

HUMAN VALUES AND PROFESSIONAL ETHICS

LIFE SKILLS COURSE

B.A., B.Com., Semester – I

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FOREWORD

Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A' grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.

The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.

To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.

It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson-writers of the Centre who have helped in these endeavors.

Prof. P. Raja Sekhar
Vice-Chancellor (FAC)
Acharya Nagarjuna University

HUMAN VALUES AND PROFESSIONAL ETHICS (HVPE) - LIFE SKILLS COURSE

SYLLABUS

B.A., B.Com

Learning Outcome:

On completion of this course, the UG students will be able to

- ✓ Understand the significance of value inputs in a classroom and start applying them in their life and profession
- ✓ Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- ✓ Understand the value of harmonious relationship based on trust and respect in their life and profession
- ✓ Understand the role of a human being in ensuring harmony in society and nature.
- ✓ Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

UNIT: 1 Introduction – Definition, Importance, Process & Classifications of Value Education

- ❖ Understanding the need, basic guidelines, content and process for Value Education
- ❖ Understanding the thought provoking issues; need for Values in our daily life
- ❖ Choices making – Choosing, Cherishing & Acting
- ❖ Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.

UNIT: 2 Harmony in the Family – Understanding Values in Human Relationships

- ✓ Understanding harmony in the Family- the basic unit of human interaction
- ✓ Understanding the set of proposals to verify the Harmony in the Family;
- ✓ Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
- ✓ Present Scenario: Differentiation (Disrespect) in relationships on the basis of body, physical facilities, or beliefs.
- ✓ Understanding the Problems faced due to differentiation in Relationships
- ✓ Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
- ✓ Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family.

UNIT: 3 Professional Ethics in Education

- ✓ Understanding about Professional Integrity, Respect & Equality, Privacy, Building Trusting Relationships.
- ✓ Understanding the concepts; Positive co-operation, Respecting the competence of other professions.
- ✓ Understanding about Taking initiative and Promoting the culture of openness.
- ✓ Depicting Loyalty towards Goals and objectives.

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LESSON - 1

VALUE EDUCATION

AIMS AND OBJECTIVES

- At the end of the lesson the learners would understand-
- Human values
 - Value Education
 - Need for value education
 - Characteristics and process of value education
 - How the individual is related with family, society and nature?

Structure

- 1.1 Introduction**
- 1.2 Value Education**
- 1.3 Definition**
- 1.4 Need for Value Education**
- 1.5 Features of Value Education**
- 1.6 Main Objectives of Value Education**
- 1.7 Guidelines for Value Education**
- 1.8 Value Education –Content**
- 1.9 Summary**
- 1.10 Technical Terms**
- 1.11 Self Assessment Questions**
- 1.12 Suggested Readings**

1.1 INTRODUCTION

Values are the principles or standards of an individual's behavior and can help him/her to judge what is important in their life. They reflect one's attitudes, choices, decisions, judgments, relationships, dreams and vision towards their life and surrounding environment. Hence, educating each and every individual about the values, right from their childhood is important.

Humans have the unique ability to define their identity choose their values and establish their beliefs. These directly influence a person's behavior. Value education is a process of increasing the overall character of an individual. It also includes character development, personality development and spiritual development. It develops a sensible person with strong character and values. It is an action that can take place in a human society during which the people are helped by others. The purpose of value education is to make the individual work with the right attitude and standards to face the outside world.

1.2 VALUE EDUCATION

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education which transformed man from a mere “two legged animal” into human. Education is a lifelong process which continuous from womb to tomb. Education is a tool for total development of human, if any aspect of human personality is ignored, it can result very adversely. Without imparting ethics and values in education human development will be incomplete. The word value comes from the Latin word “valere” which means to be worth, to be strong, utility and indicates importance or degree of excellence.

Values occupy a central place in one’s life and give sense and strength to a person’s character, influences his/her thoughts, feelings and actions. Values are excellent directions and indicators for a person to do the right things and to avoid doing what is wrong and against nature. Human values help a person to be morally sound. The importance of values in the words of Mahatma Gandhi is “your belief becomes your thoughts, your thoughts become your words, your words become your action, your actions become your habits, your habits become your values, your values become your destiny”.

By studying value education, we can clarify certain fundamental issues which are important to all of us in our life - issues which directly relate to our happiness, our welfare, our aspirations, goals and success in life, i.e., value education deals with what is universally valuable to all of us, what is conducive to our individual and collective happiness and prosperity in a sustainable way. It enables us to be in harmony within ourselves, with other human beings and with rest of nature at large. Such an understanding will be vital for the successful conduct of our profession as well.

Value education enables one to have a holistic view of life and its significance. The focus is on upholding and cherishing the fundamental principles of equality, non discrimination, universal peace, justice, non violence and tolerance. A clear cut understanding of these core values help the human beings to lead their life in a dignified manner in a peaceful and stress free environment.

1.3 DEFINITION

The system of education which correctly identify our basic aspirations, ensures the complementarily of value and skills, facilitates the development of appropriate technology and its right utilization for human welfare.

According to Perry (1968), “Value means the relation of an object to a valuing subject.”

According to Hindzay (1966), “By values we mean a person’s idea of what is desirable, what he actually wants”.

In the words of John Dewey (1966), “Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else”.

A value is a shared idea about how something is ranked in terms of desirability, worth or goodness. Sometimes, it has been interpreted to mean “such standards by means of which the ends of action are selected”.

Thus, values are collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture.

1.4 NEED FOR VALUE EDUCATION

Every individual has aims and objectives in their life which they like to achieve. For this there is a need for value education for determining what is valuable to an individual and help him/her lifelong in many ways. They are as follows:

1. **Happy and fulfilled living:** Value education is needed to make life happy and complete. Happy life is a life of real significance, a life infused with understanding purpose and fulfillment. Skills are needed to make one's life successful. If one is not happy and fulfilled, one feels empty and in emotional or existential crisis because of lacking something. With cultivation of human values, one can understand oneself and feel liberated and fulfilled.
2. **Correct identification of our aspirations:** Every individual has different aspirations and wishes. To achieve their aspirations they will have their own plans and programs to fulfill their dreams. This planning and programming may be related with personal, professional and family life besides participation in social or other domains. Here value education helps the student to shape their future and further helps to know the purpose of life. If the individual can identify the correct goal that he wants to achieve the values will be added to it to attain the goal. Here there is a need for proper value education.
3. **Developing one's own values and skills:** After the individual fixes his goal in the life next the main aim is to increase the inner value and strength it gradually. To attain these goals there is a need to improve more virtues and this is possible through value education. Further self discipline practices should be adopted like – self introspection, refinement, development and realization. All these are interlinked and help to achieve the aspirations in life.
4. **Universal human values to fulfill aspirations:** Every individual has aspiration to become happy and prosperous in life. Happiness is the mental state of well being of an individual where as prosperity is measured in terms of gaining more and more material things. To maintain proper balance between happiness and prosperity, one needs to understand values. Values form the basis for all our thoughts, behaviours and actions.
5. **Complementary values and skills:** To achieve our aspirations, one needs to be mentally happy and spiritually elevated. To fulfill the aspirations two things are necessary namely – Every individual has to know that happiness for all and for oneself also and it needs to be at all times. Next it is essential to learn skills to achieve the goals and develop the techniques to achieve them. To fulfill our aspirations both values and skills are necessary. When a goal is set to be achieved, a right direction is needed to be framed. This is known as value domain. When we learn and practices to actualize this goal to develop the techniques to make this happen in real life, in various dimensions of human Endeavour. This is known as domain of skills. Hence, there is an essential complementarily between values and skills for the success of any human Endeavour.

6. **Evaluation of our beliefs:** In absence of a correct understanding of universal human values, we are driven by our 'ad-hoc' values and beliefs. We all believe in certain things and we base our 'values' on these beliefs, they may be false or true in reality.
7. **Peace with the self and surrounding:** To be happy one has to be in harmony and peace with not only with oneself but also with the surroundings. Harmony means feeling comfortable with oneself, as well as with others. The basis of happiness and tranquility is the absence of personal doer ship and the absence of hatred and malice, and cultivation of the sense that the other beings are just extension of his or her consciousness.
8. **Technology and Human Values:** Technology is only a means to achieve what is considered "valuable" for a human beings. It is not within the scope of technology to decide what is valuable and what is not. It is essential that we understand how technology relates to us as individuals and to human society and nature at large before we attempt to put it into practice. Value Education enables us to understand our needs and visualize our goals correctly, and also indicate the direction for their fulfillment.

Apart from the above mentioned need for value education, there are more points which support the need. These are mentioned below:

1. It provides positive guidance to the understudies to shape their future.
2. It shows most ideal approach to life that can be helpful to people.
3. Encourages being mindful and reasonable.
4. It encourages them to comprehend the viewpoint of life in a superior manner.
5. It encourages building up a solid relationship with loved ones.
6. It builds up the character.
7. Value education builds up a positive perspective on life.

1.5 FEATURES OF VALUE EDUCATION

- **Harmonious Development** - Value education leads to the harmonious development of the individual. It is development of a perfect soul in a perfect atmosphere.
- **Holistic approach** -The concept of value education is approved by all because of its holistic approach as such education is true at all times and all places.
- **Abstract** - value education is practical life style of human being. It is that which is actually what we think? It is a physical and natural phenomenon.
- **Reliable and valid** - Reliability of value education means it is same in any discipline of education. The reliability and validity of value education is certain. It has been a key thing from the ancient Gurukul based Vedic education.

1.6 MAIN OBJECTIVES OF VALUE EDUCATION

- a. To improve the integral growth of human begins.
- b. To create attitudes and improvement towards sustainable lifestyle.
- c. To increase awareness about our national history our cultural heritage, constitutional rights, national integration, community development and environment.
- d. To create and develop awareness about the values and their significance.
- e. To know about various living and non-living organisms and their interaction with environment.

1.7 GUIDELINES FOR VALUE EDUCATION

Value education plays a very important role in creating a better society. It helps to develop an ethical organizations and better human beings. There is a need to develop guidelines to for value education so that we can have a better society. These guidelines should be effective to practically implement, acceptable for value education. Some of the concepts are listed below:

It must be universal: The value education should be universally acceptable to all human beings. It should not be restricted to particular caste, creed or community.

It must be rational and verifiable: The value education should be based on rationality and reasons. The element of dogmatism and blind faith should not be there.

It should be natural: The value education should be natural and should be acceptable to all human beings in natural manner.

It must be encompassing: The value education should aim at development of universal consciousness and outlook.

Harmony and peace in daily life: Harmony and peace is the main base for every individual.

It must develop sustainability: Value education should inculcate sustainability among the individuals, which lead to the use of material resources without causing harm or depletion.

Sensitivity to other human beings and creatures: Value education should lead to realize and understand that all communities are the same at the level of consciousness.

1.8 VALUE EDUCATION- CONTENT

The content of value education has all dimensions of a human being and their living. Value education is the understanding of fundamental values. It covers:

Love: It is an important personal value to. Love is the source of compassion. It is the need for every human relation and its existence.

Understanding: It is necessary to understand and accept people and the circumstances for what they are. This helps to develop better values in one's life and harmony.

Respect: Respect is another important value which helps to adopt the best of all around us, making us a better person. As we give more respect, we also gain more. It is the most important values in society.

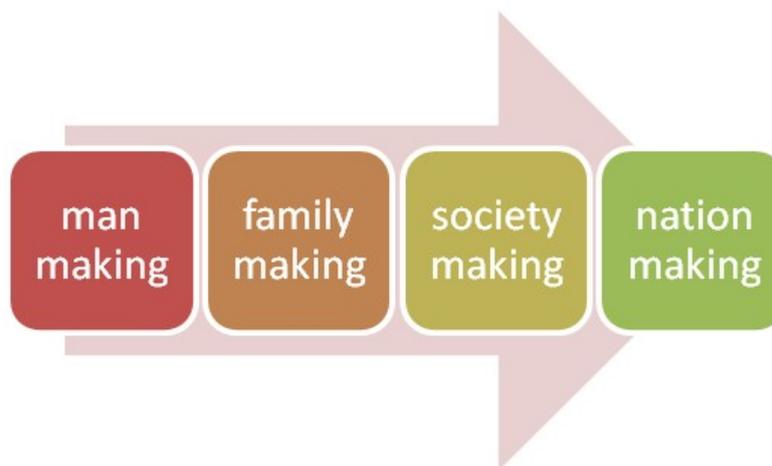
Discipline: A disciplined and responsible person will respect everyone. As such, he will always be punctual and honest in his work which will elevate values not only within one but also in the people around him.

Honesty: All the other values need to be accepted with honesty. This one value will help to develop all other values in the individual. It helps to become complete and successful person in life.

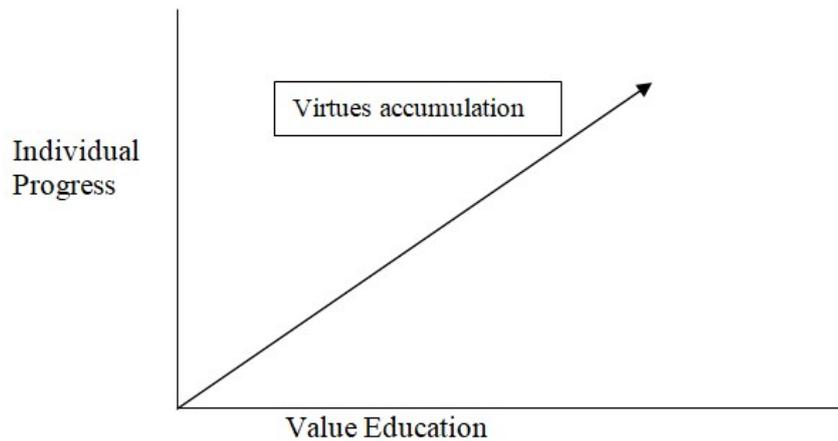
The value education realizes us work, thought, behavior and obviously our self-realization. It also covers the levels of unit. There are four units in this world namely:

1. Individual
2. Family
3. Society
4. Rest of nature.

In the value of the human being the larger order includes human beings, plants, air, water, soil, animals, birds etc. Here we need to concentrate over this, what is the role of human being in this existence to add a connection on these existing things and how can he maintain relationship. Therefore the content of value education focuses on right understanding and living in harmony at various levels. One should imbibe the value education in life as other essential ingredients. After all it is our life and one must proud of what he or she is. In short one can conclude that value education leads to ultimate goal and one can become a perfect citizen for our nation.



Value education makes a man, family, society and nation to the notion of perfection. A good, perfect and dutiful citizen man/individual can only make a good family and society for the nation and for all this it is needed to impart value education. Without value education human personality is imbalanced. If there is a lack of value based education then the person looks more like an animal rather than a human in the society. This concept can be explained by a graph below. The graph depicts that individual progress on the horizon of value education will provide the righteous virtues in the personality leads a perfect citizen of nation.



1.9 SUMMARY

Education is the most important invention of mankind. Man without education would still be living just like an animal. Education is a tool for total development of human, if any aspect of human personality is ignored, it can result very adversely. Value education enables one to have a holistic view of life and its significance. The focus is on upholding and cherishing the fundamental principles of equality, non discrimination, universal peace, justice, non violence and tolerance. A clear cut understanding of these core values help the human beings to lead their life in a dignified manner in a peaceful and stress free environment. Every individual has aims and objectives in their life which they like to achieve. For this there is a need for value education for determining what is valuable to an individual and help him/her lifelong in many ways. The main features of value education are harmonious development, holistic approach, abstract, reliable and valid. There are some main objectives for value education.

Value education plays a very important role in creating a better society. It helps to develop an ethical organizations and better human beings. There is a need to develop guidelines to for value education so that we can have a better society. These include the value education must be universal, rational and verifiable, natural, encompassing, harmony and peace in the daily life, develop sustainability, sensitivity to other human beings and creatures. The content of value education has all dimensions of a human being and their living. Value education is the understanding of fundamental values. It covers live, understanding, respect, discipline and honesty. The value education realizes us work, thought, behavior and obviously our self-realization. It also covers the levels of unit, which include individual, family, society and rest of nature.

1.10 TECHNICAL TERMS

Value education, human values, holistic view, need for value education, aspirations, harmonious development, holistic approach, love, understanding, respect, discipline, honesty.

1.11 SELF ASSESSMENT QUESTIONS

1. Write an account on value education.
2. What are human values?
3. What is value education? Why there is a need of value education?
4. How does value education helps in fulfilling one's aspiration?

5. Explain the process of value education.
6. What are the main features of main features of value education?
7. What are the basic guidelines of value education?
8. What is the need for value education?
9. How do values relate to our day to day living?
10. Illustrate the content of value education.

1.12 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
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LESSON – 2

VALUES IN DAILY LIFE

AIMS AND OBJECTIVES

At the end of the lesson the learners would understand-

- What are human values?
- Types of values
- How they are useful in our daily life?

Structure

- 2.1 Introduction**
- 2.2 Values**
- 2.3 Types of values**
- 2.4 Factors Influencing the Learning of Values**
- 2.5 Ethics**
- 2.6 Important values of daily life**
- 2.7 Summary**
- 2.8 Technical Terms**
- 2.9 Self Assessment Questions**
- 2.10 Suggested Readings**

2.1 INTRODUCTION

Human values are very important in our daily life. Every individual should develop positive and good values in life. A profession is dedicated to the moral ideals as exhibited by the spirit of professionalism. These ideals are called human values, which are defined as the desirable features describing the character of a person. The Oxford Dictionary defines values as the standards of human behavior. This chapter explains about what are values in life and its importance in day to day life.

2.2 VALUES

Value is an important attribution of human society. It is that sense which prompts and guides that true aspect of God lies in every human being. The word ‘value’ expresses in qualitative significance to ideas, feeling, emotions and experiences that humans undergo. Our values associate emotions to our experiences and guide our choices, decisions and actions.

A value may be defined as. “A principle that promotes well-being or prevents harm.” It may also be defined as- “Values are our guidelines for our success—our paradigm about what is acceptable.”

Personal values are: “Emotional beliefs in principles regarded as particularly favorable or important for the individual.”

A person’s beliefs, values and identity are usually acquired unconsciously based on his personal experience or observations “Values are the scales we use to weigh our choices for our actions, whether to move towards or away from something.” All values do not have the same priority. Some are more important than others.

Dr. Abraham Maslow illustrated this with his hierarchy of human needs. Survival has a higher priority than security, which has a higher priority than social acceptance. Self-esteem can only be addressed to the degree that social acceptance is fulfilled. Similarly, self-actualization can only be pursued to the degree that self-esteem has been satisfied.

The literally meaning of value can be summarized in the following points:

- Values means relative worth, merit or importance;
- It is monetary or material worth;
- It is concern with the medium of exchange.
- It is equivalent worth or return in money,
- It can also be mathematical value
- It is concern with magnitude; quantity; and goes on...

Value describes the belief of an individual or culture. A set of values may be placed into the belief of a value system. Values are subjective in nature and vary between people and culture. Values are the evaluative standards to know as what is right and what is wrong, what is good and what is bad, what is desirable and what is undesirable. Every human being in his/her life should have values to have a content and peaceful life. Every individual is evaluated on basis of the values that he/she cultivates and expresses. The values that we inculcate will affect our attitudes, preferences, goals and aspirations. Those who value for material things like money, power and status will have ideas and efforts to achieve them at any cost. For them, human relationship is only a professional attitude and its importance is nothing more than that.

Core Human Values - Basic human values which are at the core of being human. The values which are considered as basic inherent values in human include –

1. Truth
2. Honesty
3. Non-violence
4. Love
5. Peace etc., because they are the fundamental goodness of human beings and society at large.

All objects in the world are subject to change however, the ideal virtues and values established in human hearts remain as a perennial source of inspiration to the world.

2.3 TYPES OF VALUES

Values are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion. Acquired values are those external values

adopted at your place of birth or from the place one grows and are influenced by the environment. These values are one's mode of dress, cultural customs, traditions, habits and tendencies.

There are various types of values:

1. **Personal values:** Personal values are those that take for the individual and which constitute a critical part of values and are apparent in attitudes, beliefs, and actions.
2. **Social values:** Social values include the wider groups of people. This includes equality, justice, liberty, freedom, and national pride.
3. **Political values:** Political values are ideological beliefs about the best way to govern a country or organization,
4. **Economic values:** Economic values are those around money.
5. **Religious values:** Religious values are spiritual in nature and include beliefs in how we should live.
6. **Moral Values:** Moral values are those values that enable an individual in making a distinction between right and wrong and good and bad etc. They are fairness, justice, equality, human dignity, honesty, integrity, sense of responsibility, compassion etc.
7. **Spiritual Values:** Spiritual values are related with reflecting on non-material dimensions of life. They are related to soul and immaterial reality related. They need not be religious values. Spiritual values are eternal and they do not change. They are real ideas. They are concern with truth, beauty, goodness, unity, pure, love, joy, self-giving, contentment, wisdom, dispassion, self-discipline, devotion to God, etc.
8. **Cultural Values:** Cultural values are the standards of what is acceptable or unacceptable, important or unimportant, right or wrong in a community or society. They are hospitality, codes of conduct, social order, tolerance, gentleness, non-violence, love etc.
9. **Ethical Values:** Ethical values are a set of moral principles that apply to a specific group of people, professional field or form of human conduct and interaction. They respect human rights through self-restraint, non-aggression, integrity, justice and honesty. A person with ethical values can be trusted and will be respected and revered. These relate to our personal behaviour with others.
10. **Behavioural Values:** Behavioural values are that which are needed to make our life successful and joyous. They are those values which will express our conduct and behaviour in our daily life. These are cordiality, integrity, trustworthy, kindness, loyalty etc.
11. **Instrumental Values:** They are useful in deriving some other benefit through them such as economic gain or an increase in status. Instrumental values include preparatory or introductory, practical or utilitarian, socialising and conventional values.
12. **Intrinsic Values:** They are values that are judged well. These values are pursued and possessed for their own sake. It refers to the value of an object has solely by virtue of its intrinsic properties. Intrinsic values are said to be inherent in themselves. They are goodness, beauty, artistic expression, happiness, truth and bliss.
13. **Aesthetic Values:** Values which give us pleasure and happiness are known as aesthetic values. Things and activities which gives joys of beauty are aesthetic values are - beauty, taste, architecture, calligraphy and literature.
14. **Democratic Values:** A person with democratic outlook is characterized by – respect for individuality, equal treatment to all, irrespective of their sex, caste, language, religion, colour, race, family status etc. ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.
15. **Values related to right conduct :** They include self help skills like care of possessions, diet, hygiene, modesty, posture, self reliance, and tidy appearance; social skill that

include - Good behavior, good manners, good relationships, helpfulness, No wastage, and good environment, and ethical skills like code of conduct, courage, dependability, duty, efficiency, ingenuity, initiative, perseverance, punctuality, resourcefulness, respect for all, and responsibility

16. **Values related to Peace:** They are Attention, calmness, concentration, contentment, dignity, discipline, equality, equanimity, faithfulness, focus, gratitude, happiness, harmony, humility, inner silence, optimism, patience, reflection, satisfaction, self-acceptance, self-confidence, self-control, self-discipline, self-esteem, self-respect, sense control, tolerance, and understanding
17. **Values related to Truth:** They are - fairness, fearlessness, honesty, integrity, justice, optimism, purity, quest for knowledge, reason, self-analysis, sincerity, spirit of enquiry, synthesis, trust, truthfulness, and determination.
18. **Values related to Love:** They are acceptance, affection, care, compassion, consideration, dedication, devotion, empathy, forbearance, forgiveness, friendship, generosity, gentleness, humanness, interdependence, kindness, patience, reverence, sacrifice, selflessness, sharing, sympathy, thoughtfulness, tolerance and trust.
19. **Values related to non-violence:** They are concern with psychological aspects like - benevolence, compassion, concern for others, consideration, forbearance, forgiveness, manners, happiness, loyalty, morality, and universal love and also social aspects like - appreciation of other cultures and religions, brotherhood, care of environment, citizenship, equality, harmlessness, national awareness, perseverance, respect for property, and social justice.

One has to develop the following values in daily life to their personality to become a suitable person in the society: Trust, respect, affection, care, guidance, glory, gratitude and love. If an individual practices these values in the daily life then he/she will be blessed with the following nice other values namely- complement, compliance, commitment, generous, momentary, honor, simplicity, soberness, continuity.

2.4 FACTORS INFLUENCING THE LEARNING OF VALUES

Hogan (1973) believes that moral behaviour is determined by five following factors that influence the learning of values in life:

1. *Socialization*- to make oneself aware as a child of the society and parents rules of conduct for being good is socialization. It helps to learn values which are useful in daily life in a better manner.
2. *Moral judgment*- learning to think reasonably about our own ethics and deliberately deciding on our own moral standards.
3. *Moral feelings*- It is one of the necessary values in the life. Every individual has some moral values and these values only develop the internal moral beliefs to the degree that we feel shame and guilt when we fail to do what we should.
4. *Empathy* - The awareness of others situation, feelings, and needs is the essences of empathy. It is the feeling of sympathy, compassion to others so that one is compelled to help those in need.
5. *Confidence and knowledge* - knowing the steps involved in helping others and believing that one is responsible for and capable of helping.

All these factors influence the learning of values of an individual right from the childhood. Basing on the development of these factors the child learns good values and follows them in the day to day life.

2.5 ETHICS

Ethics is nothing but morals, values, and beliefs of the individuals, family or the society. The word has several meanings. Basically it is an activity and process of inquiry. It is different from non-moral problems. It refers to a particular set of beliefs, attitudes, and habits of individuals or family or groups concerned with morals. It is used to mean 'morally correct'. The study on ethics helps to know the people's beliefs, values, and morals, learn the good and bad of them, and practice them to maximize their well-being and happiness. It involves the inquiry on the existing situations, form judgments and resolve the issues. In addition, ethics tells us how to live, to respond to issues, through the duties, rights, responsibilities, and obligations. In ethics, the focus is to study and apply the principles and practices, universally. It helps to learn good values in the life. We much develop and follow ethics in our daily life to have happy and peaceful life. One should also develop ethics in work and profession.

Work ethics is defined as a set of attitudes concerned with the value of work, which forms the motivational orientation. The work ethics is aimed at ensuring the economy, productivity, safety in workplace, health and hygiene in working conditions, privacy, security, cultural and social development, welfare, environment, and offer opportunities without discrimination. There are many problems in the work place due to the behaviour of the superiors, their treatment. Work is done for economic independence and to lead a good life. Place and pay of work should be good. There should be privacy, security in the job along with satisfaction. The western thought has influenced the Indian private industries and multinationals in a paradigm shift from 'lifelong employment' to policies such as 'merit only', 'hire and fire', 'pay and use' etc.

By work ethics, duties to the self, family, society, and nation are fulfilled. Rights of the individuals are respected and nourished. Values and virtues are cultivated and enjoyed by all human beings. Further, the quality of life is improved and the environment protected. On the other hand, unemployment and under-employment lead to frustration, social tensions, and occasional militancy.

2.6 IMPORTANT VALUES OF DAILY LIFE

Values are extremely important because they help us grow and develop and guide our beliefs, attitudes and behaviour. Our values are reflected in our decision-making and help us in finding our true purpose in life and become a responsible and developed individual. The important values in our daily life are listed below:

1. **Courage** - Courage is what you believe needs to be done or it is absence of fear. Courage requires a step outside of your comfort zone. If you have no fear, you don't need courage, but when something you know you have to do makes you feel sick inside, courage is what makes you do that thing anyway.

2. **Kindness** - It is treating others the way you want to be treated. Kindness looks for ways to make life better for others. Kindness and compassion are closely related. One needs to be kind to oneself and to the others.
3. **Patience** - This is very important value that needs to be developed to have a peaceful life. One must be tolerant towards the things that are happening around us if we do not let them to happen so.
4. **Integrity** - Integrity is about acting and speaking in accordance with your beliefs. It is added with honesty, truth, reliability and honour.
5. **Gratitude** – It is that expression that makes others feel happy. When gratitude is a core belief, you make time for it every day. The expression of gratitude can be shown with thoughts, acts, deeds expression and words.
6. **Forgiveness** - Forgiveness is about letting go of anger and resentment toward those who have hurt or offended you. When you learn to forgive, you are at peace with yourself and others. Nothing can bother you much. By forgiving we really become more powerful and happy. But it is very difficult to practice.
7. **Love** – It is the most beautiful emotion in the life, which all wants to give and take. Love sees the good in everyone, and it wants good things for them.
8. **Listening** – It is necessary to listen to others and listen to oneself in life. If active listening is a core value then it will be easy to see things from others perspectives. So when someone wants to tell something, it is necessary to listen with full attention. That will make others feel happy.
9. **Respect** – If you expect that others must treat you will love affection and respect. Then first you must learn to do so. We must treat all with respect and kindness.
10. **Self-Giving** - Another word for self-giving is sacrifice, but self-giving has a more positive connotation. Essentially, you're giving of yourself your time, your attention, your energy, your treasure, and your abilities to help or enrich another.
11. **Authenticity** - Authenticity is being truthful about who you are. It means speaking your truth, openly and honestly not hiding for fear of criticism or judgment, which will come anyway. This is the value which every individual should develop right from the childhood.
12. **Compassion** - Compassion helps us to understand others. It helps us to see one self in the shoes of others and judge situations and things. It helps to understand what is right and wrong.
13. **Creativity** - Every individual has the quality of creativity. We have the potential and the innate drive to create things that make lives better.
14. **Generosity** - Generosity is a willingness to share your blessings with those who have less. It's easy enough to share with people you know and like. When you share with others, people will not feel neglected or forgotten. They will be happy and

contented. A truly generous spirit is also quick to share intangible blessings: kindness, patience, goodwill, understanding, and forgiveness.

- 15. Justice - Respect** is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. The respect comes from Shraddha that means devotion which comes out of devotion and not by fear. The fear (bhay) is not a shraddha but it is ceremonious responsibility. The good example is the wife, who knows that she has to follow her husband for a happy and cool life. If it comes out from the inner core than it will be pure shraddha not routine job of married life then there is respect for each other.
- 16. Learning** – learning is a lifelong process. The more you learn, the more you realize how little you know and how much more there is to learn, which excites you. There is always more and more things to learn in life and there is no change of feeling bored or to feel that learning is finished.
- 17. Freedom** – Freedom is to choose one’s attitude in any given set of circumstances. It is exercising your responsibility for your own thoughts and feelings. You choose how to feel about something, just as you choose how to act. The inner freedom cannot be taken away by anyone in the world. It’s perfectly understandable also to cherish the outward freedoms you enjoy. Freedom and responsibility are together.
- 18. Loyalty** - Loyalty implies a connection or implicit agreement between two people. It is an expression of being honest and truthful to someone and gives them the priority that they hold in life.
- 19. Openness** - We should be open with our family, partner, and friends so that the relation is healthy. An open mind gives more opportunities, ideas and helps to have wider perspective in life.
- 20. Self-Respect** - Self respect is defined as holding yourself in esteem and believing that you are good and worthy of being treated well. An example of self respect is when you know you deserve to be treated right and, as a result, you do not tolerate others lying to you or treating you unfairly.

Values are taught first in the family which is the first school of every child and then in the school through education. The education system should be based on values so that today’s children become tomorrow’s good citizens of the society.

2.7 SUMMARY

Human values are very important in our daily life. Every individual should develop positive and good values in life. The Oxford Dictionary defines values as the standards of human behavior. Value is an important attribution of human society. Values in a person’s life may be positive or negative. Value describes the belief of an individual or culture. A set of values may be placed into the belief of a value system. Values are subjective in nature and vary between people and culture. Value are the evaluative standards to know as what is right and what is wrong, what is good and what is bad, what is desirable and what is undesirable. Values are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion. Acquired values are those external values adopted

at your place of birth or from the place one grows and are influenced by the environment. The different types of values are Personal values, social values, Political values, Economic values, Religious values, Moral values, Spiritual values, Cultural values, Ethical values, Behavioural values, Instrumental values, Aesthetic values, Democratic values, Values related to right conduct, Values related to peace, Values related to truth, Values related to love, Values related to non-violence. Various factors such as Socialization, Moral judgment, Moral feelings, Empathy, Confidence, Knowledge influence the learning of values.

Ethics is nothing but morals, values, and beliefs of the individuals, family or the society. The study on ethics helps to know the people's beliefs, values, and morals, learn the good and bad of them, and practice them to maximize their well-being and happiness. Values are extremely important because they help us grow and develop and guide our beliefs, attitudes and behaviour. The important values in our daily life are Courage, Kindness, Patience, Integrity, Gratitude, Forgiveness, Love, Listening, Respect, Self giving, Authenticity, Compassion, Creativity, Generosity, Justice, Learning, Freedom, Loyalty, Openness and Self respect.

2.8 TECHNICAL TERMS

Human values, Values, Ethics, Personal values, social values, Political values, Economic values, Religious values, Moral values, Spiritual values, Cultural values, Ethical values, Behavioural values, Instrumental values, Aesthetic values, Democratic values, Values related to right conduct, Values related to peace, Values related to truth, Values related to love, Values related to non-violence, Learning of values, Socialization, Moral judgment, Moral feelings, Empathy, Confidence, Knowledge, Courage, Kindness, Patience, Integrity, Gratitude, Forgiveness, Love, Listening, Respect, Self giving, Authenticity, Compassion, Creativity, Generosity, Justice, Learning, Freedom, Loyalty, Openness, Self respect.

2.9 SELF ASSESSMENT QUESTIONS

1. What do you mean by values or human values?
2. What are different types of values?
3. Which factors influence the learning of values?
4. What are ethics? How they are connected in our daily life?
5. Narrate the important values of our daily life.

2.10 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.
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LESSON – 3

CHOICES MAKING – CHOOSING, CHERISHING & ACTING

AIMS AND OBJECTIVES

At the end of the lesson the learners would understand-

- Choice making, cherishing and acting
- What is choice making?
- How to make better choice
- Choice making and values

Structure

- 3.1 Introduction
- 3.2 Choosing, Cherishing and Acting
- 3.3 Choice making
- 3.4 Ways to Select a Choice Making
- 3.5 Six Pillars of Character to Guide our Choice
- 3.6 The Seven-Step Path to Better Decisions
- 3.7 Choices Making Based On Values
- 3.8 Summary
- 3.9 Technical Terms
- 3.10 Self Assessment Questions
- 3.11 Suggested Readings

3.1 INTRODUCTION

Values evolve and mature as experiences evolve and mature. All our words, actions and attitudes reflect choices. A foundation to good decision making is dependent on the power to decide what we do and what we say; and we are morally responsible for the consequences of our choices. Individuals are capable of arriving at values through an intelligent process of choosing the values freely or from alternative choices or after thoughtful considerations of the consequences of each alternative; Cherishing & being happy with the choice and willingly affirming the choice publicly; and acting doing something with choice and repeating this in some life pattern.

3.2 CHOOSING, CHERISHING AND ACTING

Values evolve and mature as experiences evolve and mature. Individuals are capable of arriving at values through an intelligent process of choosing, cherishing and acting.

Choice making - Choosing should be done in a free manner and the choices will have alternative end. Every choice has an alternative so one needs to think as which choice is best and what will work in a positive way. The individual while choosing anything needs to have a intelligent thinking to understand as what will the end result of the choice and after through considerations of the consequences of the choice to be made

and the alternatives available choosing needs to be done. The choice that is made by an individual should be done with presence of mind happily and willfully.

Cherishing – When a choice is made that should be done willfully and happily. There should not be any forceful act. The choice made should be acceptable by the individual and the public with full heart without any opposition. The choice that is made should be willingly affirmed publicly.

Acting – when the choice that is taken is accepted and cherished then it has to be implemented. The doing something with the choice made is known as acting. Acting this is some life pattern. The persons will be acting as per the situation with the choice that they made is acting.

3.3 CHOICE MAKING

Choosing should be done in a free manner and the choices will have alternative end. Every choice has an alternative so one needs to think as which choice is best and what will work in a positive way. The individual while choosing anything needs to have a intelligent thinking to understand as what will the end result of the choice and after through considerations of the consequences of the choice to be made and the alternatives available choosing needs to be done. The choice that is made by an individual should be done with presence of mind happily and willfully.

In the life time every individual will have to take many decisions. For a happy life choice making is very important. As our pattern of life changes the choice will change. As per the situations also the choice will change. There will be various situations where the individual has to make choice and decide whether to do a thing or not. Every individual has to face happy and problematic situations in their life span and in such situations one has to take some decisions and that is choice making. Choice making is really very important in every human life as it will make or break things in life. Choice would differ according to the situation. A decision is taken on basis of the situation. The choice which might be taken now may be correct for a particular situation and may prove wrong for some other situation. Therefore making a choice is really crucial in life.

While a choice is made it should be the one which should make us cherish and accordingly we should act to the situation. We should never lose our confidence during the choice making. Because a doubtful choice made will never work out. It is necessary to be confident while making a choice regarding anything in life. After choice is made we should act on it so that we should cherish in our life for the choice made.

Every individual will react in different ways for the same situation in life. The choice made by each individual differs as per the situation they face. May be the situation would be same but the choice will differ as they will see from their point of view. In this process of choice making or decision making the individual may cherish, may break or may become strong or it is also possible that because of him/her the people around them would cherish the fruits of the decision taken by this individual. The choice making should be done in such a way that the individual should not be affected, they should not change but positive results should be drawn by all who are around them because of the decision taken. The choice should be taken in such a way that you will have a positive life and also change the life of people around us in a positive manner.

3.4 WAYS TO SELECT A CHOICE MAKING

An important thing to be remembered is that we are a product of our choices we make. Each decision or choice that is made helps to define who we are and how we were different from the others. Making a good choice begins with taking a charge of the decision and making process. It is nothing but taking the responsibility of the good and bad of the choice made. After taking a choice one must stand on it. The choice made may be good or bad, one has to choice and work for it and cherish on it and be happy for the choice made. We should work hard for the choice that is made and act on it.

The following are the ways to make a good choice:

1. Manage the big stuff – Once a choice is made and we start working on it we should not be distracted. We should not go for any side track. Leave the insignificant issues in the life. The target you have should be focused and the rival should be ignored. While making the choice values should be give importance. Time should not be spent on rival stuff as we won't have time to contemplate things that matter.
2. Values are important – one must cherish positive values in life. Values should be added to the choice made and that will really add positive results. Make decisions that are consistent with our core beliefs and values. By doing so most of the problems in our life can be solved.
3. Learn from past experiences – While taking decision and making choice it is very important that we put up what we have learned from our past experiences. Identify situations where you have had some similar choice in the past and how can you apply those lessons that you have learned in the past to carry out the existing situation. With the past experience we have to learn in a positive manner and decide how to react in the present situation in a better manner.
4. Know what we know and what we do not know – Don't try to be an expert in everything. One must seek input and advise when necessary. There is nothing wrong to take the advice of others and know what are their experiences in the situation that you are facing.
5. Keep the right perspective – View an issue from every angle of the point. Know what are the facts of the situation? Know what is our intuition regarding the situation? What is our conscience or intelligence telling us and listen it .
6. Don't procrastinate – we will rarely have all the information that we need to make a prefect decision. So do not demand perfection. None of the individual is perfect. Do the things as it can be done. It is said that by a philosopher that letting the perfect be the enemy of the good. That advice still holds true even today so it needs to be followed.
7. Never look back once decision is taken – Once a decision or a choice is made do not change it. Do not go for alternative thoughts and second guesses or choices. We cannot relive the past. It is waste of valuable time and energy.

3.5 SIX PILLARS OF CHARACTER TO GUIDE OUR CHOICE

The Six Pillars of Character which are ethical values to guide our choices are - Trustworthiness, respect, responsibility, fairness, caring and citizenship. The standards of conduct that arise out of those values constitute the ground rules of ethics, and also ethical decision-making. These Six Pillars help to improve the ethical quality of the decisions that one would take in their life. All our words, actions and attitudes reflect our choices. We all make thousands of decisions daily some might be right and some wrong. They are simple,

repetitive or without significant consequence. The six pillars help every individual to make a right choice in life.

1. **Trustworthiness**
2. **Respect**
3. **Responsibility**
4. **Fairness**
5. **Caring**
6. **Citizenship**

A choice or a decision is ethical when it is consistent with the Six Pillars of Character. The ethical decisions generate and sustain trust; show respect, responsibility, fairness and caring; and are consistent with good citizenship. If we try to get something we want and we get it, the decision might be effective, but it is also unethical. Every choice that we make in our life should be accomplished with the six pillars of the character, then only there is ethics and satisfaction in life. Unless there is content in life the choice we make cannot be cherished or put in action. Choice making, cherishing and acting are interlinked with each other. A good decision will help to cherish the values of life and the act taken to follow it helps for happiness in life. If an unethical choice is made then the negative fruits of it have to be taken and the act of such things will also be negative and would haunt throughout the life.

Therefore, it is necessary that decisions must be taken in an effective manner. A decision is effective if it accomplishes something we want to happen, if it advances our purposes. A choice that produces unintended and undesirable results is ineffective. This concept can be understood with an example: if we make a comment to make someone feel happy but it makes them feel bad instead, then we were ineffective in our choice of speaking or the decision we made is wrong. Further ineffective decisions or choice may also be seen as taking some decisions to do something we really don't want to do just to please a friend and the decision ends up getting us in serious trouble, it's ineffective.

The key to making effective decisions is to think about choices in terms of their ability to accomplish our most important goals. This means we have to understand the difference between immediate and short-term goals and longer-range goals.

3.6 THE SEVEN-STEP PATH TO BETTER DECISIONS

1. Stop, think and Act - To take good decisions or to make better choice it is necessary to think before acting on it. It is very much needed to think ahead before making a choice or taking a decision. To do so it's necessary to analyze the situation. This may require discipline, but it is a powerful tonic against poor choices. The simple formula to count to 10 when angry is a simple technique designed to prevent foolish and impulsive behavior. Just as we teach our children to look both ways before they cross the street, we can and should instill the habit of looking ahead before they make any decision. Stopping to think provides several benefits. It prevents rash decisions. It prepares us for more thoughtful discernment and helps us to take right decisions in our life.

2. Clarify goals - Before you choose, clarify your short- and long-term goals. List out the importance of the goals you want to achieve. Determine which of your many wants and don't wants affected by the decision are the most important. By doing so one can give priority to

what is necessary and what can be done later. It helps to achieve our more important life goals.

3. Determine facts – Before taking a decision or making choice about something it is necessary to have full information regarding the situation or matter and know the facts of the same. Be sure you have adequate information to support an intelligent choice. You can't make good decisions if you don't know the facts. To determine the facts, first resolve what you know and, then, what you need to know. Be prepared to get additional information and to verify assumptions and other uncertain information. It is necessary to be careful about facts. We often find that there are different versions of them and disagreements about their meaning. In these situations making good judgments as to whom and what to believe is essential. There are some guidelines to know the fact. Some of them are:

- Consider the reliability and credibility of the people providing the facts.
- Consider the basis of the supposed facts.
- Remember that assumptions, gossip and hearsay are not the same as facts.
- Consider all perspectives,
- Seek out the opinions of people whose judgment and character you respect
- Evaluate the information you have in terms of completeness and reliability
- Take the decision confidently as that would be your choice.

4. Develop options – To develop options it is better to talk to someone you trust so you can broaden your perspective and think of new choices. If you can think of only one or two choices, you're probably not thinking hard enough.

5. Consider consequences - It is necessary to think seriously about the consequences of the choice or decision that is to be made. Two techniques help reveal the potential consequences. Filter your choices through each of the Six Pillars of Character. Eliminate unethical options.

6. Choose - If the choice is not immediately clear, see if any of the following strategies help:

- Talk to people whose judgment you respect.
- Seek out friends and mentors, but remember, once you've gathered opinions and advice, the ultimate responsibility is yours.
- Analyze the situation
- Ask questions to yourself to get the reply

Good choices make us worthy of admiration and build good reputations. It's been said that character is revealed by how we behave when we think no one is looking and strengthened when we act as if everyone is looking.

7. Monitor and Modify - Since most hard decisions use imperfect information and "best effort" predictions, some of them will inevitably be wrong. Ethical decision-makers monitor the effects of their choices. If they are not producing the intended results or are causing additional unintended and undesirable results, they re-assess the situation and make new decisions.

3.7 CHOICES MAKING BASED ON VALUES

When you consider your values in decision making, you can be sure to keep your sense of "integrity" and what you know is right and approach decisions with confidence and clarity. You will also know that what you are doing is best for your current and future

happiness and satisfaction. Values drive our actions and they motivate our goals. The goals help to establish priorities in life and which guide in decision making.

When values line up with how you're live and work, you tend to feel more satisfied and confident. If the living or working that contradicts your values can lead to dissatisfaction, confusion and discouragement.

Decisions should be taken in making choices among alternative course of action. Not all decisions in life have major consequence or even require a lot of thought, and do not spend much time in taking decisions. These include daily routine works which we attend. However, decisions that are unique and important require conscious thinking, information gathering and careful consideration of alternatives. One of the most important among these include making decision about future career, as it requires a thoughtful review of what one consider most important in life.

The following are the steps to make the best choice.

1. Identify the problem
2. Establish decision criteria
3. Weigh decision criteria
4. Generate alternatives
5. Evaluate the alternatives
6. Choose the best alternative
7. Implement the decision
8. Evaluate the decision

While making a decision, make sure that the decision criteria should be established, before you search for alternatives. This is important, because it prevents from liking one option too much and setting of the criteria accordingly. This will help you focus on what is most important. Once carrier is decided, the decision chosen will help you to guide the goals. Having a clear understanding of your life and career values will help make your decisions and work easier. First identify your values. Next, choose your values to guide your decision making. Finally, practice a decision making process that provides you the opportunity to discover all your choices so that you can make the best decisions.

3.8 SUMMARY

Values evolve and mature as experiences evolve and mature. All our words, actions and attitudes reflect choices. A foundation to good decision making is dependent on the power to decide what we do and what we say; and we are morally responsible for the consequences of our choices. Individuals are capable of arriving at values through an intelligent process of choosing the values freely or from alternative choices or after thoughtful considerations of the consequences of each alternative; Cherishing & being happy with the choice and willingly affirming the choice publicly; and acting doing something with choice and repeating this in some life pattern. There are many ways to make a good choice. They include manage the big stuff, Cherish positive values in life, Learn from past experiences, Knowing what we know and what we do not know, Keep the right perspective, Don't procrastinate, and never look back once the decision is taken. There are six pillars of character to guide our choice. They are trustworthiness, respect, responsibility, fairness, caring and citizenship. There is a seven-step path to better decision; the seven steps include

stop – think – act, clarify goals, determine facts, develop options, consider consequences, choose and monitor & modify.

While making decision about future career, as it requires a thoughtful review of what one consider most important in life. There are eight steps to make the best choice, which include identifying the problem, Establishing decision criteria, Weighing decision criteria, Generating alternatives, Evaluating the alternatives, choosing the best alternative, implementing the decision and evaluating the decision.

While making a decision, make sure that the decision criteria should be established, before you search for alternatives. This is important, because it prevents from liking one option too much and setting of the criteria accordingly. This will help you focus on what is most important. Once carrier is decided, the decision chosen will help you to guide the goals. Having a clear understanding of your life and career values will help make your decisions and work easier. First identify your values. Next, choose your values to guide your decision making. Finally, practice a decision making process that provides you the opportunity to discover all your choices so that you can make the best decisions.

3.9 TECHNICAL TERMS

Choices making, Choosing, Cherishing, Acting, Manage the big stuff, experiences, right perspective, Procrastinate, Six pillars of character, Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Sven step path, Stop – think – act, Clarify goals, Determine facts, Develop options, Consider consequences, Choose, Monitor & Modify, Values and Decision.

3.10 SELF ASSESSMENT QUESTIONS

1. Write an account on choices making.
2. Write an account on ways to select a choice.
3. What are the six pillars of character to guide our choice?
4. Write an account on seven-step path to better decisions.
5. How choices are made based on values?

3.11 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.
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9. A N Tripathy, 2003, Human Values, New Age International Publishers.

LESSON – 4

CLASSIFICATION OF VALUE EDUCATION

AIMS AND OBJECTIVES

At the end of the lesson the learners would understand-

- What is value?
- Value education
- Classification of value education

Structure

- 4.1 Introduction**
- 4.2 Value**
- 4.3 Value Education**
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4.1 INTRODUCTION

Values are the principles or standards of an individual's behaviour and can help him/her to judge what is important in life. They reflect ones' attitudes, choices, decisions, judgments, relationships, dreams and vision towards their life and surrounding environment. Hence, educating each and every individual about the values, right from their childhood is very important. An individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities and other sources. This chapter deals with value, value education, and types.

4.2 VALUE

Value is an important attribution of human society. It is that sense which prompts and guides that true aspect of God lies in every human being. The word 'value' expresses in qualitative significance to ideas, feeling, emotions and experiences that humans undergo. Our values associate emotions to our experiences and guide our choices, decisions and actions.

There are two types of values: innate and acquired. Innate values are the internal values developed from one own mind and feelings like - love, care, empathy, honesty, hate etc. Acquired values are the external values developed from one's own experiences or influences by the immediate environment for like - convenience, status, ambition, power, one's mode of dress, cultural customs, traditions, habits and tendencies.

4.3 VALUE EDUCATION

A value is a shared idea about how something is ranked in terms of desirability, worth or goodness. Sometimes, it has been interpreted to mean "such standards by means of which the ends of action are selected". Sometimes, it has been interpreted to mean "such standards by means of which the ends of action are selected".

Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development. Main portion of the values we hold is established in our early years from family, teachers, friends, and others. Most of our earlier ideas of right and wrong are developed in the family. As we grow, and exposed to other value systems, our values also change. Sources of values-

- ❖ **Family:** A child learns his/her first value from family.
- ❖ **Friends & peers:** Friends and peers play a vital role in achieving values.
- ❖ **Community or society:** As a part of society, a person learns values from society or different groups of society.
- ❖ **School:** As a learner, school and teachers also play a very important role in introducing values.
- ❖ **Media:** Media such as – Print media, Electronic media also play the role of increasing values in the mind of people.
- ❖ **Relatives:** Relative also helps to create values in the minds of people.
- ❖ **Organization:** Different organizations and institutions also play a vital role in creating value.
- ❖ **Religion:** Most religions have built-in lists of do's and don'ts, a set of codes by which its adherents should live. Individuals who are followers of a particular religion will generally make a show of following that religion's behavioral code.

4.4 NEED FOR VALUE EDUCATION

1. It provides positive guidance to the students to shape their future and even causes them to know the motivation behind life.
2. It shows them the most ideal approach to life that can be helpful to people just like the individuals around them.

3. Value education additionally encourages the students to turn out to be increasingly mindful and reasonable.
4. It encourages students to build up a solid relationship with loved ones.
5. It builds the character of the students
6. It builds positive perspective of life in the student's brain.

4.5 CLASSIFICATION OF VALUE EDUCATION

Classifying values has always been a complicated task. This is due to the fact that there are no hard and fast rules to classify values. In fact they are closely interlinked and interrelated with each other. Values are sometimes classified according to the needs and demands of the society. Value education is of various types. They are explained below:

1. **Terminal Values:** The term refers to those values which are most desired by human beings and are of utmost importance to the self. They are long term goals in very individual's life. They are happiness, harmonious excellence, self-respect, recognition, inner harmony, leading a prosperous life, and professional excellence.etc. These values are most desirable to the human life. These refer to desirable end-states of existence, the goals a person would like to achieve during his or her lifetime.
2. **Instrumental Values:** The terms refer to that value which is acceptable mode of conduct and are means of achieving the terminal values. They include traits like sincerity, honesty, personal ethics among others and being ambitious. These values are views of how human desires should be gained or achieved.
3. **Personal Values:** Personal Values are personal to an individual both in terms of their possession and use. It is a desire and cherished by the individual irrespective of his or her social relationship. Each and every individual like to imbibe these values at their personal level. These values make a person good for himself. These values are -ambition, cleanliness, discipline, honesty, loyalty, contentment, courage, creativity, determination, dignity of labour, diligence, excellence, hope, maturity, regularity, punctuality, self-confidence, self-motivation, simplicity, accomplishment, purity etc.
4. **Social Values:** Social values are certain behaviours and beliefs that are shared within specific cultures and social groups. These values are cherished and practiced because of relations with others. It imposes the interaction of two or more persons. Social values are always practiced in relation to our neighbours, community, society, nation and world. These values are - courtesy, charity, civic duty, fairness, goodness, trust and truth, accountability, brotherhood, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, patience, repentance, responsibility, service, sharing, sympathy, team spirit, tolerance etc. All these values are the basic teachings of most of our religions need to be woven into environmental education. These are the values to be nurtured so that all forms of life and the biodiversity on this earth are protected.

5. **Moral Values:** Moral values are those values that enable an individual in making a distinction between right and wrong and good and bad etc. It particularly refers to the conduct of an individual towards others in the various situations. They reveal a person's self-control, fairness, justice, equality, human dignity, honesty, integrity, sense of responsibility, compassion etc. Moral values are the standards of good and evil, which govern an individual's behaviour and choices. Individual's morals may derive from society and government, religion, or self. When moral values derive from society and government they, of necessity, may change as the laws and morals of the society change.

This concept can be understood with an example of the impact of changing laws on moral values may be seen in marriage and living together. In past it was rare to see couples who lived together without marriage. But in the recent years we find many couples live together without marriage. In the past such relations were not acceptable but now they are also more accepted by other individuals in our society. Legally also such relations are accepted by the law and so the society has no resistance towards such relations. This kind of relation of life can it be taken as moral and ethical?

6. **Spiritual Values:** Spiritual values are related to non-materialistic dimensions of life. They are related to soul and immaterial reality. They are intangible and are not concerned with material things. They are not really related to religious values. They affect the individuals and helps in knowing themselves. Spiritual values are eternal and do not change. They are real ideas. These are concerned with the realisation of the Self and being one with Divinity. The spiritual values are: truth, beauty, goodness, unity, pure, love, joy, self-giving, contentment, wisdom, dispassion, self-discipline, devotion to God, etc.

Principles of self-restraint, self-discipline, contentment, reduction of wants, freedom from greed and austerity are some of the finest elements intricately woven into the traditional and religious fabric of our country. All these values promote conservationism and transform our consumerist approach.

7. **Cultural Values:** Cultural values are the standards of what is acceptable or unacceptable, important or unimportant, right or wrong in a community or society. It gives importance to preserve cultural practices, ceremonies, traditions and way of life which might be threatened by the materialistic culture of modern times. They maintain the integrity of language, behaviour, and traditional rites. Examples: hospitality, codes of conduct, social order, tolerance, gentleness, non-violence, love etc.

These are the values enshrined in Vedas emphasize that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teach us to perform such functions as would protect and nurture nature and respect every aspect of nature, treating them as sacred, are it rivers, earth, mountains or forests.

8. **Ethical Values:** Ethical values are a set of moral principles that apply to a specific group of people, professional field or form of human conduct and interaction. Ethics are based on the awareness that a human being is essentially spiritual and intrinsically valuable.

Ethical values respect human rights through integrity, justice self-restraint, non-aggression, and honesty. These values presuppose moral courage. These relate to our personal behaviour with others. They include values like honesty and truth etc.

All moral values are also ethical values. Environmental education should encompass the ethical values of earth-centric rather than human-centric world-view. The educational system should promote the earth-citizenship thinking. Instead of considering human being as supreme we have to think of the welfare of the earth.

9. **Behavioural Values:** Behavioural values refer to all good manners that are needed to make our life successful, happy and joyous. They are those values which will express our conduct and behaviour in our life. Behavioural values will adorn our life and spread cordiality, friendliness, cordiality, integrity, trustworthy, kindness, loyalty etc.
10. **Instrumental Values:** Instrumental values are values that are useful in deriving some other benefits which might be economic gain or social gain in nature. These values include- education, political power etc. A subject is said to have instrumental value when it is pursued, not for its own sake, but for some ends beyond itself. Instrumental values include preparatory or introductory, practical or utilitarian, socialising and conventional values.
11. **Intrinsic Values:** Intrinsic value is values which are judged well in and of themselves. Intrinsic values are such values that are pursued and possessed for their own sake. It refers to the value of an object has solely by virtue of its intrinsic properties. Intrinsic values are said to be inherent. They are supposed to be invaluable in an absolute sense. They are goodness, beauty, artistic expression, happiness, truth and bliss. They themselves are the ends and not the means for achieving some other end.
12. **Aesthetic Values:** Values which give us pleasure and happiness are known as aesthetic values. Aesthetic values represent and seek to emulate the beauty of the Divine through the arts. These include beauty, taste, architecture, calligraphy and literature.
13. **Democratic Values:** A person with democratic outlook is characterized by respect for individuality, equal treatment to all, irrespective of their sex, caste, language, religion, colour, race, family status etc. ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

Apart from the above classifications, there are various philosophers, sociologist who have classified the value education in their own view. Some of them are listed below:

1. Spranger's classification:

- a) Theoretical values
- b) Economic values
- c) Aesthetic values
- d) Social values
- e) Political values
- f) Religious values

2. Gandhi's Classification:

- a) Truth
- b) Freedom
- c) Democracy
- d) Sarva dharma sarnabhava
- e) Equality
- f) Self-realization
- g) Purity of ends and means
- h) Self-discipline

3. Plato's Classification :

- a) Truth
- b) Beauty
- c) Goodness

4. Parker's Classification:

- a) Biological values
- b) Economical values
- c) Affective values
- d) Social values
- e) Intellectual values
- f) Aesthetic values
- g) Moral values
- h) Religious values

4.6 Summary

Values are the principles or standards of an individual's behavior and can help him/her to judge what is important in life. They are important attribution of human society. There are two types of values: innate and acquired. Value-based education aims at training the student to face the outer world with the right attitude and values. Most of our earlier ideas of right and wrong are developed in the family. As we grow, and exposed to other value systems, our values also change. Sources of values are family, friends & peers, community or society, school, media, relatives, organization and religion.

Classifying values has always been a complicated task. Values are sometimes classified according to the needs and demands of the society. They are terminal values, instrumental values, personal values, social values, moral values, spiritual values, cultural values, ethical values, behavioural values, instrumental values, intrinsic values, aesthetic values and democratic values. Apart from this classification, other classifications by various philosophers, sociologists who classified the value education in their own view. They include Spranger's classification, Gandhi's classification, Plato's classification and Parker's classification.

4.7 Technical Terms

Values, Value education, Innate values, Acquired values, Sources of values, Family, Friends & peers, Community or society, School, Media, Relatives, Organization, Religion, Value education classification, Terminal values, Instrumental values, Personal values, Social values, Moral values, Spiritual values, Cultural values, Ethical values, Behavioural values, Instrumental values, Intrinsic values, Aesthetic values, Democratic values, Spranger's classification, Gandhi's classification, Plato's classification and Parker's classification.

4.8 Self Assessment Questions

1. What is value education?
2. What are the sources of values?
3. Write an account on classification of value education.

4.9 Suggested Readings

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LESSON – 5

HARMONY IN FAMILY

AIMS AND OBJECTIVES

The aim of this lesson is to make learners understand the following:

- What is a family?
- How harmony prevails in the family?
- Characteristics of family.
- Functions of family.
- Harmony in family.
- Human relations in family.

Structure

5.1 Introduction

5.2 Family

5.3 Characteristics of Family

5.4 Functions of family

5.4.1 Biological Functions

5.4.2 Economic and Social Functions

5.4.3 Cultural, Religious & Recreational Functions

5.5 Harmony in Family

5.5.1 Relationship IS, and it Exists between Self (I) & Self (I)

5.5.2 The Self (I) has Feelings in a Relationship. These Feelings are between I and I'

5.5.3 These Feelings in the Self (I) are Definite.

5.5.4 Recognizing and Fulfilling these Feelings Leads to Mutual Happiness in a Relationship

5.6 Justice (Nyāya)

5.7 Recognizing Relationships

5.8 Harmony in Family Relationships

5.9 Values in Human Relationships

5.10 Summary

5.11 Technical Terms

5.12 Self Assessment Questions

5.13 Suggested Readings

5.1 INTRODUCTION

Family is a beautiful discovery of human evaluation and a prize given by ancient people to the mankind. Living together is something special when the real spirits exist in the family. Family is the first school of any child. The family has been teaching number of subject like friendship, relationship, hospitality, love, affection, caring, gratitude, confidence, adjusting with emotions and many more. The parents and elders in the family are the teachers who guide us for our life time. This chapter mainly discuss about concepts like, characteristic of family, functions in the family values to nurture in the family, recognizing the relations and the need for harmony in the family.

5.2 FAMILY

The word family comes from a Latin word “famulus” means “servant”. The word came into English in the fifteenth century and the modern meaning of the word is “household”. Family is a basic unit of human interaction. It is defined as a group of individuals living under one roof that include blood relations and servants. It was also defined as those descended or claiming descent from a common ancestor.

The dictionary meaning of family is “a fundamental social group in society typically consisting of one or two parents and their children”. Every one of us is a part of a family that includes father, mother, brothers and sisters. There are many other relations in the family like – grandparents, aunty, uncle, cousins, etc. Every individual is born and brought up with these relationships.

Apart from these relationships we also have friends in the school, neighbourhood or college who are very important in our lives. We have colleagues who share many emotions with us. We also have teachers who make us learn and understand the meaning of life. We normally get attached to these individuals as they understand us, have similar interest or taste or may have emotional attachments. Apart from our home, schools or colleges, we do live in a social order where the whole range of relationships supports the existence of our family. The milk man, washer man, maid, nearby shop keeper etc, all of them knowing or unknowingly bring certain values into our life. Starting from our family and including our teachers, friends and all the different social relationships, each one of us is born and lives in such relationships. This is an indivisible part of our living.

Family may be defined as:

“A family is a set of people living together attached each other with blood relations. This is heterogynous in nature and start with marriage followed by reproduction of generation, supported by economic and social bonds.

“A family is a social group characterized by common residence, economics, co-operation and reproduction”.

Maclver : Family is a group defined by sexual relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children.’

Robert Bierstedt :The family, almost without question, is the most important of any groups that human experience offers ... the family ... is with us always, or more precisely, we are with it.'

M. F. Nimkoff: 'Family is a more or less durable association of husband and wife, with or without child, or of a man or woman alone, with children.'

Eliot and Merrill: 'Family is the biological social unit composed of husband, wife and children.'

5.3 CHARACTERISTICS OF FAMILY

The characteristics of a family are:

1. Family is a Universal group.
2. A family is based on marriage, which results in a mating relationship between two adults of opposite sex.
3. Every family provides an individual with a name, and hence, it is a source of nomenclature.
4. Family is the group through which descent or ancestry can be traced.
5. Family is the most important group in any individual's life.
6. Family is the most basic and important group in primary socialization of an individual.
7. A family is generally limited in size, even large, joint and extended families.
8. The family is the most important group in society; it is the nucleus of all institutions, organizations and groups.
9. Family is based on emotions and sentiments.
10. The family is a unit of emotional and economic cooperation.
11. The family members share feelings like love, affection, trust, cooperation etc.
12. Each member of family shares duties and responsibilities.
13. Every family is made up of husband and wife, and/or one or more children, both natural and adopted.
14. Each family is made up of different social roles, like those of husband, wife, mother, father, children, brothers or sisters.

5.4 FUNCTIONS OF FAMILY

The family is a set of people and everyone in the family has a role to play. There are various responsibilities or functions of a family which are listed below:

5.4.1 Biological Functions:

1. **Reproduction:** The basic responsibility of a married couple is to extend the family by way of reproduction. This is the basic need of a healthy society to extend the family. The children will form the bigger family and in turn support the society in many ways. So this is responsibility of married couple to extend the family.

2. **Provision of Food, Housing and Clothing:** Family provides its member the facilities and requirements of basic needs like food supply, house and clothing. These things are to be provided by the family to its members.
3. **Love and Affection:** Love and affection for its members is necessary especially for children. The socialization of a child depends on love and affection which leads to personality development.
4. **Security:** Family works as a safeguard for each other family member against any possible attack. A well stitched family takes care of protection of all the members. Security from all outside and internal dangers is necessary for its members. So, the shelter, Security and protection are provided to its members.
5. **Sex Satisfaction:** Family regulates and gives better chance to the adult members to satisfy their sexual needs and sexual behavior of the members is standardized.
6. **Protection and Care:** The family not only consists of married couple and children but also the generation older than them. This generation needs support and utmost caring. The present generation is because of them. The responsibility of their health, food, shelter and other related activities lies on entire family. Similarly a child is a helpless, for which the protection and care is necessary. For this purpose it is the only place to provide protection and care to the children.

5.4.2 Economic and Social Functions:

1. **Division of Labour:** Traditionally male members go for outdoor jobs and the female members are given indoor jobs. But now the system has changed. This division of labour is given by family to its members according to their physical and mental abilities and capabilities.
2. **Providing Income:** It is the duty of the male members to arrange income for the family and the females save and use the income in proper manner. But now in the rural and urban areas both male and female work as they are educated and become income providers to the family.
3. **Organization and care of Property:** Most of the families have property in the form of cash money, farms or house. The equal distribution and care of this property is the fundamental role of family members.
4. **Status Establishment:** Status determines the sex identification and status.
5. **Socialization:** It is the primary and basic school for a child to learn initial knowledge within it. It is the imparting place of knowledge and learning. Child socialization takes place within it and thus his personality can be developed.
6. **Social Control:** It keeps its members within control and aware them from rules and regulations. It told the members about the importance of the social norms within a society.
7. **Mate- Selection:** Mate- selection is very difficult but family solves this problems. Family takes the responsibility to select proper and suitable life partners.
8. **Imparting basic Education:** It is the primary duty of the family to provide basic education to the children. Members seeks the same language in family. It also helps in solving the basic conflicts among the members.
9. **Care of old Members and children:** Old members and children are helpless and want the supports of others. So, family gives support to them and provides them love and affection.
10. **Name to New born:** It is also responsibility for giving names to the new born members. It is a type of property which is provided by its members to their children.

11. **Health Care:** Family also performs the duty to provide care in health. When any one of its members fell ill, it provides its members basic first aid and medical care. The other members give them proper food and at proper time.

5.4.3 Cultural, Religious & Recreational Functions:

Family is a social institution; it always tries to keep the culture alive. The family members also transmitted the culture from one generation to the other as a heritage. Children adopt basic knowledge about religion within the family. Family teaches the child to know as what is wrong and right. Family is also a place of recreation. It provides indoor and outdoor recreations to its members for entertainment and enjoyment. These facilities are including T.V, Radio, internet, Cable, Mobile Phone and other outdoor like playground, Cinema, gardens, parks etc. All these things are organized by the family for its members and give them a better chance for enjoyment, entertainment and it remains the important functions of family.

5.5 HARMONY IN THE FAMILY

The ability to trust and support, communicate differs in a constructive manner and look beyond the self at a broader picture. It means continuous work and constant reflection on action that keep a healthy connection with the family as a larger unit.

A home environment where family members treat each other with respect and work through problems together protects children against emotional, psychological, learning and social problem later in life.

A unity in the family beings with a loving parental relations in life and sets an example for the family and extends in a personal way to each off spring. Encouragement and love are important especially when things are not going well.

Family is the foundation on which values are built. Harmony is usually identified as human value referring to compatibility and accord in feelings, actions, interests, etc.

Following are a set of proposals for verifying harmony in family:

1. Relationship IS and it exists between the Self ('I') and the other Self ('I').
2. The Self ('I') has feelings in a relationship. These feelings are between 'I' and 'I'.
3. These feelings in the Self ('I') are definite i.e. they can be identified with definiteness.
4. Recognizing and fulfilling these feelings leads to mutual happiness in relationship.

5.5.1 Relationship IS, and it Exists between Self (I) & Self (I)

One cannot create relationships that already exist in the family. Relationships are created in the family by birth and they are natural. It is not possible to create the relationships that are existent in a family. In fact we are born with the relationships. They are not made rather they are natural. Similarly, family also exists naturally and is a part of the society. So, we are embedded in relationships, they are there and all that we need to do is to recognize them, respect them and understand them.

All of us do inherently are in relationship with each other. If little deep study is done in this respect it would be clear that it is the person's self which is primarily related to the other person's self. The Body is only a means to express or receive our relationship. It would sound very philosophical but that is true in every one's life. Human being is coexistence of the Self ('I') and the Body. It is the Self ('I') that understands and has feelings. The Body is incapable of understanding as well as having feelings. It is the Self ('I') that recognizes the relationship and emotions not the body. Thus a relationship exists between the Self ('I') and the other Self ('I'). The relation to the Body is only through the Self ('I') and not through any other means.

For example, a mother is emotionally and physically attached to a child to whom she has given birth. The body of the child has its origin from the mother. But neither mother's body nor the child's has feelings. It is the Self of the mother and the child who feel connected to each other.

Similarly, human beings are coexistence of the self and the body. The body is only a means to express and receive relationships. Thus the relationship to the body is only through the self (I).

5.5.2 The Self (I) has Feelings in a Relationship. These Feelings are between I and I'

When an individual have relations naturally they have feelings. These relations or feels can neither be created nor be removed from them. Every relation has a feeling which is unavoidable. We may try to suppress them, or argue against them, or undermine them, but they are very much there. These feelings are fundamental to all types of relationship and can be recognized without any doubt. The feelings that are expressed are towards the 'I' and the other I and not to the body or other body. Further the 'I' expects trust from the other 'I' and not from the other body. These aspects can be easily verified without any problem. There is no- body who expect trust, respect or any other feelings from other body. It is the person 'I' who expects all such feelings or relations. If we respect or trust or love someone, it is the self 'I' and not their bodily organs. Trust, respect, love and other emotions and relations is something to do with the person, the Self ('I') and not the physical body. Therefore, the feelings in relationship are between 'I' and 'I'

5.5.3 These Feelings in the Self (I) are Definite.

These feelings in the Self ('I') are definite in other words it means they can be identified with definiteness. It is already discussed that the relations are natural and they are between 'I' and 'I' and there are also feelings in this relationships. The feelings in relationship are to be identified with clarity. Feelings in relationships are actually definite, and not vague. These are the values characterizing relationships like Trust, Respect, Affection, etc. These values help to develop a strong bond in the family and teach how to mingle with others in the society.

5.5.4 Recognizing and Fulfilling these Feelings Leads to Mutual Happiness in a Relationship

If it is first understood that there are human relationships then it is easy to identify the feelings and values. When an individual works and behaves according to these feelings then it will lead to fulfillment of relationships in both sides. In other words it led to mutual fulfillment of relationships. It is a natural instinct of every individual to evaluate others. We

constantly evaluate our self and other feelings in the relationships. For example in a relationship there is a need of love and respect and if there is mutual feeling of love and respect in the relationship then it will led to mutual fulfillment of there will not be any complaints. But if those feelings are not experienced then there will not be any happiness in the relationship.

5.6 JUSTICE (NYĀYA)

Justice can be understood as the values or the definite feelings in the relationship and their fulfillment. The right evaluation of the fulfillment of relationship resulting in mutual happiness (Ubhay-tripti) and satisfaction. Thus there are four elements of justice namely:

1. Recognition of values,
2. Fulfillment,
3. Evaluation and
4. Mutual happiness ensured.

When all the above four elements are ensured, justice is ensured. Mutual fulfillment is required to achieve justice and is essential in all relationships. We need to grow up in relationships to ensure continuity of justice in all our relationships.

5.7 RECOGNIZING RELATIONSHIPS

Human have always seen the self in the body they have and in others also they identify with other body. They are unable to see themselves as co-existence of the Self ('I') and the Body. As a result, humans see themselves as a body and also others as a body. As a result the relationships and the feelings in the relationship are reduced to the level of our body. Normally, we limit our relationship with our blood-related family members only, which is not correct. Therefore this result to uncomfortable feeling when we are faced strangers. But if we are able to see the relationship with others, then it puts us at ease. We should understand that we do have relationship with all the human beings. Only when we see the relationship we accept it and feel happy. Our ability to see relationships with other human beings depends on whether we are able to see the relationship at the level of 'I'. When we can understand the relation with others then we will not have strangers around us. We have reduced our expectations in relationships to the mere fulfillment of physical facilities. We evaluate all our relationships in terms of material things like money, property etc.

This can be explained with the help of an example. Suppose in a family the parents earn enough money to fulfill the physical needs of the child but they do not have time to spend with the child. In this case is the child happy and satisfied. The answer is definitely No. Similarly the children grow up and earn a lot of money and status in the society but they do not have time to spend with their old aged parents; then are the parents happy with the physical luxuries provided by their child. Definitely again the answer is No. Since the needs of the 'I', the feelings in 'I' have been totally ignored, and we are working only at the level of the body, or at the level of physical facilities. The thing required here is right understanding and it is not ensured by money and the feelings in relationships are also not been fulfilled by money. The relations can be in harmony only when there are human relationships.

5.8 HARMONY IN FAMILY RELATIONSHIPS

Family disputes can be due to depression, anxiety, sleeplessness, loss of appetite, sadness, confusion and rage. None of us want such a life. There are some simple principles that really help to maintain the harmony in the family and have a pleasant life.

1. There should be clarity of responsibilities and should not be overlapping with other's.
2. This will bring a sense of belongingness in the family and help to develop positive feelings among the members.
3. Parents play a vital role for a smooth family relation so they need to be extra cautious. Parents are the real role models for the kids.
4. Children need strong emotional support along with adequate monetary support from the parents.
5. The wording like – “don't worry my child, work hard we are with you” can bring wonderful results.
6. Healthy family environment is essential requirement for a well knit family.
7. Old people in the family are great asset and they should be in the home to guide the children.
8. The elders of the family carry a very rich experience with them and they are the best guides at all times.
9. Treat every person in family as important. Pay respect and get respect.
10. Never take relations as granted.
11. In every family mostly, children take parents guidance as granted.
12. If the parents ignore the children's small mistakes and try to give time to correct. This doesn't mean they don't know anything.
13. Every member in the family should take out some time to spend with family member. This will make bond strong.
14. Every individual carry in the family have their own personality. So never treat all with same wavelength. Adjust as per individual. Give every person space. This will help to develop mutual trust, love and respect among the members in the family.
15. The dreams are very important for every person but not the cost of family. The idea should be acceptable to majority of family members.
16. Never try to impose your ideas or thought on other members. That may hurt them and the relations may go weak.
17. Try to convince not impose. This will help you a lot in long term relations.
18. The problem with relations is that even if you do not like you have to live with them. The best way is to avoid any kind of disconnect and establish dialogue.
19. Even if you will not be able to convince at least you can save your family.
20. Family harmony is the basic foundation on which the entire edifice of social harmony is built.

5.9 VALUES IN HUMAN RELATIONSHIPS

It is now clear that the relationship is between the Self ('I') and the other Self ('I'). It is a need of the Self ('I') to be in relationship with the other. In the relationship there are feelings for and with others. These emotions and feeling cannot be replaced by physical things. The feeling of one Self ('I') with the other ('I') are definite, can be identified, understood and fulfilled. Only when we ignore or do not understand the feelings, there will be a problem and we cannot satisfy others which affect our close relations. Following are the

list of values in relationships which are necessary to be cultivated for natural acceptance and mutual fulfillment. The major feelings or values in Relationships are:

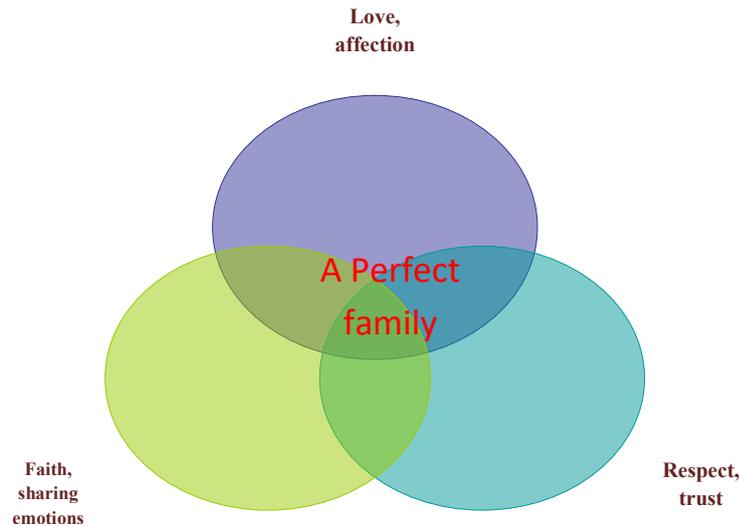
1. Trust (Visvāsa)
2. Respect (Sammāna)
3. Affection (Sneha)
4. Care (Mamatā)
5. Guidance (Vātsalya)
6. Reverence (Shraddhā)
7. Glory (Guarava)
8. Gratitude (Kritagyatā)
9. Love (Prema)

1. **Trust (Visvāsa)** – It is trust that binds the relationships. Relations become strong if it is supported by trust. It is not that is developed in a day or so. It is a process that remains constantly and continuously throughout the life. One has to be honest in his approach otherwise trust will vanish. Honesty is another side of trust. Any type of false commitment, false talks and anything based on lie will erode the trust between the people and weakens the relationships. This topic we will discuss in detail in the coming chapter.
2. **Respect (Sammāna)** - Respect is a way of treating or thinking about something or someone. If you respect your teacher, you admire and treat her well. Love and respect are the key feelings on which any family relations are based. Love and respect are the guiding force that binds the family together. Samman means individuality. Once we realized that we are individual then only we can see our self different from others. Respect is the inner feeling. This topic we will discuss in detail in the coming chapter.
3. **Affection (Sneha)** - Affection is the feeling of being related to the other. Affection comes when I recognize that we both want to make each other happy and both of us are similar. Then for the first time, I feel that I am related to the other that the other is a relative of mine. This feeling is called affection. “This feeling of acceptance of the other, as one’s relative is the feeling of affection or *sneha* in relationship”. This feeling of affection comes only if Trust and Respect are already ensured. Affectionate touch nurtures love and attachment among the family members. Physical touch is always positive and it helps transferring the emotion and feelings between the family members. Actions like hug, kiss, patting, shake hand etc., directly convey how you feel for them and care them. Affection is an ebb and flow between two people, where each individual is giving and receiving a certain amount of contact and interaction at all times. Affection is the way we show others as how important they are in for us.
4. **Care (Mamatā)** - The feeling of Care (*mamatā*) is the feeling to nurture and protect the body of our relative. Care is a basic emotion that every individual needs from the other in the family as well as in the society. The feeling of care is expected from all ages in the family. A child wants the care of the mother and father. Old aged members in the family expect care from all the other members. Care is an emotion which shows the love,

affection towards others. Appreciation and affection are forms of caring for each other as family members.

5. **Guidance (Vātsalya)** - The feeling of ensuring right understanding and feelings in the other is called Guidance or *vātsalya*. It is necessary to understand our Self for right understanding and feelings towards others. Right understanding and feelings is also a need of the others and the others is related to oneself. As a result I have the responsibility to help others. Similarly, others should also have the similar reciprocation. Based upon this, I am able to recognize this feeling of ensuring right understanding and feelings. This is called Guidance.
6. **Reverence (Shraddhā)** - The feeling of acceptance of excellence in the other is called reverence (*shraddhā*). Every individual in this world does aspire for continuous happiness and to realize it. When we see that the other has achieved this Excellence-which means to understand and to live in harmony at all levels of living ensuring continuity of happiness, we have a feeling of reverence for him/her. This feeling of accepting the excellence in the other is called reverence or *shraddhā*.
7. **Glories (Guarava)** – Everyone always want to live with continuous happiness and prosperity. Each one of us has the same goal and program and same potential to realize this. Glory is the feeling for someone who has made efforts for Excellence. There are people in the history, or maybe even around us, who are investing their everything to achieve excellence, to make others excellent. This gives us a feeling of glory for them.
8. **Gratitude (Kritagyatā)** - Each one of us have similar goal of continuous happiness and prosperity. We work towards increasing our competence to realize our intention and in this process; we are helped and guided by others. When we understand this, we feel gratitude in our relationship. Gratitude is the feeling of acceptance for those who have made effort for our excellence. We normally see in today's world people complaining that others are not having gratitude. This may not be totally correct. Since we are not able to give them something permanent, something lasting to the other, the feeling of gratitude for our help does not continue. When we have the right understanding ourselves and are able to enable others also to have it, then this gratitude is natural and lasting.
9. **Love (Prema)** - The feeling of being related to all is love (*prema*). This feeling or value is also called the complete value since this is the feeling of relatedness to all human beings. It starts with identifying that one is related to the other human being and it slowly expands to the feeling of being related to all human beings. It is the feeling of affection. The feeling of love leads to an Undivided Society; it starts from a family and slowly expands to the world family. We start with trust, which becomes foundation for being related to Affection, and we reach the state of being related to everyone that is, Love.

A perfect family emotions can be depicted in the following figure:



Source: Sanjeev Sharma, Abhay Saxena, “Human Values and Professional Ethics”

5.10 SUMMARY

Family is a basic unit of human interaction. It is defined as a group of individuals living under one roof that include blood relations and servants. It was also defined as those descended or claiming descent from a common ancestor. It is from the family that every individual develops personality and relations. There are certain characteristics and functions of every family in the society. To maintain the relations strong and healthy there is a need to maintain harmony in the family. It is necessary to cherish positive emotions among the members for a harmonious family.

5.11 TECHNICAL TERMS

- **Family** - The word family comes from a Latin word “famulus” means “servant”. The word came into English in the fifteenth century and the modern meaning of the word is “household”. Family is a basic unit of human interaction. It is defined as a group of individuals living under one roof that include blood relations and servants. It was also defined as those descended or claiming descent from a common ancestor.
- **Justice** - Justice can be understood as the values or the definite feelings in the relationship and their fulfillment. The right evaluation of the fulfillment of relationship resulting in mutual happiness (Ubhay-tripti) and satisfaction.
- **Trust (Visvāsa)** – It is trust that binds the relationships. Relations become strong if it is supported by trust.

- **Respect (Sammāna)** - Respect is a way of treating or thinking about something or someone. If you respect your teacher, you admire and treat her well. Love and respect are the key feelings on which any family relations are based.
- **Affection (Sneha)** - Affection is the feeling of being related to the other. Affection comes when I recognize that we both want to make each other happy and both of us are similar.
- **Gratitude (Kritagyatā)** - Each one of us have similar goal of continuous happiness and prosperity. Gratitude is the feeling of acceptance for those who have made effort for our excellence.
- **Love (Prema)** - The feeling of being related to all is love (*prema*). This feeling or value is also called the complete value since this is the feeling of relatedness to all human beings.

5.12 SELF ASSESSMENT QUESTIONS

A Essay type

1. Write a short on harmony in family.
2. What are the characteristics of a family?
3. Mention the functions of a family.
4. What are the human values in the family?
5. How do you understand the set of proposals to verify the harmony in the family?

B Short type

1. What is Trust?
2. What are the cultural functions of a family?
3. What is harmony?
4. What is Affection?
5. Define Family.

5.13 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
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5. Sushil Kumar Saxena, Satish Mittal, 2012, Sociology of Family, Raj publications.

LESSON – 6

VALUES IN HUMAN INTERACTION

AIMS AND OBJECTIVES

The objective of this lesson is to make the learners understand:

- What are values in life?
- How values are important?
- What values human should nourish in the life?
- How values help in human interaction?

Structure

- 6.1 Introduction**
- 6.2 Importance of Human Interaction**
- 6.3 Ways to Improve Quality in Human Interaction**
- 6.4 Values**
- 6.5 Characteristics of Values**
- 6.6 Importance of Values in Human Interaction**
- 6.7 Summary**
- 6.8 Technical Terms**
- 6.9 Self Assessment Questions**
- 6.10 Suggested Readings**

6.1 INTRODUCTION

All human beings are social animals; they live in the society supporting each other. We need contacts with others for physical and emotional support, wellbeing and entertainment. But now in the modern times these interactions are under threat as most of us depend on the digital tools for everything. Time is changing and so are the community and the values in it. Nothing compares to living in a real communities and spending actual physical time with the people we love. This all develops due to human interaction and its values. This chapter deals with the values in the human interaction, its importance in our life and society. How these values should be nourished and developed.

6.2 IMPORTANCE OF HUMAN INTERACTION

The main importance of any human interaction is for ones mental health. Social contact helps us an individual to cope with the stress levels. It is basic need of any individual. As humans social interaction is essential to every aspect of life. Research shows that having a

strong network of support or strong community bonds fosters both emotional and physical health and is an important component of adult life. It is important that we are valued by others and it is really an important psychological factor in anyone's life. To develop positive thinking and environment and avoid negative aspects in life it is important to have human interaction. There are studies which prove that human contact or interaction is vital for physical health and mental growth. In a 2010 report in *The Journal of Health and Social Behaviour*, Debra Umberson and Jennifer Karas Montez, sociology researcher at the University of Texas at Austin, cited evidence linking a low quantity or quality of social ties with a host of conditions, including the development and worsening of cardiovascular disease, repeat heart attacks, autoimmune disorders, high blood pressure, cancer and slowed wound healing. Human interaction is important and needed to overcome challenges. To avoid isolations, depression, and other negative aspects in life human interaction is very much needed and important.

A study by a renowned Norwegian ENT specialist Professor Jablonski said that key to his relaxation is meeting new people and the interaction this brings: "I like to travel, see new people, and broaden my horizons. It's about the interaction with the people you meet. I love it." But now in this digital era all of us prefer to interact through online digitally and not personally. But emotions are shared and developed personally not digitally. We have Facebook, Instagram, Twitter and many more social Medias where we see and comment on others but we forget the basic human touch in it. We make friends through WhatsApp and further make groups and chat. We think we are developing in-depth relations and friendships with them, but actually the opposite is true.

How we work and interact with people has also changed, leading to fewer professional human interactions than ever before. We once used to work five days a week in an office surrounded by colleagues enjoying happily. It is now increasingly common to work at least some of the time from home, alone and isolated from colleagues, without fun and interaction. While our productivity has no doubt increased, our professional isolation is undoubtedly growing. The human interactions and the values are slowly diminishing and vanishing from our lives and society. The Hot Black Coffee cafe in Toronto refuses to offer Wi-Fi to its customers, for example. As its president, Jimson Bienenstock, explained, his aim is to get customers to talk with one another instead of being buried in their portable devices. It is a real novel idea to develop values in human interaction.

Human interactions are very important for a happy family life. Because it is all about sharing things together and creating bonds and attachments so that children feel that they belong to the family and have routines and traditions to follow and take it to the next generations.

6.3 WAYS TO IMPROVE QUALITY IN HUMAN INTERACTION

There are many ways to improve the quality of human interaction that we have in our life. Some of them are discussed below:

1. Use the technology to facilitate, not replace, human interactions
2. Use technology to facilitate shared experiences as part of your family life.

3. Prioritize human interaction in both your professional and private life.
4. Interact with people who make you happy.
5. Prioritize interacting with those people who bring you joy.
6. Offer help and support to those who need.
7. Be social to people around you and talk with them.
8. Know about people around you to have better human interactions.
9. Encourage others to talk about themselves.
10. Offer compliments in others in your conversations.
11. Maintain decent body language
12. Stay away from negative responses and thoughts.

6.4 VALUES

Human values are the virtues that guide us to take into account the human element when we interact with other human beings. Values defined as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. It is with those human values that one becomes truly able to put into practice ethical values, such as justice, integrity, refusal of violence and ban to kill – even in a crisis situation. Human values convey a positive and affective surge, which reinforces the rationale of moral values. They are the values that permit us to live together in harmony, and personally contribute to peace. A value is a shared idea about how something is ranked in terms of desirability, worth or goodness. Sometimes, it has been interpreted to mean “such standards by means of which the ends of action are selected. The core values that have to be nourished are shown in the figure below.

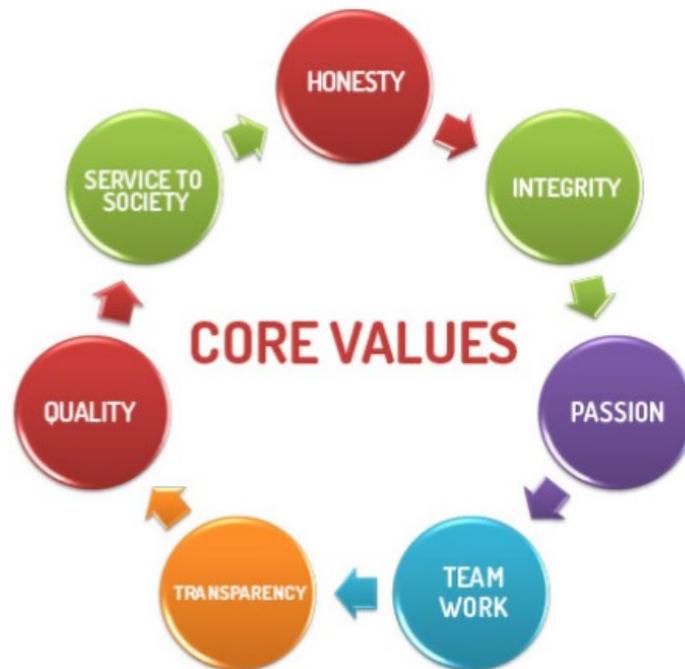
According to M. Haralambos, “A value is a belief that something is good and desirable”.

According to R.K. Mukherjee, “Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations”.

According to Zaleznik and David, “Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships”

According to I. J. Lehner and N.J. Kube, “Values are an integral part of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, and manner of thinking and the principles by which we guide our behavior”

According to T. W. Hippie, “Values are conscious or unconscious motivators and justifiers of the actions and judgment”



Thus, values are collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture. Values are wealth, loyalty, independence, equality, justice, fraternity and friendliness. Individual values reflect how you show up in your life and your specific needs-the principles you live by and what you consider important for your self-interest. Individual values include enthusiasm, creativity, humility, and personal fulfillment. Relationship values reflect how you relate to other people in your life, be they friends, family, or colleagues in your institution. Relationship values include openness, trust, generosity and caring. All these are very important values in life. Societal values reflect how you or your organization relates to society. Societal values include future generations, environmental awareness, ecology, and sustainability.

6.5 CHARACTERISTICS OF VALUES

Values are different for each person. These can be defined as ideas or beliefs that a person holds desirable or undesirable. Individual achievement, personal happiness, and materialism are major values of modern industrial society. It is defined as a concept of the desirable, an internalized creation or standard of evaluation a person possesses. Such concepts and standards are relatively few and determine or guide an individual's evaluations of the many objects encountered in everyday life. The characteristics of values are:

- These are extremely practical.
- These can provide standards of competence and morality.
- These can go beyond specific situations or persons.

- Personal values can be influenced by culture, tradition, and a combination of internal and external factors.
- These are permanent.
- These are more central to the core of a person.
- Most of our core values are learned early in life from family, friends, neighbourhood school, and other sources within the society.
- Values are loaded with effective thoughts about ideas, objects, behaviour.
- They contain a judgmental element in that they carry an individual's ideas as to what is right, good, or desirable.
- Values can differ from culture to culture and even person to person.
- Values play a significant role in the integration and fulfillment of man's basic impulses and desire.
- They build up societies, integrate social relations.
- They mold the ideal dimensions of personality and depth of culture.
- They influence people's
- They have a great role to play in the conduct of social life.
- They help in creating norms to guide day-to-day behavior.
- The values of a culture may change
- Values are a fundamental part of our lives.
- Values become part of our personalities.
- Values strongly influence both attitude and behaviour.

The figure below shows the core values that should be in everyone's life.

6.6 IMPORTANCE OF VALUES IN HUMAN INTERACTION

Core values are important because they act like a compass to help you lead the amazing life that you want, no matter where you find yourself in this world. Values are very important in any human relation or interaction as:

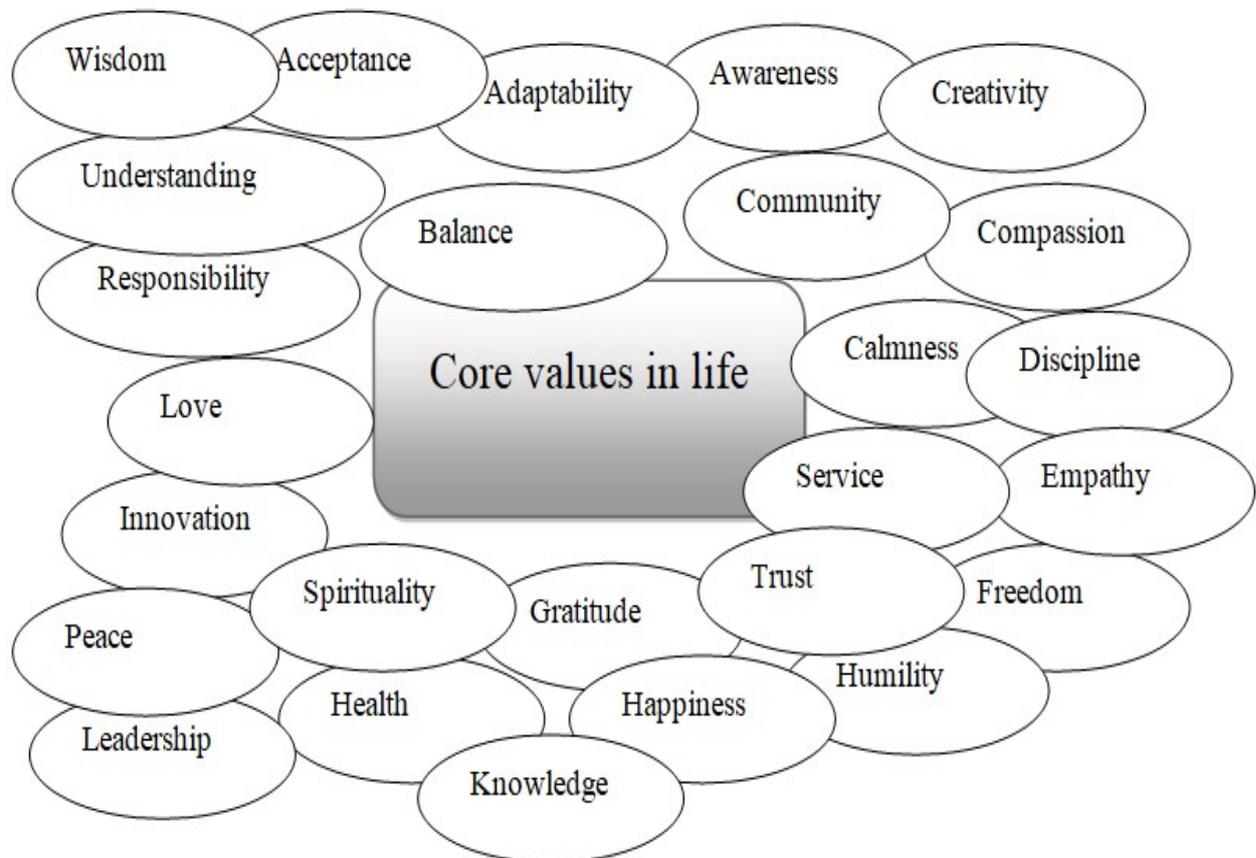
- ❖ Values are foundation for understanding relations.
- ❖ It influences our perception.
- ❖ Value helps to understand what ought to be or what ought not to be.
- ❖ These influence attitudes and behaviour.
- ❖ It contains interpretations of right or wrong.
- ❖ These allow the members of an organization to interact harmoniously.
- ❖ They are the guideposts of our lives
- ❖ They direct us.
- ❖ Values and morals guide, inspire and motivate a person, give energy and a zest for living and for doing something meaningful.



6.6 VALUES IN HUMAN INTERACTION

Following are some of the values that help in human interaction which are shown in the figure below.

Values are the virtues that guide us to take into account the human element when we interact with other human beings. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. It is with those values that one becomes truly able to put into practice ethical values while interacting with others. Human values convey a positive and affective surge, which reinforces the rationale of moral values. They are the values that permit us to live together in harmony, and personally contribute to peace. Developing good values in life will help to have a better interaction with other human beings. Values help not only to interact with family members but also in the society, community and in the work place. Positive values help to have a better interaction.



6.7 SUMMARY

It is very important to develop positive values in our life to have better human interactions. Values are not taught rather they are caught. They are nourished in the childhood itself in the family and then in the school and later in the college and work place. Society also helps in developing values. Values are the virtues that guide us to take into account the human element when we interact with other human beings. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. It is with those values that one becomes truly able to put into practice ethical values while interacting with others.

6.8 TECHNICAL TERMS

Values : values are the virtues that guide us to take into account the human element when we interact with other human beings. Values defined as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture. Human values are, for example, respect, acceptance,

consideration, appreciation, listening, openness, affection, empathy and love towards other human beings.

6.9 SELF ASSESSMENT QUESTIONS

1. What are values?
2. What are the characteristics of human values?
3. Importance of values in human relations.

6.10 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Clifford Christians, Michael Traber, 1997, "Communication Ethics and Universal Values:", Sage Publications.
3. Tanu Shukla, Anupam Yadav, Gajendra Singh Chauhan, 2017, " Human Values and Professional Ethics", Cenpage.

PLESSON - 7

TRUST AND RESPECT

AIMS AND OBJECTIVES

The aim of this lesson is to make learners understand the following:

- Importance of trust and respect among family members.
- What is trust and its elements?
- Evaluating trust between people
- What is respect?
- Evaluation of respect
- Its basis and Differentiation

Structure

- 7.1 Introduction
- 7.2 Trust
- 7.3 Elements of Trust Respect
- 7.4 Present society
- 7.5 Evaluating trust between two people
- 7.6 Importance of Trust
- 7.7 Respect
- 7.8 Evaluating Respect
- 7.9 Respect Yourself
- 7.10 Basis of Respect
 - 17.13.1 Respect in Today's world
 - 17.13.2 Basis of Differentiation
- 7.11 Importance of Respect
- 7.12 Ways to Show Respect
- 7.13 Summary
- 7.14 Technical Terms
- 7.15 Self Assessment Questions
- 7.16 Suggested Readings

7.1 INTRODUCTION

Trust and respect are two sides of the same coin. They exist together and are interlinked. Trust is the basic foundation of any relation in this world. It can make a huge impact on the quality of our relationships with not only all the family members but also with the society. Trust can either be earned or learned. This lesson highlights on the elements,

importance and evaluation of trust in the society. It also explains as how trust in is today's society. Respect is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. The respect comes from Shraddha that means devotion which comes out of devotion and not by fear. The fear (bhay) is not a shraddha but it is ceremonious responsibility. Further this lesson also discusses about the importance, basis, evaluation and ways to show respect to others and oneself.

7.2 TRUST

Trust means *vishwās*. It is belief on the person. Trust is the basic foundation of any relation in this world. It may be defined as: *“To be assured that each human being inherently wants oneself and the other to be happy and prosperous”*. Trust is to be assured, in other words it is to have the clarity that the other wants to make me happy and prosperous. Trust is the key of family bondage. It is in the top of all issues in a relationship. It has a huge impact on the way one thinks, behaves and chooses things. It can make a huge impact on the quality of our relationships with not only all the family members but also with the society. Normally every human has trust in the following members:

- On the wife/husband, children and family members
- On the colleagues, boss and staff in working environment
- On the students, teachers and all the mentors in life
- On the personal abilities, attitude and strength
- On the God

Normally many of us make two types of mistakes in view of trust and its impact on our relationship:

1. Trust is viewed in a very limited way and in an absolute manner. It is believe that in a relationship, trust either exists or it doesn't exist. What we fail to see is that trust can exist in certain areas but not in others. If we are to develop trust we must learn to develop it one step at a time in each of its individual areas.
2. In trying to develop trust we look to others to make changes, rather than looking to the person who potentially is best qualified to make changes i.e. thyself. e.g: while joining a new job, we try to change the environment accordingly rather than fitting in the company. We cry for the subordinate behaviour, the boss temper, the junior misconception but never talked about our acceptance. *The key is not to change other but to change the self as per the situations.*

7.3 ELEMENTS OF TRUST

Trust can be classified as two basic elements

1. Trust earned
2. Trust learned

Each has its own separate and unique way of deterring fear-or mistrust, and each has its own unique way of promoting greater trust.

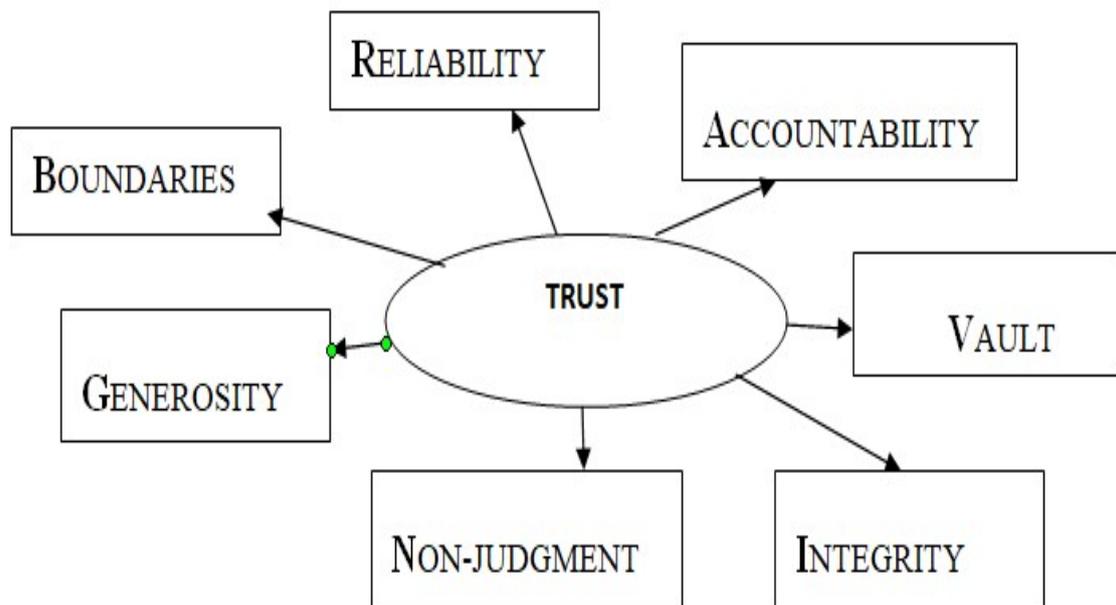
1. **Trust Earned:** Trust can be earned through the following three elements namely: understanding, honesty and caring. These three makes the way to earn the trust in family.

- (a) **Understanding with family members:** To earn trust of our family members it is first necessary to understand them. If we are going to expect members of our family to discuss with us certain problems they may have, problems that may involve their hurts, fears, needs, etc., it is essential that they trust us to listen, understand, and withhold judgment and criticism. Unless we are willing and able to do this, we will have little hope of gaining enough of their trust that they will be open with us.
- (b) **Honesty:** Honesty is equally important among the members of the family which stands as one of the pillar to develop trust. In earning trust from others, our honesty, often we will need to choose between the benefits of being trusted and benefits of trick, such as personal pleasures, recognition, and validation. To earn greater trust we need to be more transparent and open to all. The more mistakes, selfishness, and pride we hide from others, the more we invite their mistrust.
- (c) **Caring:** Some can disagree with our idea that being valued and loved is an essential factor in creating and maintaining a loving and trusting relationship. If we are to develop and maintain this kind of flourishing relationship we must earn trust from those who need our love and caring. Such trust can only come from honest and sincere caring and appreciation. Any attempt to create an insincere impression of caring and appreciation, will eventually revolt and destroy any trust that might have already existed. These three elements play an important role in earning trust from others. They might be family members, relatives, friends, colleagues, or people in the society.

2. **Trust Learned :** Some human behaviorists believe that inability to trust is linked to one of two beliefs:

- i. **Painful Experience:** If an individual has experienced emotional pain and believes that another person has caused. The belief may be unconscious-that we are still vulnerable to emotional pain; we will likely find it quite difficult to trust. Especially in the cases of love, war and occasionally in the family we do find people who don't have any trust on anyone in the family. It is all because their trust has been robbed by the person whom they trusted most. So they may never trust anyone again in their life.
- ii. **Failure to Believe in Our Own Powers:** Some family therapists believe that certain types of mistrust are, in reality, fear of being hurt. Some believe that this mistrust is a defense against emotional pain. They will tell you that the person who has found a way to a) resist or avoid emotional pain, or b) rebound from emotional pain, is less likely to fear emotional pain. This person is, therefore, more likely to trust. The person who has gained greater potentiality has learned from experience that a well-developed sense of overcoming pain not only can reduce the severity but can also reduce its frequency. In either case, he will have less need to protect himself, less need to fear, and less need to mistrust.

An educator and researcher Brene Brown has specified some important elements of trust. Brown offers the acronym **BRAVING** to share qualities that contribute to building and sustaining trust in relationship with the partners, family members, friends and colleagues in the following figure:



7.4 PRESENT SOCIETY

In the present scenario the word trust looks missing from the society. The concept of trust in the relationships has dried up. The current society is based on mistrust and misleading. The father is having hardly belief on his son for the business, the boss hardly trusts the colleagues, the shopkeeper hardly trusts the employee and this is in every walk of life. The scene looks like a situation of disorder, disbelief and generating lots of fuss over major area of society.

In the present world people are committing many blunders for the sake of money. The politicians are engaged in making money at the cost of trust, the businessman are leading towards the state of saturation of disbelief. This is really a matter of concern for the common man. Whom to belief and whom to not to belief is a real dilemma. The situation would be worst in the coming years. Few decades back there were no locks to the houses and now the situation is totally reverse. That time there was an environment of trust and respect but now it is slowly vanishing from the society. There were rare cases of stealing and robbery but now we find many cases. Crime was done very rarely but now we find all types of crimes in all walks of life. The situation is becoming worst day by day making the life of a common man more difficulty. The major mistrust in society is leading us many bleeds. Some of the common things we find in our life are listed below:

1. Trusting a stranger:

In this modern world it is really hard to believe a stranger. The person whom we do not know is the person of mistrust that's the common perception of society now. We never care what about the person, his abilities, his virtues, his responsibilities. We always presume that the strangers are not worthy and if one trust them they will make you fool.

2. Trusting a fellow of loose character:

It is true that the person having loose character is hard to trust. It might be the

situation, the environment which might force an individual to become like that or voluntary he feels into the situation. In most of the situations we do find them that hereditary they were good but with the demand of the society or by the circumstances around make them downtrodden. The various unsocial activities are making them a curse for the society.

3. Do not trust blindly on any one:

This is what is caught to every child by the parents. It is true that we should never follow any one blindly, just see the circumstances, the good and the bad of the fellow and then trust him. It also means we are not trusting on our own feelings, sentiments and emotions.

4. Trusting stranger may make you fool:

This is rather making your own capability questionable. When you trust someone, firstly you try to test him or her in your own way. Whether he is merely a spectator or a helping hand in need, then only you make the decision.

7.5 EVALUATING TRUST BETWEEN TWO PEOPLE

By asking oneself the following questions one can evaluate the level of trust between two people.

| Evaluating Trust between two individuals | |
|---|---|
| <i>Verify on the basis of your natural acceptance</i> | <i>Verify on the basis of your competence</i> |
| 1. I want to make myself happy | 1. I am able to make myself always happy |
| 2. I want to make the other happy | 2. I am able to make the other always happy |
| 3. The other wants to make herself/himself happy | 3. The other is able to make herself/himself always happy |
| 4. The other wants to make me happy | 4. The other is able to make me always happy. |

When we explore our natural acceptance we find that we want to make the other happy and ourselves happy. This is our intention. This can be verified by each one of us. This is also true of the other. The other also always wants to make me happy and him/her happy. This is also his/her intention. My natural acceptance is the same as the natural acceptance of the other. i.e. in relationship, the other's intention, the other's natural acceptance is the same as mine. This unwavering confidence in ourselves about our own intention and the other's intention is manifested as the feeling of trust.

Having trust means we are assured at all times about the other person in relationship, no matter what the other's competence is. Trust comes from having this right understanding of the Intention of every human being. We can see that just as our competence is lacking and we fail to always make the other happy, the other's competence is also lacking, which is why they fail to always make us happy in relationship. But when the other fails, we very quickly doubt their 'intention', which is what causes the problems in relationship.

Thus the above questionnaire can be answered in the following way:

| Intention – natural acceptance (a) | Competence – ability to fulfill (b) |
|---|-------------------------------------|
| 1. I want to make be happy | 1. I am always happy |
| 2. I want to make the other happy | 2. I always happy make other happy |
| 3. The other wants to be happy | 3. The other is always happy |
| 4. The other wants to make me happy | 4. The other always makes me happy. |
| <i>What we really want to be</i> | <i>What we are</i> |

We need to work towards developing our competence so that we can answer (1b) and (2b) in the affirmative. Based on whether the person is able to make themselves happy and make ourself happy, we decide how to proceed with them. By trusting the intention of others, you are assured. You are established in what you know as right, and then on the basis of this, you can see that the relationship. The problem today is that even in families, we doubt each other with the result that we behave like enemies, we try to put the other person down and there is a breakdown of relationship.

Every individual can verify this by themselves. There will not be any problem in the relationship either in the family, workplace or in the society among relative and friends unless one ends up with doubting the intention of the other person. This can be explained with a small example. One morning you are walking on the road side and you see your friend coming from other side. You smile at your friend but your friend has not taken notice of your presence. So you may feel that you are been ignored and so you would prefer to avoid the friend and be angry. But later when you come to know that your friend is disturbed and so did not notice you, then your anger would vanish. What happened here is that you have doubted the intension of your friend. But the friend had no idea of ignoring you as he/she was preoccupied with something else. However, you doubted his/her intention, and for that instant, you felt a sense of opposition for him, not a feeling of relationship. When you found out later the reason for the act, you immediately realized that it was not intentional to ignore you, only his/her competence was lacking at that moment. It is clear that the problem arose in you due to doubt on intention, and disappearing when the doubt on intention is gone. This problem in you creates a conflict with your own natural acceptance, and at that very instant, you are unhappy. If only you had known from before that at the level of *intention*, your friends, and all others wish only well for you, whereas, their *competence* to fulfill the intention was lacking, you could have been saved from this unhappiness and conflict in yourself.

We use the word ‘trust’ in a slightly different sense today, to do with the lack of competence of the person, and not their intention. Today, we don’t make a distinction between intention and competence (or lack of it), and hence, we are not paying attention to the intention at all, due to which the word trust gets used only at the level of competence (or lack of it). Having this trust on intention, you can then interact with people, evaluate their competence and make happy relationship with them

In all our relationships, trust is the foundation. A relationship without trust results in opposition, the relationship itself gets shaken up. However, since we are not competent and similarly the other is also not competent, we need to work towards improving our competence and help the other improve theirs.

7.6 IMPORTANCE OF TRUST

Trust is very important in every individual's life in the following ways-

1. ***Trust creates psychological safety*** – when there is trust among the members it creates psychological safety among them. Psychological safety is also important in personal relationships.
2. ***Trust encourages risk taking*** - In a work place or family when members ask questions and take risk it leads to innovation. If they do not interact or ask questions to each other then it means they lack confidence among each other and so they don't question each other. In personal relationships, questions and risks are very important. People can express their concerns; by asking questions. This encourages more understanding.
3. ***It helps in taking fast decisions-*** When there is trust then people tend to take faster decisions on many matters. As they have confidence and competence among each other. Many a times faster decisions create better environment and good relationships.
4. ***Trust improves communication*** - Good communication is important in every type of relationship. If there isn't trust between the participants, communication suffers. People will hide things from each other, which can only have negative consequences down the road. Misunderstandings are more common. When there's trust, communication is open and honest.
5. ***Trust improves self confidence*** - Within a safe space of trust, people can be themselves and be validated. This can only boost their self-confidence and encourage more trust and vulnerability.
6. ***Trust increases productivity*** - Combine risk-taking, fast decisions, and self-confidence in the workplace, and that leads to more productivity.
7. ***Trust facilitates good and meaningful connections in relationships*** - Trust is the backbone of healthy, happy relationships. When you trust that a person respects and loves you, it's much easier to be vulnerable. Vulnerability is what fosters real, close connection.
8. ***It reduces stress levels*** - Whether it's in the workplace or personal relationships, a lack of trust is emotionally exhausting. Being in an environment with trust lets a person relax and feel safe. Their stress decreases.
9. ***Trust increases optimism*** - Trust teaches a person that the world isn't all dangerous. There are people out there with good intentions. Optimism comes with a range of benefits, including better health and longer life spans.
10. ***Trust is good for communities*** - When trust is embedded into a community as a cultural norm, that community is healthier and happier.

7.7 RESPECT

Respect is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. The respect comes from Shraddha that means devotion which comes out of devotion and not by fear. The fear (bhay) is not a shraddha but it is ceremonious responsibility. The good example is the wife, who knows that she has to follow her husband for a happy and cool life. If it comes out from the inner core than it will be pure shraddha not routine job of married life then there is respect for each other. An example can be when we enter a temple, by seeing Goddesses or any deity we bow our head. It is spontaneous; no more compulsion or enforcement is there. It comes out naturally.

Verify the following on the basis of your natural acceptance:

- (a) What is naturally acceptable to you-feeling of respect or disrespect for yourself?
- (b) What is naturally acceptable to you-feeling of respect or disrespect for the other?

You will find that each one of us has an acceptance for feeling of respect. Just as we desire this, the other also expects the same. Every human being wants to respect and be respected.

It comes out from the core of heart

1. How much the respect you give to others?
2. Do you give respect in order to get the things back?
3. Do you feel to give respect or just a social courtesy?
4. How much respect you give to your elders and if to younger?

7.8 EVALUATING RESPECT

Respect means “Right Evaluation”, to be evaluated as how or what a person is like. But many a times we may make mistakes in our evaluation in the following three ways:

Over Evaluation (*adhi-mūlyana*) – To evaluate more than what it is.

Under Evaluation (*ava-mūlyana*) – To evaluate less than what it is.

Otherwise Evaluation (*a-mūlyana*) – To evaluate otherwise than what it is.

In all the above mentioned situations there is a room for uncomfortable situation. In the following situations there are examples that make it clear how an individual feel embarrassed or uncomfortable.

Example of over evaluation: You are sitting at home and there are guests around. Your father says ‘my son is the greatest scholar!’ Check for yourself: do you feel comfortable, or do you feel uncomfortable?

Example of under evaluation: You are still at home, but this time your father says ‘My son is a good for nothing. He must be the laziest person!’ You obviously feel uncomfortable, you don’t find this acceptable.

Example of ‘otherwise’ evaluation: You are at home, and there are guests around, and your father says, ‘you donkey! Can’t you even understand this much?’ You feel offended by this. This is evaluating you otherwise, as you are a human being.

Evaluating can also be in the following manner:

1. Respect – evaluation of other

In our life we come across many people, situations and things. We check them or evaluate them as per their performance, virtues, money or by luxury. Some time we evaluate them rightly and feel happy but on other hand when our evaluation is under estimated or over estimated then we feel embarrassed or uncomfortable.

2. Over estimation the situation

When we come across and estimate the other without knowing the reality. In such situations we may feel embarrassed as our estimation is wrong and we may land up having arguments with our near and dear ones.

3. Under estimation the situation

Some times we may try estimating thing on their look, appearances etc. We may sometimes under estimate others. We may also pretend to be over smart, more knowledgeable without even knowing the depth of other and when the other discloses their truth then it is really an embarrassing moment.

7.9 RESPECT YOURSELF

Confucius has rightly quoted that “Respect yourself and others will respect you. The real treasure is hidden within us. They are fools who disown themselves by saying that this is lacking and that is not available to them.

The beauty of the body comes by giving respect to oneself:

- It is most wonderful figure the God has given.
- the perfect legs to walk
- the two hand to conquer the world
- the brain not to bargain but to gain the gravity of the self,
- the eyes to watch the wealth of God not to give weird look
- the ear to hear the music of nature but not for hearing the bad deeds
- The mouth to taste the ultimate, but not to indulge in creating troubles.

7.10 BASIS OF RESPECT

The respect in all is the same but if you classify on the entities it usually differ in three conditions. They are-

1. On the basis of body
2. On the basis of belief
3. On the basis of resources

1. Respect of the Body:

Situation 1: the girl look pretty good, nice feature, good look, you try to give her your seat in the bus, why the respect for her beauty or for the opposite sex.

Situation 2: An old lady is trying to cross the road but she is not able to do it so, you try to help her by holding her hand. What is this the opposite sex? No the age.

Situation 3: The tourist in the park is from foreign country. We try to give information which may be relevant or irrelevant, but still we try to help, what is it? Is it a respect for the country or the color of the skin?

Situation 4: While standing in a queue for reservation, a big and hefty fellow try to enforce himself into the queue. The first option is not to allow him into the queue but his physique makes him give space without expressing the emotion. Is it a respect of mankind or the power of muscles?

2. Respect of Belief:

Belief, in many cases turns into a matter of serious debate. Often feel so that the best of the belief is ours and rest is just not up to the mark. This belief turns to be matter of debate by other, when they try to justify themselves. In this exchange of opinions the sentiment is shaken and turns into the situation of anger, anxiety or ultimate riots in many cases which takes the life also.

3. Respect of Resources:

We may have come across a situation when any NRI member of our family usually visited us. The love affection and the regards all come overwhelmingly. Why? This respect is in order to get the foreign things back or a matter of real love and affections? We all do know the answer for such behaviour and reaction.

When it comes to respect a human being, will you respect a human being on the basis of 'I' or Body? What is your natural acceptance? If you respect a human being on the basis of 'I', following things are true for every human being-

1. I want continuous happiness and prosperity.
2. The other too wants to be continuously happy and prosperous!
3. To be happy, I need to understand and live in harmony at all four levels of my living.
4. The other also needs to understand and live in harmony at all four levels of his/her living!
5. The activities in me ('I') are continuous, we can check this for our desire, thought and expectation.
6. It is the same for the other 'I' as well. The activities are continuous there as well, and the other too has continuous desires, thoughts and expectations.

When we see the above, what can we conclude? The other person also feels quite like me! There are so many similarities! Let us put down these similarities, in order:

1. We both want to have continuous happiness and prosperity
2. Our basic aspiration is the same.
3. We both need to have the right understanding: which is to understand and live in harmony at all four levels of our living.
4. Our program of action is the same.
5. The Activities and Powers of the self are continuous and the same in both of us – at the level of 'I'.
6. Our potential is the same.
7. Based on these three evaluations we can conclude that
8. The other is similar to me

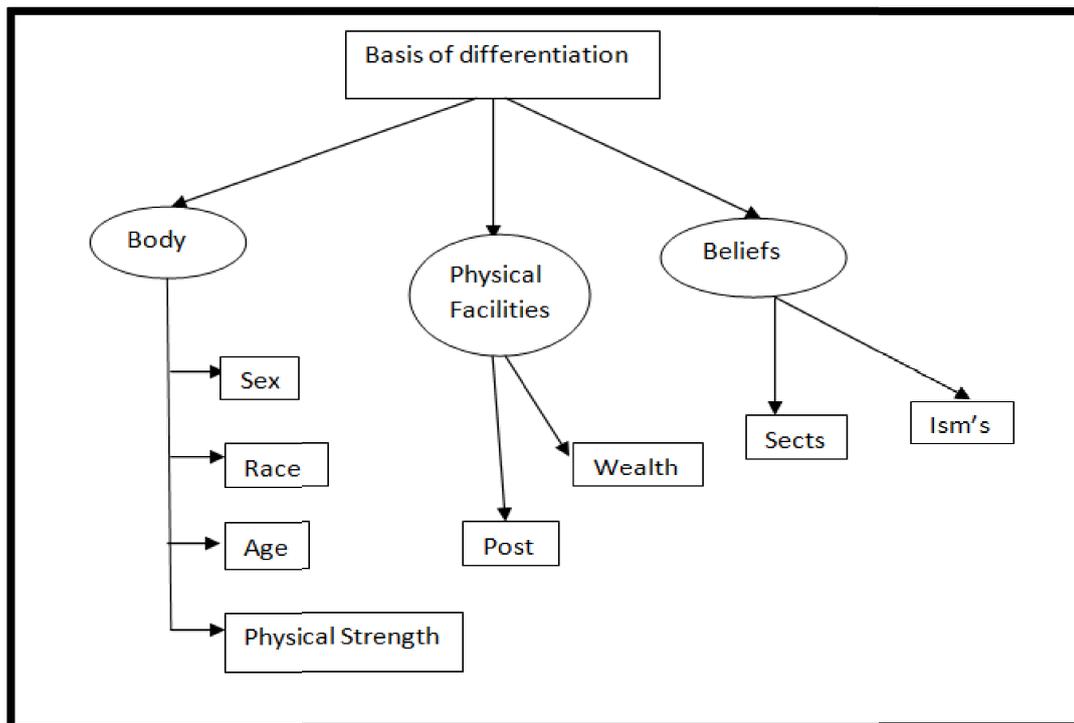
When we are able to see that the other is similar to me, we are able to recognize the feeling of respect in the relationship. Thus, respect is possible when, at the level of 'I',

we can see that the other is similar to me.

7.10.1 Respect in Today's world

Our basis for respect today is largely quite contrary to our discussion above. Instead of respect being a basis of *similarity or one of right evaluation*, we have made it into something on the basis of which we *differentiate*.

So, today, we are differentiating people on the basis of their body, on the basis of their wealth and possessions or on the basis of their beliefs. There is no notion of respect in terms of right evaluation.



These are the different ways we differentiate between people today. Let us look at them one by one:

1. On basis of body-

- **Sex/Gender:** We have such notions as, respect males more than females, or even the other way round in some societies. We ignore the fact that being male or female is an attribute of the body, and not an attribute at the level of 'I'. In many countries.
- **Race:** If the person is of the same race as oneself, then we treat them differently. For example, we differentiate on the basis of skin colour or on the basis of whether the person is of race etc., or on the basis of caste.
- **Age:** We have notions such as 'one must respect elders'. What about youngsters? Should we insult them? Should we not respect them as well? Here, we see that we are again evaluating at the level of the body and not to 'I'.
- **Physical strength:** If someone is stronger, we again treat him/her differently! This is again at the level of the body. In fact, we think that we are respecting the other

while it is fear. This has nothing to do with how the person is at the level of 'I'.

2. On basis of Physical Facilities-

- **Wealth:** We differentiate people because some have more wealth than others. What we term as a "rich person" gets idolized. We are over-evaluating physical facilities first, which are just meant to fulfill the needs of the Body, and then on this basis, we are wrongly identifying our relationship.
- **Post:** We try to respect on the basis of a person's position. We tend to believe that respect can be availed only if we reach a certain post. Thus, the respect that could be naturally available to us becomes a rare commodity.

3. On basis of beliefs-

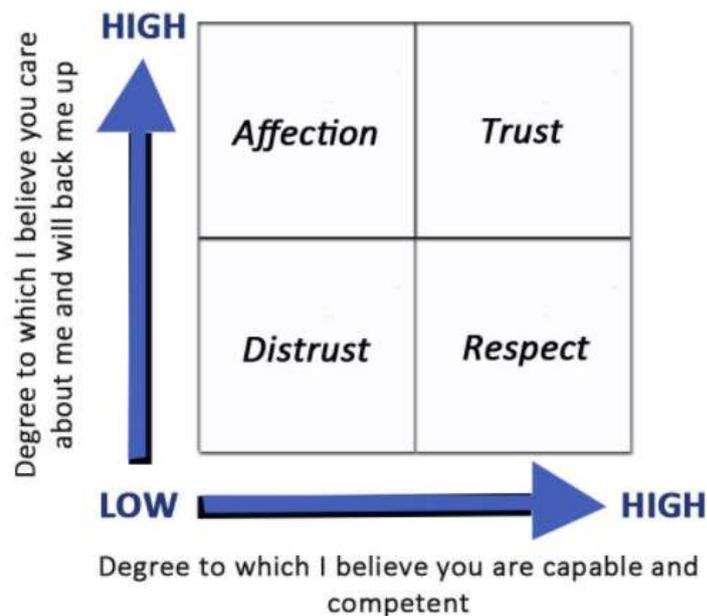
- **'Isms':** 'Ism' means any belief in terms of a 'thought-system' that we have, or that we have adopted. There are also many modern 'isms' such as capitalism, socialism, communism, etc.
- **Sects:** Sects are identified as having a set of beliefs which reflects itself largely in terms of certain traditions and practices. People of one sect only consider those with a similar belief system to be their 'own' and worthy of respect. Following a particular tradition, or religion, becomes the basis of respect and disrespect in relationship.

17.10.2 Basis of Differentiation

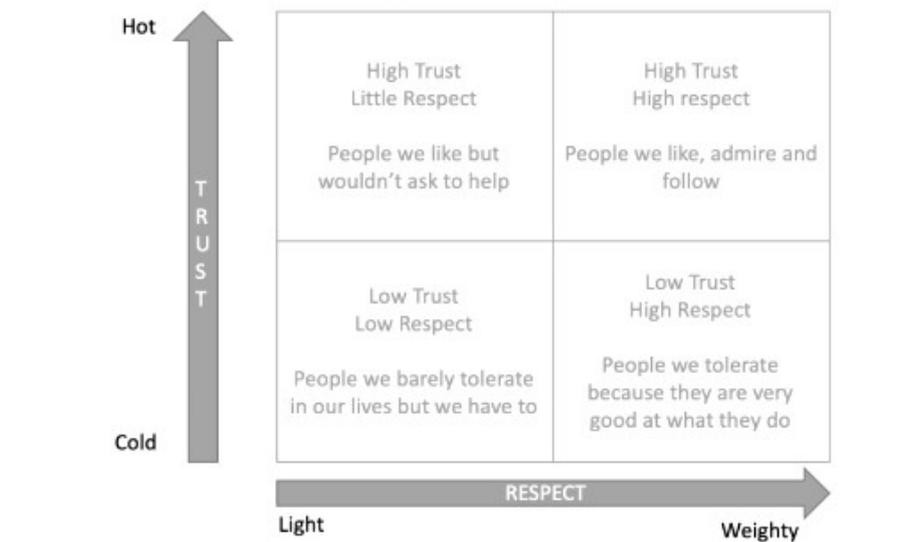
1. **Differentiation based on Sex/Gender:** People are differentiated on basis of their sex. For example some parents want boy child and totally ignore daughters.
2. **Differentiation based on Race:** There are many movements and protests against racial discrimination, and demands for equality. We hear of racial attacks, which are basically tied with this issue of respect.. Such discrimination leads to people living in fear of such racism, racist attacks, casteism and discrimination.
3. **Differentiation based on Age:** We hear of protests and movements demanding for equal rights for children on the one hand and for rights for elderly people on the other.
4. **Differentiation based on Wealth:** There is always a gulf of difference in respect between the rich and the poor which is on basis of property or wealth they have.
5. **Differentiation based on Post:** If someone does not get or qualify for a post, they end up feeling that they will not get the respect in the society!
6. **Differentiation based on 'isms:** We hear of fights, turmoil, terrorism and war, most of them tied with these Isms. We even hear of people converting from one Ism to another in order to be able to get more respect!
7. **Differentiation based on Sects:** We have countless religions and sects and each sect has its own movement to ensure that there is no discrimination against people of their belief.

The figure below shows the trust matrix explained by Peter Scholtes which depicts both trust and respect. The next figures show the matrix between trust and respect. It goes from hot to cold and light to heavy or weighty.

Peter Scholtes' Trust Matrix



The Trust-Respect Matrix



7.11 IMPORTANCE OF RESPECT

The importance of respect is herewith listed below:

- 1. Reciprocation-** "Respect is reciprocal" is a very common saying. It simply means that you get the same respect as you give out. It very simple, if you respect others, you will be respected.
- 2. It is a way of showing gratitude** - Showing appreciation of kindness is impossible

without reverence. Reverence is synonymous to respect. The fact is you cannot appreciate someone or something you do not hold in high esteem. You cannot truly appreciate God if you do not respect Him. Being respectful shows you are grateful.

3. It multiplies - One thing being respectful does is that it multiplies. When the seed of respect you plant germinates, you will be surprised at how big the tree will be. The only thing that will surprise you more is its fruits.

4. It builds trust - When respect is lost, trust is lost. The bridge to gaining the trust of others is built by respect. Trust is a valuable commodity. Since showing respect to others show that you value them, it automatically builds up their trust.

5. It is essential for love - Love is the foundation of so many things – friendship, marriage, family etc. One thing you would find in these is respect – mutual respect. There is no love without respect. People you respect will not only respect you back.

6. It makes you more accommodating - Respecting others makes you fit into their needs easily. This makes you less critical. Respectful individuals do not stick to their preconceived thoughts, jump into conclusions, or impose their thoughts on others.

7. You will be more well-mannered - In reality, when you respect others, you become more humble, dutiful, polite, and courteous.

8. It will make you more likeable - Showing respect for others makes people like you. Being polite entails waiting for your turn to speak and not interrupting others.

9. It adds value - Value and respect are synonymous. The value ascribed to a thing is directly related to the respect the thing commands.

10. You get better at teaching others - Respect is one of the things that make you teach better because people will like to hear from you.

11. It makes you fit socially and culturally - There are more cultures in the world than there are countries yet all cultures have one language – respect. Different cultures approach respect in different manners but the baseline is that there is a form of honour.

12. It helps your social life - People with the best social life respect others. Respecting others will make you have a lot of friends teeming around you. People will want to be your friends and get your attention.

13. An overall better life - The people you respect would be disposed to help you either with substance or knowledge. If you don't respect your teacher, you wouldn't gain much from him. The same thing goes for your parents, if you don't give due respects, you will be limited to a few goodies.

14. It is your image – When you treat others with respect then they will take note of how you made them feel more than any other thing. People will forget the cologne you wear, your ethnic group, religion, language, and class. One thing with a lasting impression is how they felt around you.

15. It makes everyone feel good - When you show respect to someone, the person feels good. Being respectful will make you happier too.

7.12 WAYS TO SHOW RESPECT

There are various ways to show respect toward others. Some of them are listed below:

1. Service - An important element in showing respect is service to others. Serving shows that others are valuable. Everything you do – talk, walk, sports, religious activities – are a means of serving others.

2. Show kindness - Akin to service is kindness. It is difficult to serve without kindness and impossible to be kind and not serve. When you do, it shows you ascribe significance to them.

3. Assert - This should not be confused with flattery. While flattery is empty, the respectful assertion is full. It is just a simple way to show that you respect a person.

4. Listen with genuine interest to others - Pay utmost attention to others when they are talking to you. Do not fiddle with your phone or get carried away in thoughts when having a conversation.

5. Share - Sharing is a way of showing respect. When you share your resources, it depicts that you value the other person. You can share your time, materials, knowledge, space, and other things.

6. Be polite - Please, sorry, and thank you are some of the words that can be used to show politeness.

7. Show gratitude - Count everything that is done to you as a favour and show gratitude for it. It can be anyone in the world who helps you whether it is big or small. What should matter is that the act is done and it must be appreciated. Make it a part of you to thank others.

There are many other ways to show respect for others which can be:

- Give more than you get
- Cause no harm
- Keep your word
- Maintain integrity
- Help others
- Be fair to all
- Be genuine
- Mean your words
- Be humble
- Don't gossip

Being respectful is key to receiving from both God and man. It might be tough to show respect at all times to others but everyone deserves it as humans. It doesn't matter how small the gesture is, show it. Little drops make an ocean.

7.13 SUMMARY

Trust means *vishwās*. It is belief on the person. Trust is the basic foundation of any relation in this world. It may be defined as: *“To be assured that each human being inherently wants oneself and the other to be happy and prosperous”*. Trust is to be assured, in other words it is to have the clarity that the other wants to make me happy and prosperous. Trust is the key of family bondage. It is in the top of all issues in a relationship. In the present scenario the word trust looks missing from the society. The concept of trust in the relationships has dried up. The current society is based on mistrust and misleading. The father is having hardly belief on his son for the business, the boss hardly trusts the colleagues, the shopkeeper hardly trusts the employee and this is in every walk of life. The scene looks like a situation of disorder, disbelief and generating lots of fuss over major area of society.

Respect is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. The respect comes from Shraddha that means devotion which comes out of devotion and not by fear. The fear (bhay) is not a shraddha but it is ceremonious responsibility. The good example is the wife, who knows that she has to follow her husband for a happy and cool life. If it comes out from the inner core than it will be pure shraddha not routine job of married life then there is

respect for each other. Confucius has rightly quoted that “Respect yourself and others will respect you. The real treasure is hidden within us. They are fools who disown themselves by saying that this is lacking and that is not available to them. Our basis for respect today is largely quite contrary to our discussion above. Instead of respect being a basis of *similarity or one of right evaluation*, we have made it into something on the basis of which we *differentiate*. So, today, we are differentiating people on the basis of their body, on the basis of their wealth and possessions or on the basis of their beliefs. There is no notion of respect in terms of right evaluation.

7.14 TECHNICAL TERMS

Trust : Trust means *vishwās*. It is belief on the person. Trust is the basic foundation of any relation in this world. It may be defined as: “*To be assured that each human being inherently wants oneself and the other to be happy and prosperous*”. Trust is to be assured, in other words it is to have the clarity that the other wants to make me happy and prosperous.

Honesty: Honesty is equally important among the members of the family which stands as one of the pillar to develop trust. In earning trust from others, our honesty, often we will need to choose between the benefits of being trusted and benefits of trick, such as personal pleasures, recognition, and validation.

Respect : Respect is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. The respect comes from Shraddha that means devotion which comes out of devotion and not by fear. The fear (bhay) is not a shraddha but it is ceremonious responsibility. The good example is the wife, who knows that she has to follow her husband for a happy and cool life. If it comes out from the inner core than it will be pure shraddha not routine job of married life then there is respect for each other.

7.15 SELF ASSESSMENT QUESTIONS

1. What is Trust?
2. What is Respect?
3. What are the relation between trust and respect?
4. State the importance of trust.
5. What are the ways to show respect
6. What is the importance of respect?
7. How is trust useful in building relationships?
8. How do you earn respect from other?

7.16 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Clifford Christians, Michael Traber, 1997, “Communication Ethics and Universal Values”, Sage Publications.
3. Tanu Shukla, Anupam Yadav, Gajendra Singh Chauhan, 2017, “ Human Values and Professional Ethics”, Cenpage

LESSON - 8

PRESENT SCENARIO OF RELATIONSHIP

AIMS AND OBJECTIVES

The aim of this lesson is to make learners understand the following:

- ❖ The contemporary situations of family relations
- ❖ Human relationships in olden days and in the present situation
- ❖ Lifestyle of people now and then
- ❖ Changing scenario of values in human relationship
- ❖ How western culture is influencing Indians

Structure

8.1 Introduction

8.2 Human Relationship in Olden Days

8.2.1 Comparison of the Human Relations between Olden Days and Present Days

8.3 Contemporary Family Lifestyle

8.3.1 Comparison of Lifestyle now and then

8.4 Present Changing Scenario of Values in Human Relationships

8.5 Changes in Human Relations Brought By Western Society

8.6 Need For Upholding Values in Today's Society

8.7 Summary

8.8 Technical Terms

8.9 Self Assessment Questions

8.10 Suggested Readings

8.1 INTRODUCTION

This chapter is all about how the present society has changed. We have discussed the relationships in the olden days and in the present society. In olden days, there was a deep rooted emotion among the family members. They shared love affections, respect, trust, honesty, gratitude, caring etc., among each other. We find a lot of developments in the family in the present scenario. These are changes of demographic nature like marriage rates, marriage age, birth rate, first birth age, in family functions, in man's and woman's role and division of labour in the family. The family's lifestyle is characterized as a category reflecting these changes.

The life style of people has changed from time to time. As a complex of activities of a particular social group or an individual, which emphasizes their specific activities and values in individual stages of life, lifestyle is subject to frequent changes that result from acceptance of a different hierarchy of values, social position or autodidactic activity.

Values reflect our sense of right and wrong. They help us grow and develop. They help us create the future we want. The decisions we make every day are a reflection of our values. In today's world values are slowly vanishing. So, there is a need to revive them. We learn most of our values from our parents and extended families. Individual values reflect how we live our life and what we consider important for our own self-interests. Individual values include enthusiasm, creativity, humility and personal fulfillment. These are the things which we would discuss in the chapter.

8.2 HUMAN RELATIONSHIP IN OLDEN DAYS

Many types of relationships exist in the society which include, family relationship, friendship, acquaintanceships, romantic relationships, work relationships, teacher/student relationship, community or group relationship etc. In olden days, there was a deep rooted emotion among the family members. They shared love affections, respect, trust, honesty, gratitude, caring etc., among each other. Every member was for the other with a motto – one for all and all for one. But now the situation has changed a lot. In those days if festival comes then all the family members gathered at a time to spend that festival very happily. If we recollect our childhood, our memories were touched with so many happy moments with our. In olden days, a marriage or a festival was celebrated with maximum number of days. In olden days, relatives were with marriage couple minimum 16 days to enjoy that happy occasion. All family members by forget their jobs and enjoy the festival day with variety of food.

8.2.1 Comparison of the human relations between olden days and present days

1. In olden days, people had sufficient time to spend with their relatives. At that time, people gave importance to human relations other than money. But, now a human kind is busy with so many activities all that cherishes for money.
2. In olden days, if a person suffered a serious disease then others would give helping hand by any means. But now, there is no means of help from others even that person is in dangerous position now.
3. In those days, elders were given more respect by youngsters. But, in present days, the level of respect to elders decreases.
4. In olden days, people think that teacher is their family members. But, now people want to question the teacher as an enemy.
5. In present days, in movies also, the value of human relations show as given by very little importance.
6. Due to decrease of closeness between humans, importance of festivals is also decreased day by day.
7. Generally, in social vision, a festival is given importance when more number of people celebrates the festival. Every festival has its own importance. It is very unfortunate thing that a person could not have time to go to temple in present day.

8. In olden days, people spent at temples much time to feel happy with activities with others. Elders at that time, they did food, clothes donation to the people who were in poor. But now we do not have any such things.
9. Due to broken families, mainly, children suffer more because of their parents. These broken families cause a mother to forget about her children and a father to forget about the education of his children. There are no caring grandparents in the home.
10. In olden days, people were in systematic traditions so they become ideal for their sons. But, now elders the scene is totally reverse.
11. In those days family was bind by relationship between the male and female. But now for silly reasons they do for divorce without even caring for their children.
12. The modern society is a society of individuals, not families; therefore, the claim family is a basic unit of society loses its validity.
13. A growing number of young people perceive family as a restriction of their personal freedom. Children do not understand the relationships in the family.
14. Family members have become more individualistic; need more privacy, freedom and independence.
15. Children use to spend lot of time with their grandparents but now they might visit them very rarely.
16. As we have single families now there are no elders in the family to advice the younger generations.
17. The stress levels and very high in the present generations due to various reasons. But the older generation did not know what stress was?
18. The present generations do not know what leisure time is as they are back of earning money and status. In those days people were happy with what they had and so they use to enjoy and had sufficient leisure time to spend with family and friends.

8.3 CONTEMPORARY FAMILY LIFESTYLE

We find a lot of developments in the family in the present scenario. These are changes of demographic nature like marriage rates, marriage age, birth rate, first birth age, in family functions, in man's and woman's role and division of labour in the family. The family's lifestyle is characterized as a category reflecting these changes. All these factors affect the family relationships. There are described features of lifestyle, its forms, typology and its relations.

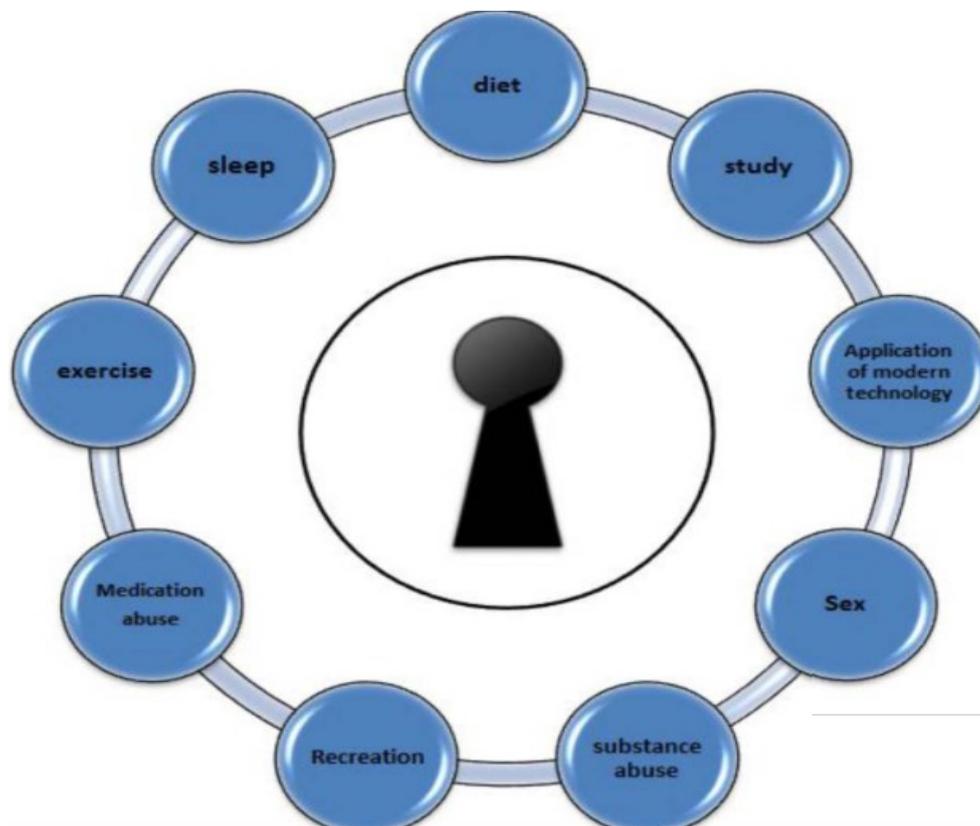
The situation of contemporary family is complicated. There are even arguments that today's family is internally so transformed or so vague. It seems the idea of family and relationship has been losing its meaning and is now outdated. It is in this context the term "family" is understood "*as a variant of intimate relational systems that can consists of intergenerational as well as intergenerational constellations groups of people*". This definition also includes unmarried couples.

In the modern family relations two basic trends appeared: the number of marriages increased and the age at marriage decreased markedly. In the coming years, the position and importance of family relations will further weakened due to the attempts of socially oriented

societies. However, further development has showed the very opposite to be true. Unmarried cohabitation breaks up more often than marriages, which leads to an increase of children born out of wedlock and of single mothers. All of the described changes in the lives of families undoubtedly influence their lifestyles.

8.3.1 Comparison of Lifestyle now and then

The life style of people has changed from time to time. As a complex of activities of a particular social group or an individual, which emphasizes their specific activities and values in individual stages of life, lifestyle is subject to frequent changes that result from acceptance of a different hierarchy of values, social position or autodidactic activity. Lifestyle is not only multidisciplinary, but also multidimensional. It is related to categories such as living standard, cultural level, values and value system or the currently very much discussed category of quality of life. With a look at existing studies in health domain, 9 key factors can be suggested for key for a healthy life style. This is shown in the figure below. In regard to each factor, the systematic planning in micro and macro level can be established. It can provide a social and individual healthy lifestyle.



The nine key factors of a healthy lifestyle

The diagram can be explained as -

1. **Diet** – In olden days we use to have a complete and healthy diet which was fresh and complete. But now children and others eat more of fast foods which are not so good for health.

2. **Study** – In the name of study children are been locked up in the books and tuitions. They have forgotten play ground and climbing trees or walls as it was few years back. Because of this children face stress and depression.
3. **Modern technology** – it has made people live in a digital world. Human relations are more commercial and limited. All emotions are shown digitally. If we want to wish a friend it would be done in some social media instead in person. Instead of giving a gift, people now prefer a digital transferor online shopping. Technology era has made people more and more farer each other even though they live under the same roof.
4. **Sex** – In olden days relations were pure and understanding. But now we do not understand what is happening to these relations and the ethics in it. We find extra marital affairs or before marriage relations like living together etc. We are adopting the western culture and have forgotten our culture and traditions.
5. **Abuse** – For every small matter the members of same family, religion, caste etc., abuse each other for no reason. There is not strong relation between the members of the family and they do not believe on each other. There is more ego than love; more dishonesty then honesty; more hatred than love and affection.
6. **Recreation** – There is no time for people in the society to recreate themselves in one aspect or other. They lead a life like a machine.
7. **Medication abuse** – It's the use of a medication prescription or over-the-counter in a way not intended by a healthcare provider. Medicine abuse includes everything from taking a friend's prescription painkiller for your backache to ingesting pills to get "high." This may affect the health and in turn the life style of the individual and the whole family.
8. **Sleep** – With crave to earn more money and status people have forgotten to sleep well and relax. This leads to stress and depression, which is not advisable.
9. **Exercise** – Health is the most important thing in every one's life. As without exercise there is no health. It should be made as a part of our life.

Our life takes place not just at a specific place, but also in a specific time. In this context, our lifestyle influences two spheres: occupational and non-occupational. From the lifestyle point of view, all non-occupational time includes an important area: leisure time. The phenomenon of leisure time is of interest to a number of scientific disciplines; it is also becoming more and more urgent. This is primarily because of its increase and consequent growing role in everyone's life. It is no longer limited to the usual socializing function, as the compensatory.

Health behaviour comprises a part of lifestyle that has a positive or negative impact on health. Health behaviour includes personal hygiene, body hygiene, physical activity, sleep, rest, diet, etc. It is also influenced by stress and the ability to eliminate it, use of intoxicating

substances, aggression and violence, road traffic safety, control activities. Importantly, attitudes towards health are affected by upbringing and the process of socialization.

8.4 PRESENT CHANGING SCENARIO OF VALUES IN HUMAN RELATIONSHIPS

Following are the list of values in relationships which are necessary to be cultivated for natural acceptance and mutual fulfillment. The major feelings or values in Relationships are:

1. **Trust** – It is trust that binds the relationships. Relations become strong if it is supported by trust. It is not that is developed in a day or so. It is a process that remains constantly and continuously throughout the life. One has to be honest in his approach otherwise trust will vanish. Honesty is another side of trust. In those days every one trusted and they use to keep up their at any cost. But now every individual sees his or her own interest and cheats others for self benefit because husband and wife do not trust each other; children and parents do not trust each other; friends have not trust among each other. So the whole scenario has changed. It does not means that trust has vanished from the world. But rather it is slowly disappearing.
2. **Respect** - Respect is a way of treating or thinking about something or someone. In those days we had lot of respect towards, parents, teachers, elders and others. But now children do not show parent respect that they deserve to be given. Teachers are criticized and disrespected. Love and respect are the key feelings on which any family relations are based. Love and respect are the guiding force that binds the family together. But now both these emotions are lost in the society.
3. **Affection** - Affection is the feeling of being related to the other. Affection comes when I recognize that we both want to make each other happy and both of us are similar. Then for the first time, I feel that I am related to the other that the other is a relative of mine. This feeling is called affection. “This feeling of acceptance of the other, as one’s relative is the feeling of affection or *sneha* in relationship”. But in the present society there is affection with some motto.
4. **Care** - The feeling of Care is the feeling to nurture and protect the body of our relative. Care is a basic emotion that every individual needs from the other in the family as well as in the society. The feeling of care is expected from all ages in the family. A child wants the care of the mother and father. Old aged members in the family expect care from all the other members. Care is an emotion which shows the love, affection towards others. Appreciation and affection are forms of caring for each other as family members.

In today’s world do to fast life and nuclear families, both wife and husband work and they cannot take full care of their children. Grandparents do not stay with their children so the grandchildren are neglected. So, children are neither cared by their parents nor their grandparents.

5. **Guidance** - The feeling of ensuring right understanding and feelings in the other is called Guidance. It is necessary to understand our Self for right understanding and feelings towards others. But do we really find such emotions among people today?

6. **Reverence** - The feeling of acceptance of excellence in the other is called reverence. But now due to egoism people do not appreciate or tolerate others. Instead they cross their boundaries and disturb the life of others.
7. **Glories**– Everyone always wants to live with continuous happiness and prosperity. Each one of us has the same goal and program and same potential to realize this. Glory is the feeling for someone who has made efforts for Excellence. But now we may not find this much in the society.
8. **Gratitude** - Gratitude is the feeling of acceptance for those who have made effort for our excellence. We normally see in today's world people complaining that others are not having gratitude. This may not be totally correct. Since we are not able to give them something permanent, something lasting to the other, the feeling of gratitude for our help does not continue. When we have the right understanding ourselves and are able to enable others also to have it, then this gratitude is natural and lasting.
9. **Love** - The feeling of being related to all is loves. This feeling or value is very important. But this emotion is made meaningless by today's youth. In the name of love they either die or kill others.

8.5 CHANGES IN HUMAN RELATIONS BROUGHT BY WESTERN SOCIETY

Some of the important changes that we find in our society due to influence of western society are discussed below.

1. **Marriage** - In traditional family the marriage was arranged by the parents. The marriage ceremony was based on the principles. But now marriage is now settled by the partners themselves. It is choice of mate by mate usually preceded by courtship or falling in love. Parents have less control over this matter. The couple may divorce each other at any point of time which we do not find in olden days.
2. **Changes in the relationship between man and woman** - In modern family the woman is not the devotee of man but an equal partner in life with equal rights. The husband now does not dictate but only requests the wife to do a task for him. She is no longer the drudge and slave of olden days. She can divorce her husband as the husband can divorce her. She can sue the husband for her rights and likewise be sued.
3. **Negligence in sex relationships** - The ethical traditionally associated with sexual relationships no longer characterizes the modern society, cases of illegitimate sex relationship of the husband and wife too can be seen now.
4. **Economic independence** - Women in modern family have attained an increasing degree of economic independence. In India the percentage of women going out for employment is steadily increasing. In upper classes women are property owners and in lower classes they are wage earners or professional workers. This economic independence has largely affected the attitude of modern woman. Formerly she had no choice but to find a male partner who could marry her and support her economically. She is not a slave of the man who provides her with food, clothing and shelter but she can now earn her own living.

5. **Smaller family** - The modern family is a smaller family. It is no longer a joint family. Moreover the tendency is to have a smaller family and the contraceptives help in checking the birth.
6. **Decline of religious control** - The religious rites of the traditional family such as early prayer, yagya etc. are no longer performed in modern societies. Marriage also has become a civil contract rather than a religious sacrament. It can be broken at any hour. The authority of religion over the conditions of marriage and divorce has markedly declined. Divorce is a frequent occurrence in present families. In traditional family it was a rare phenomenon.
7. **Separation of non-essential functions** – In the present society the modern family has given up a great many functions which were performed by the traditional family. The hospital offers room for the birth of child, in the nursing home he is brought up, in the kindergarten he is educated and in the playground he recreates. The traditional tasks of the household such as cooking and baking, cleaning and washing are also performed outside the household by specialized agencies. Ceremony and religion have lost almost all connection with the home as an entity. The individuation of family members has reached a point beyond which it cannot go. The size and functions of the family have been reduced. It has suffered a change in regard to both its structure and functions.
8. **Filo-centric family** - A filo-centric family is one wherein the children tend to dominate. In modern family physical punishment is rarely awarded to the children. The children now decide which school they will study in, what clothes they will wear, what food will be cooked and which movie they will go to enjoy. Thus the family has been subjected to profound modifications of an economic, social and biological nature.

8.6 NEED FOR UPHOLDING VALUES IN TODAY'S SOCIETY

Values reflect our sense of right and wrong. They help us grow and develop. They help us create the future we want. The decisions we make every day are a reflection of our values. In today's world values are slowly vanishing. So, there is a need to revive them. We learn most of our values from our parents and extended families. Individual values reflect how we live our life and what we consider important for our own self-interests. Individual values include enthusiasm, creativity, humility and personal fulfillment. Relationship values reflect how we relate to other people in our life, such as friends, family, teachers, managers, etc. Relationship values include openness, trust, generosity and caring. Social values reflect how we relate to society. Social values include justice, freedom, respect, community, and responsibility.

In today's world, it may seem our society doesn't practice many values. Here is a list of values that our society needs to inculcate among the younger generations:

1. **Empathy** –People need to understand who others are and accept who they are. Focusing on how we can grow together should be our ultimate goal.
2. **Respect** – Mutual respect is needed for all of us. This is what makes us human. Having respect for everyone, despite the differences between them, is vital.

3. **Love** – Having love in hearts keeps us from feeling the need to harm others. Love helps us acknowledge the similarities we all share rather than the differences of color, religion or sexual orientation.
4. **Loyalty** – Loyalty is a value that binds us to a person, thing or sentiment. With loyalty, we do not betray. If we all shared loyalty, trust will develop in our society.
5. **Honesty** – With honesty, you can admit your flaws and take the necessary steps to improve yourself. When we can admit to our flaws it can help someone else admit theirs. Ultimately, we can all help each other become better people.

Values can be contagious; if you practice them, many others will also, including our children. Hopefully more practice from all of us will leave the world a better place for future generations.

8.7 SUMMARY

The human relations and values have been changing from time to time. In olden days people use to have love, affection, affection, trust, honest etc on each other and share the same emotions with their family members. But now these emotions are vanishing slowly. So there is a need to develop these values among next generation so that the future is happy, peaceful and full of ethical values.

8.8 TECHNICAL TERMS

1. **Modern technology** – it has made people live in a digital world. Human relations are more commercial and limited. All emotions are shown digitally. If we want to wish a friend it would be done in some social media instead in person. Instead of giving a gift, people now prefer a digital transferor online shopping. Technology era has made people more and more farer each other even though they live under the same roof.
2. **Trust** – It is trust that binds the relationships. Relations become strong if it is supported by trust. It is not that is developed in a day or so. It is a process that remains constantly and continuously throughout the life. One has to be honest in his approach otherwise trust will vanish. Honesty is another side of trust.
3. **Respect** - Respect is a way of treating or thinking about something or someone. In those days we had lot of respect towards, parents, teachers, elders and others. But now children do not show parent respect that they deserve to be given. Teachers are criticized and disrespected. Love and respect are the key feelings on which any family relations are based. Love and respect are the guiding force that binds the family together. But now both these emotions are lost in the society.
4. **Gratitude** - Gratitude is the feeling of acceptance for those who have made effort for our excellence. We normally see in today's world people complaining that others are not having gratitude. This may not be totally correct. Since we are not able to give them something permanent, something lasting to the other, the feeling of gratitude for our help does not continue. When we have the right understanding ourselves and are able to enable others also to have it, then this gratitude is natural and lasting.

8.9 SELF ASSESSMENT QUESTIONS

1. What are the reasons for the changing features of human relations?
2. Write an essay on the present scenario of relations
3. Give a comparative study of human relations

8.10 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Clifford Christians, Michael Traber, 1997, "Communication Ethics and Universal Values", Sage Publications.
3. Tanu Shukla, Anupam Yadav, Gajendra Singh Chauhan, 2017, "Human Values and Professional Ethics", Cenpage.

LESSON - 9

DIFFERENTIATION IN RELATIONSHIPS AND ITS PROBLEMS

AIMS AND OBJECTIVES

The aim of this lesson is to make learners understand the following:

- What is differentiation in relationships?
- Why does it arise?
- What problems are faced?
- How to balance differentiation?
- How to overcome problems in the family and life due to differentiation?

Structure

- 9.1 Introduction**
- 9.2 Differentiation in Relationships**
- 9.3 Differentiation in Relations**
- 9.4 Why Differentiation Arises?**
- 9.5 Problems Due to Differentiation**
- 9.6 How to Balance Differentiations?**
- 9.7 Summary**
- 9.8 Technical Terms**
- 9.9 Self Assessment Questions**
- 9.10 Suggested Readings**

9.1 INTRODUCTION

To have differentiation in relations will help to understand as how we should treat others in our family, society and life. When there is no balance in this there would be a lot of problems. In relationships there are various emotions between each other but sometimes we may feel very different as something is wrong or not correct. Sometimes it might be with oneself and sometimes with others. This chapter explains about what is differentiation in relationships how it has to be done to avoid problems in family and life.

9.2 DIFFERENTIATION IN RELATIONSHIPS

Differentiation is the active, ongoing process of defining self, revealing self, clarifying boundaries and managing the anxiety that comes from risking either greater intimacy or potential separations. It occurs in relationships with parents, partners and close friends. In relationships there are various emotions between each other but sometimes we may feel very different as something is wrong or not correct. Sometimes it might be with oneself and sometimes with others. We can become enmeshed or fused with another person to the point that it is difficult to maintain a separate identity. We can also become so distant or disengaged that the relationship is no longer fulfilling for either person. Differentiation is the ability to maintain one's sense of self when emotionally and/or physically close to others, especially as they become increasingly important to you.

Differentiation is the ability to maintain your sense of self when your partner is away or when you are not in a relationship. Differentiation is different from individualism, autonomy, and independence. A differentiated self is solid and permeable. A differentiated person can be vulnerable and sure of it too. Differentiation does not involve a lack of feelings or emotions. It does not imply selfishness. No one really wants to differentiate, but being a victim of feelings and needs who is dominated by guilt and loneliness is a very uncomfortable situation. Such a situation is what can mobilize us to change. It can be defined as being close without being reactive or it can be simply defined as, "big and together".

9.3 DIFFERENTIATION IN RELATIONS

Differentiation is a process of cells naturally becoming more distinct and specialized as they evolve. As we evolve, we differentiate not only physically, but also emotionally and psychologically from our family of origin.

There are two forces that pull us in a different direction in every relationship. They are:

1. Attachment or togetherness – This is an emotion where we are bind with each other due to feeling of love or belongingness. But in this polarity we may minimize our traits in order to be loved and cared by our partner.
2. Autonomy or individuality – It is the wish to be themselves. It is an either/or reality: Either be myself or be close to the other.

Differentiation is the ability to balance the autonomy and the attachment so it is not an either/or. The more differentiated you become, the closer these two forces become. Essentially, it is the ability to be connected to your thoughts, values, and feelings, while also being close to someone, especially when that person is very important to you. Sometimes, due to life circumstances, therapy, or their partner, some will be able to raise their differentiation to a higher level than that of their parents.

A relationship is a hot and visceral place where you constantly rise, flourish, fail, "die," and can be reborn. You keep reinventing yourself and developing. Relationships are, in fact, a challenge scene full of conflict, gridlocks, anger, pain, lust, love, desire, growth, and creativity. The only way to really grow is to step inside crucibles and face the unavoidable conflicts in them.

When there are differentiation approaches in the relations then the needs of the partners will not be satisfied at any point of time. It has been pointed out that in our culture one's marital partner is expected to fulfill roles that 4 or more people fill in some other cultures: friend, lover, counselor, financial supporter, minister, etc. No one can do all of those things well all the time. Many relationships display either a follower or distancer. Normally the former is needy and they clingy to the distance. It is worth noting that distancers are generally no better at differentiation than followers. Often they are distancing because they are unable to stay in contact and stay differentiated. Because of this, they distance in order to keep from feeling vulnerable or to avoid the fear that they will lose themselves. Differences come due to non acceptance of feeling of one another.

9.4 WHY DIFFERENTIATION ARISES?

1. Differences also arise when there is lack of intimacy. Intimacy is not for the faint of heart. Intimacy needs-
 - Trust
 - Acceptance by the other person
 - Empathy
 - Validation
 - Reciprocal disclosure

Self-awareness, self-reflection, and complex language are all basic elements of true intimacy. True intimacy is developed through conflict, self-validation, and having the opportunity to disclose to someone without getting information back.

Our capacity to self-validate is directly related to our level of differentiation. When we can self-validate, we can soothe our own anxiety and resist being infected by other people's anxiety. Self-soothing means:

- Assuaging pain
- Mollifying anger
- Softening shock
- Pacifying fears
- Comforting sorrow and disappointment

To be centered in oneself is to be able to settle one-self when one is anxious.

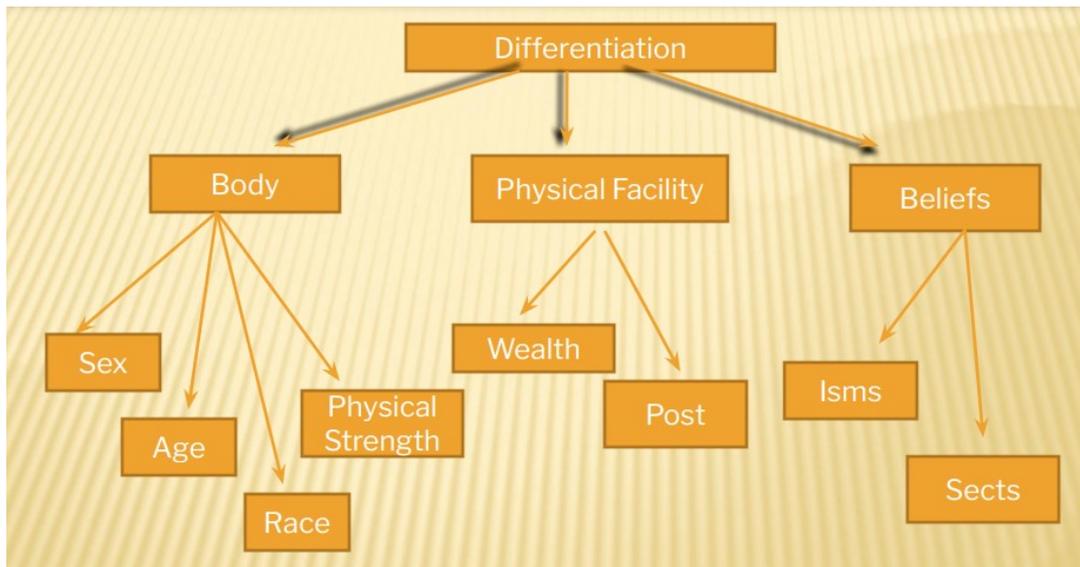
2. **Infidelity**- In the modern society we find infidelity or cheating between the couples to a good extent. It is in fact violation of the trust they have on each other. This can have devastating consequences. Having been cheated on can result in anguish, depression, fury and humiliation. It has been suggested that infidelity is one of the leading cause for not only differentiations but also it leads to divorce and romantic relationship breakdown.
3. **Conflict** - Conflict is part of any interpersonal relationship and occurs as a result of differences in opinions. People differ in values, dreams, desires and perceptions. Therefore, we are all bound to encounter conflict at some point in our lives. Conflict can range from less serious mild disagreements to more intensely heated arguments.

Previous research has found that marital conflict often stems from unmet needs, wants, and desires. When one person needs or wants something badly enough, and the other person is unwilling or unable to meet that need, resentment will often grow. Conflict can cause psychological pain that manifests in withdrawal and distance, depression, anxiety and/or aggression.

4. **Communication** - A good healthy romantic relationship is often characterized by good communication. Healthy couples speak openly and directly with congruent non verbal cues allowing them to convey the intended message accurately. Communication in romantic relationships connects and reassures partners and allows them to discuss and solve problems and share important information. Differences arise when there is a gap in the communication.
5. **Sexual Problems** - Sexual intimacy is one of the most important factors that differentiate a romantic relationship from any other interpersonal relationship. It develops as a result of an imbalance in the partner's styles of loving. In the early stages of the relationship, it is common for couples to experience intense feelings of love, affection and a strong desire for one another. As the relationship grows, external factors such as children and busy schedules can begin to have an impact on the sexual intimacy of the couple, often resulting in frustrations. As the frustrations develop more and more difference arise.
6. **Substance Abuse** – It is related particularly to consumption of alcohol, which leads to many financial problems and health problems that contribute to relational distress, differences among the couple. The first issue, of course, is money. Alcohol is expensive. Spending a great deal of money each day on alcoholic is a serious problem that can put a great deal of strain on relationships. Alcohol can cause people to become less sensitive to the feelings of others too. Alcohol can make it difficult for people to distinguish between the other person's emotions, and thus they may make incorrect judgments that negatively impact their relationship with their partner.
7. **Divorce and Breaking Up** - Divorce rates are increasing at an alarming rate. Divorce and break up can be a difficult and painful experience. It happens when the couple can no more tolerate the differences they find in their relations and feel that it is problematic to carry on the relation. The termination of a relationship or divorce can affect an individual financially, socially, emotionally and psychologically.

9.5 PROBLEMS DUE TO DIFFERENTIATION

There are various problems that are faced by the couple due to differentiation in idea, opinion, likes, dislikes etc. It can be explained in the following figure-



1. **Differentiation based on Sex/Gender:** There are many movements in the world around this. Women in the family are also seen down. They are not given equal position as men in the family. They are not involved in finance discussions or any crucial matters. This creates lot of problems not only worldwide but also in the family and in relations.
2. **Differentiation based on colour:** Internationally there are many movements and protests against racial discrimination, and demands for equality. We hear of racial attacks, which are basically to do with this issue of respect. The movement against cast discrimination has been growing in India for over decades. In the families also we find such discriminations. If the child or the wife is white and beautiful she is treated nicely or else in a very different manner.
3. **Differentiation based on Age:** This is another cause for differentiation. Internationally or national level it is seen that protests and movements demanding for equal rights for children on the one hand and for rights for elderly people on the other. The problem of generation gap is talked about quite often. One generation talks about being ignored by the other generation, and this has become the source of tension in many families.
4. **Differentiation based on Wealth:** This is an area that is increasingly becoming a very big area of differentiation and is leading to all kinds of large scale problems. We are all aware of the whole debate around rich countries and poor countries. Not understanding the need for physical facilities, and working for wealth to fetch respect has led to class struggle and movements to do away with class-differentiation. If the need for physical facilities is understood properly, we do not identify it with happiness.
5. **Differentiation based on Post:** We see protests against high handed government officials, because people feel they are being taken advantage of. This is due to the tremendous differentiation we make on the basis of position. At the level of the individual, it also leads to depression, etc. since if someone does not get or qualify for a post, they end up feeling that they will not get the respect in the society.

6. ***Differentiation based on 'isms:*** We are all quite aware of this differentiation on the basis of different thought-systems. We even hear of people converting from one Ism to another in order to be able to get more respect.
7. ***Differentiation based on Sects:*** We have ended up making countless religions and sects and each sect has its own movement to ensure that there is no discrimination against people of their belief. There are demands for special provisions in jobs and in education based on religions and sects.

9.6 HOW TO BALANCE DIFFERENTIATIONS?

There is always a choice to reduce or increase the level of differentiation. But why should we do such a thing? Raising the level of differentiation can help in the following ways-

1. There would be personal relational freedom. There would be more freedom and one would feel more authentic in relationships.
2. Enriching intimate relationships. Raising differentiation will help your relationship be more open and accepting of all your different self-states. You will be able to enjoy a relationship where you can “come as you are,” and even your shadow parts are welcome.
3. Aiding your children’s psychological and emotional health. Since you model your level of differentiation for your children, by raising your own differentiation you give them a more evolved starting point from which to begin their relational journeys in life.
4. Improving your social and professional relational settings. You can only help others raise their level of differentiation to your own level of differentiation. So by raising differentiation, you can better serve your colleagues, clients, and friends.
5. High reactivity. Poorly differentiated couples experience emotional fusion, in which one partner’s feelings spill over and trigger their partner. This creates a dynamic where each partner feels responsible for their partner’s feelings. Over time, this makes intimacy a flooding experience; as a result, partners avoid sharing their emotions by either growing apart or by constantly fighting

Differentiation is raised not in solitude or by reflection but within intimate relationships. So here are the ways to balance that can help to achieve differentiation:

1. Complete avoidance of conflict where both partners are deep in the togetherness polarity.
2. Constant fighting where both partners are stuck in the autonomy polarity, because they are unable to find a way to bridge their differences.
3. Maintain a flexible, solid sense of self. *Know thyself*. Be connected to who you are, know your strengths and weaknesses. Be familiar and comfortable with your different self-states.
4. Your ability to stay grounded and calm, even when your partner is triggered, anxious, or emotionally flooded will support you in staying in the

relationship without exploding, stonewalling, or enacting the holy trinity of blocking. By raising differentiating you can "Let It Land", to really hear and internalize your partner's criticism, frustration, loneliness, despair, and more, without becoming flooded or reactive. In time, this will enable both of you to be more open.

5. Keep a quiet mind and calm heart.
6. Engage in meaningful endurance.

Differentiation is the black belt of relationship skills. When you are well differentiated, it means that you can stay present with and open to the other person while simultaneously remaining present with your own experience and maintaining healthy boundaries. It seems paradoxical, but being well differentiated actually increases intimacy. That is because being fully yourself and present with your emotional experience allows you to be compassionately honest with your partner, even about things that make you feel vulnerable to reveal.

Differentiation, the way we hold on to ourselves while staying connected to our partner.

It refers to:

- living up to your values and integrity,
- calming yourself down,
- handling your reactivity,
- managing your anxiety so it does not manage you, and
- Confronting yourself rather than trying to change your partner, a person who has tremendous emotional significance in your life.

Ways to have balanced emotions of differentiation and avoid problems in family:

1. Stop blaming your partner.
2. Stop taking your partner's reactions personally. Always keep your own view of yourself as the most important. And, it is always true that listening to your partner can give you insights.
3. Ask yourself about your own happiness, not your partner.
4. Confront yourself, not your partner. This will change your life.
5. Don't count on your partner to respond positively, or make it easy for you.
6. Learn to look at your defensiveness as negative thoughts about yourself that have gotten triggered. Stop attacking and confront yourself, instead
7. There is always a kernel of truth in what your partner is saying. Look honestly at what your partner is saying.
8. Your differentiation will help your partner grow more than anything else you can do.
9. Stop making your relationship problems the cause of your unhappiness. Your life is the cause of your unhappiness, stress, symptoms or frustrations.
10. Turn every relationship issue into your own growth.

11. For a solution to a conflict or difficulty, try doing something that is 180 degrees different than what you have tried.
12. Choose only the important dissatisfactions to express and deal with those in a constructive way.
13. You need five positive interactions to every negative one.
14. Notice the good things your partner is doing.
15. Be who you are and how you want to be, and be the partner you would like to have. Differentiation is a work in progress. Have compassion with yourself and your partner.
16. Don't keep focusing on the downside. Don't "awfulize" things. Accept the reality and look for the changes you can make to improve your life.
17. When self-soothing in a time out, enjoy your own space. A measure of how well you are differentiating in this manner, is how little you think of your partner's bad treatment of you rather than enjoying the walk, the reading, the making your own plans, your hobby, whatever.
18. Self-soothing does not mean fleeing into substances to dull your feelings.
19. Keep trying to move higher ability levels of holding on to yourself while staying in loving contact with your partner.
20. Learn to talk as friends to each other.

9.8 SUMMARY

Differentiation is the ability to maintain your sense of self when your partner is away or when you are not in a relationship. Differentiation is different from individualism, autonomy, and independence. A differentiated self is solid and permeable. A differentiated person can be vulnerable and sure of it too. Differentiation does not involve a lack of feelings or emotions. It does not imply selfishness. No one really wants to differentiate, but being a victim of feelings and needs who is dominated by guilt and loneliness is a very uncomfortable situation. Such a situation is what can mobilize us to change. It can be defined as being close without being reactive or it can be simply defined as, "big and together".

There is a need to balance the emotions and then differentiation can help to have good relations in the family and society.

9.7 TECHNICAL TERMS

1. **Differentiation** - Differentiation is the ability to maintain your sense of self when your partner is away or when you are not in a relationship. Differentiation is different from individualism, autonomy, and independence. A differentiated self is solid and permeable. A differentiated person can be vulnerable and sure of it too.
2. **Infidelity** - In the modern society we find infidelity or cheating between the couples to a good extent. It is in fact violation of the trust they have on each other. This can have devastating consequences. Having been cheated on can result in anguish, depression, fury and humiliation. It has been suggested that infidelity is one of the leading causes for not only differentiations but also it leads to divorce and romantic relationship breakdown.

3. **Differentiation based on colour** - Internationally there are many movements and protests against racial discrimination, and demands for equality. We hear of racial attacks, which are basically to do with this issue of respect. The movement against cast discrimination has been growing in India for over decades. In the families also we find such discriminations.

9.9 SELF ASSESSMENT QUESTIONS

1. What is differentiation in relationship?
2. How to balance the differentiation in relations?
3. What problems arise due to differentiations?
4. What are the types of differentiation?

9.10 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, "A Foundation Course in Human Values and Professional Ethics".
2. Clifford Christians, Michael Traber, 1997, "Communication Ethics and Universal Values", Sage Publications.
3. Tanu Shukla, Anupam Yadav, Gajendra Singh Chauhan, 2017, " Human Values and Professional Ethics", Cenpage.

LESSON - 10

HARMONY IN SOCIETY

AIMS AND OBJECTIVES

The aim of this lesson is to make learners understand the following:

- ❖ How can the individual be in harmony with the society?
- ❖ What are the values that should be cultivated to be in harmony?
- ❖ What are the common goals and how to achieve?

Structure

- 10.1 Introduction**
- 10.2 Harmony in Society**
 - 10.2.1 Common Goal
 - 10.2.2 Today's Society
- 10.3 Values in Human Relations to Attain Harmony with Society**
- 10.4 Summary**
- 10.5 Technical Terms**
- 10.6 Self Assessment Questions**
- 10.7 Suggested Readings**

10.1 INTRODUCTION

Family is the basic unit of human organization and Society is the next order which is larger than the family. Society is composed of many families who are living together and they may make some collective effort for some goal which might be common or different. Family members live together as they have some common goals. In the society there are people who live with conflicting goals and differing goals also. Family members live together in a relationship of mutual fulfillment for a common goal. In the society people are living together but they may not be in any common relationship for mutual benefits so their goals differ. In the society there are people living separately with conflicting goals also which may lead to arguments, fights, quarrels, conflicts etc. The basis for harmony in the society is harmony in the family for which the bases is harmony in human beings.

Human beings are the most beautiful, competent and Intelligent creatures of the God. These characteristics of human beings have enabled them to constantly improve themselves and their surroundings. But alas to this, is their endless urge of self development that has posed threat to the combined development which is mainly the key to social harmony. Our society is diversified into people with many castes, colors, races and genders etc. In addition to this, personal and professional goals do differ from person to person. Societal goals further take a back seat for many in many cases. But this diversification needs to be unified to give path to the long term development.

10.2 HARMONY IN SOCIETY

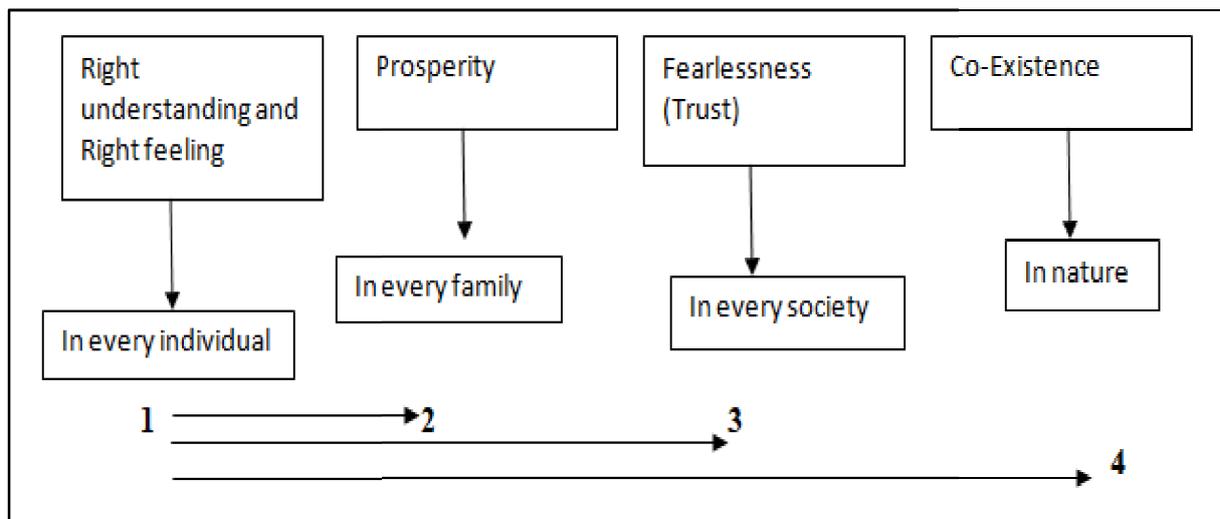
Social harmony can be defined as a procedure of assessment, articulate and encouragement, trust admiration, peace, harmony, respect, generosity and equity upon other people in any particular society regardless of their religion, caste, gender, race, age and occupation etc., among other aspects. To understand harmony in the society first we should understand as what the common goals are and how they are achieved.

10.2.1 Common Goal – Some of the common goal are listed below. But can we have the following common goal for the society and family?

1. Right understanding and right feeling
2. Prosperity in every family
3. Fearlessness in the society
4. Co-existence with the nature

Among the four common goals that are listed above are they really desirable or some can be deleted is the first questions. All of them are they required in both family and society and how importance are they to achieve harmony in society. This is the main matter for discussion here.

The common goals that have been listed above are explained with the help of the following figure:



All these common goals which are mentioned above are important and have to be achieved. From the figure it is clear that every individual needs to have right understanding and right feeling, which will lead to prosperity of every family. This can be gain with trust in the society and all this has to be in coexistence with each other in the nature. All this will lead to harmony of individual, family and totally the society.

To achieve the common goals and help harmony in the society the following 5 programs can be made in the system or dimensions of the human order. To fulfill the human goal we need to work on these five dimensions. In the light of the comprehensive human goal, let us visualize how the following five salient dimensions of

human endeavour are to be shaped and implemented in society. The five dimensions of human endeavour are:

1. Education – Right Living (*Sikshā - Sanskāra*)
2. Health – Self-regulation (*Svāsthya-Sanyama*)
3. Justice – Preservation (*Nyāya-Surakshā*)
4. Production – Work (*Utpādana-Kārya*)
5. Exchange – Storage (*Vinimaya – Kos,a*)

These five dimensions broadly cover all the activities that are necessary and fundamental for the harmonious existence of human society.

1. **Education – Right Living (*Sikshā - Sanskāra*)** - To develop the right understanding of the harmony at all levels of our being starting from self to the entire existence i.e., individual, family, society, nature/existence education is necessary. Sanskar is the commitment, preparation and practice of living in harmony. Preparation includes learning the skills and technology for living in harmony at all levels right from self to the entire existence. Education develops the right thinking and understanding. Sanskar is the commitment which helps in the preparation of learning the skills for education. Right understand is the wisdom or clarity as what to do as what not to do. As a human being how to behave with oneself, in the family, society and nature is understood. Right feelings are also developed which helps to develop the capacity to live in relationship with other human being in harmony. This can be achieved by learning right skills for prosperity. This is nothing but the capacity to identify the need of physical facility, skills to produce and feel prosperous. Education helps in the transformation of the society.

The content of education is the understanding of harmony at all the four levels of our existence right from myself to the entire existence. Right Living or *Sanskāra* refers to the ability to live in harmony at all the four levels of living. Thus, Education is to understand harmony at all four levels of living.

Right Living = Commitment and preparedness to live in harmony at all four levels of living.

We have to ensure the availability and continuity of Education-Right Living in our society. This dimension of society works to ensure ‘Right Understanding’ and ‘Right Feelings’. This is the goal and objective of education.

2. **Health – Self-regulation (*Svāsthya-Sanyama*)** - Feeling of responsibility of the self towards the body for Nurturing, Protection and Right Utilization of the Body. There are various programs for the harmony of the body. To stay health one has to take good food and have a good lifestyle. Exercise should be part of the life. If there is any disharmony of the body, it may be temporary and it has to be cured with the help of treatment and medicines and bring the body back to harmony. Health of the body is very important and it has to maintain at all times. For this one has to take fresh air, water, sunlight and food. At correct time one needs to sleep, eat and drink water and do exercise.

Sanyama refers to a feeling of responsibility for nurturing, protecting and rightly utilizing the body. When the body is fit to act according to the needs of the Self (‘I’), and, there is harmony among the parts of the Body, it is referred to as health or *Svāsthya*. *Sanyama* (or self-regulation) is the basis of *Svāsthya*.

3. Justice – Preservation (*Nyāya-Surakshā*) - Human Relationship, its Fulfillment & Evaluation leading to Mutual Happiness. Justice starts from family and slowly expands to the whole society and world. The child gets the understanding of justice in the family. With this understanding, he goes out in the society and interacts with people. All of us are children at some point of time and grow into adults. If the understanding of justice is ensured in the family, there will be justice in all the interactions we have in the world at large. The evaluation that takes place mutually in close relationships leading to mutual happiness. If we do not understand the values in relationship, we are governed by our petty prejudices and conditionings. We may treat people as high or low based on their body. We may treat somebody lowly as he/she belongs to a particular caste or sex or race or tribe, not understanding that these are the differentiations based on the body and are a grave mistake in the recognition of relationships. Similarly, we may differentiate on the basis of wealth one possesses or the belief systems that one follows. All this is source of injustice and leads to a fragmented society.

Preservation (*Surakshā*) refers to harmony in the relationship between human being and the rest of nature. Preservation of the nature and everything around us is very much necessary. It is needed for the prosperity of the individuals. It is required for the prosperity or mutual enrichment. Prosperity of human beings, enrichment, protection and right utilization of the nature will lead to harmony with the nature and society. Through right understanding one can identify as what is the physical facilities that are required and with the right skills one ensures the availability of more than required physical facilities and that is prosperity. A prosperous person thinks of right utilization of resources, nurturing the others and being in harmony with the nature.

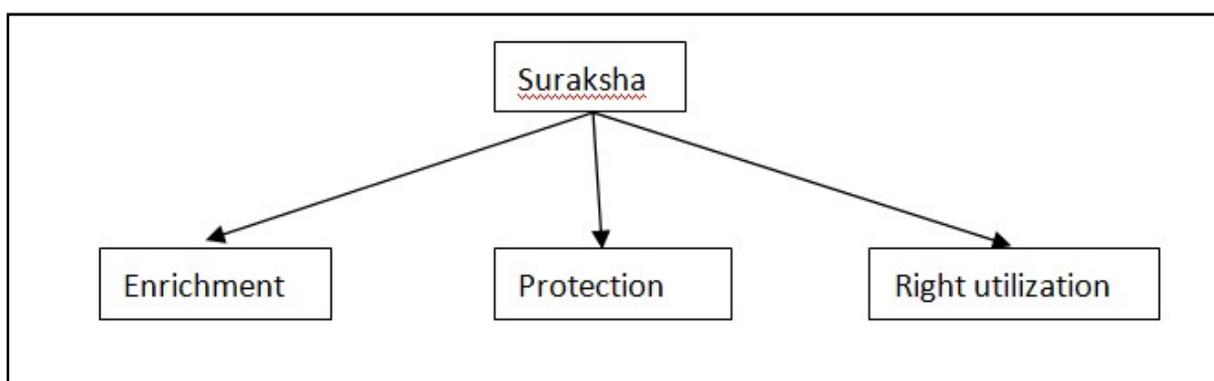
Justice = ‘Human-Human relation’ – its recognition, fulfillment, evaluation
– leading to mutual Happiness.

Preservation = ‘Human – Rest of nature’ relation - its recognition, fulfillment,
evaluation - leading to mutual Prosperity.
= Enrichment, Protection, Right Utilization of nature.

This dimension of our society works to ensure ‘*Surakshā*’. This involves ensuring the following three aspects –

1. Enrichment
2. Protection
3. Right Utilization

This can be depicted with the help of the following figure:



4. Production – Work (*Utpādana-Kārya*) - Work refers to the physical efforts made by humans on the rest of nature, while production refers to the output/physical produce that is obtained through these efforts. The human beings need to work to produce anything in the nature. Production is the physical facility obtained by work. Due to right thinking and feeling of individual, they work earn and produce and have prosperity in the family and lead to harmony in the society and nature. There are four types of production namely – primary, secondary, tertiary and services. Production is due with the help of the physical strength that an individual has. It is a cyclical process. The mutual enriching cyclic process is going on in the nature between the soil, water, air, plants and animals and also with the humans. But we find that the resources are used at a faster rate than the rate at which they are produced. This leads to pollution and depletion of the resources. So there is a need of right thinking and understanding for the use of these resources then only the nature can be protected and we can live in harmony.

There are important questions that are linked with production- work:

1. What to produce?
2. How to produce?
3. For whom to produce?

5. Exchange – Storage (*Vinimaya – Kos.a*) - Exchange (*vinimaya*) refers to the exchange of physical facilities between the members of the society, while storage (*kos.a*) refers to the storage of physical facilities that is left after fulfilling the needs of the family. They are important to maintain harmony in the society. Individuals produce goods and services, they have to exchange it with others and store it as it cannot be produced round the year. Individuals must learn to preserve for the future and be in harmony with the nature, without damaging it. Exchange is done of the physical facilities with a view of mutual fulfillment of needs. Not with obsession for more profits or exploitation of resources.

Through education individuals will gain the right understanding and right feeling. This will enable them to lead a life which is contented. They will be happy and that leads to prosperity the whole family. Due to self regulation and good health of the individual the family will be happy and prosperous. With the help of fearlessness and trust in the people the society will have justice. When there is a mark of justice and that is preserved in the society then all will lead a happy life. In this process when we preserve the nature then we can lead a happy and peaceful life with the nature. We can co- exist in peace with the nature. Every one cannot produce everything so there is a need for exchange for mutual benefit and development. The production needs to be stored as it cannot be produced anything anytime. Education can ensure right understanding in the individual and it can lead to good health and maintain a harmony with the society and nature.

To sum up it can be understood that these five dimensions of humanistic society are able to ensure the common human goal in the following manner:

Education gives Right living and that leads to —————→ **Right understanding**
The process of education and right living leads to right understanding in the individual.

Health – Self-regulation will lead to —————→ **Prosperity**

Having the program for health and sanyam leads to well being of the body, and identification of need for physical facilities which along with production ensures feeling of prosperity in the family.

Justice – Preservation will lead to —————> Fearlessness and Co-existence

Ensuring justice in relationship, or mutual fulfillment in relationship on the basis of values like Trust, Respect, etc leads to fearlessness in society, while Surakshā of nature – via enrichment, protection and right utilization leads to co-existence in nature.

Production – Work will lead to —————> Prosperity and Co-existence

Production and work are for physical facilities, leads to a feeling of prosperity in the family. Production is done in harmony with nature, and hence, this also leads to co-existence with nature.

Exchange – Storage will lead to —————> Prosperity and Fearlessness

When we store and exchange for mutual fulfillment and not for exploitation, then it leads to fearlessness (trust) in society.

10.2.2 Today's Society

We have mentioned the common goals to be achieved in the above paragraphs. But what really is happening in today's society is that people are running back of money. Money earning is very important and is everything in the world. This leads to obsessions for consumption. Earning money is to consume more than what is required and this leads to sensual pleasures, obesity and other health problems. Earning money can also lead to obsession for more profits. And more and more pleasures in the society. In the family members are obsession for accumulation of more and more money by any means and this leads to various unpleasantness. If the nature and the society are seen we are trying to dominate and explore the nature too much which is creating more problems to the nature and we are depleting the resources and creating pollution. In the society we find more exploitation and fear is increasing and this leads to various wars and terrorism. Today we are looked up in our houses due to these increasing obsessions. And this is no desirable neither to the individual nor to the family or society.

Where are we with respect to the above goal? How do we fare presently?

1. Right understanding in individuals - Are we really working for this? You will find that we are talking so much about information and skills, but we are ignoring the need for right understanding, and happiness correctly.

2. Prosperity in families - We are not able to see that the need for physical facilities is limited and that, we can have more than what we need. We are only talking about how to generate more wealth. We have forgotten that the need to have wealth is to keep the body healthy and use it for the right purpose enjoyment.

3. Fearlessness (trust) in society- In place of working for fearlessness, we are working for strategic powers. We are becoming more fearful of each other. So, most of the countries in the world are busy preparing for war.

4. Co-existence with nature - Instead of co-existing, we are busy in exploiting the nature. We even have disregarded the obvious truth that nature is our basic support system and disturbing its balance will result in our own destruction. Thus, we have missed out on the core things in our life. The problem with us today is that the program to ensure the first step, i.e. right understanding in the individual, is missing.

10.3 VALUES IN HUMAN RELATIONS TO ATTAIN HARMONY WITH SOCIETY

We need to understand one thing very clearly that every child learns good and bad from the family. The family is responsible to develop good values into the child. From there he/she would enter the society and develop it. The family is a laboratory of sorts, in which we live our understanding and relationships. Society is an extension of family and that it is possible to live in harmony with every human being – thus laying the foundation for an undivided human race – from family order to world family order. We can now conclude that there are definite values in human-to-human relationships which need to be understood and fulfilled accordingly. These values have been discussed in the previous chapter. They are just listed below:

1. Trust
2. Respect
3. Affection
4. Care
5. Guidance
6. Reverence
7. Glory
8. Gratitude
9. Love

All these values are important to be inculcating in the individuals in the family so that the society can be in peace and harmony. But the question now is whether we are able to develop and nourish these values in today's society? In previous chapter this has also been discussed as how the values are in today's society.

10.4 SUMMARY

Family is the basic unit of human organization and Society is the next order which is larger than the family. Society is composed of many families who are living together and they may make some collective effort for some goal which might be common or different. Family members live together as they have some common goals. In the society there are people who live with conflicting goals and differing goals also. A child learns every emotion and value in the family and when he/she comes out they need to develop in such a manner that they can maintain harmony in the society, with themselves, with the family and ultimately with the nature.

10.5 TECHNICAL TERMS

1. Common Goal

1. Right understanding and right feeling
2. Prosperity in every family
3. Fearlessness in the society
4. Co-existence with the nature

2. Human Values

1. Trust
2. Respect
3. Affection
4. Care
5. Guidance
6. Reverence
7. Glory
8. Gratitude
9. Love

10.6 SELF ASSESSMENT QUESTIONS

1. What are the common goals of human beings?
2. What are the human values?
3. How can an individual be in harmony with the society?

10.7 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Clifford Christians, Michael Traber, 1997, "Communication Ethics and Universal Values:", Sage Publications.
3. Tanu Shukla, Anupam Yadav, Gajendra Singh Chauhan, 2017, " Human Values and Professional Ethics", Cenpage.

LESSON - 11

UNIVERSAL HARMONY

AIMS AND OBJECTIVES

The aim of this lesson is to make learners understand the following:

- What is harmony?
- Harmony at family to universal level
- Four orders in the nature
- Undivided society

Structure

- 11.1 Introduction**
- 11.2 Harmony**
- 11.3 Harmony from Family to Universe**
- 11.4 The Four Orders in the Nature**
- 11.5 Innateness**
- 11.6 Natural Characteristics in the Four Orders**
- 11.6 Undivided Society (Akhanda Samaja)**
- 11.7 Summary**
- 11.8 Technical Terms**
- 11.9 Self Assessment Questions**
- 11.10 Suggested Readings**

11.1 INTRODUCTION

In the previous chapters we have discussed the concept of harmony in the family; society and now with the whole universe or world would be discussed. Having understood the comprehensive common human goal, it is possible to be in harmony not only with human beings, but also with the rest of nature. We are able to see that we are related to every unit in the nature and ensure mutual fulfillment in that relationship.

Harmony in simple words is to be in peace and happiness. It can be described with the aspect of music that makes it feel rich and full. The harmony of music is built to compliment the melody. The melody is a musical line. Harmony is sounding more than one note together at the same time and is built to compliment the melody line. Emotional harmony is the idea that people can experience inner peace and rest. Finding emotional harmony within, ourselves will lead to the feeling of joy, peace, and happiness. Emotional harmony shapes how we

work, how we pursue our passions, how we interact with our families, friends and loved ones, and how we deal with the stressors and problems that naturally arise.

We want harmony at all levels of our life. There are four orders in nature: material order, plant (*pranic*) order, animal order and human order. There is interconnectedness among all the orders. The first three orders are mutually fulfilling to the rest three orders, only human order is not able to be fulfilling to the other orders. There is recyclability and self-regulation in nature.

11.2 HARMONY

Harmony in simple words is to be in peace and happiness. It can be described with the aspect of music that makes it feel rich and full. The harmony of music is built to compliment the melody. The melody is a musical line. Harmony is sounding more than one note together at the same time and is built to compliment the melody line. Emotional harmony is the idea that people can experience inner peace and rest. Finding emotional harmony within, ourselves will lead to the feeling of joy, peace, and happiness. Emotional harmony shapes how we work, how we pursue our passions, how we interact with our families, friends and loved ones, and how we deal with the stressors and problems that naturally arise. When we experience harmony within ourselves and are emotionally grounded in unchanging truths, in essence, we get to choose, so much more often, how we feel. Our peace is always available.

The aggregate of all the mutually interacting units - big or small, sentient or insentient together can be called nature. These units are infinite in number and we could easily observe that there exists a dynamic balance, self regulation among all these units. This self regulation is harmony or balance in nature. The law of nature has a unique cause and effect system which must be understood in order to be in harmony with the natural law of things.

Natural harmony is necessary for the following reasons:

1. Natural harmony is necessary to solve the problem of global warming and depletion of non-renewable natural resource.
2. Natural harmony with trees cures all ecological problems.
3. It is possible to achieve natural harmony in the establishment, maintenance and management of educational institution like schools, colleges and universities.
4. One can understand the depths of harmony and alignment in natural by contemplating and reflecting upon the natural order.
5. It is possible to unravel the mystery of the natural synthesis.

11.3 HARMONY FROM FAMILY TO UNIVERSE

In the previous chapters we have discussed the concept of harmony in the family; society and now with the whole universe or world would be discussed. Having understood the comprehensive common human goal, it is possible to be in harmony not only with human beings, but also with the rest of nature. We are able to see that we are related to every unit in the nature and ensure mutual fulfillment in that relationship.

Working on the five dimensions of human endeavour in the light of right understanding, we are able to work for an orderly living of the human society, whose foundational unit is the family and the final destination is the world. Therefore number of families in the village forms a cluster of society and when that expands it finally reaches the level of universe. Living in this order, we are able to work for inculcation of universally acceptable human values through education, plan systems to ensure justice for all human beings, make policies for the well-being of all. Here comes the concept of Undivided Society (Akhand[^]a Samāja) - feeling of being related to every human being. Universal Human Order (Sārvabhauma Vyavasthā) is the feeling of being related to every unit including human beings and other entities of nature.

Every child begins to understand relationships in the family and they live harmoniously in these relationships. Family is the first place to understand our relationships, recognize the feelings in these relationships live according to these feelings and attain mutual happiness. As we begin to understand that relationship exists between my Self ('I') and the other's Self ('I'), we begin to see that relationships are not limited in the family but extend to include all human beings in the society and universe.

Every individual wants to live in harmony not just with the family or society but with the whole nature and universe. We find that in reality we not only want ourselves to be happy but also want to make others happy. We see this with our friends, our colleagues, our co-workers, our teachers, and people in the social web that we live in and even the stranger on the road. Whoever we come in contact with, our natural acceptance is to be in harmony, to co-exist with them. We feel happy and relaxed when we are with people who we feel related to us and we enjoy a feeling of assurance and trust when we live in this social web.

Harmony in the family is the building block for harmony in the Society and ultimately the universe. Harmony in society leads to an undivided society when we feel related with each and every human being. Today our feelings for our society have become very limited and each one of us lives in a very small web of relationships. Even these simple relationships in a family may appear burdensome to many, leave the whole world or universe. Our natural acceptance, however, is for relatedness with all and we can very naturally expand into the world family. This is the basis of an undivided society, a feeling of relatedness with all. Every human being in this world wants to be happy and to be happy it is essential to live in harmony at all levels of living.

11.4 THE FOUR ORDERS IN THE NATURE

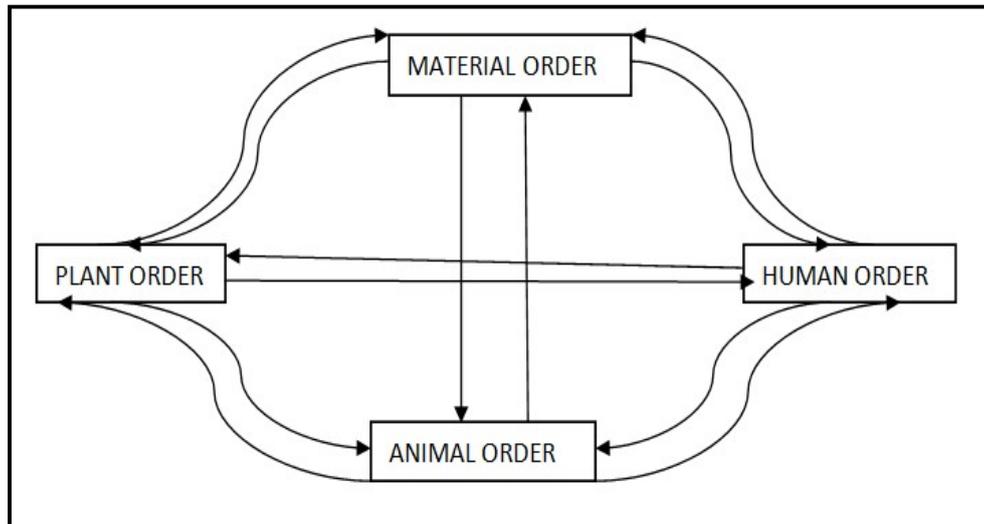
Everything around us is in some order or other. In fact it is in one of the following four 'orders'-

- a. Material Order (*padarth avastha*) – e.g. soil, water, air, etc.
- b. Plant Order (*pran avastha*) – e.g. grass, plants, trees, flowers, fruits, etc.
- c. Animal Order (*jiva avastha*) – e.g. Animals and Birds.
- d. Human Order (*gyan avastha*) – Human Beings.

The big land mass of the continents, gigantic water bodies like ocean and seas, mountains and rivers, the atmosphere above, the heaps of metals and mineral below, the dense gases & fossil fuels deep below the surface of the earth – all fall into the *Material Order*. Our land mass is covered with Shrubs, plants, and trees form huge forests along with the flora in the ocean. All of this is the *plant order*. The material order is far greater in quantity compared to the plant order. Animals and birds form the third largest order. The plant order is far greater than the animal order. Humans are the smallest order and they are referred to as *Human Order*. Animals are far greater in quantity as compared to the human order.

If the first three orders namely the Material, Plant and Animal Order are considered then it is easy to understand the interconnection and mutual relation between them. The relationship between these orders is in such a way that they all fulfill each other and coexist with each other. The Material Order provides the nutrients to the Plant order in the form of soil, minerals, etc while the Plant order decays and forms more nutrients, thus enriching the soil. The Plant order also decays to substances like oil and coal. Plants help move the nutrients through the various layers of the soil. Plants produce oxygen/ carbon dioxide and thus help in the movement of the Material Order. Thus these two orders naturally exist in a relationship of mutual fulfillment with each other.

The Material Order provides the basis for movement of all animals, birds and fishes. Water, Oxygen and other gases are necessities for both plants and animals. At the same time, the Animal Order helps enrich the soil with its excreta and these excreta help the plants with nutrients. The Plant/Bio Order provides food for animals, birds and fishes. The relationship across all three orders is – naturally one of mutual fulfillment. In the similar manner these orders also help and co-exist with the human order to fulfill their needs also. The humans also have a natural acceptance to be mutually fulfilling to these three orders. We are dependent on the material order for soil and minerals and metals, but only end up polluting and depleting; we are dependent on plants for our food, but we destroy forests and species of plants and herbs; we are dependent on animals to carry out our production and transportation activities, but many species of animals extinct, and are today known for our cruelty towards animals. This interconnection can be shown in the following figure:



From the figure above it is clear that all the orders are interdependent and the three orders besides the Human Order are in harmony and are fulfilling to the human order. But we humans have not understood and learnt to live in relationship of mutual fulfillment with these three other orders. This is because we have not understood the harmony that exists between these orders. We are disturbing ourselves and also the balance amongst the other three orders. We have depleted and destroyed many species, plant and created pollution of all kinds. But for our happiness we have to live in harmony with the entire nature and all the orders which we are missing many a times.

Each order is composed of a number of 'things'. Each one of these 'things' is also called a 'unit'.

Material Order: The material order is the most abundant in nature and exists in the form of all the soil mixtures, metal and compounds, various gases, water and other liquids etc.

Plant Order: Pranic order exists as the smallest seeds to the plentiful grass, the various plants and trees and the all the vegetation in the ocean. There is coexistence of self and the body. For any-body the fundamental unit is the cell whether it is human or animal. The cell belongs to the pranic order. Thus, the body of both animals and humans is made up of cells and belongs to the pranic order.

Animal Order: The Animal order is made of various kinds of animals and birds. These entities display both a body as well as a conscious activity. The Animal Order thus is the coexistence of the Animal Body and the Self.

Human Order: The Human order is constituted of all the human beings. Each human being is co-existence of the Self ('I') and the Body (Pranic Order).

All units around us, including ourselves, are active, all the time. They are interacting with the environment. In the activity, there is a state or configuration and motion simultaneously. This remains all the time.

11.5 INNATENESS

The four orders that are discussed exhibit innateness, an intrinsic quality that cannot be separated. The principle of 'Innateness' also called as '*Dhāranā*' is the matter of discussion here.

Innateness of material order - It is possible to convert the material things from one form to another. It is not possible to destroy it. It cannot be ceased to exist. If coal or wood is burnt, it changes to ashes the existence of wood or coal might have changed but its existence is there in one form or another. So, we cannot destroy the matter, it can only be converted from one form to other. Thus, "to exist", or 'existence' is intrinsic to all material, it is innate to it. We cannot separate the 'existence' of a thing from the thing itself.

Innateness of Plant order – It is a development of the material order; it also has the innateness of existence and can grow. If there is a plant no one can stop it from growing. The only way to stop it growing is to cut it. In the case of material order, as coal or wood is destroyed, plant cannot be done so from growing. It can only be converted from one form to other. Thus 'existence' and 'growth' together are the innateness of the pranic order.

Innateness of animal order – Their order inherits the innateness of the previous orders. It is physico-chemical in nature. One cannot separate an animal from its life its existence or growth. The will to live cannot be separated from the animal. Thus the animal order imbibes 'existence' & 'growth' in the body and a 'will to live' in 'I' as its innateness.

Innateness of the human order – In the human being we find existence, growth are the fundamental things in the body. But in humans the will to live is the innateness in them and they will live with happiness. This cannot be separated from them. Each one of us not only wants to live but also wants to 'live with happiness'. This is the innateness of the human order and it characterizes the human order. The will to live happily cannot be removed from the human beings.

11.6 NATURAL CHARACTERISTICS IN THE FOUR ORDERS

In the different orders, we find that each order has a certain value. This 'value' is also referred to as "natural characteristic". This is also called '*svabhāva*'.

Characteristics of material order - The fundamental characteristic or '*svabhāva*' of material orders is its 'Composition/Decomposition' which enables to come together and form a bigger unit. Bigger units transform to smaller units. Particles of soil combine to form a brick. Bricks combine to form towers. This is a case of composition. When the tower falls, it breaks down to small particles of soil. This is decomposition. This is the way material entities participate with other material units.

Characteristics of plant order – In this order we can see that *pranic* units nurture or worsen other pranic units. To nurture means to be supportive, to aid other pranic activities. Vegetable is a pranic unit and our body is also a pranic unit. If I eat vegetable, it helps my

body grow. If I eat the same vegetable in larger quantity than required, it will work to worsen my body. Hence, we say that the 'value' or 'natural characteristic' of the plant order is to 'Nurture/Worsen'.

Characteristics of animal order - In the animal order, the body of the animal belongs to the plant order, and hence has the same 'usefulness' or 'value' as the pranic order. Thus 'nurture/ worsen' is the characteristic of the animal body. The characteristic of the Self ('I') of the animal order is non-cruelty and cruelty.

Characteristics of human order - Just like animals, human also belong to the plant order and so their characteristic or nature is similar to them. It either nurtures or worsens other pranic units. When I digest the vegetable, I absorb the plant and it worsens, while my body is nurtured. The value of the Self ('I') in human beings is Perseverance, Bravery and Generosity. This is the nature of the human beings. But they are not continuing to be so and that is the cause of all the unhappiness. Only when we live according to our basic human characteristic as mentioned above, we have a definite character, otherwise, it is not definite, it is uncertain, unlike other three orders as discussed above. Therefore the ultimate goal of human is to be happy and this helps to maintain the universal harmony.

11.6 UNDIVIDED SOCIETY (AKHANDA SAMAJA)

The Universal Human Order is the state of realizing the freedom of individual in context of this universe. The respect towards mankind and nature is must to establish the universal order. After understanding the comprehensive human goal, we are able to be in harmony not only with human beings, but also with the rest of nature. It is clear that there is a interconnection of all the four orders in the nature and they live to fulfill their needs and also ensure mutual fulfillment in the relationship. Working on the five dimensions of human endeavour in the light of right understanding, we are able to work for an orderly living of the human society, whose foundational unit is the family and the final destination is the world family. Undivided society (Akhand samaja) is a feeling of being related to every human being. An undivided human centric society is one of the higher human goals. Akhand samaj is the state of the society where all people of different religion and thought process live together and work towards betterment of the society. Various individuals are on the way of self exploration, finding their natural acceptance towards holistic approach of life and realizing it at all levels starting from self (with knowledge) to family with meaningful relationships, then to society (education - health - production - business - services). The idea is not to live in isolation or individualism but with expansion of self to higher levels in the social system. The aim is to live in harmony with the universe.

11.7 SUMMARY

Family is the basic unit of the society and from the family to society, nature and universe, humans want to be at peace and happiness and that is the need of today's world . We want harmony at all levels of our life. There are four orders in nature: material order, plant (*pranic*) order, animal order and human order. There is interconnectedness among all the orders. The first three orders are mutually fulfilling to the rest three orders, only human order is not able to be fulfilling to the other orders. There is recyclability and self-regulation

in nature. We can understand the four orders in terms of the things under the group, their activities, the innateness, the natural characteristic. The ultimate goal of the humans is to be happy and in harmony with the universe.

11.8 TECHNICAL TERMS

1. **Harmony** - Harmony in simple words is to be in peace and happiness. It can be described with the aspect of music that makes it feel rich and full. The harmony of music is built to compliment the melody. The melody is a musical line. Harmony is sounding more than one note together at the same time and is built to compliment the melody line.
2. **Material Order**- The material order is the most abundant in nature and exists in the form of all the soil mixtures, metal and compounds, various gases, water and other liquids etc.
3. **Plant Order** - Pranic order exists as the smallest seeds to the plentiful grass, the various plants and trees and the all the vegetation in the ocean. There is coexistence of self and the body. For any-body the fundamental unit is the cell whether it is human or animal. The cell belongs to the pranic order. Thus, the body of both animals and humans is made up of cells and belongs to the pranic order.
4. **Animal Order** - The Animal order is made of various kinds of animals and birds. These entities display both a body as well as a conscious activity. The Animal Order thus is the coexistence of the Animal Body and the Self.
5. **Human Order** - The Human order is constituted of all the human beings. Each human being is co-existence of the Self ('I') and the Body (Pranic Order).

11.9 SELF ASSESSMENT QUESTIONS

1. Describe the concept of an undivided society and the universal order.
2. How can we move towards the universal human order?
3. What are the four orders?
4. What is universal harmony
5. How can we live in harmony with the nature and universe?

11.10 SUGGESTED READINGS

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LESSON - 12

PROFESSIONAL ETHICS IN EDUCATION

AIMS AND OBJECTIVES

After the end of the lesson, the learner should understand the importance of:

- Professional ethics in education
- Professional integrity
- Respect and equality
- Building trusting relationships

Structure

- 12.1 Introduction to Professional Ethics in Education**
- 12.2 Professional integrity**
- 12.3 Respect and equality**
- 12.4 Privacy**
- 12.5 Building trusting relationships**
- 12.6 Summary**
- 12.7 Technical Terms**
- 12.8 Self Assessment Questions**
- 12.9 Suggested Readings**

12.1 INTRODUCTION TO PROFESSIONAL ETHICS IN EDUCATION

Ethics is defined as “the discipline dealing with what is good and bad and with moral duty and obligation”. Thus personal ethics has been referred to as the rules by which an individual lives her personal life. Ethics is the study of the characteristics of morals the code that guides the professional conduct of education, it is called ethics in education. Similarly business ethics is concerned with truth and justice and has a variety of aspects such as the expectations of society, fair competition, advertising, public relations, social responsibility, consumer autonomy and corporate behaviour in the home country as well as abroad.

Education like philosophy is as old as civilization. In order to fulfill this task education had to make social and individual considerations all the time. This naturally is concerned with the aims and purposes of education in life’s perspective. The aim of education is the knowledge not of facts but of values.

Education is treated as profession since:

1. The work requires sophisticated skills, in the use of judgment and the exercise of distinction. Also the work is not routine and is not capable of being mechanized.
2. Membership in the profession requires extensive formal education, not simply practical training.

3. The professionals set standards for admission to the profession, to set standards of conduct for members and to enforce these standards.
4. Significant public good results from the practice of the profession.

The professional code of ethics outlines teacher's primary responsibilities to their students and defines their role in a student's life. Educators must demonstrate impartiality, integrity and ethical behavior in the class room, whether virtual or in person and in their conduct with parents and co-workers.

Teacher's professional code ensures that students receive a fair, honest and uncompromising education. The teachers must model strong character traits, including perseverance, honesty, respect, lawfulness, fairness, patience and unity. Teachers must commit wholly to teaching profession itself i.e., on the job. They should maintain healthy relationship with the students, school staff, parents, counselors, co-workers and administrators. An educator code of conduct demands attentiveness to continuing education requirements and career development. Teachers must continuously engage in educational research to continuously improve their strategies in the classroom. As a role model for students teachers must follow a professional code of ethics.

12.2 PROFESSIONAL INTEGRITY

Professional integrity means that decisions depend on only on data, but also on principles, aims, and experience. Sometimes teachers have a professional responsibility to question results and their potential implications for practice. As the integrity is the basis of social harmony and action in the school environment, students acquire these values and behaviours from adult role models and peers.

One can use to maintain his own professional integrity and encourage an entire culture of ethical behavior in the work place through treating everyone in the same way, rewarding honesty, admitting mistakes, encouraging teams to speak freely, conducting self assessments and by putting in maximum efforts.

As an educator many teachers want to do right things, being trustworthy, being honest and being authentic and the key traits of true professional integrity. People with strong professional integrity choose to do the right things even when it is hard.

To be a school leader of integrity means to courageously stand for what you believe, to be right and having the humility and courage to admit when you have been wrong.

12.3 RESPECT AND EQUALITY

RESPECT

The word 'respect' comes from the Latin word 'respectus', meaning attention, regard or consideration. It is a concept that refers o the ability to value and honour another person both his/her words and actions, even if we do not approve or share everything he does.

It is a very important component of both personal identity and interpersonal relationship. To feel respected to be considered as a basic human right. Disrespect is a thing that can lead to break ups ad even violence. Respect is accepting the other person. Being respectable towards others, being respected and respecting ourselves increases our self esteem, self efficacy mental health and well being.

Respect includes self respect, respecting others, respect for social norms, for nature, for values, towards law, family and culture etc. It is learning to tolerate not to discriminate and avoid actions that may offend other. Some examples of consideration are greeting or speaking to others in a kind and respectable way, giving up your seat in public places to needy persons, treating others as you would like them to treat you etc.

HAS & YATES studied and found that between parents and teachers and students respect is the main aspect of the relationship between them. They also studied about reciprocity i.e., we get back what we receive therefore if parents respect the children, they will receive the same respect back. Hence, the parents and the teachers are the ones responsible for teaching respect.

- When the children's differences are accepted, they feel listened to and respected, they learn in their own way to treat other
- If we want to teach respect, try your best to be in a calm tone and not to shout.
- The use of negative labels like bad boy, useless, idiots are harmful to self esteem and it encourages a disrespectful attitude.
- Make the child to understand why they are directed.
- Don't let your children disrespect you.
- When the children behaved disrespectful, point out the behavior calmly without shouting.
- Congratulate the child when they are respectable.

The following are the behaviours to respect others:

- Listening to the person
- Being empathetic
- Using assertive communication
- Keep in mind that our approaches and opinions may differ from others. No one is absolute truth.
- Apologizing to each other when we make mistake
- Complying with and respecting laws and regulations
- Taking care of the common spaces and the environment
- Interest in others and their everyday life.
- Respecting the privacy and intimacy of others
- Respect personal space of others
- Being grateful
- Make sure to include rather than exclude others.

EQUALITY

Equality is about creating a fairer society, where everyone can participate and has the opportunity to fulfill their potential. By eliminating prejudice and discrimination, being fair and diverse, healthier and happier society can be built.

Kant argued that we should never treat people merely as things instead should always respect them as autonomous moral agents. Both capitalism and technology pressure to treat people merely as things and many have found Kant's refusal to do this to do of crucial moral importance.

Equality is defined as the condition of being equal or the same is quality measure esteem or value. Viewing both men and women as being as smart as capable as each other is an example of equality of sexes. The fact of being equal of having the same value.

Equality is the condition of being equal. There should be equal treatment of people irrespective of social or cultural differences. It is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe or whether they have a disability. The equality is of different areas like natural equality, economic equality, legal equality, equality of opportunity and education and gender equality.

12.4 PRIVACY

Broadly speaking privacy is the right to be let alone or freedom from interference or intrusion. Privacy is important because it gives us power to choose to share our thoughts and feelings. Privacy protects our information that we do not want to share publicly such as health or personal finances.

Privacy means the condition or state of being free from public attention to intrusion or interference without one's decision. Right to privacy means the right to personal autonomy of a person and persons' property to be free from unwarranted public scrutiny.

Privacy, trust and security are closely intertwined as law and ethics. Privacy breaches disturb trust and run the risk of losing security. It is a show of disrespect to the law and a violation of ethical principle.

There are three concepts in privacy:

- First one connects privacy to the creation of knowledge
- Second one connects privacy to dignity.
- Third one connects privacy to freedom.

Westin (1970) identified four types of privacy, solitude, intimacy, anonymity and reserve. Solitude means to be alone and free from observation of others. Intimacy refers to being alone with a small group (family or friends) to the exclusion of others. Anonymity means being unrecognized in a public place i.e., to blend in the crowd. Reserve means a desire to limit the disclosure to others. Pederson (1997, 1999) extended westin model by adding isolation.

Westen (1970) identified four functions of privacy as personal autonomy, emotional release, self evaluation and limited and protected communication. Personal autonomy relates to independence and self identity. It is the desire to avoid being manipulated, dominated or exposed by others. Emotional release refers to freedom from the tension of social life. Self evaluation refers to integrating experience into meaningful pattern and the opportunity to plan and assess future action.

Privacy Law:

The concept of privacy appears in several disciplines many theories argue whether the privacy is a condition, a process or a goal. There are various definitions and some emphasize

seclusion withdrawal and avoidance of interaction with others. Some other groups put more emphasis on the control individuals have over their lives.

Data protection in India is currently governed by the Information Technology Rules 2011 (data protection rules notified under the Information Technology Act 2000, IT Act).

Privacy in cyber ethics: Individuals surrender private information when conducting transactions and registering for services. Ethical business practice protects the privacy of their customers by securing information.

Cyber ethics refers to a set of moral rules or a code of behavior applied to the online environment. As a responsible citizen, you should observe these rules to make the cyber space a safe place.

Some ways to boost online privacy are:

- ❖ Limit the personal information you share on social media.
- ❖ Browse in private mode
- ❖ Use a different search engine
- ❖ Use a virtual private network
- ❖ Be careful where you click.
- ❖ Secure your mobile devices
- ❖ Use quality antivirus software.

12.5 BUILDING TRUSTING RELATIONSHIPS

Trust is one of the most crucial building blocks of becoming emotionally intimate with someone, whether it is a sexual relationship or a relationship with a friend or family member or at work place. It is absolutely fundamental for a healthy, close relationship and yet it is far easier and takes a less time to lose trust than to build it back up. The rebuilding of trust takes time patience and work, but it can be done if both people are motivated.

Trust is confidence in the honesty and integrity of a person. Without trust relation won't grow. It stays stuck and life and the relationship may feel unpredictable and even chaotic and full of drama. Trust is often holds a relationship together. It allows for both parties to feel safe to be fully accepted. Trust creates psychological safety, encourages fast decisions, improves communication, promotes self confidence, increases productivity and facilitates meaningful connections.

Trust building behaviours:

- Building trust requires not only keeping the promises made but also not making promises you are unable to keep.
- Effective communication includes being clear about what you have or have not committed and agreed upon are important in building good relationships.
- Building trust is a daily commitment. To build trust first take small steps (commitments) and then as trust grows, more at ease with making and accepting bigger commitments.
- Being organized is a necessary part of building trust with family, friends and colleagues.

- Trust often results from consistency of behavior value the relationship, don't take them for granted.
- Always be honest, telling lies diminish trustworthiness.
- Being open about your emotions is an effective way to build trust.
- Acknowledgement and appreciation play an important role in building trust and maintaining good relationships.
- Admitting the mistakes enhances trust.
- Trust building in work place is also very important as trust increases loyalty and willingness to stay with a company. Trust decreases stress levels and hostility in the work environment. Trust overcomes resistance to change. Trust breakdown corporate silos and isolating behaviours.

12.6 SUMMARY

Ethics is the discipline dealing with what is good and bad and with moral duty and obligation. The code that guides the professional conduct of education is called ethics in education. The education is treated as profession as the work requires skills, formal education and practical training. The professional code of ethics outlines teachers' primary responsibilities to their students. They must demonstrate impartiality, integrity and ethical behaviour.

The professional integrity is the basis of social harmony and action. As an educator teachers want to be trust worthy being honest and being authentic are the key traits of professional integrity. The other components of ethics is the respect, it is accepting the other person, being respectable, being respected and respecting ourselves, our self esteem, self efficacy, mental health and well being. The parents and the teachers are mainly responsible for teaching respect. The equality is about creating a fairer society where everyone can participate and has the opportunity to fulfill their potential by eliminating prejudice and discrimination. Privacy is the right to be let alone or freedom from interference or intrusion. There are here concepts of privacy connecting to the creation of knowledge, dignity and freedom. The concept of privacy has become very important in the digital world.

Data protection in India is currently governed by the information Technology Rules 2011 (data protection rules notified under the information technology act 2000). Similarly cyber ethics refers to a set of moral rules or a code of behaviour applied to the online environment. As a responsible citizen, you should observe these rules to make the cyber space a safe place.

12.7 TECCHNIAL TERMS

Ethics, Profession, Professional Integrity, Respect and equality, Privacy, Trust, rusting relationships

12.8 SELF ASSESSMENT QUESTIONS

1. Differentiate values and professional ethics.
2. Write the importance of professional ethics in education.
3. What is professional integrity? Explain the importance in education.
4. Explain how respect enhances interpersonal relations.

5. What is equality and describe its role in the society.
6. Write the role of trusting relationships in education.
7. Narrate the procedures to build trusting relationships.

12.9 SUGGESTED READINGS

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LESSON – 13

POSITIVE COOPERATION AND RESPECT OF COMPETENCE OF OTHER PROFESSIONS

AIMS AN OBJECTIVES

After the end of the lesson, the learner should understand the importance of:

- Positive cooperation
- Respect of competence of other professions

Structure

13.1 Introduction

13.2 Positive Cooperation

13.3 Respect of competence of the profession

13.4 Summary

13.5 Technical Terms

13.6 Self Assessment Questions

13.7 Suggested Readings

13.1 INTRODUCTION

All professions need cooperation and respect in the work place to be successful. Cooperation can make the difference between success and failure in much business including education profession. When employees dedicate more time to their duties in a cooperative work place, they are more productive and things get done more quickly and efficiently. Team work is a mark of cooperation at the work place. It also encourages employees to work together for the benefits of the organization. It also encourages the employees to focus on working together to achieve a common goal. It facilitates communication by fostering an atmosphere of mutual support and thus for professional development. As each profession has a role to play in society, every profession has its own importance and deserves mutual respect to build a peaceful harmonious environment. It is the man's superiority complex that discriminates people on the ground of profession. There is a great need to change the mindset about being superior or inferior.

All professions deserve dignity and mutual respect as they directly or indirectly contribute to the overall development and welfare of the nation. In developing countries, the most desirable profession are still medicine and engineering as they provide social status. Many of the youngersters in these countries are not perusing the courses because of their passion or interest for immediate recognition and respect in the society.

Hence stop judging and start appreciating and respecting other professionals regardless of their work they do.

13.2 POSITIVE COOPERATION

Cooperation is an activity between two persons or sectors that aims at integration of operations (synergy) while not sacrificing the autonomy of either party. Cooperation is generally regarded as positive only. Further, working together ensures coherence i.e., blending of different skills required towards common goals.

Willingness to understand others think and act together and putting this into practice is cooperation. Cooperation promotes co-linearity, coherence (blend), coordination (activities linked in sequence or priority) and the synergy (maximizing the output by reinforcement). The whole is more than the sum of the individuals. It helps in minimizing the input resources (including time) and maximizing the output, which includes quality, quantity, effectiveness and efficiency.

According to professional ethics, cooperation should exist or be developed and maintained at several levels between the employers and employees between supervisors and subordinates among the colleagues and between the organization and the customers.

The code of ethics of various professional societies insists on appropriate cooperation to nourish the industry. The absence of cooperation leads to lack of communication, misinformation, void in communication and undue delay between supply, production, marketing and consumption. This is likely to demoralize and frustrate the employees leading to collapse of the industry overtime and an economic loss to the society. The following are the impediments to successful cooperation:

- Clash of ego of individuals
- Lack of leadership and motivation
- Conflicts of interests based on regions, language and caste.
- Ignorance and lack of interest

By careful planning, motivation, leadership, fostering and rewarding team work, professionalism and humanism beyond the divides, training on appreciation to different cultures, mutual understanding, cooperation can be developed and sustained.

Types of cooperation

McIver and Page divided cooperation into two types:

1. Direct cooperation – These are the activities in which people like to do things together. Eg. Playing together
2. Indirect cooperation – In this people do not work together but people work independently for a common end. Eg. Carpenter, plumber and mason working together in a construction of a building.

A.W.Green classified cooperation into three types:

1. Primary cooperation – This type of cooperation is found in primary groups such as family.

2. Secondary cooperation – It is found in secondary groups such as government, industry, trade etc.
3. Territory cooperation – It is ground in the interaction between the various big and small groups to meet a particular situation.

A. Ogburn and Nimikoff divided cooperation into three main types:

1. General cooperation – Where people cooperate for the common goals. Eg. Cooperation found in cultural functions
2. Friendly cooperation – To attain the happiness and contentment of our groups, the cooperation is given. Eg. Dancing, singing.
3. Helping cooperation – the cooperation is provided by some for the victims of famine or flood.

Finally it is understood that the cooperation is the most elementary form of social process without which society cannot exist. Cooperation is the foundation for all our social life. Cooperation helps society to progress. Progress can better be achieved through united action. The outstanding progress in science and technology, agriculture, industry, transport, communication would not have been possible without cooperation.

All the progress that mankind has made in the various fields is to be attributed to the cooperating spirit of the people. Cooperation is an urgent need of the present day world. It is not only needed among the individuals and groups but also among the nations. It provides solution for many international problems and disputes.

13.3 RESPECT OF COMPETENCE OF THE PROFESSION

Every profession has its own importance and deserves mutual respect to build a peaceful and harmonious environment. So stop judging and start appreciating others regardless of the work they do. Understanding that every profession is equally important will help one feel comfortable with the job. All professions deserve dignity and mutual respect as they directly or indirectly contribute to the overall development and welfare of the nation.

When people work for supporting themselves or their all work has dignity and every worker deserves respect. When it is about respecting a profession, there is no minor or insignificant job. Every work that has a good intention is valuable.

Our every step in life somehow depends on one or another profession. In the morning the groceries we bring, the roads we use, the food we eat and the house we sleep are all the results of someone labour.

Farmers give us food, teachers educate us, doctors give treatments, sweepers clean, house helpers makes over chores easy, firefighters save our lives, inventors make our life comfortable and artist build on culture, make our life comfortable. Hence it is the responsibility to respect the competencies of all professions.

Hence show respect for everyone who works for living, regardless of how trivial their job.

Every profession deserves respect because every one of those people are contributing to the society. But in some developing countries some professions like engineers, doctors, lawyers and IAS are treated as high professional and others as low professionals. This type of disrespect towards some professions leads to following disastrous effects.

- Glorification of few professions has totally reduced interest of our youth towards other labours like farm industry and other production industries which can only help our country to acquire the status of developed country.
- High differences in pay scales increase the greed of money in the heart of low paid professionals.
- Social stigma of being on a low profession develop a sense of jealous and hatred among them.
- Pressure from parental side to reach at high chair.

Hence encouraging mutual respect will help to reduce work place stress, conflict and problem. An increase in work place respect will help to improve communication between colleagues, increase team work and reduce stress as peace in the work place soars, increase productivity, knowledge and understanding.

13.4 SUMMARY

All professions need cooperation and respect in the work place to be successful. As each profession has its own importance and deserve mutual respect to build a peaceful and harmonious environment. Willingness to understand other, think and act together and putting this into practice is cooperation. According to professional ethics, cooperation should exist or be developed and maintained at resource level. The progress that has made is to be attributed to the cooperating spirit of the people. Every profession deserves respect because everyone of those people are contributing to the society. Hence encouraging mutual respect will help to reduce stress, enhance productivity, knowledge and understanding.

13.5 TECHNICAL TERMS

Cooperation, Respect for other professions

13.6 SELF ASSESSMENT QUESTIONS

1. Explain positive cooperation.
2. Describe the role of cooperation in organizational environment.
3. What are the benefits of respecting the competence of other professions in the workplace.
4. What are the benefits of mutual respect of different professions to the society?

13.7 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
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LESSON – 14

TAKING INITIATIVE AND CULTURE OF OPENNESS

AIMS AN OBJECTIVES

After the end of the lesson the learner should understand the importance of taking initiative and culture of openness in personal and professional lives.

Structure

- 14.1 Taking initiative**
- 14.2 Promoting the culture of openness**
- 14.3 Summary**
- 14.4 Technical Terms**
- 14.5 Self Assessment Questions**
- 14.6 Suggested Readings**

14.1 TAKING INITIATIVE

Taking an action with or without having a plan for doing something is called initiative. By taking initiative in life, the person automatically gets the way to move on. Taking initiative makes the person to learn more things. The success people achieve in life depends on the courage and the power to take initiative. It helps for self improvement, for the development of self confidence, to enhance the efficiency, for promotion in jobs, for self motivation and towards innovation. If one want to move forward in life, taking initiation in behavior is very important.

When you show initiative to do things without being told, you learn what you need to know. If a person keeps on going when things get tough, he will take the advantage of opportunities that others pass by. He will learn to act instead to react at work.

Taking initiative establishes a person as a valuable team member at work and may lead to future success. Taking initiative demonstrates self confidence and willing to put in hard work. Basic human values refers to those values which are at the core of being human, taking initiative is one such important value both for personal work and social life.

Initiative skills refers to ability to assess a situation and take action without direction from some one else. It requires resilience which means the ability to bounce back from a failure/upset and determination. Initiators think for themselves and take action when necessary. It is using our head and having the drive to achieve. Taking initiative helps to build and strengthen the decision making skills and analytical skills. These help to analyze the pros and consequences of different courses of the initiatives.

Initiative helps to identify opportunities and capitalize on them.

Initiative as a trait: it is a valuable characteristic trait of a leader and an essential quality for any team, if they are going to perform near to their capacity. It creates and encourages initiative from all team members. The leader encourages initiative when he holds people accountable and corrects rather than criticize. Criticism puts some one down while correction means providing a helping hand.

The reasons for not taking initiation:

The fear of presenting ideas, fear of speaking up, fear of criticism, self doubt, lack of faith in one's ability are some of the reasons for not taking initiation in a situation by people.

But the self management provides the ability to realize the talent and improving the self image. It also helps in setting goals and the ability to achieve them. The initiative skill can be learnt through training and practice.

Tips to increase initiate taking behaviour:

- being proactive
- Taking additional roles which are not assigned.
- Asking for feedback and acting upon it.
- Making an effort to listen to discussions and participate.
- Foreseeing the potential obstacles and beginning them to light.
- Not feeling shy to ask questions.
- Sometimes taking initiative make one feel uncomfortable since will often be forced to step outside their comfort zone.

One of the core values is to land behind the empowerment by encouraging employees to take initiative and give the best. The initiation taken with integrity and courage gets the maximum benefits.

Examples of initiative behaviour:

- Offering an extra task at work, college or in home.
- Taking on new hobby or internet.
- Doing something even if it takes out of the comfort zone.
- Doing something for the colleagues like offering to take their shift or staying overtime in work, to help with a heavy work load.
- Volunteering community work and helping in solving the issues etc.

Hence, it can be concluded that initiate is a human value which helps in the personal as well as social development.

14.2 THE CULTURE OF OPENNESS

The culture of openness is one where the employees are encouraged to interact across the organization. When people are enabled to involve in an open and honest ways, it nurtures mutual understanding and encourages more people to share and participate. It also enhances the

feeling of “we are all together”. It makes people more connected and creates a deeper pool of ideas for new strategies and better collaboration. The culture of openness increases more transparency more accountability and more empowerment in the work place. It also helps a company to become more innovative, creative and responsive to change. Hence the culture of openness becomes the key in addressing mental health in work place. Further it helps in tapping the wealth of knowledge and resources across an organization.

The effects of culture of openness on behaviour

As per big five factor personality theory (openness, conscientiousness, extroversion, agreeableness, neuroticism) people who are high in trait of openness are more willing to embrace new things, fresh ideas and novel experiences. They are open minded and approach new things with curiosity and tend to seek out novelty. They tend to pursue new adventures experiences and creative endeavors. They are also very good at thinking about and making connections between different concepts and ideas.

People who are low on openness on the other hand tend to prefer routines, traditions and familiarity. They approach new things with great caution and prefer consistency. Individuals who are very low on the trait of openness are often seen as being rigid and close indeed. They may find it difficult to cope with changes which are occurring very rapidly in the society. In the process they may miss the opportunities of career or academic advancement.

Openness – motivation

Openness is measured by self report inventories. Openness have a higher level intrinsic motivation to pursue knowledge for its own sake. They are curious about the world and want to learn more about how it works. They are eager to try new things, hence they adopt and thrive better when faced with changes in the environmental situations or relationships.

Openness – attitude

Research found that openness is linked to social and political attitudes i.e., people with openness are more politically liberal. It is also found that there is an association between women’s level of openness and sexual satisfaction.

Individuals with high level of openness have a general appreciation for unusual ideas and art. They are usually imaginative rather than practical. Being creative, open to new and different ideas and in touch with their feelings are all characteristics of these people. It is found that openness is associated with a number of life outcomes including happiness, relationship and job satisfaction.

Openness as a value

One of the important core values which supports transparency but is more about the interactions between individuals. It is more about how people interact encouraging others to speak freely helps to create an environment in which all input is valued and everyone can make a

worthwhile contribution. Take advantage of the broad spectrum of knowledge, backgrounds, education, experiences and cultural differences offered by today's diverse work place.

An organization values determine its culture. Values provide a guiding architecture that drives performance and behaviour. Culture of openness is also a value that influences their attitudes, behaviours and the ways in which they allocate resources. It facilitates team work and collaboration. It helps members to share their ideas and opinions without the fear of being left out. When the values are used to make decisions a deliberate choice to focus on what is important. When values are shared they build an internal cohesion in a group.

How to improve openness in the organization

1. All times including difficult economic times openness is crucial in building an atmosphere of trust between the employee and employer.
2. Open communication – frequent face to face conversation, show the employees that bosses and other managers are always available, regular e-mails, weekly conference calls, bulletins regarding special projects etc.
3. Acknowledging each employee – organizations includes varieties of jobs. Each position and individual is vital to the success. Acknowledging these differences and addressing each employee as an important part of the business team helps foster an environment of trust where workers feel comfortable and asking for assistance.
4. Ensuring each employee know where to voice concern, go to help and how to contribute any ideas to help the organization to reach its goals.

14.3 SUMMARY

Taking an action with or without having a plan for doing something is called an initiative. It helps in self improvement, in the development of self confidence and to enhance self efficacy. Taking initiative establishes a person as a valuable team member at work and may lead to future success. Initiative skills refer to the ability to assess a situation and take action without direction from someone else. It is a valuable characteristic trait of a leader. The fear of presenting ideas, speaking up, criticism, self doubt, lack of faith in one's ability are some of the reasons for not taking initiative. The initiative skills can be learnt through training and practice.

The culture of openness is one where the employees are encouraged to interact across the organization. When people are enabled to involve in an open and honest ways, it nurtures mutual understanding and encourages more people to share and participate. It makes people more connected.

As per big five factor personality theory, the people who are high in traits of openness are more willing to embrace new things, fresh ideas and novel experiences. The culture of openness increases self motivation and positive attitude towards work. It is associated with happiness, relationships and job satisfaction. The organization takes some steps to improve the culture of openness, the trust between employee and employers increases and thus helps to organizational growth.

14.4 TECHNICAL TERMS**Initiative, Culture of openness****14.5 SELF ASSESSMENT QUESTIONS**

1. Describe the benefits of taking initiative in the personal life
2. What are the benefits of taking initiative at work place?
3. What is meant by culture of openness?
4. How the openness is described in big five factors personality theory?
5. What are steps to be taken to improve the culture of openness in an organization?

14.6 SUGGESTED READING

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.
3. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, U
4. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as
5. if people mattered, Blond & Briggs, Britain.
6. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
7. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome’s report, Universe Books.

LESSON – 15

LOYALTY TOWARDS GOALS AND OBJECTIVES

AIMS AN OBJECTIVES

After the end of the lesson, the learner should understand the importance of:

- Goals and objectives
- Meanings of loyalty
- Loyalty towards goals

Structure

- 15.1 Loyalty as a value**
- 15.2 Goals and objectives**
- 15.3 Loyalty towards goals and objectives**
- 15.4 Summary**
- 15.5 Technical Terms**
- 15.6 Self Assessment Questions**
- 15.7 Suggested Readings**

15.1 LOYALTY AS A VALUE

Loyalty is faithfulness or devotion to a person or cause. Loyalty as a general term signifies a persons' devotion or sentiment of attachment to a particular object which may be another person or group of persons. It expresses itself in both thought and action and strives for the identification of the interests of the loyal persons with those of the object. The tendency to consistent loyalty has been viewed as personality trait associated with a range of social behaviour.

The loyal person exhibits honesty and respect. They can celebrate the success, have a positive outlook on life and invest in relationships. For example loyalty is how a dog feels about its master; similarly how some one feels about their country. As feeling or attitude of devoted attachment and affection. It is genuinely having their best interest at heart and ensuring that relationship is reciprocal. Sticking with others in both good and bad times.

Loyalty is shown to friends, family and significant others by being honest, thrust worthy, supportive and generous. To maintain healthy boundaries with those around you, you should be loyal in a productive way.

The evidence of loyalty is the obedience and respect towards parents, teachers, elders and leaders in the society. Obedience to rules and regulations of the society. Loyal people are honest, committed to the relationship, emotionally open and express affection.

Loyalty – Friendship

Loyalty is vital for friendship. The loyalty of a good friend warms the heart and enrich our lives. True friendship requires an investment of time, energy and emotional

commitment. Sometimes the acts of disloyalty may shatter even in the long term good friendships.

Loyalty – Marriage

Loyalty is a strong foundation for a successful marriage. Loyal one stays close to someone in enduring relationships, even when circumstances make it difficult. The word loyalty brings to mind virtues like trueness, allegiance and devotion. But many of the time loyalty is more passed than practiced. It makes marriage durable and each mate make the other feel needed and wanted. Even in the difficult period, loyalty make both feel secure, on the other hand lacking loyalty between partners is a course of frequent conflict and may lead to separation.

Loyalty between parents and children

When parents are loyal to each other, there is every possibility that this quality is rub off on their children. Children raised in a loyal loving family will find it easier to act responsibility towards their mates as well as towards their parents.

Loyalty can be leaned. If a person is brought up in a loyal family and learn to be loyal within the family, he will later find it easier to develop friendships based on loyalty. In due course such strong and durable friendships may pave the way for loyalty in marriage. This will also help to be loyal in the friendships too.

15.2 GOALS AND OBJECTIVES

A goal is a short statement of a desired outcome to be accomplished over a long time frame usually these five years. It is a broad statement that focuses on the desired results and does not describe the methods used to get the intended outcome. Example increasing efficiency.

Objectives are specific, actionable targets that need to be achieved with in a smaller time frame to reach a certain goal. Objectives describe the actions or activities involved in achieving a goal. Eg. To achieve the goal of increasing revenue, a company can have an objective like “Add the new products by the end of October this year”.

Difference between goals and objectives:

| | |
|--|---|
| Goals are set to achieve the missions of an organization | Objectives are set for the accomplishment of goals. |
| Broad intention and incapable of measured in quantifiably. | Narrower than goals and are described in terms of specific tasks. |
| Goals are general statements of what to be achieved. | Specific actions one takes within a certain time frame. |
| Goals are set to be achieved over a long period. | Objectives are meant for a shorter time frame. |
| The language used in describing is focused on conceptual thinking. | The language used is more on creative side. |

Benefits of setting Goals:

- Goals give direction to the efforts.
- Goals help to set the priorities.
- Increases conviction in achievement.
- Support decision making.
- Goals motivate to act.
- Goals help to use the full potential.

Benefits of planning Objectives:

- Objectives measure the progress of the actions.
- Objectives give a sense of achievement.
- They confirm the confidence in the strategy.
- Help in making difficult decisions.
- Objectives help the employees to understand the expectations of the organization.

15.3 LOYALTY TOWARDS GOALS AND OBJECTIVES

When employees are loyal to the work place, they will be more willing to invest in their work, innovating new ideas and going the extra mile. Loyal employees are happy and contribute to profits. Employee loyalty is connected with customer loyalty and contributes to the success of the entire business. The leader can foster employee loyalty by giving the employee the tools they need, the time they generally needed, solicit employee feedback, find what other companies are doing to build employee loyalty and practice the relevant.

Organization goal setting:

When organizational goals are appropriately set, it can improve employee engagement in a way which elevates performance and benefits organization over all state.

Involving employees from start to finish:

Including employees in setting short term and long term goals of organization enhances their loyalty to manager and employees jointly develop the SMART goals (specific, measurable, achievable, realistic, time bound) which enhance the commitment among the employees towards goals. Doing so inspires and allows individuals a sense of ownership in achieving their goals. Encouraging employees to set goals also helps to push performance and serve as a motivator and becoming loyal in the ongoing development of the organization.

Link individual goals to business objectives. The employees' performance will be more effective if they can see how their individual goals fit into a big picture. Many companies in the present times are linking organizational goals to functional business objectives and converting those into team performance goods. This encourages accountability, loyalty and better performance as the employees gets the direct impact of their performance.

Adapting real time goals:

Goals to be dynamic and evolving. The goals which are set in the beginning of the year by the organization to be reviewed as frequently as possible and if needed to be changed as per the environmental demands.

Tips to improve the employee loyalty at work place:

- An attractive package means providing salary as per the market conditions with perks and benefits and regular employee promotion.
- Build friendly working environment where worker are loyal to each other.

- Employee to be given authority and flexibility to make decision and creative in their problem solving, etc., to enhance employee satisfaction.

The behaviour of a loyal employee:

- Tell the organization when it is going wrong instead of keeping silence.
- Treat the employer like a person they admire rather than a boss.
- Never criticize the employer in front of the team.
- Let the difference of opinion known in private.
- Support the work in public.
- Inform well before they intended to leave.

Increased employee loyalty makes a sense of belonging, increases employee satisfaction and performance. Performance management becomes easier, creates a culture of appreciation within the company, promotes corporate reputation, increases internal communication and it helps to retain the talented employees in the company.

15.4 SUMMARY

Loyalty as a general term signifies a persons' devotion or sentiment of attachment to a particular object, person or group of persons or to some cause. It expresses itself in both thought and action and strives for the identification of the interests. Loyalty is vital for friendship, for marriage, in parent and child relations and in the work place. Loyalty can be learned if a person is brought up in a loyal family. In his later life he may develop loyal relations with friends, marriage, with parents and at work place.

A goal is a short statement of a desired outcome to be accomplished over a long time, whereas objectives are specific, actionable targets involves in achieving the goal. Goals provide direction to the efforts and objectives provide specific steps to achieve the goal.

When employees are loyal to the work place they will be more willing to invest in their work. Including employees in setting long and short term goals of the organization, linking individual goals to business objectives and adapting real time goals enhances employee loyalty towards organization.

15.5 TECHNICAL TERMS**Loyalty, goals and objectives****15.6 SELF ASSESSMENT QUESTIONS**

1. Describe the loyalty as a human value.
2. Define and differentiate goals and objectives.
3. How the employee loyalty can be increased in the work place.
4. How to increase the loyalty towards goals and objectives in an organization.

15.7 SUGGESTED READINGS

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.
3. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, U
4. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as
5. if people mattered, Blond & Briggs, Britain.
6. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991

MODEL PAPER

LIFE SKILL COURSE

B.A., B.Com, FIRST YEAR – SEMESTER – 1, COURSE – 1

HUMAN VLAUES AND PROFESSIONAL ETHICS

Time: 1 ½ hrs (90 minutes)

Max. Marks: 50

SECTION – A

Answer any four questions. Each answer carries 5 marks

(4 x 5 = 20 Marks)

1. Classification of values
2. Choosing and acting
3. Trust
4. Intention vs. competence
5. Moral values of student
6. Importance of values
7. Disrespect in relationship on the basis of body
8. Undivided society
9. Role of transparency
10. Process of value education

SECTION – B

Answer any three questions. Each answer carrier 10 marks

(3 x 10 = 30 Marks)

1. Explain different types of values
2. What are the basic guidelines of value education?
3. Family is the basic unit of human interaction. Discuss.
4. Trust and respect as the foundational values of relationship. Explain.
5. Assess the role of loyalty in an organisation towards its goals and objectives.

MODEL PAPER

LIFE SKILL COURSE

B.A., B.Com, FIRST YEAR – SEMESTER – 1, COURSE – 1

HUMAN VLAUES AND PROFESSIONAL ETHICS

Time: 1 ½ hrs (90 minutes)

Max. Marks: 50

SECTION – A

Answer any four questions. Each answer carries 5 marks

(4 x 5 = 20 Marks)

1. Technology and Human values
2. Content of self exploration
3. Harmony in society
4. Competence in professional ethics
5. Basic guidelines for value education
6. Trust and respect
7. Harmony in family
8. Comprehensive human goals
9. Professional integrity
10. Moral values of student

SECTION – B

Answer any three questions. Each answer carrier 10 marks

(3 x 10 = 30 Marks)

1. Explain the process of value education.
2. How do we ascertain the social harmony through institutional levels?
3. Write the present scenario in differential i.e., disrespect in a relationship.
4. Explain the contents of openness
5. What are the characteristics of values?