



Lecture 15

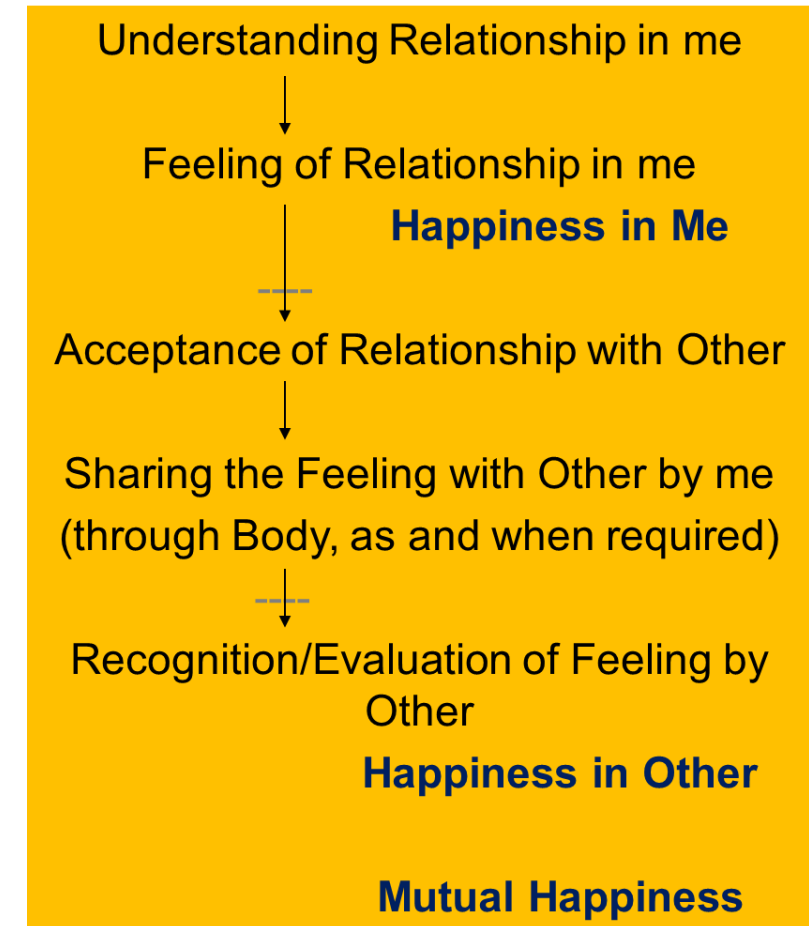
'Respect' – as the Right Evaluation

Harmony in the Family

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

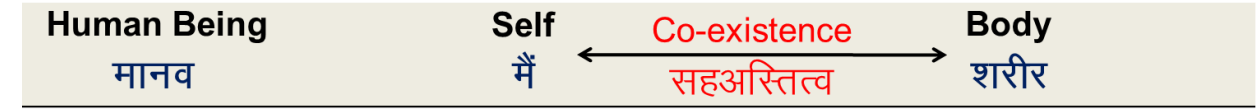
Feelings in relationship:

1. Trust विश्वास FOUNDATION VALUE
2. Respect सम्मान
3. Affection स्नेह
4. Care ममता
5. Guidance वात्सल्य
6. Reverence श्रद्धा
7. Glory गौरव
8. Gratitude कृतज्ञता
9. Love प्रेम COMPLETE VALUE



Respect (सम्मान)

Respect = Right Evaluation



सम्मान = सम् + मान
 ↓ ↓
 सम्यक् मापना
 ↓ ↓
 ठीक ठीक आंकलन करना

Explore: Will the right evaluation of a human being be based on the Self or the Body?

Right evaluation based on the Self =

Right evaluation of intention (natural acceptance) and right evaluation of competence...

Wrong Evaluation

Over evaluation

– to evaluate for more than what it is

अधिमूल्यन

अधिक आंकलन करना

Under evaluation

– to evaluate for less than what it is

अवमूल्यन

कम आंकलन करना

Otherwise evaluation – to evaluate for other than what it is

अमूल्यन

अन्यथा आंकलन करना

Disrespect

अपमान

Not naturally acceptable. Whenever the evaluation is not right, it is disrespect

Check for yourself in every interaction with others whether it is respect or disrespect. i.e.

- It is right evaluation or
- It is over / under / otherwise evaluation



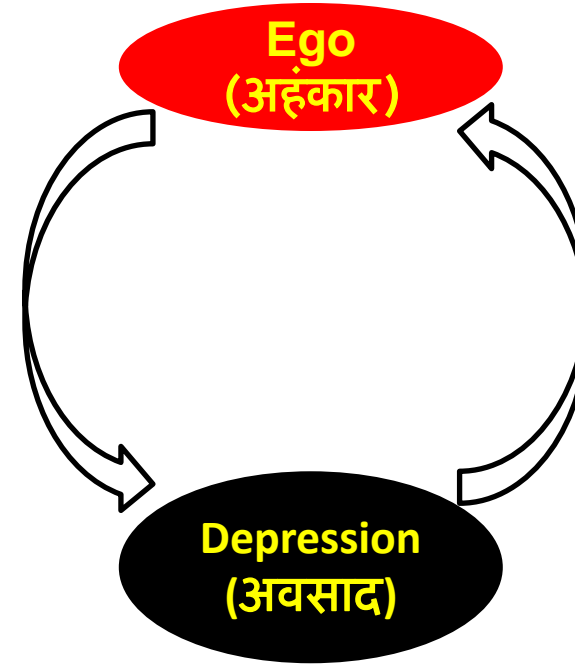
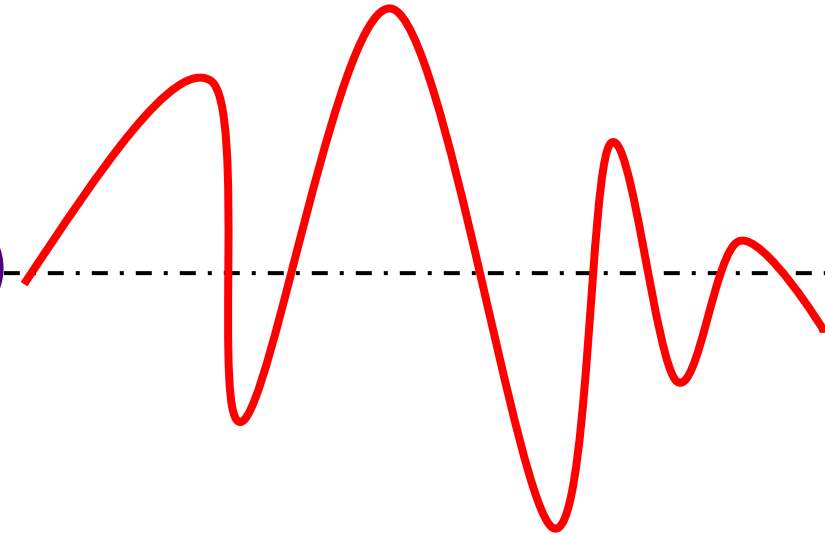
Common Implications of Disrespect

Over evaluation – evaluating more than what it is
अधिमूल्यन – अधिक आंकलन करना

Right
Evaluation

सम्मान

Self
Confidence
स्वयं में विश्वास



Wrong evaluation...

Disharmony within

Tension

Frustration

Depression

Suicide...

Under evaluation – evaluating less than what it is

अवमूल्यन – कम आंकलन करना

Otherwise evaluation – evaluating other than what it is

अमूल्यन – अन्यथा आंकलन करना



Respect: Right Evaluation – on the basis of the Self

1. Purpose लक्ष्य

- I want to live with continuous happiness & prosperity
- The other also wants to live with continuous happiness & prosperity

Our purpose is same (on the basis of Natural Acceptance)

2. Program कार्यक्रम

- My program is to understand and to live in harmony at all levels of being
- The program of the other is also to understand and to live in harmony at all levels of being (Individual, family, society and nature/existence)

Our program is same

3. Potential क्षमता

- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in me. I am endowed with Natural Acceptance
- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in the other. The other is also endowed with Natural Acceptance

Our potential is same



MINIMUM CONTENT of RESPECT

The Other is Similar to Me

दूसरा मेरे जैसा है



Sum Up

Respect is right evaluation

= right evaluation of intention (natural acceptance) and right evaluation of competence
(competence is the portion of imagination that is guided by natural acceptance)

Under evaluation, over evaluation or otherwise evaluation is disrespect

The purpose, program and potential to develop are the same for all human beings
– in that sense, all human beings are similar

The minimum content of respect is to be able to see the other as a human being who is similar to me

We will now explore into the complete content of respect...

Self Reflection

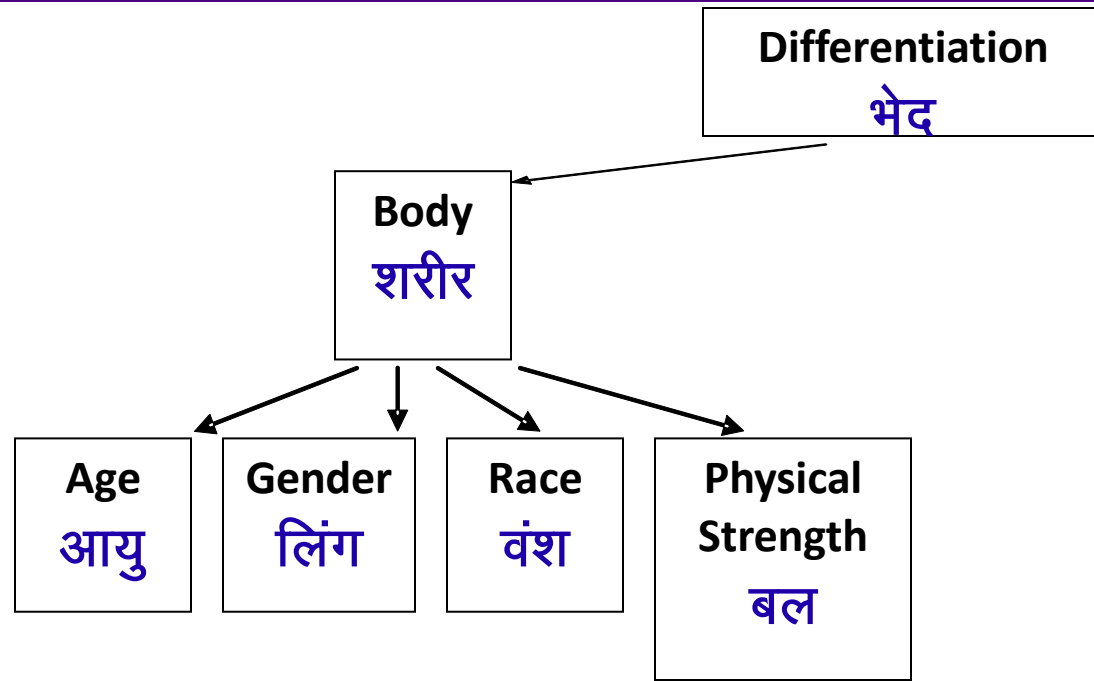
in our day-to-day living:

Do we accept the other as being similar to us?

or

We try to show that we are special, unique, different from the other?

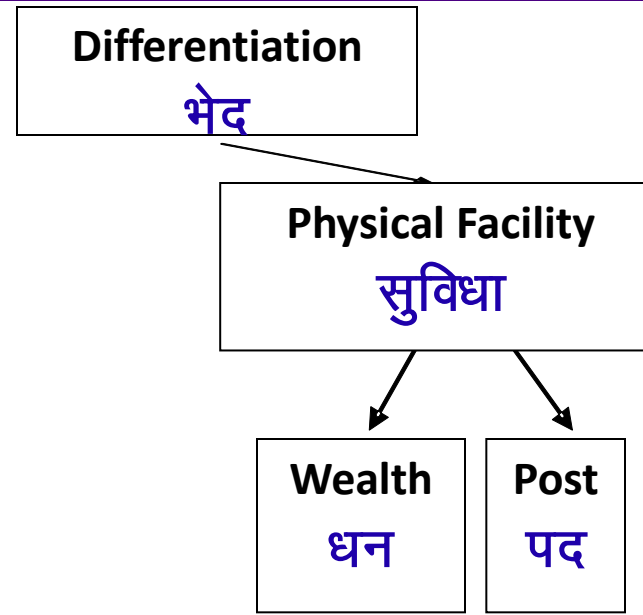




The Gross Misunderstanding is
“Human Being = Body”

While the reality is
“Human Being is co-existence of Self & Body”

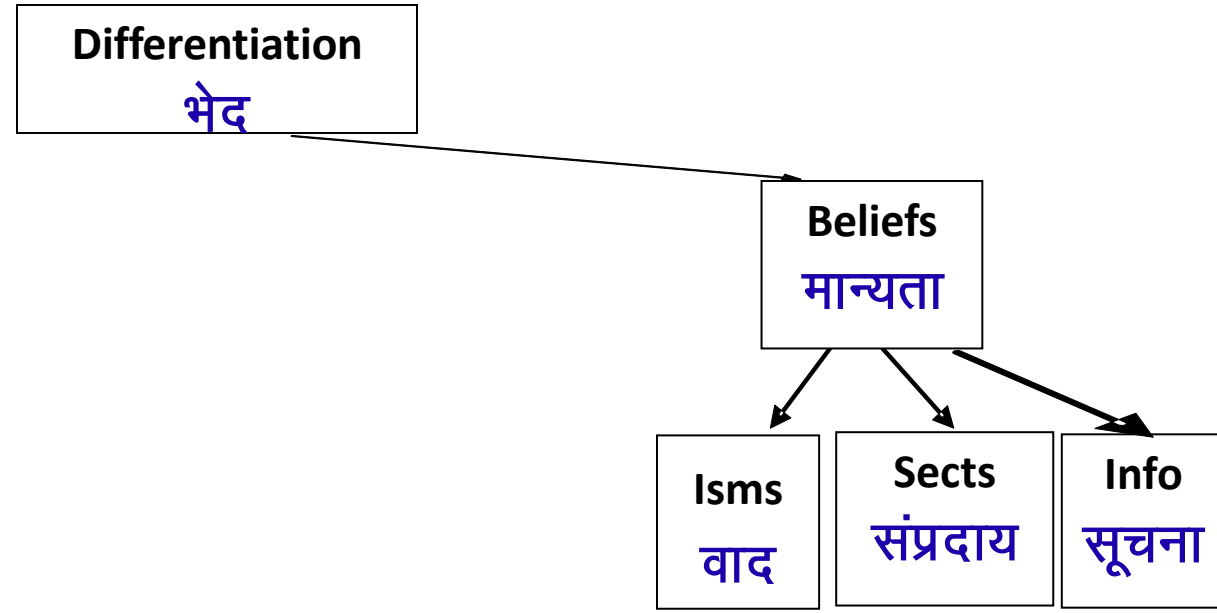




The Gross Misunderstanding is
“Physical Facility = Happiness”

While the reality is
“Happiness is being in a state of Harmony”

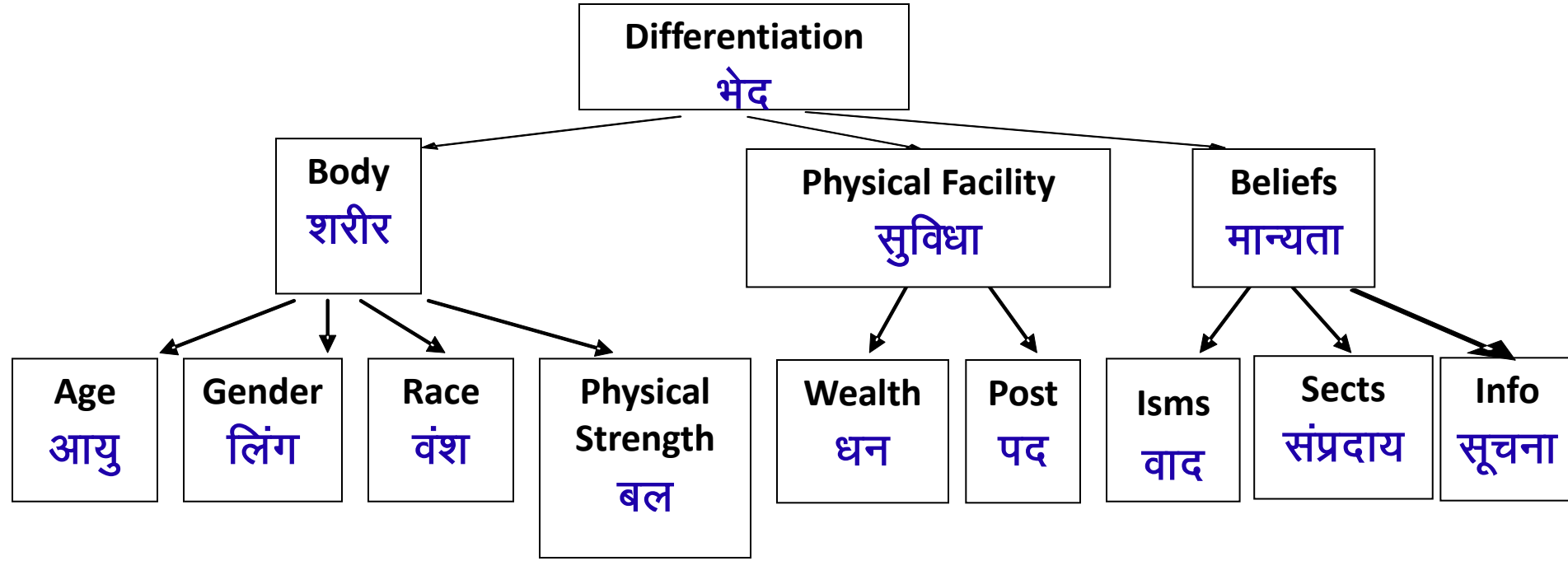




The Gross Misunderstanding is
“If the pre-conditioning of the other matches
my preconditioning, then the other is like me”

While the reality is
“Every Human Being is like me”





Differentiation = Disrespect

Not Naturally Acceptable... Opposition, Movements...

भेद = अपमान

सहज स्वीकार्य नहीं होता... विरोध... आन्दोलन...

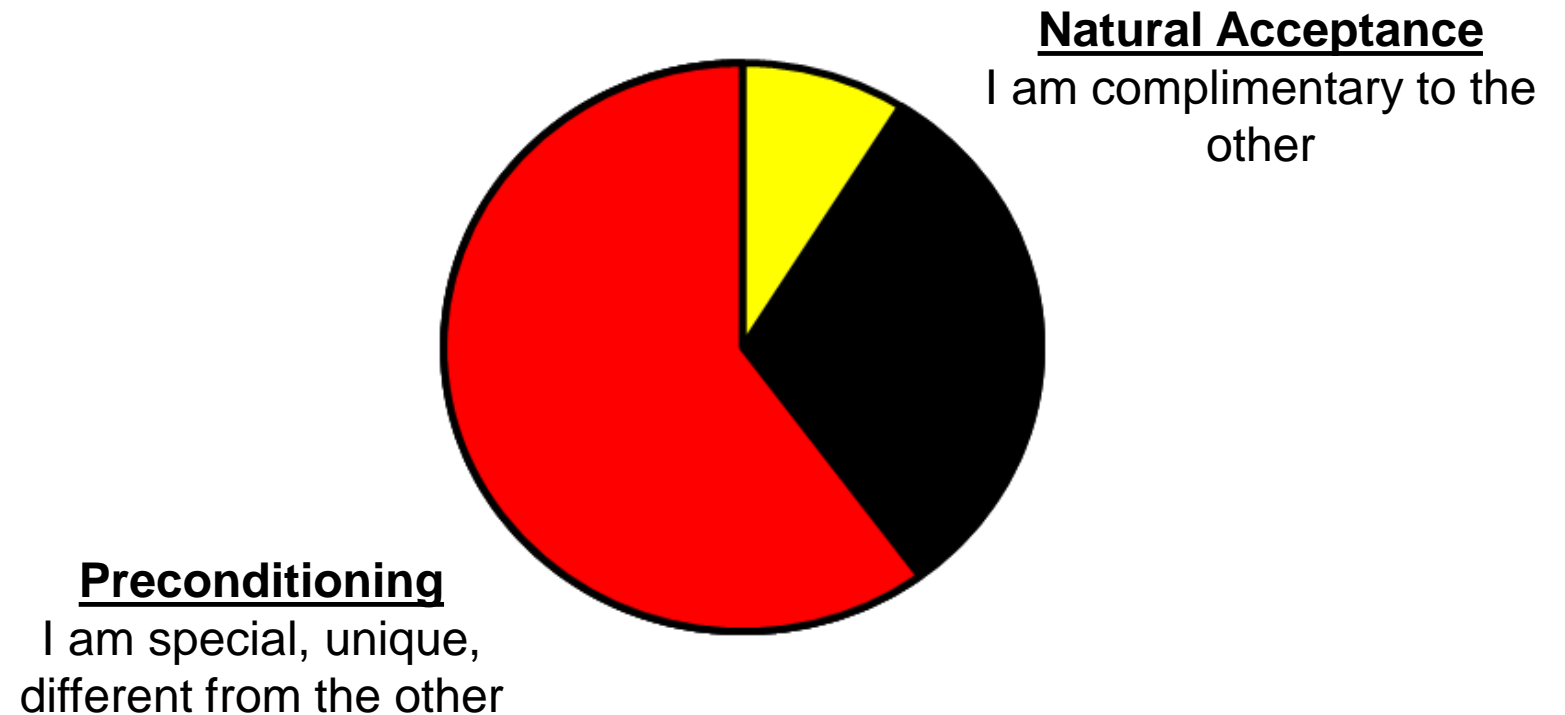


What is your Natural Acceptance?

To understand each other's competence and to be complimentary?

or

To use the difference in competence to compete, differentiate, discriminate, dominate?

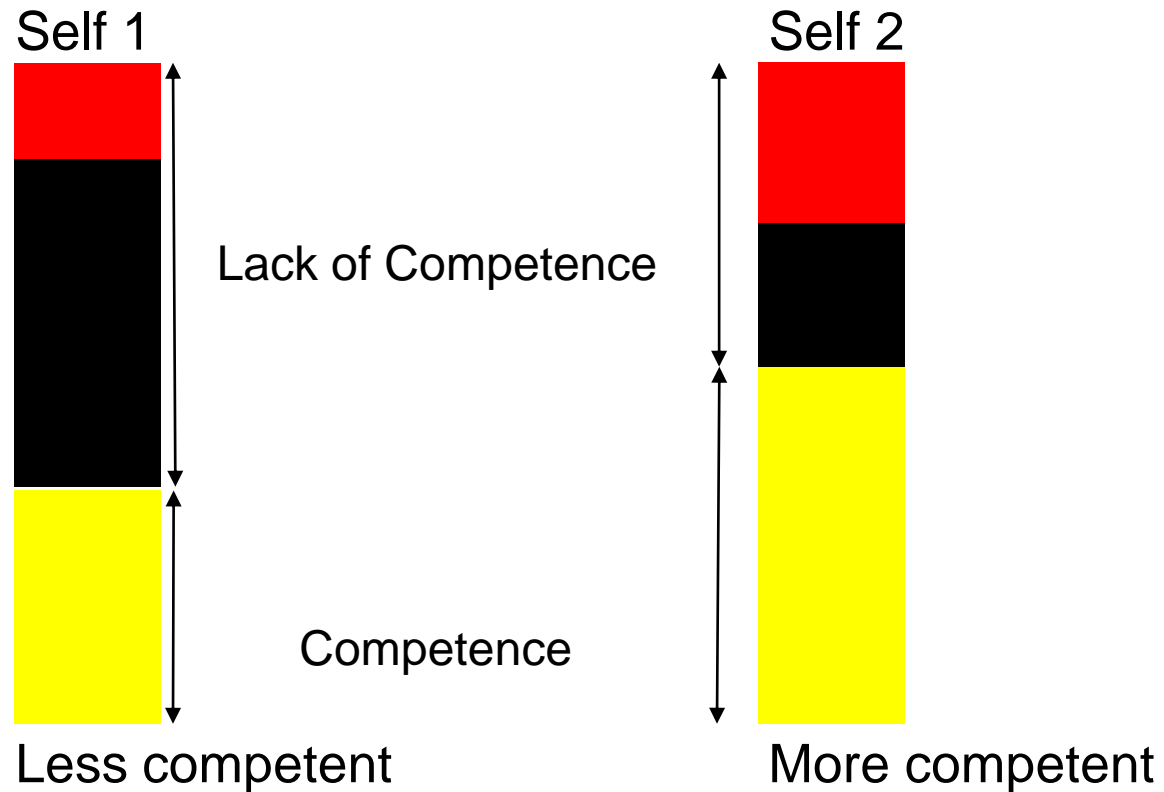


Competence

To complement each other, we need to understand each other's competence

- Right evaluation of my competence
- Right evaluation of the competence of the other

Competence = Share of imagination which is guided by Natural Acceptance



Recalling: Minimum Content of Respect – The Other is Similar to Me

1. Purpose लक्ष्य

- I want to live with continuous happiness & prosperity
- The other also wants to live with continuous happiness & prosperity

Our purpose is same (on the basis of Natural Acceptance)

2. Program कार्यक्रम

- My program is to understand and to live in harmony at all levels of being
- The program of the other is also to understand and to live in harmony at all levels of being (Individual, family, society and nature/existence)

Our program is same

3. Potential क्षमता

- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in me. I am endowed with Natural Acceptance
- Desire, Thought & Expectation (इच्छा, विचार, आशा) is continuous in the other. The other is also endowed with Natural Acceptance

Our potential is same



MINIMUM CONTENT of RESPECT

The Other is Similar to Me

दूसरा मेरे जैसा है



Respect: The Other is Similar to Me. We are complementary to each other

1. Purpose – Our purpose (Natural Acceptance) is same
2. Program – Our program is same
3. Potential – Our potential is same

The Other is Similar to Me

4. Competence – On the basis of right evaluation of our mutual competence, I recognise our complementarity and fulfill it:

If the other has more understanding, is more responsible than me

- I am committed to understand from the other

If I have more understanding, I am more responsible than the other

1. I live with responsibility with the other, unconditionally, unperturbed by the behaviour of the other
2. I am committed to facilitate understanding in the other (once the other is assured in relationship, and not before that)



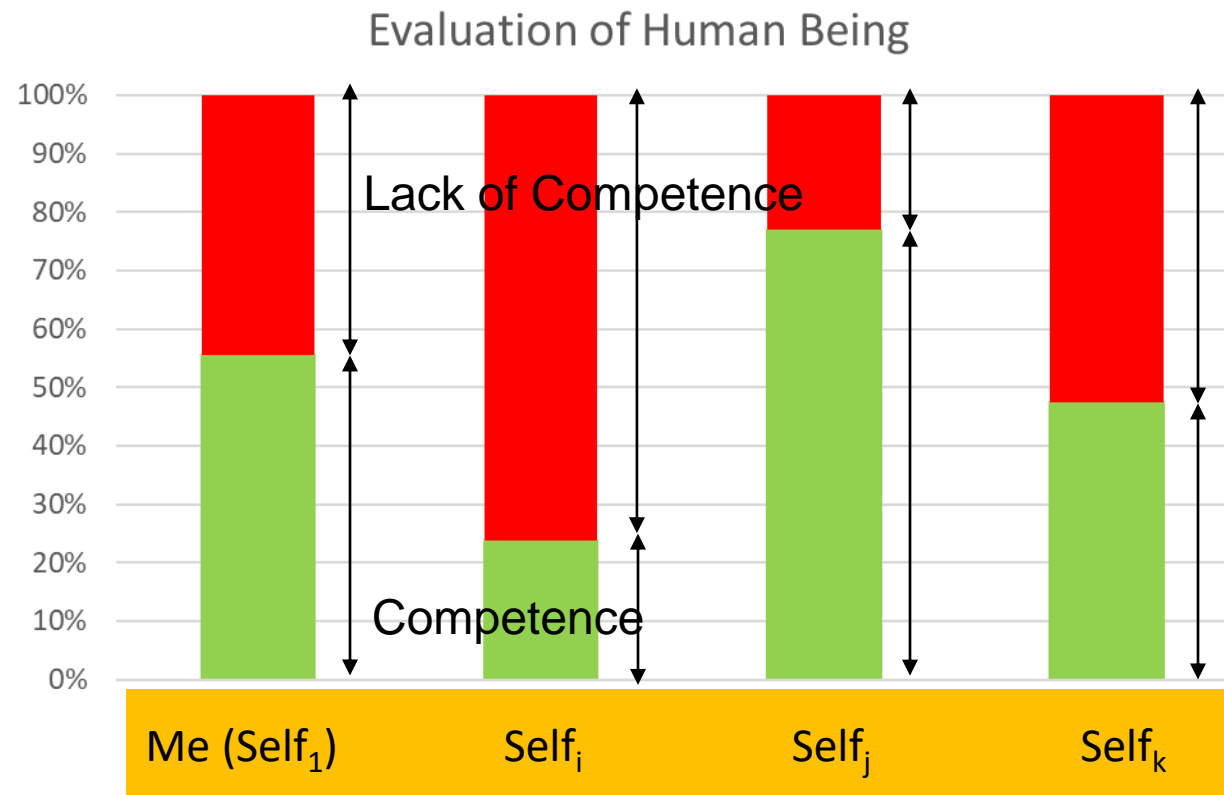
COMPLETE CONTENT of RESPECT

The Other is Similar to Me. We are complementary to each other

Right Evaluation, Feeling of Complementarity

Intention
(natural
acceptance)
is
same for all

**Purpose,
Program
and
Potential
Same for all**



Competence
of various
people may
be quite
different

**Respect =
Right
evaluation**

(of intention
and
competence)

Take-away:

The feeling of Complementarity

The Other is Similar to Me. We are complementary to each other

With the feeling of complementarity, other feelings naturally follow

Expression of Respect – Complementariness

a person with more understanding will be more responsible in relationship, help those with less understanding to develop

A person with less understanding will seek out those with more understanding and take their help

a person with greater physical strength will choose to do the heavy work

a person at a higher post will be more responsible, will coordinate to ensure more harmony in the larger order, for the development of the people in his/her circle of influence...

All the specific characteristics at the level of self and body, as well as available physical facility will be used to express that complementarity

With the feeling of complementariness, other feelings naturally follow

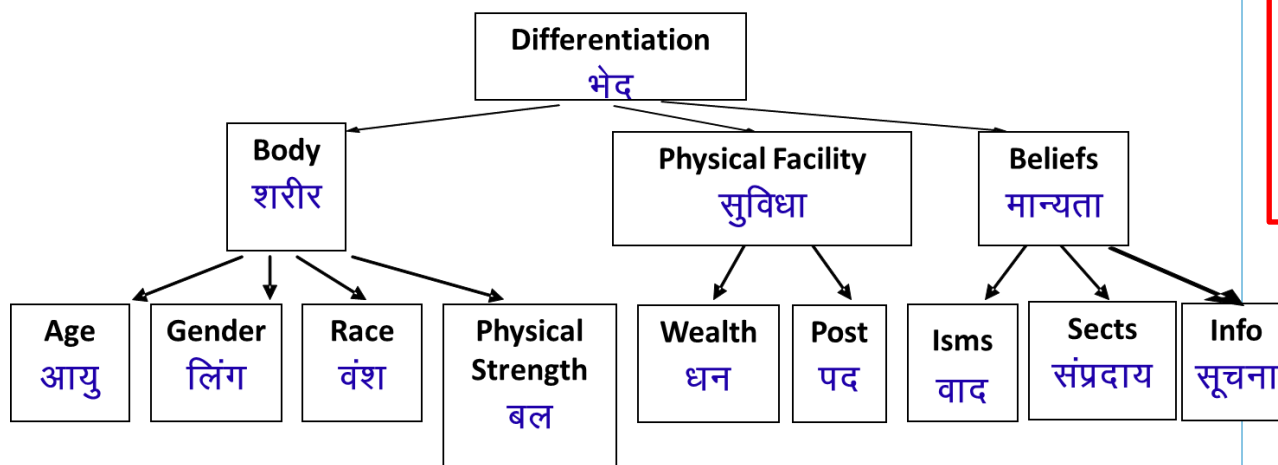
Differentiation

I evaluate on the basis of body, physical facility or belief (preconditioning). I compare, compete, differentiate...

I am different from the other

We are competitors

I make effort to accentuate the difference, to manipulate, exploit the other



Respect – on the basis of Self

1. Our purpose (Natural Acceptance) is same
2. Our program is same
3. Our potential is same

The other is similar to me

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If the other has more understanding than me

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If I have more understanding

1. I live with responsibility with the other
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Respect is right evaluation

= right evaluation of intention (natural acceptance) and right evaluation of competence
(competence is the portion of imagination that is guided by natural acceptance)

Under evaluation, over evaluation or otherwise evaluation is disrespect

Respect (on the basis of Self) – The other is like me, **we are complementary to each other**

The only difference is in our level of understanding (how much of our desire, thought and expectation is on the basis of our Natural Acceptance)

If the other has more understanding, he is more responsible than me

- I am committed to understand from the other

If I have more understanding, I am more responsible than the other

- I live with responsibility with the other, unconditionally, unperturbed by the behaviour of the other
- I am committed to facilitate understanding in the other
(once the other is assured in relationship, and not before that)



Self Reflection

Self Reflection

Reflect on the members of your family (or your friends)

Does each person have a different level of competence?

Check if you do the right evaluation, over-evaluation, under-evaluation or otherwise-evaluation of their competence

Are you also evaluating yourself?

Is your own evaluation the right evaluation, over evaluation, or otherwise evaluation?

Do you see them as similar to you or do you feel you are different from them?

If yes, in what respect do you feel you are different? How do you feel about these differences?

Are you complimentary to them?

How can you be more complimentary to them? i.e., with these different levels of competence, what program can you make to ensure complementariness with every member of the family?



Key Points

Lecture 15: 'Respect' – as the Right Evaluation


Basic Human Aspiration

Continuous Happiness and Prosperity

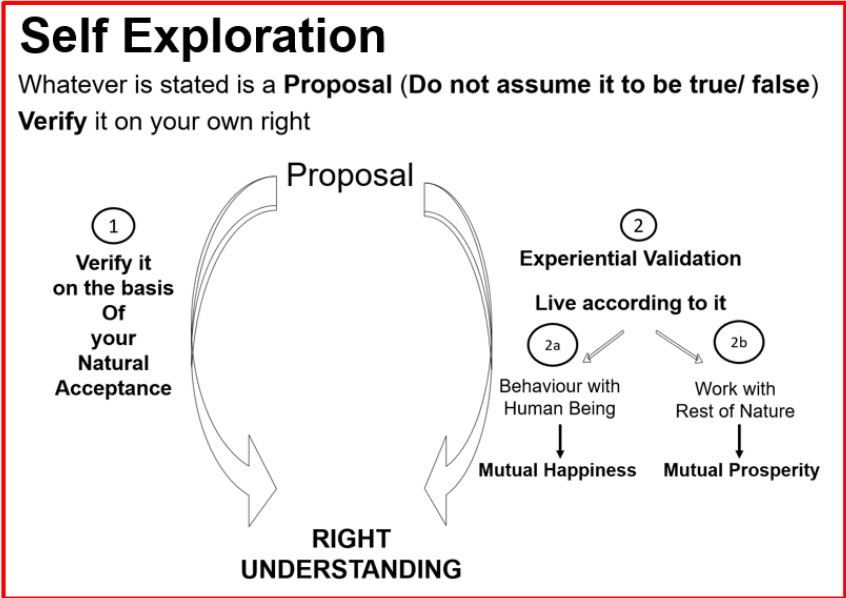
Happiness is to be in Harmony

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



What is my role (value) in the family?

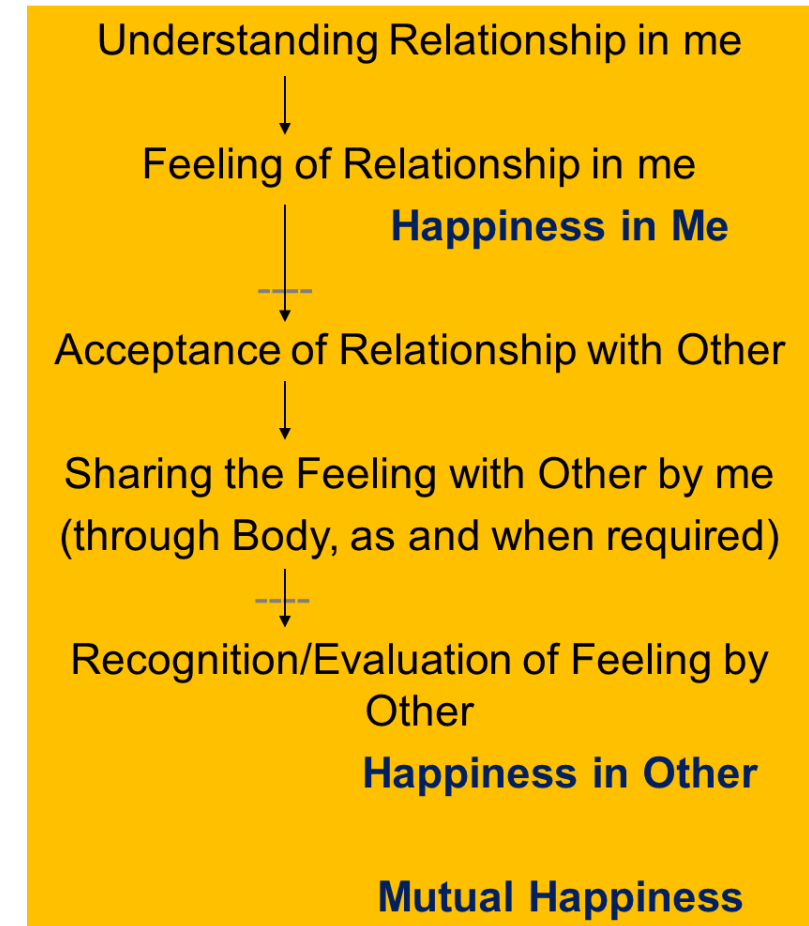


Harmony in the Family

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4. Their fulfilment, evaluation leads to mutual happiness

Feelings in relationship:

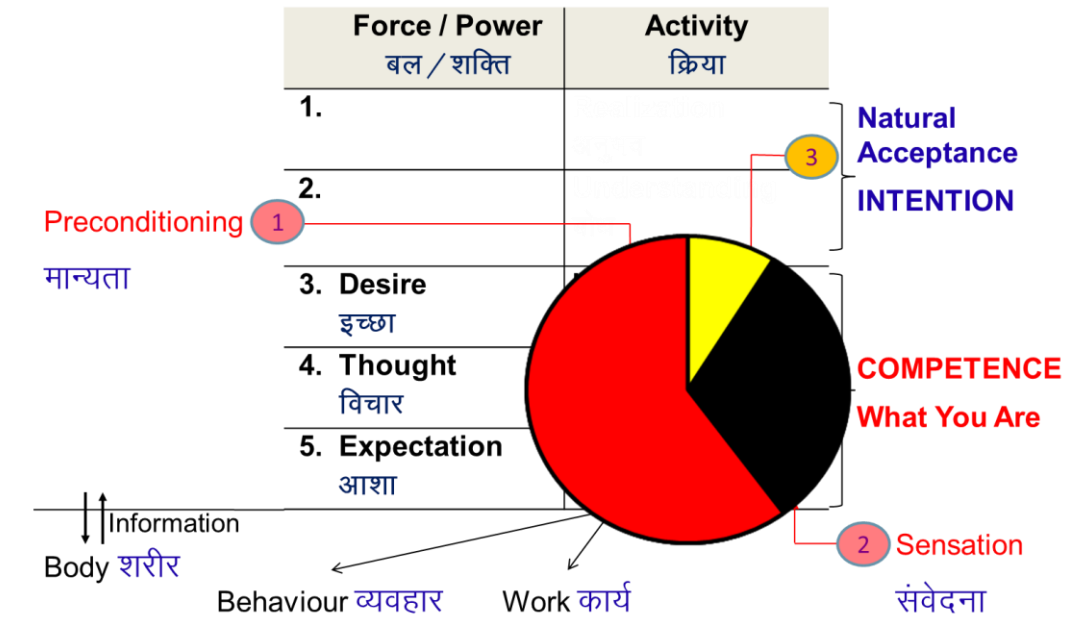
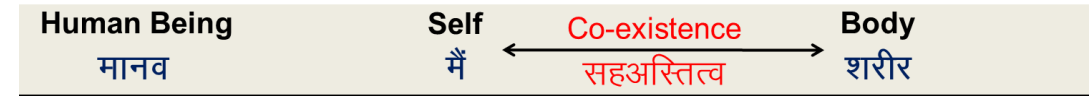
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Respect (सम्मान)

Respect = Right Evaluation

सम्मान = सम् + मान
 ↓ ↓
 सम्यक् मापना
 ↓ ↓
 ठीक ठीक आंकलन करना



Right evaluation of human being... the intention (natural acceptance) and competence...

Other Types of Evaluation

Over evaluation अधिमूल्यन	– to evaluate for more than what it is अधिक आंकलन करना
Under evaluation अवमूल्यन	– to evaluate for less than what it is कम आंकलन करना
Otherwise evaluation अमूल्यन	– to evaluate for other than what it is अन्यथा आंकलन करना

Disrespect
अपमान

Whenever the evaluation is not right, it is disrespect

Check for yourself in every interaction with others whether it is respect or disrespect. i.e.

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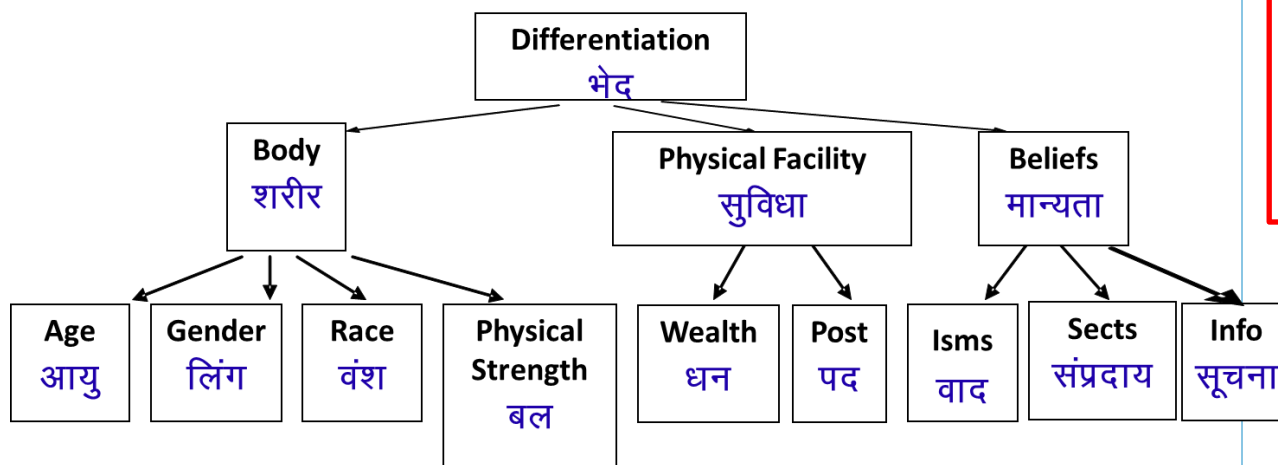
Differentiation

I evaluate on the basis of body, physical facility or belief (preconditioning). I compare, compete, differentiate...

I am different from the other

We are competitors

I make effort to accentuate the difference, to manipulate, exploit the other



Respect – on the basis of Self

1. Our purpose (Natural Acceptance) is same
2. Our program is same
3. Our potential is same

The other is similar to me

We are complementary to each other

If the other has more understanding than me

- I am committed to understand from the other

If I have more understanding

1. I live with responsibility with the other
2. I am committed to facilitate understanding in the other (once the other is assured in relationship, and not before that)

Respect = Right Evaluation (with a feeling of trust on intention)

Under evaluation, over evaluation or otherwise evaluation is disrespect

Differentiation is disrespect

Respect (on the basis of Self) – The other is like me, **we are complementary to each other**

The only difference is in our level of understanding (how much of our desire, thought and expectation is on the basis of our Natural Acceptance)

If the other has more understanding, he is more responsible than me

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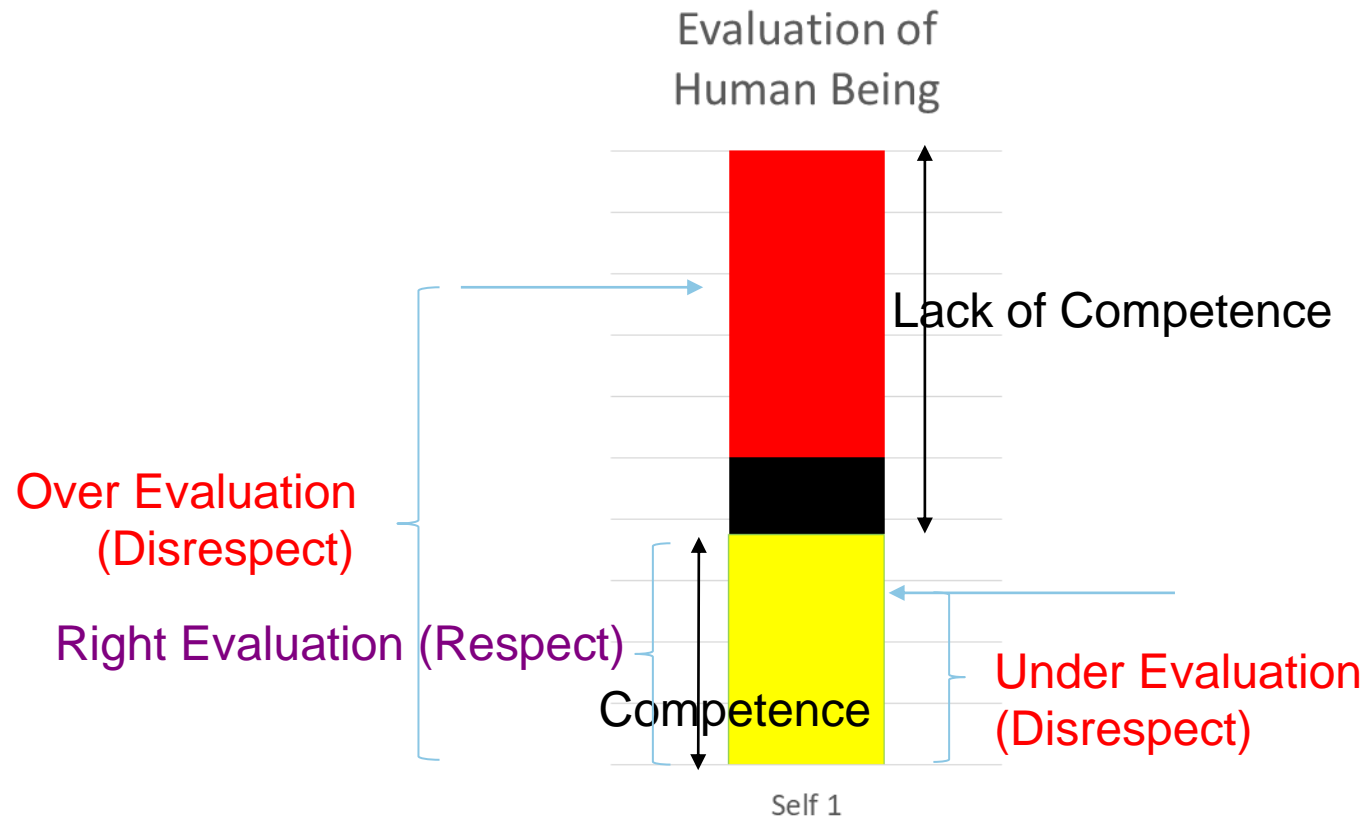


FAQs for Lecture 15

'Respect' – as the Right Evaluation

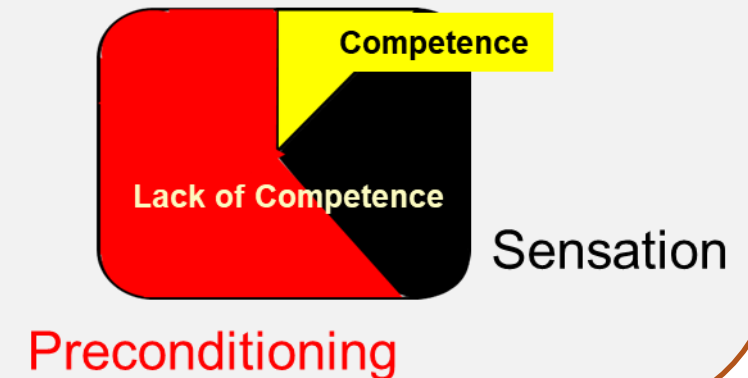
Respect and Disrespect

Over, Under or Otherwise Evaluation is Disrespect.



Competence is the share of imagination guided by Natural Acceptance (or Right Understanding)

Natural Acceptance
(or Right Understanding)



Otherwise Evaluation (Disrespect) e.g. Assuming Self = Body

Question(s):

- Today we respect good people but not bad people, like criminals. One person is successful on the basis of his hard work – he has done his PhD, has a good job... Another person is a loser... So, how can we respect both of these people equally?

Response

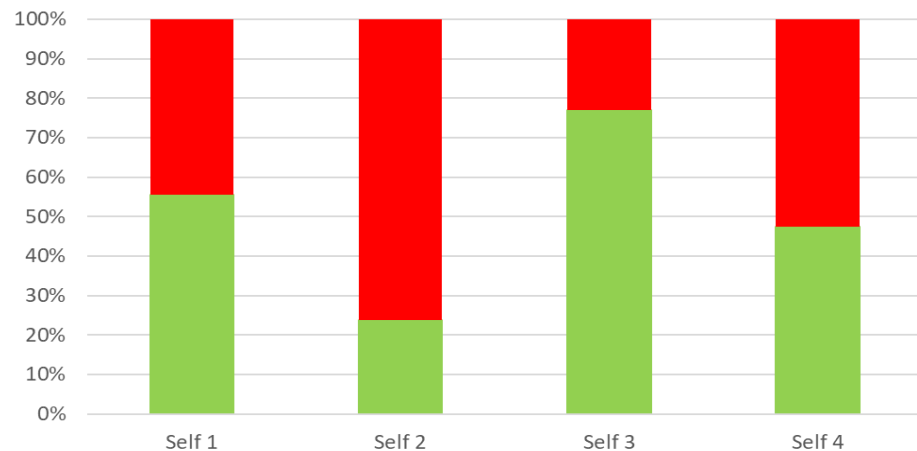
- What we are saying is that at the level of purpose, program and potential, we are similar. However, at the level of competence, we may be different. The difference that is being mentioned here is about the competence and that is fine. The main question is whether we are able to accept that at the level of purpose, program and potential, we are similar or not.

<u>Study level</u>	<u>Competence for harmony in</u>
High school	Family
Inter	Village
Graduation	District, State
PG	Nation
PhD	World

Question(s):

- When you say right evaluation, what exactly are we evaluating? We generally evaluate the skills to do something, like skill to solve maths problems, etc.
- Is the evaluation relative (between one person and another person) or something absolute?

Evaluation of Human Being



Response

We are evaluating-

1. the purpose, program and potential - similar and
2. the competence- may be different.
(the competence includes skills)

- Evaluation of purpose, program and potential, (which are similar) is absolute
[definite, basic reference – full human potential]
and
- Evaluation of competence is wrt potential which is absolute

Competence of two persons may be different hence, they can be compared

However, this comparison is for mutual complementarity and not for differentiation or discrimination

Basic Reference: Full Human Potential (Same for All)

1. Completeness of understanding (Truth) and feeling (Love)
 - Self... entire existence
 - My relationship, my role in existence
2. Completeness of expression (compassion)
 - Behavioral competence, ability to live in relationship
 - Competence to work or skills related to work
 - Competence for participation in the larger order

Check:

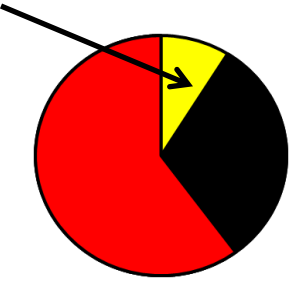
Are we able to see that every human being (Self) has the same potential?

Competence

Competence = Accumulated imagination (desire, thought and expectation)...
(skill is a part of competence, not all of it)

Right evaluation of competence

evaluation of how much of the imagination is motivated by natural acceptance
It includes evaluation of the skills related to work



Competence includes (make column for full human potential)

1. Level of understanding and feeling
2. Behavioral competence, ability to live in relationship (feeling, likeability, teamwork...)
3. Competence to work or skills related to work
4. Competence for participation in the larger order

Question(s):

- How do I ensure right evaluation? How do I know that my evaluation is right?

Response

- As mentioned just now, if we are making the evaluation of purpose, program and potential, which are similar, and also competence which may be different (for defining mutual complementarity), then it is a right evaluation. On the other hand, if we are making the evaluation of competence only and on the basis of that differentiate among people, then it is not a right evaluation

Our evaluation is right when

1. We are able to accept the other as being similar
2. We are able to define our complimentarity (at level of competence)

Our interactions lead to mutual development, mutual happiness

Question(s):

- We have given everything for these students, but they are so spoilt – they don't respect us at all! I mean they don't even say good morning or respond when I wish them! How to deal with this much of disrespect?

Competence includes

1. Level of understanding and feeling
2. Behavioral competence, ability to live in relationship (feeling, likeability, teamwork...)
3. Competence to work or skills related to work
4. Competence for participation in the larger order

Response

- The problem is that we are not developing the competence of behaviour in the students, we are only focussing on some aspects of competence related to skills of work. This, in fact, is the problem of the whole education system today. As we have been mentioning, right from the first session that right understanding and relationship are also important, rather more important than physical facility, but, our education is only focussed around physical facility and this is the result. The teachers who have tried to work on the first two, have found that the students not only start responding to them, but they respect these teachers, even touch their feet.

Question(s):

- Small children often don't know, so we have to impose (rather than propose). Is that wrong?

Response

- We will see in detail about the process of education, when we discuss about the harmony in society and the systems which ensures this, education system being one of them. We have to facilitate (not impose) the students in different ways depending on their age and self development- such as imitation, following, discipline and self-discipline. In all this, there is facilitation and not imposition. In case if self-discipline, it is essential to initiate the process of self-exploration through placing the right proposals.

To be updated

1. Facilitation

2. Keep space for self-exploration...

Question(s):

- I am doing so much work at home (looking after my child also) and I am working outside the home also. In spite of this, if my husband doesn't respect me, my mother in law doesn't respect me, wont I feel bad? How will I feel like respecting them?
- You are saying don't differentiate. How can my behaviour be the same for all. Like with by boss and sweeper?

Response

- Certainly, you will feel bad. But, then how do you respond to this? By disrespecting them, will it work? It is clear that they themselves are in crisis, they do not have right feelings in them and that is why they are not able to share it with you. So you have to help them develop these feelings. In order to do this, you have to ensure right understanding and right feelings in yourself. With this you will be able to create assurance in them with your consistent behaviour and that will create a space for a dialogue This has been discussed before in detail.
- Treat them as similar to you at the level of purpose, program and potential. Define your complementarity at the level of their competence. This will significantly change your behaviour with them, IIT Hyd Example

Question(s):

- To motivate me, my mother used to say “you are different, you are special – you can do anything”. My father never appreciated me. Even when I did well at school, he would just say “Good. Do better next time”.

Now that I am teaching, I tell my good students “you can do anything”, “sky is the limit”. And for the poor students, I say “if you don’t improve, you will have to work in the farm”. Both are to motivate them to do better.

Now I can see that these are like an over evaluation or even otherwise evaluation! So, **what would be the right way of appreciating and motivating my students?**

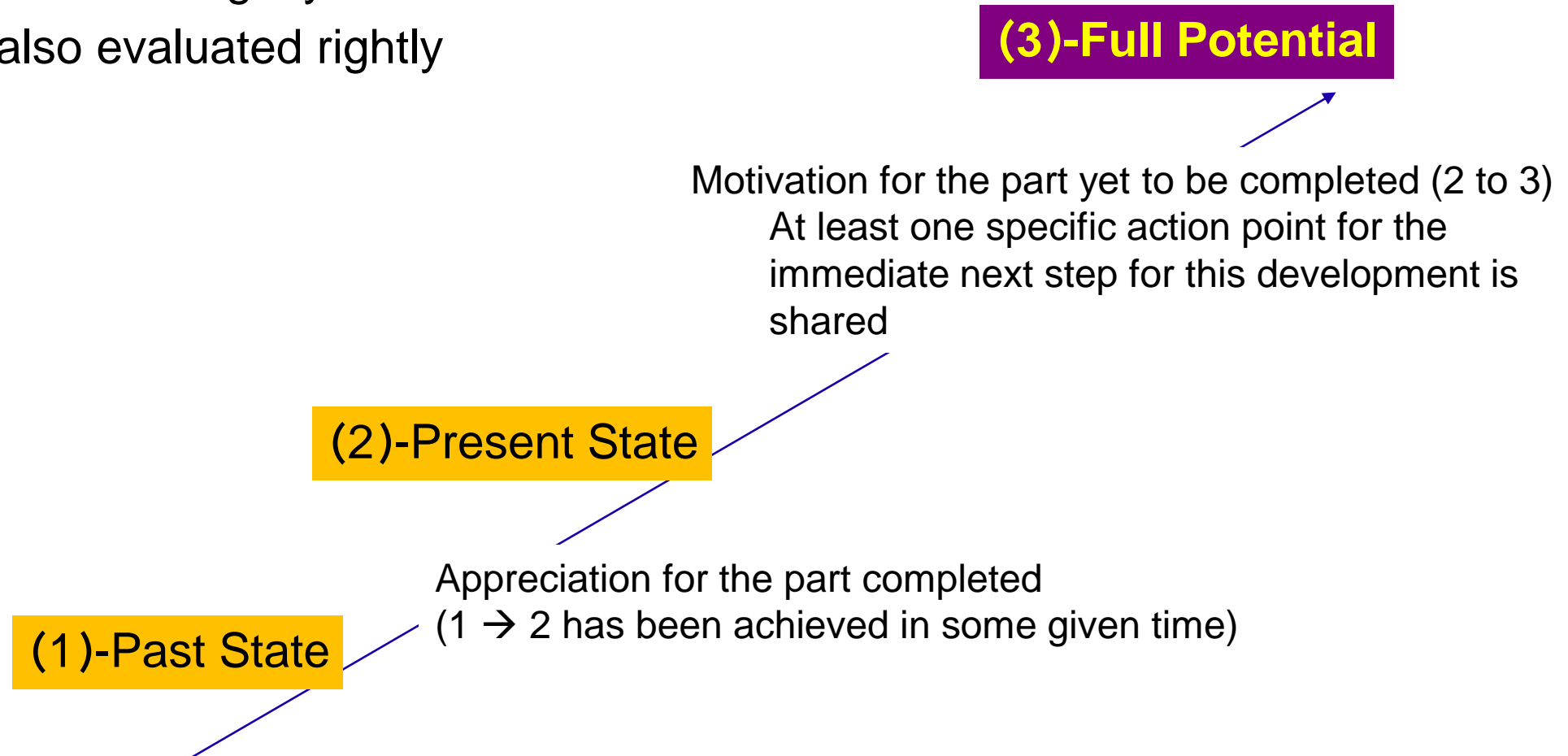
Response

- Every human being has a natural acceptance for understanding what is right and doing what is right. So, we must take this as the basis for appreciating and motivating students. But, one thing is important, to do this, first we have to establish an assurance in relationship with them. Then, they will be willing to listen to us, and take our guidance.

- Clarity of potential (“full human potential”)
- Appreciation for the part completed
- Motivation for the part yet to be completed

Appreciation and Motivation

- There is clarity of potential (“full human potential”), the basic aspiration (human goal) is clear, the completion point is clear (3). This potential is always at the base of any interaction with the other
- Past state at (1) is evaluated rightly
- Present state (2) is also evaluated rightly



Question(s):

- Please give some examples of otherwise evaluation. It is not very clear to me
- When someone under-evaluates me, I do feel bad. But when they praise me, I feel good. Don't you think that saying that these things lead to depression or ego is too much? And suicide! Can you give some example or explain in more detail?

Response

- When you are very unhappy with your child, you say he is a donkey. This is otherwise evaluation for your son and your own self.
- How do you feel when somebody says- he can do anything. Do you feel comfortable or uncomfortable within, you certainly get disturbed within, observe it. One thing is very clear that when someone over-evaluates you, it is like to enhance your ego; and as we said depression is an outcome of this over-evaluation when you are not able to perform as per this- "those who feel punctured, must have been a bubble".
Example of suicide at IIT Kanpur by a 10 pointer!

Question(s):

- I can see it is important to understand and help others to understand. How would I know if the other has more understanding than me or less understanding than me?
- If we both don't have right understanding, then what should we do?

Response

- One indicator of right understanding is that my competence is in line with my natural acceptance, which essentially means that I am in a state of harmony within, a state of happiness within.
The other indicator is that my behaviour and my work is mutually fulfilling for others.
So, on the basis of these two indicators, we can make an estimate as to what extent one is able to develop his understanding. This can be the basis of my deciding whether the other has more understanding than me or less.
Generally, we take the attitude "I am OK, the problem is with the other"

Question(s):

- If my boss asks me do something unethical then how do I define my complementarity with him?

Response

- In a just societal system, we define our participation in the system based on our competence. Someone with higher competence is given the responsibility to guide or coordinate those with lower competence. In that case, we can define our complementarity by taking the guidance from him or working under his coordination.

In this case, the responsibility of coordination is given to someone who is asking me do something unethical, this indicates that he does not have the necessary competence to guide. So, first thing that is required is to help to improve his competence so that he can be a good guide or coordinator. For this you have to work out the way.

Example of air force technical staff...