

File No.

ਸ਼੍ਰੀ ਕਲਕਾਤਾ ਡੇਨਾ ਜੀ
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From**To**

Cobra File**No. 1000****DINESH**

पलवार दत्ता लेख एवं पत्र

श्रीका फाउंडेशन

सिद्ध मसूरी के साथ डाकूत की वेबपेज

Cambridge - Shri Balbir Dutta Proposal_c

UNIQUE OPPORTUNITY FOR ENGINEERING STUDENTS
AT CAMBRIDGE UNIVERSITY

(Provisional information)

16 JOINT-PILOT 4 WEEK PLACEMENTS WITH 16 STUDENTS FROM
NATIONAL INSTITUTE OF TECHNOLOGY, RAIPUR, INDIA

Chhattisgarh, a 21st century and 10th largest State in central India came into being on November 1, 2000. It faces many challenges being one of the least developed states with per capita income of around 250\$ as of 2001. 12% of India's forests are in Chhattisgarh, and 44% of the State's land is under forests. Identified as one of the richest bio-diversity habitats, the Green State of Chhattisgarh has the densest forests in India, rich wildlife, and above all, over 200 non-timber forest products, with tremendous potential for value addition. One third of its population is of tribal people, mostly in the thickly forested areas in the North and South. Bastar is known the world over for its unique and distinctive tribal heritage. Chhattisgarh's human resources, at varying skill levels, would be key to the State's future and prosperity. One of the first concerns is to raise the level of literacy from the present 42.9% (census of 1991). Female literacy is very low at 27.5%, especially rural female literacy, which is at 21%. Only 20% of the population lives in urban areas. Raipur is the State capital.

The **National Institute of Technology, Raipur** is an NIT established as Government College of Engineering and Technology in 1956. The Campus is spread over an area of 100 acres and the institute offers graduate level courses in 12 disciplines ranging from Architecture to Biomedical Engineering and various post graduate courses ranging from Applied Geology to Computer Engineering. In addition to above programs, the institute also offers part-time Degree Course in Civil, Mechanical and Electrical Engineering to the professional diploma engineers working in the industries. Last December, this college celebrated its golden jubilee.

Our Partnership organisation, Abhyudaya Sansthan, a voluntary non-governmental organisation established in 2001, operates from a 17 acres campus located approx. 25 Km from Raipur at Achhoti Village, Distt. Durg. One of its objectives is to introduce 'Education of Human Values in Technical Education' and it has been conducting courses, etc with NIT Raipur and is now introducing this into most of the other engineering colleges in this State... The purpose of this activity amongst the up coming engineers through these colleges is to:

- Identify the purpose of human being so that unrealised potential of each one can be utilised in totality. To sensitise the students towards challenges facing people...
- To contribute to holistic development of the individual and the socio-economic system...

Rama Foundation, a newly established registered Charity in Cambridge, is planning this pilot scheme to explore effective involvement in 8 villages near Achhoti starting with the organisation of primary education in collaboration with another partnership organisation, **SIDH (Society for Integrated Development of Himalayas)** of Mussoorie in Uttaranchal State. Please see their website: <http://www.sidh.org> and a UNESCO report titled 'Beyond Empowerment' about them published on 17/11/2005. You can download this from:

[http://portal.unesco.org/education/en/ev.php-](http://portal.unesco.org/education/en/ev.php-URL_ID=43921&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[URL_ID=43921&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=43921&URL_DO=DO_TOPIC&URL_SECTION=201.html)

We also propose to organise engineering students on lines as initiated at CU by EWB.

Proposed Schedule:

- Arrive in Raipur on 17 December 2006
- 18/12 to 24/12 at Abhyudaya Sansthan Campus together with NIT students
- 24/12 Evening with NIT Alumni of Bhilai Steel Plant (30 Km from Achhoti / Raipur)
- 25/12 to 31/12 Stay with host families (mostly of NIT students) at Raipur
- 1/1/07 to 9/1/07 Stay at Abhyudaya Sansthan Campus and placements with NIT students in 12 schools in the 8 villages near Achhoti.
- 10/1 to 12/1 Each pair of students from CU and NIT to visit other engineering colleges
- 13/1/07 Meeting of all students at NIT Raipur to bring together all experiences
- 14/1 Final programs with possible launch of Engineers Without Borders organisation.

CONTACT: B. Datta CEO, RAMA FOUNDATION; email: balbirdatta@gmail.com Tel: 474530

Sunita & Balbir Bhatt
16 Hauxton Road
Trumpington
CAMBRIDGE
CB2 2LT
ENGLAND

24th August 2006

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

We have been meaning to write to you earlier despite our regular telephone calls. First and foremost we are very grateful for your detailed replies and words of wisdom that are becoming even more clearer as both of us are undergoing our *adhyayan*. We are handicapped by our language skills. We feel very privileged and blessed when one considers the efforts you have gone through in communicating your response to many half baked ideas we were carrying in our journey to 'do something good'. A lot more learning has to happen before most of us can truly be in a position to play an effective role in the much needed sharing with the global community of *Madhyastha Darshan* that has been expounded by you. In time, with your blessings and guidance, we are confident that we shall not only understand but hope to be in a position to share this with others ourselves at this end. Truly speaking, ever since our initial introduction to '*Jeevan Vidya*', thanks to Pawanji and Somji, this time last year and our first visit to Amarkantak, our *Jeevan Yatra* has taken a turn that one could not have even imagined earlier. Correctly, we will term this as a major '*Self-empowering paradigm shift*'. We are now looking forward to receiving your personal guidance during our next visit on aspects that we may still not be clear about. We have already booked ourselves to reach Delhi on 26th November and with return to London on 21st February 2007. This time our plan is to spend major part of our stay at Abhyudaya Sansthan (from 16/12/06 to 14/2/07). During this period we are planning to visit you all at Amarkantak and are hoping that you too may be visiting Raipur then. During next visit we shall be spending major time at SIDH to support the initiatives there.

We are pleased to confirm that we are doing a three day Shivar (for us eight only) with Praveenji and Atishiji at Cambridge over the August Bank Holiday i.e. 26, 27 & 28 August '06. We are indeed fortunate and grateful to both of them for this. This will help us to consolidate the learning to-date of us all and help each couple to chalk out their individual program for gaining more understanding of JV through further courses and / or *adhyayan*. As already mentioned, this also gives us an opportunity to pool together talents of all the Couples to produce an appropriate initial and introductory presentation in English for use here. Needless to say this is going to be the start of the process that must benefit from inputs of others in Bharat. With Munish and Artika moving to Cambridge earlier this month, we foresee matters progressing at a faster pace now. With our decision to initially concentrate on 'Education' (that too at 'Primary' level) and SIDH as 'Flagship' of our 'Strategy', we take this opportunity in sharing with you developments so far.

On 20th July, Sunita and I had a very useful meeting with Dr. Kate Pretty, Principal of University of Cambridge's Homerton College (for information on this institution, please refer to our letter of 9th May '06). She is also one of the five Pro-Vice-Chancellors of the University with Special Responsibilities (These include certain aspects of the University not included in a School (the Non-School Institutions) and special initiatives including planning for the 800th anniversary in 2009 and some aspects of International Relations.) Please note the word School means a University College. Interestingly, she is the person who has nurtured and supported the idea of The Humanitarian Centre. Further, she is responsible for the University's relations with India and is likely to visit soon to plan for next years Indian visit of the CU's Vice-Chancellor, Professor Alison Richard. We feel if with efforts of ALL, we are able to get Kate to visit SIDH during her this visit, we would have truly laid foundation for exposition of our *Proposition* at

1 आर 20 नवंबर के होना है तो उसी से भी हम इसमें शामिल हो सकते हैं।
 तब से आर दिल्ली में भी Save the Children के प्रतिनिधि आ रहे हैं।
 वह भी तो मैं जाना दूंगा कि इस योजना को कब करेगी, उसके बारे में मैं
 तक नहीं हूँ। भारत में भी छात्रों का रतना है, Uni. का भी बंद रहती है।
 CU में 20 नवंबर को शाम 7:30 से 9:30 तक महत्वपूर्ण आयोजन ~~होना~~ plan किया है।
 उस दिन बच्चों का दिन है, ये रोमरन कॉलेज में होगा। उस दिन के अपने भाषण से उसका
 उद्घाटन करेंगी। Unesco के दिवस के बारे में रिपोर्ट बनायी है। ये आपको मालूम है और वो निम्नलि
 पने पर web internet में उपलब्ध है। इस समय इस रिपोर्ट की लिखिका सुखी शीत पिंपर
 भी इस समय उनके दिवस के साथ कार्य के बारे में बनाएंगी। (उनका बायो-ग्राफ) Save the
 Children (UK) द्वारा प्रायोजित दिवस की documentary को भी इस समय दिखाया जाएगा।
 इसी दिन 1959 में UN assembly में बच्चों के अधिकारों की घोषणा की गयी थी और 198
 में बच्चों के अधिकारों के बारे में अनुबंध। इन 2000 में विश्व के नानाओं ने मिलीनिमस
 उपलब्ध हो गए जिनमें 2015 तक अधिक गरीबी को आधे तक लाना, HIV/AIDS को
 फैलने से रोकना और सभी को प्राथमिक शिक्षा देना थे। ये गोल पूरी मानवजाति के लिए
 फिर भी बच्चों के बारे में पर जोर है। 5 अक्टूबर को ऑनलाइन शिक्षक दिवस पर
 शाम को चार बजे न्यू हैम के Cleves primary school में एक कार्यक्रम का आयोजन किया जाएगा
 है। Cleves के प्रमुख को ब्रिजिस जेकसन इली इस समय उपस्थित होंगे और इस छुट्टी में
 कार्यरत हो शिक्षक रहे होंगे जो भी उपस्थित होंगे सुखी जोना हार्म जो free schools इंडिया
 की VP है वो भी भारत में education के बारे में बोलेंगी, उन्होंने इस विषय पर
 Uni. of Sussex में D.Phil किया है। उनके Homercon में interest बढ़ेगा।
 आगे सभी के लिए सिद्ध है दो placement scheme का हम प्रभाव रखते हैं। हर एक
 16 प्रतिभागी होंगे परल चार हफ्ता के लिए (25-6 से 22-7-07) - रोमरन के नये शिक्षकों के
 लिए, उनके साथ 4 हफ्ता का 8 प्राथमिक स्कूलों में optional placement अभ्य. है। इलाहाबाद
 दूसरा 4 हफ्ता का कार्यक्रम सिद्ध में 16 शिक्षकों का होगा जो अभी कोलिंगशायर में है
 (6 नवंबर, 2002 pre-primary primary schools) से 30-7 से 26-8-07 करीब। अभी तक
 हमने वेबसाइट शिक्षकों के लिए कुछ plan किया नहीं है, वो गंदी ही होगा, ऐसे लगता है।
 20 नवंबर में रायपुर NIT में 16 CU undergraduate students का placement करेंगे।
 इस समय इसे सफल बनाने का हमारा प्रयास है।
 इन दो प्रयासों से समावाहन प्रतिभागियों के साथ बात करने में होंगे, उपकीरिंग और
 जो हमें मदद करना चाहते हैं उनके लिए भी। जब ये शुरूआती प्रयास सफल होंगे तब एक
 नियमित placement कार्यक्रम का प्रभाव रख सकते हैं, हमारी partner संस्था जैसे अमेरिका
 PGCE कार्यक्रम, Homercon college के नये qualified teachers के लिए। इन प्रयासों को और
 recruitment को plan करने के लिए, Cambridgeshire और Newham के 10 teachers को 8 सप्ताह
 को Cambridge में हम एकत्र कर रहे हैं। हमें पूरी प्रगति के आपको अकाश कराएंगे।
 सभी को प्यारमह नमस्कार।
 सुनिता और बलवीर।

Cambridge University. With a copy of this letter to Pawanji and Somji, can be made possible. SIDH has already been supported by one of the leading *Save the Children (UK)*, and we feel it shall be possible to convince The British High Commission to incorporate a visit by Kate to such a ground-breaking initiative in 'Education'. Her itinerary appears to be in their hands. Needless to say, if this visit happens later than 20th November then we may be able to stress from this end too. I shall be grateful if Pawanji can initiate this idea on behalf of SIDH perhaps through Save the Children (UK) representative in Delhi. At this stage, we are not able to establish when, if not already, Kate will be undertaking this visit. August tends to be a holiday period with the University almost closed.

Our first major event in Cambridge is planned for 20 November'06 evening (7.30-9.30pm), on the Universal Children's Day at Homerton College, when Kate has agreed to open the evening with her address. You are already aware that UNESCO has done a report on SIDH. This "Beyond Empowerment" paper can be downloaded from the following link:

http://portal.unesco.org/education/en/ev.php-URL_ID=43921&URL_DO=DO_TOPIC&URL_SECTION=201.html.

We are pleased to inform you that the author of this report, Ms. Sheela Pimpale, has agreed to present and discuss her work and SIDH at this event (See her CV). Save the Children (UK) sponsored documentary on SIDH shall be shown then too. You may be aware that this day marks the day on which the UN Assembly adopted the 'Declaration of the Rights of the Child', in 1959, and the 'Convention on the Rights of the Child', in 1989. In 2000, world leaders outlined the Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015. Though the Goals are for all mankind, they are primarily about children. We are planning another earlier event at Cleves Primary School in London Borough of Newham on 5 Oct'06 at 4pm - on the International Teacher's Day. Ms. Brigid Jackson-Dooley, the Head of Cleves has agreed to host the event and invite all interested primary school teachers working in the Borough schools to attend. Ms. Joanna Harma, Vice President of Free Schools India (<http://www.free-school.org>) has agreed to speak then about 'education' in schools in rural India, focus of her DPhil International Education at University of Sussex. (See her CV). This event shall build up interest for the major November event at Homerton.

We propose to announce soon, two Pilot Placement Schemes at SIDH for next summer. Both shall be for 16 participants each. The first is being planned for 4 weeks (25/6/07-22/7/07) for NQTs (newly qualified teachers from Homerton) with optional additional 4 weeks placements in 8 primary schools through Abhyudaya Sansthan. The second 4 weeks placement at SIDH shall be for 16 existing primary teachers in Cambridgeshire (with its 6 nursery and 202 Infant, First, Junior and Primary schools) and London Borough of Newham (with its 74 nursery and primary schools). This placement shall be from 30/7/07 to 26/8/07. Although we have not planned anything for retired teachers yet, we feel this shall evolve over a period of time. We are also planning to recruit 16 Cambridge University undergraduate students to join The National Institute of Technology (NIT), Raipur students in another experiment this December. Please see attached provisional information on this initiative. At this stage, we are focusing on making above pilot schemes successful.

These above two events shall enable us to share these unique opportunities not only with potential participants but also all those who wish to support us. Once these initial pilot schemes are successful, we propose to offer 'a regular placements program' in our partnership organisations like SIDH, etc. to newly qualified teachers from Homerton College at end of Postgraduate Certificate in Education (PGCE), etc. In order to plan for above events and recruitments, we are bringing together a group of 10 teachers from Cambridgeshire and Newham on 8th September at Cambridge. Will keep you posted as progress is made.

Meanwhile with best wishes and fondest regards to ALL, affectionately,

Yours,

Sunita and Balbir

C.C. Somji & Anganiji at Abhyudaya Sansthan and Pawanji and Anuradhaji at SIDH.
Encl: as above.

7 अगर ये नवंबर के होना है तो वहाँ से भी एक उमर जो
 तब से अगर दिल्ली में फिर save the children के प्रतिनिधि आया
 बहाने है तो मैं हंस दूँगी) के इस पत्रों को कब करेगी, उसके बारे में
 तक नहीं है। अगर मरिना छुट्टियों का रण है, Uni. का भाग बड़े रहने है।
 CU में 20 नवंबर को शाम 7:30 से 9:30 तक महत्वपूर्ण आयोजन ~~planned~~ plan किया है
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 उद्घाटन करेगी। Unesco के विद्युत के बारे में रिपोर्ट बनायी है। ये आपको मालूम है और वो निम्नलि
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 इन्टरनेट गोल बनाए जिनमें 2015 तक अधिक गरीबी को आधे तक लाना, HIV/AIDS को
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 फिर भी बच्चों के बारे में गंभीरता पर जोर है। 5 अक्टूबर 16 को ऑनलाइन शिक्षक दिवस पर
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 है। Cleves के प्रमुख श्री ब्रिजेश जेकशन इली इस समय उपस्थित रहेंगे और इस दूक में
 कार्यरत जो शिक्षक उपस्थित हैं वो भी उपस्थित रहेंगे। सुखी जोना हार्मो जो free schools इंदौर
 की VP है वो भी भारत में education के बारे में बोलेंगी, उन्होंने इस विषय पर
 Uni. of Sussex में D.Phil किया है। उनके Homerton में interest होगा।
 आगे भी उनके विद्युत में दो placement scheme का हम प्रभाव रखते हैं। हर एक
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 एम्वे वेतानिष्ठ शिक्षकों के विद्युत कुल plan किया नहीं है, वो गल्दी ही होगा, ऐसे लगाना है।
 20 नवंबर में रायपुर NIT में 16 CU undergraduate students का placement करेंगे।
 इस समय इस सफल लगाने का हमारा प्रयास है।
 इन दो प्रयासों से समानांतर प्रतिभागियों के साथ बात करने में होंगे, उपेक्षा रोग और
 जो हमें मदद करना चाहते हैं उनके विद्युत भी। जब ये शुरूआती प्रयास सफल हों तब एक
 नियमित placement कार्यक्रम का प्रभाव रख सकते हैं, हमारी partner संस्था जैसी संस्थाएं
 PACE कार्यक्रम, Homerton college के नये qualified teachers के विद्युत। इन प्रयासों को और
 recruitment को plan करने के विद्युत, Cambridgeshire और Newham के 10 teachers को 8 मं
 को Cambridge में हम एकत्र कर रहे हैं। हमें पूरी प्रगति के आपको अवगत कराएंगे।
 सभी को प्यारमल नमस्कार।
 सुनिता और बलवीर.

Thu, 24
Aug
2006
13:25:32
+0100

Cambridge - Shri Balbir Dutta Proposal_c

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Subject:  LETTER FOR AD. NAGARAJ BABAJI

CC: suvarna_yogesh_in@yahoo.com, "Samir Bajpai" <samir_bajpai@sify.com>

Dear Somji and Pawanji

Saprem Nameskar

Please find for your information our attached letter for Babaji together with the attachments we wish to bring to his notice. With a copy of this mail to Suvarnaji / Yogeshji, we are requesting them to arrange delivery of this to Amarkantak. Needless to say, if Babaji is in Raipur by any chance or someone from there is travelling to Amarkantak, a copy can be handed over to him likewise. Samirji, I am sure you will find the enclosures interesting and will be kind enough to deliver a copy to Somji as I think they still have to establish a working communication link at Achhoti. In next couple of weeks we shall be in a position to share more on the proposed Scheme for December.

Somji, I still await your mail on all the past and proposed initiatives of Abhyudaya Sansthan on sustainable development and alternative technology. As explained, we need to make our proposal more attractive to the CU Engineering Students apart from 'Education' that will be done in collaboration with SIDH. The schedule and content of this information sheet on the 'opportunity' shall be modified on basis of your information and my discussions with Pawanji. On 31/8, we are meeting another key person in CU to see if they can help us in our efforts to recruit these students. She is Ms. Alison Walsham of CU Careers Service and involved in VSO. Therefore this urgency.

Pawanji, we must thank you for forwarding President's Speech - a milestone in your efforts. Hope you are now able to have him do a full week JV Course soon so that he sees it relevant to ALL human beings... I have done an extract from this speech and his profile that you may find useful too. I am circulating this to selected people only for helping them decide about participation in the proposed 2/12 to 10/12 Shivir at Haridwar. We want to keep it confined to selected people like Bakhshiji, Rahul Devji, Jaiprakashji, etc. We can of course consider others anyone of you may feel appropriate. At this end, we want to ask key people in free-school.org and others like Rakeshji in Canada....

Regarding Dr. Kate Pretty, Principal of Homerton College and Pro-Vice-Chancellor of CU, information and possible connections are already detailed in our letter to Babaji. I can understand and appreciate some at your end may not consider it of great priority. I hope you are able to get all the support that may be required. However, I feel as events fold, all may realise the usefulness of these efforts. This part of the world needs these ideas even more as they have and are shaping the current worldview.

As indicated, we are gathering on 8th Sept. four retired and four currently employed primary school teachers (two each from Cambridgeshire and London Borough of Newham) to pre-view SIDH documentary and plan the two events; on 5th Oct at Cleves Primary school and on 20th at Homerton College. That is why we can only travel to India on 25/11....

Please confirm by mail receipt and delivery of this letter to Babaji. Needless say, your views and suggestions are always welcomed.

With fond regards

Balbir Datta

http://us.f369.mail.yahoo.com/ym/ShowLetter?MsgId=6957_3394093_6098_1916_79889... 8/30/2006

प्रिय सोमजी एवं पवनजी,

नमस्ते

इस पत्र के साथ बाबाजी को लिखा पत्र एवं संभवतः आपकी जानकारी हेतु भेज रहे हैं।
 इस पत्र की सुवर्णजी/गोरेजी को भी प्रतिदिन उनको हम बाबाजी तक पहुँचाने की विनियोग
 है। अगर रायपुर से कोई ~~किसी~~ अमरकेट तक जा रहा हो, तो वोरी ले जा सकता है। मुझे लगता
 है समीरजी, कि आपको भी ये interesting होगा और आप इसकी एक प्रति सोमजी को हों क्योंकि
 अभी एक अछूती में इस तरह ~~company~~ का कोई साधन, link नहीं बन पाया है।
 आगे दो रफ्तार में ~~विदेश~~ की योजनाओं के बारे में विचार से बनाने की स्थिति में होंगे।
 सोमजी, मुझे अभी एक अमरकेट ~~स्वातंत्र्य~~ में किसे जाने और आगे किसे जाने वाला, टिकाऊ
 विकास और ~~विकास~~ के बारे में 'काया' की जानकारी भरे भाव का देना जरूर कर रहा है।
 परले जैसा वहीन किया है, उसी तरह हमें इस प्रभाव को अधिक आकर्षक बनाना होगा।
 (Cambridge University के रजिस्ट्रारों के छात्र-उन्हें 'शिक्षा' के साथ 'अर्थ' देना होगा।
 'विदेश' के दूरगोचर इस अवसर के बारे में जिसे, ये जानकारी देने का schedule और इसकी
 'वस्तु' के बारे में आपसे मिली जानकारी और पवनजी के साथ ~~यहाँ~~ के आधार पर परिचयित किया जा
 सकता है। आमतौर पर एक ऐसी मर्यादा के धारकों को मिलने का रहे है जो हमें इन (CV) विषय
 शिक्षा के क्षेत्र में क्या संभावना कर सकती है? स्वेच्छा है वो मुझे एलिसन कोल्डरॉन है जो CV
 के क्षेत्र में सर्वोत्तम और 150 से गुनी हुई है।

राष्ट्रपति का पत्र भेजने के लिए पवनजी का धन्यवाद जो आपके लिए सीड का पत्र है। शायद आप
 उन्हें एक पूरे रफ्तार का जीवन विचार शक्ति देने की कोशिश में है जो पूरी मानव जाति के लिए
 संपर्क है। मैंने उनका परिचय तथा उनके पत्राचार का कुछ हिस्सा साथ में भेजा है जो आपके लिए
 मददगार होगा। मैं इसको कुछ छुईरा लेने के पास बैठा रहूँ ताकि वे 2-3 10 दिनों के बीच हीरेदार
 में होकर शिविर के बारे में पता कर सकते हैं। हम एक वीडीओ, रायपुर देवजी, जयप्रकाशजी जैके
 छुईरा लगा एक धीमे-स्वल्प चारों है। अगर आप किसीको साथ समझाते हैं तो निश्चित रूप से
 हम उसपर विचार कर सकते हैं। इस सींगे में, मुख्य धारक वेद केनज के रजिस्ट्रार और ~~वेद~~ (वेद)।
 वेद के लेखकों को छुईरा चाहिए।

जो कह रही है जो रोमन कोलेज की प्राध्यापिका है और CV की Pro-V.C., उनके बारे में जानकारी
 और संपर्क के बारे में बाबाजी के पत्र में विचार से लिखा है। आपकी तरफ कुछ लोग इसे प्राथमिकता
 देने के पक्ष में नहीं हैं। मैं समझ सकता हूँ और ~~व्यक्त~~ भी करता हूँ। जो संपर्क आवश्यक
 है, तो आपको मिला पर रहा होगा। मुझे लगता है, ~~यहाँ~~ वेद धरणा, धरणी, मुझे लगता है इन प्रयासों की
 उपयोगिता सबको समझ में आ रही। विश्व के इस हिस्से में इन कल्याणों को जारा बढ़ा रहे हैं क्योंकि वो दुनिया
 के इष्टिकोण को आकार दे रहे हैं।

8 सितंबर को हम, चार सेवानिवृत्त और चार कार्यरत प्राथमिक स्तर शिक्षक विदेश के बारे में
~~व्यक्ति~~ (व्यक्त) होने और 5 ओकरों को ~~व्यक्ति~~ प्राथमिक स्तर और 20 ओकरों को ~~व्यक्ति~~ ~~व्यक्ति~~ ~~व्यक्ति~~
 में ~~व्यक्ति~~ कामप्रभा की योजना बनाने के लिए एकत्रित आ रहे हैं। इसीलिए हम भारत में 25/11 को आ जा
 रहे हैं।

ये पत्र मिलने की सूचना दीजिये और बाबाजी को पत्र पहुँचा दीजिये। आपके विचार और सुझावों
 का स्वागत है।

बलवीर दत्ता

24th August 2006

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

We have been meaning to write to you earlier despite our regular telephone calls. First and foremost we are very grateful for your detailed replies and words of wisdom that are becoming even more clearer as both of us are undergoing our *adhyayan*. We are handicapped by our language skills. We feel very privileged and blessed when one considers the efforts you have gone through in communicating your response to many half baked ideas we were carrying in our journey to 'do something good'. A lot more learning has to happen before most of us can truly be in a position to play an effective role in the much needed sharing with the global community of *Madhyastha Darshan* that has been expounded by you. In time, with your blessings and guidance, we are confident that we shall not only understand but hope to be in a position to share this with others ourselves at this end. Truly speaking, ever since our initial introduction to '*Jeevan Vidya*', thanks to Pawanji and Somji, this time last year and our first visit to Amarkantak, our *Jeevan Yatra* has taken a turn that one could not have even imagined earlier. Correctly, we will term this as a major '*Self-empowering paradigm shift*'. We are now looking forward to receiving your personal guidance during our next visit on aspects that we may still not be clear about. We have already booked ourselves to reach Delhi on 26th November and with return to London on 21st February 2007. This time our plan is to spend major part of our stay at Abhyudaya Sansthan (from 16/12/06 to 14/2/07). During this period we are planning to visit you all at Amarkantak and are hoping that you too may be visiting Raipur then. During next visit we shall be spending major time at SIDH to support the initiatives there.

We are pleased to confirm that we are doing a three day Shivar (for us eight only) with Praveenji and Atishiji at Cambridge over the August Bank Holiday i.e. 26, 27 & 28 August '06. We are indeed fortunate and grateful to both of them for this. This will help us to consolidate the learning to-date of us all and help each couple to chalk out their individual program for gaining more understanding of JV through further courses and / or *adhyayan*. As already mentioned, this also gives us an opportunity to pool together talents of all the Couples to produce an appropriate initial and introductory presentation in English for use here. Needless to say this is going to be the start of the process that must benefit from inputs of others in Bharat. With Munish and Artika moving to Cambridge earlier this month, we foresee matters progressing at a faster pace now. With our decision to initially concentrate on 'Education' (that too at 'Primary' level) and SIDH as 'Flagship' of our 'Strategy', we take this opportunity in sharing with you developments so far.

On 20th July, Sunita and I had a very useful meeting with Dr. Kate Pretty, Principal of University of Cambridge's Homerton College (for information on this institution, please refer to our letter of 9th May '06). She is also one of the five Pro-Vice-Chancellors of the University with Special Responsibilities (These include certain aspects of the University not included in a School (the Non-School Institutions) and special initiatives including planning for the 800th anniversary in 2009 and some aspects of International Relations.) Please note the word School means a University College. Interestingly, she is the person who has nurtured and supported the idea of The Humanitarian Centre. Further, she is responsible for the University's relations with India and is likely to visit soon to plan for next years Indian visit of the CU's Vice-Chancellor, Professor Alison Richard. We feel if with efforts of ALL, we are able to get Kate to visit SIDH during her this visit, we would have truly laid foundation for exposition of our *Proposition* at

परामर्शना।

हमारे निमित्त फोन के बावजूद हम आपको पत्र लिख रहे हैं। सबसे पहले आपको जो हमारे पत्रों का विवरण उपलब्ध और सौजन्य के साथ हमारे लिखे लिखे उनके लिखे हम आपको कृतज्ञ हैं, हम लोगों धीरे धीरे अध्ययन कर रहे हैं, इससे आपके साथ भी हमें स्पष्ट होने जा रहा है। हम अपने भाषा सीमन के कारण अपाहिज हैं। कुछ अस्था कले के लिये जो आधी अर्धति कल्पना है हम अपने क्षमता में साथ लिये साठने, उसका सम्पूर्ण दूर आप उसे communicate करने के लिये जो प्रयास करते हैं उससे हमें आशीर्वाद जैसा लगता है और अस्था भी लगता है। आपके द्वारा लिखे मध्यस्थ दर्शन के बारे में पूरी विश्व समुदाय के साथ बात करने के लिये, एक साक्षर मुक्तिक निमित्त के लिये और भी तेजाबी सेना आवश्यक है। आपके आशीर्वाद से न केवल हम इसे समझने की क्षिति में रहेंगे, बल्कि पूरी उन्नति के साथ इसे समझ भी कर पाएंगे। जो लोग हमारे आसपास हैं। सच कहेंगे, जबसे पिछले वर्ष से जीवन विमर्श से हमारा परिचय हुआ है (पवनजी, सोमजी को धन्यवाद) और इस वर्ष अमरकेट की यात्रा, हमारी जीवन यात्रा में एक ऐसा मोड़ आया है जिसकी हमने पुराने कल्पनाएं भी नहीं की थी, जो सचमुच आश्चर्यचकित करती है जो स्वयं को empower कर रहा है। हमारी अगली यात्रा में जिन बिंदुओं पर हमें असी स्पष्टता मिलेगी नहीं है, उसपर आपका मार्गदर्शन मिल पाएगा। दिल्ली 26 नवंबर को पुणे और 21 फरवरी 2007 को लंदन वापसी होगी, टिकट बनवा लिये हैं। 16 दिसंबर 2006 को 14 फरवरी 2007 तक अमर संस्कार में रहेंगे। इस दौरान अमरकेट आएं और बाद में शायद रायपुर में भी आप लोगों के भेंट होगी। अगली यात्रा में बिहार के प्रयाग में मदद के लिये वहां अधिक समय होगा। 26, 27, 28 अगस्त को हम आठ लोग प्रवीणजी और आतिशजी के साथ शिविर करेंगे। उनके इस प्रयास के लिये हम सचमुच उनके कृतज्ञ हैं और भाग्यवत भी। इससे अमितक मिली समझ को एक बार फिर से दोहराने और एक ही couple को जीवन विमर्श के अनुसार अपने प्रयोगकर्ता बनाने अभ्युक्त और बढाने में सुविधा होगी। इन सभी गति की प्रगति इसका जवाब देकर हम समझ को यहाँ के लोगों के बीच अज्ञान में प्रवृत्त करने लगे परियाप्तक सारित्व बन सकता है यह एक प्रक्रिया की शुरुआत है जिसमें भारत में भी इंफार्म का लभ मिल सकता है। मुनिश और आतिश के कर्मजान के कारण यह प्रक्रिया थोड़ी तेज हो गयी है। 'सिद्ध' के बनारस साक्षर के काके प्राथमिक शिक्षा में आगे बढने की हमारी योजना है, हमारा निमित्त है। 20 गुरु को मरी और सुनिता की सौ केट प्रती (प्राचार्य रोमन कोरव) उपयोगी बैठक होगी। (इस संस्था की जानकारी के बारे में 9 मई 06 को फर का संदेश लेने के साथ प्रव-व.स. में से है जिसे पाद साद जिम्मेवारी है। University के बारे में, स्कूल के बारे में नहीं (नॉन-स्कूल + नॉन-स्कूल) imitative) (और 2009 में सेगवॉले 800 की वर्षगांठ के लिये विशेष प्रयास और अंतराष्ट्रीय संवेधा के बारे में) स्कूल मान University College। उसी वाक्य में Humanitarian Centre की संवेधाना का support किया। जो CV के भारत के साथ संबंधों के लिये भी जिम्मेदार है। और CV के प्र-शिक्षण रिपोर्ट की भारत यात्रा की योजना के लिये जो यहाँ शायद भेंट होगी। मुझे लगता है कि इन सारे प्रयासों से हम उन्हें हम वर्ष 'सिद्ध' लगे में कामयाब रहेंगे। अपने प्रस्ताव को CV में रखने के लिये हमने सक्षम में निव रखा है। इस पत्र की सोमजी, पवनजी को प्राने देकर हम उनका हृदिकोण भी चार रहे हैं और ये सब संभव हो पाएगा ये भी देखेंगे। सिद्ध को परकी वारे The Children से पहले से ही मदद मिल रही है। और हमें लगता है कि उनके द्वारा विशेष सई कमिशन को उनके द्वारा compliance करना ठीक होगा जिसे इस तरह की सुनिता सर पर काम करनेवाले प्रयासों को 'केट' की भेंट कराना संभव होगा। उन्हीं के साथ में ये रहे लगता है।

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Cambridge University. With a copy of this letter to Pawanji and Somji, we seek their views and how this can be made possible. SIDH has already been supported by one of the leading Charities in UK, namely *Save the Children (UK)*, and we feel it shall be possible to convince The British High Commission through them to incorporate a visit by Kate to such a ground-breaking initiative in 'Education'. Her itinerary appears to be in their hands. Needless to say, if this visit happens later than 20th November then we may be able to stress from this end too. I shall be grateful if Pawanji can initiate this idea on behalf of SIDH perhaps through *Save the Children (UK)* representative in Delhi. At this stage, we are not able to establish when, if not already, Kate will be undertaking this visit. August tends to be a holiday period with the University almost closed.

Our first major event in Cambridge is planned for 20 November'06 evening (7.30-9.30pm), on the Universal Children's Day at Homerton College, when Kate has agreed to open the evening with her address. You are already aware that UNESCO has done a report on SIDH. This "Beyond Empowerment" paper can be downloaded from the following link:

http://portal.unesco.org/education/en/ev.php-URL_ID=43921&URL_DO=DO_TOPIC&URL_SECTION=201.html.

We are pleased to inform you that the author of this report, Ms. Sheela Pimpare, has agreed to present and discuss her work and SIDH at this event (See her CV). *Save the Children (UK)* sponsored documentary on SIDH shall be shown then too. You may be aware that this day marks the day on which the UN Assembly adopted the 'Declaration of the Rights of the Child', in 1959, and the 'Convention on the Rights of the Child', in 1989. In 2000, world leaders outlined the Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015. Though the Goals are for all mankind, they are primarily about children. We are planning another earlier event at Cleves Primary School in London Borough of Newham on 5 Oct'06 at 4pm - on the International Teacher's Day. Ms. Brigid Jackson-Dooley, the Head of Cleves schools to attend. Ms. Joanna Harma, Vice President of Free Schools India (<http://www.free-school.org>) has agreed to speak then about 'education' in schools in rural India, focus of her DPhil International Education at University of Sussex. (See her CV). This event shall build up interest for the major November event at Homerton.

We propose to announce soon, two Pilot Placement Schemes at SIDH for next summer. Both shall be for 16 participants each. The first is being planned for 4 weeks (25/6/07-22/7/07) for NQTs (newly qualified teachers from Homerton) with optional additional 4 weeks placements in 8 primary schools through Abhyudaya Sansthan. The second 4 weeks placement at SIDH shall be for 16 existing primary teachers in Cambridgeshire (with its 6 nursery and 202 Infant, First, Junior and Primary schools) and London Borough of Newham (with its 74 nursery and primary schools). This placement shall be from 30/7/07 to 26/8/07. Although we have not planned anything for retired teachers yet, we feel this shall evolve over a period of time. We are also planning to recruit 16 Cambridge University undergraduate students to join The National Institute of Technology (NIT), Raipur students in another experiment this December. Please see attached provisional information on this initiative. At this stage, we are focusing on making above pilot schemes successful.

These above two events shall enable us to share these unique opportunities not only with potential participants but also all those who wish to support us. Once these initial pilot schemes are successful, we propose to offer 'a regular placements program' in our partnership organisations like SIDH, etc. to newly qualified teachers from Homerton College at end of Postgraduate Certificate in Education (PGCE), etc. In order to plan for above events and recruitments, we are bringing together a group of 10 teachers from Cambridgeshire and Newham on 8th September at Cambridge. Will keep you posted as progress is made.

Meanwhile with best wishes and fondest regards to ALL, affectionately,

Yours,

Sunita and Balbir

C.C. Somji & Anganiji at Abhyudaya Sansthan and Pawanji and Anuradhaji at SIDH.
Encl: as above.

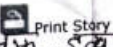
आज 20 नवंबर को होना है तो वहाँ से भी हम उसमें जोर लगा सकते हैं। ^{Cambridge Short Ballin Data Proposal.c}
 नाफ से आरु दिल्ली में *Save the Children* के प्रतिनिधि द्वारा पुनर्परीक्षा के आगे
 बढ़ाते हैं तो मैं हारा दूंगा। कद इस पत्रों को कब करेगी, उसके बारे में हमें जानकारी अभी
 तक नहीं है। आरु मरिना छुट्टियों का रहना है, *Uni. (Cambridge)* वहाँ रहने हैं।

CU में 20 नवंबर को शाम 7:30 से 9:30 तक ^{शाम} ~~महामंडल~~ आयोजन ~~होना~~ ^{plan} किया है
 उस दिन बच्चों का दिन है, ये होमरन कॉलेज में होगा। उस दिन कद अपने भाषण से उधका
 उद्घाटन करेगी। *Unesco* के दिवस के बारे में रिपोर्ट बनायी है। ये आपको मालूम है और वो निम्नलिखित
 पत्र पर ~~web~~ internet में उपलब्ध है। इस समय इस रिपोर्ट की लिखिका सुखी शीत पिंपर
 भी इस समय उनके दिवस के साथ काम के बारे में बनाएंगी। (उनका बायो-ग्राफ है) *Save The*
 Children (UK) द्वारा प्रायोजित दिवस की *documentary* को भी इस समय दिखाया जाएगा।
 इसी दिन 1959 में UN assembly में बच्चों के अधिकारों की घोषणा की गयी थी और 1989
 में बच्चों के अधिकारों के आरु में अनुबंध। इन 2000 में विश्व के नेताओं ने मिलीभगत
 से एक समुदाय गोल बनाए जिसमें 2015 तक अल्पसंख्यक गरीबी को आधे तक लाना, HIV/AIDS को
 फैलने से रोकना और सभी को प्राथमिक शिक्षा देना थे। ये गोल पूरी मानवजाति के लिये हैं
 फिर भी बच्चों के बारे में हम पर जोर है। 5 अक्टूबर को अंतर्राष्ट्रीय शिक्षक दिवस पर
 शाम को चार बजे ~~यू.एम.~~ के *Cleves primary school* में एक कार्यक्रम का आयोजन किया गया
 है। *Cleves* के प्रमुख की *ब्रिजिड जेकसन* इन्हीं इस समय उपस्थित होंगी और इस स्कूल में
 कार्यरत जो शिक्षक उपस्थित हैं वे भी उपस्थित होंगे। सुखी जोन्ना हार्म जो *Free schools* इन्डिया
 को VP है वो ग्रामीण भारत में *educational* के बारे में बोलेंगी, उन्होंने इस विषय पर
 Uni. of Sussex में *D.Phil* किया है। इनके *Homerton* में interest होगा।

आजि गरी के लिये सिद्ध में दो *Placement scheme* का हम प्रस्ताव रखते हैं। हर एक में
 16 प्रतिभागी होंगे परल चार हफ्ता के लिये (25-6 से 22-7-07) - होमरन के नये शिक्षकों के
 लिये, उनके साथ 4 हफ्ता का 8 प्राथमिक स्कूलों में *optimal placement* अभि. से. द्वारा होगा।
 दूसरा 4 हफ्ता का कार्यक्रम सिद्ध में 16 शिक्षकों का होगा जो अभी *कॉलेज* शायर में हैं
 (6 नवंबर, 2002 *pre-primary primary schools* - ये 30-7 से 26-8-07 तक होगा। अभी तक
 हमने *वेवानिग* शिक्षकों के लिये *plan* किया नहीं है, वो गल्दी ही होगा, ऐसे लगता है।
 इस दिनेश्वर में रायपुर NIT में 16 CU undergraduate students का *placement* करेंगे।
 इस समय इसे सफल बनाने का हमारा प्रयास है।

इन दो प्रयासों के समन्वयन प्रतिभागियों के साथ बात करने में हमें उपेक्षा होगी और
 जो हमें मदद करना चाहते हैं उनके लिये भी। जब ये शुरूआती प्रयास सफल होंगे तब एक
 नियमित *placement* कार्यक्रम का प्रस्ताव रख सकते हैं, हमारी *partner* स्कूल जैसी संस्था में,
 PGCE कार्यक्रम, *Homerton College* के नये *qualified teachers* के लिये। इन प्रयासों को और
 recruitment को *plan* करने के लिये, *Cambridgeshire* और *Newham* के 10 teachers को 8 महीने
 को *Cambridge* में हम एकत्र कर रहे हैं। हमें पूरी प्रगति से आपको अवगत कराएंगे।

सभी को पारमल नमस्कार।
सुनिता और बलवीर

सुदीब्रह्म जी उनके अडवानी के स्पीच Wrote रहे चुके हैं, और BGP से प्रमुख स्थान से थे। उनका भारतीय संस्कृति पे अच्छा पकड़ है, और 'Principles' के लिए BGP से Resign कर दिवें। यह ~~अच्छा~~ Article भारत के  **The Indian EXPRESS** 10 शहरों में (दिल्ली, मुंबई, कोलकाता, पुणे, जयपुर, इत्यादी और USA में New York में भी छपा है)।

Wise words of President Kalam

Sudheendra Kulkarni

Posted online: Sunday, August 20, 2006 at 0000 hrs IST

The nation heard two important speeches on the occasion of India's 60th Independence Day. President A P J Abdul Kalam's, followed by Manmohan Singh from the ramparts of Red Fort. Comparisons are odious. Here I limit my comments only to the Rashtrapati's speech. In our parliamentary system of democracy, the President has no executive powers. Nevertheless, he derives his authority from being the custodian of the Constitution. Therefore, when he speaks, especially on important occasions like the Independence Day and Republic Day, the nation expects to find in it advice to the Government and the political class on the one hand and, on the other, a sage message to society at large. Both, of a very high order, can be found in Dr Kalam's address.

I have not read a more thought-provoking speech in a long time. It was woven around a theme—India as a Developed Nation by 2020—which he had articulated even before he became the President in July 2002. That theme has now found its most holistic and inspirational articulation yet in what was perhaps Dr Kalam's last I-Day-eve address to the nation. The beauty of this speech lies in accomplishing the challenging task of constructing a Big Idea with many small but solid and reliable building blocks.

What are these building blocks? Dr Kalam gives a wide variety of success stories and innovations that persuade us to conclude that, in spite of many things that dishearten us in India, there are many more that instill hope and confidence. The role models represent every field of nation-building: agriculture, rural development, water conservation, education, healthcare, information technology. Each of these examples is drawn from his own personal experiences during his travels across the country. By highlighting these examples, the President urges the governments (Central and state) and also various sections of the society to work towards their large-scale replication.

Rainwater harvesting? Learn from what the villagers in Mizoram have done, says Dr Kalam. Affordable and workable health insurance? Look at the initiative of Narayan Hridayalaya in Bangalore. Enhancing rice and wheat productivity? Examine the successful TIFAC project in Bihar and eastern UP. Computer-aided quality education in municipal schools? Replicate the "accelerated learning model" pioneered by the Azim Premji Foundation in Karnataka.

To those who doubted the feasibility of his pet project PURA (Provision of Urban Amenities in Rural Areas), he points to the success stories at the Periyar PURA in Tamil Nadu, Loni PURA in Maharashtra, Nanaji Deshmukh's Chitrakoot PURA in Madhya Pradesh and the Byraju PURA in Andhra Pradesh. He tells us how, "Independent of any government initiative", these rural clusters have established the four essential connectivities of the PURA concept—"physical, digital and knowledge connectivity, leading to economic connectivity".

He tells us how these have led to large-scale employment generation, created local entrepreneurs, promoted thousands of women's self-help groups, transformed hundreds of acres of wasteland into cultivable land, encouraged villagers to diversify into bio-fuel, herbal and medicinal plants, and set up dedicated marketing centres, food processing units and power generation plants using bio-mass. "We need 7,000 PURAs all over the country," said Dr Kalam.

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8/21/2006

विदया पे
लात

The distinguishing feature of the speech, however, is Dr Kalam's philosophy of development which, in the words of Swami Vivekananda, should straddle both "nation-building" and "man-making". This can be seen in the way he describes a unique experiment called 'Jeevan Vidya', which is being conducted by Prof Ganesh Bagaria, IIT, Kanpur, and Prof Rajeev Sangal, IIIT, Hyderabad. "This scheme," Dr Kalam tells us, addresses "the basic causes of major problems of violence, corruption, exploitation, domination, terrorism and war. Jeevan Vidya develops tolerance for ambiguity and uncertainty in human conduct by enabling self-knowledge that understands harmony in the self and in the entire existence. (It) is a teachable human value-based skill that can address inherent conflicts within the mind of the individual, within families, in organisations and in public life...This whole movement of inquiry into knowledge, into oneself, into the possibility of something beyond knowledge would bring about naturally a psychological revolution. From this comes inevitably a totally different order in human relationship and therefore society as a whole. The intelligent understanding of this process itself can bring about a profound change in the consciousness of mankind."

CURRICULUM VITAE

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Born on March 20, 1964
Indian origin
French citizen since 1991

16 years spent in research, studies, analysis and monitoring of formal, non-formal and informal education programmes around the world

EXPERIENCE IN EUROPE

Since January 2003

Literacy and Non-formal Education Section, UNESCO, Paris

Independent Consultant

- Coordinator of 'Search/re-search': a trans-disciplinary and cross-regional action-research on emerging and re-emerging paths for learning and living in diverse cultures, involving groups from India, Brazil, Mexico and the Arab Region
- Author of publications on alternative visions of education. See page 4.
- Co-organiser of workshops for grassroots groups, NGOs and individuals involved in initiating alternative visions of education in the Arab, Asian and Latin American regions.
- Coordinator of the UNESCO supported Learning Societies' Conference at the World Social Forum IV, Mumbai in 2004 and at the World Social Forum V at Porto Alegre, in January 2005

2000 to 2002

Aide et Action, Paris

Project Head (based in New Delhi for one year)

- Diagnosis and recommendations for the organisation's strategies in the country.
 - Wide consultations among experts (NIEPA, NCERT) and authorities, EFA militants, NGO leaders, representatives of international funding organisations and institutions, teachers, parents, children and corporate representatives.
 - Organisation of workshops involving field actors (*representatives of local NGOs specialised in basic education, village level authorities, representatives from grassroots organisations and teachers*), institutions (*UNESCO New Delhi,*

NCERT, NIEPA New Delhi and education authorities of Madhya Pradesh) and specialists on Learning Communities (Learning Development Institute - Florida, USA ; Shikshantar - Udaipur, India)

- Head of an Action-Research team in a rural area of Madhya Pradesh on the perceptions and the expectations of the local actors on 'education' and 'schooling'; the real learning needs, systems and spaces in these communities and finally the inter-linkage between school and the other segments of the learning environment.
 - Conceptualisation and launch of 'Liberate School', a pilot project in three different geographical areas of India.
- Contributor at a televised Round Table entitled "Basic Education to fight against poverty and exclusion" at the World Education Forum Dakar, 2000

1992 to 1999

Aide et Action, Paris

Programmes in charge – India

- Several field visits to NGO education programmes in the States of Tamil Nadu, Andhra Pradesh, Rajasthan, Bihar and New Delhi
- Study and analysis of non-formal education programmes including those designed for children from *dalit* (lower castes) communities, children in bonded labour, children of nomadic communities, working children and handicapped children
- Periodic organisation and animation of workshops with NGOs for collective reflection on :
 - Access to primary schooling;
 - Quality of schooling;
 - Sustainability of community schools;
 - Synergies between formal and non-formal education systems;
 - Medium term and long term planning for education programmes;
- Research on sustainability of education programmes.
- Policy and strategy recommendations for India.
- Validation of action plans and budgetary proposals of NGO partners
- Support in drafting and monitoring of EEC co-funded education programmes in India.

EXPERIENCE IN INDIA

1988 – 1989

- French language teacher at the Pune University, India (special courses for adults)
- Independent English-French translator for a number of private companies in India (registered in the Directory of Scientific and Technical translators edited by "The Indian Scientific Translators Association, New Delhi).

1985 - 1987

French teacher at the St. Mary's High School, Pune (French as a second language for adolescents)

ACADEMIC QUALIFICATIONS

- Higher Secondary Certificate (Economics, Sociology, Pune – India 1981);
- Master of Arts, (University of Pune, India 1986);
- Diplôme Supérieur d'Aptitude à l'Enseignement du Français Langue Etrangère (University Stendhal-Grenoble III 1988, French Government scholarship);
- M. Phil (Education Sciences, University of Paris VIII 1999); M. Phil thesis titled, 'The *Dalits*: from their understanding of education to the foundation of community schools – from school to citizenship'

LANGUAGES

Bilingual English-French
Indian languages practised - Télugu, Hindi and Marathi
Notions in German

PERSONAL

Married to a French civil engineer, 2 children
National level athlete in India from 1978 to 1987.

REFERENCES

Mr. Jan Visser, Learning Development Institute, Florida, USA, ex-Director – Learning Without Frontiers, UNESCO, Paris
Mr. Marc Gilmer, ex-Director, UNESCO, Paris
Professor René Barbier, Education Sciences, University of Paris VIII
Mr. Jacques Marchand, Agence Française du Développement, Paris
Professor R. Govinda, NIEPA, New Delhi
Mr. S. Aoyagi, Chief, Literacy and Non-formal education section, UNESCO Paris.

PUBLICATIONS

- *Developing Learning Communities – Liberate School* , UNESCO, Paris and Aide et Action, Paris, 2003.
- *Developing Learning Communities - Beyond Empowerment*, UNESCO Paris, 2005
- Chief Editor of '*Emerging and re-emerging learning communities: Old wisdoms and new initiatives from around the world.* , UNESCO Paris, 2005

Joanna C. Härmä

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Place and date of birth: 19/09/1977, Washington, DC (dual US-UK national)

EDUCATION:

Oct 2004 – DPhil International Education, University of Sussex.

I am currently half way through, and have completed my fieldwork in India, looking into privatisation and its effects on the realisation of the right to education.

2000-2001 L.L.M. International Human Rights Law, University of Essex, UK.

Dissertation on international labour rights promotion & protection.

Distinction.

Focus of studies: International Trade; Development; Rights of the

Child; International Law of Armed Conflict; UN & regional human rights protection mechanisms.

1999-2000 Post-graduate Diploma in Law, The College of Law of England and Wales, York Campus.

1995-1999 M.A. (4-year) Modern History (Honours), class II division I, University of St. Andrews

SKILLS:

- **IT** – Microsoft Office, Internet research, learning SPSS.
- **Languages** – Basic Hindi, German, Finnish and French.

Temporary Administration Experience

Summer 1998 – Payroll Assistant, Red Coats, Inc., Washington, D.C.

- Responsibility for processing new employee's details into database, and processing weekly pay slips.

May – September 2004 – Administrative Assistant, NHS (**Position through Hays' Carlisle office**)

- Letter writing
- Dealing with NHS waiting list databases
- Re-organisation of filing
- Photocopying
- Liaising with other primary care trusts, hospitals and care homes regarding patients' status
- All aspects of general administrative support

CAREER:

Founder and Vice President, Free Schools India, Uttar Pradesh, India

Cambridge • Shri Balbir Dutta Proposal_c

(September 2002 to present).

- This charity was founded and is run by myself and my husband, in order to promote quality education in rural India.
- Shared responsibility for all aspects of establishing a school in a remote and underprivileged village.
- Responsibility for improving teaching standards, monitoring quality.
- Responsibility for ensuring accessibility to all children.
- Responsibility for ensuring compliance with board specifications for future expansion up to upper secondary level.
- Responsibility for maintenance and updating of content for website, www.free-school.org.

ILO Convention 182 Campaign Officer, Global March Against Child Labour, New Delhi (March 2002 to March 2003).

- Member of tight-knit lobbying team working to achieve universal ratification of ILO Convention 182, and to get ratifying states to fully implement the Convention.
- Initial advocacy role involved responsibility for co-organising major events advocating the rights of children and child labourers.
- Responsible for research on MNC child labour policy and practice.
- Responsibility for editing and proof-reading official documents.

Research Intern, The Prince of Wales International Business Leaders Forum and Friends Ivory & Sime, London (April-August 2000).

- Responsible for research on a major publication *Business and Human Rights: a Geography of Risk* in collaboration with Amnesty International UK. This can be found at www.humanrightsrisk.org.
- Established and verified country presence of 146 companies in developing countries.
- Researched into MNC best and worst practice in the sphere of human rights, especially focusing on labour rights.
- Drafted text to accompany the project.

Intern, Knopf & Brown, Attorneys at Law, Washington, D.C. (Summer 1998 & Summer 1999).

- Responsible for deposition exhibits for trial.
- Assisted at hearings.
- Work on international ant-trust suit.
- Work on class-action suit.

Researcher, Skater's Edge Magazine, Washington, D.C. (May – September 1997).

- Responsible for researching information for international publication, *the Skater's Edge Sourcebook* (Alice Berman, editor).

Interests:

- Reading history, classic literature and some contemporary literature.
- Travel; in Europe and India.
- Politics and current events.
- Architecture, restoring old houses.

Referees:

Mr. Alam Rahman
(ex-manager, Global March Against Child Labour)
51/5 Shankar, Fifth Floor
Dhaka 1207
Bangladesh
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Sunita & Balbir Dutta**16 Hauxton Road****Trumpington****CAMBRIDGE****CB2 2LT****ENGLAND****10 May, 2006**

होमव पवजी को धन्यवाद, आमकान्तक में जीवन विद्या
 भाग में लक्ष्य वाली मोड़। परिकल्पना सभी घरों में समर्पित करण।
 एक अच्छी कुल डिपार्ट, परिचय। अध्ययन समय में दो पल विरल तरीका प्रतीत हो रहा है।
 अध्ययन कुल। घरों का जल्दी-जल्दी भरण भोजन समझ रहे हैं। 26, 27, 28 Sept 06
 पनीन के विविध। पवन जी व अनुभव जी इस बीच रहे तो अच्छा। किसी भरण
 पनीन विविध का एक लेख पवन जी के लिए को।

Adarniya Nagaraj Babaji
 Amarkantak
 Near Shahdol
 Madhya Pradesh
 INDIA

सुनिता

Our dear Babaji

Charanbandna

STRATEGY FOR INTRODUCING 'JEEVAN VIDYA' AND DEVELOPMENT OF EDUCATION BASED ON VALUES WITH HUMAN CONSCIOUSNESS

Ever since our initial introduction to 'Jeevan Vidya', thanks to Pawanji and Sonji, in August 2005 and our first visit to Amarkantak, our *Jeevan Yatra* has taken a turn that one could not have even imagined earlier. A truly empowering paradigm shift that was not only experienced by two of us but has also been felt by our three children, their respective partners and many others whom we have been able to motivate to do the JV Shivirs meanwhile. All this we consider a good start and just an *introduction*. A lot more learning has to happen before most of us can truly be in a position to play an effective role in the much needed sharing with the global community of *Madhyastha Darshan* that has been expounded you. Sunita and I have now embarked on our personal *adhyayan* before our next meeting when we are sure to receive your personal guidance on aspects that we may still not be clear about. You will appreciate that given the distance and current commitments of our children, it may not be possible for them to visit India in the near future and so meanwhile we need to consider what can be achieved at this end. With Praveerji married to Aatishiji, there could be a possibility of them spending some time together in England before Aatishiji's planned return to India in September after concluding her M.Sc. at Oxford. We are proposing a three days Shivir for all us at Cambridge over the August Bank Holiday i.e. 26, 27 & 28 August '06. This will help us to consolidate the learning to-date of our children. As explained later in this letter, we would like Pawanji and Anuradhaji to embark on a visit to England around 24th August and join us all for this Shivir too. Pawanji and Anuradhaji can very ably conduct this Shivir even if things don't work out with Praveerji and Aatishiji.

बबजी
 Babaji, you are already aware of our priority in firstly introducing all members of our immediate Family to Jeevan Vidya. This has been achieved with the Shivir at Mussoorie and it has also enabled them to meet some of key individuals who are playing crucial role in your Mission. Needless to say, each of the couples now will have to chalk out their individual program for gaining more understanding of JV through further courses and / or *adhyayan*. We feel this proposed short Shivir in August is going to be of great help. It shall enable us to evaluate its suitability to life style and tight time schedule of most professional couples at this end. It will also give us an opportunity to pool together talents of all the Couples to produce an appropriate presentation in English.

बबजी-II
 मधुवी विवि। से अपने परिवार को विद्या से परिचय कराने का लक्ष्य रहा होगा। 26, 27, 28 अगस्त 06 से
 भी प्रयत्न होगा। ये काम हमारे अंतर्गत में ही जीवन विद्या की प्रस्तुति के माध्यम से होगा।

सुनिता है - बबजी

परिवार-धर्मोपदेश लक्ष्य (सा माउडेन का रजिस्ट्रेशन हो गया है।)

अध्ययन के उपरान्त हमका परिवार सम्बन्ध दर्शन प्रकृत में ओगड़न का और रजिस्ट्रेशन मध्यम को।
 आपसे विशेष अनुरोध-हमारे द्वारा प्रस्तावित विचार/कार्यक्रम पर आप सुझाव/टिप्पणी करें नकि जल्दी का बंद हो।

We are still awaiting response to registration of our family Charity, Rama Foundation, with the Charity Commission. It is a process that can drag till end of last week of June being the average 87 working days required from receipt of our application on 16th February. We hope that this can be achieved with no additional time for queries, etc. We are hoping that we shall have this Charity functional well in time for what is being proposed here for your kind consideration. All of us feel privileged in making our contribution to the Mission. Ideally, it would be best if one could await *adhyayan* by all before any action to support the efforts in sharing *Madhyastha Darshan* at this end. As this is not very practical as explained earlier, we seek your periodic personal assessment of what is being proposed. We feel this should be mandatory if we are to avoid mistakes and gain from various experiences so far. We know this is not your way with most people in India but we seek your approval to this approach. We have discussed this last time and are putting it in writing for benefit of all who are likely to contribute in this effort. We are therefore seeking your unequivocal guidance on these proposals. Initially and keeping it within the Objects of this Charity, we shall use Rama Foundation for these efforts in Partnerships with SIDH and ABHYUDAYA SANSTHAN. The ultimate aim being to launch a Global Charity with *Madhyastha Darshan* as its Object and with eminent people from different parts of the world as Trustees.

During our discussions, you have been stressing the need to take the Darshan to those very places from where a lot of current worldview has originated. You rightly singled out Cambridge and Oxford Universities. Earlier, our view was that it is going to be an uphill task perhaps beyond our ability. However when one starts thinking of all your assertions, yes the seeds of righteousness exist within the very system that does injustice. Green Peace, anti-apartheid movement in UK, etc are good recent examples. We are all clear that the area in which we have to initially concentrate is 'Education' and that too at 'Primary' level. This is at the core of our action plan for the eight villages and twelve schools under Sahaji near Achhoti. We had chalked out initially to recruit 16 Cambridge University undergraduate students to join NIT, Raipur students in above efforts in an experiment this December. And in parallel, to recruit 14 newly qualified teachers from Homerton College soon after their Postgraduate Certificate in Education from Cambridge University for experimental placements at SIDH during July and August 2007 - through our direct efforts under Rama Foundation. All of these individuals are to do the introductory JV Shivir other than join in other activities being planned for these experiments. Assuming success in these placements, to repeat it following year too thereby ending with 60 individuals plus all others who would have done at least one JV Shivir from here. With such a group of almost 100 individuals, we shall be in a position to share the Darshan with educationist, etc through a Seminar at Cambridge in October 2008 with your keynote address, yes in Hindi. This plan has been discussed with Pawarji, Anuradhaji, Sonji, Angaraji, etc and has been positively received by all. This was to be based on our own efforts only without institutional involvements at this stage at this end. This shall be a slow process. We are writing this letter to enable us to circulate the idea amongst a wider group within JV fraternity and seek your blessings and guidance to All.

Our visit to Mussoorie and family participation in the JV Shivir has thrown up an interesting change to above thinking that needs to be evaluated and directed by you.

क्या यह सब परवर्ती अनुसंधान की। लोग व अंग्रेजी सीखे चर्चा हुआ है। इस पत्र को विश्व के सभी लोगों की जानकारी के

व माहिती के लिए लिख रहा हूँ।

हमारे व परिवार की गंभीर शिवा है उपरोक्त योजना/विचार के मजबूती पानी है। आपके सहयोग से मुल्गोवन कला है। शुभ है।

हमारे लोग यहाँ व भारत में अच्छे संबंध हैं। Unesco द्वारा SIDH के शिक्षण प्रोग्राम से विश्व के सभी भाषी लोगों में मिली है। नैमान के शिक्षण के तंत्र को समर्थन दे रहे हैं। एडमिनि

'With such good chemistry developing between our people at both ends and the global exposure to JV through UNESCO publication titled 'Beyond Empowerment' documenting SIDH, does bring in question our above plans with its inherent slow speed and reach. We would like to congratulate all at SIDH for this. We want to suggest that SIDH with this and already established credibility with highly respected organizations such as Save the Children, Learning for Life, etc should become the 'Flagship' of our this 'Strategy'. While the above scheme of direct recruitment and placements can be viewed as a fall back if we are not able to succeed as under.

सिद्धि के होमरन कॉलेज में शिक्षा के स्तर को सर्वोत्तम से सुदृढ़ करें।

होमरन कॉलेज
130 वर्ष पुराना।

160 छात्र शिक्षण

मार्ग में। 200

इ-नॉलेड यूनि-डा

यु. एन. एम. एडमिनि

नए। 4 सप्ताह

के लिए। 22 June

शुभ।

इस कार्यक्रम से

सिद्धि की प्रामाणिक

नैमान होमरन

B.E. मार्ग में

सर्व-नैमान में

के मर्याद के लिए।

सिद्धि।

Our proposal is to offer 'an extension program' at SIDH in collaboration with University of Cambridge's Homerton College under their Postgraduate Certificate in Education (PGCE). Since its foundation in 1768 in the Homerton in East End of London, and for the last century in Cambridge, it has been training the best teachers in England. The University of Cambridge Faculty of Education was formed in 2001 from the merger of the University School of Education and teaching and research interests of Homerton College. They state 'Courses in Education have been offered in Cambridge for over 130 years, however, and over this time courses have evolved which combine an excellent academic reputation with top-quality professional training for students who wish to be teachers. The Faculty and its students benefit from being part of a world-class university where research constantly enhances the quality of taught courses and where students and teachers alike can work at the cutting edge of international knowledge in a wide range of subjects.' It shall be worth approaching them to support such an initiative that can be offered to 14 volunteer newly trained teachers at end of their PGCE course. This PGCE is a one-year course, lasting 36 weeks, taught in partnership with local schools. Trainees spend at least 50% of their course working with teachers and children in schools across the region. Approx. 160 trainees undertake primary courses every year and to end up with regular top 14 motivated individuals for annual SIDH placements, say for 4 weeks beginning last week of every June, should become possible. The details of such placements can be worked out jointly with Homerton College... The 2006-2007 course begins on 4th September 2006 and finishes on 22nd June 2007. SIDH is already planning to offer a teachers training course and we feel this collaboration will help us in building credibility of SIDH as an independent institution without the need to offer B.Ed. qualifications with its government of India's involvement. Pawanji can share this aspect with you. We propose that SIDH offer its own certificates to above placed teachers from here and local trainees too.

होमरन कॉलेज

के 23rd मार्ग में

नैमान के मार्ग में

के मार्ग में

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Above proposal is for newly trained teachers. For teachers already in the profession, we are proposing to target one of the local education authorities in London where Sumita spent most of her teaching career. Three miles from the City of London, in the heart of the East End, the London Borough of Newham sits just north of the River Thames. It is hosting the 2012 Olympics and Paralympics and its key location as the gateway to London has shaped its past and will influence its future. With fast train link with Paris, etc, and Olympics spotlight, we consider it most appropriate for this proposal. Perhaps there is another aspect that merits its selection too. Newham is the most culturally diverse area in Britain. The % of people in different ethnic groups according to 2001 Census was: 39.4% White; 3.3% Mixed; 32.5% Asian, 21.5% Black and 3.1% Chinese or other ethnic group. Total population: 247,700.

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दस्ता जी,

०३ ईस १९९५
विश्व ५५, १५ ई
जो जीवन किशोर
लिखे १२ अग्रज
जि हान दे (कम लही)
इस प्रकार किशोर
ने लिखे वर्ष में
५६५१६५
पत्रिका।

Interestingly the Religious % were: 46.8% Christian, 24.3% Muslims, 6.9% Hindu, 2.8% Sikh, 0.6% Buddhist; 0.2% Jews; 0.3% other religions; 9.0% no religion and 9.0% who did not state their religion. The schooling population is even more skewed towards non-whites and non-Christians. In many ways Newham represents a small global community that would be ideal for introducing JV and ultimately Darshan. The local education authority of this London Borough can be offered 'an in service training program' at SIDH during every August to existing teachers for perhaps 4 weeks starting in last week of July every year. The schooling year ends on 20th July 2007 and the new year starts at beginning of September. We shall also explore the possibility of offering such placements to teachers with education authority for say Cambridge County Council with its 6 nursery and 202 Infant, First, Junior and Primary schools and to retired teachers... One of the ultimate aims of all these efforts would be to target trainers who could help us in delivering teacher training second to none to local teachers at SIDH....

If we are able to establish even one of the above proposed initiatives at SIDH, it will hasten our journey and give us a wider base for sharing the Darshan as already mentioned.

इस ५६५१६५ ब्रह्म
मित्रता में कई
हमारे कार्य प्रोग्राम में
हमारी प्रयत्न के
समर्थन है।

Babaji, we know of many individuals specially teachers who once they have experienced such placements, tend to follow up with regular visits and develop additional required support from their own schools, communities, etc. We also visualize such teachers being easily available for further placements in schools being targeted by us e.g. schools near Achhoti, etc. Thus this proposed approach with SIDH as our flagship can truly move matters at a much quicker pace.

उपरोक्त सभी विचारों को सा परीक्षा करने के लिए फोन जी दायज्या जी २६ अप्रैल दिनांक ०६ में। साह का लक्ष्य है आगमन।
In order to help us effectively explore and present above proposals to concerned institutions a month or so long visit by Pawanji and Anuradhaji starting off with our short Shivar at end of August this year with meetings, etc for September is being proposed. Report back to all of you by them can coincide with the scheduled annual meeting at Karpur in October. Could you please consider this and guide us all as to the best way forward. Needless to say, such a visit will help us consolidate closer working between all in Rama Foundation and SIDH. We shall now await action from your end. As discussed with Sonji on Monday, we are emailing this letter to him and Pawanji for onward transmission to all others who can help and support us in this initiative.

In anticipation and with best wishes and fondest regards to ALL, affectionately,

Yours,

Sunita and Balbir

C.C. Sonji and Anganiji at Abhyudaya Sansthan
Pawanji and Anuradhaji at SIDH

1. Ran Singhji Arya
2. Dr. Ganeshji Bagaria
3. Prof. R. Sangalji
4. Prof. R. R. Gaurji

9421229560

'Rama Foundation' is being established in memory of Mr. Balbir Datta's mother, Smt. Rama Rani Datta, who was a living embodiment of 'giving'. She gave gifts of caring, attention, affection, appreciation and love that were perhaps more precious than material gifts that were shared by her with not only her own but many times with strangers. Her capacity to become a part of another's suffering and give sustained effective support, an 'invisible hand', shall inspire all who become involved with this Charity.

The 20 million or so non-resident Indians and people of Indian origin account for approx. US \$ 400 billion economic output not appreciably less than the GDP of India. This global community is a living tribute to Indian enterprise, rising through ranks and fighting discrimination, within and without, with determination and talent. The Indian family traditions more than often underpin this.

Perhaps, in utilising their human capacity to build on the foundation of generations before them, this community has inadvertently become so focused on their own building that they have forgotten the foundation that holds it up; or in reaping for so long where they have not sown, perhaps they have forgotten the need to sow or even water the roots. It has been said that, "There are only two lasting bequests we can give our children one is roots, the other wings." The community is failing to become the Torchbearers of many holistic approaches to living handed down generations. A good example is the use of integrated medicine within which Ayurveda, Yoga, etc play an active part. Modern medicine, as currently prevalent in most countries, may eradicate diseases but cannot provide life-long health. The traditional systems need to be investigated and incorporated in our thinking. The body cannot be treated in isolation but as an integral whole – a unit of body, mind, intellect and soul. This calls for a totally holistic approach in all aspects of development. Such type of contributions globally shall truly help the community in establishing their roots in lands of their adoption or else they will be seen as 'economic migrants' only. A missed opportunity!

Indian civilisation has not only comprehended the essence of the Universe; it has also evolved a social order appropriate for leading life in conformity with that comprehension. The Indian social organisation is thus as peculiarly Indian as the larger Indian view of the Universe. A view that sees complementarities amongst all the creation and not competition; affinity for all. This Human Values system needs to be shared with thinkers and future generations to help us meet challenges unfolding e.g. global warming, poverty, etc.

The wide gap between rich and poor has always been a matter of concern in India. It is now widely accepted that the issue is not just confined to economic inequalities; the wider issue that needs to be addressed is the 'inequality of opportunities'. This dimension has assumed special significance recently in the context of new economic reforms. There is a fear that inequalities will be further intensified as the poor and the weak are likely to be marginalized in this process because the economic opportunities are difficult to be used if a person is handicapped by ill-health or illiteracy. Education and health are recognised to be the two distinct influences, which can promote the freedom and capacity of individuals to make use of available opportunities. Policies for 'universal literacy' and 'health for all' can go a long way to increase the individual capabilities but even here the utilisation of services by the disadvantaged sections of the society is limited due to socio-economic constraints. This can lead to serious inequalities in the very sectors – health and education – which are expected to play the equalising role in India's struggle to reduce inequality of opportunities. In a caste-ridden society like India, social hierarchy also can be a serious handicap for utilisation of available services in the health and education sectors. We are trying to make our contributions (to one of the many ongoing efforts at the grass root level to changing this situation) through Teams of professionals, initially from UK, and in collaboration with others.

Rama Foundation is being established in Cambridge to enable Families with Indian roots and other well-wishers to become partners in selected *Initiatives in UK and 'drip-feeding' the Roots through empowerment of people in rural India, where roots of India lie and the majority of the one-sixth of humanity lives, dare we say exists—a sad testimony to us all.*

श्री बलबीर दत्ता जी,

लंदन

पैरा नं. एक में आपने लिखा है, पूरा विश्व, विशेषकर भारत में आर्थिक, सामाजिक कमजोरियां सटीक ठीक होने का कामना किया है। अभी तक अर्थात् 2001 शताब्दी के पहले दशक तक इस धरती पर जितने भी मानव हैं, सभी समुदाय चेतना में बंटे हुए हैं। सभी समुदायों का आधार जाति, मत, संप्रदाय, भाषा एवं देश जाति मानी गयी है। इनके साथ धर्म का प्रसंग लगी हुई है। सभी का लक्षणों को धर्म मानते हुए चल रहे हैं। सामाजिकता का मूल सूत्र अथवा अखंड समाज का मूल सूत्र धर्म ही होना, अस्तित्व मूलक मानव केंद्रित चिंतन के अनुसार प्राप्त किये हैं। ईश्वरवादी विधि से, अथवा आदर्शवादी विधि से धर्म का पता व्यवहार रूप में नहीं चला। भौतिकवाद के लिए धर्म की आवश्यकता नहीं रहा। हर मानव आज सहअस्तित्ववादी विधि से अखंड समाज सार्वभौम व्यवस्था सूत्र व्याख्या सहित मानवत्व संपन्न हो सकते हैं। यही अखंडता सार्वभौमता का सूत्र व्याख्या का आधार है।

पैरा दो में, धरती पर जितने समुदाय हैं इनमें अखण्डता सार्वभौमता सूत्र व्याख्या जन सुलभ होने योग्य कार्य करना।

पैरा तीन में, सभी समुदायों में संघर्ष, स्पर्धा, ज्यादा कम का पीड़ा, ज्यादा का अपेक्षा, सुविधा संग्रह के अर्थ में, ज्ञानी-विज्ञानी-अज्ञानी सबमें समाया हुआ देखने को मिल रहा है। इन्हें समाधान समृद्धि पूर्वक हर परिवार जीने योग्य शिक्षा संस्कार कार्यक्रम बनाना जिसके लिए रमा फाउंडेशन कृत संकल्पित है।

दूसरे मुद्दे में, समुदायों के परस्परता में अखंडता सार्वभौमता सूत्र व्याख्या सहित समाधान-समृद्धि संपन्न होने का संपूर्ण गतिविधियों का आदान-प्रदान कार्यक्रम संपन्न करना।

तीसरे मुद्दे में, परस्परता में, विशेषकर समुदायों की परस्परता में अनुभव व अनुभव प्रमाणों के आधार पर सार्वभौमता अखंडता को स्थापित करना।

चौथे मुद्दे में, वर्तमान में जितने भी कुशलता-निपुणता मानव जाति तकनीकी रूप में प्राप्त किया है, उसे सभी समुदायों में अखंड समाज, सार्वभौम व्यवस्था मानसिकता सहित लोक व्यापीकरण करना।

पाँचवें मुद्दे में, हर समुदाय के और हर व्यक्ति के अपेक्षाओं को चेतना विकास अर्थात् जीव चेतना से मानव चेतना में परिवर्तन मूल्य शिक्षा मानव संबंध, नैसर्गिक संबंधों में नियम, नियंत्रण, संतुलन, न्याय, धर्म, सत्य पूर्वक जीने का विधि विधान को लोक सुलभ करना।

छठवें मुद्दे में, मानव चेतना मूल्य शिक्षा संपन्न परंपरा में सभी प्रकार के तकनीकी अर्थात् आहार, आवास, अलंकार एवं दूरदर्शन, दूरगमन, दूरश्रवण संबंधी वस्तुओं को सर्वाधिक लोगों का उत्पादन कार्य का आधार रूप प्रदान करना, जिससे धरती के साथ अपराध स्थगित हो सके।

सातवें मुद्दे में, सभी समुदायों में अपना-पराया का विभाजन रेखा, राष्ट्रीय सीमा सुरक्षा नाम एवं कार्य के रूप में प्रभावित है (क्रियान्वित है)। इस मुद्दे पर अपना-पराया का दीवाल मुक्ति के लिए अखंड-समाज, सार्वभौम व्यवस्था सहित ज्ञान-विवेक-विज्ञान तर्क संगत विधि से योजना, कार्ययोजना, फल, परिणाम, ज्ञानारूप अर्थात् सह अस्तित्व सूत्र व्याख्या के अनुरूप, जीवन ज्ञान के अनुरूप, मानवीयता पूर्ण आचरण के अनुरूप होना। ऐसे विधि से निपुणता-कुशलता-पांडित्य को लोक सुलभ करने की कार्यक्रम करना।

आठवें मुद्दे में, मानव चेतना विधि से सामाजिक-आर्थिक-राजनैतिक योजनाओं को तैयार करना, लोक सुलभ करना।

नवें मुद्दे में, परस्पर समुदाय अर्थात् जो मानव चेतना मूल्य शिक्षा सहित कुशलता-निपुणता संपन्न रहता है, वह अन्य के साथ सौजन्यता पूर्वक योजनाओं को प्रस्तावित करना, उसे ग्रहण योग्य क्षमता को उनमें विकसित करना।

दसवें मुद्दे में, मानव परंपरा में-से-के लिए मानवीय शिक्षा संस्कार कार्य संपन्न करने, मानवीय, आचार संहिता रूपी संविधान की रोशनी में न्याय सुरक्षा कार्य करने, उत्पादन कार्य करने, विनिमय कार्यों को संपन्न करने एवं स्वास्थ्य संयम कार्यों को लोक सुलभ करने का कार्यक्रम करना।

उद्देश्य-2 के पैरा में, जो समुदाय उद्देश्य-1 में पारंगत होगा, प्रमाणित होगा, वह अन्य देशों के लिए अथवा पड़ोसी देशों के लिए कुशलता-निपुणता-पांडित्य संपन्न अनुभव व अनुभव प्रमाण के आधार पर प्रमाणित व्यक्तियों को स्वयं सेवक के रूप में प्रस्तुत करना।

नोट - सर्वप्रथम किसी एक देश में मानव चेतना संपन्न शिक्षा संस्कार, मानवीय आचार संहिता रूप संविधा की रोशनी में न्याय-सुरक्षा कार्य, उत्पादन कार्य, विनिमय-कोष कार्य और स्वास्थ्य संयम कार्य, लोक व्यापीकरण होने के उपरांत उन्हीं अनुभवों के साथ स्वयं सेवक अन्य देशों के साथ कार्य करें।

दूसरे मुद्दे में, सभी योजनाओं में अर्थात् मानव चेतना संपन्न सभी योजनाओं को लेना, क्रियान्वयन करना रहेगा।

तीसरे मुद्दे में, हर देश में सर्वप्रथम गरीबी-अमीरी के बीच संघर्ष को समाधान-समृद्धि संपन्नता के आधार पर निराकरण करना रहेगा।

उद्देश्य-2 की गतिविधियों में -

पहले मुद्दे में, सभी सामाजिक-राजनैतिक-आर्थिक असमानताओं को दूर करने के लिए मानव चेतना मूल्य शिक्षा सहित तकनीकी संपन्न व्यक्तियों को अथवा विद्यार्थियों को तैयार करना एवं इन्हीं प्रतिभाशाली व्यक्तियों की संख्या वृद्धि करना। एक देश अथवा समूह में अखंड समाज सूत्र

व्याख्या और सार्वभौम सूत्र व्याख्या व्यवहार में प्रगट होने के उपरांत, अन्य देशों में ऐसे सत्प्रवृत्ति को लाने का कार्यक्रम उक्त प्रकार के विद्वानों के द्वारा लोक व्यापीकरण करने का कार्यक्रम करना रहेगा।

दूसरे मुद्दे में, हर विश्वविद्यालय में मानव चेतना सहित तकनीकी शिक्षा को ज्ञान-विवेक-विज्ञान सम्मत विधि से प्रयोग करने का शिक्षा, शिक्षण-प्रशिक्षण कार्यक्रम को संपन्न करना। इसमें जो पारंगत होना चाहते हैं, वे किसी समुदाय-जाति-देश-संप्रदायवादी न होकर मानव की हैसियत से प्रस्तुत होने की व्यवस्था रहेगी।

तीसरे मुद्दे में, ज्ञान-विवेक-विज्ञान को लोकव्यापीकरण करने के लिए कार्य करना।

चौथे मुद्दे में, जितने भी विद्वान होते हैं, सभी समुदायों में मानव चेतना मूल्य शिक्षा सूत्र व्याख्या के रूप में मानव संस्कृति सभ्यता सहज समन्वयता को स्थापित करना।

पाँचवें मुद्दे में, धरती पर पाये जाने वाली हर परिवार में समाधान समृद्धि पूर्वक जीने का ज्ञान-विवेक-विज्ञान संपन्न करने का कार्य गति रहेगा।

छठवें मुद्दे में, हर परिवार में हर विद्वान आगे-आगे नवीनता को अर्थात्, उत्पादन कार्य, व्यवहार कार्य, शिक्षा कार्य, विनिमय कार्य, स्वास्थ्य संयम कार्यों में सुगमता के अर्थ में प्रगट करने का अधिकार संपन्न रहेगा।

सातवें मुद्दे में, हर समझदार परिवारों से सुशोभित अर्थात् समझदार परिवार का तात्पर्य समाधान-समृद्धि संपन्न उपकार प्रवृत्ति सहित प्रमाण संपन्न परिवार से, ऐसे परिवारों से सुशोभित गाँवों और शहर में पानी की पवित्रता, ऊर्जा संतुलन और शौचालयों के स्वच्छता एवं उपयोगिता को नदी नाले को गंदा बनाये बिना उपयोग करने की पद्धति को विकसित करना।

आठवें मुद्दे में, सभा, गोष्ठी, चर्चा, परिचर्चा के द्वारा सभी विद्वान परस्परता में सार्वभौम मानसिकता अर्थात् सामाजिक अखंडता और सार्वभौम व्यवस्था सूत्र व्याख्या में पारंगत होने का, प्रौढ़ होने का, परिपक्व होने का कार्यक्रम संपादित करते रहना।

उद्देश्य-3 के मुद्दे में, समय-समय पर ट्रस्ट के उद्देश्यों को चैरिटी के हिसाब से आगे बढ़ाने के लिए ट्रस्ट को आय या कैपिटल ऐसी चैरिटेबल संस्था या उद्देश्य को उपयुक्त मात्रा, उपयुक्त तरीका और उपयुक्त शर्तों पर देना। गतिविधियां के मुद्दे में सभी बिन्दु सार्थक हैं।

ए. नागराज
प्रणेता-मध्यस्थ दर्शन
(सह अस्तितवाद)

श्री बलबीर दत्ता जी
लंदन

पैरा नं० एक में आपने लिखा है, पूरा विश्व, विशेषकर भारत में आर्थिक सामाजिक कमजोरियाँ सही की ओर होने का कामना किया है। अभी एक अर्धशताब्दी के पहले दशक तक हम बरही पर जितने भी मानव हैं, सभी समुदाय चेतना में बँटे हुए हैं। सभी समुदायों का आधार जमीन, मत्त, संतुष्टि, आधा एवं देश-जाति मानी गयी है। इनके साथ धर्म का संग लग्न हुई है। सभी का लक्ष्यों की धर्म मानते हुए चल रहे हैं। सामाजिकता का मूल सूत्र, अथवा अग्रव समाज का मूल सूत्र धर्म ही होना, अद्वैतत्व मूलक मानव के दिल चिंतन के अनुसार पाए जाते हैं। ईश्वरवादी विधि से, अथवा आदर्शवादी विधि से धर्म का पहला व्यवहार रूप में नहीं चला। औद्योगिकवाद के लिए धर्म की आवश्यकता नहीं रहा। हर मानव आज सहअद्वैतवादी विधि से अग्रव समाज सार्वभौम व्यवस्था सूत्र व्याख्या सहित मानवत्व संपन्न हो सकते हैं। यही आवश्यकता सार्वभौमता का सूत्र व्याख्या का आधार है।

पैरा दो में, बरही पर जितने समुदाय हैं इनमें अवस्था सार्वभौमता सूत्र व्याख्या जनसुलभ होने योग्य कार्य करना।

पैरा तीन में, सभी समुदायों में संघर्ष, स्थिरता, जमा-कम का पीडा, जमा का अपेक्षा, सुनिश्चित संगठन के अर्थ में, धार्मिक-वैज्ञानिक-आधुनिक सभी समाधानों का विकास हो मिल रहा है। इन समाधान सहित पूर्वक हर परिवार जीने योग्य शिक्षा संस्कार कार्यक्रम बनाना जिसके लिए समाज काउंटेडन हट संकल्पित है।

द्वितीय में, समुदायों के परस्परता में अवस्था सार्वभौमता सूत्र व्याख्या सहित समाधान-समृद्धि संपन्न होने का संपूर्ण गतिविधियों का विकास-उदान कार्यक्रम संपन्न करना।

तीसरे मुद्दे में, परस्परता में, विशेषकर समुदायों की परस्परता में अनुभव व अनुभव प्रणाली के आधार पर सार्वभौमता अवस्था को स्थापित करना।

चौथे मुद्दे में, वर्तमान में जितने भी कुशलता-निष्पत्ति मानव जाति तकनीकी रूप में पाए जाते हैं, उसे सभी समुदायों में अग्रव समाज, सार्वभौम व्यवस्था मानसिकता सहित लोकप्रणीकरण करना।

पाँचवें मुद्दे में, हर समुदाय के और हर व्यक्ति के अपेक्षाओं की चेतना विकास अर्थात् जीव-चेतना से मानव-चेतना में परिवर्तन मूल्य शिक्षा मानव संबंध, नैतिक संबंधों में नियम, नियंत्रण, संतुलन, आम, धर्म, सत्य पूर्वक जीने का विधि-विधान की लोक सुलभ करना।

छठे मुद्दे में, मानव-चेतना मूल्य शिक्षा संपन्न परंपरा में सभी प्रकार के तकनीकी अर्थात् आवास, आहार, आवास आलंकार, एवं दूरदर्शन, दूरगमन, दूरचित्र संबंधी वस्तुओं की सर्वाधिक लोगों का उत्पादन कार्य का आधार रूप प्रदान करना जिससे बरही के साथ अपराध समाप्त हो सके।

सातवें मुद्दे में, सभी समुदायों में अपना-पराया का निश्चय देना, राष्ट्रीय सीमा सुरक्षा नाम एवं कार्य के रूप में प्रामाणिक है (प्रामाणिक है)। इस मुद्दे पर अपना-पराया का सीवाल मुद्दे के लिए अग्रव समाज, सार्वभौम व्यवस्था सहित ज्ञान-विवेक-विज्ञान तकनीक विधि से योजना, कार्यक्रम, फल, परिणाम मान्य रूप अर्थात् सहअद्वैतत्व सूत्र व्याख्या के अनुकूल, जीवन ज्ञान के अनुकूल, मानवीय पूर्वक व्यवस्था के अनुकूल होना। ऐसे विधि से निष्पत्ति-कुशलता-पांडित्य की लोक सुलभ करने की कार्यक्रम करना।

आठवें मुद्दे में, मानव-चेतना संपन्न विधि से सामाजिक-आर्थिक-राजनीतिक योजनाओं को तैयार करना, लोक सुलभ करना।

नवें मुद्दे में, परस्पर समुदाय अर्थात् जो मानव-चेतना मूल्य शिक्षा सहित कुशलता-निष्पत्ति संपन्न रहता है, वह अन्य के साथ सीधे-पहले पूर्वक योजनाओं को उत्पन्न करना, उसे ग्रहण योग्य समता को अनेक निश्चित करना।

दशवें मुद्दे में, मानव-चेतना संपन्न विधि से मानव परंपरा में-से-केलिए मानवीय शिक्षा संस्कार कार्य संपन्न करने, मानवीय आधार संविधान की रोशनी में आम सुस्था कार्य करने, उत्पादन कार्य करने, निष्पत्ति कार्य को संपन्न करने एवं स्वास्थ्य-संपन्न कार्य को लोक सुलभ करने का कार्यक्रम करना।

उद्देश्य-2 के पैरा में, जो समुदाय उद्देश्य-1 में पारंगत होगा, उपायित होगा, नए क्षेत्रों के लिए अथवा पड़ोसी देशों के लिए कुशलता-निष्पत्ति-पांडित्य संपन्न अनुभव व अनुभव प्रणाली के आधार पर प्रामाणिक अर्थों में स्वयं सेवक के रूप में उत्पन्न करना।

नोट - सर्वप्रथम किसी एक देश में मानव-चेतना संपन्न शिक्षा संस्कार, मानवीय आधार संविधान की रोशनी में आम-सुरक्षा कार्य, उत्पादन कार्य, निष्पत्ति-कोष कार्य और स्वास्थ्य संपन्न कार्य लोकप्रणीकरण होने के उपरान्त उही अनुभवों के साथ स्वयं सेवक अन्य देशों के साथ कार्य करें।

द्वितीय में, सभी योजनाओं में अवस्था मानव-चेतना संपन्न सभी योजनाओं को लेना, क्रियान्वित करना, रटेगा।

तीसरे मुद्दे में, हर देश में सर्वप्रथम गरीबी-अमीरी की बीच संघर्ष को समाधान-समृद्धि संपन्नता के आधार पर निराकरण करना रहेगा।

ਪੰਜਾਬੀ-ਮਾਧਿਅਮ
(ਦਿੱਖਾਇਆ ਗਿਆ)

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प्राप्त करेगा। यदि यह प्रमाण प्रमाणित हो तो प्रमाणित होगा। यदि प्रमाणित नहीं हो तो प्रमाणित नहीं होगा।

कामिनीयुगलम्
मालावतीकवि

निष्पत्त। कुशलवा पाडित्य संपन्न शुभला की भाव्या पर प्रभापि न्प्रति में की स्वयं सेवन के रूप में व्युत्तर रत्ना

2. सिखित - 3. सभी सामाजिक शान्ति के अर्थ में कल्याणकारी कार्य करने के लिए आवश्यक है।

→ हल निम्न निम्नलिखित में मानव-योजना सहित तर्कपूर्ण विधायी काम-विशेष निम्नलिखित विधि से प्रयोग करने का।

3. ~~ଦେବୀ ମାଳା~~ ଶାଳି-ନିଶା-ନିଶା ଓ ଲାଗୁନାହିଁ ଯଦି ନିଶା ଯାଏ ନାହିଁ

→ 5 हर परिवार में दारुण वृद्धि पाई जाने वाली हर परिवार में संवाधान सहित प्रौढ जीवन वास्तव नियम निदान सम्पन्न करने का

→ हर साहसदार परिवारों में - स्वतंत्रता के अर्पित साहसदार परिवारों का दर्पण समाधान सार लेखक 34 बार

→ ४ अत्रा गोठो सो गोठो चर्या पंर-चर्या के खरा सत्रो निदान पर-परला में सोबे नो नो गा-निदान गोठो

आमाओनार्डस और सविनीन नवस्त्रास नामा में पारगट धनका और धनका परपमवधन का
नवस्त्रास नामा में पारगट धनका और धनका परपमवधन का

RAMA FOUNDATION**OBJECTS AND ACTIVITIES FOR CHARITY REGISTRATION APPLICATION****OBJECT**

1. To develop the capacities and the skills of members of socially and / or economically disadvantaged communities in all parts of the world (and particularly in India) in such a way as they are better able to identify, and help meet their needs and to participate more fully in society.

ACTIVITIES

Our primary aim is to contribute in partnership with individuals, groups and organisations working at 'grass-roots' level through 'empowerment' of disadvantaged communities with activities such as:

- Providing support and assistance that enables them to identify and deal with problems that affect them as members of that community
- Developing structures which enables them to be better placed to co-operate with each other and deal with organisations in the wider community
- Nurturing networking and the sharing of experiences
- Enabling groups to consolidate and build upon existing skills
- Providing training and instruction of any sort appropriate to their needs
- Providing advice / support as to how to identify needs or priorities of groups, or to plan projects and their implementation
- Equipping people with or developing transferable skills such as team-building and problem solving
- Developing people's capacity to organise structures and practices within their organisation(s), e.g. through training in meeting skills, managing methods and techniques for projects and people
- Developing people's capacity for working within structures outside their group(s), e.g. by coaching in negotiations, assertiveness and advocacy
- Etc

OBJECT

2. To advance education, health care and to aid in the relief of poverty in any part of the world (and particularly in India), and for those purposes only: (1) to send volunteers to other countries to share and develop their skills and understanding and to share their experience with others on return, (2) to undertake or assist in works and projects of all kinds; and (3) to educate the public concerning the nature, causes and effects of such poverty and suffering.

ACTIVITIES

Our aim is to provide 'hands on' opportunities at 'grass roots' in partnership with local groups and organisations working to advance 'education', 'healthcare' and in the 'relief of poverty' by:

- Recruiting and sending university students, professionals in 'education', 'health', etc for placements in the partnership organisations; - developing 'people to people' contacts
- Bringing together people to share skills, creativity and learning to build a fairer world

- Enable participants to experience a different culture at first hand and help promote equality and shared oneness
- Promote social and economical development through the advancement of appropriate technical and economical knowledge, and to assistance in the provision of suitable and affordable technologies
- Promote sustainable long term development through innovation, entrepreneurship and micro-enterprise development
- Promote and assist in provision of practical solutions to e.g. meeting energy needs, requirement of safe drinking water, effective sanitation and hygiene education and other needs
- Engage in education of the public through meetings, etc concerning the nature, causes and effects of such poverty and suffering
- Etc

OBJECT

3. To pay or apply or cause to be paid or applied the capital and income of the Foundation to such charities or such charitable purposes and in such proportions in such manner and subject to such terms, conditions as the Foundation may determine and to promote any other charitable purposes in furtherance of the objects as the trustees from time to time determine.

ACTIVITIES

We aim to support, financially efforts to improve the lives of the disadvantaged communities being targeted by us, by:

- Sponsorship of individuals engaged in charitable action supported by us
- Financially support groups engaged in such action
- Support other charities both here locally and overseas that can further our causes
- Etc.

We aim to give grants and / or loans for:

- Innovation and testing of pro-poor technologies
- Farmer-led technological development
- Micro-enterprise development
- Appropriate technologies for 'Health Care'
- Establishment of micro-finance facilities
- Etc

We aim to promote and support research into 'Education' that is appropriate to needs of the people and enables them to use it within their local context, etc

We aim to promote and support research into:

- Health care through the application of the holistic approach and by use of
- healthy eating, - self-help action and - exercise
- Integrated approach in healthcare which incorporates herbal medicines, yoga, etc

NOTE: from notes for completing the Registration Application Form for the Commission, UK Objects – these are the purposes of the charity. The Objects set out what the organisation was formed to achieve (they do not say what the organisation will do on daily basis). Objects must be exclusively charitable if the organisation is to be recognised as a charity. We know that preparing the objects of a charity can be very difficult to get right, so we have published example charitable objects on our website (<http://www.charitycommission.gov.uk>)

Brief profile of the Founder Trustees and Office Bearers of this proposed Charity

1. Mr. Munish Datta, Chairman

MA International Trade & Modern Languages, French & German from IUP Business School, Annecy, France, 1997. B.Sc. Marketing, University College of Wales, Aberystwyth, 1996.

Munish (31 years old) joined Marks & Spencer as Retail Commercial Manager on returning to UK from France in September 1997. In June 2000, he became the International Marketing Manager. In January 2002, he became the New Marketing Systems Project Manager and from October 2003 till January 2006 he was overall responsible for the Christmas Marketing campaign. Munish has just begun in his new role as Programme Manager in Store Design. He has also worked as a Project Planner for Children's Promise – the Marks and Spencer Millennium Charitable Appeal. He has had extensive involvement in various voluntary community projects both in UK and overseas. His substantial UK and international experience of managing large complex projects, proficiency at leading and developing Teams and forming constructive long-term relationships with supplier partners shall prove appropriate for providing leadership to this Charity.

2. Mrs. Artika Datta

Currently doing M.Sc. in Dietetics (completion in June 2006) after doing B.Sc. in Nutrition (2004) at Kings College London. In 1999, she did her B.Sc. in Home Sciences from Sophia College, Ajmer, India and was doing M.Sc. in Medical Biochemistry at J.L.N. Medical College, Ajmer before moving to UK for settlement after marriage with Munish in 2000.

Artika (28 years old) is proposing to join the NHS as a Dietician after completing her Masters. She has already completed successfully work placements at Addenbrooke's Hospital – Cambridge, Kings College Hospital – London and Lewisham Hospital – London. Her professional knowledge and skills shall be invaluable in achieving high-energy, positive and life-long *Health* through the application of the holistic approach and use of healthy eating, self-help action and exercise. She did her B.Sc. Research Project on Nutritional Status of People living in Madhya Pradesh, India.

3. Mr. Nikin Patel, Secretary

M.Eng. and B.A. in Chemical Engineering, 2000 from Downing College, University of Cambridge.

Nikin (28 years old) joined Spectrum Strategy Consultants in 2000. He is now a Senior Associate and has overseen over 25 consulting projects in the UK, Germany, Brazil, Singapore, Malaysia and Indonesia. This has allowed him to develop a wide set of professional and corporate skills e.g. persuasive writing, client presentations, workshops, analytical, modelling and valuation. Clients include BBC, Cable & Wireless, Energis, Wanadoo, Siemens, EMAP, OFCOM, Royal Television Society, and Vodafone. His experience of dealing and leading teams from diverse backgrounds with stakeholder persuasion skills shall be valuable in executing the responsibilities of the Secretary of this Charity. Nikin has been always an active participant in many voluntary community activities and major fundraising appeals.

4. Mrs. Priyanka Patel

Bachelor of Medicine and Bachelor of Surgery (MB,BChir) from School of Clinical Medicine, Cambridge, 2002. B.A. in Biological Anthropology, Girton College, University of Cambridge, 1999.

From February 2006, Priyanka (28 years old) is a G.P. Registrar (a Doctor in General Practice) at a Medical Practice in Greenwich, London, following her three-year training towards becoming a GP after completing her qualifications as a Doctor from Cambridge University in 2002. In 1999, she was the University Students placement organiser for DRI's 500 Villages Development Project at Chitrakoot, India. She has been actively involved in charity activities from schooling to university. She was Chairperson of Cultural Show Committee at the University that was responsible for raising funds for child education in India. Her active interest in Alternative Medicine and commitment to an *Integrated Approach* in dealing with *Healthcare* shall prove useful in evaluating and supporting such initiatives.

5. Mr. Rajeev Marwaha, Treasurer

M.Sc. Statistics, University of Kent, Canterbury, 2004.
B.Sc. Mathematics and Statistics, University of Surrey, Guildford, 2003.

Rajeev (25 years old) had varied work experiences ranging from part-time teaching at University of Kent to Administrator in Fox IT and Storagetek during vacations while at university. In August 2004, he joined Information4Results Limited as a Senior Business Analyst. Since June 2005, he is a Risk Manager with Norwich and Peterborough Building Society. His responsibility as Treasurer and likely initiatives under *Microfinance* shall benefit from his knowledge and professional skills. The Charity is hoping to attract significant funds that shall require effective investment with acceptable risk.

6. Mrs. Komilla Marwaha

Post Graduate Certificate in Education, KS2/3 Science (P.G.C.E) from Homerton College, University of Cambridge, 2004.
B.Sc. Dual Honours in Biology and Psychology from Keele University, Staffordshire, 2003.

Komilla (24 years old) obtained her Qualified Teacher Status on 1st August 2004. From September 2004, she has been employed as a Class Teacher at Monkfield Park Primary School at Cambourne near Cambridge. From September 2005, she also took the responsibility of School Science Co-ordinator. She has done various work experience and placements in education in various schools. She helped in camps for disadvantaged children and was a participant in Student Placements in DRI's Chitrakoot Project in India in 1999. Komilla has been involved in voluntary work from her school days and is keen to involve other teachers in the all encompassing field of *Education* in India that is part of a totally integrated approach that is 'beneficiary centred' and takes into account the 'ground realities' and 'limited resources'.

First full time Volunteers and Office Bearers**Mr. Balbir Datta**

Postgraduate Certificate in Charity Marketing & Fundraising, South Bank University, London, 2000.
M.Sc. (Industrial Administration), University of Aston, Birmingham, 1972.
B. Tech. from University of Bradford, 1970; D.M.S. from the then Leeds Polytechnic, 1971.

Balbir (60 years old) has retired after being involved in various enterprises in UK, Kenya and India. He brings together extensive experience of establishing groundbreaking projects, the last being a major Mushroom Unit in the inner city on a derelict piece of land in East London. He has been instrumental in creating many community-based initiatives right from his teen years as a student schooling in Bradford, UK. Since 1977, he has been involved in various projects that aim for sustainable development through participatory action and is going to be the first non-salaried Chief Executive of this Charity.

Mrs. Sunita Datta

M.A. from Punjab University, Chandigarh, 1968; B.Ed. 1966
B.A. from Govt. College for Women, Ludhiana, Punjab, India, 1965.

Sunita (59 years old) started her career in Education as a Senior Lecturer and Head of Department at S.D.P. College for Women, Ludhiana, Punjab, India. After marriage to Balbir in 1974, she joined him in Kenya. During the nine years there, she gave birth to Munish, Priyanka and Komilla. In 1983, the family moved to UK and she took up Primary School Class Room teaching in 1986. In 1992, she became a learning support teacher to work with pupils with special education needs in the Pre School Team of the London Borough of Newham's Education Services. Her experience and various in-service courses give her extensive knowledge and skills that shall prove beneficial in developing and joining in appropriate initiatives in the all-encompassing field of *Education*. She has always been involved in various community-based activities. Now retired, she is going to be a non-salaried Executive and will partner with Balbir to establish this Charity and contribute at grass-root level in the targeted initiatives.

Team wants to do something constructive and challenging to make a difference with all their skills.

पृष्ठ नं० 4

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रामा फाउंडेशन उद्देश्य और गतिविधियाँ -

1. उद्देश्य - विश्व के सभी हिस्सों में (खासकर भारत में) सामाजिक और आर्थिक दृष्टि से कमजोर लोगों का कल्याण और कौशल विकसित करना ताकि वे अच्छे तरीके से परचम हो सकें, उनकी आवश्यकताओं को देखें और पूरा करने में मदद हो और वो सक्रिय रूप में समाज में योगदान दे सकें।

2. गतिविधियाँ - व्यक्ति, समूह, संस्थाएँ जो जमीनी स्तर पर कार्य कर रही हैं, उनके साथ भागीदारी कर कमजोर समुदायों के संश्लेषण का कार्य करना।

→ समुदायों की समस्याओं को पहचान कर उन्हें सुलझाने के लिये सदस्यों को मदद और सख्ती प्रदान करना।

→ अन्य समुदायों के साथ आदान प्रदान करने से सुलझाना विकसित करना।

3. → नेटवर्किंग और अनुभवों के आदान प्रदान को सुलझाना।

→ मौजूदा कौशलों के ऊपर आधारित समूहों को खड़ा करना।

→ उनकी प्रकृति के अनुसार प्रशिक्षण देना।

→ प्रोजेक्ट बनाने तथा क्रियान्वित करने में सलाह मदद करना।

- समूह बैठकें और खमया का समाधान करने हेतु लोगों को कोशल प्रदान करना।
- अपनी संस्था में कोशल सुविधा, व्यवस्थापन के तरीके और अन्य चीजों पर प्रोजेक्ट बनाने हेतु लोगों की क्षमता बढ़ाना विकसित करना।
- अन्य संस्थाओं के साथ-साथ, अपनी बात रखना इसके लिये उनकी क्षमता विकसित करना।
- अन्य

2. उद्देश्य - विश्व के किसी भी हिस्से में (खासकर भारत में शिक्षा और स्वास्थ्य क्षेत्र में) गरीबी दूर करने के लिये मदद करना और इसके लिये 1) अन्य देशों में उनके कोशल और बाकी क्षेत्र अनुभव अपने बौद्धिक के लिये स्वयंसेवक भेजना 2) सभी तरह के प्रोजेक्ट लाना या कार्य में मदद करना। 3) गरीबी - इसके कारण और उपायों के बारे में लोगों को शिक्षित करना।

गतिविधियाँ - गरीबी दूर करने के लिये समीचीन स्तर पर कार्य करनेवाली संस्थाओं या संस्थाओं को शिक्षा और स्वास्थ्य क्षेत्र में सुधार हेतु अवसर प्रदान करना -

आधार
संयोजक

- विश्वविद्यालय के छात्र, विशेषज्ञ स्वयंसेवक शिक्षा और स्वास्थ्य सुविधाओं के संवर्धित लोगों को नियुक्त करना, भेजना - लोगों का आपस में संपर्क विकसित करना।

- बेरोज़गारी के निमीन व के लिये कोशल, शान आदि को बोलने हेतु लोगों को एक साथ लाना
- नियम गिन भी भागीदार लोग हैं उनको एकता के और विभिन्न संकेतों को मरपूर करने के लिये सक्षम बनाना।
- सामाजिक, उपयुक्त, विज्ञान, तकनीकी, आर्थिक शान को विकसित कर सामाजिक, आर्थिक विकास करना और सुशासन और तकनीकी को बढ़ाने में सहायता करना
- विकास विभाग के विकास को बढ़ाना ताकि वे विकास विकास को और गाँव तक
- दुर्ग की आवश्यकता, पीने के लिये साफ पानी की आवश्यकता, स्वच्छ शौचालय, और अन्य सुखरतों को पूरा करने के लिये व्यावहारिक सुसाव देने में मदद करना।
- बच्चों के द्वारा व सभी लोगों के साथ गरीबी के कारण, पीछाड़ इनकी चर्चा करना

3. उद्देश्य - समय समय पर उद्देश्यों के नीति के हिसाब से आगे बढ़ाने के लिये प्रदत्त की आर्थिक या कैपिटल ऐसी के नीतिगत संस्था या उद्देश्यों को उपयुक्त मात्रा, उपयुक्त तरीका और उपयुक्त शान पर देना।

गतिविधियाँ - हमारे द्वारा चिन्हित समुदायों के जीवन स्तर को

बढ़ाने के लिये इनकी आर्थिक मदद करना।

→ इस तरह के चरितार्थ कार्यों में समर्थ (ठगार) व्यक्तियों को sponsorship देना।

→ इस तरह के कार्यों में ठगार मनुष्यों को आर्थिक मदद देना।

→ हमारे उद्देश्यों को आगे बढ़ानेवाले यहाँ की और बारीक देशों की चरितार्थ को सपोर्ट करना।

हम कर्म और अनुदान दे सकते हैं -

गरीबों के लिये तकनीकी का विकास, उद्योग नमयन और परीक्षण करना।

किसानों द्वारा तकनीकी विकास

छोटी उत्पादन स्काई में का विकास

स्वास्थ्य के लिये उपयुक्त तकनीकी

छोटे रूप में अधिक मदद देने हेतु सुविधाएँ स्थापित करना।

लोगों की आवश्यकताओं के अनुकूल और खे लिये वे अपने लिये उपयोग कर सकते हैं, ऐसी शिक्षा के शोध को सपोर्ट करना एवं आगे बढ़ाना।

इस पॉलिटिक भोजन, कसरत और स्वास्थ्य के अनुकूल के संपूर्णता के अर्थ में स्वास्थ्य गतिविधियों को सपोर्ट करना

और आगे बढ़ाना।

आनुवंशिक, योग और स्वास्थ्य सुविधाओं में जोड़ने हेतु शोध करने के लिये सपोर्ट करना।

स्वास्थ्य का परीक्षण एवं उपचार करना

समाप्ति

श्री बलबीर दत्ता जी
रमा फाउंडेशन
कैम्ब्रिज, लंदन

आपने द्वितीय पत्र के पहले पैरा में लेख किया है, उनके संपर्क में आने को कहा, शुभ परिणाम हो।

पैरा दो में जिन पुण्य पुरुष का नाम बताये, श्री रुवन मेंडिस जी, उनका अभ्युदय हो। इस कामना के साथ यह बताना चाहते हैं कि सूचना प्रौद्योगिकी व्यापार है। ज्ञान व्यापार, धर्म व्यापार मानव परंपरा के साथ अपराधिक कृत्य है। इसको ध्यान में रखते हुए मानवीय केन्द्र के अंतरात्मा में मानवीयता को अपनाने के पक्ष में संपर्क साधने की आवश्यकता है। जिसके लिए सहअस्तित्वरूपी अस्तित्वदर्शन ज्ञान, जीवन ज्ञान, मानवीयतापूर्ण आचरण ज्ञान के आधार पर ही विवेक व विज्ञान सार्थक होने का सूचना बिना किसी व्यापार के पहुँचना चाहिए। ऐसे विवेक विज्ञान के आधार पर सोच, विचार, योजना, कार्ययोजना, फल परिणाम, ज्ञान की संतुष्टि के लिए स्पष्ट होना समाधान है। इसका सूचना भी होना चाहिए।

तीसरा पैरा में सीमा विहीन इंजीनियर्स के बारे में स्वीकृति मिली है। वे देश-विदेश में जाकर ज्ञानार्जन करने में सहमत हो पायें, न हो पायें ये सोचने का मुद्दा आपने बताया। इनके साथ यही औचित्यता रहेगी कि मंगल मैत्री के साथ संबंध जोड़ना, मतलब आशावादी विधि से संबंध को जोड़ना। उनको ये विदित करना ज्ञानी-अज्ञानी-विज्ञानी तीनों मिलकर जो 700 करोड़ आदमी धरती पर कहलाता है यह व्यापार विधि से संतुष्टि बिंदु में पहुँचने का विधि नहीं है। गरीबी-अमीरी की शब्दों से दूरी को कम किये जाने की बात अधिक और कम के चक्कर में रहना स्वाभाविक है। इससे मुक्त होने के लिए ऊपर कहे विधि से ज्ञान संपन्नता का सूचना पहुँचना चाहिए। आपकी रणनीति का प्रथम बिंदु उचित है, द्वितीय बिन्दु भी उचित है। मिलैनियम गोल के संबंध में ज्ञान व कार्यरूप में UN एवं Cambridge से पूछ लीजिएगा एवं प्रस्ताव रखना, जो कि रणनीति के रूप में ठीक है। आपके रणनीति के तीनों बिन्दु ठीक है। हमारा मंतव्य यही है कि पूरे बात ज्ञान संगत, विवेक संगत, विज्ञान संगत, तर्क संगत, शिक्षा संगत, योजना संगत, फल-परिणाम संगत अर्थात् ज्ञान के अनुरूप फल-परिणाम होने के अर्थ में सार्थक होना स्वाभाविक है। इसके लिए क्या मानवीय केन्द्र तैयार होगा? पूछ लीजिएगा। यदि तैयार होते हैं तो भारत में आपको पारंगत बनाएंगे।

पैरा छः में परामर्श में विकास का आधार समझदारी होगा अथवा पैसा, यह निष्कर्ष निकालना आवश्यक है।

पैरा सात में सुविधा-संग्रह के अलावा क्या चीज है यह स्पष्ट होना आवश्यक है। नवयुवकों को संघर्ष, Competition के अलावा क्या प्रोत्साहित करना है? प्राथमिक शिक्षा में सार्वभौम आधार क्या होगा यह भी आना आवश्यक है।

पैरा आठ के सभी प्रस्ताव ठीक हैं।

पैरा नौ में ट्रस्टीज के बारे में जो लिखा है, वह उचित लगता है।

शुभ हो।

ए. नागराज

प्रणेता - मध्यस्थ दर्शन (सहअस्तित्ववाद)

श्री बलवीर दत्ताजी,
रमा काउंटेडान
लंदन

आपने द्वितीय पत्र के पहले पैरा में लेख किया है, उनके संपर्क में आने की कला, कुछ परिणाम है। पैरा दो में जिन पुष्प पुरुष का नाम बताया, श्री सुवन मंडिसाजी, उनका अभ्युदय है। इस कामना के साथ यह बताना चाहते हैं कि सूचना प्रौद्योगिकी व्यापक है। ज्ञान व्यापक, धर्म व्यापक व्यापार मानव परंपरा के साथ अपराधिक कृत्य है। इसकी ध्यान में रखते हुए मानव केन्द्र के अंतरात्मा में मानवीयता की अपनाने के पक्ष में संपर्क साधने की आवश्यकता है। जिसके लिए साहित्य कपी साहित्य दशम ज्ञान, जीवन ज्ञान, मानवीयता पूर्ण आत्मज्ञान ज्ञान के आधार पर ही विवेक व विज्ञान सार्थक होने का सूचना बिना किसी व्यापार के पहुँचना चाहिए। ऐसे विवेक, निश्चय के आधार पर सीच, विचार, योजना, कार्य योजना, फल परिणाम ज्ञान की संतुष्टि के लिए स्पष्ट होना समाधान है। इसका सूचना भी लेना चाहिए। तीसरा पैरा में सीमा मि. विहीन इंजीनियर्स के बारे में स्वीकृति मिली है। वे देश-विदेश में जाकर आनर्जन करने में सहमत हो पायें, न हो पायें में सीचने का मुद्दा आपने बताया। इनके साथ मही शौचालय रहेगी कि मंगल मैंगी के साथ संबंध जोड़ना, गलत आशावादी विचारों संबंध को जोड़ना। उनको में विविध करना बानी-अबानी-विज्ञानी तीनों मिलकर जो 700 करोड़ आदमी धरती पर फैलाता है यह व्यापार विधि से संतुष्टि बिंदु में पहुँचने का विचार नहीं है। गरीबी-अमीरी की शायों से दूरी की कम किए जाने की बात अधिक और कम के चक्कर में रहना स्वाभाविक है। इससे कुछ होने के लिए ~~अप~~ अपर कहे विधि से ज्ञान संपन्नता का सूचना पहुँचना चाहिए। आपकी रणनीति का प्रथम बिंदु उचित है, द्वितीय बिंदु भी उचित है। मिलीमिग्रम-गोल के संबंध में ज्ञान व कार्यक्रम में ~~जान~~ एवं ~~comprehension~~ से पूछ लीजिएगा एवं प्रस्ताव रखना, जो कि रणनीति के रूप में ठीक है। आपको रणनीति के तीनों बिंदु ठीक हैं। हमारा मतलब मही है कि पूरे बात ज्ञान संगठ, विवेक संगठ, विज्ञान संगठ, तर्क संगठ, शिक्षा संगठ योजना संगठ, फल-परिणाम संगठ अर्थात् ज्ञान के अनुक्रम फल-परिणाम होने के कार्य में सार्थक होना स्वाभाविक है। इसके लिए क्या मानव केन्द्र तैयार होगा? पूछ लीजिएगा। यदि तैयार होले हैं तो आरंभ में आपको पारंगत बनाएंगे।

पैरा छ में परामर्श में विचार का आधार समझदारी होगा आपका पैरा, यह निष्कर्ष निकालना आवश्यक है। पैरा सात में सुविधा-संगठ के अलावा क्या सीजे है यह स्पष्ट होना आवश्यक है। नवयुवकों की संबंध, competition के अलावा क्या जीतसाहित करना है? पाठ्यक्रम शिक्षा में सार्वभौम आधार क्या होगा यह भी जाना आवश्यक है। पैरा आठ के सभी प्रस्ताव ठीक हैं। पैरा नौ में दृष्टीज के बारे में लिखा है, वह उचित लगता है। श्रुत है।

(2)

पञ्च

द्वितीय पत्र

श्री बलबीर
श्री प्रसाद
राम आउरे शान
लंडन

मानवीय केन्द्र में

आपकी ~~पत्र~~ द्वितीय पत्र के पहले पैरे में लेख निम्न है उसके संयोजन में भोज
को बना गैरा कागज के पुष्प परिणाम है। पैरा ② में इस पुष्प पुष्प का
नाम, कला में है, उनका अभ्युपपत्ति है। इस कागज के साथ यह बताया जा रहा
है कि सूचना जैविकी का आधार है। ज्ञान व्यापार, धर्म व्यापार, मानव परंपरा
के साथ अपराधिक हल है। इसमें व्यापार में रखते हुए मानव केन्द्र के आधार
को धारणा में मानवीयता के आधारों के पक्ष में संयोजन साधने की आवश्यकता है।
बिना के लिए शरणाग्रितों को प्रतिकूल स्थिति सामान्यतया पूर्ण मान्यता
की गति सामान्य के आधार पर ही विवेक और विज्ञान सामर्थ्य होने का सूचना
बिना किसी व्यापार पर धृष्टता चाहिए और ऐसे विवेक विज्ञान के आधार
पर होना-विचार योजना का प्रतिकूलता फल परिणाम ज्ञान के संयोजन के लिए
रखते हैं। (आधार है)। इसका सूचना भी लेना चाहिए। तीसरा पैरा में
तीसरा पैरा इतिहासिक के बारे में स्पष्ट नहीं है। वे देश-विदेश में जाकर
जाता-जति करने में सफल हो पाये न हो पाये के संयोजन का पुष्प बताये उनके
साथ प्रतीति की विवेकता रहेगी मूल के जैविक (सामान्य विवेक जोड़ना)। मूलक
आधारों की विवेक से संयोजन को जोड़ना उनको पे विवेक करना जानी-अच्छी
मिथानी बीजे मिलाने तक करने काफ़ी धरती पर कई लाटों। यह व्यापार
विधि से संयोजन विवेक के पहुँचने का विवेक नहीं है। गरीबी-अमीरी की
बाधा से इसी को मग-मिथे जाने की बात अधिक और कम के आधारों
रचना रचनागत है। इससे कुछ होने के लिए उपर करे विवेक ज्ञान
संयोजन का सूचना कई-पाना चाहिए। आपकी-रचनागत का उद्यम विवेक
विधि से ही विवेक की अधिष्ठ है। निम्नलिखित गोल के संयोजन के ज्ञान के
व माध्व रूप में पान एवं के विवेक से पूरे स्पष्टिगता रूप में प्रस्ताव
रखना जो कि रचनागत के रूप में ही है। आपके रचनागत के तीनों विवेक
ही हैं रचनागत मूलक प्रतीति पूरे बात ज्ञान संगत, विवेक संगत, विज्ञान संगत
धर्म संगत, विवेक संगत, प्रेमना, संगत फल परिणाम संगत समस्त ज्ञान

के माध्यम से परामर्श देने के अर्थ में समर्थ होगा। स्वामित्व की वकालत
 का मानव केन्द्रित होगा। १. २. ३. ४. ५. ६. ७. ८. ९. १०. ११. १२. १३. १४. १५. १६. १७. १८. १९. २०. २१. २२. २३. २४. २५. २६. २७. २८. २९. ३०. ३१. ३२. ३३. ३४. ३५. ३६. ३७. ३८. ३९. ४०. ४१. ४२. ४३. ४४. ४५. ४६. ४७. ४८. ४९. ५०. ५१. ५२. ५३. ५४. ५५. ५६. ५७. ५८. ५९. ६०. ६१. ६२. ६३. ६४. ६५. ६६. ६७. ६८. ६९. ७०. ७१. ७२. ७३. ७४. ७५. ७६. ७७. ७८. ७९. ८०. ८१. ८२. ८३. ८४. ८५. ८६. ८७. ८८. ८९. ९०. ९१. ९२. ९३. ९४. ९५. ९६. ९७. ९८. ९९. १००.

पैरा ८ में प्राप्ति में विकास का आधार समझाया होगा। ऊपर
 पैरा ८ में दिए गए विचारों को ध्यान में रखते हुए १. २. ३. ४. ५. ६. ७. ८. ९. १०. ११. १२. १३. १४. १५. १६. १७. १८. १९. २०. २१. २२. २३. २४. २५. २६. २७. २८. २९. ३०. ३१. ३२. ३३. ३४. ३५. ३६. ३७. ३८. ३९. ४०. ४१. ४२. ४३. ४४. ४५. ४६. ४७. ४८. ४९. ५०. ५१. ५२. ५३. ५४. ५५. ५६. ५७. ५८. ५९. ६०. ६१. ६२. ६३. ६४. ६५. ६६. ६७. ६८. ६९. ७०. ७१. ७२. ७३. ७४. ७५. ७६. ७७. ७८. ७९. ८०. ८१. ८२. ८३. ८४. ८५. ८६. ८७. ८८. ८९. ९०. ९१. ९२. ९३. ९४. ९५. ९६. ९७. ९८. ९९. १००.

पैरा ८ के सभी उद्देश्यों को ध्यान में रखते हुए १. २. ३. ४. ५. ६. ७. ८. ९. १०. ११. १२. १३. १४. १५. १६. १७. १८. १९. २०. २१. २२. २३. २४. २५. २६. २७. २८. २९. ३०. ३१. ३२. ३३. ३४. ३५. ३६. ३७. ३८. ३९. ४०. ४१. ४२. ४३. ४४. ४५. ४६. ४७. ४८. ४९. ५०. ५१. ५२. ५३. ५४. ५५. ५६. ५७. ५८. ५९. ६०. ६१. ६२. ६३. ६४. ६५. ६६. ६७. ६८. ६९. ७०. ७१. ७२. ७३. ७४. ७५. ७६. ७७. ७८. ७९. ८०. ८१. ८२. ८३. ८४. ८५. ८६. ८७. ८८. ८९. ९०. ९१. ९२. ९३. ९४. ९५. ९६. ९७. ९८. ९९. १००.

हस्ताक्षर

25th May 2006

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

ENGINEERS WITHOUT BORDERS-UK, CAMBRIDGE

We have already identified The Humanitarian Centre, as an umbrella organization that we are proposing to join in as equal participants and this has already been detailed in our earlier letter. This letter is essentially about above participant organization that has mushroomed into a significant force within the University student community within the last 5 years of existence, not a small achievement in such an old and respected University in UK. A brief note has been prepared from their Website. This is attached for information of All. If desired, individuals can view further details on their Website: <http://www.ewb-uk.org>. It will be appropriate to quote one of its 10 trustees, Mr. Ruwan Mendis, who has responsibility for overseas projects and IT:

'During visits to our branch universities throughout the year, I have been utterly amazed by the sheer time and energy that EWB-UK members across the country are pouring in to raising awareness of development issues. **The incredible enthusiasm of students towards the cause of poverty reduction continues to be the driving force behind the organization, and this will continue to be tapped into by involving branches more and more in the running of EWB-UK.**

What is also clear from their last Annual Report (September 2004 - August 2005), that they find themselves unable to expand their 'highest profile' activity: Placements in Overseas Projects of their partnership organizations. If we were to approach with project proposals only for placements, they are likely to shy away due to their limitations that have already been highlighted in the attached Note. We need to share our initiative in following strategic way:

Step 1: Rama Foundation becomes an equal participant organization in The Humanitarian Centre.

Step 2: As new member, we share details of our various initiatives with others, one being EWB-UK. Uniqueness of the placements with Abhyudaya Sansthan being clubbing of each individual from UK with another student (same sex) from NIT, Raipur with an aim to direct and motivate engineering students in meeting the challenge of effectively meeting UNDP's MDGs Goal 2: **Achieve universal primary education** within the 8 villages near Achhoti (as being planned for coming December with Somji and NIT, Raipur.)

Step 3: As already discussed with Somji on 18/5, we suggest the possibility of organizing the Student group on lines of 'EWB' say, EWB India with CG Branch and sub-branches in other CG engineering colleges. We feel this becomes a big motivator to EWB-UK and if all of you think this to be appropriate for a student-based organization, beneficial in giving good foundation to the work done in NIT, Raipur by Somji and Team.

EWB-INDIA concept can similarly have Trustees with engineering background, like Somji, Pawanji, etc and with yourself as Patron and with Mission based on *Madhyastha Darshan*.....

We now seek your prompt comments on this proposal too before formally applying for membership of The Humanitarian Centre with an appropriate submission touching on this possibility. Meanwhile affectionately,

Yours,

Sunita

and

Balbir

C.C 1. Somji and Abhyudaya Sansthan; 2. Pawanji and SIDH; 3. Dr. Ganeshji Bagaria

अभिन, नई छाँच

के लिए।

इसलिए हम निम्नलिखित हमारी

रानीति असाधित करते हैं

1. रमा फाउंडेशन मानवता के दृष्टि का संरक्षक बन जाए

2. नवीन संस्था होने के नाते हम अपने अनुभव बाँटेंगे

www.madhyastha-darshan.info - Information Portal

जैसे इंजीनियरिंग विभाग वॉर्ड्स के साथ।

फिर अन्यथा स्थान में रायपुर इंजी
नियरिंग के एक ही विद्यार्थी के साथ वहाँ के

एक विद्यार्थी को रखेंगे।

मिलीनियम ~~वि~~ गोल में प्राथमिक शिक्षा
के लिए अछोटी के पास के 8 गांवों में
जो कार्य होगा उसमें शामिल करें। जैसा की
सोमजी के साथ लय हुआ है ठाने वाले दिर्घावर में
यह संभव हो जाएगा।

Step 3 जैसे वहाँ के विश्वविद्यालय में इस प्रकार
का संगठन है वैसे रायपुर एवं धर्मपुर के
अन्तर्गत कॉलेजों में संगठन की एक एक शाखा
खोली जा सकती है। जिसके इवेंट्स के रूप में
पक्कजी, सोमजी अन्य हो सकेंगे एवं आप सब
मुख्य शिक्षक हो सकेंगे।

कृपया आप अपना ~~संस्थान~~ मनाव्य जरूर जरूर
बनाएं ताकि मानवता के दृष्टि में औद्योगिक दृष्टि से
अजीब लगाई जा सके।

बलवीर/सुनिता

BRIEF NOTE ON 'ENGINEERS WITHOUT BORDERS', CAMBRIDGE, UK

a university based charity that aims to relieve poverty by giving volunteers a chance to work in the development sector

(Information extracted from their Website: <http://www.ewb-uk.org>)

HISTORY

EWB-UK was started by a group of students at Cambridge University in 2001. It is a student-run charity whose focus is on technical contributions to international development. The scope for EWB-UK's activities relies heavily on the skills and enthusiasm of students across the country, which are drawn from an extensive and steadily expanding network of regional branches.

LEGAL STRUCTURE, THE EXECUTIVE, MEMBERSHIP AND BRANCHES

EWB-UK now boasts nearly 2,000 members. The number of branches has grown to 15, giving the ability to reach and involve thousands of students. EWB-Cambridge is a branch with 800 members and the Core Team for practical reasons is currently based in Cambridge. EWB-UK is a registered charity no. 1101849 - details available on The Charity Commission of UK Website: <http://www.charity-commission.gov.uk> And a registered company limited by guarantee (no. 4856607) - details available on The Official government register of Companies in England and Wales Website: <http://www.companieshouse.gov.uk> with correspondent address and Head Office as: Chief Executive Officer Stephen Jones (a third year engineering student at CU) Engineers Without Borders UK

University of Cambridge Engineering Department Annexe
29 Trumpington Street, CAMBRIDGE CB2 1QA

Branches are at Universities of Birmingham, Bristol, Cardiff, Edinburgh, Glamorgan, Glasgow, Imperial, Liverpool, Nottingham, Oxford, Sheffield, Southampton and Swansea. Each branch has a committee and a president who are responsible for all the membership activities of EWB. They are supported in their respective roles by co-ordinators on the UK Core Team.

A shadowing scheme is being encouraged, with new recruits supporting existing committee officers, to allow better continuity of each branch in the long term. New branches have received great enthusiasm from academic staff at their universities, which will play an important part in their future success.

As a student-run organisation EWB-UK has always prided itself on providing a level of service and management equal to that of any professionally run charity and has successful internal training and shadowing to ensure continuity of this professionalism from one year to the next. The executive committee of EWB-UK comprises the leaders of EWB-UK's functional teams and volunteers who co-ordinate the organisation on a national scale.

The Chief Executive Officers of EWB-UK are responsible for the day-to-day direction of the national executive. They also take responsibility for the organisation's most high-profile roles, projects management and fundraising.

THE BOARD OF TRUSTEES

The Board of Trustees (see details at end) is responsible for overseeing EWB-UK's activities, setting EWB-UK's policy and appointment and working with the National Executive to monitor operations. The Board comprises 10 members. Five are representatives from industry, academia, the NGO sector and others with specialist skills/experience; these are approved at AGM following their appointment. The remaining five are elected at the AGM by the membership.

अनुभव क्या चीज है ?

शिक्षा ज्ञान और स्वयंसेवी
संस्था के ज्ञान से है। उच्च लोग विशेष
कौशल और अनुभव के आधार पर ही है।

सिजन क्यों?

WHY EWB-UK

Engineering is the shaping of the world we live in, requiring careful consideration of appropriate technologies, science and social criteria to improving the quality of life of all Earth's inhabitants. 2005 has seen unprecedented public interest in international development issues, but role of the Engineer has not yet fully articulated. Prof. Peter Guthrie, a Trustee, giving the Ted Happold lecture, stated, "Engineers are key - but only if they know what they are doing". EWB-UK has taken this challenge, and recognises that an exciting balance can be achieved between learning by lecture and learning by doing. We have found that young engineers have as much to learn from working in developing countries as they have to contribute: a knowledge and experience exchange for the benefit of both developing and developed communities. This has to be the way forward in a global society.

A new generation of engineers need a **holistic approach** to open opportunities for better ways to contribute, EWB-UK welcomes non-engineers whose contributions are sought and valued for more effective delivery of technical development work.

Development engineers need to be able to move outside the borders of the profession; they need to be able to remove the barriers faced by developing communities and to recognise when their interventions might create new barriers. A deeper questing of our role in the development process can mitigate these barriers. All of this is what Engineers Without Borders UK is striving to achieve in its mission; not to do development but to facilitate it.

MISSION: To facilitate human development through engineering.

AIMS

- To raise awareness and to promote learning of human development issues and of appropriate technical practice within the UK;
- to foster research into technical problems faced by developing communities;
- to support the projects of partner development organisations by providing them with technically competent volunteers on work placements; and
- to encourage and assist young people in the UK towards careers in international development and engineering

APPROACH

- Student-orientated volunteering and work experience;
- partnerships with developing organisations;
- collaborative relationships with developing communities;
- working within the UK university system and engineering profession; and
- sponsorship from appropriate donors.

ORGANISATION AND FUNCTIONS

A national 'Core' team that:

- manages the operations of EWB-UK;
- encourages branches to meet the aims and to adopt the approach of EWB-UK;
- organises and co-ordinates overseas placements with partner organisations.

Branches and network that are run by members and for members and which;

- offer talks and seminars, field trips, training courses and publicity material;
- co-ordinate research projects, branch projects and bursaries;
- encourage and assist members to volunteer for EWB-UK placements;
- fundraise for branch activities and for EWB-UK operations.

Partner organisations that work with EWB-UK and its branches and which:

- provide appropriate training, speakers for events and other support;
- have needs for work that can be done by technically competent volunteers;
- share imperative for international sustainable human development.

Donors and sponsors that assist financially or in-kind and which:

- embrace the aims and approach of EWB-UK
- meet our ethical standards.

If you would like to work with Engineers Without Borders UK as a partner organisation interested in our research and placement programmes, or if you would like to talk with us about financial or in-kind support for our work, then please contact us at enquiries@ewb-uk.org or visit our website.

PROJECTS

प्रोजेक्ट्स

EWB-UK's highest profile activities are our overseas projects, which are conducted by carefully selected student interns in partnership with NGOs around the world. EWB-UK prides itself on ensuring that all projects carried out meet firm standards of quality in term of the work carried out and the value of the project to both the placement students and the partner NGOs. EWB-UK's placements scheme again grew significantly in summer 2005: 34 students from 17 different UK universities began work on 10 projects in 10 countries around the globe.

Throughout the growth of the placement scheme over the last four years, the process of evaluating project proposals from partner organisations has been greatly refined. Until now, the volume of proposals has been such that it has been possible to review projects at the EWB-UK Core level with input from development professionals. However, in anticipation of an increase in project proposals in the future, EWB-UK will be implementing a panel review system in the coming year. This will involve past placement students, experienced development professionals, and committee members and academics from our branches.

Further expansion of the placement scheme will not be the focus of activity in 2006. The coming year will be used to consolidate and implement new management structures to safeguard the quality and sustainability of our projects, for the benefit of the organisations and communities we support. This will better enable EWB-UK to provide exciting opportunities for young people, who need to gain experience of technical development work that will contribute significantly to their future careers. We are already working with several potential project partners for next summer and many of our current partners are keen to continue working with us, having seen the quality of the contributions that EWB UK placement volunteers can bring.

The end of the academic year (June) brings about many changes for student organisations, and EWB-UK is no exception. As a student-run charity, we are again supporting a significant change in our management at our branches and in our national Core team. Through the effective shadowing of all Core roles during the past twelve months, the negative impacts of these changes have been minimised and the team is taking over with a firm grounding in EWB-UK's aims and approaches and all the necessary experiences of our organisation. With such a large committee turnover and to ensure the quality of our work, EWB-UK's plan for the coming year (2005-6 that is ending in August) focuses on the consolidation of our programmes rather than further expansion. (NOTE: 2006-7 Team is still to be announced, probably at AGM in Oct'06)

CURRENT BOARD OF TRUSTEES OF EWB UK (Changes later this year?)

The five appointed trustees are as follows:

PROFESSOR PETER GUTHRIE, OBE: A civil engineer with a geotechnical background. Peter has worked on roads in countries such as Nigeria, Lesotho, Sudan, Philippines, Ethiopia, and Botswana, and on major infrastructure projects such as Channel Tunnel Rail Link, CrossRail, West Coast Mainline Route Modernisation and Birmingham, and Manchester Airports, and major building projects such as Eden Project Phase 4.

DR HEATHER CRUICKSHANK: Heather worked as a civil engineer for ten years before joining the University of Cambridge Department of Engineering as a Research Assistant. She is one of the founding members of the department's Centre for Sustainable Development and has been involved in preparation of teaching material for a number of undergraduate and graduate engineering courses.

MR DAN BRIDGES: Dan graduated in 1993 with an LLB in Law & Politics and joined the British Army as officer in the Royal Regiment of Artillery in 1994. As an army officer Dan worked in Northern Ireland running a company level operation and commanding the Brigade Air Tasking Cell.

MR MARK MILLAR: Mark graduated from the University of Canterbury, New Zealand in Electrical and Electronic Engineering in 2002 and is currently completing a PhD at Cambridge University. He has been involved in EWB-UK since 2002 and became a trustee and director on formation of EWB-UK as a company and charity registration in 2003.

JO DA SILVA: Jo is an Associate Director of Arup, an international engineering consultancy, where she jointly leads a building engineering group. She has worked on a wide variety of projects in the UK and overseas including Chek Lap Kok Airport in Hong Kong and the Royal Geographical Society, London. In recent years she has combined high quality design and community based briefs to develop new types of educational buildings, including libraries, secondary schools, and nurseries in poorer areas of London.

The five elected trustees are:

MR THOMAS KARL NEWBY (Tom Newby): Tom Newby is a founder member of EWB-UK and for the first two years of EWB-UK's existence was responsible for fundraising and establishing EWB-UK as a registered charity. He became CEO in 2003 and in 2004 took on the role of Company Secretary and worked with Mark Millar to ensure that EWB-UK built a strong structure, establishing the Board of Trustees and mechanisms to keep EWB-UK's work in line with its member's values and the needs of the developing world, including overseeing the re-defining of EWB-UK's mission and aims.

MR JOHN ARNOLD: John Arnold was one of EWB-UK's first placement volunteers, working in Kolkata, India in 2003 on the removal of arsenic from drinking water; he has maintained an active involvement in EWB-UK since.

MISS PATRICIA XAVIER: Patricia is the founder of the EWB-UK Cardiff branch and has provided support to EWB's Clare Farm training course in addition to undertaking an overseas project in Brazil in 2005.

MR JIGNESH PAREKH: Jignesh Parekh is a 3rd year Mechanical Engineering student at Imperial College London and was the president of EWB-UK's branch at Imperial College. Jignesh's involvement began as an Imperial College branch member. He subsequently travelled to Nepal with EWB to undertake a solar installation project with the Himalayan Light Foundation in 2004 and assisted in the establishment of regional ties with the Women in Action Council, University of Trbhuvan and UNDP.

MR RUVAN MENDIS: Ruvan Mendis is a former CEO of EWB-UK and was its projects co-ordinator from 2002 to 2004. He was instrumental in building what is now one of EWB-UK's most successful activities. Ruvan has worked with EWB-UK in Nepal and more recently with a variety of organisations in Shri Lanka post-tsunami reconstruction projects. He now works for Newton Industrial Consultants.

As a trustee Ruvan has responsibility for overseas projects and IT.

एंगीनीयर्स विदाक्ट बॉर्डर्स " ①

यू के केंस्रीज

- ① आदरणीय बाबाजी, चखवंदना हम लोगोने "मानवीय केन्द्र" में शामिल एक संगठन के बारे में जानकारी ली है जो पिछले 5 वर्षों में विवि में एक ताकत बनके उभरा है।
- ② श्री. कुवन मेंडिस जो आंतरराष्ट्रीय प्रोजेक्ट देखते हैं "सूचना प्रौद्योगिकी" बताते हैं की वे (विद्यार्थी), विकास के मुद्दे पर खूब समय दे रहे हैं विशेष कर गरीबी को कम करना सबका लक्ष्य है।
- ③ उनके (एंगी विदाक्ट बॉर्डर्स) वार्षिक रिपोर्ट से पता चलता है की उन्हें निदेश में लोगो को भेजने में वह भी साक्षिकार संस्था में, हिक्कत आ रही है। इसलिए यदि हम वहाँ के लड़कों को यहाँ, अर्थात् नई शाखा के लिए, कुछ समय देने की बातें करेंगे तो हो सकता है सहमति ना बन पाए!
- ④ इसलिए हम निम्नानुसार अपनी रणनीति प्रस्तावित करते हैं
 - ① रमा फाऊंडेशन मानवीय केन्द्र का सदस्य बन जाए
 - ② नवीन सदस्य होने के नाते हम अनुभव बताएंगे जैसे एंगी विदाक्ट बॉर्डर्स के साथ। फिर अभ्युदय संस्थान में रायपुर ईजी कॉलेज के एक

विद्यार्थी के साथ वहाँ के एक विद्यार्थी
को रखेंगे

मिलिनिथम गोल (UNDP) में प्राथ.
शिक्षा के लिए अखोरी के आसपास के
आठ गाँवों में जो कार्य होगा
उसमें शामिल करें।

जैसा की सोमजी के साथ तय
हुआ है आने वाले दिसंबर में यह
संभव होगा।

③ जैसे वहाँ के विवि में इस प्रकार
का संगठन है वैसे रायपुर एवं
छत्तीसगढ़ के अन्य ऐसी कालजैसे
में संगठन की एक एक शाखा खोली
जा सकती है। जिसके इस्तेमाल के
द्वारा पवनजी, सोमजी अन्य
हो सकेंगे एवं आप स्वयं मुख्य संरक्षक
हो सकेंगे।

कृपया आप अपना मत व्यक्त
करके बता दें ताकि मानवता केन्द्र में
आपचारीक अकेलन किया जा सके।

कलकरी / दुनिता।

श्री बलबीर दत्ता जी
रमा फाउंडेशन
कैम्ब्रिज, लंदन

आपके प्रथम लेख को सुना । पहले पैरा में वर्णित रमा फाउंडेशन की औचित्यता समझ में आयी । आपके पूज्य माताजी की स्मृति में आपका प्रयास सफल हो ।

आपने दूसरे पैरा में आर्थिक सहायता का जिक्र किया है, ये परस्परता में आबंटित होने का वस्तु है ही । इस पर आपका ख्याल जाना उचित रहा ।

पैरा तीन में, आपने आयुर्वेद व योग के द्वारा मनुष्य का उद्धार होने के बारे में लिखा है । इसमें आवश्यकिय मुद्दा समझदारी है । समझदारी यदि विकसित नहीं होती है तब तक आयुर्वेद व योग उपेक्षित रहेगा ही ।

पैरा चार में आपने आवश्यकता पर बल दिया है, उसमें मानव चेतना विकास मूल्य शिक्षा की ओर ध्यान दिलाना आवश्यक है । मानव चेतना पूर्वक ही अपराध मुक्त होने की व्यवस्था है । अपराध परंपरा का मूल वस्तु लाभोन्माद, भोगोन्माद, कामोन्माद है । इस ओर ध्यान दिलाने की आवश्यकता है ।

पैरा पाँच में गरीबी अमीरी की ओर ध्यान दिलाया । अवसर की असमानता के कारण गरीबी-अमीरी है ऐसा आपका कहना है । अवसर की ओर आपका ध्यान गया, इसके लिए आवश्यक है कि मानव जितना अवसर पाया उतना ज्यादा धरती के साथ अपराध किया, धरती उतनी बीमार हुई । अवसर जिसके पास नहीं है वह कम अपराध किया इतना ही देखने को मिलता है । इस प्रकार मानव जाति का पूरा अवसर गलती एवं अपराध करने में चला गया, क्योंकि अमीर होने के लिए ये आवश्यक हो गयी । स्थानीय संस्थाएं अर्थात् कैम्ब्रिज एवं ऑक्सफोर्ड सीमा पार होकर के सोचना चाह रहे हैं उनमें जो Humanism के प्रति सोचना चाहते हैं, उनमें अपराध मुक्त विधि के लिए समझदारी के पक्ष में संपर्क साधना आवश्यक हो गयी है । समझदारी का स्वरूप सहअस्तित्वरूपी अस्तित्वदर्शन ज्ञान, जीवन ज्ञान, मानवीयता पूर्ण आचरण ज्ञान के रूप में होना ही ध्यान दिलाने का आधार है ।

सर्व शुभ हो ।

ए. नागराज

प्रणेता - मध्यस्थ दर्शन (सहअस्तित्ववाद)

श्री बलबीर दत्ता जी
रमा काउन्डेशन
लंदन, इंग्लैंड

आपके प्रथम लेख की मुना । पहले पैरा में वर्णित रमा काउन्डेशन की
भौतिकता स्वयं में आती । आपके मुख्य माताजी की रूढ़ि में आपका उद्देश्य संकल
है । आपने दूसरे पैरा में आर्थिक सहायता का जिक्र किया है, मैं परम्परा में
आधारित होने का वस्तु ही हूँ । इस पर आपका बलवान् ज्ञान उचित है । पैरा तीन में,
आपने आधुनिक व भौग के द्वारा मनुष्य का उद्धार होने के बारे में लिखा है । इसमें
आवश्यकता मुझे समझाती है । समझाती नहीं निकालती है । तब तक आधुनिक
व भौग उपेक्षित रहेगा ही । पैरा चार में आपने आवश्यकता पर बल दिया है, उसमें
मानव चेतना विकास ~~आवश्यक~~ शिक्षा की ओर ध्यान दिलाना आवश्यक है । मानव चेतना पूर्वक
ही अपराध मुक्त होने की व्यवस्था है । अपराध परंपरा का मूल वस्तु लाओन्माद,
भौगोन्माद, कामोन्माद है । इस ओर ध्यान दिलाने की आवश्यकता है । पैरा पाँच में
गरीबी अमीरी की ओर ध्यान दिलाना । अवसर की असमानता के कारण गरीबी-अमीरी
है - ऐसा आपका कहना है । अवसर की ओर आपका ध्यान गया, इसके लिए आवश्यक
है कि मानव जितना अवसर पाया उतना ज्यादा धरती के साथ अपराध किया, धरती
उतनी बीमार हुई । अवसर जिसके पास नहीं है वह कम अपराध किया इतना ही देखने
की मिलता है । इस प्रकार मानव जाति का पूरा अवसर गलती एवं अपराध करने में
चला गया, क्योंकि अमीर होने के लिए मैं आवश्यक ही गया । खानीय संस्थाएँ अर्थात्
मिनिज एवं ऑक्सफोर्ड सीमा पार लेख के रीचना चाह रहे हैं । उनमें भी Human Rights
के बारे में रीचना चाहते हैं; उनमें अपराध मुक्त विधि के लिए समझदारी के पक्ष में
रूपरेखा साधना आवश्यक ही गयी है । समझदारी का स्वरूप साहित्यिक अर्थव्यवस्था
ज्ञान, जीवन ज्ञान, मानवीयता पूर्ण आवश्यक ज्ञान के रूप में होना ही ध्यान दिलाने का आधार
है । सर्वसुख ही ।

- एम. नागराज

पुणे - मध्यस्थ दर्शन (साहित्यवाद)

RAMA FOUNDATION – a charitable trust, some thoughts

(1) रानी की
रामा की
श्री गुरुदेव
की प्रीति
1 अक्टूबर, 2015

'Rama Foundation' is being established in memory of Mr. Balbir Dutta's mother, Smt. Rama Rani Datta, who was a living embodiment of 'giving'. She gave gifts of caring, attention, affection, appreciation and love that were perhaps more precious than material gifts that were shared by her with not only her own but many times with strangers. Her capacity to become a part of another's suffering and give sustained effective support, an 'invisible hand', shall inspire all who become involved with this Charity.

The 20 million or so non-resident Indians and people of Indian origin account for approx. US \$ 400 billion economic output not appreciably less than the GDP of India. This global community is a living tribute to Indian enterprise, rising through ranks and fighting discrimination, within and without, with determination and talent. The Indian family traditions more than often underpin this.

Perhaps, in utilising their human capacity to build on the foundation of generations before them, this community has inadvertently become so focused on their own building that they have forgotten the foundation that holds it up; or in reaping for so long where they have not sown, perhaps they have forgotten the need to sow or even water the roots. It has been said that, "There are only two lasting bequests we can give our children one is roots, the other wings." The community is failing to become the Torchbearers of many holistic approaches to living handed down generations. A good example is the use of integrated medicine within which Ayurveda, Yoga, etc play an active part. Modern medicine, as currently prevalent in most countries, may eradicate diseases but cannot provide life-long health. The traditional systems need to be investigated and incorporated in our thinking. The body cannot be treated in isolation but as an integral whole – a unit of body mind, intellect and soul. This calls for a totally holistic approach in all aspects of development. Such type of contributions globally shall truly help the community in establishing their roots in lands of their adoption or else they will be seen as 'economic migrants' only. A missed opportunity!

Indian civilisation has not only comprehended the essence of the Universe; it has also evolved a social order appropriate for leading life in conformity with that comprehension. The Indian social organisation is thus as peculiarly Indian as the larger Indian view of the Universe. A view that sees complementarities amongst all the creation and not competition; affinity for all. This Human Values system needs to be shared with thinkers and future generations to help us meet challenges unfolding e.g. global warming, poverty, etc.

The wide gap between rich and poor has always been a matter of concern in India. It is now widely accepted that the issue is not just confined to economic inequalities; the wider issue that needs to be addressed is the 'inequality of opportunities'. This dimension has assumed special significance recently in the context of new economic reforms. There is a fear that inequalities will be further intensified as the poor and the weak are likely to be marginalized in this process because the economic opportunities are difficult to be used if a person is handicapped by ill-health or illiteracy. Education and health are recognised to be the two distinct influences, which can promote the freedom and capacity of individuals to make use of available opportunities. Policies for 'universal literacy' and 'health for all' can go a long way to increase the individual capabilities but even here the utilisation of services by the disadvantaged sections of the society is limited due to socio-economic constraints. This can lead to serious inequalities in the very sectors – health and education – which are expected to play the equalising role in India's struggle to reduce inequality of opportunities. In a caste-ridden society like India, social hierarchy also can be a serious handicap for utilisation of available services in the health and education sectors. We are trying to make our contributions (to one of the many ongoing efforts at the grass root level to changing this situation) through Teams of professionals, initially from UK, and in collaboration with others.

Rama Foundation is being established in Cambridge to enable Families with Indian roots and other well-wishers to become partners in selected *Initiatives in UK and 'drip-feeding' the Roots through empowerment of people in rural India, where roots of India lie and the majority of the one-sixth of humanity lives, dare we say exists—a sad testimony to us all.*

रमा फाउंडेशन - चैरिटेबल ट्रस्ट, कुछ विचार - स्वागती

① श्री. बलवीर दत्तजी की माँ श्रीमती रमाशनी दत्ता की स्मृति में
 इस ट्रस्ट की स्थापना हुयी है। उन्होंने अपनी जिंदगी में
 कुछ न कुछ दिया ही है जैसे ध्यान, प्रेम ई. आदि।
 न केवल रिश्तेदारों में बल्कि अज्ञान व्यक्तियों को भी दिया।
 दूसरे के दुःख में का हिस्सा बनकर सुपचार्य तरीके से
 उनसे जो मदद की है, वो इस ट्रस्ट में सहभागी
 लोगों को प्रेरणा देगी। - मे. भुमभरेणा

② लगभग 2 करोड़ अनिवासी भारतीय और भारतीय मूल
 के लोग लगभग चार सौ करोड़ रुपये हेतु हैं जो भारत
 के जीडीपी से कम नहीं है। अपने अंदर और बाहर
 भी लड़ते हुए, दुर्बल विश्वास और लुब्ध के बल पर इस विश्व
 समुदाय ने भारतीय प्रतिष्ठानों को एक में योगदान दिया है।
 भारतीय परिवार परंपरा ने इसमें सहायता की है।
 शासक, अपने भविष्य को सजाने, निवारण में
 आगे पीछियों के लिये नींव बनाने में ऐसे इस समुदाय
 ने अपनी जगह को भुलना शुरू किया। उसमें पानी साठना
 भूल गए। ऐसा कहा गया है की हम अपने बच्चों को
 केवल दो चीजें दे सकते हैं। एक है ज्ञान, दूसरी पैसे।
 संपूर्णता के अर्थ में बच्चों को कुछ देने में ये समुदाय
 कम पड़ रहा है। उदाहरण के रूप में आयुर्वेद, योग आदि।
 अधिकतर देशों में आधुनिक चिकित्सा पद्धति का उपयोग
 करते हैं जो रोगों पर ध्यान देती है लेकिन आजीवन
 स्वास्थ्य नहीं दे सकती। परंपरागत चीजों को विस्मृत
 जाँचकर अपने विचारों में लाना होगा। शरीर को

(3) विचार के लिए मनुष्य का निर्देशन होना चाहिए। आनुवंशिक, भौतिक, सामाजिक और उच्च चार्जित
वैश्व मूल्य संरचना आवश्यक है।

धूलों से देखा नहीं जा सकता - तो शरीर, मन, बुद्धि, आत्मा
हैं मिलकर बनाए हैं। इस तरह का सहयोग उन्हें
अपने पुनर्जन्म जगहों में अपनी जड़ें जमाने में मदद करेगा,
नहीं तो वो केवल आधुनिक स्थानों पर पैरों के छिमे
स्थानों पर रह जाएंगे।

भारतीय संस्कृति ने न केवल हमारे देश को
एकत्रित किया, बल्कि उसके अनुकूल समाज का ढांचा बनाया।
वो आपस में पूरकता देता है न कि प्रतिस्पर्धा, सबकुछ में
प्रेम है। गरीबी, भूख, वातावरण, गर्म होना
इन चुनौतियों का सामना हमें करना है। मानवीय मूल्यों को
विचारकों और अमूर्त पीढ़ियों के साथ जोड़ने और हमें
ये करना है। (4) मानव चेतना को मूल्य शिक्षा की ओर जाते देना आवश्यक है।

अमीर और गरीब में बढ़ती दूरी ये एक खतरा है।
भारत में रहा है। वो केवल आधुनिक असमानता नहीं तो
अवसरों में असमानता है। इस पर ध्यान देना होगा।
आधुनिक सुधारों के परिप्रेक्ष्य में ये और महत्वपूर्ण हो जाते हैं।
ये दूरी और गहराएँ अगर कोई व्यक्ति स्वास्थ में
ठीक नहीं होगा या शिक्षित नहीं होगा। शिक्षा और स्वास्थ्य
व्यक्ति की स्वतंत्रता और क्षमता का उपयोग करने के लिए प्रभाव
दाते हैं ऐसा मानते हैं। शारीरिक शिक्षा या सबकुछ में
स्वास्थ्य ये चीजें व्यक्तिगत क्षमताएँ बढ़ाने के लिए
मदद कर सकते हैं लेकिन संशोधनों का उपयोग भी
विभिन्न सामाजिक आर्थिक अंतरों के कारण सीमित है।
इससे असमानताएँ और बढ़ेंगी। जाति व्यवस्था भी इसको और
बढ़ाएगी। इस स्थिति को बदलने के लिए हम अपना

(अनेक योगदानों में एक योगदान)
 योगदान देना चाहते हैं, खास करके जमीनी और पट्टा।
 रमा फाउंडेशन के विज्ञान में स्थापित किया जा रहा है।
 भारतीय मूलों के परिवारों को और अन्य विदेशियों को
 समर्थन व इंग्लैंड में कुछ समर्थित गतिविधियों में सहित आवश्यक है
 लेख और रक्त तदर्थ से अपनी जगह को मजबूत करने के लिए
 करके आगे बढ़ें भारत के विज्ञान गरीबों विश्व की एक बल बन
 जगह लेना रहती है।

(क) आवश्यक ध्यान दिलाना आवश्यक रहा।

श्री बलबीर दत्ता जी
 रमा फाउंडेशन में विज्ञान
 लक्ष्य

पहला पत्र



आपके (1) लेख को सुना रमा फाउंडेशन की औपचारिक समझौते कागजी।
 आपको मुख्य गाला जी की स्मृति ने आपका उपास समझ ली। आपके इसरा पैरा
 में आपकी समझ की जिज्ञासा के परस्परता में आवंटित होने बहुत है।
 इस पर आपका स्वागत जाना बचित रहा। आपके (2) पैरा में आपने आधुनिक
 और पौधा के द्वारा मुख्य का उद्धार होने के बारे में लिखा है। इसमें आवश्यकता
 मुख्य समझदारी है। समझदारी पर विचारित नहीं होती है एक एक धार्मिक
 और पौधा सेना उपस्थित रहेगा। आपके (3) पैरा में आपने आवश्यकता
 पर क्लिफ्ट है। उनके मतब लेना मुख्य शिक्षा की और ध्यान दिलाना आवश्यक
 है। मतब लेना से ही हम पूर्व की अपराध मुक्त होने की आशा रखता है।
 अपराध परंपरा की मूल पर लुप्त जा रहा, मोगोम, कामोमप है। इस और
 ध्यान दिलाने की आवश्यकता है। आप पौधों के पैरा में गरीबी समझी की और
 कि ध्यान दिखाना आवश्यकता की अद्यतनता के कारण गरीबी समझी है। इस
 आपका कहना है। आवश्यकता और आपका ध्यान दिखाना, इसके लिए आगे है।

कि मानव जितना अपराध पाया, उतना जितना अच्छी के साथ अपराध किया
 बदली उसी की भाँति है। अवसर जिसके पास नहीं है वह कम अपराध
 किया करना ही देखने को मिलता है। इस प्रकार मानव जाति का दूसरी
 धर्म अवसर गलती एवं अपराध करने के पलायन। मर्यादा अंगीर लेने
 से बिना ये आवश्यक हो गयी। स्वार्थी समाज को आपस में केन्द्रित एवं
 आत्मिक स्व - सीमापार होकर के सोचना चाहिए है उनके
 ममानुष के प्रति सोचना चाहिए है 'उनके अपराध कुछ निधि
 के लिए समाजवादी के पक्ष में समर्थ मानना आवश्यक हो गयी है।
 समाजवादी का स्वभाव सहकारितात्मक है सहितत्व दर्शन मान, श्री. राजा
 मानवीय दर्शन मानव के मन में होना ही समाज दिलाने का आधार है
 सब कुछ है।

— श्री एम. नारायण
 उद्देश्य म. ६० (सहकारितात्मक)

श्री बलबीर दत्ता जी,

लंदन

प्रथम पैरा में चेतना विकास मूल्य शिक्षा को इंग्लैण्ड में विविध संस्थाओं में प्रस्तुत करने का रणनीति आपने लिखा है, वह स्वागती है।

दूसरे पैरा में आपने सोम जी व पवनजी को धन्यवाद प्रस्तुत किया, उचित समझ में आया।

पैरा तीन में आपने लिखा है, आप जीवन विद्या का सूचना मिलते ही अपने बहुओं व बच्चों में चर्चा किया, यह एक अच्छी शुरुआत रही। जीवन विद्या शिविर में भाग लेने के उपरांत आप अपने पूरे परिवार को यथा संतान पुत्र वधुओं को जीवन विद्या शिविर में लाये, यह बहुत अच्छी कार्यक्रम रहा।

पैरा चार में Rama Foundation मध्यस्थ दर्शन (सह अस्तित्ववाद), मानव केंद्रित चिंतन, चेतना विकास मूल्य शिक्षा संबंधी संपूर्ण वस्तु को 'अध्ययन करेंगे, व्यवहार में परखेंगे, लोक व्यापी करण कार्य करेंगे, यह आपने लिखा है। यही एक सर्वशुभ कार्यक्रम है। इस पैरा में अछोटी के साथ जुड़कर मुरमुंदा गाँव के स्कूल के मास्टर साहू जी द्वारा आठ गाँवों में कार्यक्रम निर्धारित करने की बात सोची है। आपके **Cambridge University** के विद्यार्थियों को **NIT Raipur** लाने के निर्णय को सफल हो। **Cambridge** के अध्यापकों को जीवन विद्या शिविर में लाने का सोचा है। यह बहुत अच्छी बात है। आपके रमा फाउंडेशन 2007-08 का जो योजना बनाया है, वह सफल होने की कामना करते हुए, आपके योजना के अनुसार धीरे-धीरे पहुँचने के लिए आप और सुनीता दोनों अच्छी तरह दर्शन में अनुभव प्रमाण अधिकार को प्रमाणित करना ही होगा, क्योंकि एक प्रमाणित व्यक्ति के साथ ही ये जीव चेतना से मानव चेतना में परिवर्तन होने के प्रस्ताव को स्वीकार करना संभव है।

पैरा पाँच में आपका पूरा परिवार जो जीवन विद्या शिविर किये, वह बहुत मददगार होने में आपका स्वीकृति हो चुकी है, यह आगे योजना के लिए सुदृढ़ आधार होगा।

पैरा छः में आशा व्यक्त किया है कि चेतना विकास मूल्य शिक्षा का स्वीकृति शनैः शनैः युनेस्को, युनिसेफ में होने का संभावना व्यक्त किया। यह एक अवश्यम्भावी है। इस तथ्य के आधार पर सफल होने के लिए **Cambridge University** में मानव चेतना मूलक विधि से प्रस्तुत आवर्तनशील अर्थशास्त्र, व्यवहारवादी, समाजशास्त्र, मानव संचेतना वादी मनोविज्ञान स्वीकृत होने से **Unesco** के लिए बल मिल जायेगा। ऐसा मेरा सोचना है। इस पर आपके सोचने की बात है वहाँ के विद्वानों से परामर्श की बात है।

पैरा सात में आपने यह विश्वास जताया है कि **Cambridge** के विद्यार्थियों के साथ सिद्ध का संबंध बहुत ही उपयोगी रहेगा। यह स्वाभाविक है, यह सार्थक होगा। **Cambridge** के कालेज

हार्मटन में जो प्रौढ़ विद्यार्थी एवं शिक्षक हैं, सिद्ध के संयोजन से बहुत कुछ उपकार होगा। आपने आशा व्यक्त किया, यह सार्थक होगा।

पैरा आठ में आपका जो रणनीति न्यूहैम के बारे लिखा है, यह बहुत ही सार्थक है।

पैरा नौ में आपने आशा व्यक्त किया है कि सितम्बर पूरा महीना आयुष्मान पवन गुप्ता, आयुष्मति अनुराधा एक महीना आपके साथ रहकर जीवन विद्या प्रबोधित करने हेतु प्रस्ताव बहुत ही सुशोभित है। यह सफल होकर रहेगा। मैं श्री गुप्ताजी से फोन द्वारा बात करूँगा।

पैरा दस, ग्यारह, बारह में **Rama Foundation, England, Sidh, India** और **Cambridge University** के संबंधों को बलवती बनाने और दो-तीन प्रबंध (Thesis) जो मानव विरोधी है उसके बदले में मानव जीवन सम्मत तीन प्रबंधों को स्थापित करने में मदद होने के रूप में रणनीति तैयार की है। यह व्यवहारिक है। नित्यम् यातु शुभोदयम्।

ए. नागराज
प्रणेता-मध्यस्थ दर्शन
(सह अस्तितवाद)

श्री बलबीर दत्ताजी
जीवन

पंचम पैरा में चलेना विकास मूल्य शिक्षा की इंग्लैंड में निम्न संस्थाओं में प्रस्तुत करने का बर्तनी है आपने लिखा है, वह स्वागती है। दूसरे पैरा में आपने सींग जी व पवनजी की वनप्रताप प्रस्तुत किया, उचित समझ में आया। पैरा तीन में आपने लिखा है, आप जीवन विद्या का सूचना मिलते ही आपने वहुओं व बच्चों में चर्चा किया, यह एक अच्छी शुरुआत रही। जीवन विद्या शिबिर में भाग लेने के उपरांत आप अपने पूरे परिवार की पथा संरक्षण पुत्र वधुओं की जीवन विद्या शिबिर में लाये, यह बहुत अच्छी कार्यक्रम रहा। पैरा चार में Rama Foundation मध्यस्थ दर्शन (सहकारित्ववाद), मानव के लिए चिह्न, चलेना विकास मूल्य शिक्षा संबंधी संपूर्ण विस्तृत विवरण करेंगे, व्यवहार में परखेंगे, लोकव्यापीकरण कार्य करेंगे, यह आपने लिखा है। यह एक सर्वश्रेष्ठ कार्यक्रम है। इस पैरा में उन्होंने 3 साथ जुड़कर मुद्रगुंडा गांव के स्कूल के मास्टर साहुजी द्वारा आठ गांवों में कार्यक्रम निर्धारित करने की बात सोची है। आपके सम्बन्ध में उनके विद्यार्थियों की NAT Review लाने के कार्यक्रमों की निर्दिष्ट की सकल है। सम्बन्ध के अध्यापकों की जीवन विद्या शिबिर में लाने का सोचा है यह बहुत अच्छी बात है। आपने रंगा फाउंडेशन 2007-08 का जी जीवन बनाया है, वह समझ लेने की कामना कर रहे हूँ, आपके जीवन के अनुसार धीरे धीरे पढ़ने के लिए आप और सुनिश्चित दोनो अच्छी तरह दर्शन में अनुभव प्रमाण अधिकाधिक प्रमाणित करना ही होगा, क्योंकि एक प्रमाणित व्यक्ति ही साथ ही में जीव-चलेना से मानव-चलेना में परिवर्तन होने के प्रभाव की स्वीकार करना संभव है।

पैरा पांच में आपको ~~संस्था~~ पूरा परिवार जी जीवन विद्या शिबिर में, वह बहुत मददगार होने में आपका स्वीकार ही चुनी है, यह आगे जीवन के लिए सुझाव आकार होगा। पैरा छः में आशा व्यक्त किया है कि चलेना विकास मूल्य शिक्षा का स्वीकार करेंगे: शरीर: पुनरुत्थी, पुनर्निर्माण में होने का संभावना व्यक्त किया। यह एक अवधारणा है। इस रूप के आधार पर सकल होने के लिए सम्बन्ध में मानव-चलेना मूल्य विधि से प्रस्तुत आवर्तनशील कार्यशास्त्र, व्यवहारवादी समाजशास्त्र, मानव-संचलेनावादी स्वीकार लेने से अच्छे के लिए बल मिल जायेगा। ऐसा मेरा सोचना है। इस पर आपके सोचने की बात है वहाँ के विद्वानों से परामर्श भी बाए है।

पैरा सात में आपने परविश्वास जताया है कि सम्बन्ध के विद्यार्थियों के साथ शिक्षा संबंध वहुत ही उपयोगी रहेगा। यह स्वाभाविक है, यह सार्थक रहेगा। सम्बन्ध के कालेज में हार्मरन में जी प्रीट निद्यार्थी संव शिक्षक है, शिक्ष के संजीवन से वहुत कुछ उपभूत होगा। आपने आशा व्यक्त किया, यह सार्थक होगा। पैरा आठ में आपका जी बर्तनी प्रुटन के बारे में लिखा है, यह बहुत ही सार्थक है। पैरा नौ में आपने आशा व्यक्त किया है कि सिलेबस पूरा महीना आयुष्मान पवन मुला, आयुष्मति अनुसाया एक महीना आपके साथ रहकर जीवन विद्या प्रबोधित करने हेतु प्रभाव वहुत ही सुशोभित है। यह सकल बौद्धिक रहेगा। मैं भी गुलाबी से फोन द्वारा बात करूँगा।

पैरा दस, ग्यारह, बारह में Rama Foundation England, अरु, India और सम्बन्ध-उत्तर के संबंधों की बलवरी बनाने और दी-दीन प्रबंध (Thesis) जी मानव विरोधी हैं उसने बदले में मानव जीवन समझ तीन प्रबंधों की स्थापित करने में मदद होने के रूप में बर्तनी है पार की है। यह व्यवहारिक है। निम्न आधुनिक श्रुतिप्रमाण।

शं नाराज

उत्तर - मध्यस्थ दर्शन (सहकारित्ववाद)

पत्र नं 5

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

**STRATEGY FOR INTRODUCING 'JEEVAN VIDYA' AND DEVELOPMENT OF
EDUCATION BASED ON VALUES WITH HUMAN CONSCIOUSNESS**

Ever since our initial introduction to 'Jeevan Vidya', thanks to Pawanji and Sonji, in August 2005 and our first visit to Amarkantak, our *Jeevan Yatra* has taken a turn that one could not have even imagined earlier. A truly empowering paradigm shift that was not only experienced by two of us but has also been felt by our three children, their respective partners and many others whom we have been able to motivate to do the JV Shivirs meanwhile. All this we consider a good start and just an introduction. A lot more learning has to happen before most of us can truly be in a position to play an effective role in the much needed sharing with the global community of *Madhyastha Darshan* that has been expounded you. Sunita and I have now embarked on our personal *adhyayan* before our next meeting when we are sure to receive your personal guidance on aspects that we may still not be clear about. You will appreciate that given the distance and current commitments of our children, it may not be possible for them to visit India in the near future and so meanwhile we need to consider what can be achieved at this end. With Praveenji married to Aatishiji, there could be a possibility of them spending some time together in England before Aatishiji's planned return to India in September after concluding her M.Sc. at Oxford. We are proposing a three days Shivar for all us at Cambridge over the August Bank Holiday i.e. 26, 27 & 28 August '06. This will help us to consolidate the learning to-date of our children. As explained later in this letter, we would like Pawanji and Anuradhaji to embark on a visit to England around 24th August and join us all for this Shivar too. Pawanji and Anuradhaji can very ably conduct this Shivar even if things don't work out with Praveenji and Aatishiji.

Babaji, you are already aware of our priority in firstly introducing all members of our immediate Family to Jeevan Vidya. This has been achieved with the Shivar at Mussoorie and it has also enabled them to meet some of key individuals who are playing crucial role in your Mission. Needless to say, each of the couples now will have to chalk out their individual program for gaining more understanding of JV through further courses and / or *adhyayan*. We feel this proposed short Shivar in August is going to be of great help. It shall enable us to evaluate its suitability to life style and tight time schedule of most professional couples at this end. It will also give us an opportunity to pool together talents of all the

Couples to produce an appropriate presentation in English.

दर्शन के ज्ञान को प्राप्त करना पड़ेगा।
दर्शन का पहला समझाया गया पूरा प्रत्येकिक (Practical) नहीं हुआ। उसे आपकी समझ बनाने की जरूरत है कि पूरा मतलब यह था कि वह ऐसा ही बिना है। मध्यम दर्शन का उद्देश्य (Objectives) हेतु सिद्ध एवं अभूत संस्थान की भागीदारी है। ग्लोबल मेरिट्स बनाने एवं संसार के लोगों के इसी होमें पर मध्यम दर्शन के Objectives को लाभ काउन्डेशन का उद्देश्य करने का है।

होस्टल आलेख के ~~अभाव~~ शिक्षित शिक्षक जुलाई 2007 में रहते। केन्द्र की सुविधा में अक्टूबर 2008 में 100. आलेख आलेख आलेखों द्वारा इन्हें में प्राप्त लोगों, जो दिल्ली में दोगा, यह एलाय पवनजी अरुणदेवी, सोमजी, भोगीजी आदि से यथा संभव संभव के द्वारा विभा गता।

www.madhyasth-darshan.info - Information Portal

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We are still awaiting response to registration of our family Charity, Rama Foundation, with the Charity Commission. It is a process that can drag till end of last week of June being the average 87 working days required from receipt of our application on 16th February. We hope that this can be achieved with no additional time for queries, etc. We are hoping that we shall have this Charity functional well in time for what is being proposed here for your kind consideration. All of us feel privileged in making our contribution to the Mission. Ideally, it would be best if one could await *adhyayan* by all before any action to support the efforts in sharing *Madhyastha Darshan* at this end. As this is not very practical as explained earlier, we seek your periodic personal assessment of what is being proposed. We feel this should be mandatory if we are to avoid mistakes and gain from various experiences so far. We know this is not your way with most people in India but we seek your approval to this approach. We have discussed this last time and are putting it in writing for benefit of all who are likely to contribute in this effort. We are therefore seeking your unequivocal guidance on these proposals. Initially and keeping it within the Objects of this Charity, we shall use Rama Foundation for these efforts in Partnerships with SIDH and ABHYUDAYA SANSTHAN. The ultimate aim being to launch a **Global Charity** with *Madhyastha Darshan* as its **Object** and with eminent people from different parts of the world as Trustees.

④

During our discussions, you have been stressing the need to take the Darshan to those very places from where a lot of current worldview has originated. You rightly singled out Cambridge and Oxford Universities. Earlier, our view was that it is going to be an uphill task perhaps beyond our ability. However when one starts thinking of all your assertions, yes the seeds of righteousness exist within the very system that does injustice. Green Peace, anti-apartheid movement in UK, etc are good recent examples. We are all clear that the area in which we have to initially concentrate is 'Education' and that too at 'Primary' level. This is at the core of our action plan for the eight villages and twelve schools under Sahuji near Achhoti. We had chalked out initially to recruit 16 Cambridge University undergraduate students to join NIT, Raipur students in above efforts in an experiment this December. And in parallel, to recruit 14 newly qualified teachers from Homerton College soon after their Postgraduate Certificate in Education from Cambridge University for experimental placements at SIDH during July and August 2007 - through our direct efforts under Rama Foundation. All of these individuals are to do the introductory JV Shivir other than join in other activities being planned for these experiments. Assuming success in these placements, to repeat it following year too thereby ending with 60 individuals plus all others who would have done at least one JV Shivir from here. With such a group of almost 100 individuals, we shall be in a position to share the Darshan with educationist, etc through a Seminar at Cambridge in October 2008 with your keynote address, yes in Hindi. This plan has been discussed with Pawanji, Anuradhaji, Somji, Anganiji, etc and has been positively received by all. This was to be based on our own efforts only without institutional involvements at this stage at this end. This shall be a slow process. We are writing this letter to enable us to circulate the idea amongst a wider group within JV fraternity and seek your blessings and guidance to All.

⑤

Our visit to Mussoorie and family participation in the JV Shivir has thrown up an interesting change to above thinking that needs to be evaluated and directed by you.

यूनेस्को ~~द्वारा~~ ^{title} उद्घोषित किया गया ¹ "Beyond Empowerment"
जीवन विद्या ~~द्वारा~~ ² श्री सागने लामे देवु सिद्ध की
(मुबारक बाद देते हैं)।

हमारा प्रयास है केम्ब्रिज के होमरन काल के
Post graduate सर्टिफिकेट ऑफ़ एड्युकेशन (P.G.C.E.) एवं
सिद्ध की विस्तार ~~असोजन~~ (कार्यक्रम), ~~सिद्ध~~ 'का है', 1768 से
होमरन (लॉरन का स्वी. कां) सर्वोत्तम शिक्षक शिक्षित का नाले।

⑤ With such good chemistry developing between our people at both ends and the global exposure to JV through UNESCO publication titled 'Beyond Empowerment' documenting SIDH, does bring in question our above plans with its inherent slow speed and reach. We would like to congratulate all at SIDH for this. We want to suggest that SIDH with this and already established credibility with highly respected organizations such as Save the Children, Learning for Life, etc should become the 'Flagship' of our this 'Strategy'. While the above scheme of direct recruitment and placements can be viewed as a fall back if we are not able to succeed as under.

⑥ Our proposal is to offer 'an extension program' at SIDH in collaboration with University of Cambridge's Homerton College under their Postgraduate Certificate in Education (PGCE). Since its foundation in 1768 in the Homerton in East End of London, and for the last century in Cambridge, it has been training the best teachers in England. The University of Cambridge Faculty of Education was formed in 2001 from the merger of the University School of Education and teaching and research interests of Homerton College. They state 'Courses in Education have been offered in Cambridge for over 130 years, however, and over this time professional training for students who wish to be teachers. The Faculty and its students benefit from being part of a world-class university where research constantly enhances the quality of taught courses and where students and teachers alike can work at the cutting edge of international knowledge in a wide range of subjects.' It shall be worth approaching them to support such an initiative that can be offered to 14 volunteer newly trained teachers at end of their PGCE course. This PGCE is a one-year course, lasting 36 weeks, taught in partnership with local schools. Trainees spend at least 50% of their course working with teachers and children in schools across the region. Approx. 160 trainees undertake primary courses every year and to end up with regular top 14 motivated individuals for annual SIDH placements, say for 4 weeks beginning last week of every June, should become possible. The details of such placements can be worked out jointly with Homerton College. The 2006-2007 course begins on 4th September 2006 and finishes on 22nd June 2007. SIDH is already planning to offer a teachers training course and we feel this collaboration will help us in building credibility of SIDH as an independent institution without the need to offer B.Ed. qualifications with its government of India's involvement. Pawanji can share this aspect with you. We propose that SIDH offer its own certificates to above placed teachers from here and local trainees too.

⑦ Above proposal is for newly trained teachers. For teachers already in the profession, we are proposing to target one of the local education authorities in London where Sumita spent most of her teaching career. Three miles from the City of London, in the heart of the East End, the London Borough of Newham sits just north of the River Thames. It is hosting the 2012 Olympics and Paralympics and its key location as the gateway to London has shaped its past and will influence its future. With fast train link with Paris, etc, and Olympics spotlight, we consider it most appropriate for this proposal. Perhaps there is another aspect that merits its selection too. Newham is the most culturally diverse area in Britain. The % of people in different ethnic groups according to 2001 Census was: 39.4% White; 3.3% Mixed; 32.5% Asian; 21.5% Black and 3.1% Chinese or other ethnic group. Total population: 247,700.

(9)

Interestingly the Religious % were: 46.8% Christian; 24.3% Muslims; 6.9% Hindu; 2.8% Sikh; 0.6% Buddhist; 0.2% Jews; 0.3% other religions; 9.0% no religion and 9.0% who did not state their religion. The schooling population is even more skewed towards non-whites and non-Christians. In many ways Newham represents a small global community that would be ideal for introducing JV and ultimately Darshan. The local education authority of this London Borough can be offered 'an in-service training program' at SIDH during every August to existing teachers for perhaps 4 weeks starting in last week of July every year. The schooling year ends on 20th July 2007 and the new year starts at beginning of September. We shall also explore the possibility of offering such placements to teachers with education authority for say Cambridge County Council with its 6 nursery and 202 Infant, First, Junior and Primary schools and to retired teachers... One of the ultimate aims of all these efforts would be to target trainers who could help us in delivering teacher training second to none to local teachers at SIDH....

(10)

If we are able to establish even one of the above proposed initiatives at SIDH, it will hasten our journey and give us a wider base for sharing the Darshan as already mentioned.

(11)

Babaji, we know of many individuals specially teachers who once they have experienced such placements, tend to follow up with regular visits and develop additional required support from their own schools, communities, etc. We also visualize such teachers being easily available for further placements in schools being targeted by us e.g. schools near Achhoti, etc. Thus this proposed approach with SIDH as our flagship can truly move matters at a much quicker pace.

(12)

In order to help us effectively explore and present above proposals to concerned institutions a month or so long visit by Pawanji and Anuradhaji starting off with our short Shivar at end of August this year with meetings, etc for September is being proposed. Report back to all of you by them can coincide with the scheduled annual meeting at Kanpur in October. Could you please consider this and guide us all as to the best way forward. Needless to say, such a visit will help us consolidate closer working between all in Rama Foundation and SIDH. We shall now await action from your end. As discussed with Somji on Monday, we are emailing this letter to him and Pawanji for onward transmission to all others who can help and support us in this initiative.

In anticipation and with best wishes and fondest regards to ALL, affectionately,

Yours, .

Sunita and Balbir

C.C. Somji and Anganiji at Abhyudaya Sansthan
Pawanji and Anuradhaji at SIDH

1. Ran Singhji Arya
2. Dr. Ganeshji Bagaria
3. Prof. R. Sangalji
4. Prof. R. R. Gaurji

क्रमांक 5

3

आध्यात्मिक वाक्यांश
चरणवन्दना!

- ① विषय: "जीवन विद्या" के इंडोयूस करने की रणनीति और शिक्षण विधि और चेना विकास
- ② सबसे हम लोग जीवन विद्या से रुचक हुए हैं, पवनजी और सोमजी के धन्यवाद, हमारे जीवन में नया मोड़ दिया है।
- ③ हम दोनों तिनों कच्चे और उनकी पालिका एवं जिन्हें हम लोग बता सकते थे जीवन विद्या शिविर के बारे में बताया। मध्यस्थ दर्शन के उपयोगिता के बारे में समझाने दूसरी मूलाकात के पूर्व इसके अध्ययन में लग गए हैं। पवीनजी एवं आतिशीजी सितंबर में, आतिशीजी का मडर होजाने के कारण आटा जा रहे हैं। 26/अगस्त तक छुट्टी के दौरान हमारे तीन दिन का शिविर करने का सोचा है। श्री पवन एवं अंशुधाजी शिविर ले सकते हैं। आप अच्छी तरह जानते हैं कि प्रथम जीवन विद्या शिविर के परिवार के सदस्य मसूरी के शिविर के दौरान हुआ। जीवन विद्या के समझने हेतु जीवन विद्या शिविर या अध्ययन इवेंट ही सही बन रहा है। अगस्त में सांझी शिविर इवेंट चयासंगी समझने में मदद मिलेगी।

उद्योगों जोड़ी (Conplete) द्वारा अंमली में
प्रस्तुत करने में मदद मिलेगी।

③ समा फाऊंडेशन के रजि. हेतु चरिटी
कमीशन का इंतजार है जो जून के अंतिम सप्ताह
तक कोपेक्षित है। रजि हो गया है।

हम सभी इस मिशन में भाग लेने
हेतु आवश्यक महसूस कर रहे हैं।

एक ठे अध्ययन द्वारा सबको समझना
दर्शन को जानने हेतु भाग लेना पड़ेगा।

दर्शन को पहले समझाया गया।

पर पूरा प्रकटीकृत नहीं हुआ। उसे हम
समय समय हम जान्य करेंगी कि
जैसा बालाया गया है वैसा ही को नहीं।

सिद्ध एवं अभ्युदय संस्थान की
आगिदारी द्वारा विश्वरूप की चरिटी बनाने एवं
संसार के लोगों को हस्तो होने के रूप में
'मध्यस्थ दर्शन' के उद्देश्यों को समा फाऊंडेशन

④ द्वारा ब्राह्मणों, कर्मजि और ऑन्स्टाफर्स
विविध जहाँ से बड़ासारी मानसिकताएँ फैली हैं
वहाँ इस दर्शन को जानने की जरूरत
है। आप से यहाँ के दौरान कहा गया।

प्रथम स्तरिय क्ष. प्राथमिक शिक्षा पर
ध्यान देना यह 8 गाँव के बारह स्कूल
अबोरी के पास में साहुजी के अंडर में
Action plan में रहेगे।

हमारे केंद्रीय युनि. के NIT जॉइनिंग
करने के लिए (डिसेंबर में) रायपुर के 16 विद्यार्थियों

(4) केंद्रीय युनि. के 16 विद्यार्थियों को डिसेंबर
में अपना NIT में लाने का सोचा है।
उसके समानांतर में केंद्रीय युनि. के हॉमिंग
कॉलेज के 14 नए शिक्षकों को प्रायोगिक
तौर पर एक शिक्षण में जुलाई अक्टूबर 2007
में नियुक्त करने का सोचा है। ये सभी लोग
जीवनविकास परिचय शिविर करेंगे उसके अलावा
बाकी गतिविधियों में भाग लेंगे।

इसके सफलता मिलेगी यह सोचकर
अगले साल भी लगभग 60 व्यक्तियों को
शिविर कराएंगे। इसतरह से लगभग 100
व्यक्तियों के समूहों को समूह द्वारा केंद्रीय युनि.
ऑफिस 2008 में दर्शन के बारे में वहाँ के
विद्वान् शास्त्रियों के साथ में समीक्षा आयोजित
करेंगे। हमें आप के द्वारा दिवस में
Keynote addresses होगा ये योजना।

पवन, सोम अजयजी के साथ नया हुआ
है। यह एक धार्मिक प्रक्रिया होगी।

हमारे परिवार का मसूरी त्वारा और जीवन
विकास शिविर में भाग लेना ये इसतरह के
विकास को एक अलग मोड देने में सफल।

बदलाव करने में मददगार रहा।

⑥ इस तरह के अच्छे माहौल को जीवनविस्था को युनेस्को का प्रकाशन के साक्षरता के कारण के मागे जिसमें शिक्षा को उल्लेखित किया है जिससे हमारा पहुँच और गति पर सवाल उठता है। युवा के अर्थ में।

इस के लिए हम शिक्षा को बढ़ाई देने हैं। शिक्षा ने विश्व स्तर की प्रतिष्ठित संस्थाओं के साथ में क्रेडिटिलिटी पहले से ही बनाई है।

इस रणनीति की थुरा शिक्षा पकड़े ऐसा हमारा सुझाव है।

⑦ के कम्पोजि युवा के हार्मोन चेंलेंज के गए शिक्षकों को शिक्षा में प्रशिक्षण दिया जाए जिससे शिक्षा का स्तर में असाधारण शिक्षकों के प्रशिक्षण कार्यक्रम में वैसे। ये मुद्दा श्री पवनजी आप के साथ चर्चा कर सकते हैं।

⑧ इसके साथ नीवहम स्थित स्थानीय शिक्षा संस्थान में भी प्रयास करने की पहल की सकती है। नीवहम २०१२ में ओलिम्पिक होस्ट करेगा। विश्व के विभिन्न समुदायों के लोगों का विकास निवहम से है। यह एक छोटी छवि दुनिया है। जहाँ परीक्षा विद्या के माध्यम से सुझाव की जा सकती है।

शिक्षकों के लिए शिक्षा के माउटविनि में
कार्य बढाएँ, माउटविनि में अपेक्षा।
(9) इन सारे प्रस्तावों के साथ में प्रस्तुत करने
के लिए पवन व अनुराधाजी का एक मछोने का
प्रवास जो की जीवन विद्या के सांख्यिकी शिविर
से शुरू हो और पूरा सितावर में चले ऐसा

प्रस्ताव है। अह कागपूर सम्मेलन को
विश्व 12 रिपोर्ट के पाठों को / क्या आप इस पर विचार कर
माउटविनि के समेत हैं। इससे रमा पाऊ
और शिक्षा के माहरे संस्थानों में मदद
मिलेगी।

भवदीय

सुनिता एन कलबीर

श्री बलबीर दत्ता जी
लंदन

पहला पैरा में आपने मुझे संबोधित किया है, स्वीकार है ।

पैरा दो में Cambridge University में Humanitarian Centre स्थापित हुआ । इसमें विद्यार्थियों का अधिकांश भागीदारी एवं Cambridge University के विद्वानों का संरक्षण है, ऐसा बताया । इनके साथ अभ्युदय कामना अर्थात् सर्वतोमुखी समाधान के साथ मंगल मैत्री करने की स्थापना ठीक है । विगत दो वर्षों से चाहत के अर्थ में परस्परता में मिलना रहा । पुनः मानव चेतना के ओर ध्यानाकर्षण करने की आवश्यकता, जीव चेतना विधि से मानव बीमार होने के प्रमाण में धरती बीमार होने की ओर ध्यानाकर्षण आवश्यक है । इसमें शुरू होने के लिए मानव चेतना सहज विधा में संस्था में अग्रगामी सभी के पारंगत होने का आवश्यकता है । इसके लिए अभ्युदय संस्थान, अछोटी, दुर्ग; मानवीय शिक्षा संस्कार, वन्खण्डेश्वर मंथना कानपुर, सिंह मसूरी रूपी केन्द्र होने का सूचना देना चाहिए ।

पैरा तीन में राजनीति का मानवीय दृष्टिकोण भाषायी संदर्भ से मुक्त होकर सार्थक रूप में प्रयोजनों सहित उद्देश्य को स्पष्ट करने की आवश्यकता है । यह मानव चेतना विधि से सफल होने के लिए सूचना देना है । जीव चेतना विधि से अनेक समुदाय होने के कारण से अपना पराया का दीवाल सीमा-सुरक्षा के रूप में प्रस्तुत है ही । इसके अलावा भी बहुत सारा है, इससे मुक्त होने की आवश्यकता है । इस पर जोर देना चाहिए ।

पैरा चार में, मिलेनियम गोल व्यापार और व्यापार शोषण, समुदाय सुरक्षा शोषण मुक्त विधि से क्या होगा पूछ लेना चाहिए । ये जो गोल है अपेक्षा ठीक लगता है । ज्ञान कार्यक्रम क्या है, यह स्पष्ट न होने के कारण मानव चेतना विधि से स्पष्ट करने की आवश्यकता है ।

पैरा पाँच में, समान धर्म मानव धर्म होने का सूचना देना । यदि पारंगत होना चाहते हैं तो अभ्युदय संस्थान भारत को पहचान देना । Reality को मिटाने का आवश्यकता क्या है इसके मिटने से कृत्रिमता आयेगा या नहीं । Humanitarian Centre में सक्रिय विद्वानों को यह सूचना देना कि अमीरी-गरीबी, दोनों Reality नहीं हैं क्योंकि अमीर भी गरीब होता है और गरीब भी अमीर होता है । ये सूचना सही ढंग से जाना चाहिए । समाधान-समृद्धि पूर्वक जीने में पारंगत होने के लिए अभ्युदय संस्थान अथवा रमा फाउंडेशन स्वयं पारंगत होकर समाधान प्रस्तुत करें, समाधान दें ।

पैरा छः में आये विभिन्न सहयोगी संगठनों के संदर्भ में आप बताये । Aid World के साथ लाभ मुक्ति की बात किस प्रकार से है ? यह भी सूचना प्रस्तुत करना कि श्रम नियोजित वस्तु के साथ ही लाभ-हानि की गणना है । ASF Cam के लिए विकास का परिभाषा बताएं ? विकास परमाणु में होने की सूचना देना । साथ में कल्पनाशीलता-कर्म स्वतंत्रता के साथ डिजाईन बनने की सूचना देना । संस्था अच्छा करने में प्रयत्नशील है, इसके लिए धन्यवाद प्रस्तुत करना । Enghana के लिए इंजीनियरिंग का समाधान का क्या मतलब है ? इंजीनियरिंग की उपयोगिता सिद्ध होती है न कि समाधान । सीमा विहीन इंजीनियरिंग के लिए गरीबी उन्मूलन बराबर गरीबों का उन्मूलन, एक प्रश्न चिन्ह है । दोनों के स्थान पर

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समाधान, समृद्धि की व्यवस्था है। हिन्दी में पारंगत होने के लिए अभ्युदय संस्थान है। RedR के लिए Suffering क्या है? बताएं। ईसा मसीह को कीला ठोका यह Suffering है अथवा शोषण करना Suffering है अथवा शोषित करना Suffering है। Suffering के बारे में आपको यह सूचना देना है कि मानव जीव चेतना वश अधिमूल्यन, अवमूल्यन, निर्मूल्यन विधि से दुःखी होता है। वही मनुष्य जीवन मूल्य, मानव मूल्य, स्थापित मूल्य, शिष्ट मूल्य पूर्वक समाधान समृद्धि सहित सार्वभौमता, अखंडता सूत्र व्याख्या के रूप में सुखी होता है। ये सब सूचना देना। जो पारंगत होना चाहते हैं, उनको अभ्युदय संस्थान अछोटी से संपर्क करवाना। Shelter Centre आश्रयदाता के रूप में काम करने के लिए लिखा है। किस बात के आश्रय के लिए स्पष्ट हो। यह बताना कि हर संस्था उपकार रूप में प्रेरणा स्रोत होने के लिए विश्वास दिलाना योग्य हो। समझदारी अपने स्वरूप में सहअस्तित्व रूपी अस्तित्वदर्शन ज्ञान, जीवन ज्ञान, मानवीयतापूर्ण आचरण ज्ञान ही है। इसमें पारंगत होने की चाहत की व्यवस्था हिन्दी में अछोटी, भारत में है, यह बताना। VSO के लिए सहायता का क्या मतलब है, अधिकार कैसे प्राप्त करते हैं? सहायता के स्वरूप के बारे में मध्यस्थदर्शन (सहअस्तित्ववाद) अस्तित्व मूलक मानव केन्द्रित चिंतन के अनुसार, हर देश काल में हर व्यक्ति को समझदार बनाना ही सहायता है। समझदारी का मतलब समाधान संपन्न होने से है। यह स्वयं का अध्ययन, संपूर्ण का अध्ययन ज्ञान से संपन्न होने में विश्वास दिलाना चाहिए। दूसरे स्वरूप में अपराध मुक्त विधि से जीने की प्रेरणा प्रस्तुत करनी चाहिए।

पैरा सात में Cambridge में जो इंजीनियर्स टिकाऊ विकास को पहचानना चाह रहे हैं उसके बारे में यही सूचना होनी चाहिए कि हर व्यक्ति समाधानित होना चाहिए। हर परिवार समाधान, समृद्धि पूर्वक सुलभ होने की स्थिति पर विश्वास दिलाना चाहिए। ये अपने में अपराध मुक्त जीवन जीने का शैली होने का स्पष्ट करना चाहिए।

पैरा आठ में चर्चा के लिए प्रश्न प्रस्तुत किया है उचित सा लगता है। इन सभी प्रश्नों का उत्तर पहले से प्रकारान्तर से लिख चुके हैं।

पैरा नौ में कहाँ संपन्न हुआ क्या हुआ किसने किया, कुछ नहीं लिखा। इसके बावजूद जो लिखा उसके अनुसार उत्तम सी लगती है।

ए. नागराज

प्रणेता - मध्यस्थ दर्शन (सहअस्तित्ववाद)

श्री बलवीर दत्ताजी
लंदन

पहला पैरा में आपने मुझे संबोधित किया है, स्वीकृत है। पैरा दो में Comboni Centre में Humanitarian Centre स्थापित हुआ। इसमें विद्यार्थियों का अधिकतम आगीदारी एवं Comboni के विद्यार्थियों का संरक्षण है, ऐसा बताया। इनके साथ अनुपदय कामना अभित, सर्वहोमुखी स्वाभाव के साथ मंगल मैत्री करने की स्थापना की है। विगत दो वर्षों से चारह के अर्थ में परस्परता में मिलना रहा। पुनः मानव चेतना के और ध्यानाकर्षण करने की आवश्यकता, जीव-चेतना विधि से मभव बीमार होने के उपायों में बावरी बीमार होने की और ध्यानाकर्षण आवश्यक है। इसमें मुझे होने के लिए मानव-चेतना सहज विद्या में संस्था में आग्रहानी सभी के पारंगत होने का आवश्यकता है। इसके लिए अनुपदय संस्थान, भदोरी, दुर्ग; मानवीय शिक्षा संस्थान, वनखंडेचर मंथना कानपुर; सिद्ध मयूरी कपी केन्द्र होने का सूचना देना चाहिए।

पैरा तीन में बाजरीलिका मानवीय दृष्टिकोण आधारी संदर्भ में मुझे होकर सांख्यिक रूप में औद्योगिक सहित उद्देश्य को स्पष्ट करने की आवश्यकता है। प्रत्येक मानव-चेतना विधि से सम्बल होने के लिए सूचना देना है। जीव-चेतना विधि से अनेक सुमुदाय होने के कारण से आपना-परामा का दीवाल सीमा-सुरक्षा के रूप में प्रस्तुत है। इसके अलावा भी बहुत सारा है, इसी मुद्दे होने की आवश्यकता है। इस पर और देना-चाहिए। पैरा चार में, मिसेनिम गोल व्यापार और व्यापार कोषण, समुदाय सुरक्षा बाँकण मुक्त विधि से क्या होगा पूरा लेना-चाहिए। ये जो गोल है आपका ठीक लगता है। ज्ञान कार्यक्रम सारा है, प्रत्येक स्पष्ट न होने के कारण मानव-चेतना विधि से स्पष्ट करने की आवश्यकता है। पैरा पाँच में, समाजवादी मानव धर्म होने का सूचना देना। यदि पारंगत होना-चाहते हैं तो अनुपदय-संस्थान, भारत की पहचान देना। Relativity के मिलने का आवश्यकता क्या है इसके मिलने से कमिजला आपका नहीं। मजमावनी-संस्थान केन्द्र में सहित विद्यार्थियों को यह सूचना देना कि अमीरी-गरीबी, दोनों Relativity नहीं है। क्योंकि अमीर भी गरीब होता है और गरीब भी अमीर होता है। ये सूचना सारी रंग से जाना-चाहिए। समाधान-समृद्ध पूर्वक जीने में पारंगत होने के लिए अनुपदय संस्थान अपना रमा फाउंडेशन स्वयं पारंगत होकर समाधान प्रस्तुत करें,

पैरा छः में आप विभिन्न स्तरों पर संगठनों के अंदर में आप बहामें। अंतर्गत के साथ लाभ मुक्त की बात किस प्रकार की है? प्रत्येक सूचना प्रस्तुत करना कि ग्राममिनीजिब वस्तु के साथ ही लाभ-हानि की गठाना है। ASF Com के साथ लिए विकास का परिभाषा बताएं? विकास परभाव में होने की सूचना देना। साथ में कल्पनाशीलता-कर्मस्वतंत्रता के साथ डिजाईन बनने की सूचना देना। संस्था अच्छा करने में प्रयत्नशील है, इसके लिए वापदाद प्रस्तुत करना। Emphasis के लिए इंजीनियरिंग का समाधान का क्या महत्व है? इंजीनियरिंग की उपयोगिता सिद्ध होती है न कि समाधान। सीमा विहीन इंजीनियरिंग के लिए गरीबी-उन्मूलन परावर गरीबी का उन्मूलन, एक उभन मिलता है। दोनों के समापन पर समाधान, समृद्धि की व्यवस्था है। पैरा में पारंगत होने के लिए अनुपदय संस्थान है। स्वर के लिए Sufficiency क्या है? बताएं। इससे गरीबी की नीला होता यह Sufficiency है अथवा सीधण करना Sufficiency है अथवा कोषित करना Sufficiency है। Sufficiency के बारे में आपने यह सूचना देना है कि मानव जीव-चेतना तथा अधिमूलन, अनमूलन, निर्मूलन विधि से दुखी होता है। नही मनुष्य जीवन मूल्य, मानव मूल्य, स्थापित मूल्य, विवेक मूल्य पूर्वक समाधान चाहते सहित साविभैमहा, अस्वतंत्रता सूत्र व्याख्या के रूप में सुखी होता है। ये सब सूचना देना। जो पारंगत होना-चाहते हैं, उनमें अनुपदय संस्थान अर्द्धरी से संपर्क करवाना। Skill Centre अच्छा फाउंडेशन के रूप में काम करने के लिए लिखा है। किसबाब के आग्रह के लिए स्पष्ट हो। प्रत्येक बलना कि हर संस्था उपकार रूप में प्रेरणा और होने के लिए विश्वास दिलाता योग्य है। समझदारी अपने स्वरूप में सहजहितव कपी चाहितव दर्शन बाव, जीवन बाव, मानवीयतापूर्ण आचरण ज्ञान ही है। इसमें पारंगत होने की चाह की अपरवा हिंदी में बावरी, भारत में है, प्रत्येक बलना। VSO के लिए सहायता का क्या महत्व है, अधिकार में से प्राप्त करते हैं? सहायता के स्वरूप के बारे में सहायता दर्शन (सहजहितववाद), समझ-हिंस-चिंतन चाहितव मूल्य मानव के प्रति निर्धन अनुसार, हर देश बाल में हर व्यक्ति की समझदार बनाना ही समाधान है। समझदारी का महत्व समाधान संपन्न होने से है। प्रत्येक स्वयं का अध्ययन, संपूर्ण का अध्ययन ज्ञान ही संपन्न होने में विवेकाल दिलाता-चाहिए। दूसरे स्वरूप में अपराध मुक्त विधि से जीने की उर्वरा प्रस्तुत करनी-चाहिए।

पैरा सात में Comboni Centre में जो इंजीनियरिंग विकास को पहचानना चाहते हैं उनके बारे में भी सूचना देनी-चाहिए कि वह किस प्रकार का है। आपने ने अपराध मुक्त जीवन जीने का बोली होने का स्पष्ट करना-चाहिए।

पैरा आठ में आपने मुझे उभन प्रस्तुत किया है अंतर्भा लगता है। वन सभी उभन का उभर पहले से उकारा-तर सी लिख चुके हैं। पैरा नौ में कर्त संपन्न हुआ क्या हुआ किसे किता, कुछ नहीं लिखा। इसके बावजूद जो लिखा उसके अनुसार उभन ही लगती है।

श्री गंगाराज

मुंबई - मध्यस्थदर्शन (सहजहितवाद)

पहले पैरा में आपको कुछ संशोधित किया है। दूसरा पैरा में
 दूसरा पैरा में केवल कुछ ही मानव के संस्थापित हुआ निवासियों का
 अधिकारी या अधिकारी। केवल कुछ ही निवासियों का संरक्षण। उनके साथ
 अनुपम मानव अधिकार सर्वोच्च समाचार भी साथ में लगे हुए हैं
 की स्थापना। विगत दो वर्षों से भारत के कार्य में परम्परा में
 मिलना रहा। पुनः मानव जीवन के और बढ़ाना कर्म करने की
 आवश्यकता जीवन चलना निधि में मानव भी गुरु होने के कारण में
 बाहरी विचारों की और अनुमानित। इससे पुनः होने के
 लिए मानव जीवन एक निधि में संस्था की अनुमानित से की
 गयी है। मानव जीवन। इसके लिए अधिकारी दिवस शुरू की
 मानवीय शिक्षा संस्था शुरू की है। मानव जीवन को बढ़ाने का
 वंश के संस्थापन।
 दूसरा पैरा में मानवीय शिक्षा को बढ़ाने के
 माध्यम से पुनः शुरू करके मानव जीवन में पुनः शुरू करने के
 स्थापित करने की आवश्यकता है। मानव जीवन निधि से समल होने के
 लिए शुरू करना है। जीवन चलना निधि से अनेक संस्थापन होने के कारण से
 अपना पराया का जीवन भी सुरक्षा के कारण शुरू है। इसके
 अलावा भी बहुत सारा है। इससे पुनः होने की आवश्यकता है। इस पर
 जोर देना चाहिये। पैरा चार में निम्नलिखित गोपनीय व्यापार और व्यापार
 शीघ्रता संस्थापन शुरू की जायेगी निधि से न्याय होगा शुरू लेना
 चाहिये। पैरा चार में अपने ही लक्ष्य हैं। मानव जीवन निधि में
 मानव जीवन को बढ़ाने के कारण, मानव जीवन निधि से स्थापित करने की
 आवश्यकता है। पैरा चार में समाचार मानव जीवन को बढ़ाने का
 मानवीय शिक्षा संस्था शुरू है। इसके लिए से पुनः शुरू करना।
 मानवीय शिक्षा संस्था शुरू है, इसके लिए से पुनः शुरू करना।
 मानवीय शिक्षा संस्था शुरू है, इसके लिए से पुनः शुरू करना।

दोनों ~~राज्य~~ नहीं हैं क्योंकि अमीर गरीब होता है और गरीब अमीर नहीं होता है।
~~आपका~~ में सूचना सभी लोग को जाना चाहिए। सा.सू.वि. इसकी लिए
 सहायता दे। इसमें पारंगतों के लिए अनुदान खर्चाना भवना रमा जाइयेगा।
 अपने पारंगत लोग सहायता दे।

पैरा 6 में आप विभिन्न सदस्यों के संगठनों के सदस्यों बताये -

1. अपने जहाँ इस प्रकार से लाभकारी की बात किस प्रकार से हो पड़ेगी
 सूचना उपलब्ध करना है कि इन विषयों/विषयों के माध्यम से लाभकारी गति।
2. ASFCAM के लिए विकास का परिभाषा। विकास परमाणु में होने की
 सूचना देना। साथ में कल्याणशीलता की खोजों के साथ डिजाइन करने की
 सूचना देना। सेना आदि करने के उपलब्ध है हमने लिए व्यय नाद।
 हो रहा है।
3. इनपुट्स के बीच में का सहायता एवं इंजीनियरिंग के सहायता का
 क्या मतलब। इंजीनियरिंग की उपयोगिता सहित होती है कि सहायता।
4. सीमाविहीन इंजीनियरिंग गरीबी हटाना = गरीबों का उन्नयन, प्रशिक्षण
 है। दोनों के स्थान पर सहायता, सहि. की व्यवस्था है। हिंदी भाषा
 के पारंगत होने के लिए अनुदान संस्था है।
5. इनपुट्स क्या हैं बताएं। इस गरीब को कीला होगा पर इनपुट्स हैं या
 दोषक करना इनपुट्स हैं या बोधित लेना संगठनों के इनपुट्स के बारे में
 आपको पर सूचना देना है कि मानव जीवन-वैतना वश अधिक प्रयत्न, अनु-
 निरूपण सिद्धि से हुई है। वही मनुष्य जीवन प्रत्य मानव प्रत्य।
 स्थापित प्रत्य उचित प्रत्य प्रत्य सहायता सहित स्थापित गति। अनेक
 सूत्र व्याख्या के रूप में सुखी होता है पर सूचना देना। जो पारंगत होने
 चाहते हैं उनको अक्षरी से संबंध करना।
6. अनुपलब्धता आनुपदाता के रूप में मान करने के लिए लिखा है। इस बात
 के मंजूर के लिए। हर सोचा उपकार रूप में प्रेरणा और होने के लिए
 निश्वास दिना। समसदारी अपने स्वरूप में सदस्य - दधिमन जी
 शाग मानवीयता के रूप में माननीय। हमने पारंगत होने की

पाद की लज्जा, हिंदी में अच्छी लिख रहे हैं।

7. संपन्नता का क्या मतलब अधिकतर कुंहे पाद करते हैं। संपन्नता के
अर्थों के बारे में वाद-विवाद का मत है कि चिंतन के अनुसार स्वदेश काल में
स्वयंसेवा को समाजवाद बनाया है। समाजवाद का मतलब समाज का
संपन्न होने के लिए मतलब है कि समाज में सबका सब का विकास होना है
संपन्न होने के विकास के लिए। समाज में सबका सब, आर्थिक, शैक्षणिक
विकास होने की आवश्यकता है।

पैरा 7 में कुंहे पाद ने जो खोज-बीछ कर समाज के विकास के
पाद करते हैं उसके बारे में (किंतु विकास) नहीं पूछा है। पाद ने कि समाज
स्वायत्त होना चाहिए। समाजवाद-वाद के सिद्धांत दिखाते हैं। समाज के हर
पाद को समाज में होना चाहिए। हर व्यक्ति समाज में स्वयंसेवा को
ही लिए पर विचार करना चाहिए। मैं अपने में आध्यात्मिक
जीवन जीने का फैसला करने का स्पष्ट करना चाहिए।

पैरा 8 में अर्थ के लिए उच्च उच्च किपाई उच्च सा लागता है
इन सभी उच्चों का अर्थ पहले से उच्च-तर से लिख चुके।

पैरा 9 में अर्थ संपन्न हुआ किसे किपा संपन्न हुआ कुछ नहीं लिखा।
इसके बाद जो लिखा उसके अनुसार उच्च ही लगती है।

समाप्ति —

एन नागरम
उमेश माधव रावजीतनाथ

(4)

Sunita & Balbir Datta
Cambridge - Shri Balbir Dutta Proposal_c
16 Hauxton Road
Trumpington
CAMBRIDGE
CB2 2LT
ENGLAND
25th May 2006

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

**REGISTRATION OF RAMA FOUNDATION AS A CHARITY AND
POSSIBLE PARTICIPATION IN HUMANITARIAN CENTRE, CAMBRIDGE**

Further to our letter of 9th May and our telephone conversation last time, we are all pleased to inform you that we have achieved Charity Registration for Rama Foundation on 12/5/06 with the Charity Commission (Reg. No. 1114171) on basis of our application in February. As promised we are sending the following attached documents that give the main gist of this Charity:

1. The objects and activities for charity registration application (accepted as stated)
2. Brief profile of the founder trustees and office bearers of this proposed (accepted)

Kindly note, we need to strictly operate within the stated objects. We have constructed these as wide as possible and acceptable under current accepted norms and understanding.

It is important for all to understand this framework under which we have to operate that will often require acceptance of limits to scope and accountability for all we undertake under this Charity.

Despite these constraints we are confident that Rama Foundation can provide the foundation for effective sharing with the global community of Madhyastha Darshan that has been expounded you; the ultimate aim being to launch a Global Charity with Madhyastha Darshan as its Object and with eminent people from different parts of the world as Trustees.

Your stressing the need to take the Darshan to those very places from where a lot of current worldview has originated, rightly focusing on Cambridge and Oxford Universities, has and will continue to guide our developments at this end. Identification of the seeds of righteousness within the system and developing collaborative effort is going to be a continuous process. We have identified an umbrella organization that we are proposing to join in as equal participants. A brief note on The Humanitarian Centre, that has been initiated with support of the University and is going to establish a formal relationship with University of Cambridge, is attached for information of All. If desired, individuals can view further details on their Website: <http://www.humanitariancentre.org> Membership of the Group will not only offer us a gateway to present our various proposals to students and may be to University and other authorities, e.g. the ideas detailed in our last letter with SIDH as flagship for JV, but will also enable us to offer our contributions via talks, courses on JV, recruit students, teachers and other professionals to participate and/ or make their contribute to our various initiatives. We now seek your prompt comments on this proposal too before formally applying for membership. We propose to highlight our partnerships with SIDH and ABHYUDAYA SANSTHAN. In anticipation and with fondest regards to ALL, affectionately,

Yours,

Sunita and Balbir

C.C 1. Somji and Abhyudaya Sansthan; 2. Pawanji and SIDH; 3. Dr. Ganeshji Bagaria

(4)

पत्र नं. 2

25.5.06

हमारे प्रिय बाबाजी,
चरणवेदना ।

विषय: कैम्ब्रिज के मानवीय केंद्र में रमा
फाउंडेशन का संभावित सहयोग ।
9 मई का पत्र और फोन पर बातचीत के बाद
आपको सूचित करते हुए हमें हो रहा है कि रमा
फाउंडेशन का 12.5.06 का चरिटी कमिशन
(रजि. नं. 111471) के साथ पंजीकरण हो गया ।

1. हम उद्देश्य एवं गतिविधियां भेज रहे हैं (जो
हमने लिखा था, वसा खोदना हो गया) ।

2. संचालक दल की ओर का सक्षिप्त परिचय
ये उद्देश्य जिन्हें विस्तृत, सुव्यवस्थित हो सकते हैं
हमने बनाने का प्रयास किया है और हम अनिवार्यतः
इसी उद्देश्यों के अंतर्गत कार्य करना होगा) ।

इन सभी गतिविधियों के बावजूद हम विश्वास है
कि इस रमा फाउंडेशन पूरे विश्वभूदाय के समस्त समुदाय
"मध्यस्थ दर्शन" के बीच की नींव रख सकता है,
मुख्य उद्देश्य है विश्व के विभिन्न हिस्सों के दर्शन
के क्षेत्र में विद्वान लोगों को एकत्रित कर मध्यस्थ
दर्शन के छिये विश्व चरिटी बनाना ।

आपके सुझाव के अनुसार, गरीबों के गरीबों
प्रसारित हुआ है, उन्हीं स्थानों पर दर्शन को प्रचारित,
के काम इसपर हमारा भी जोर रहेगा । हमने ऐसी
एक योजना का चयन कर लिया है, जो इस काम

में हमारी भागीदार है।

मानवीय केंद्र के बारे में जानकारी भेज रहे हैं।
इसकी सुदृष्टता को के पूरा रूप आपके विचार चारों तरफ
सिद्ध और अभ्युदय संस्थान के संयोग का प्रभाव मुख्य रूप
में है।

आपके सुझाव त्वरित आए ऐसी अपेक्षा है।

सुनीता बलवीर

BRIEF NOTE ON THE HUMANITARIAN CENTRE, CAMBRIDGE, UK

'Cambridge Initiatives for International relief and development'

(Information extracted from their Website: <http://www.humanitariancentre.org>)

HISTORY

A group of small relief and development NGOs, charities and student societies, most of them linked with the University of Cambridge, have been meeting together for the past two years. During this period of increasing communication, opportunities for formal collaboration have emerged. Increasing operational involvement with the aid community prompted these organisations to explore together their contributions, using an academic environment as a base.

This group is now forming an umbrella organisation that is named provisionally 'the humanitarian centre'. Meetings are ongoing with the University of Cambridge to determine the most productive formal relationship between the University and the Humanitarian Centre.

MISSION STATEMENT (provisional)

To relieve suffering by supporting participating humanitarian initiatives in contributing to the operation, policies, and co-ordination of the aid community.

Organisations are invited to join who seek to relieve suffering, and abide by the Red Cross Code of Conduct, and the Millennium Development goals whether working in emergency relief, international development, or locally.

Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes:

1. The Humanitarian imperative comes first
2. Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone
3. Aid will not be used to further a particular political or religious standpoint
4. We shall endeavour not to act as instruments of government foreign policy
5. We shall respect culture and custom
6. We shall attempt to build disaster response on local capacities
7. Ways shall be found to involve programme beneficiaries in the management of relief aid
8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs
9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources
10. In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans, and not hopeless objects

Under UNDP: The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The 8 MDGs break down into 18 quantifiable targets that are measured by 48 indicators.

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a Global Partnership for Development

विश्व स्तर पर निगरानी का मिशन
आपा के रूप में 8 गोल हैं
किसी काम को करना है कार्य को करना है

THE HUMANITARIAN CENTRE is a new umbrella organisation that seeks to support humanitarian initiatives in the following ways

- Collaboration – working with similar organisations and sharing resources
- Placements – Placing students and volunteers in real situations
- Careers – Providing advice, experience and contacts
- Events – organising and advertising events of interest to local humanitarians
- Networking – maintaining strong relationships with the local community and the international aid community

Participations in the Humanitarian Centre is open to all initiatives in the Cambridge area that seek to relieve suffering, whether working internationally or locally, focussing upon international or local relief or development activities, and who abide by the Red Cross Code of Conduct. The humanitarian centre 'thinks local and acts global', sharing complementary resources and skills to achieve more than the sum of its parts.

CURRENT PARTICIPANTS

1. **Aidworld** is a not-for-profit organisation dedicated to enabling access to communications across the developing world
2. **ASF-Cam** (local branch of Architectures Sans Frontieres) brings individuals and organisations together for collaboration and encourages thinking about architecture and development
3. **ENGhana** promotes sustainable engineering solutions in Ghana by providing design challenges for student engineers
4. **Engineers Without Borders UK** (local branch) is a university based charity that aims to relieve poverty by giving volunteers a chance to work in the development sector
5. **RedR** (local branch) relieves poverty and suffering by training providing and supporting competent people in humanitarian programmes worldwide
6. **Sheltercentre** develops shelter guidelines and equipment for the shelter sector, deploys staff with other agencies, and runs the international Shelter Meetings.
7. **VSO** (local branch of Voluntary Service Overseas) was vote top international development charities in the International Aid and Development category at the Charity Awards 2004 for its work in promoting innovative approaches to globalising volunteering

Other likely participants in the future in this organisation:

1. Cambridge University Student Development Society
2. CAMFED
3. Children's Villages
4. Harambee centre

Other student groups apart from their current participants that joined in specific Humcentre initiative

1. Cambridge University International Development - CUID
2. Lawyers Without Borders - LWB
3. Medical Students' International Network – MedSIN

Several student run organisations have emerged in Cambridge over the last few years to meet the wishes of students to become more involved in the international development and sustainable development aspects of their disciplines. Agreement that multi-disciplinary approaches to are often appropriate, and that many fundamental issues are common to all disciplines, is leading to increasing interactions between them.

In early 2005 members of some of these organisations formed a joint I-Committee to set up a shared course, aiming to introduce participants to the main issues surrounding international development interventions. It would be of interest to all the societies' members, and compliment the basic training of their interns by raising awareness of such issues as

- What is 'development', what is our goal? - विकास क्या है? अपना लक्ष्य क्या है?
- What does 'sustainable' development mean? - टिकाऊ विकास का मतलब क्या है?
- Can development projects fail, or even do more harm than good? विकास कार्यक्रमों में क्या खतरा है?
- What lessons can we learn from the past? विगत से क्या सीखा?
- When is technology appropriate? टेक्नालॉजी कब प्रयोग में आनी चाहिए?
- What does "empowering host communities through participation mean?" - भागीदारी के माध्यम से समुदायों को सशक्त बनाना क्या है?
- Does the success of projects depend on the cultural, gender, religious, historical or legal contexts?
- Why is assessment key to successful relief and development interventions, and how can it be done?
- Why might ethocentrism and cultural relativism affect projects?
- What are possible 'routes in' and career paths?... - करियर में आनी राहें क्या हैं?

The courses so far have been single day events involving lectures, small workshops and discussions. They are being held twice a year, at end of Michaelmas term (begins first Tuesday in October and ends mostly on first Friday of December) and the middle of Easter term (Spring IDC event; this year it was on 13th May from 10am to 5.30pm with 120 participants. It was fully attended with many others left on waiting list.....)

In future the vision is to combine two or more events and online learning resources to develop an accredited programme that can act as an introductory stepping stone for those thinking about international development for the first time. The Humanitarian Centre, an umbrella organisation that seeks to support humanitarian initiatives in the Cambridge area, is providing a shared identity for the course.

If you have any ideas or comments, or would like to be involved, as an individual or as an organisation, in this or future courses, please Contact us.

SERVICES

The Humanitarian Centre is consulting with its participant organisations to develop a series of services for them. Initial funding has been received from the Cambridge University Active Community Fund to build website services for:

1. Participant organisations to share information about prospective donors known to fund such humanitarian organisations and volunteers
2. Coordination tools are being developed so that participating organisations can exchange information. Tools include an online events diary, to inform the members of the participating organisations, and the wider community, about seminars, lectures, careers events, training courses, work opportunities that are taking place in Cambridge. See: events on the website.
3. This easily editable web system (see website) is being expanded to include online tools for member organisations. Tools may include a contacts database, personal pages, an internal calendar, staff availability chart, all to be integrated with computer desktops.
4. The humanitarian centre could offer secure data storage facilities to members suitable for backups.
5. Member organisations are able to co-ordinate on grant applications.
6. A message board is proposed to foster a day-to-day sense of community...
7. There is the possibility that the humanitarian centre could offer on or off-site computer support, and/or computer training.

RECENT ACTIVITIES

वर्तमान ३
प्रति विज्ञापन

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- Three times a year, four of the participant organisations collaborate to offer a two-day basic training in relief, development, and field engineering.
- In May 2005, the centre held a highly successful training workshop for over 150 students on some of the wider issues related to development work, hosted by the Law Faculty.
- In May 2005, eight volunteers from the centre attended the Shelter Meeting in Geneva, run by Shelter Centre and attended by representatives of the United Nations, governmental donors and leading IOs and NGOs, where they presented to universal support the results of volunteer projects, and proposals for forthcoming projects involving a new volunteer team and collaborations with USAID, MFS and Oxfam that Meeting agreed to review.
- The work of the participants organisations has been published in academic journals (The Journal of Disaster Studies, Policy and Management and The Journal of Building Research and Information), in the local, national and international media (Cambridge Evening News, The Guardian, and BBC World Service), professional and industry publications (New Civil Engineer and Architects' Journal) and in humanitarian resources (United Nations ReliefWeb and Medecins Sans Frontieres Contact).

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Alison Walsham

ENGhana:

Ian Ball

RedR / RedR Cambridge:

Kim Roach / David Best

Contact for Humanitarian Centre is Tom Corsellis
tom@humanitariancentre.org and 01223-331716

पत्र नं० 3

मानवता केन्द्र, केंब्रिज, यूने को ⁽⁵⁾ ~~कार्य~~
नोट

① (केंब्रिज की आंतरराष्ट्रीय ~~सम्मेलन~~ ^{बाह्य} ~~सम्मेलन~~ और विकास के लिए पत्र)

मानवता केन्द्र पिछले दो वर्षों से केंब्रिज यूनी. से जुड़े हुए स्वयंसेवी संस्थाएँ, छात्र समाज, आपस में मिलते रहे।

② लक्ष्य है मानवता केन्द्र ^{और} विश्व वि. में अच्छे बौध्दाधिक संबंध बने।

इसमें ऐसे दूसरे संगठन भी निमग्न हैं।

③ इसमें मानवीय दृष्टिकोण को प्राथमिकता मिली है। सहायता, पंथ, धर्म, ठासल आदि के आधार पर नहीं है। नही राजनैतिक या धार्मिक आधार से।

लक्ष्य:

① श्रमपरी व गरीबी को दूर करना।

② सार्वभौम प्राथम शिक्षा

③ लिंग समानता और स्त्री सशक्तिकरण

④ शिशु मृत्युदर कम करना

⑤ माँ का स्वास्थ्य नर्धन

⑥ बिमारियों (एड्स) से मुक्ति

⑦ वातावरण रक्षारखाव

⑧ विकास के लिए अंतर्राष्ट्रीय सहयोग।

5 मानवता केन्द्र निम्न सहायता की स्वरूप

- अवबोध - समाजघर्षों स्थितियों के साथ
- नियुक्तियाँ - निर्यातियों को वास्तवता से जोड़ना।
- करियर - सलाह, अनुभव और संबंध
- कार्यक्रम - स्थानीय मानवतावादीयों के हिा में सेमिनार, कैंड.
- नेटवर्किंग - स्थानीय समुदाय एवं औद्योगिकीय दाता समुदाय के साथ संबंध बनाना।

BRIEF NOTE ON THE HUMANITARIAN CENTRE, CAMBRIDGE, UK

'Cambridge Initiatives for International relief and development'

(Information extracted from their Website: <http://www.humanitariancentre.org>)

HISTORY

A group of small relief and development NGOs, charities and student societies, most of them linked with the University of Cambridge, have been meeting together for the past two years. During this period of increasing communication, opportunities for formal collaboration have emerged. Increasing operational involvement with the aid community prompted these organisations to explore together their contributions, using an academic environment as a base.

This group is now forming an umbrella organisation that is named provisionally 'the humanitarian centre'. Meetings are ongoing with the University of Cambridge to determine the most productive formal relationship between the University and the Humanitarian Centre.

MISSION STATEMENT (provisional)

To relieve suffering by supporting participating humanitarian initiatives in contributing to the operation, policies, and co-ordination of the aid community. Organisations are invited to join who seek to relieve suffering, and abide by the Red Cross Code of Conduct, and the Millennium Development goals whether working in emergency relief, international development, or locally.

Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes:

1. *The Humanitarian imperative comes first*
2. *Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone*
3. *Aid will not be used to further a particular political or religious standpoint*
4. *We shall endeavour not to act as instruments of government foreign policy*
5. *We shall respect culture and custom*
6. *We shall attempt to build disaster response on local capacities*
7. *Ways shall be found to involve programme beneficiaries in the management of relief aid*
8. *Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs*
9. *We hold ourselves accountable to both those we seek to assist and those from whom we accept resources*
10. *In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans, and not hopeless objects*

Under UNDP: The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The 8 MDGs break down into 18 quantifiable targets that are measured by 48 indicators.

- *Goal 1: Eradicate extreme poverty and hunger*
- *Goal 2: Achieve universal primary education*
- *Goal 3: Promote gender equality and empower women*
- *Goal 4: Reduce child mortality*
- *Goal 5: Improve maternal health*
- *Goal 6: Combat HIV/AIDS, malaria and other diseases*
- *Goal 7: Ensure environmental sustainability*
- *Goal 8: Develop a Global Partnership for Development*

THE HUMANITARIAN CENTRE is a new umbrella organisation that seeks to support humanitarian initiatives in the following ways

- Collaboration – working with similar organisations and sharing resources
- Placements – Placing students and volunteers in real situations
- Careers – Providing advice, experience and contacts
- Events – organising and advertising events of interest to local humanitarians
- Networking – maintaining strong relationships with the local community and the international aid community

Participations in the Humanitarian Centre is open to all initiatives in the Cambridge area that seek to relieve suffering, whether working internationally or locally, focussing upon international or local relief or development activities, and who abide by the Red Cross Code of Conduct. The humanitarian centre 'thinks local and acts global', sharing complementary resources and skills to achieve more than the sum of its parts.

CURRENT PARTICIPANTS

1. Aidworld is a not-for-profit organisation dedicated to enabling access to communications across the developing world
2. ASF-Cam (local branch of Architectures Sans Frontieres) brings individuals and organisations together for collaboration and encourages thinking about architecture and development
3. ENGHana promotes sustainable engineering solutions in Ghana by providing design challenges for student engineers
4. Engineers Without Borders UK (local branch) is a university based charity that aims to relieve poverty by giving volunteers a chance to work in the development sector
5. RedR (local branch) relieves poverty and suffering by training providing and supporting competent people in humanitarian programmes worldwide
6. Sheltercentre develops shelter guidelines and equipment for the shelter sector, deploys staff with other agencies, and runs the international Shelter Meetings.
7. VSO (local branch of Voluntary Service Overseas) was vote top international development charities in the International Aid and Development category at the Charity Awards 2004 for its work in promoting innovative approaches to globalising volunteering

Other likely participants in the future in this organisation:

1. Cambridge University Student Development Society
2. CAMFED
3. Children's Villages
4. Harambee centre

Other student groups apart from their current participants that joined in specific Humcentre initiative

1. Cambridge University International Development - CUID
2. Lawyers Without Borders - LWB
3. Medical Students' International Network – MedSIN

Several student run organisations have emerged in Cambridge over the last few years to meet the wishes of students to become more involved in the international development and sustainable development aspects of their disciplines. Agreement that multi-disciplinary approaches to are often appropriate, and that many fundamental issues are common to all disciplines, is leading to increasing interactions between them.

In early 2005 members of some of these organisations formed a joint 1-Committee to set up a shared course, aiming to introduce participants to the main issues surrounding international development interventions. It would be of interest to all the societies' members, and compliment the basic training of their interns by raising awareness of such issues as

- What is 'development', what is our goal?
- What does 'sustainable' development mean?
- Can development projects fail, or even do more harm than good?
- What lessons can we learn from the past?
- When is technology appropriate?
- What does "empowering host communities through participation mean?
- Does the success of projects depend on the cultural, gender, religious, historical or legal contexts?
- Why is assessment key to successful relief and development interventions, and how can it be done?
- Why might ethocentrism and cultural relativism affect projects?
- What are possible 'routes in' and career paths?...

The courses so far have been single day events involving lectures, small workshops and discussions. They are being held twice a year, at end of Michaelmas term (begins first Tuesday in October and ends mostly on first Friday of December) and the middle of Easter term (Spring IDC event; this year it was on 13th May from 10am to 5.30pm with 120 participants. It was fully attended with many others left on waiting list.....)

In future the vision is to combine two or more events and online learning resources to develop an accredited programme that can act as an introductory stepping stone for those thinking about international development for the first time. The Humanitarian Centre, an umbrella organisation that seeks to support humanitarian initiatives in the Cambridge area, is providing a shared identity for the course.

If you have any ideas or comments, or would like to be involved, as an individual or as an organisation, in this or future courses, please Contact us.

SERVICES

The Humanitarian Centre is consulting with its participant organisations to develop a series of services for them. Initial funding has been received from the Cambridge University Active Community Fund to build website services for:

1. Participant organisations to share information about prospective donors known to fund such humanitarian organisations and volunteers
2. Coordination tools are being developed so that participating organisations can exchange information. Tools include an online events diary, to inform the members of the participating organisations, and the wider community, about seminars, lectures, careers events, training courses, work opportunities that are taking place in Cambridge. See: events on the website.
3. This easily editable web system (see website) is being expanded to include online tools for member organisations. Tools may include a contacts database, personal pages, an internal calendar, staff availability chart, all to be integrated with computer desktops.
4. The humanitarian centre could offer secure data storage facilities to members suitable for backups.
5. Member organisations are able to co-ordinate on grant applications.
6. A message board is proposed to foster a day-to-day sense of community...
7. There is the possibility that the humanitarian centre could offer on or off-site computer support, and/or computer training.

RECENT ACTIVITIES

- Three times a year, four of the participant organisations collaborate to offer a two-day basic training in relief, development, and field engineering.
- In May 2005, the centre held a highly successful training workshop for over 150 students on some of the wider issues related to development work, hosted by the Law Faculty.
- In May 2005, eight volunteers from the centre attended the Shelter Meeting in Geneva, run by Shelter Centre and attended by representatives of the United Nations, governmental donors and leading IOs and NGOs, where they presented to universal support the results of volunteer projects, and proposals for forthcoming projects involving a new volunteer team and collaborations with USAID, MFS and Oxfam that Meeting agreed to review.
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BRIEF NOTE ON 'ENGINEERS WITHOUT BORDERS', CAMBRIDGE, UK
**a university based charity that aims to relieve poverty by giving volunteers a
 chance to work in the development sector**
(Information extracted from their Website: <http://www.ewb-uk.org>)

HISTORY

EWB-UK was started by a group of students at Cambridge University in 2001. It is a student-run charity whose focus is on technical contributions to international development. The scope for EWB-UK's activities relies heavily on the skills and enthusiasm of students across the country, which are drawn from an extensive and steadily expanding network of regional branches.

LEGAL STRUCTURE, THE EXECUTIVE, MEMBERSHIP AND BRANCHES

EWB-UK now boasts nearly 2,000 members. The number of branches has grown to 15, giving the ability to reach and involve thousands of students. EWB-Cambridge is a branch with 800 members and the Core Team for practical reasons is currently based in Cambridge. EWB-UK is a registered charity no. 1101849 – details available on The Charity Commission of UK Website: <http://www.charity-commission.gov.uk> And a registered company limited by guarantee (no. 4856607) – details available on The Official government register of Companies in England and Wales Website: <http://www.companieshouse.gov.uk> with correspondent address and Head Office as:

Chief Executive Officer Stephen Jones (a third year engineering student at CU)
 Engineers Without Borders UK

University of Cambridge Engineering Department Annexe
 29 Trumpington Street, CAMBRIDGE CB2 1QA

Branches are at Universities of Birmingham, Bristol, Cardiff, Edinburgh, Glamorgan, Glasgow, Imperial, Liverpool, Nottingham, Oxford, Sheffield, Southampton and Swansea. Each branch has a committee and a president who are responsible for all the membership activities of EWB. They are supported in their respective roles by co-ordinators on the UK Core Team.

A shadowing scheme is being encouraged, with new recruits supporting existing committee officers, to allow better continuity of each branch in the long term. New branches have received great enthusiasm from academic staff at their universities, which will play an important part in their future success.

As a student-run organisation EWB-UK has always prided itself on providing a level of service and management equal to that of any professionally run charity and has successful internal training and shadowing to ensure continuity of this professionalism from one year to the next. The executive committee of EWB-UK comprises the leaders of EWB-UK's functional teams and volunteers who co-ordinate the organisation on a national scale.

The Chief Executive Officers of EWB-UK are responsible for the day-to-day direction of the national executive. They also take responsibility for the organisation's most high-profile roles, projects management and fundraising.

THE BOARD OF TRUSTEES

The Board of Trustees (see details at end) is responsible for overseeing EWB-UK's activities, setting EWB-UK's policy and appointment and working with the National Executive to monitor operations. The Board comprises 10 members. Five are representatives from industry, academia, the NGO sector and others with specialist skills/experience; these are approved at AGM following their appointment. The remaining five are elected at the AGM by the membership.

WHY EWB-UK

Engineering is the shaping of the world we live in, requiring careful consideration of appropriate technologies, science and social criteria to improving the quality of life of all Earth's inhabitants. 2005 has seen unprecedented public interest in international development issues, but role of the Engineer has not yet fully articulated. Prof. Peter Guthrie, a Trustee, giving the Ted Happold lecture, stated, "**Engineers are key – but only if they know what they are doing**". EWB-UK has taken this challenge, and recognises that an exciting balance can be achieved between learning by lecture and learning by doing. **We have found that young engineers have as much to learn from working in developing countries as they have to contribute: a knowledge and experience exchange for the benefit of both developing and developed communities. This has to be the way forward in a global society.**

A new generation of engineers need a **holistic approach** to open opportunities for better ways to contribute, EWB-UK welcomes non-engineers whose contributions are sought and valued for more effective delivery of technical development work. **Development engineers need to be able to move outside the borders of the profession; they need to be able to remove the barriers faced by developing communities and to recognise when their interventions might create new barriers. A deeper questing of our role in the development process can mitigate these barriers. All of this is what Engineers Without Borders UK is striving to achieve in its mission; not to *do* development but to facilitate it.**

MISSION: To facilitate human development through engineering.

AIMS

- To raise awareness and to promote learning of human development issues and of appropriate technical practice within the UK;
- to foster research into technical problems faced by developing communities;
- to support the projects of partner development organisations by providing them with technically competent volunteers on work placements; and
- to encourage and assist young people in the UK towards careers in international development and engineering

APPROACH

- Student-orientated volunteering and work experience;
- partnerships with developing organisations;
- collaborative relationships with developing communities;
- working within the UK university system and engineering profession; and
- sponsorship from appropriate donors.

ORGANISATION AND FUNCTIONS

A national 'Core' team that:

- manages the operations of EWB-UK;
- encourages branches to meet the aims and to adopt the approach of EWB-UK;
- organises and co-ordinates overseas placements with partner organisations.

Branches and network that are run by members and for members and which;

- offer talks and seminars, field trips, training courses and publicity material;
- co-ordinate research projects, branch projects and bursaries;
- encourage and assist members to volunteer for EWB-UK placements;
- fundraise for branch activities and for EWB-UK operations.

Partner organisations that work with EWB-UK and its branches and which:

- provide appropriate training, speakers for events and other support;
- have needs for work that can be done by technically competent volunteers;
- share imperative for international sustainable human development.

Donors and sponsors that assist financially or in-kind and which:

- embrace the aims and approach of EWB-UK
- meet our ethical standards.

If you would like to work with Engineers Without Borders UK as a partner organisation interested in our research and placement programmes, or if you would like to talk with us about financial or in-kind support for our work, then please contact us at enquiries@ewb-uk.org or visit our website.

PROJECTS

EWB-UK's highest profile activities are our overseas projects, which are conducted by carefully selected student interns in partnership with NGOs around the world. EWB-UK prides itself on ensuring that all projects carried out meet firm standards of quality in term of the work carried out and the value of the project to both the placement students and the partner NGOs. EWB-UK's placements scheme again grew significantly in summer 2005: 34 students from 17 different UK universities began work on 10 projects in 10 countries around the globe.

Throughout the growth of the placement scheme over the last four years, the process of evaluating project proposals from partner organisations has been greatly refined. Until now, the volume of proposals has been such that it has been possible to review projects at the EWB-UK Core level with input from development professionals. However, in anticipation of an increase in project proposals in the future, EWB-UK will be implementing a panel review system in the coming year. This will involve past placement students, experienced development professionals, and committee members and academics from our branches.

Further expansion of the placement scheme will not be the focus of activity in 2006. The coming year will be used to consolidate and implement new management structures to safeguard the quality and sustainability of our projects, for the benefit of the organisations and communities we support. This will better enable EWB-UK to provide exciting opportunities for young people, who need to gain experience of technical development work that will contribute significantly to their future careers. We are already working with several potential project partners for next summer and many of our current partners are keen to continue working with us, having seen the quality of the contributions that EWB UK placement volunteers can bring.

The end of the academic year (June) brings about many changes for student organisations, and EWB-UK is no exception. As a student-run charity, we are again supporting a significant change in our management at our branches and in our national Core team. Through the effective shadowing of all Core roles during the past twelve months, the negative impacts of these changes have been minimised and the team is taking over with a firm grounding in EWB-UK's aims and approaches and all the necessary experiences of our organisation. With such a large committee turnover and to ensure the quality of our work, EWB-UK's plan for the coming year (2005-6 that is ending in August) focuses on the consolidation of our programmes rather than further expansion. (**NOTE: 2006-7 Team is still to be announced, probably at AGM in Oct'06**)

The five appointed trustees are as follows:

PROFESSOR PETER GUTHRIE, OBE: A civil engineer with a geotechnical background, Peter has worked on roads in countries such as Nigeria, Lesotho, Sudan, Philippines, Ethiopia, and Botswana, and on major infrastructure projects such as Channel Tunnel Rail Link, CrossRail, West Coast Mainline Route Modernisation and Birmingham, and Manchester Airports, and major building projects such as Eden Project Phase 4.

DR HEATHER CRUICKSHANK: Heather worked as a civil engineer for ten years before joining the University of Cambridge Department of Engineering as a Research Assistant. She is one of the founding members of the department's Centre for Sustainable Development and has been involved in preparation of teaching material for a number of undergraduate and graduate engineering courses.

MR DAN BRIDGES: Dan graduated in 1993 with an LLB in Law & Politics and joined the British Army as officer in the Royal Regiment of Artillery in 1994. As an army officer Dan worked in Northern Ireland running a company level operation and commanding the Brigade Air Tasking Cell.

MR MARK MILLAR: Mark graduated from the University of Canterbury, New Zealand in Electrical and Electronic Engineering in 2002 and is currently completing a PhD at Cambridge University. He has been involved in EWB-UK since 2002 and became a trustee and director on formation of EWB-UK as a company and charity registration in 2003.

JO DA SILVA: Jo is an Associate Director of Arup, an international engineering consultancy, where she jointly leads a building engineering group. She has worked on a wide variety of projects in the UK and overseas including Chek Lap Kok Airport in Hong Kong and the Royal Geographical Society, London. In recent years she has combined high quality design and community based briefs to develop new types of educational buildings, including libraries, secondary schools, and nurseries in poorer areas of London.

The five elected trustees are:

MR THOMAS KARL NEWBY (Tom Newby): Tom Newby is a founder member of EWB-UK and for the first two years of EWB-UK's existence was responsible for fundraising and establishing EWB-UK as a registered charity. He became CEO in 2003 and in 2004 took on the role of Company Secretary and worked with Mark Millar to ensure that EWB-UK built a strong structure, establishing the Board of Trustees and mechanisms to keep EWB-UK's work in line with its member's values and the needs of the developing world, including overseeing the re-defining of EWB-UK's mission and aims.

MR JOHN ARNOLD: John Arnold was one of EWB-UK's first placement volunteers, working in Kolkata, India in 2003 on the removal of arsenic from drinking water; he has maintained an active involvement in EWB-UK since.

MISS PATRICIA XAVIER: Patricia is the founder of the EWB-UK Cardiff branch and has provided support to EWB's Clare Farm training course in addition to undertaking an overseas project in Brazil in 2005.

MR JIGNESH PAREKH: Jignesh Parekh is a 3rd year Mechanical Engineering student at Imperial College London and was the president of EWB-UK's branch at Imperial College. Jignesh's involvement began as an Imperial College branch member. He subsequently travelled to Nepal with EWB to undertake a solar installation project with the Himalayan Light Foundation in 2004 and assisted in the establishment of regional ties with the Women in Action Council, University of Trbhuvan and UNDP.

MR RUVAN MENDIS: Ruvan Mendis is a former CEO of EWB-UK and was its projects co-ordinator from 2002 to 2004. He was instrumental in building what is now one of EWB-UK's most successful activities. Ruvan has worked with EWB-UK in Nepal and more recently with a variety of organisations in Shri Lanka post-tsunami reconstruction projects. He now works for Newton Industrial Consultants.

As a trustee Ruvan has responsibility for overseas projects and IT.

RAMA FOUNDATION**OBJECTS AND ACTIVITIES FOR CHARITY REGISTRATION APPLICATION****OBJECT**

1. To develop the capacities and the skills of members of socially and / or economically disadvantaged communities in all parts of the world (and particularly in India) in such a way as they are better able to identify, and help meet their needs and to participate more fully in society.

ACTIVITIES

Our primary aim is to contribute in partnership with individuals, groups and organisations working at 'grass-roots' level through 'empowerment' of disadvantaged communities with activities such as:

- Providing support and assistance that enables them to identify and deal with problems that affect them as members of that community
- Developing structures which enables them to be better placed to co-operate with each other and deal with organisations in the wider community
- Nurturing networking and the sharing of experiences
- Enabling groups to consolidate and build upon existing skills
- Providing training and instruction of any sort appropriate to their needs
- Providing advice / support as to how to identify needs or priorities of groups, or to plan projects and their implementation
- Equipping people with or developing transferable skills such as team-building and problem solving
- Developing people's capacity to organise structures and practices within their organisation(s), e.g. through training in meeting skills, managing methods and techniques for projects and people
- Developing people's capacity for working within structures outside their group(s), e.g. by coaching in negotiations, assertiveness and advocacy
- Etc

OBJECT

2. To advance education, health care and to aid in the relief of poverty in any part of the world (and particularly in India), and for those purposes only: (1) to send volunteers to other countries to share and develop their skills and understanding and to share their experience with others on return, (2) to undertake or assist in works and projects of all kinds; and (3) to educate the public concerning the nature, causes and effects of such poverty and suffering.

ACTIVITIES

Our aim is to provide 'hands on' opportunities at 'grass roots' in partnership with local groups and organisations working to advance 'education', 'healthcare' and in the 'relief of poverty' by:

- Recruiting and sending university students, professionals in 'education', 'health', etc for placements in the partnership organisations; - developing 'people to people' contacts
- Bringing together people to share skills, creativity and learning to build a fairer world

- Enable participants to experience a different culture at first hand and help promote equality and shared oneness
- Promote social and economical development through the advancement of appropriate technical and economical knowledge, and to assistance in the provision of suitable and affordable technologies
- Promote sustainable long term development through innovation, entrepreneurship and micro-enterprise development
- Promote and assist in provision of practical solutions to e.g. meeting energy needs, requirement of safe drinking water, effective sanitation and hygiene education and other needs
- Engage in education of the public through meetings, etc concerning the nature, causes and effects of such poverty and suffering
- Etc

OBJECT

3. To pay or apply or cause to be paid or applied the capital and income of the Foundation to such charities or such charitable purposes and in such proportions in such manner and subject to such terms, conditions as the Foundation may determine and to promote any other charitable purposes in furtherance of the objects as the trustees from time to time determine.

ACTIVITIES

We aim to support, financially efforts to improve the lives of the disadvantaged communities being targeted by us, by:

- Sponsorship of individuals engaged in charitable action supported by us
- Financially support groups engaged in such action
- Support other charities both here locally and overseas that can further our causes
- Etc.

We aim to give grants and / or loans for:

- Innovation and testing of pro-poor technologies
- Farmer-led technological development
- Micro-enterprise development
- Appropriate technologies for 'Health Care'
- Establishment of micro-finance facilities
- Etc

We aim to promote and support research into 'Education' that is appropriate to needs of the people and enables them to use it within their local context, etc

We aim to promote and support research into:

- Health care through the application of the holistic approach and by use of
- healthy eating, - self-help action and - exercise
- Integrated approach in healthcare which incorporates herbal medicines, yoga, etc

NOTE: from notes for completing the Registration Application Form for the Commission, UK
Objects – these are the purposes of the charity. The Objects set out what the organisation was formed to achieve (they do not say what the organisation will do on daily basis). Objects must be exclusively charitable if the organisation is to be recognised as a charity. We know that preparing the objects of a charity can be very difficult to get right, so we have published example charitable objects on our website (<http://www.charitycommission.gov.uk>)

Sunita & Balbir Datta
Cambridge - Shri Balbir Dutta Proposal_c
16 Hauxton Road
Trumpington
CAMBRIDGE
CB2 2LT
ENGLAND
9th May 2006

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

**STRATEGY FOR INTRODUCING 'JEEVAN VIDYA' AND DEVELOPMENT OF
EDUCATION BASED ON VALUES WITH HUMAN CONSCIOUSNESS**

Ever since our initial introduction to 'Jeevan Vidya', thanks to Pawanji and Somji, in August 2005 and our first visit to Amarkantak, our *Jeevan Yatra* has taken a turn that one could not have even imagined earlier. A truly empowering paradigm shift that was not only experienced by two of us but has also been felt by our three children, their respective partners and many others whom we have been able to motivate to do the JV Shivirs meanwhile. All this we consider a good start and just *an introduction*. A lot more learning has to happen before most of us can truly be in a position to play an effective role in the much needed sharing with the global community of *Madhyastha Darshan* that has been expounded you. Sunita and I have now embarked on our personal *adhyayan* before our next meeting when we are sure to receive your personal guidance on aspects that we may still not be clear about. You will appreciate that given the distance and current commitments of our children, it may not be possible for them to visit India in the near future and so meanwhile we need to consider what can be achieved at this end. With Praveenji married to Aatishiji, there could be a possibility of them spending some time together in England before Aatishiji's planned return to India in September after concluding her M.Sc. at Oxford. We are proposing a three days Shivar for all us at Cambridge over the August Bank Holiday i.e. 26, 27 & 28 August'06. This will help us to consolidate the learning to-date of our children. As explained later in this letter, we would like Pawanji and Anuradhaji to embark on a visit to England around 24th August and join us all for this Shivar too. Pawanji and Anuradhaji can very ably conduct this Shivar even if things don't work out with Praveenji and Aatishiji.

Babaji, you are already aware of our priority in firstly introducing all members of our immediate Family to Jeevan Vidya. This has been achieved with the Shivar at Mussoorie and it has also enabled them to meet some of key individuals who are playing crucial role in your Mission. Needless to say, each of the couples now will have to chalk out their individual program for gaining more understanding of JV through further courses and / or *adhyayan*. We feel this proposed short Shivar in August is going to be of great help. It shall enable us to evaluate its suitability to life style and tight time schedule of most professional couples at this end. It will also give us an opportunity to pool together talents of all the Couples to produce an appropriate presentation in English.

We are still awaiting response to registration of our family Charity, Rama Foundation, with the Charity Commission. It is a process that can drag till end of last week of June being the average 87 working days required from receipt of our application on 16th February. We hope that this can be achieved with no additional time for queries, etc. We are hoping that we shall have this Charity functional well in time for what is being proposed here for your kind consideration. All of us feel privileged in making our contribution to the Mission. Ideally, it would be best if one could await *adhyayan* by all before any action to support the efforts in sharing ***Madhyastha Darshan*** at this end. As this is not very practical as explained earlier, we seek your periodic personal assessment of what is being proposed. We feel this should be mandatory if we are to avoid mistakes and gain from various experiences so far. We know this is not your way with most people in India but we seek your approval to this approach. We have discussed this last time and are putting it in writing for benefit of all who are likely to contribute in this effort. We are therefore seeking your unequivocal guidance on these proposals. Initially and keeping it within the Objects of this Charity, we shall use Rama Foundation for these efforts in Partnerships with SIDH and ABHYUDAYA SANSTHAN. The ultimate aim being to launch a **Global Charity** with ***Madhyastha Darshan*** as its **Object** and with eminent people from different parts of the world as Trustees.

During our discussions, you have been stressing the need to take the Darshan to those very places from where a lot of current worldview has originated. You rightly singled out Cambridge and Oxford Universities. Earlier, our view was that it is going to be an uphill task perhaps beyond our ability. However when one starts thinking of all your assertions, yes the seeds of righteousness exist within the very system that does injustice. Green Peace, anti-apartheid movement in UK, etc are good recent examples. We are all clear that the area in which we have to initially concentrate is 'Education' and that too at 'Primary' level. This is at the core of our action plan for the eight villages and twelve schools under Sahuji near Achhoti. We had chalked out initially to recruit 16 Cambridge University undergraduate students to join NIT, Raipur students in above efforts in an experiment this December. And in parallel, to recruit 14 newly qualified teachers from Homerton College soon after their Postgraduate Certificate in Education from Cambridge University for experimental placements at SIDH during July and August 2007 - through our direct efforts under Rama Foundation. All of these individuals are to do the introductory JV Shivir other than join in other activities being planned for these experiments. Assuming success in these placements, to repeat it following year too thereby ending with 60 individuals plus all others who would have done at least one JV Shivir from here. With such a group of almost 100 individuals, we shall be in a position to share the Darshan with educationist, etc through a Seminar at Cambridge in October 2008 with your keynote address, yes in Hindi. This plan has been discussed with Pawanji, Anuradhaji, Somji, Anganiji, etc and has been positively received by all. This was to be based on our own efforts only without institutional involvements at this stage at this end. This shall be a slow process. We are writing this letter to enable us to circulate the idea amongst a wider group within JV fraternity and seek your blessings and guidance to All.

Our visit to Mussoorie and family participation in the JV Shivir has thrown up an interesting change to above thinking that needs to be evaluated and directed by you.

With such good chemistry developing between our people at both ends and the global exposure to JV through UNESCO publication titled 'Beyond Empowerment' documenting SIDH, does bring in question our above plans with its inherent slow speed and reach. We would like to congratulate all at SIDH for this. We want to suggest that SIDH with this and already established credibility with highly respected organizations such as Save the Children, Learning for Life, etc should become the 'Flagship' of our this 'Strategy'. While the above scheme of direct recruitment and placements can be viewed as a fall back if we are not able to succeed as under.

Our proposal is to offer 'an extension program' at SIDH in collaboration with University of Cambridge's Homerton College under their Postgraduate Certificate in Education (PGCE). Since its foundation in 1768 in the Homerton in East End of London, and for the last century in Cambridge, it has been training the best teachers in England. The University of Cambridge Faculty of Education was formed in 2001 from the merger of the University School of Education and teaching and research interests of Homerton College. They state 'Courses in Education have been offered in Cambridge for over 130 years, however, and over this time courses have evolved which combine an excellent academic reputation with top-quality professional training for students who wish to be teachers. The Faculty and its students benefit from being part of a world-class university where research constantly enhances the quality of taught courses and where students and teachers alike can work at the cutting edge of international knowledge in a wide range of subjects.' It shall be worth approaching them to support such an initiative that can be offered to 14 volunteer newly trained teachers at end of their PGCE course. This PGCE is a one-year course, lasting 36 weeks, taught in partnership with local schools. Trainees spend at least 50% of their course working with teachers and children in schools across the region. Approx. 160 trainees undertake primary courses every year and to end up with regular top 14 motivated individuals for annual SIDH placements, say for 4 weeks beginning last week of every June, should become possible. The details of such placements can be worked out jointly with Homerton College... The 2006-2007 course begins on 4th September 2006 and finishes on 22nd June 2007. SIDH is already planning to offer a teachers training course and we feel this collaboration will help us in building credibility of SIDH as an independent institution without the need to offer B.Ed. qualifications with its government of India's involvement. Pawanji can share this aspect with you. We propose that SIDH offer its own certificates to above placed teachers from here and local trainees too.

Above proposal is for newly trained teachers. For teachers already in the profession, we are proposing to target one of the local education authorities in London where Sunita spent most of her teaching career. Three miles from the City of London, in the heart of the East End, the London Borough of Newham sits just north of the River Thames. It is hosting the 2012 Olympics and Paralympics and its key location as the gateway to London has shaped its past and will influence its future. With fast train link with Paris, etc, and Olympics spotlight, we consider it most appropriate for this proposal. Perhaps there is another aspect that merits its selection too. Newham is the most culturally diverse area in Britain. The % of people in different ethnic groups according to 2001 Census was: 39.4% White; 3.3% Mixed; 32.5% Asian; 21.5% Black and 3.1% Chinese or other ethnic group. Total population: 247,700.

Interestingly the Religious % were: 46.8% Christian; 24.3% Muslims; 6.9% Hindu; 2.8% Sikh; 0.6% Buddhist; 0.2% Jews; 0.3% other religions; 9.0% no religion and 9.0% who did not state their religion. The schooling population is even more skewed towards non-whites and non-Christians. In many ways Newham represents a small global community that would be ideal for introducing JV and ultimately Darshan. The local education authority of this London Borough can be offered 'an in-service training program' at SIDH during every August to existing teachers for perhaps 4 weeks starting in last week of July every year. The schooling year ends on 20th July 2007 and the new year starts at beginning of September. We shall also explore the possibility of offering such placements to teachers with education authority for say Cambridge County Council with its 6 nursery and 202 Infant, First, Junior and Primary schools and to retired teachers... One of the ultimate aims of all these efforts would be to target trainers who could help us in delivering teacher training second to none to local teachers at SIDH....

If we are able to establish even one of the above proposed initiatives at SIDH, it will hasten our journey and give us a wider base for sharing the Darshan as already mentioned.

Babaji, we know of many individuals specially teachers who once they have experienced such placements, tend to follow up with regular visits and develop additional required support from their own schools, communities, etc. We also visualize such teachers being easily available for further placements in schools being targeted by us e.g. schools near Achhoti, etc. Thus this proposed approach with SIDH as our flagship can truly move matters at a much quicker pace.

In order to help us effectively explore and present above proposals to concerned institutions a month or so long visit by Pawanji and Anuradhaji starting off with our short Shivar at end of August this year with meetings, etc for September is being proposed. Report back to all of you by them can coincide with the scheduled annual meeting at Kanpur in October. Could you please consider this and guide us all as to the best way forward. Needless to say, such a visit will help us consolidate closer working between all in Rama Foundation and SIDH. We shall now await action from your end. As discussed with Somji on Monday, we are emailing this letter to him and Pawanji for onward transmission to all others who can help and support us in this initiative.

In anticipation and with best wishes and fondest regards to ALL, affectionately,

Yours,

Sunita and Balbir

**C.C. Somji and Anganiji at Abhyudaya Sansthan
Pawanji and Anuradhaji at SIDH**

1. **Ran Singhji Arya**
2. **Dr. Ganeshji Bagaria**
3. **Prof. R. Sangalji**
4. **Prof. R. R. Gaurji**

25th May 2006

**Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA**

Our dear Babaji

Charanbandna

**REGISTRATION OF RAMA FOUNDATION AS A CHARITY AND
POSSIBLE PARTICIPATION IN HUMANITARIAN CENTRE, CAMBRIDGE**

Further to our letter of 9th May and our telephone conversation last time, we are all pleased to inform you that we have achieved Charity Registration for Rama Foundation on 12/5/06 with the Charity Commission (Reg. No. 1114171) on basis of our application in February. As promised we are sending the following attached documents that give the main gist of this Charity:

1. The objects and activities for charity registration application (accepted as stated)
2. Brief profile of the founder trustees and office bearers of this proposed (accepted)

Kindly note, we need to strictly operate within the stated objects. We have constructed these as wide as possible and acceptable under current accepted norms and understanding.

It is important for all to understand this framework under which we have to operate that will often require acceptance of limits to scope and accountability for all we undertake under this Charity.

Despite these constraints we are confident that Rama Foundation can provide the foundation for effective sharing with the global community of Madhyastha Darshan that has been expounded you; the ultimate aim being to launch a Global Charity with Madhyastha Darshan as its Object and with eminent people from different parts of the world as Trustees.

Your stressing the need to take the Darshan to those very places from where a lot of current worldview has originated, rightly focusing on Cambridge and Oxford Universities, has and will continue to guide our developments at this end. Identification of the seeds of righteousness within the system and developing collaborative effort is going to be a continuous process. We have identified an umbrella organization that we are proposing to join in as equal participants. A brief note on The Humanitarian Centre, that has been initiated with support of the University and is going to establish a formal relationship with University of Cambridge, is attached for information of All. If desired, individuals can view further details on their Website: <http://www.humanitariancentre.org> Membership of the Group will not only offer us a gateway to present our various proposals to students and may be to University and other authorities, e.g. the ideas detailed in our last letter with SIDH as flagship for JV, but will also enable us to offer our contributions via talks, courses on JV, recruit students, teachers and other professionals to participate and/ or make their contribute to our various initiatives. We now seek your prompt comments on this proposal too before formally applying for membership. We propose to highlight our partnerships with SIDH and ABHYUDAYA SANSTHAN. In anticipation and with fondest regards to ALL, affectionately,

Yours,

Sunita and Balbir

C.C 1. Somji and Abhyudaya Sansthan; 2. Pawanji and SIDH; 3.Dr. Ganeshji Bagaria

25th May 2006

Adarniya Nagaraj Babaji
Amarkantak
Near Shahdol
Madhya Pradesh
INDIA

Our dear Babaji

Charanbandna

ENGINEERS WITHOUT BORDERS-UK, CAMBRIDGE

We have already identified The Humanitarian Centre, as an umbrella organization that we are proposing to join in as equal participants and this has already been detailed in our earlier letter. This letter is essentially about above participant organization that has mushroomed into a significant force within the University student community within the last 5 years of existence, not a small achievement in such an old and respected University in UK. A brief note has been prepared from their Website. This is attached for information of All. If desired, individuals can view further details on their Website: <http://www.ewb-uk.org>. It will be appropriate to quote one of its 10 trustees, Mr. Ruwan Mendis, who has responsibility for overseas projects and IT:

'During visits to our branch universities throughout the year, I have been utterly amazed by the sheer time and energy that EWB-UK members across the country are pouring in to raising awareness of development issues. **The incredible enthusiasm of students towards the cause of poverty reduction continues to be the driving force behind the organization, and this will continue to be tapped into by involving branches more and more in the running of EWB-UK.**

What is also clear from their last Annual Report (September 2004 – August 2005), that they find themselves unable to expand their 'highest profile' activity: Placements in Overseas Projects of their partnership organizations. If we were to approach with project proposals only for placements, they are likely to shy away due to their limitations that have already been highlighted in the attached Note. We need to share our initiative in following strategic way:

Step 1: Rama Foundation becomes an equal participant organization in The Humanitarian Centre.

Step 2: As new member, we share details of our various initiatives with others, one being EWB-UK.

Uniqueness of the placements with Abhyudaya Sansthan being clubbing of each individual from UK with another student (same sex) from NIT, Raipur with an aim to direct and motivate engineering students in meeting the challenge of effectively meeting UNDP's

MDGs Goal 2: **Achieve universal primary education** within the 8 villages near Achhoti (as being planned for coming December with Somji and NIT, Raipur.)

Step 3: As already discussed with Somji on 18/5, we suggest the possibility of organizing the Student group on lines of 'EWB' say, EWB India with CG Branch and sub-branches in other CG engineering colleges. We feel this becomes a big motivator to EWB-UK and if all of you think this to be appropriate for a student-based organization, beneficial in giving good foundation to the work done in NIT, Raipur by Somji and Team.

EWB-INDIA concept can similarly have Trustees with engineering background, like Somji, Pawanji, etc and with yourself as Patron and with Mission based on *Madhyastha Darshan*.....

We now seek your prompt comments on this proposal too before formally applying for membership of The Humanitarian Centre with an appropriate submission touching on this possibility. Meanwhile affectionately,

Yours,

Sunita and Balbir

C.C 1. Somji and Abhyudaya Sansthan; 2. Pawanji and SIDH; 3.Dr. Ganeshji Bagaria

Brief profile of the Founder Trustees and Office Bearers of this proposed Charity

1. Mr. Munish Datta, Chairman

MA International Trade & Modern Languages, French & German from IUP Business School, Annecy, France, 1997. B.Sc. Marketing, University College of Wales, Aberystwyth, 1996.

Munish (31 years old) joined Marks & Spencer as Retail Commercial Manager on returning to UK from France in September 1997. In June 2000, he became the International Marketing Manager. In January 2002, he became the New Marketing Systems Project Manager and from October 2003 till January 2006 he was overall responsible for the Christmas Marketing campaign. Munish has just begun in his new role as Programme Manager in Store Design. He has also worked as a Project Planner for Children's Promise – the Marks and Spencer Millennium Charitable Appeal. He has had extensive involvement in various voluntary community projects both in UK and overseas. His substantial UK and international experience of managing large complex projects, proficiency at leading and developing Teams and forming constructive long-term relationships with supplier partners shall prove appropriate for providing leadership to this Charity.

2. Mrs. Artika Datta

Currently doing M.Sc. in Dietetics (completion in June 2006) after doing B.Sc. in Nutrition (2004) at Kings College London. In 1999, she did her B.Sc. in Home Sciences from Sophia College, Ajmer, India and was doing M.Sc. in Medical Biochemistry at J.L.N. Medical College, Ajmer before moving to UK for settlement after marriage with Munish in 2000.

Artika (28 years old) is proposing to join the NHS as a Dietician after completing her Masters. She has already completed successfully work placements at Addenbrooke's Hospital – Cambridge, Kings College Hospital – London and Lewisham Hospital – London. Her professional knowledge and skills shall be invaluable in achieving high-energy, positive and life-long *Health* through the application of the holistic approach and use of healthy eating, self-help action and exercise. She did her B.Sc. Research Project on Nutritional Status of People living in Madhya Pradesh, India.

3. Mr. Nikin Patel, Secretary

M.Eng. and B.A. in Chemical Engineering, 2000 from Downing College, University of Cambridge.

Nikin (28 years old) joined Spectrum Strategy Consultants in 2000. He is now a Senior Associate and has overseen over 25 consulting projects in the UK, Germany, Brazil, Singapore, Malaysia and Indonesia. This has allowed him to develop a wide set of professional and corporate skills e.g. persuasive writing, client presentations, workshops, analytical, modelling and valuation. Clients include BBC, Cable & Wireless, Energis, Wanadoo, Siemens, EMAP, OFCOM, Royal Television Society, and Vodafone. His experience of dealing and leading teams from diverse backgrounds with stakeholder persuasion skills shall be valuable in executing the responsibilities of the Secretary of this Charity. Nikin has been always an active participant in many voluntary community activities and major fundraising appeals.

4. Mrs. Priyanka Patel

Bachelor of Medicine and Bachelor of Surgery (MB, BChir) from School of Clinical Medicine, Cambridge, 2002. B.A. in Biological Anthropology, Girton College, University of Cambridge, 1999.

From February 2006, Priyanka (28 years old) is a G.P. Registrar (a Doctor in General Practice) at a Medical Practice in Greenwich, London, following her three-year training towards becoming a GP after completing her qualifications as a Doctor from Cambridge University in 2002. In 1999, she was the University Students placement organiser for DRI's 500 Villages Development Project at Chitrakoot, India. She has been actively involved in charity activities from schooling to university. She was Chairperson of Cultural Show Committee at the University that was responsible for raising funds for child education in India. Her active interest in Alternative Medicine and commitment to an *Integrated Approach* in dealing with *Healthcare* shall prove useful in evaluating and supporting such initiatives.

5. **Mr. Rajeev Marwaha, Treasurer**

M.Sc. Statistics, University of Kent, Canterbury, 2004.

B.Sc. Mathematics and Statistics, University of Surrey, Guildford, 2003.

Rajeev (25 years old) had varied work experiences ranging from part-time teaching at University of Kent to Administrator in Fox IT and Storagetek during vacations while at university. In August 2004, he joined Information4Results Limited as a Senior Business Analyst. Since June 2005, he is a Risk Manager with Norwich and Peterborough Building Society. His responsibility as Treasurer and likely initiatives under *Microfinance* shall benefit from his knowledge and professional skills. The Charity is hoping to attract significant funds that shall require effective investment with acceptable risk.

6. **Mrs. Komilla Marwaha**

Post Graduate Certificate in Education, KS2/3 Science (P.G.C.E) from Homerton College, University of Cambridge, 2004.

B.Sc. Dual Honours in Biology and Psychology from Keele University, Staffordshire, 2003.

Komilla (24 years old) obtained her Qualified Teacher Status on 1st August 2004. From September 2004, she has been employed as a Class Teacher at Monkfield Park Primary School at Cambourne near Cambridge. From September 2005, she also took the responsibility of School Science Co-ordinator. She has done various work experience and placements in education in various schools. She helped in camps for disadvantaged children and was a participant in Student Placements in DRI's Chitrakoot Project in India in 1999. Komilla has been involved in voluntary work from her school days and is keen to involve other teachers in the all encompassing field of *Education* in India that is part of a totally integrated approach that is 'beneficiary centred' and takes into account the 'ground realities' and 'limited resources'.

First full time Volunteers and Office Bearers

Mr. Balbir Datta

Postgraduate Certificate in Charity Marketing & Fundraising, South Bank University, London, 2000.

M.Sc. (Industrial Administration), University of Aston, Birmingham, 1972.

B. Tech. from University of Bradford, 1970; D.M.S. from the then Leeds Polytechnic, 1971.

Balbir (60 years old) has retired after being involved in various enterprises in UK, Kenya and India. He brings together extensive experience of establishing groundbreaking projects, the last being a major Mushroom Unit in the inner city on a derelict piece of land in East London. He has been instrumental in creating many community-based initiatives right from his teen years as a student schooling in Bradford, UK. Since 1977, he has been involved in various projects that aim for sustainable development through participatory action and is going to be the first non-salaried Chief Executive of this Charity.

Mrs. Sunita Datta

M.A. from Punjab University, Chandigarh, 1968; B.Ed. 1966

B.A. from Govt. College for Women, Ludhiana, Punjab, India, 1965.

Sunita (59 years old) started her career in Education as a Senior Lecturer and Head of Department at S.D.P. College for Women, Ludhiana, Punjab, India. After marriage to Balbir in 1974, she joined him in Kenya. During the nine years there, she gave birth to Munish, Priyanka and Komilla. In 1983, the family moved to UK and she took up Primary School Class Room teaching in 1986. In 1992, she became a learning support teacher to work with pupils with special education needs in the Pre School Team of the London Borough of Newham's Education Services. Her experience and various in-service courses give her extensive knowledge and skills that shall prove beneficial in developing and joining in appropriate initiatives in the all-encompassing field of *Education*. She has always been involved in various community-based activities. Now retired, she is going to be a non-salaried Executive and will partner with Balbir to establish this Charity and contribute at grass-root level in the targeted initiatives.

Team wants to do something constructive and challenging to make a difference with all their skills.

अमरकंटक
म.प्र. भारत

दिनांक 02.06.06

आयुष्मान बलबीर एवं आयुष्मति सुनीता, अभ्युदय स्मरण ।

आपके अनुपम स्नेह एवं विश्वास के साथ तैयार की गयी रमा फाउंडेशन ट्रस्ट उद्देश्य, कार्यक्रम, गतिविधि संबंधी प्रपत्र मुझे मिला । आप कैम्ब्रिज से शहडोल भारत में ^{ईमेल} ~~फैक्स~~ किये थे । योगेश व सुवर्णा जी की उपस्थिति में सारे बात समझा । समझने का उपायों में हिन्दीकरण का भी कार्यक्रम जोड़ा । इस कार्यक्रम में आयुष्मान दीपक कुमार कौशिक, इंजीनियर, का योगदान रहा । इन्हीं के हाथों से आपने लिखी हुई सभी बातों को मानव चेतना मूल्य शिक्षा की रोशनी में प्रस्तुत करने का स्वरूप आपके सम्मुख आया ।

हिन्दी में जो लिखे हैं वह यथावत योगेश जी के माध्यम से आपके पास आ रहा है । अंग्रेजी में जो फैक्स आपने भेजी थी, उसके ऊपर जितने भी हिन्दी कार्य किया है, उसके समेत लौटाये हैं, उसका फोटोकापी हमारे पास है । योगेश जी एवं सुवर्णा जी अपने में काफी संयत एवं उपयोगी होना देखा जा रहा है । यह बात यहाँ इसलिए लिखा, क्योंकि इनके संबंध में आप कुछ सोच रहे हैं ।

यहाँ अछोटी की गतिविधियों के अनुसार तकनीकी विश्वविद्यालय के कुलपति के अधिकारों के अंतर्गत चेतना विकास मूल्य शिक्षा रूपी हेडलाईन को स्वीकार लिया है । यह प्रिंसिपल इंजीनियरिंग कालेज, बिलासपुर से सुनने में आया । इसका रिकार्ड हमारे पास नहीं है । इसका लिखित स्वरूप आने के बाद आपको सूचना देंगे ।

यहाँ की संपूर्ण गतिविधियों के अनुसार, हर दिन कुछ आशा से अधिक लोगों में उत्साह जगता हुआ देखने को मिल रहा है । अपन ठीक से प्रस्तुत होने के उपरांत लंदन में भी इस प्रकार का माहौल देखा जा सकता है । ऐसा मेरा परिकल्पना है ।

शेष शुभ ।

आपका

ए. नागराज

प्रणेता - मध्यस्थ दर्शन (सहअस्तित्ववाद)

श्री भजनाश्रम, श्री नर्मदांचल, अमरकंटक

जिला-अनूपपुर (पूर्व में शहडोल)

मध्यप्रदेश, भारत

आमुष्मान बलवीर एवं आमुष्मति सुनीता, अम्बुदम स्मरणा ।

आपके अनुपम स्नेह एवं विश्वास के साथ हमें पार की गयी रंगा फाउंडेशन ट्रस्ट उद्देश्य, कार्यक्रम, गतिविधि संबंधी प्रपत्र मुझे मिला । आप के मित्रों से बाहरील भारत में फैलस कि मैं । योगेश व सुवर्णा जी की उपस्थिति में सारे बात समझा । समझने का उपायों में हिन्दीकरण का भी कार्यक्रम जोड़ा । इस कार्यक्रम में आमुष्मान दीपक कुमार की शिक्षा, इंजीनियर, का योगदान रहा । इन्हीं के साथों से आपने लिखी हुई राशी बालों को मानव चेतना मूल्य शिक्षा की नीशानी में प्रस्तुत करने का स्वरूप आपके सामुमुख आया ।

हिन्दी में जो लिखे हैं वह पचावत् योगेश जी के माध्यम से आपके पास आ रहा है । अंग्रेजी में जो फ्रेन्स आपने भेजी थी, उसके ऊपर मिलने की हिन्दी कार्य किया है, उसके संगीत लौलाये हैं, उसका फोटो-कॉपी हमारे पास है । योगेश जी एवं सुवर्णा जी अपने में काफी संमत् एवं उपयोगी होना देखा जा रहा है । यह बात महोदयसलिस लिखा, क्योंकि इनके संबंध में आप कुछ सोच रहे हैं ।

महोदयसलिस की गतिविधियों के अनुसार तकनीकी विश्वविद्यालय के कुलपति के अधिकारों के अंतर्गत चेतना विकास मूल्य शिक्षा कोपी हेडलार्वन की स्वीकार लिखा है । यह प्रिंसिपल इंजीनियरिंग कॉलेज, बिनासपुर से सुनने में आया । इसका रिकार्ड हमारे पास नहीं है । इसका लिखित स्वरूप आपके वार्द आपकी सूचना देंगे ।

पत्रों की संख्या गारे निधियों के अनुसार, हर दिन कुछ आशा से अधिक लोगों में उत्साह जगाना हुआ देखने में मिल रहा है । आप ठीक से प्रस्तुत होने के उपरांत लंदन में भी इस प्रकार का गालील देखा जा सकता है । ऐसा मेरा परिकल्पना है ।
शेष शुभ ।

आपका

५० नागराज

उबेरल - मध्यस्थ दर्शन (सहअस्तित्ववाद)

श्री भजनाश्रम, श्री नर्मदाचल, अमरकंटक

जिला अम्बुपुर (पूर्व में बहरील)

मध्य प्रदेश, भारत

8/06/06

पूज्य बाबा

अपनी चर्चानुसार सभी कागज
(इन ओरिजिनल) श्री० बलबीर दाताजी को
आज भेज दिए हैं।

एक कापी श्री० सोम, रायपुर एवं एक कापी
आपकी ओर प्रेषित कर रहे हैं।

कागज भेजने से पहले पुनः एक बार वाचन
एवं श्री० बलबीरजी के मूलपत्रों से मिलान
सुवर्णा के साथ हुआ।

श्री० सुवर्णाने स्वयं सारा मरिदिअल
बैठकर टाईप कर लिया है। हमारे संगणक में
एक प्रतिलिपी सुरक्षित है।

तिन दिन आपके साथ रहना सोभाध्य रहा।
अध्ययन चलाही रहा है।

आन्तरागत व्यवहारागत अध्ययनों से धिरे
जाता हूँ। पारंगत होते होते ही मार्ग भी
निकलता जा रहा है पर स्वयं की गति थोड़ी
दोने से पसीने छूटते हैं। आपके अनुग्रह से
आराम मिलने की उम्मीदें हैं।

आपके साथ हम शहडोल के परिवार शहडोल में
हो दिए बैठना चाहते हैं। क्या संभव है?

अभी इतना ही

आपका

योगेश

योगेश शास्त्री, शहडोल.