

Lecture 14

Understanding Harmony in the Society

Vision for Universal Human Order


Basic Human Aspiration

Continuous Happiness and Prosperity

Happiness is to be in Harmony

Program for Fulfilment of Human Aspiration

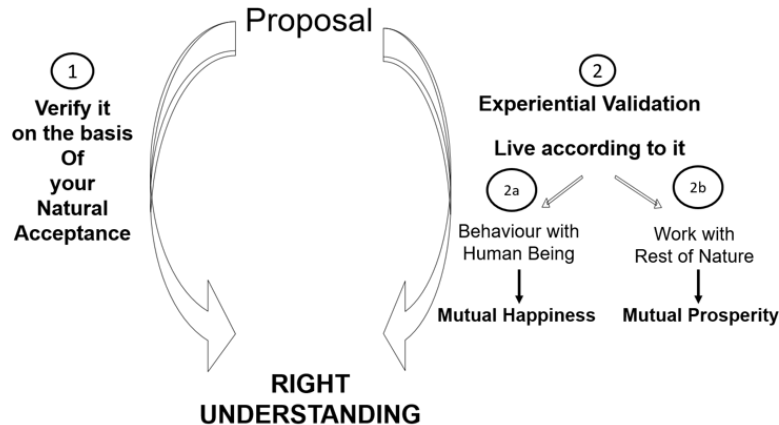
Understanding Harmony and Living in Harmony at all Levels

- Harmony in the Human Being ✓
- Harmony in the Family ✓
-  **Harmony in the Society**
- Harmony in Nature/Existence

Process of Understanding

Self Exploration

Whatever is stated is a **Proposal** (Do not assume it to be true/ false)
Verify it on your own right



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

The society is the next larger order

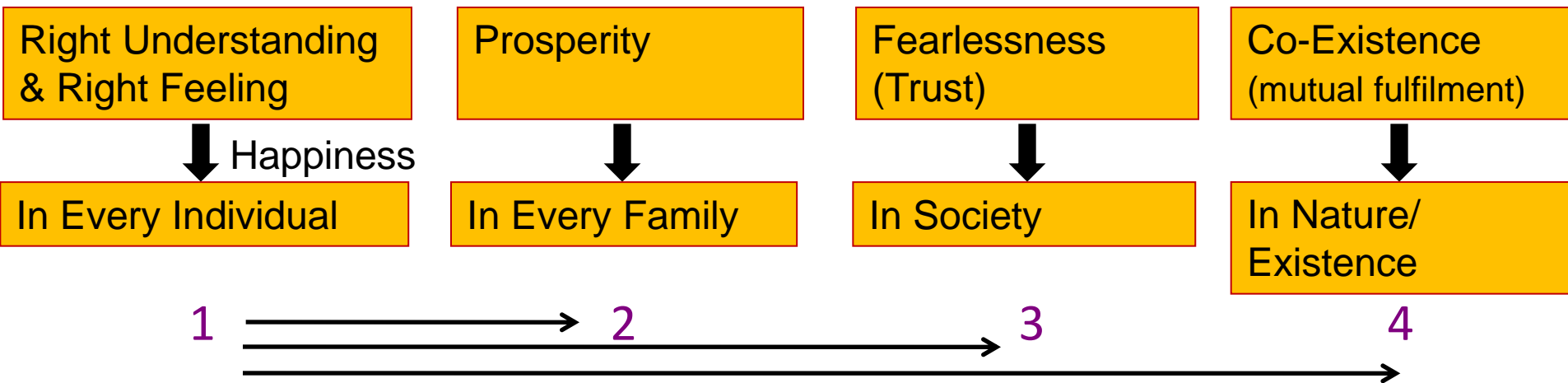
Society is composed of many families living together making collective effort for a common goal

We will explore:

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

Harmony in the Society (lekt esa O;oLFkk)

Human Goal (ekuo y{;)



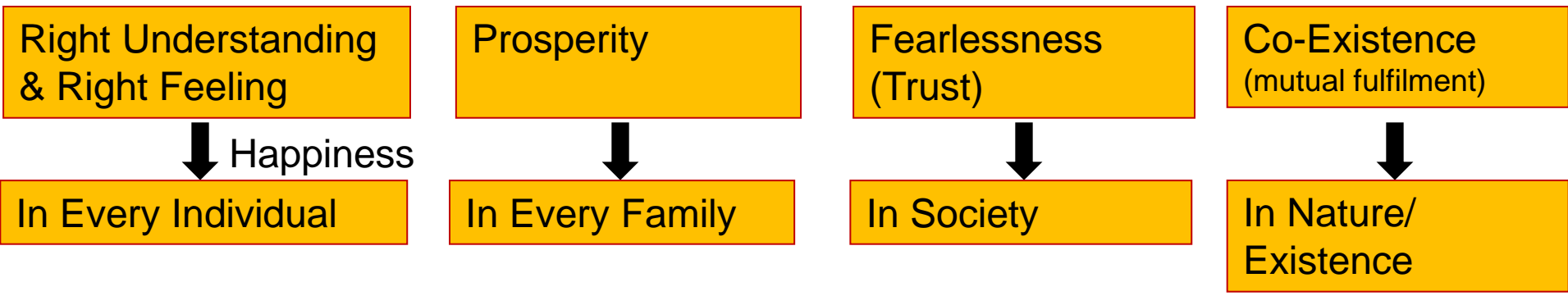
Are all 4 required, desirable or we can leave something out?

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

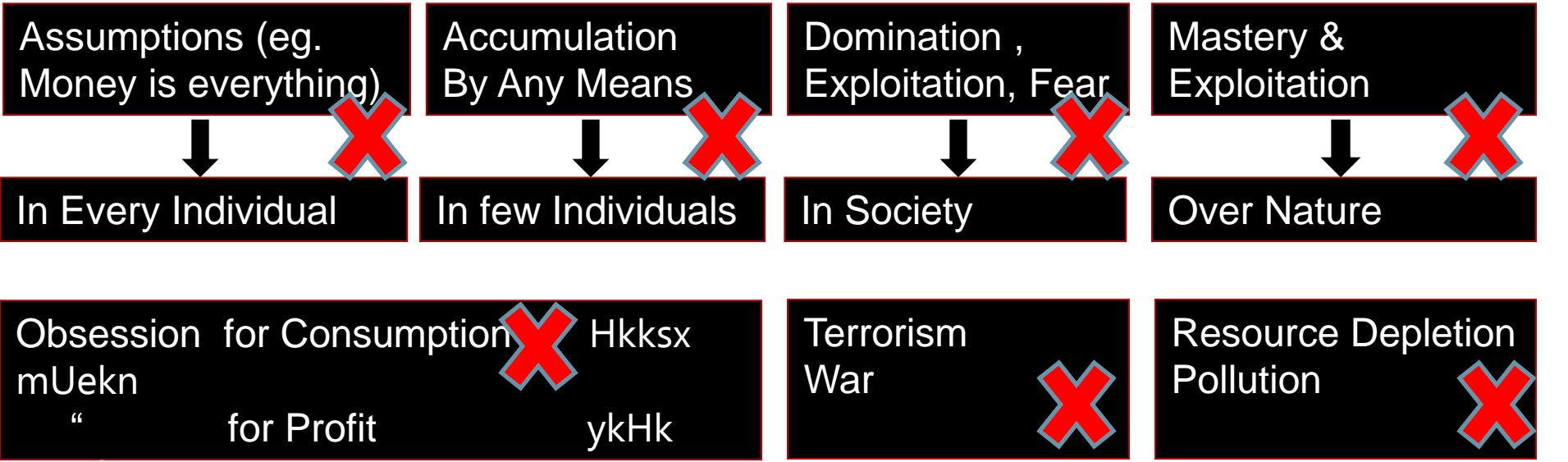
Are we working for all 4? In the family? In the society?

Current State – Have we understood our Goal?

Human Goal (ekuo y{;)



Gross Misunderstanding (vk/kkjHkwr Hkze)

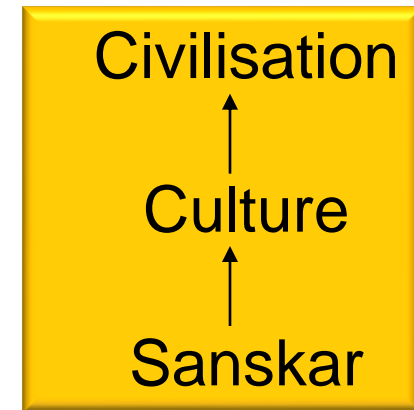


Our Goal depends on Our Assumptions / Understanding

Acceptances derived out of individuals' DTE = sanskar

Collective acceptances of a group of people = culture

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



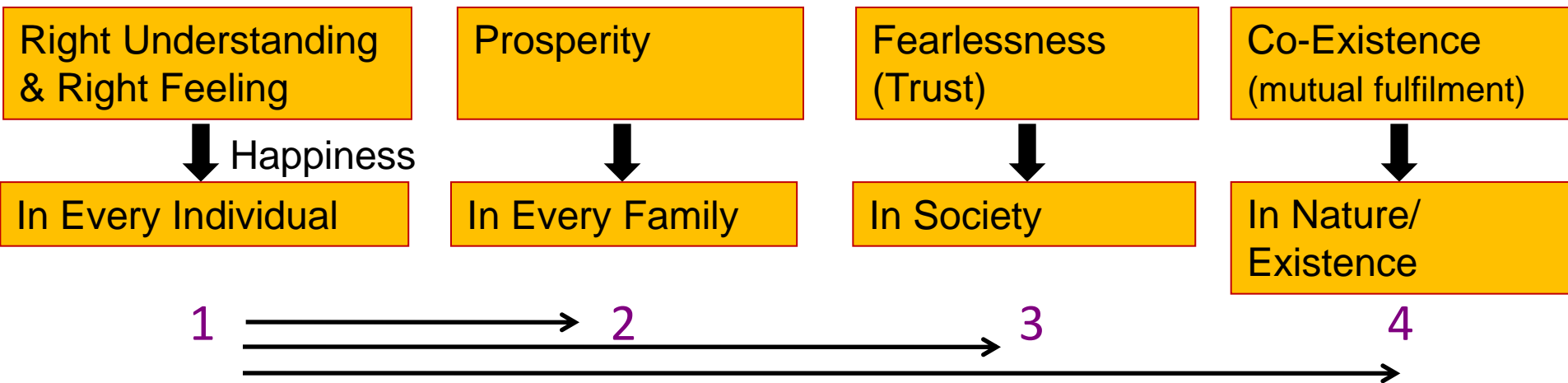
The effort in today's civilisation depends on what we understand or assume about:

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

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

Harmony in the Society (lekt esa O;oLFkk)

Human Goal (ekuo y{;)



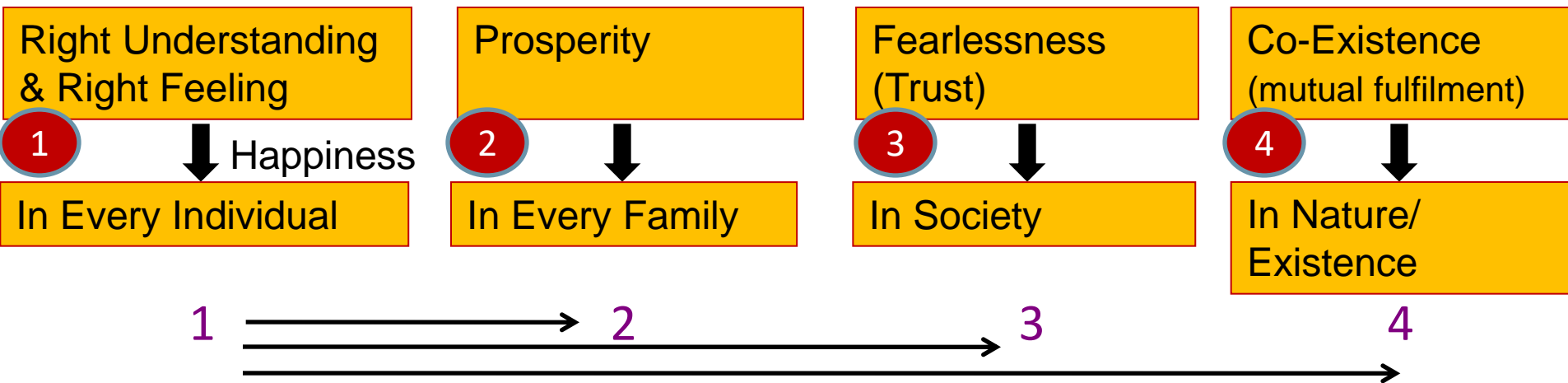
Human Order $\frac{1}{4}$ ekuo; O;oLFkk $\frac{1}{2}$

Systems / Dimensions $\frac{1}{4}$ vk;ke $\frac{1}{2}$

- | | |
|-----------------------------|----------------|
| 1. Education – Sanskar | - f"kk laLdkj |
| 2. Health – Self-regulation | - LokLF; la;e |
| 3. Production – Work | - mRiknu dk;Z |
| 4. Justice – Preservation | - U;k; lqj{kk |
| 5. Exchange – Storage | - fofue; dks'k |

Harmony in the Society (lekt esa O;oLFkk)

Human Goal (ekuo y{;)



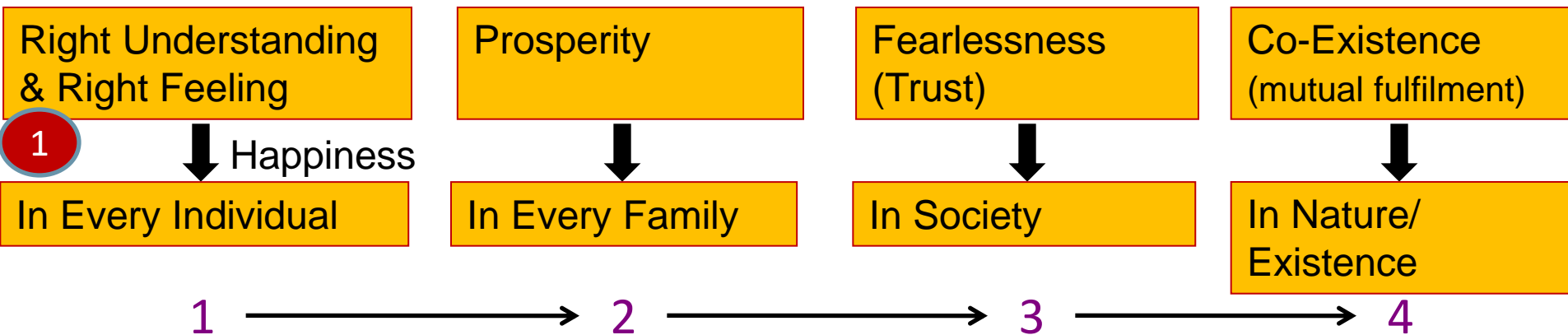
Human Order $\frac{1}{4}$ ekuo; O;oLFkk $\frac{1}{2}$

Systems / Dimensions $\frac{1}{4}$ vk;ke $\frac{1}{2}$

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

Harmony in the Society (lekt esa O;oLFkk)

Human Goal



Human Order $\frac{1}{4}$ ekuoH; O;oLFkk

Systems / Dimensions $\frac{1}{4}$ vk;k

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

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

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

Education = Developing Right Understanding

Sanskar = Commitment/ Preparation/ Practice for Right Living

Preparation includes Learning Right Skills & Technology

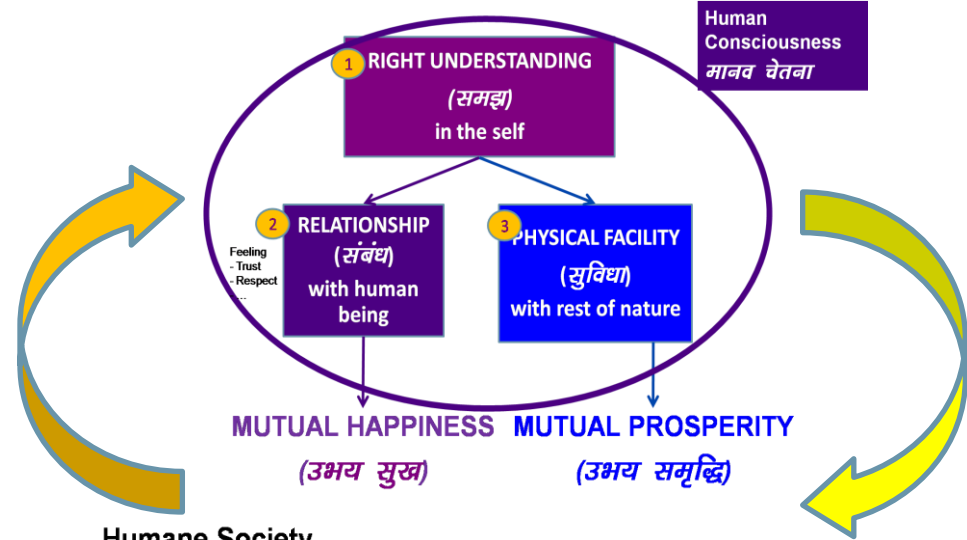
Development of the competence to live with Definite Human Conduct
Discipline to Self Discipline

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

Human Education

Next generation has improved

- Understanding
- Feeling



RIGHT UNDERSTANDING (समझ) in the self

RELATIONSHIP (संबंध) with human being

1 PHYSICAL FACILITY (सुविधा) with rest of nature

Animal / Inhuman Consciousness जीव चेतना

UNHAPPINESS Making others Unhappy

DEPRIVATION Exploiting and Depriving others

Inhuman "Society" (Crowd or Battlefield)

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

Individual based (having different or opposing goals)

Humane Society

Right Understanding & Right Feeling	Prosperity	Fearlessness (Trust)	Co-Existence (Mutual Fulfilment)
In Every Individual	In Every Family	In Society	In Nature/ Existence

Family based Society (families having common goal)

Transformation & Progress laØe.k&fodkl

Human Education

Personal Transformation

Societal Transformation

Human Education

Next generation has improved

- Understanding
- Feeling

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

Self verification on the basis of Natural Acceptance

Unguided Senses, Health, Profit

Unguided Sensation

2 Sensation संवेदना

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	
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Co-existence सह-अस्तित्व

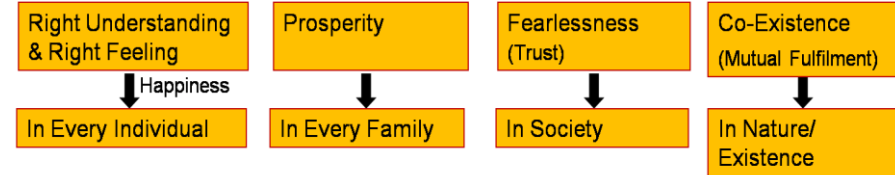
Harmony in Nature व्यवस्था

Participation in Larger Order, Relationship व्यवस्था में भागीदारी

Co-existence, Harmony, Justice Guided Senses, Health, Profit

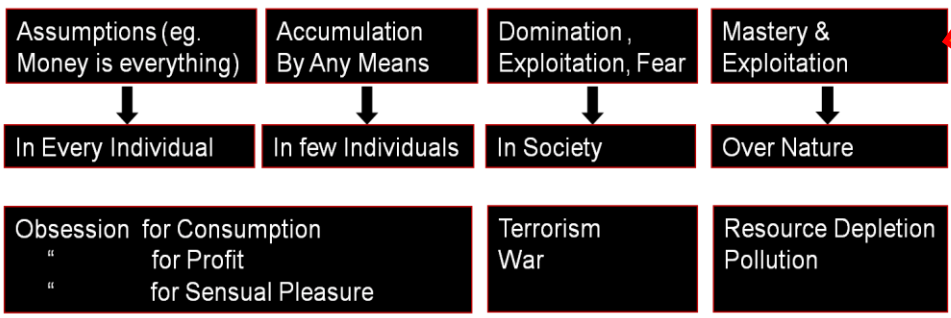
Goal, Value Guided Sensation

Humane Society



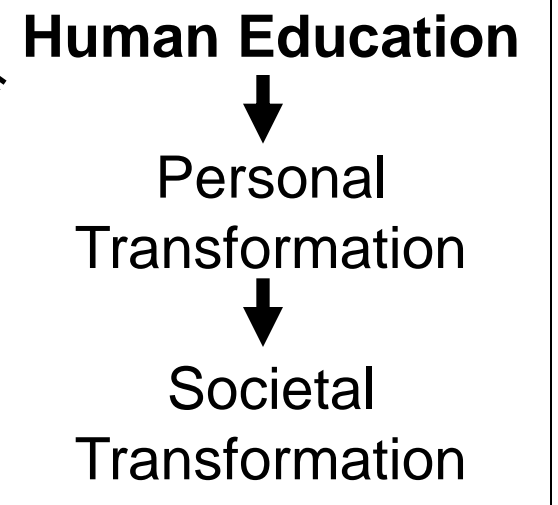
Family based Society (families having common goal)

Inhuman "Society" (Crowd or Battlefield)



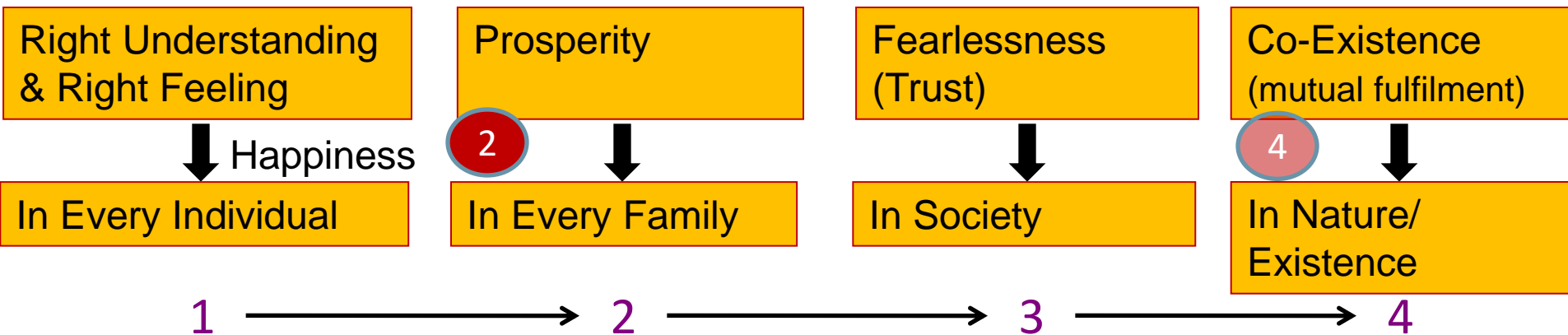
Individual based (having different or opposing goals)

Transformation & Progress
laOe.k&fookl



Harmony in the Society (lekt esa O;oLFkk)

Human Goal



Human Order ¼ekuoh; O;oLF

Systems / Dimensions ¼vk;ke¼

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

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

2a. Health (Swasthya) –
Body acts according to Self (I)
Parts of the body are in harmony (in order)

→ Recognising What is Needed as Physical Facility

Program for Health-Self Regulation (Self-regulation)

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

Program for harmony in the body

(A) Staying Healthy

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

(B) Bringing body
back to harmony
from temporary
disharmony

4 Medicine and

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

Treatment

Program for Health-Self-regulation

Self-regulation in the Self (I): Feeling of responsibility toward the body
– for Nurturing, Protection and Right Utilization of the Body



Program for Self-regulation

1a. Intake

1b. Daily routine

2a. Labour

2b. Exercise

3a. Balancing internal &
external organs
of body

3b. Balancing breathing of body

4a. Medicine

4b. Treatment

Health in the Body

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

1a. Intake includes air, water, sunlight, food (food is nutritious, digestible & tasty and waste is excretable)...

1b. Rising time, sleeping time, eating time...

2a. Outcome of labour is production of physical facility

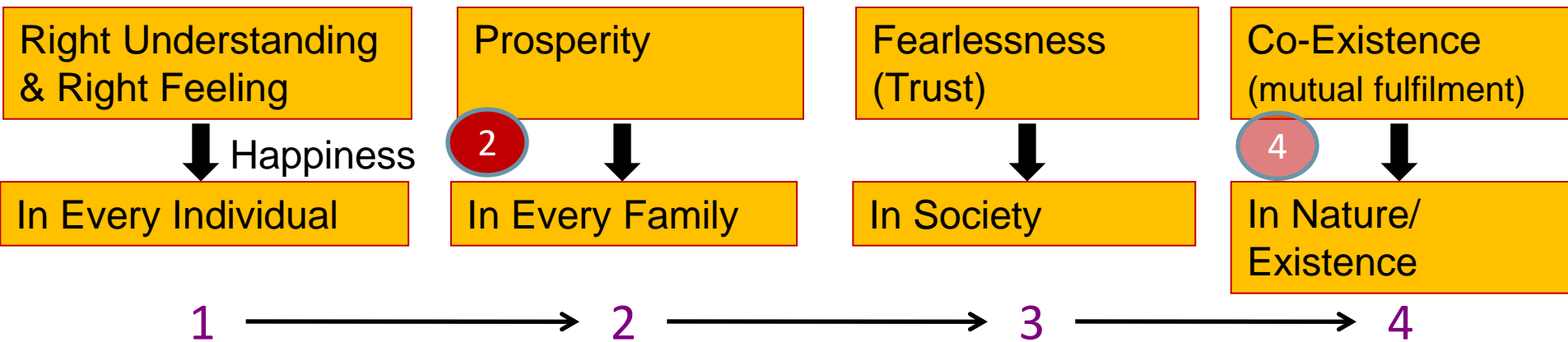
2b. No physical facility is produced by exercise

System for Health-Self-regulation

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

Harmony in the Society (lekt esa O;oLFkk)

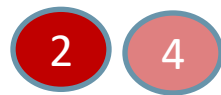
Human Goal



Human Order $\frac{1}{4}$ ekuoH; O;oLFkk $\frac{1}{2}$

Systems / Dimensions $\frac{1}{4}$ vk;ke $\frac{1}{2}$

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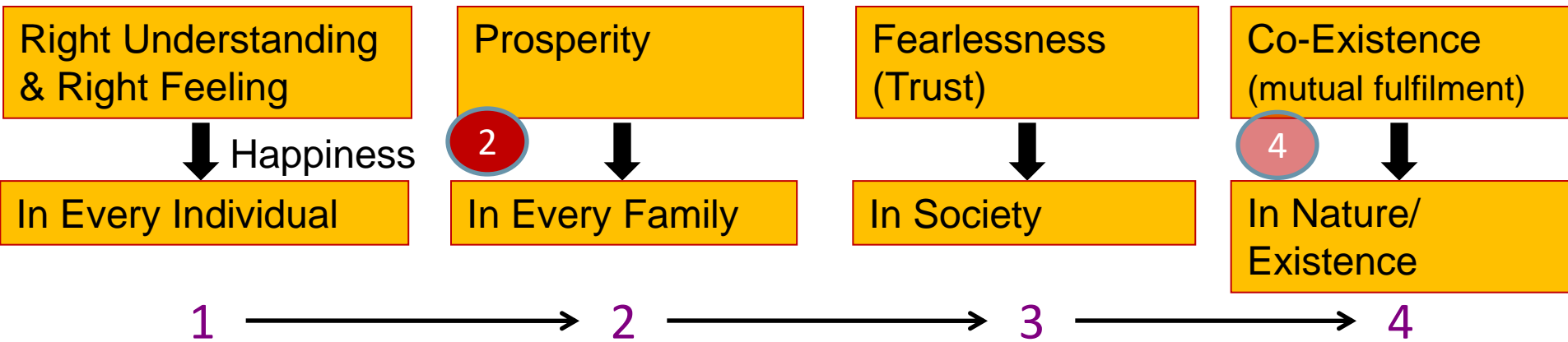


3b. Work: The labour a human being does on the rest of nature

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

Harmony in the Society (lekt esa O;oLFkk)

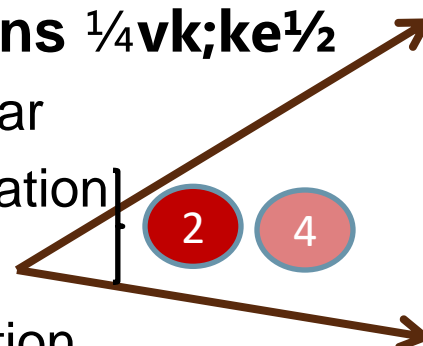
Human Goal



Human Order $\frac{1}{4}$ ekuoH; O;oLFkk $\frac{1}{4}$

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1. What to Produce?

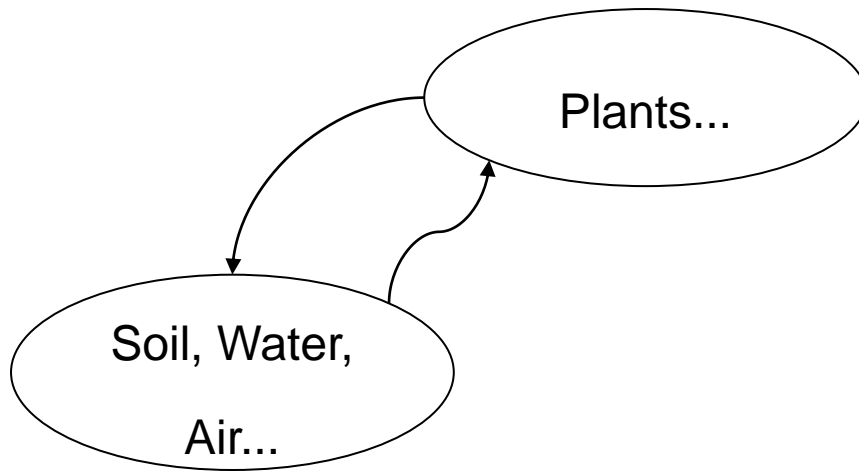
Required Physical Facility (necessary for nurturing, Protection & right utilisation of body)

2. How to Produce?

- a) Mutually Enriching, Cyclic Process (Eco-Friendly)
- b) Ensuring Justice (People-Friendly)

Mutually Enriching, Cyclic Process (Avartansheel Process)

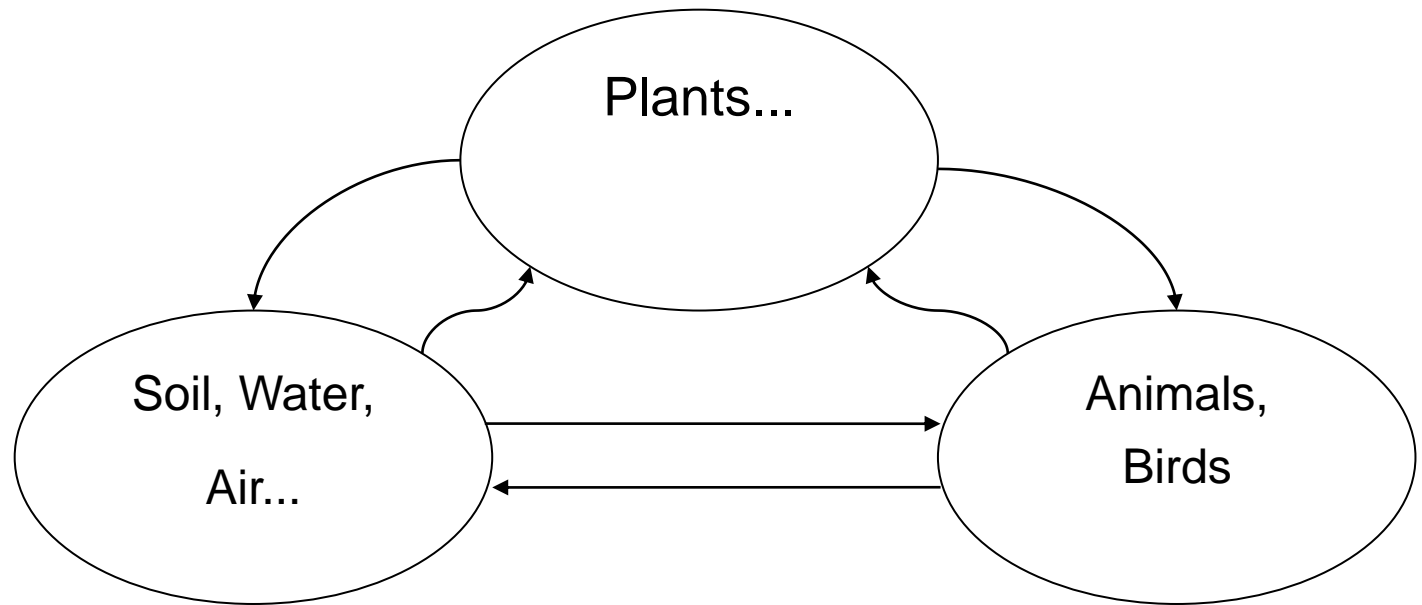
1. Cyclic
2. Every Unit in the Process is Enriched



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

Mutually Enriching, Cyclic Process (Avartansheel Process)

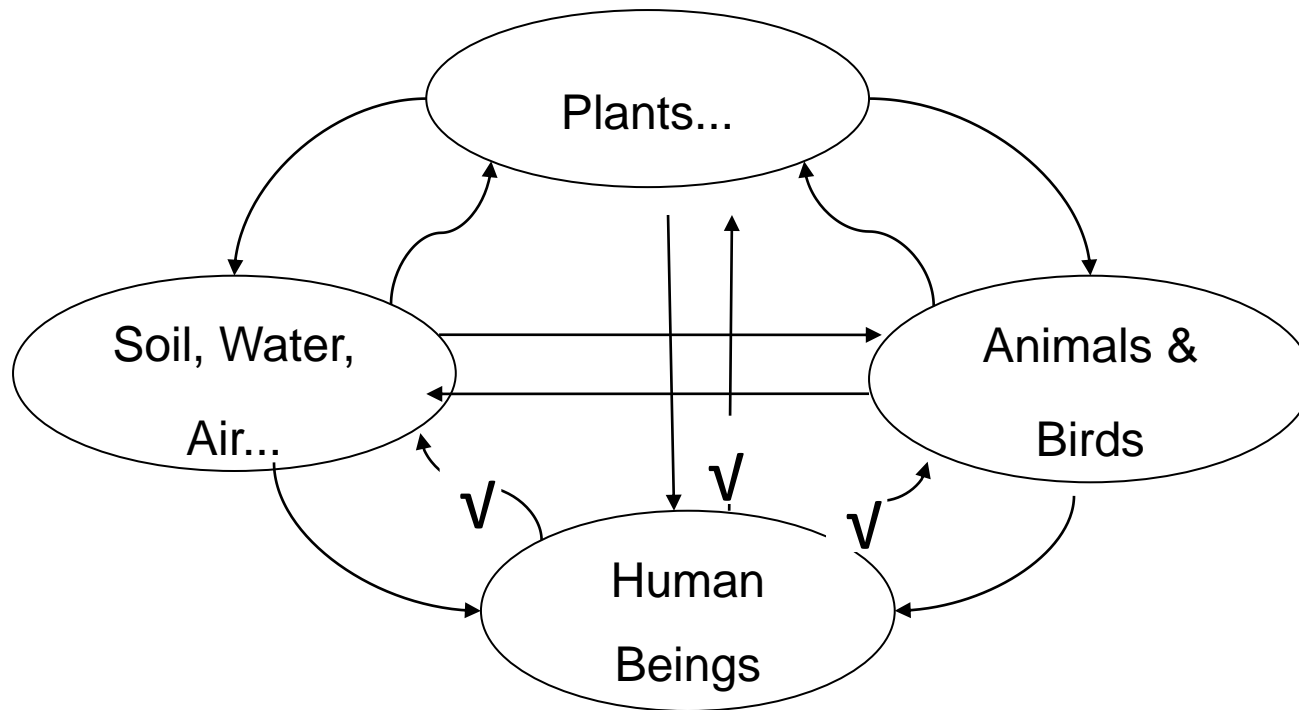
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Mutually Enriching, Cyclic Process (Avartansheel Process)

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



We, human beings, have to understand the mutual fulfilment in nature & to live accordingly

i.e. To update the man-made processes to be cyclic and mutually enriching

Requirement (for Self Sufficiency)

Family of 10
2 acres of land
40 man hrs or work / day
Sufficient to produce what is required for nurturing (food...), protection of body (clothes, shelter, medicine...)
and right utilisation of body (instruments, equipments...)

4 full grown trees – wood for 1 person

90% production in family
10% by exchange / shared by larger order

Availability

In India, land availability
2.73 acres of agricultural land for every 10 persons

Total land = 32,87,590 sq km

Forest 21.6%

Agricultural 46.2%

Fallow 8.6%

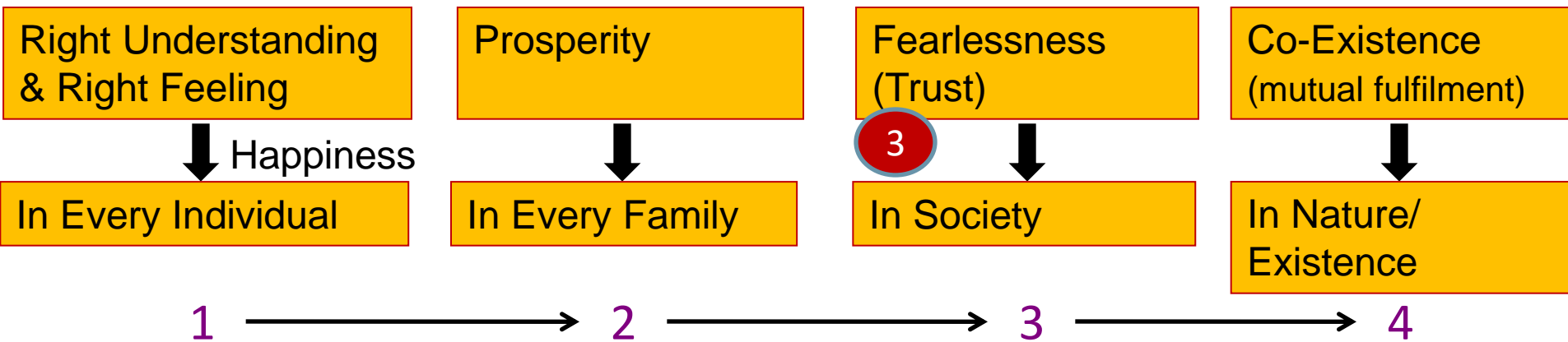
Built-up/Other 23.6%

Total population = 137 cr

1 sq km = 247.105 acre

Harmony in the Society (lekt esa O;oLFkk)

Human Goal



Human Order $\frac{1}{4}$ ekuoH; O;oLFkk

Systems / Dimensions $\frac{1}{4}$ vk;ke $\frac{1}{2}$

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

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

Harmony in Family – Justice, From Family to World Family (Undivided Society)

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

Feeling in relationship:

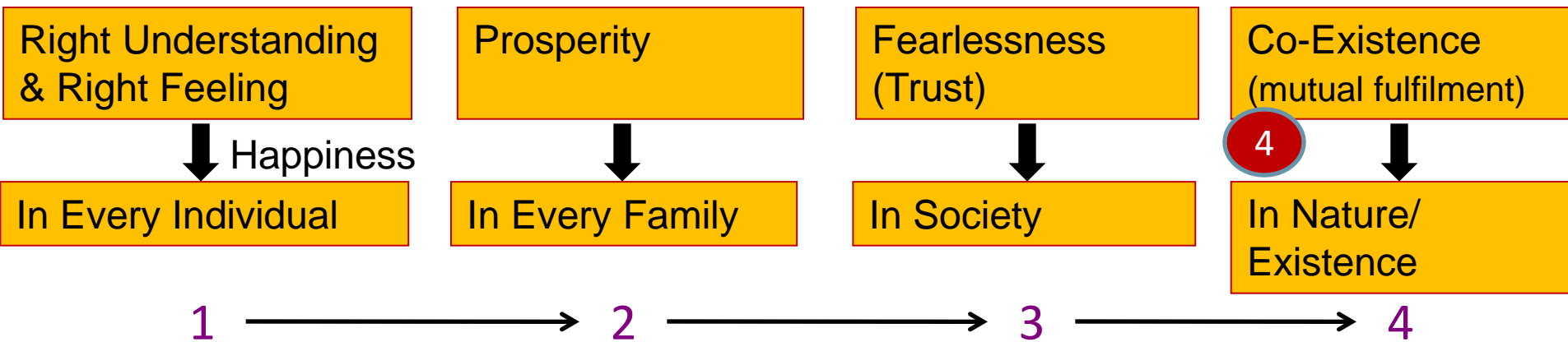
- | | |
|----------------------------------|-----------------------------|
| 1- Trust fo"okl FOUNDATION VALUE | 6- Reverence J)k |
| 2- Respect IEeku | 7- Glory xkSjo |
| 3- Affection Lusg | 8- Gratitude —rKrk |
| 4- Care eerK | 9- Love izse COMPLETE VALUE |
| 5- Guidance okRIY; | |

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

Justice → from Family to World Family → Undivided Society $\frac{1}{4}v[k.M$
lekt $\frac{1}{2}$

Harmony in the Society (lekt esa O;oLFkk)

Human Goal



Human Order $\frac{1}{4}$ ekuoH; O;oLFkk

Systems / Dimensions $\frac{1}{4}$ vk;ke $\frac{1}{2}$

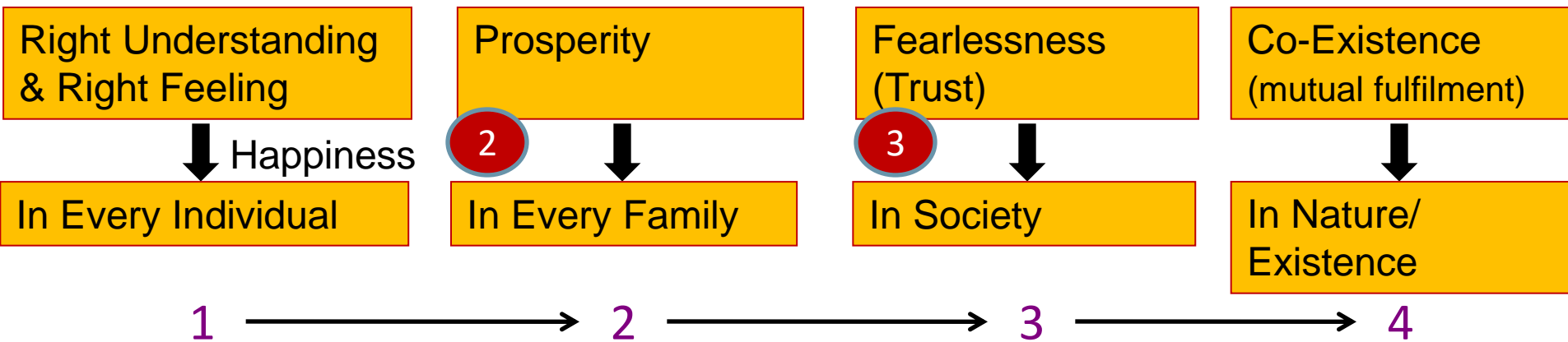
1. Education – Sanskar
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4. Justice – Preservation 4
5. Exchange – Storage

4b. Preservation – Recognition of Human-Rest of Nature Relationship, its Fulfillment & Evaluation leading to Mutual Prosperity or Mutual Enrichment

1. Prosperity of Human Being
2. Enrichment, Protection & Right Utilisation of rest of Nature

Harmony in the Society (lekt esa O;oLFkk)

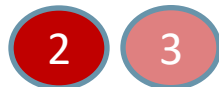
Human Goal



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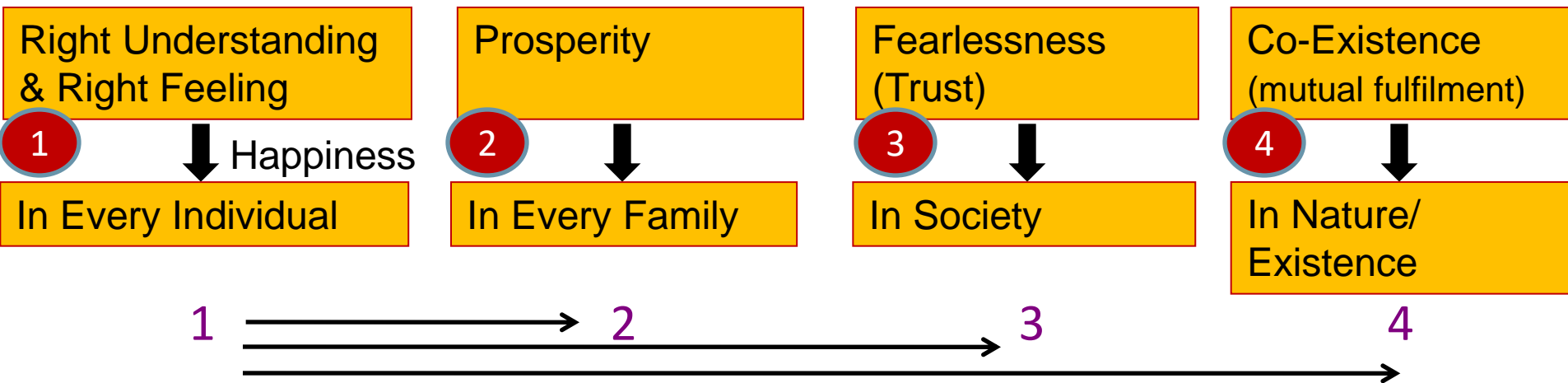


5a. Exchange – of physical facility with a view of mutual fulfilment (not with obsession for profit / of exploitation)

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

Harmony in the Society (lekt esa O;oLFkk)

Human Goal (ekuo y{;)



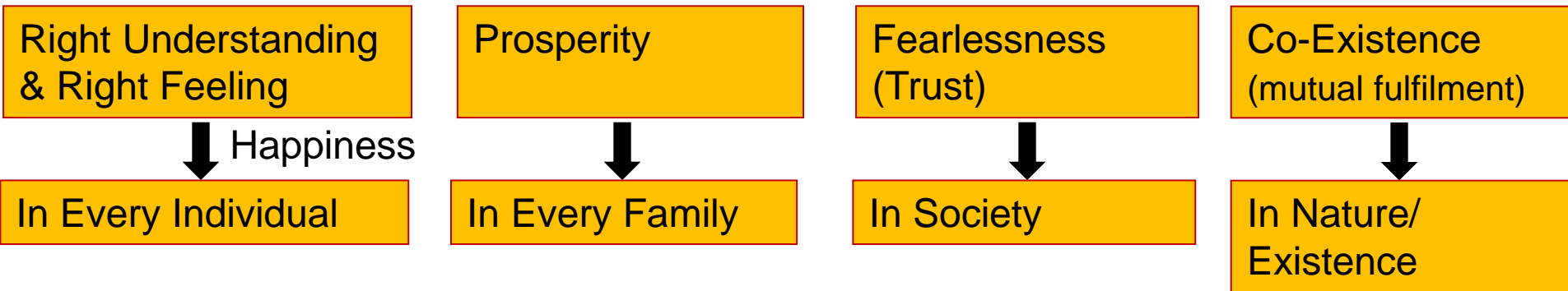
Human Order $\frac{1}{4}$ ekuo; O;oLFkk $\frac{1}{2}$

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Harmony in Society – Universal Human Order

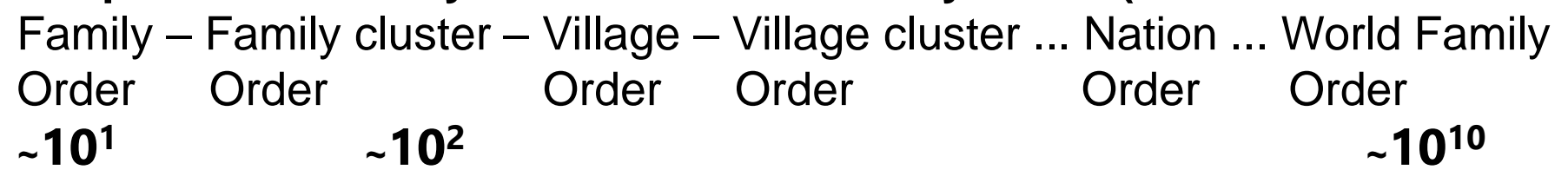
Human Goal (ekuo y{;)



Systems / Dimensions of Human Order ¼ekuo h; O;oLFkk& vk;ke½

- | | |
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| 4. Justice – Preservation | - U;k; lqj{k k |
| 5. Exchange – Storage | - fofue; dks'k |

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



Sum Up

A society is composed of families living together, in a relationship of mutual fulfillment. They have a common goal, which is:

1. Right understanding & right feeling (happiness) in every individual
2. Prosperity in every family
3. Fearlessness (Trust) in society
4. Co-existence in nature/existence

The family is the basic unit in society, i.e. society is composed of family, group of families, village family, group of village families, town family... and so on, where every individual is responsible or self-disciplined and self motivated by common values, participating in the larger order toward a common human goal

Through the participation of every family in the society, in the 5 dimensions or social systems, the common human goal is fulfilled for all

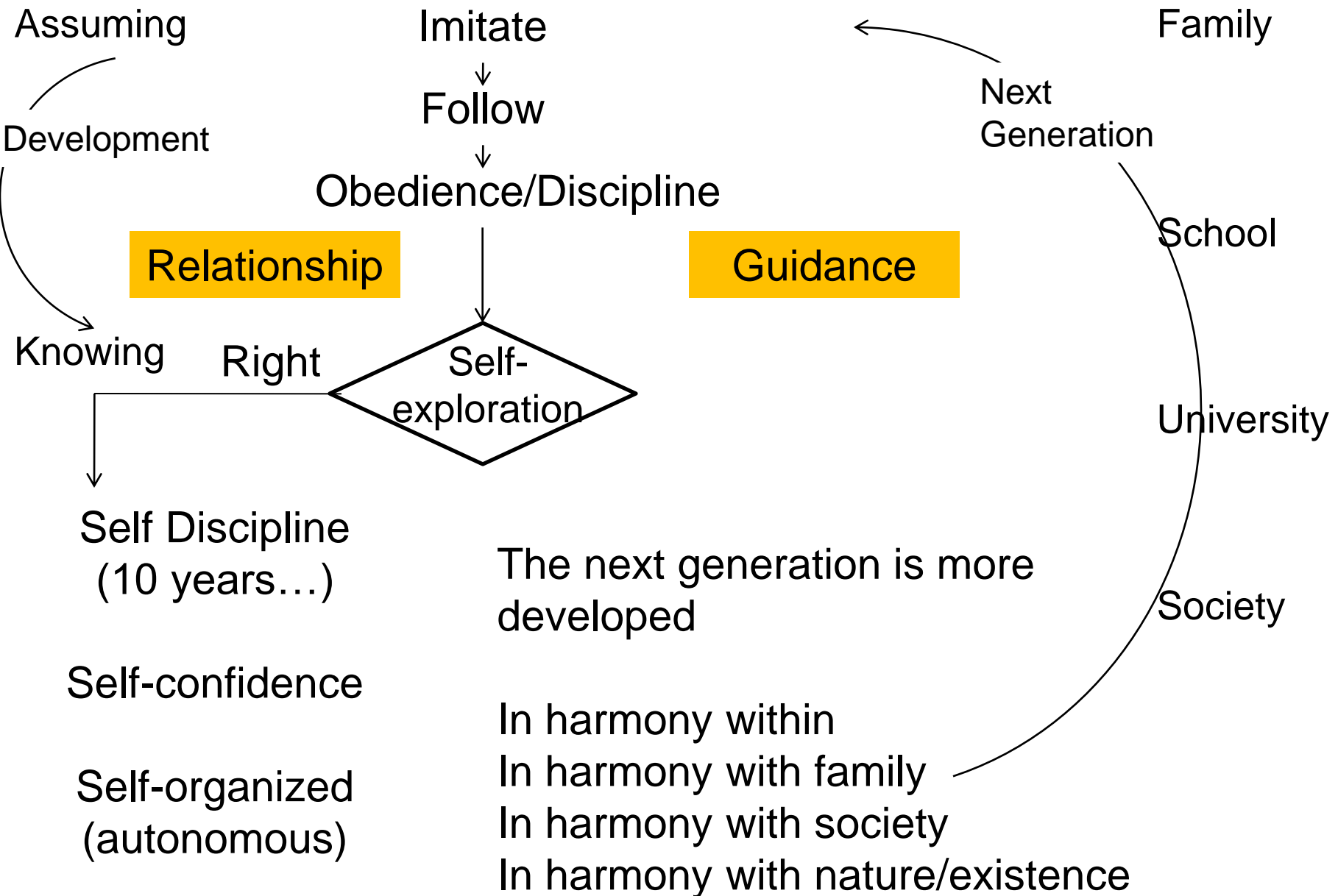
- from family order to world family order
- generation after generation

1. Education – Sanskar
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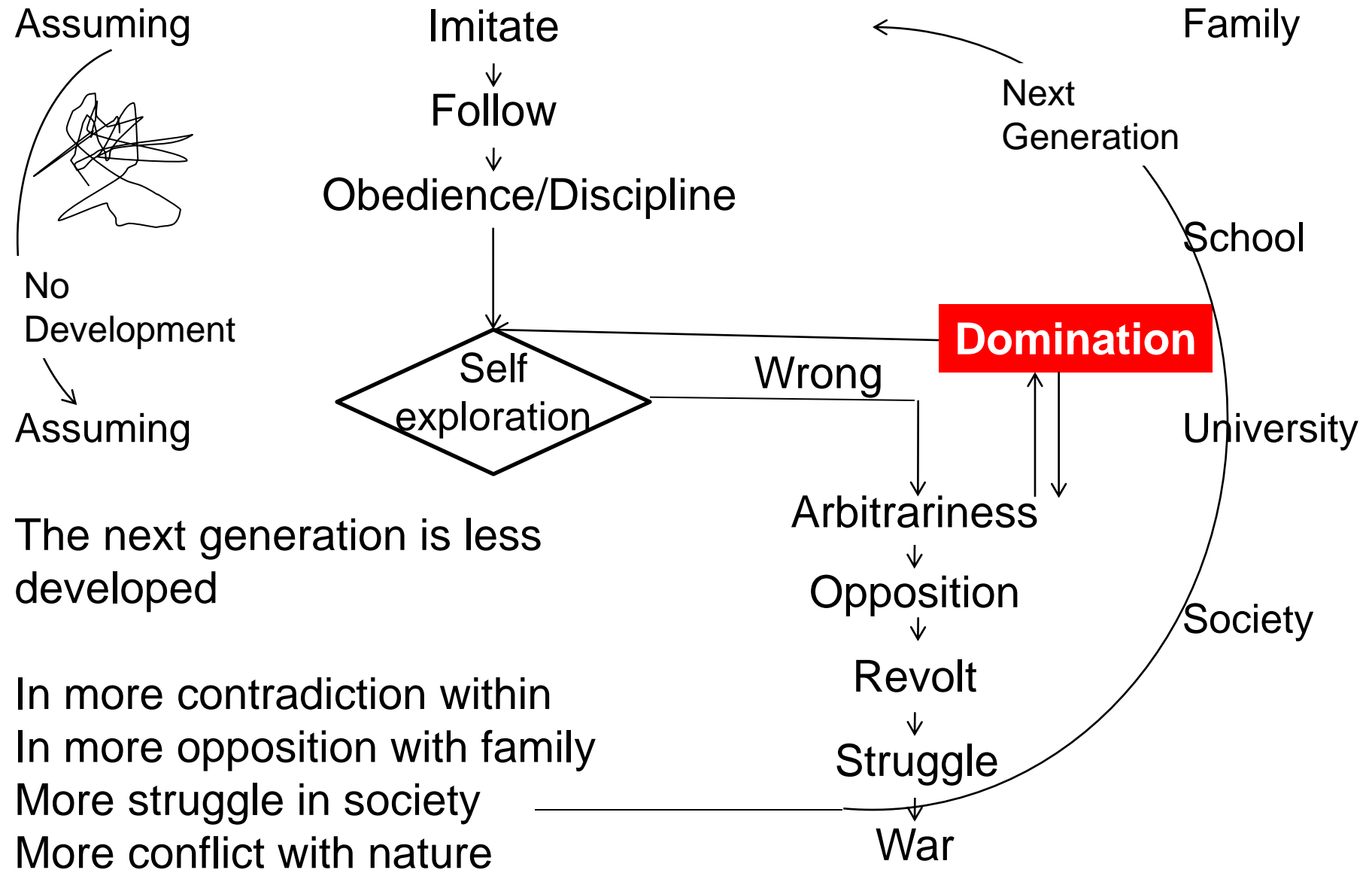
[the current civilization is largely based on the assumption that human being = body, happiness is derived primarily from sensual pleasure & feeling from other; and hence accumulation of physical facility, domination and exploitation is at the core of the socio-economic systems]

On Education

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



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



Components of Human Education

Understanding

Content of understanding (harmony)

Process of understanding (self-exploration)

Children – by doing and observation, then exploring within

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

Learning

Content of skills (for living in harmony)

Process of skill development

Doing

Practice

Work Done and Work Remaining

Work Done

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

Work Remaining

All that is now required is to develop human education

- Content
- Process

Self Reflection

Self Reflection

1. What is your common family goal?
2. In your family, sit together and discuss
 - the family goal
 - the program for its fulfillment
 - the role / participation of each of the family members in its fulfillment
 - the state of the fulfillment of the goal (evaluation)
3. What is the common societal goal?
4. How are you & your family participating in the fulfillment of the social goal?
5. How is your organisation (college etc.) participating in the fulfillment of the social goal?

Questions?

1. What is the right age to start value education? I am asking because children don't have the capacity to think so deeply and evaluate all these proposals. Is there a different process of learning for adults and a different process for children?
2. Are we talking about having the same physical facility for all? Or is it that I can have a different need and someone else can have a different need? After all, we have to calculate the amount of money required for living and all kinds of emergencies
3. What exactly is the meaning of preservation. E.g. Govt. has made regulations to save the environment by banning use of wood in Govt. buildings, we are saving water by using less... is this not preservation?
4. What is the role of currency in exchange of physical facility?
5. For the victim of crime, justice is to punish the culprit. Why don't you talk about punishment in the society?

At what level do we need to address problems?

Psychological (Self)



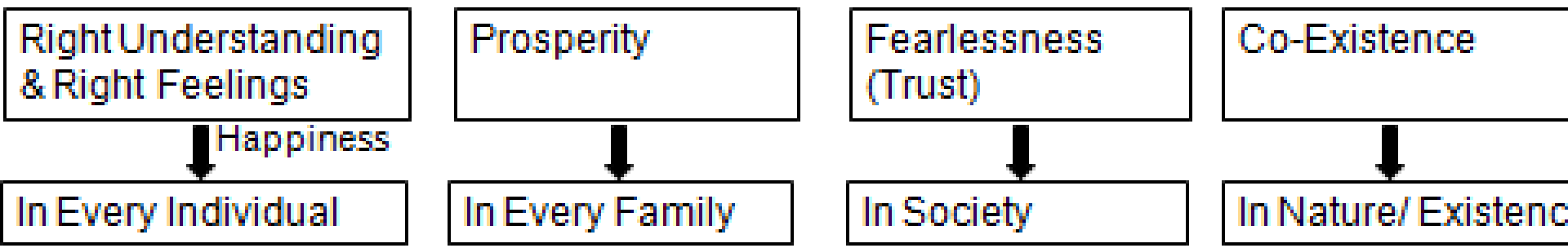
Social (Relationship)



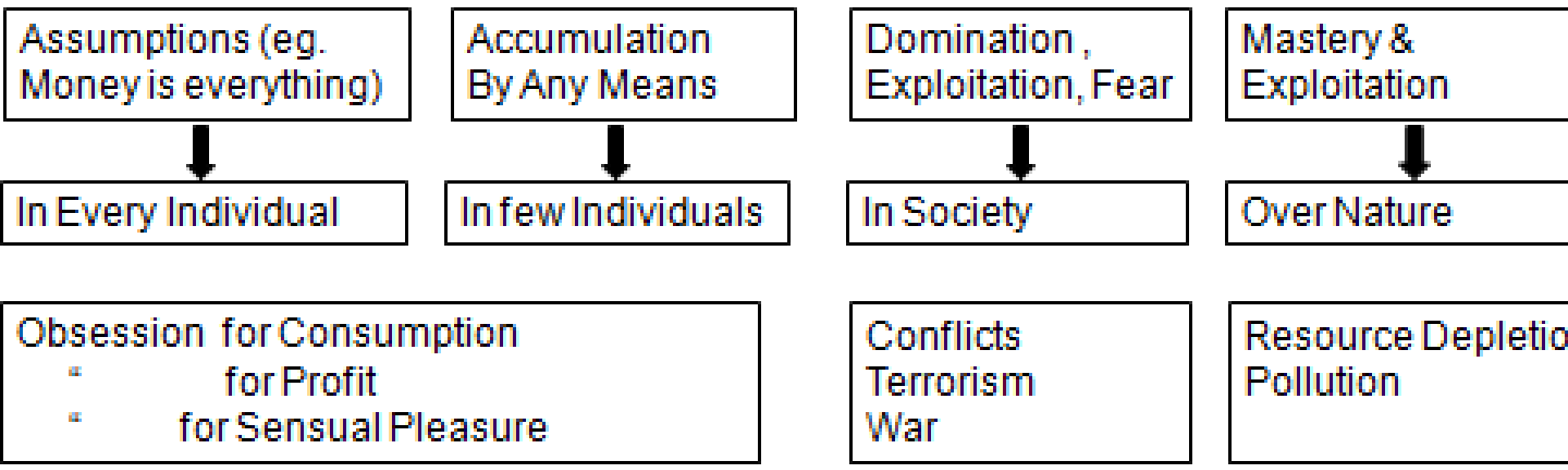
Political (System)

Is our Education Clearly Making Effort for

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



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



Why “More than Required Physical Facility”

If my family is prosperous, then:

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

Domination (*shasan*)

Units are selfish. Individual aims are dissonant with others & with collective

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

Unequal terms of exchange

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

Human being is a resource

Self Organization (*vyavastha*)

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

Each unit is responsible, self motivated with **wellbeing of all** (I work to be happy & make other happy)

Equal terms of exchange

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

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

Body is a resource of the Self(I)

Role of Education-Sanskar: Enable Transformation

Holistic development is transformation to Human Consciousness.

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

For this, the education-sanskar has to ensure

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

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

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

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

Child's Desire / Expectation

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

Fulfillment / Satisfaction Point

- Ability to do justice
(न्यायप्रदाई क्षमता)
- Competence for right work & behaviour
(सही कार्य व्यवहार करने कि योग्यता)
- Understanding the truth
(सत्यबोध)
- from self to entire existence
- The child expects parents, elders, teachers, society... to facilitate it to attain the satisfaction point
(role of education-sanskar)

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

Assuming
ekuuk

Imitate vuqlj.k (0-3)

Family

ifjokj

Next
Generation

Follow vuqdj.k (3-6)

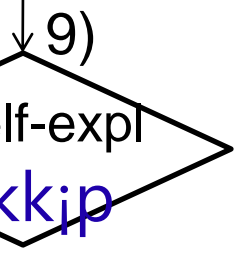
Obedience/Discipline

Relationship
laca/k

vkKkiky@vuq'kklu (5-

School

fo|ky;



Right
lgh

University

fo"o&fo|k

y;

Self Discipline (10...)

Lo&vuq'kklu

Every next generation is more developed

Self-confidence

vkRefo"okl

In harmony within

Society

lekt

Knowing

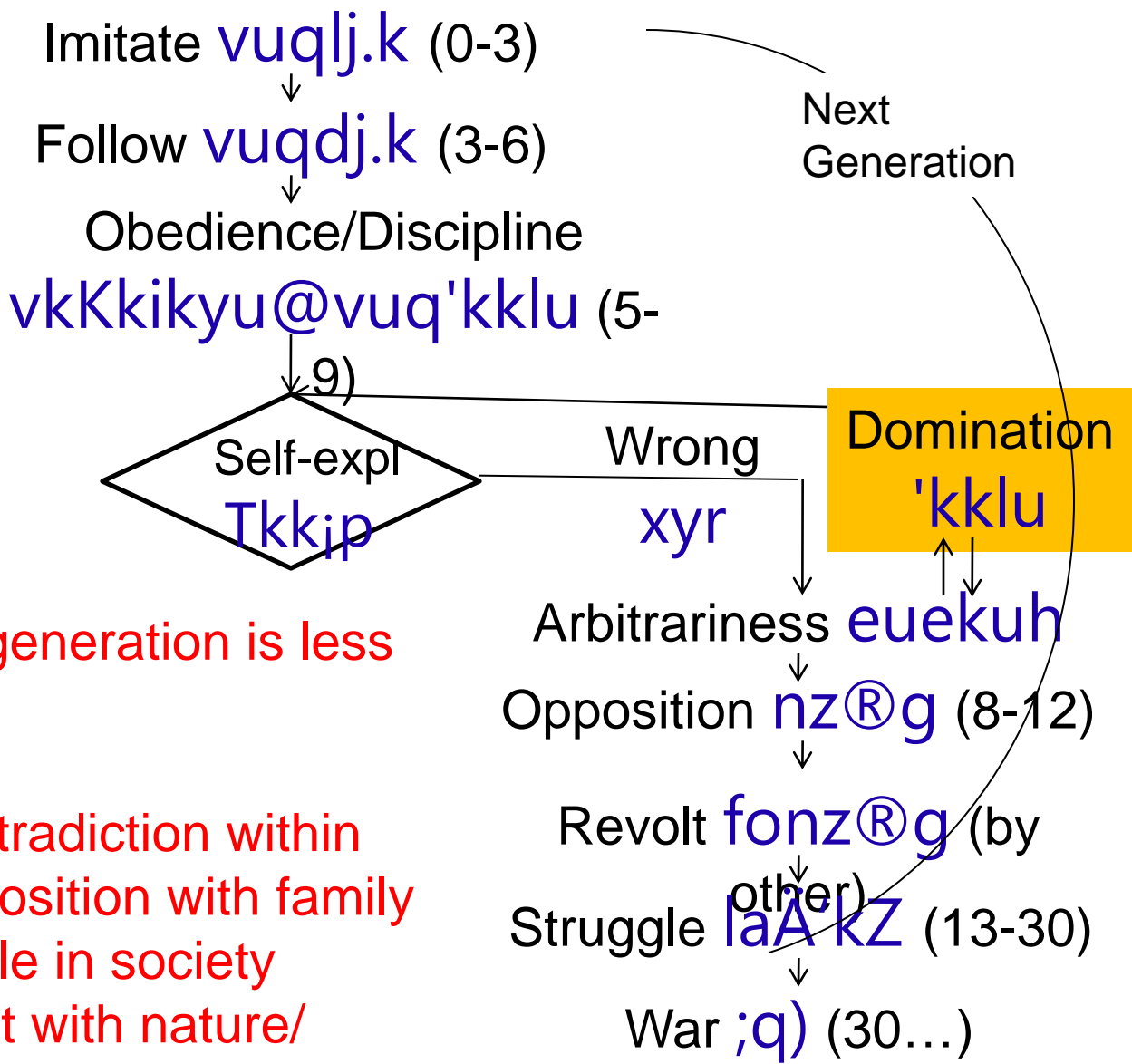
In harmony with family

In harmony with society

tkuuk

In harmony with nature/existence

Assuming ekuuk



Family
ifjokj

School
fo|ky;

University
fo"o&fo|k
y;

Society
lekt

Every next generation is less developed

In more contradiction within
 In more opposition with family
 More struggle in society
 More conflict with nature/
 existence

Which type of Economics can be called Developmental Economics

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

Feeling: opposition

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

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

Give-Take Economics

Feeling: indifferent or opposition

Give-Give Economics (both work for mutual enrichment)

Feeling: Relationship

1. Identify the needs

→ Needs are definite

2. Produce more than what is required
by cyclic, mutually enriching process
(more is for sharing in relationship)

→ Resources are more than what
is required



Everyone (all) can be prosperous