

The Rudest Book Ever

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Powerful Perspectives to
Free Your Mind

Shwetabh Gangwar

 juggernaut

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I dedicate this book to the two people I admire the most in my life – my mom and my wife. I thank my mom for her strength that protected the child I was. That protection allowed me to shape the individual in me. I thank my wife for her strong determination and values in life, which influence that individual to become better.

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Introduction

A small yet important introduction:

This book is a collection of ideas, principles and perspectives.

It is written out of love for humans to be able to avoid humans.

This book does not mean to teach but teaches all the time nonetheless, which is an ode to how humans function.

I dare you to be offended by this book.

It is not 'the rudest book ever' but nobody had claimed that prior to this. Superlatives are stupid. Rudeness that is intended and forced is childlike and childish. Rudeness is spicy and delectable only when it is interpreted from indifference, not intended.

The ideas in this book can completely change your life or not change anything at all.

You are an anime character. I have talked more about it in the book. Read it.

If you start this book, finish it. Even if it takes twenty years. Even if whosoever gifted you this book is long gone

from your life, has crossed the river Styx and into the gates of hell, please, finish it.

Here is a cool quote in case you need to be convinced of this book's depth: 'I think, therefore I am, but if I think *well*, then who am I?'

This is not going to be a very deep book; after all it is about practical learnings. About making slight changes in the way you see things, which may help you avoid a lot of headache. Deep thoughts require understanding, practical thoughts require application. This book is about the latter, which is not to say that it won't have anything deep in it, but that is not the objective of this book.

I might be lying about the above.

Enjoy the book.

1

Products and Persons

Hey, buddy, how are you doing? Aren't you glad that you bought this book? Well, we are going to go on a journey together. As long as you are reading this book, I will be your friend. The only case in which this doesn't apply is if you have illegally downloaded this book, in which case, go fuck yourself.

Let me give you an introduction of the world you have been brought into: this world doesn't care about you, not because it has an attitude problem but because of the rules by which it works. Those rules are not geared towards making you happy nor any of the billions of homo sapiens in it. Also, it is filled with people who will come in the form of friends, lovers, well-wishers, emotional parasites, attractively packaged dreams, aspirational lollipops and as saviours, fixers and salespersons. At the desired moment, a lot of them will take advantage of you – emotionally, financially, physically or in other ways possible.

Such experiences in those moments will turn your world upside down. This will most definitely happen; history tells you that, no matter who you are or what you do – rich, talented, genius, pretty, strong, powerful, polite, kind and careful. It doesn't matter. By the way, not all people are going to be like that. Some are going to be kind to you, most of whom you are going to ignore, probably – depends on you.

Do you feel prepared?

Let's start with *you*: in this world, you are a product with hope attached to it. That means it is expected of you that one day you will transform into a smart, able unit capable of choosing jobs, careers, relationships and environments for yourself. The better those choices, the better a product you are – that is how, in general, homo sapiens judge the social worth of an individual. Not very bright, I know. In short, when you grow up, it is expected that you would become great at decision-making.

Here are a few things about people:

- **A person is not born ready.**
- **A person has to be made ready.**
- **A person is emotional by nature.**
- **A person does not know how to learn in the beginning** (as a child).

It knows how to absorb, copy and mirror behaviours, language, speech, accent, inflections, ideologies, attitudes, and things that it comes across. It learns by absorbing from its surroundings. This applied to you too when you were a kid.

- **Every person has to learn HOW TO LEARN.**

Absorbing is not a great method for the long-term development of decision-making abilities, but it is useful at the very beginning (when thou art a kid). As a tiny kid, our brain has superhuman learning abilities – one can learn several languages – but also the reasoning abilities of a puppy or a cow. So learning is great, but ‘understanding’ is a problem area. That is why one has to learn HOW TO LEARN. Otherwise, kids who learn toxic behavioural patterns, ideologies and harmful ways of looking at certain things (or people) from their environments won’t ever be able to unlearn them.

The more a person holds on to what they have learnt in their childhood – the old ways – the harder it becomes for them to develop HOW TO LEARN. The new and unfamiliar is harder to accept out of fear, prejudice and lack of openness.

HOW TO LEARN can be brokered into three things: a) being open to learning new things, thinking in new ways and experiencing new environments (openness); b) throwing away the old ways when needed (detachment and unlearning); and c) figuring out new and more efficient ways to solving things (problem solving and ingenuity).

A lot of people fail to let go of their biases and prejudices. Perhaps you have seen this in your parents or relatives (grown-ups) with regard to their strict black-and-white approach to things like career, jobs, business, race, religion, relationships, marriage, sexuality, etc. You might think

that they don't want to change, that they are ignorant or prejudiced. The truth is, they weren't taught HOW TO LEARN in their childhoods just like, I am assuming, you weren't either. And also, they never cared to learn it because there is a high chance that they have no idea what it is. Most people don't.

- **A person can think but does not know HOW TO THINK.**

How to think basically means you have a habit of analysing information in an objective manner. Not all information. It's humanly not possible to analyse all information that enters your brain. But the information that matters, that engages in opinions about some human being, about society, about some system. Before accepting the claims made by people about themselves or x y z, you like to think about them first by looking at them objectively. Like a car mechanic would. To verify the claims made about a car.

Some basic tenets of HOW TO THINK are: a) you don't blindly rely on some friend or a group of humans to tell you what to think; b) you don't blindly rely on the group norms from where you come or currently stay to tell you what to think; c) you don't excessively rely on some bearded or non-bearded online replacement of your parents to tell you the same either. Some of you may think, 'I don't listen to my friends, society or what the internet tells me either. I am an InDePenDeNt cRiTicAl tHiNkEr.'

No. That's why I said a car mechanic. A decent car mechanic is knowledgeable, skilful and experienced. That helps them to a) accurately judge the state of the parts or claims in terms of durability and long-term use; b) make assessments about car parts by considering multiple scenarios, for example, different terrains, weather, climate, temperature – hence, using multiple perspectives; and c) recognize patterns from previous problems on which they have worked. Serious stuff, I know. Before you call yourself a critical thinker, compare yourself to a good car mechanic. You have to be in thinking what they are with cars.

An actual critical thinker is never fully sure, has doubts and knows no matter how many patterns they can recognize, the correlations may turn out to prove nothing, and they can be wrong. A critical thinker would be much closer to a self-aware scientist than an ignorant, highly confident person lacking knowledge to even qualify to have a reasonable opinion on that subject. In psychology, this is called the Dunning–Kruger effect (the less a person knows, the more confident they are, hence, we are confident idiots). Thinkers always start from the point of 'I don't know', whereas idiots start from 'I know'. That's an important difference.

A majority of homo sapiens make decisions about their lives using 'what to think'. Two reasons: one, humans don't like to think very much, and two, they like things that are simple to understand and FEEL right. Remember: *FEEL*. At times they don't even have to comply with common sense, logic, data or nuance. In psychology, how people

think is explained by heuristics (mental shortcuts we use to understand things), schemas (subjective frameworks people create in their minds to understand things) and an array of cognitive biases and fallacies (mental boo-boos we make in thinking).

What is simple and *FEELS* right makes sense to us on an emotional level. Because it fits like $2+2$, whereas life is like: ‘why is 2? for what reasons did you pick 2? and 2 is not what you perceive it is.’ What *feels right* satisfies us emotionally; therefore, the need to question it logically does not usually arise in our minds. It *feels* like the right answer. ‘What to think’ is what we are taught in our childhood and what *FEELS* right can be taught to you anytime in your life.

‘What to think’ taught to us during our childhoods is: our parents (inspired by what they were taught, their experiences and fears) and our environment (what the society you belong to thinks, what your group thinks; economic conditions of your geographic location; religious influences; historical experiences your society had; historical experiences of your group; what the government tells you; what the TV shows, movies, etc., tell you; and the prevalence of freedom of art and speech in your culture).

By the way, your group can be a race, religion, sect, caste, nationality, region-based, political ideology, philosophical, sports, superheroes, anime, or any goddamn thing. Humans love groups. Humans create groups out of food and make that their prime identity. If a stream of water divides a land

into two parts, humans on either side will form a group based on that, name their groups, and at some point, go to war over real estate or apples, or because of some young insecure psychopath wanting to prove himself by mass murdering, whom history would, thenceforth, refer to as a great commander and leader.

‘How to think’ becomes a serious problem with groups. Individual thinking often has problems with groupthink, challenges groupthink and heavily disagrees with groupthink.

- **A person’s emotional responses are one of the first ways of how they learn about things.**

Your emotional responses to different experiences create interpretations of those experiences. Those interpretations become your opinions and information about those things. Children learn about things mostly by how those things make them feel. Whatever those learnings are, they believe them to be true. Therefore, emotional responses become one of the first teachers of the person.

- **Emotional response is a garbage teacher.**

Children are socially, mentally and emotionally undeveloped. Their emotional responses to things can be highly overwhelming, misleading and can lead to permanent changes in their behaviour, for example, experiencing toxic stress during childhood.

- **Because a person learns by absorption, parents and environment become the other teachers.**

Instead of trying to teach the person how to think, (most) parents and surroundings enforce ‘what to think’, thereby becoming terrible teachers themselves.

- **Teaching ‘what to think’ restricts the person from learning ‘how to think’.**

Devoid of how to think, people view what they have learnt from their parents, environment and emotional responses as the truths of life – drawing large conclusions from limited data.

In conclusion, the product is very likely to be screwed. The product is you.

Familiarity and Unfamiliarity

Imagine growing up in a place where you only interacted with people of one group, were fed a single belief system that dictated how to live your life, and were told what is acceptable and what is not. Also imagine that they had unkind notions about women or people from other groups, cultures, belief systems or countries. When you teach that to children, it would be an example of teaching somebody ‘what to think’.

At some point, you will face problems, be in environments or situations which are not covered by what you were taught. ‘How to think’ is not only critical thinking but also

creative thinking. One who is used to thinking critically and creatively can find ways to adapt in unfamiliar situations and environments. Those who don't will fall back twice as hard on what they were taught and may isolate themselves into loneliness. *What to think* is making someone memorize the answers, *how to think* is giving them the ability to create answers.

In social psychology, there is something called belief perseverance or backfire effect. Backfire effect takes place when somebody's beliefs are challenged, attacked or even factually addressed in a manner that is meant to correct them. You would think that in the presence of facts and evidence a person would abandon what they believe, right? Well, some do but a lot of people don't. On the contrary, their belief becomes stronger. One who has only ever relied on 'what to think' has not been taught the importance of unlearning.

Their beliefs can become unchangeable ideas, biases, prejudices and practices that the individual no longer wants to abandon or frankly cannot abandon because the bias has taken such deep roots in their mind. You also join groups which further cement those ideas because the point of the group is that you all think the same, which means if you change or doubt those beliefs, you risk losing all benefits of the group, risk losing your best friends, risk becoming ostracized, lonely, friendless and probably disliked by them. The social benefits one receives from being in tight groups is called social capital – humans need this for various

profitable reasons. Believe it or not, groups come with a LOT of social benefits. Why do you think humans are social animals!

Based on people who are either taught how to think or what to think, these are the results:

- An adult brought up on ‘what to think’ tends to follow ideas, ideologies and ways of living that have a relationship with familiarity. Familiarity is ‘what to think’ – what they were taught. Familiarity is safe and comfortable to homo sapiens.

(Note: The above is a general definition of familiarity. One can find comfort in climbing steep hills without any ropes but that is not the general case.)

- An adult brought up on ‘how to think’ tends to question and is open to abandon ideologies and ways of living that have a relationship with familiarity. Familiarity, although safe and warm, does not guarantee soundness. By the way, I am not saying familiarity is bad. Familiarity is also happiness, nostalgia, family and a choice. But then unfamiliarity isn’t bad either; on the contrary, it is good; one must explore the unfamiliar territories as much as one can before making the return to the familiar if one chooses to do so.
- An adult brought up on ‘what to think’ tends to feel threatened by new ideas, changes or people, which may push them more towards what they are familiar with.
- An adult brought up on ‘how to think’ when confronted by new ideas or alien people takes an interest in

understanding them. They neglect the first reactions, stereotypes and general pushback their mind creates. They are not threatened. Practising ‘how to think’ over the years maintains curiosity and an investigative attitude. Whatever is new or alien becomes food for thought.

- An adult brought up on ‘what to think’ leans heavily towards asking others for help for their problems rather than relying on their own thinking. This explains the insatiable demand for self-help books, the lack of self-reliance in people and the rise of ‘clever’ people online teaching how to be successful – a man, a millionaire, a strong woman, smart, clever, slick, handsome and beautiful, all at once.
- The person practising ‘how to think’ will try to find solutions by giving equal consideration to thinking on their own as well as asking for help. To expand the scope of their knowledge, they will read books, watch videos, gather information or seek therapy. Knowledge contains perspectives and information, and the cultivation of critical thinking requires collecting as many perspectives as one can.
- Lastly, one can be deprived of parents, but they are only one of the teachers. The various factors that come under environment can still teach us ‘what to think’.

Basically, ‘how to think’ cannot be self-taught during the developmental years of a person. You may cite a few exceptions, but this book isn’t about exceptional people, it is about people.

The Role of Parenting

Why are parents largely producing products that are unprepared to face the challenges of this world? It is an extremely important question and a fantastic one because it sits on the assumptions that:

- All parents wanted to be parents in the first place. (Well!)
- People who became parents were mentally prepared to be parents. (Yikes)
- People who became parents were mentally fit to be parents. (You tell me.)

We take the above assumptions for granted. Take them away and you'd probably want to take children away from a lot of parents. How many of your friends who are parents are brutally honest with you about how they actually feel? How many of them are reading child psychology, parenting, how to parent and how many are simply winging it out of overconfidence?

We feel unworried because of the assuring feeling the word 'parent' contains. Makes you think of responsible grown-ups with accountability. It's just a silly word association. The same people could be highly abusive, controlling, careless, unavailable, inappropriate and disturbingly unprepared.

Do you know how many reasons there are for having a child? One can become a parent because the guy forgot to pull out, or the girl, out of some ancient, primitive urge, commanded the guy to not pull out, or because he believed

he had pulled out, but the result said otherwise. People have babies because they like the idea of having babies or because lately they have been feeling incomplete, or because they are hoping it will make their lives purposeful again. People have babies because it is the right age or the right time according to society, religion or culture. People have babies as a strategy to save their marriage or because one of the partners wanted and the other complied. People have babies so the baby can elevate their status or fulfil the unfulfilled dreams of either of the parents. People have babies because they are bored. There is a great chance that you were born from one of those reasons.

You are bringing life into this world; that person is going to grow and contribute in so many ways to this world. They are going to vote, follow ideologies, make money, find love, marry and do a lot of other things, like write horrible poetry in their teens. In case they are not a responsible person, they might hurt a lot of people too. And if they grow up to be a douchebag, parents, in some ways, are responsible for hurting all the people that douche is going to hurt. If they grow up to be a follower of ideologies that talk about hurting humans, then parents too are responsible for creating one more follower (not in all cases, relax).

The question is: how much forethought goes in the minds of parents about the baby before having a baby? If the prime motivation is: 'A baby is a cute little thing that will change our lives,' well, that is grossly insufficient motivation.

Sufficient motivation ought to create panic and shall sound something like: 'WE ARE CREATING A HUMAN, ARE WE MENTALLY FIT AND PREPARED TO BE SOLELY RESPONSIBLE FOR A PERSON? IF NOT, SHALL WE NOW START TO UPGRADE OUR THOUGHTS, LIFESTYLE, PERSPECTIVES AND KNOWLEDGE BY READING AND LEARNING FOR THE SAKE OF THE YOUNG PERSON'S OVERALL DEVELOPMENT OF THEIR PERSONALITY?'

Yes, you are supposed to read the above screaming.

Parents have one of the strongest influences on the foundation of the personality of the child. To prepare the child, parents should prepare themselves first. Unfortunately, homo sapiens in general aren't so big on this one. Why? Because parents have jobs, relationships, responsibilities, dreams, aspirations, bills to pay and reality. Dreams like a bigger house, material possessions and secrets to de-ageing. At the same time, they have to deal with their dreams and aspirations dying – dreams like the career and job they could not have and aspirations that came out of jealousy and envy. Additionally, they have to watch television or whatever content the newest addictive streaming service is offering. The shows are good. They can't miss them. Now these shows do take a lot of the free time in which they could have educated themselves, maybe? Then there is also YouTube, livestreaming, metaverse and the newer fantastic soul-sucking renditions of these. In the future, lack of self-educating will be declared an epidemic by the

governments. To finish reading a book will be considered a great achievement. There will be public service ads on these streaming and gaming services illustrating the benefits of reading. I am joking! They don't want you to read! In the list of other things taken more importantly are politics; choosing left wing or right wing; battling ageing; hair falling out; noticing deepening wrinkle cracks below the eyes in front of the mirror for hours; dealing with their own parents, bosses and gradually accepting your existential insignificance. Parents, nay, humans have it hard.

The 'perfect parents' would be very wise and exist mostly in movies. Bad parents, however, exist in great numbers. For example, parents who believe they do not need to learn anything because they already know everything – a dangerous assumption that comes from a frightening lack of self-awareness. And then there are really bad parents.

Success, Status and Sensibility

The style of parenting we usually get is: a) protect the child from accidentally killing themselves or hurting themselves; b) keep them fed; c) try to discipline them; d) get them an education; e) teach them right and wrong by means of distributing punishment that depends on the culture you and your parents are from; f) blindly hope that one day the kids will become capable of taking care of themselves.

Education is a big one. Parents choose and focus on education as the tool that will make the child capable of

taking care of themselves one day. But what does that really mean though, getting educated? For what purposes are we getting educated – getting a job, the cultivation of the mind or both? Did you ever have this conversation with your parents?

Parent: ‘You need to study. You have to get into this x y z college or university. It is extremely hard to get into. You need to get serious and start studying very hard every day.’

Kid: ‘Why?’

Parent: ‘I just explained to you why.’

Kid: ‘I mean, what am I studying for? What am I studying towards? Why do I want to go to this x y z university?’

Parent: ‘Because that place is the best. Your uncle or a b c person went to this place and look how well their life turned out. They are doing great. Big house, lots of money, happy family, expensive cars. You will have the best future there. The best jobs. You will earn great money.’

Kid: ‘Is that what an education is for? To become employable?’

Parent: ‘Employa – I am talking about your future, son. I am talking about life. How will you take care of yourself? Your mom and I will not be there to put food on your table forever!’

Kid: ‘Well, I am talking about education. Is that the purpose of education? To earn *money*? The word education doesn’t sound like it meant *moneymaking lessons*. Being educated sounded like I would learn something, grow as

a person because of it and become someone who knows about life and things. That an educated person would be someone whom people would approach seeking advice; they would expect some sense out of their mouth. Isn't that what education is for?'

Parent: 'You get an education to become somebody. Good education will get you a good job. It's a tough world out there, kid. People are working hard day and night; if you don't, you will be left behind. Do you understand that or not?'

Kid: 'I guess I do. What you are saying is that I should get an education so that I can get a good job which will automatically make me capable of handling all types of problems no matter how complex or nuanced, right Dad?'

Parent: 'High ho thunder, my son.'

Kid: 'Don't know what that means, so I am going to ask once again: even matters concerning complex emotions, long-term happiness, purpose and meaning of life beyond the material? All of this would be easy to answer once I have a good job?'

Parent: 'Yabba dabba doo. Just like a magnet is attracted to a pole, once you have a good job, you won't need to worry about anything else. Look at me! Would I be telling you this if I didn't know myself? Just trust me, son.'

Kid: 'Okay, Dad. Since I am 14 and have no actual data about your intelligence and nor do I know any means of finding it out, and since I am not comparing your advice to what the empirical sciences say on this subject, I am going to assume you are the poster man for ideal parental advice

and take everything you are saying as the word of the wise. A good job for me it is, high ho thunder!

The above is not a real conversation. But it asks something real: the objective of education in the minds of humans should mean developing into a person capable of thinking about their own good (self-preservation), the social good (ethics) and the moral good (morality). It can't be getting skilled or knowledgeable at a b c d to get paid and acquire status. If it were that, why not call it training? Education infers intellectual development. Training doesn't. We should remove the word education and replace it with training. Not India's education system, but India's training system, America's training system, Japan's training system, Korea's training system; China already has one. Lol.

Parents want their kids to get 'educated'. In reality, they want them to be trained at something to become successful, earn money, achieve status and marry and procreate. That's the actual dream of most parents for their children. As humans, when we say a capable person, apart from successful, it should also mean a sensible being. But homo sapiens largely associate sensibility with status. Once a fellow human achieves status, we tend to assign all sorts of superhero-like qualities to them without evidence. Heck, we even worship humans like that. If one has achieved status in human society, it is collectively presumed that they have achieved sensibility too.

What is status? It is a mental process of separating homo sapiens on the basis of who owns more expensive

things despite remaining the exact same amount of human. Status also includes achievements (society's narrow way of differentiating winner and loser), looks (our biological need to look at pleasant things for sexual or aesthetic reasons) and power (a form of safety and feeling nice about having control over other humans).

Humans assume that one who has achieved status is sensible, intelligent, virtuous and superior. This gives way to arrogance, a whole lot of lying and lots of stupid people in positions of power pretending to be intelligent. The positions of status are big and powerful. Clearly, such a position holder must be sensible or otherwise they would have failed. DUH! Humans generally think like this: *stupid people* hold dumb and ordinary positions, and *sensible, smart people* hold big positions. Black and white.

People with status can be fools, thoroughly incompetent in decision-making, obscenely corrupt or even insane. But in public, if they 'appear' sensible, most humans are satisfied. How do they appear sensible? It's not like we have a test for them. Anyone can pull it off. They simply have to follow the social cues humans associate with sensibility. That can be achieved easily by rehearsing, scripting, preplanning and being coached. At least that's what most of your favourite politicians, celebrities, public and religious figures do. Acting in public.

The point is: status has very little to do with sensibility. Someone can become enormously successful and famous at what they do but that doesn't guarantee sensibility, moral

aptitude or decision-making abilities outside their work. Try to understand the difference here. I am not saying scientists are not sensible, but there is no guarantee that they are, either. You don't know. Depends on the individual entirely. One can be hugely successful, skilled, smart, clever, creative at what they do and at the same time be equally corrupt, socially inept, indecisive, gullible, immoral, petty, selfish, abusive, controlling, possessive, manipulative as the worst person you know. The question is: compared to successful, how much do humans care about teaching their kids to be sensible and moral?

What most parents attempt to do is prepare the kid technically, academically and skill-wise to be the best product. Like a car for a race. By the way, these are considered good parents in society; you don't have to ask them, they will tell you how great they are (a Don Rickles joke). What's scary is that they automatically assume that with success, they have prepared the kid to deal with the world emotionally and practically as well.

Age Does Not Mean Intelligence

Suppose a style of parenting = x .

If you learn x without verifying its claims, without comparing it to scientific findings and learning the long-term results of x , then x would never grow, change or evolve. Who knows where x comes from, and who knows whether x is even a good thing to copy!

When parents copy x, they basically learn to play a character of a parent from that style of parenting. When a majority of people in a society are copying x, then most parents – even though they are different people – behave similarly. For example, jokes on Indian parenting are relatable to millions of Indians as though they all had the same parents. Similar stereotypes would apply to China or Nigeria or any other culture. When parents adopt sociocultural parenting styles or x, they broadly become the same character. At the end, it all boils down to ‘how to think’ and ‘what to think’.

x teaches them that they can be perfect role models to their kids; that is until the child grows up and realizes that their parents too are confused just like everybody. We must understand this: because somebody is older does not mean that they have achieved wisdom. Most older people are children who have aged.

One of the stupidest things humans instinctively do is associate wisdom or intellect with ageing. Whether people choose to or not, they age. Nothing in the process of ageing ensures the development of intellectual capacity. You will remain ignorant if you don’t actively work to develop sensibility. It is very hard work. You have to read, then unlearn, then learn how to learn, then question what you are learning, then develop theories, then challenge those theories in the face of existing theories by the means of debates and reviews, then get humbled repeatedly and realize there are mountains of information that you will

never be able to read on every subject, and much more is still unexplored, and the brain's power to compute information is very limited and so is time, and so many theories and information which you believed turn out to be wrong or lead nowhere. Oh my god!

What people achieve from ageing is experiential knowledge. Experiential knowledge is subjective and can be highly inaccurate for that very reason. Different people from different socioeconomic backgrounds, races, genders, religions, nationalities (and more variables) can have very different experiences of the same event. In other words, different people – based on what they believe, what they represent and what they look like – can have very different experiences, leading them to learn quite different things from the same events.

Through this book, I will gradually try to make you think and see things differently than you currently do. In all honesty, this is not going to be a deep book; it is about practical learnings. It is about making slight changes in the way you see things, which may help you avoid a lot of stress and negative thinking.

So, without wasting time, let us concern ourselves with better methods and mechanisms of dealing with situations that have happened to you, are happening to you and will happen to you.