communication & Publication



Sanskar – understanding or assumption based



Verbal, audio-visual communication, publication

These three play a major role in our sanskar – for good or for worse

- The sanskar can become better to the extent the impressions are about humanness, harmony
- If the impressions are about inhumanity, the sanskar can worsen

The feeling and thought is dependent on the state of sanskar

One important observation is that for an impression to be made on the sanskar, the communication and publication has to be pleasing to the senses

So, if the content of these is related to justice, harmony and co-existence and it is served in a pleasant manner, in a manner pleasing to the senses, then the impressions can be made for developing human sanskars

Civilisation

Sanskar individual level acceptances

Culture Related to way of thinking of individual human beings

Civilisation Related to behaviour of individual human beings

The decisions regarding behaviour, regarding what to do and what not to do are a matter of thought, of culture. However, the precisely execution of these, can be seen in the behaviour, the civilisation

In general the main part of civilisation is in the form of behaviour. Supporting this are the intake (food etc.), routine, clothing, architecture

How these are planned or designed can be included when looking a bit more broadly

Example: Design – indicator of civilisation

If production being done in the family, then the behaviour, interactions are a natural part of it. However, if the design of the production system is such that family members have to go to different places for work, then, separate time has to be found for behaviour, interaction amongst each other.

Similarly, the design of homes may be conducive to interactions or may be otherwise, where the possibility or opportunity is less

So, one civilisation may be family based – with families involved together in production, their homes may be designed to promote interaction and common living

And another civilisation may be individual based – with individuals involved in production in different places. Also their homes may be designed for individualistic or private living

Impact of Civilisation

A civilization is vibrant, dynamic rather than being very rigid. There are Multiple ways of expressing all that we have discussed in culture, including all the festivals and traditions

All the inputs from outside leave an impression on us; on our thought and therefore on our actions.

e.g. when we watch a movie or documentary, it does have an impact on our thought; and also may have an effect on our behavior – we may start speaking like the protagonist or get a pair of jeans like our favourite character was shown wearing and so on

So, if the inputs are predominantly about indulgence, it impacts us; if the inputs are about living meaningfully, that may also impact us

Civilisation impacts Individuals

Culture



Civilisation

Verbal Communication

Audio-visual Communication

Publication



Behaviour, modalities, mannerism, language... of individuals



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Scope of Transmission of Sanskar from Generation to Generation

Family

e.g. everyday living

Family functions

e.g. gathering for a meal, birthday celebration, family customs

Social functions

e.g. marriage, durga puja, deepawali, id, Christmas...

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Culture (thought) (behaviour)

Civilisation

Desired State

Resolution in thought
(thought of justice, harmony
and co-existence)

Justice in behaviour
Work guided by natural laws
Participation for harmony
in larger order

Present State

Increasing problems
Opposition, depression, suicide

Increasing strife in family,
Conflict, divorce, terrorism, war

Root Cause

Wrong assumptions
Lack of right understanding

Wrong assumptions
Lack of right understanding

Evaluation of Present State of the Society and System

Desirable State

Resolution in thought (thought of justice, harmony and co-existence)

Human sanskar

Perspective of justice, harmony and co-existence

Truth, love and compassion

Present State

Mixed thought (thought of justice and opposition, harmony and disharmony, co-existence and hatred)

Mixed sanskar

Mixed perspective

Disclarity in living

Impact of Civilisation

1. On human-human interaction – on justice in behaviour
2. On health of Body and its utilisation
3. On human-rest of nature interaction – on utilisation of physical facility (right utilisation or misuse)

We can keep point 2 as a subpoint of point 3 (as Body is a unit of the rest of nature)

Introduction

A discussion is required for charting out the possible steps for transition

- Can transition start from within (one or more individuals)
or
- Can transition begin from the system (through rules, regulations etc.)

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Introduction

- In order that a system runs smoothly, it is essential to go into the details of that system or Order.
- It is important to recognise all the dimensions which are essential to achieve the goals (objectives)* of this system or order
- What is to be done at the level of each dimension, in order to meet these objectives
- It is therefore required to compile a guide book giving guidelines and necessary details for ready reference

* All Human goals have been extensively discussed in Lecture No. 2 . Main points of the discussion are summarised as a reference at the end of this lecture.

Constitution

- A guidebook (**Constitution**) containing basic principles and guidelines relating to human living and his participation in this existence, is required for the smooth running of human systems. This includes directives or advice on how to lead one's life and how to participate in the system
- The constitution describes in detail how to lead a Humane life. Whether one's lifestyle conforms to humanness and human order or not, is clearly brought out in the constitution.
- The Human Order or System and its underlying principles (harmony) is clearly explained in the constitution. Adherence to this at every level (beginning from one's own family to the global family) is an indicator of smooth running of the system
- We shall now try to find out all those dimensions (pertaining to individual, family, society and nature) which are needed to achieve the goals, which we must ensure while we live as human beings in human order.

Dimensions of Human Order

1. Education
2. Health
3. Justice
4. Production, Service
5. Exchange, Distribution
6. Right Utilisation
7. Preservation
8. Administrative Service

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Dimension of Education and Health

- **Dimension of Education-** Education plays an important role in ensuring human order. Education builds the ability, the competence for Right Understanding, Right Thought and Right Behaviour in every person. It enables one to behave properly with others human being and work with mutual fulfillment with rest of nature and thereby contribute to the human order or system.
- **Dimension of Health** - The achievement of this dimension can be seen in terms of health of Human body. When this dimension is functioning well, people lead a life which is conducive to good health.
- Human Being is coexistence of Self and the Body. The satisfaction in Self is ensured by the dimension of education whereas health of the body is taken care by the dimension of health.
- When these two dimensions of Education & Health are ensured, every individual is able to live as a human being and live with fulfillment, with mutual fulfillment.

Dimension of Justice

- Dimension of Justice- When a human being with a healthy self and healthy body is able to ensure fulfillment in relationships with other human beings, justice is ensured.
- Justice is ensuring recognition of relationship among human beings, its fulfillment through values leading to mutual happiness. Practice of comprehensively abiding by this is known as system of Justice.
- When Justice is ensured, trust and fearlessness is established within interpersonal relation and system.

Dimension of Production & Service

- Dimension of Production & Service - Production ensures physical facility required for fulfillment of our physical needs. What we obtain as outcome of labour on rest of nature is known as Production
- In addition, we notice that there are certain activities which do not produce anything but are concerned with protection/maintenance. (Washing of clothes is one such activity where there is no production but preservation/maintenance of existing items)
- Repair-Maintenance of such kind is not directly associated with manufacture of any item but with the protection/maintenance of existing items, because along with manufacturing of new items there is also a need for protection/maintenance of items already produced. Activities of such kind are known as service

Dimension of Exchange and Distribution

- **The Exchange Dimension** - We do not produce every item that we use nor we can perform every kind of service that we need. We can produce only some of the items. All other items are produced by others. Through Exchange, all such items and services are made available to us as per our needs.
- **Right Utilisation** - We need to elaborate on how to utilise rightly, the things that we have obtained by virtue of production or exchange. What is meant by Right Utilisation also needs to be understood. A programme needs to be made to ensure right utilisation in society.
- **Preservation (Security)** - We need to preserve (enrich & protect) the natural resources which we utilise for production and exchange. We look at this as Preservation (Security).

Dimension of Services- Administrative and Social

- **Administrative Service** - In order that the system runs smoothly, it is essential to ensure the dimensions of Human Order and to make sure they are working. This necessary function of ensuring that systems are working properly is called as administrative service
- **Social Service**- Despite the efforts to ensure the different social dimensions, certain shortcomings may remain. Taking care of them through relationships is called social service.
- Thus service can be of two types:
 - One, which is being ensured by the system- **Administrative Service**
 - The one which is being provided to each other by the society in relationship- **Social Service** .

Sources of Education

1. Mother-father, elders; family

2. Teachers; teaching institutions

3. Society, order (publicity, performance. publication)

- When the child is willing to learn and the teacher is willing to teach, then the process of teaching and understanding becomes very simple and natural.
- If the teacher has a feeling of guidance towards the child and the child has a feeling of gratitude towards the teacher; a sense of glory for the teacher, then teaching and understanding happens naturally. These feelings are ensured only if there is a feeling of relationship.
- Education can be imparted only with the feeling of relationship.
- After discussing the process of education, we will discuss this point in further detail.

Right Feelings for Education to take place

Teacher

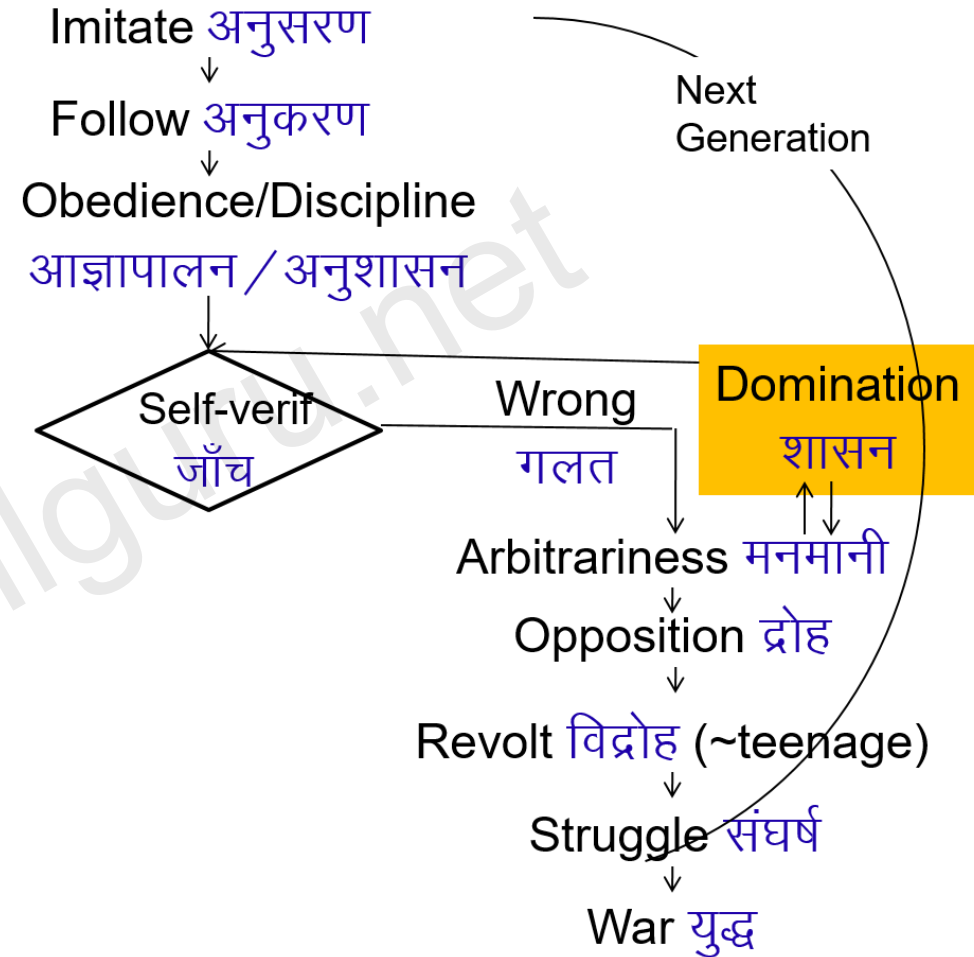
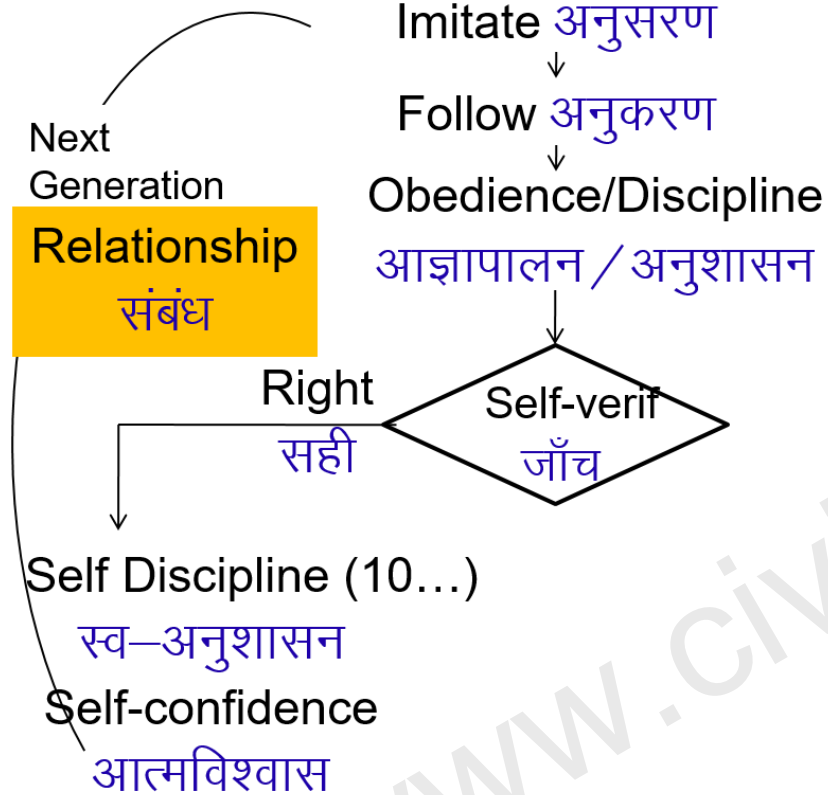
1. Feeling of Trust, Respect, Affection, Care & **Guidance** for the Student
2. **Having Excellence / Making effort for Excellence**
3. Is a co-explorer

Student

1. Feeling of Trust, Respect, Affection, Reverence, **Glory & Gratitude** for the Teacher
2. **Inspired** by the Teacher
3. **Making effort for Excellence** (explorer)

Not by domination, fear, punishment

Where are we today?



Assuming

Next Generation

Relationship

|

Imitate



Follow



Obedience/Discipline



Right

Self-verification

Self Discipline (10...)

Self-confidence

Knowing

Every next generation is more developed

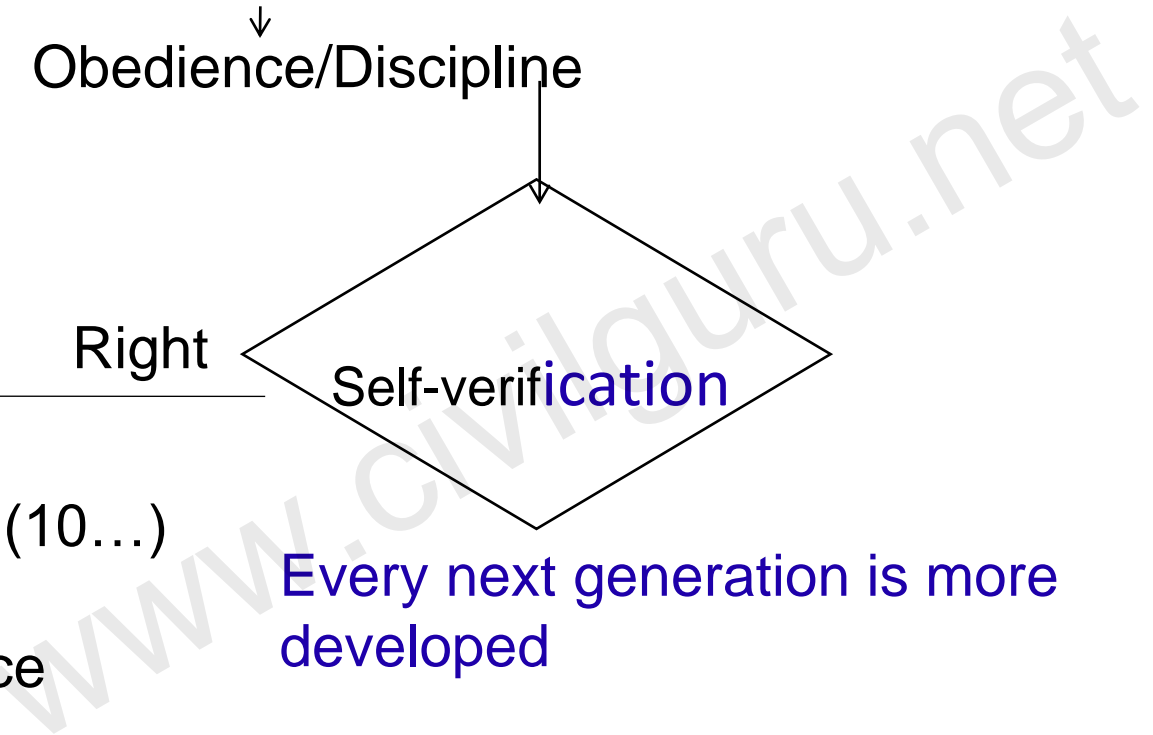
- In harmony within
- In harmony with family
- In harmony with society
- In harmony with nature/existence

Family

School

University

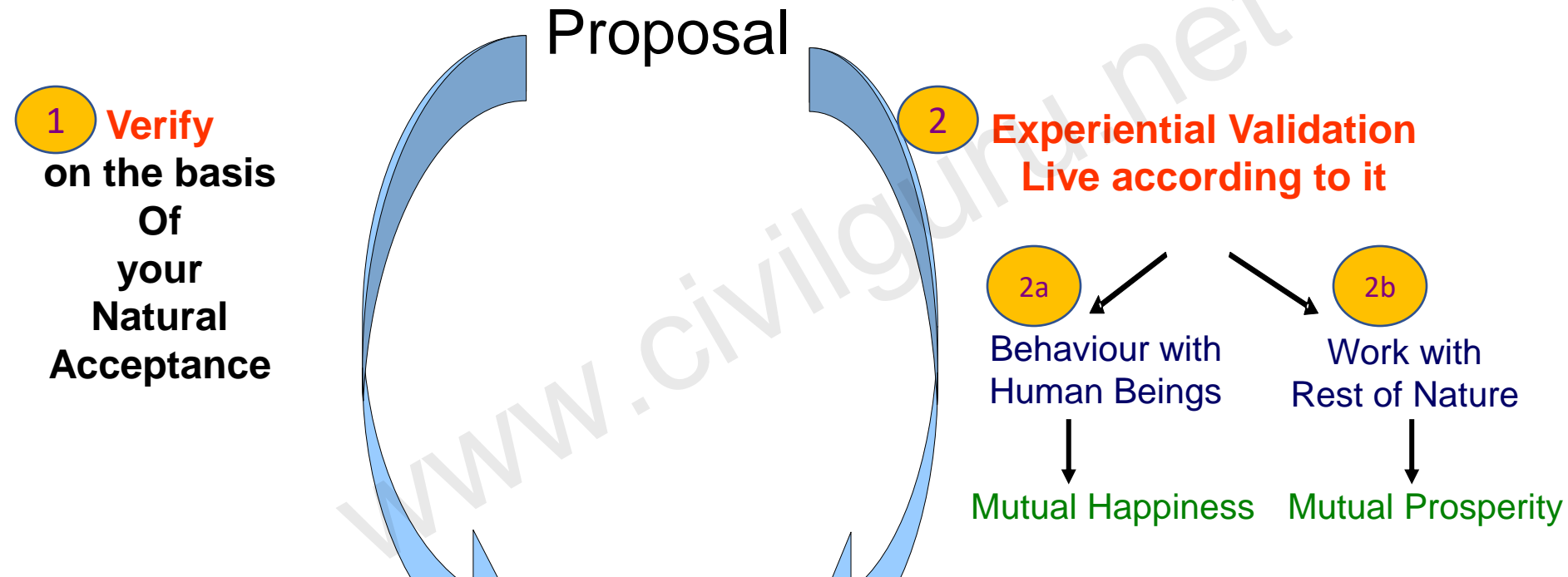
Society



Process of Self-verification

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

Verify it on your own right



Which process is Naturally Acceptable to you?

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

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

3.1.1. Knowledge of Human Being –

Space.;

Act	Power शक्ति	Dynamic Activity गति क्रिया	State Activity स्थिति क्रिया	
Self (I) ✪	1.	Authentication प्रमाण	Realization अनुभव	Co-existence सह-अस्तित्व
	2.	Determination संकल्प	Understanding बोध	Harmony in Nature व्यवस्था
	3. Desire इच्छा	Imaging चित्रण	Contemplation चिंतन	Participation in Larger Order, Relationship व्यवस्था में भागीदारी
	4. Thought विचार	Analysing विश्लेषण	Comparing तुलन	Co-existence, Harmony, Justice Guided Senses, Health, Profit
	5. Expectation आशा	Selecting चयन	Tasting आस्वादन	Goal, Value Guided Sensation

Body शरीर

Behaviour व्यवहार

Work कार्य

Participation भागीदारी

Other दूसरा

Human मानव

Rest of Nature
मनुष्येतर प्रकृति

in larger Order व्यवस्था में

Innateness & Natural Characteristic of 4

ORDER 4 voLFkk	UNITS bdkbZ	ACTIVITY fØz;k	INNATENESS /kkj.kk (Self-organisation)	NATURAL CHARACTERISTIC (Participation)	INHERITANCE vuq'kaxh;rk
Physical inkFkZ	Soil, Metal feV~Vh] /kkrq	Formation-Deformation jpuk&fojpuk	Existence vLrRo	Composition-Decomposition LakxBu&fo?kVu	Constitution based lkfj.kke vuq'kaxh
Bio izk.k	Plants, Trees isM+] ikS/ks	"-" + Respiration "olu&iz"olu	" + Growth iqf'V	" + Nurture-Worsen lkjd&ekjd	Seed based cht vuq'kaxh
Animal tho	Animals, Birds i"kk] i{kh	"-", " in Body "kjh] esa Selecting/Tasting in I p;u@vkLoknu eSa esa	", " in Body "kjh] esa Will to live in I eSa esa Tkhus dh vk"kk	", " in body "kjh] esa Cruelty, Non-cruelty in I eSa esa Øwjr] vØwjr	Breed based oa"k vuq'kaxh
Human Kku	Human Beings euq';	"-", " in Body "kjh] esa Imaging, Analysing, Selecting/Tasting in I fp=.k] fo'ys'k.k] p;u@vkLoknu eSa esa Special for Understanding n {kerk eSa esa	", " in Body "kjh] esa Will to live with continuous Happiness in I eSa esa fujarj Lkq[kiwoZd Tkhus dh vk"kk Fight Feeling & Thought lek/kku Fight Understanding Kku	", " in body "kjh] esa Perseverance, Bravito Generosity... in I eSa esa /khjr] ohjr]	Education-Sanskar based f"kk&laLdkj vuq'kaxh

Natural Characteristic: Participation in larger order

Inheritance: Basis of definite conduct across generations

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

Units (Nature)

Space (All-pervading)

Limited in size

Unlimited

Active

No activity

Self-organized

Self-organization is available

Energized

Energy in equilibrium

Recognises the relationship and fulfills

Transparent

Material

Consciousness

Temporary
Recognising, Fulfilling

Continuous
Knowing, Assuming,
Recognising, Fulfilling

Physical Order

Pranic Order

Atom

Plant Cell

Molecule

Plant

Molecular Structure

Animal Body

Lump

Fluid

Human Body

Animal Order

Human Order

Activity Completeness

Living with Authenticity

Conduct Completeness



Cyclic Composition – Decomposition

Introduction

In this lecture we will discuss

What is to be done in terms of education at:

- Family level
- Society level
- at the level of policy in the system

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Education at Family Level- First 5 years

- Children learn a lot in their first 5 years. We have to generally focus on what things are necessary to help them learn and understand.
 - If we see it minutely, we have to help them learn and understand the practices related to intake and daily routine, practices related to style of living and practices related to expression in behaviour.
 - In further details, he must learn; how to live and behave with parents, with brother and sisters and with friends.
- Parents have to pay a little attention to develop the collaborative mindset of a child. His attention should be brought towards the cooperation that he gets from family, irregard of whether he is cooperative to others or not .

In this context, parents can help child appreciate what he is getting from his family.

- Mindset towards Cooperation, sharing with others, creating opportunities of live and let live, can be developed in children through small examples, stories and right behaviour.
- If family has business or production in the family itself, then child learns the skills at home (no extra need for skill education in that area, later)

Education at Society Level- Formal (School, College, University)

Formal process of teaching, learning and understanding things.

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Education at Society level- Informal

(publicity,
performance, publication)

Media, television, drama and books...

Festivals and functions...

Publicity, performance and publication can not be the main process of education. All these things may be used as support system for what is given through direct interaction. If there is anything wrong given through these, then the child will learn wrong, if it is right, then it will learn right.

If his learning through these publicity etc., do not match with what he has learnt through direct interaction, if there is contradiction between the two, then he loses trust on one of these as he may not have the opportunity to clarify this contradiction.

Education at the level of System

Right to Education: Education is the basic requirement of every individual. Therefore, every human being should have proper opportunity to get education.

Policies for human education (education for value based living)

- It should be decided as to what favourable conditions have to be provided for every child so as to give opportunity for education to everyone.
- It should be properly expanded in the policy e.g. what and how much to be provided at which level.
 - Primary school may be at village level, secondary school may be among 2-4 villages.
 - Research facilities may be established among 10-20 villages.

Priority in Education Policy

1. Content and Method of education should be humane
2. Every person has the opportunity and favourable conditions to get the required education.
3. All supporting facility for education should be available

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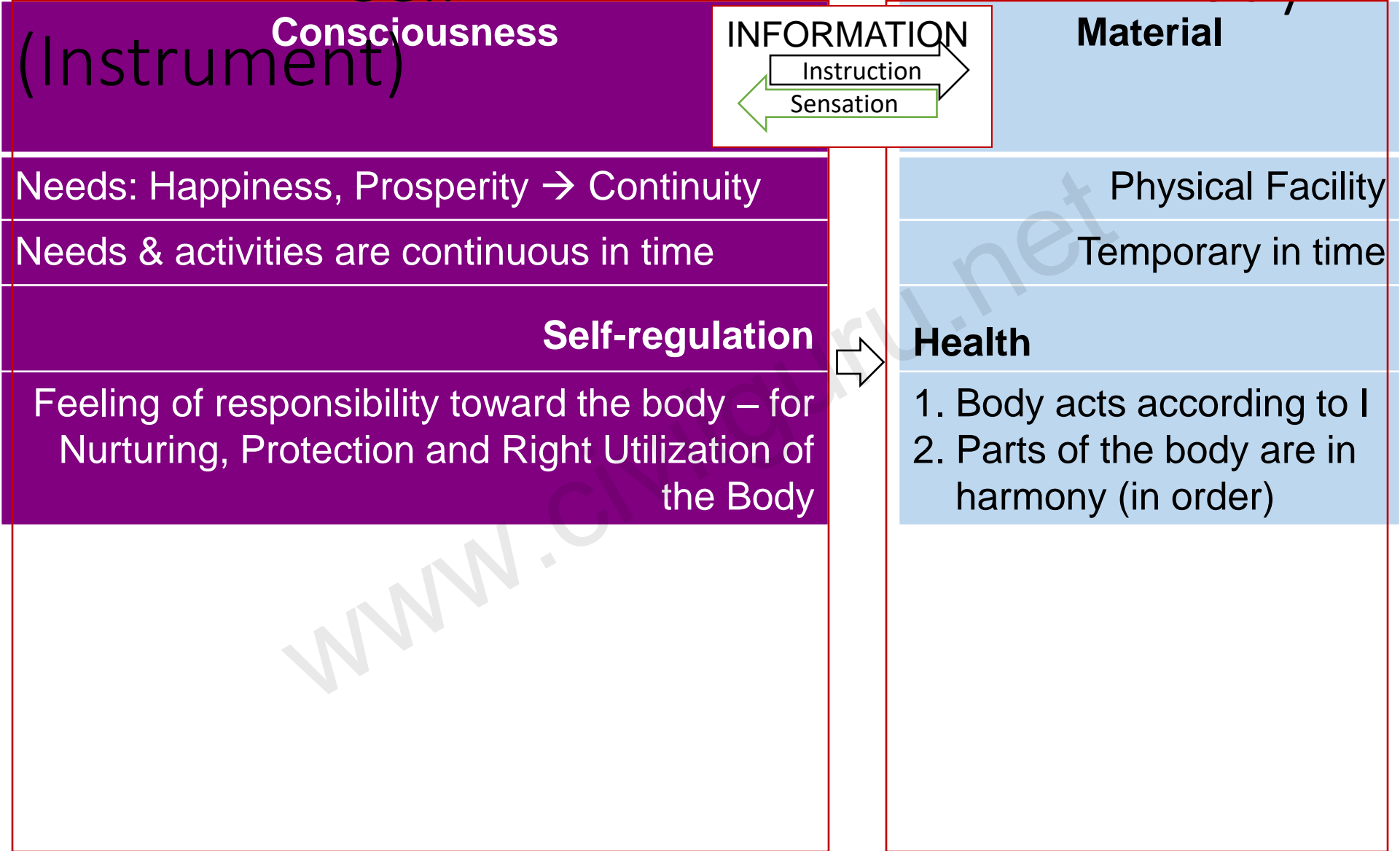
Responsibility – Society and System

- Society and system are to be jointly responsible for providing all these things required for education.
- It has to be ensured in this sense that education is the need of the society and the next generation.
- In the absence of this, it has become the responsibility of Individual to ensure education for himself or his children.
- As a result, it has become a business to earn, and not the responsibility.

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Self

Body



Human Being as co-existence of Self and Body

Let us re-investigate what we have already studied:

- Human Being is co-existence of Self and Body
- The Self is central to human existence; Body is an instrument of the Self. The transaction between Self and Body is only in the form of information.
- Physical Facility is required, in a limited quantity, for Nurturing, Protection & Right Utilization of the Body
- This Physical Facility is to be ensured through production

Human Being as co-existence of Self and Body

- The Self and the Body are in Harmony when there is a feeling of Self-regulation in the Self and Health in the Body
 - Self-regulation = Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body
 - Health = The body acts according to Self and parts of the body are in harmony (in order)

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Feeling of Self-regulation in I → Program for it → Health in the Body

The body is a self-organized unit (a harmony) with definite functions. All the cells in the body work together to form tissues, organs and to maintain harmony with each other to participate in the larger order (in the form of body).

Self (I) has responsibility to ensure the continuity of this harmony (at least not disturb it).

If the Self (I) has a feeling of responsibility toward the body, it does what is required for fulfilling that responsibility.

This ensures health in the Body.

Feeling of Self-regulation in I → Program for it → Health in the Body

Self (I) has to do two things to fulfill this feeling of responsibility toward the body

- A. Ensure enough physical facility to fulfill the requirement of Nurturing, Protection and Right Utilization of the Body
- B. Ensure a life style which takes care of this Nurturing, Protection and Right Utilization of the Body

We will discuss about fulfilling this responsibility under A when we talk about Production System. Presently, in Health System, we are going to discuss about fulfilling the responsibility under B.

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Feeling of Self-regulation in I → Program for it → Health in the Body

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Self-organisation of the Body

- The body is a self-organized unit (a harmony) with definite functions.
- Each cell of the body is self-organised
- Body has the ability to regenerate most of its cells and organs continuously.
- Cells – Groups of Cells – Organised into organs and tissues – Organ systems – working together to maintain harmony with each other.
- Each Organ system participates in the larger order (complete body) for the larger good of the body as a whole.

Indicators of Good Health in Self and Body

HEALTH OF SELF	HEALTH OF BODY
FEELING OF HAPPINESS & PROSPERITY	PROPER FUNCTIONING OF ORGAN SYSTEMS
	PROPER DIGESTION
FEELING OF SELF REGULATION TOWARDS BODY	PROPER FUNCTIONING OF SENSE ORGANS PROPER SLEEP

Harmony Of Body with all other units

BODY IS SELF ORGANISED	IN HARMONY WITH MATERIAL UNITS	IN HARMONY WITH OTHER BODY	IN HARMONY WITH NATURAL SYSTEMS
ORGAN SYSTEMS	FOOD	MICRO ORGANISMS	MICROCOSM
HOMEOSTASIS	WATER	REPRODUCTION	CIRCADIAN RYTHM
NATURAL DEFENCE MECHANISM	AIR		SEASONAL INFLUENCE
	MINERALS		INFLUENCE OF ELEMENTS 5 ELEMENTS, 20 GUNAS ETC

Program

(A) For Staying Healthy

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

(B) For bringing the harmony of the body back from temporary disharmony

(C) Dependency on drug / machine to perform proper body functions

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

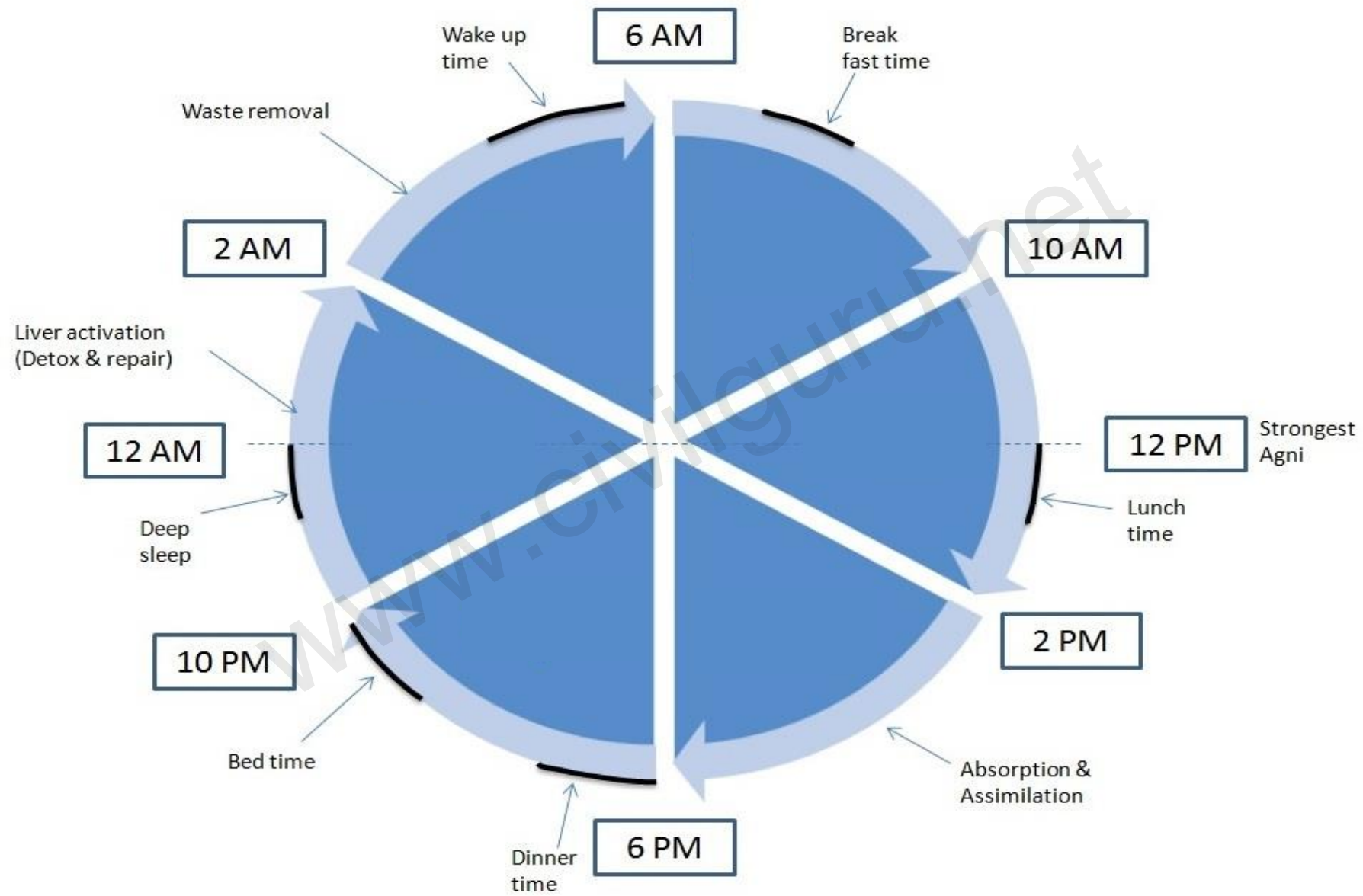
Intake

Intake includes all that we absorb through all the senses / body organs – air, water, sunlight, food...

Also, thoughts in response to outside events/circumstances etc.

To maintain health:

- Fibre rich food that is nutritious, digestible, tasty and digested waste is excretable.
- Awareness of other intake through our senses, especially while eating. e.g. being aware of how much to eat, choice of food etc. (rather than watching TV, arguing with others while eating)
- Daily exposure to fresh air and sunlight and so on.



Labour

Ensure sufficient movement of the Body + production of physical facility

Examples:

- Sweeping and dusting your room / house / hostel
- Cycling to your college and back...
- Kitchen gardening
- Producing things of our daily use which may include grain, milk, biscuits etc.

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Exercise, Postures, Breathing

Exercise: *Ensure adequate movement of the Body*

Example: jogging, exercise, cycling in fresh air.

Postures: *For regulating internal and external body organs*

Example: Yogasan

Regulated Breathing: *Ensure fresh oxygen in every part of the body*

Example: Pranayam

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Medicine

For bringing body back to harmony from temporary disharmony

Home remedies

Integrated systems of medicine

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Treatment

Using drug / machine to perform proper body function (dependence)

Examples:

- Insulin
- Dialysis

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Priority

1

(A) For Staying Healthy

A1

1 Intake and Daily Routine (Lifestyle)

2 Labour and Exercise

A2

3 Postures for regulating internal & external body organs
Regulated Breathing

and

2

(B) For bringing the
harmony of the
body back from
temporary
disharmony

3

(C) Dependency on
drug / machine to
perform proper
body functions

Sum Up

Program for Fulfillment of Feeling of Self-regulation in I & Health in Body

1a. Intake

1b. Daily routine

2a. Labour

2b. Exercise

3a. Balancing internal &
external organs
of body

3b. Balancing breathing of body

4a. Medicine

4b. Treatment

The Self and the Body are in Harmony when there is a feeling of Self-regulation in the Self and Health in the Body

- Self-regulation = Feeling of responsibility toward the body – for Nurturing, Protection and Right Utilization of the Body
- Health = The body acts according to Self and parts of the body are in harmony (in order)

Where do we stand today-Mortality and Morbidity

- Communicable diseases – Major strides, Incidence - decreasing
(These are the diseases which has a probability to pass on from a diseased person to a healthy one, who come in contact)
- Non-communicable diseases – 70% mortality due to these
In high income countries – 88%
(despite availability of best of medical facilities and medical care)
(These disease do not pass on through human contact)
Obesity – Increasing
Depression – Increasing
Suicide – Increasing
Majority of these are due to our **life- style.**

* communicable diseases, maternal causes, conditions arising during pregnancy and childbirth, and nutritional deficiencies

Source: WHO Report 2015, Updated in Jan 2017

<http://www.who.int/mediacentre/factsheets/fs310/en/index1.html>

Obesity – Increasing

World 2014

13% Obese (11% of men and 15% of women)

39% Overweight (38% of men and 40% of women)

www.who.int/mediacentre/factsheets/fs311/en/

USA 2016

>20% Obese

(35% in 4 states, 30% in 25 states & above 20% in all states)

<http://stateofobesity.org/adult-obesity/>

India 2007

>20% Obese or Overweight

(45% in Delhi, 30% in Punjab... 5% in Tripura)

2007 National Family Health Survey, https://en.wikipedia.org/wiki/Obesity_in_India

Depression – Increasing

World

3.8% of the world population suffer from depression

It is a major contributor to the overall global burden of disease

www.who.int/mediacentre/factsheets/fs369/en/

Depression expected to be world's No.1 disability by 2020

<http://www.thestar.com.my/news/nation/2016/10/11/marked-increase-in-depression-itll-be-world-no1-disability-by-2020-warns-mental-health-group/>

USA

>10% of the US population is depressed

Includes 2% with PDD (formerly called dysthymia) that usually continues for at least two years

<https://www.adaa.org/about-adaa/press-room/facts-statistics>

India

>5% Indians live with mental illness

http://www.huffingtonpost.in/2015/10/10/depression-stats_n_8267510.html

Suicide – Increasing

Age-standardized suicide rates (per 100 000 population), both sexes, 2012

USA in 2016

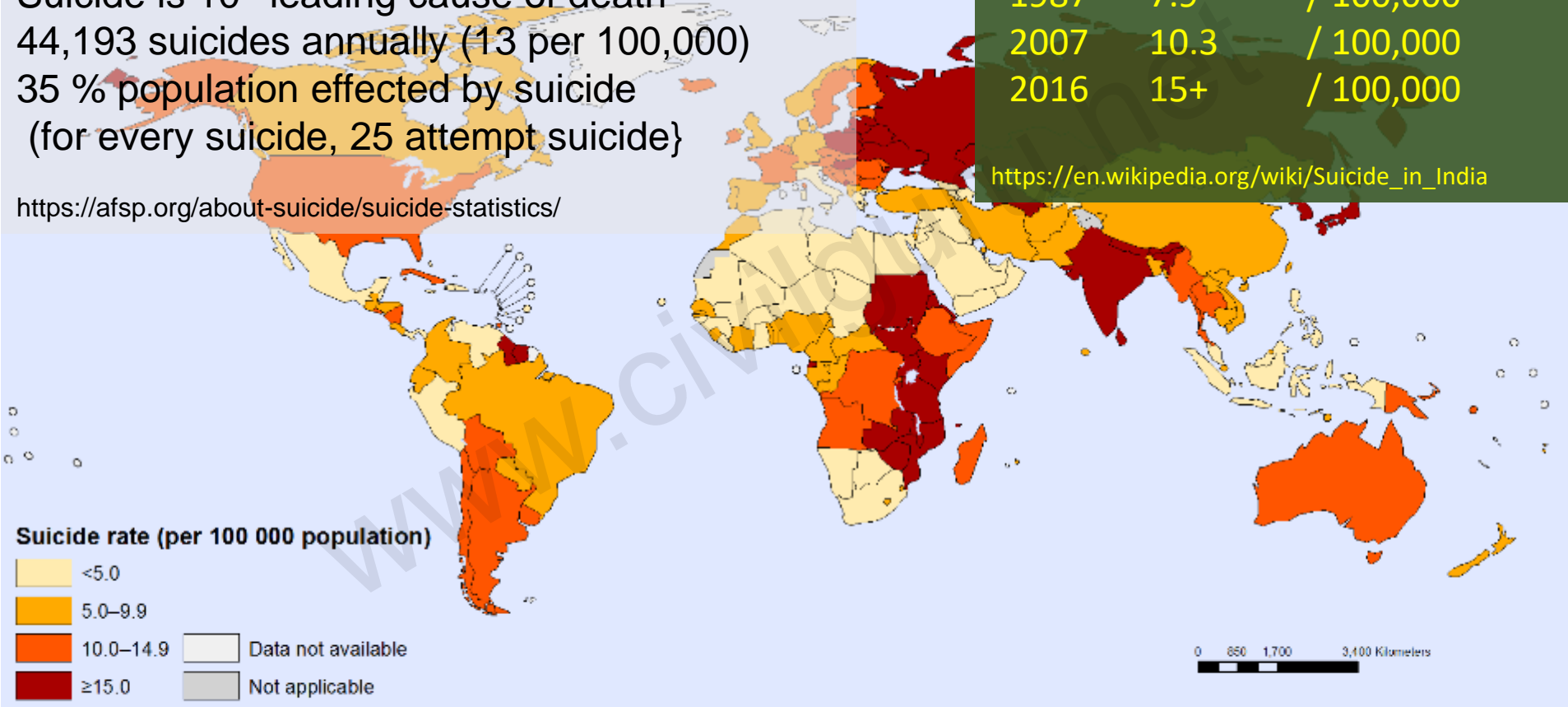
Suicide is 10th leading cause of death
44,193 suicides annually (13 per 100,000)
35 % population effected by suicide
(for every suicide, 25 attempt suicide)

<https://afsp.org/about-suicide/suicide-statistics/>

India – increasing suicide rates:

1987	7.9	/ 100,000
2007	10.3	/ 100,000
2016	15+	/ 100,000

https://en.wikipedia.org/wiki/Suicide_in_India



The boundaries and names shown and the designations used on this map do not imply the expression of any opinion whatsoever in the part of the World Health Organization concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted and dashed lines on maps represent approximate border lines or which there may not yet be full agreement.

Data Source: World Health Organization
Map Production: Health Statistics and Information Systems (HSI)
World Health Organization

 **World Health Organization**
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http://www.who.int/mental_health/prevention/suicide/suicideprevent/en/

Recommendations for the Health System

Following things can be done in different dimensions of the system to ensure health:

- Education system (formal and informal) – Ensuring an aware self with a feeling of responsibility towards the body

~50% of diseases could be prevented by this

- Health system – To ensure education for maintaining awareness of the self with the body through a balanced lifestyle, that includes the practice of

- Proper Intake and daily routine
- Labour and exercise
- Postures and breath regulation

More than 80% of diseases could be prevented by this

~5-10% – Education regarding home remedies...

Remaining ~5-10%

- Medication
- Surgery – Last resort

Health Policy

- The Country's Health System will have overall responsibility for ensuring health of every citizen. It will be responsible for the total health (physical and mental) of all the citizens.
- Government funds will be primarily for treatment of communicable diseases and cases of accidents.
- Funding for health education will be appropriately augmented, so that people and organisations adopt healthy lifestyles, reducing the incidence of lifestyle related diseases, and consequently the related expenses.

Health System- At the level of society

At the level of society, we can look at the societal systems required to support, protect and enrich family and social efforts. Some of these are outlined below.

1. Education system –

- Necessary to prepare every child in all dimensions of health
- (S)he develops the feeling of self-regulation
- Appropriate practice to keep the Body healthy

2. Family system –

- Harmony in the family provides a conducive environment for mental and physical health.
- A system of appropriate intake, routine and labour / exercise, etc. are essential part of the family system.
- Skills and means to deal with minor ailments with home remedies.
- Participate meaningfully in above areas in the neighbourhood, in the family cluster and beyond.

Health System- At the level of society

Continued

3. Health system at the societal level –

- Education for societal health system has to be a part of Mainstream education as highlighted in point 1.
- It would be focused on ensuring health and prevention of disease, rather than treatment of disease alone.
- Promote labour, exercise and *pranayam* to keep the Body and breathing in balance.
- It would help to proliferate at all levels:
Good lifestyle practices, intake, routine and labour, as well as home remedies for minor ailments.

4. Medicine and treatment at the level of system –

- Need to evolve holistic system of medicine and treatment based on different systems prevailing today.
- It would be run as a service with a feeling of mutual fulfilment, rather than merely as a for-profit business.

Sum up

In essence, we need the following societal systems to support, protect and enrich family and social efforts:

Education system – It is necessary to prepare every child in all dimensions of health, so that (s)he develops the feeling of self-regulation and has appropriate practice to keep the Body healthy.

Family system – It plays an important role. Harmony in the family provides a conducive environment for mental and physical health. A system of appropriate intake, routine and labour / exercise, etc. are essential part of the family system. It will also have the skills and means to deal with minor ailments with home remedies. It would participate meaningfully in these areas in the neighbourhood, in the family cluster and beyond.

Health system at the societal level – A core part of the societal system is the mainstream education. This has been highlighted in point 1. Further, the health system would be focused on ensuring health and on prevention of disease, rather than on treatment of disease alone. It would promote labour, exercise and various means to keep the Body and breathing in balance. It would help to proliferate at all levels the good lifestyle practices, particularly of intake, routine and labour, as well as home remedies for minor ailments.

Medicine and treatment at the level of system – An evolved holistic system of medicine and treatment which is based on the essence of different systems prevailing today. It would be run as a service with a feeling of mutual fulfilment, rather than merely as a for-profit business.

3.1.3.1. Human Values (Identification of Human Values)

Understanding the Participation (Role) of Human Being in this Existence

- | | |
|--|-----------|
| 1. In the self – Happiness, Peace, Satisfaction, Bliss ----- | 4 |
| 2. In Universal Human Order – Perseverance, Bravery, Generosity, Kindness, Beneficence, Compassion ----- | 6 |
| 3. In Human-Human Relationship – Justice (9 established values + 9 expressed values) ----- | 18 |
| 4. In Human-Rest of Nature Relationship – Utility, Artistic value ----- | <u>2</u> |
| | 30 |

Present state: Some attention on #4 (or 2 values out of 30)

3.1.3. Knowledge of Human Conduct

3.1.3.1. **Human Values** – Understanding "What to do as a human being" and "What not to do as a human being"

3.1.3.2. **Policy** – Detail, thought of "how to do" . Includes plan, program, implementation, results, evaluation

- Policy for enrichment (arth neeti) of Self (I), Body, Physical Facility
- Policy for protection (rajya neeti) of Self (I), Body, Physical Facility
- Policy for right utilisation (dharm neeti) of Self (I), Body, Physical Facility

3.1.3.3. **Character** – Compassionate behaviour, work & participation in order on the basis of human values larger

- Behaviour – ensuring justice, mutual happiness (while filling the gaps created in ignorance)
- Work – ensuring suraksha, mutual prosperity (while filling the gaps created in ignorance)
- Rightfully acquired wealth (swa-dhan)
- Chastity in conjugal relationship (swa-nari/swa-purush)

Participation in Human-Rest of Nature Relationship

Utility Value (उपयोगिता मूल्य)

- a) in nurturing body
- b) in protecting body
- c) in enhancing capacity of body for use in societal development (right utilisation)

Artistic Value (कला मूल्य)

(Facilitating enrichment, protection & right utilisation)

- a) Protecting the physical facility
- b) People friendly- Facilitating behaviour (making it convenient for sharing, expressing or receiving knowledge, feeling, thought)
- c) Ease in use- Facilitating work (making it convenient for usage)

3.1.3.2. Policy – Detail, thought of "how to do"–Human Constitution

Includes plan, program, implementation, results, evaluation

- Policy for enrichment (arth neeti) of Self (I), Body, Physical Facility
- Policy for protection (rajya neeti) of Self (I), Body, Physical Facility
- Policy for right utilisation (dharm neeti) of Self (I), Body, Physical Facility

Policy for right utilisation (priority1)

Of Self (I) Policy for investing the Self (I) for adhyayan-abhyas and authenticating in living

Of Body Policy to ensure that the body is used for ensuring right understanding and right feeling in the self as well as its authentication in living, including behavior, work and participation in larger order

Of PF Policy to ensure the use of PF for nurturing, protection and right utilisation of the body. Policy for right utilisation of physical facility for relationship and societal order

Policy for Protection (priority 2)

For Self (I) Policy for ensuring conducive environment and protecting from pratikool environment

For Body Policy for ensuring shelter, clothes...

For PF Policy for proper storage

Policy for Enrichment (priority 3)

For Self (I) Policy for education-sanskar, adult education, other efforts for development of sanskar in society like music, dance, drama...

For Body Policy for intake-lifestyle to ensure health of body

For PF Policy for production with right process & right skills

3.1.3.3. Character

Compassionate behaviour, work & participation in larger order on the basis of human values

- Behaviour – ensuring justice, mutual happiness (while filling the gaps created in ignorance)
संबंध (७ संबंध, अपेक्षाएं पूर्व-निश्चित) एवं संपर्क (सामयिक / तात्कालिक अपेक्षाएं) का निर्वाह
- Work – ensuring suraksha, mutual prosperity (while filling the gaps created in ignorance)
- Rightfully acquired wealth (swa-dhan)
- Chastity in conjugal relationship (swa-nari/swa-purush)

Rightfully Acquired Wealth

Production through labour on rest of nature or physical facility obtained in exchange of service – physical facility endowed with utility value & artistic value

Gift – wealth shared willingly / happily from one's rightfully acquired wealth on various occasions like festivals (ex. gift in relationship)

Award – physical facility / wealth given with joy in a function to recognise one's contribution to society and for motivating others

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3.1.3. Knowledge of Human Conduct

3.1.3.1. **Human Values** – Understanding of "What to do as a human being"

[At the level of Realisation & Understanding (B1)]

3.1.3.2. **Policy** – Detail of "how to do".

[At the level of Thought (B2)]

3.1.3.3. **Character** –

[Expression at the level of Behaviour, Work, Participation in Larger Order]

DEFINITE

Intact, Invariant, Universal

e.g. 1 – Nurturing Body

2 – Respect

...30 Values

SCOPE FOR CREATIVITY

Local conditions, customs, language...

e.g. 1 – Wheat, Rice, Maize...

2 – Touching feet, shaking hands...

Salient Unethical Practices in the Profession at present

- a. Corruption at various levels and in different forms
- b. Tax-evasion and misappropriation of funds
- c. Unethical nature of advertisements and sales promotion
- d. Cut-throat' competition
- e. Adulteration and spurious production
- f. Exploitation at various levels
- g. Negligence and disregard for environment
- h. Promotion of unsustainable technologies.

Basis for Humanistic Education and Humanistic Constitution

- The primary step to move towards the holistic alternative is to develop the right understanding among human beings and the commitment to live accordingly and then to develop the requisite skills and know-how to implement the right understanding in real life.
- In the first place, it calls for a change in the education system towards humanistic education.
- Education means to imbibe the understanding of harmony at all the levels of living.

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Humanistic Education

- Humanistic education will incorporate appropriate integration of values and skills so that human beings are able to understand their physical needs correctly and adopt suitable techniques and production systems to cater to these needs in an eco-friendly and people friendly manner.
- It will also enable the realization of one's innateness (svatva) as well as the universality and definitiveness of ethical human conduct.
- To begin with, the education of a child starts at home. The child learns and understands things living in close relations at home. So every model will entail the right kind of environment at home for the child to develop.
- When the child needs more exposure to skills and knowledge, he/she will need a formal system, in the form of some collective effort in the society.

- To start with it is necessary to introduce the required inputs of value education.
- It is a useful exercise for us to learn how a child can be facilitated to have the right understanding since childhood, how it will learn languages, reading, writing and arithmetic skills, and skills that form a part of higher education.

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Salient features of Holistic Technology

- Renewability
- Preservation of natural balance
- Utilizing local resources and expertise
- Decentralized and conducive to mass employment
- Catering to real needs
- Matching of production, distribution and consumption etc.

Production system

- Optimal utilization of local resources and expertise

Economic viability and sustainability

- Priority for local consumption
- Matching the pattern of production with the availability/ producibility in the local environment and the pattern of consumption
- Decentralized systems capable of meaningful employment of people in the community
- Facilitating production by masses and not mass production in a centralized mode
- Promoting individual creativity and sense of accomplishment | Using people-friendly and ecofriendly technologies | Ensuring requisite quality of production
- Safe and conducive to the health of persons involved in production as well as others

For Management Models

The management needs to focus at the fulfilment of the people involved in the production system as well the users of the produce and not to profit-mania. The following criteria can be chosen for a humanistic management model:

- The whole unit working as a well-knit family
- Cooperative and motivational
- Ensuring correct appraisal of human labour
- Targeting employer-employee as well as consumer satisfaction and not profit maximization
- Sharing of responsibility and participative mode of management
- Continuous value addition of the persons involved
- Effectively integrating individual competencies and complementarity