



Accredited with NAAC **A** Grade

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Human Values and Professional Ethics

MBAAE102

CENTRE FOR DISTANCE AND ONLINE EDUCATION



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**HUMAN VALUES AND
PROFESSIONAL ETHICS
(MBAAE102)**

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MODULE I

ETIQUETTE

5 – 6 Periods

Etiquette means ‘the rules of decorum’ – observing the codes of conduct and orderliness in conformity with accepted social standards. This includes

- (1) The way you dress and you’re personal grooming.
- (2) Your posture while standing or sitting.
- (3) The language used by you while greeting people of the same age group, older group or younger.
- (4) Your non-verbal communication by gestures, smiling, nodding, shaking hand or folding hands to say namaste, touching elder’s feet to receive blessings and so on.
- (5) Your respect for elders.

OBJECTIVES:

- 1) To understand and inculcate growing and dressing.
- 2) To discuss about codes of conduct in routine everyday living.

This module includes:

- (1) Pleasant everyday behavior
- (2) Personal grooming and hygiene
- (3) Dressing to enhance personality
- (4) Nutrition for fitness
- (5) How to develop a pleasing personality?

It is a good practice to use “Thank you” and “Excuse me” often.

1. PLEASANT EVERY DAY BEHAVIOUR

An individual's day is divided between the time at study/work and the time at home. Everyone uses this in various ways. Whichever way you divide your time and in whatever tasks you do, it is healthy and less stressful when you are pleasant. If you do not know how to be pleasant, it is extremely important that you should cultivate it – it is never too late to learn to be pleasant and polite, for it definitely pays.

1) At College/Work Spot:

Always remember your behavior is the index by which you are assessed. Therefore, it is extremely important to cultivate the right kind of behavior so that they become HABITS, as you go through your years of study. You may be excellent in your academics but if you lack good manners you will never be appreciated. Therefore, make an effort not only to do well in your studies but also to behave well.

In the Campus:

- Keep to the rules of the institution/work place
- Smile and be cordial to everyone
- Wish your principal, teachers and colleague
- Be your natural self
- Be happy and develop friends

In the Classroom / Work Area:

- Be punctual and orderly
- Be polite in gestures as well as words you use, be soft spoken
- Use postures that suggest smartness, alertness and receptivity
- Pay attention
- Be gregarious – helpful and needing company of others

2) At Home:

Home is the training ground for good pleasant behavior. Obedience, tolerance, kindness and generosity should be the passwords.

Behavior

- With members of family
- With servants
- With visitors
- Orderliness
- Building relationship, caring and respect

3) General:

No man is an island. We live in a society and it is essential that we interact with others. Pleasant interaction makes you happy and the ones you interact with happy too. There are several occasions that you may come across. How would you react at such occasions?

a) How to introduce?

- Clarity
- How to introduce, and whom to introduce to whom
- Acknowledging introductions
- Self-introduction

b) Dress code

- Dress according to the occasion/weather
- Neat and tidy
- Dress to suit your figure, face and personality
- Protecting your college/family values

c) Mind your language

- Clarity in communication
- Do not use slang when talking to elders
- Don't be loud and boastful
- PLEASE, THANK YOU AND SORRY – golden words.
- Modulate your voice
- Do not use sarcastic, humorous and double meaning phrases.

d) Telephone Manners

e) How to invite

f) What do we say

- For happy occasions
- For sad occasions

Resolve to put into practice what you have learned. Remember you have not learned everything but continue to learn – respect yourself and others and good manners will come naturally to you.

EXERCISE1:

1. The class can be made to introspect on an incident – may be attending a wedding, going for a friend's birthday, attending a college function.
2. Introspect on the dress and accessories she wore.
3. Think of the type of language she used while talking to people at the function.
4. Think of the table manners she followed.
5. Report any pleasant situation due to which she or, due to her someone else felt nice – example: someone spoke pleasantly, or complemented.
6. Report any unpleasant situation due to which she or, due to her some else was hurt. Example: Pushy behavior, remarks passed comments.

2. PERSONAL GROOMING

1 Period

A well-groomed look gives a feeling of worth and our features and personality and dress sense will get some attention and identity.

Grooming gives us —→ a sense of confidence
 —→ a sense of poise
 —→ a sense of elegance
 —→ good health and neatness

A need for recognition is a basic human need, which can be fulfilled only if self-appreciation is present. Positive thoughts and positive attitudes should become a part of behavior. For this a self-analysis is required which is an important aspect of grooming. The first stage is to become critical about yourself. View yourself as a stranger. Identify your faults / flaws, and what you can improve, since nothing is irreparable.

Good grooming results out of a regular, routine, conditioned process.

Basic principles of good grooming:

- Neatness and
- Good taste.

The different areas of care are:

1. Care of teeth and mouth:

Wash them properly. Also use some kind of mouth freshener. Visit your dentist regularly. Correct any teeth faults. 1 tsp. of NaCl (salt) + 1 tsp. of soda bicarbonate brushed onto teeth can give sparkling teeth.

Lips should be taken care of by avoiding cracking, chopping / darkening. Take milk cream + honey and massage your lips before going to sleep, with an inner movement and wipe it out before sleep. Lipsticks should not be heavily applied, but should be used judiciously. Choice of pleasant and natural colors is preferable.

2. Care of body and skin:

Bath has an important role in grooming and don't compromise on its quality. Traditional oil bath with Basim is a good way of removing dead skin. Take care of underarms, arms and legs, Talcum powder; perfume/cologne can be used to give a pleasant body odor. Basic rules of skin care are (CTMP)

C – Cleaning is important to remove dust, oil and toxins from skin.

T – Toning – Helps to give blood circulation and makes facial muscles firm. Splash face with cold water / commercial toner for a cool relaxed effect.

M – Moisturizing – keeps skin smooth, supple and moist. It enhances radiance.

P – Powdering – gives a lighter shaded look and gives a long lasting freshness to the face.

3. Care of hands and feet:

Take a tub of warm water a few drops of common salt and few drops of shampoo. Keep your hands and feet for 5 minutes in warm water. Wipe then well and moisturize them well. Remove chipped nail polish, push back your cuticles. Cut nails and shape them with a file.

For any professional situation make up should consist of the following:

Emphasis is on subtlety.

Shape your eyebrows well. Apply foundation.

Can also use mascara to make your eyes look brighter.

Light shade of lipstick should be used. Lip shape can be corrected with the help of a lip pencil.

4. Care of clothes:

Clean and well pressed be modest in dressing. Go for colors that are sober and not gaudy. Texture and materials can also create different effects. Keep a list of your wardrobe and have an idea of accessories. Jeweler, handbags, slippers, binds; plan before night for convenience.

Posture is very important. Have professional style of walking and body posture.

Three important rules of beauty:

1. Sleep well
2. Do exercise/yoga/cycling/jogging/playing outdoor games/brisk walking
3. Drink plenty of water

5. Menstrual cleanliness, dysmenorrheal (painful periods):

This aspect needs careful consideration. Infections are common due to unhygienic practices. Regular frequent washing of the genital area during the day and use of hygienic pads is important. Changing the pads can help prevent unpleasant odor. To relieve pain of abdomen or lower back, a mild aspirin under guidance of a doctor is useful.

3. DRESSING TO ENHANCE PERSONALITY

1 –2 Periods

Each human being is a unique individual. Personality in its simplest form can be explained as relationship between physique, clothing and personal appearance and psychological attributes. In order to select garments that are becoming and expressive of our self, it is necessary to understand the design of clothing. Garments that incorporate varying design techniques create illusions, moods or feelings and are conveyed both to the wearer and to the observer.

The dress a person wears is an important part of the silent language he communicates through the use of these non-verbal symbols. Clothing symbolizes important characteristics of the wearer and influences the judgment made by others. Clothes transmit messages. Dress does not make a woman but it does much to explain her.

It is commonly assumed that personality determines the person's clothing choices. Dress gives clues about the wearer's personality.

Factors, which influence the choice of dress:

(a) Age (b) Sex (c) Complexion (d) Physique or figure (e) Occupation (f) Occasion (g) Budget
--- Discuss.

Factors to be considered while planning a wardrobe:

(1) Climate (2) Weather (3) Age (4) Sex (5) Family Budget and members (6) Fashion
(7) Trend (8) Occupation (9) Occasion (10) Figure

Considering 10% of the annual income is allotted for all members for clothing, a person should plan it in such a way that all the members are satisfied. With the increasing needs of clothes, a proper choice must be made with available resources. Mix and match, preference for neutral colors and plain colors give a wider scope for variety. Exchange of clothes between two brothers or sisters also builds up one's own wardrobe. Remodeling some of the dresses and converting sarees into some other forms are also an addition to the existing wardrobe. Choice of dress calls for lot of experience and innovative thinking. Maintenance and proper care of clothing requires much more skill and planning. By proper maintenance and care, the life of clothing can be extended. Appropriate cleaning methods should be followed. Mending tears, fixing fasteners, avoiding use of safety pins will increase the durability of the fabrics.

While choosing clothes that are suitable for college the following points should be taken into consideration.

- 1) Over-dressing should be avoided.
- 2) Heavy jewelry is not suitable.
- 3) Minimal use of makeup, cosmetics and perfumes.
- 4) Simple hair styles should be adopted.

The person should dress according to the occasion. College requires normal, light textured and light color garments. Students should be dressed in simple clothes, which will lend itself to college work, sports and laboratory work. Clothes worn should be such that it does not attract the attention of others and in the process distract them. Shoes, bag and hairdressing too should provide functionality rather than decoration. In humid climates like Vizag, cottons are best suited. To ease laundering and care, tricots are preferable.

Outings are time for fun. Depending on place of visit – for example, a temple to be visited or a family friend, you should keep in mind the general atmosphere that is going to prevail. In the name of fashion, you should not select clothes, which will make the other members of the family or group feel awkward. Your clothes should be representative of the family or group values and principles. Polyester/Cotton blends, cottons well starched and ironed will be comfortable. Accessories worn should be in harmony.

Festivity and marriage ceremonies are occasions to dress-up and be in one's best. Silks are best suited. Kancheevaram sarees, silk salwar & kameez, jewellery that suits the person are selected. Dresses and accessories worn should be in conformity with the person's temperament rather than to show off.

Facing an interview is an occasion when a person should appear knowledgeable, communicative and responsible. In India, it is observed that many of the jobs as in corporate companies, airhostesses and hospitality industry – demand that the employees wear sarees. On some occasions, salwar kameez may be permitted. This dress code may not be to the liking of most adolescents, who consider jeans or other western clothes only to be dignified. Several observations have shown that saree is the garment, which conveys respect and dignity. This should be accepted as a fact. During an interview, first impressions are quite important, if not most important. Neatly combed hair, well fastened and dignified clothes – mainly saree, will give an impression of "I am a responsible person, who will do my job well". Soft colors and pastel shades give dignity. Starched cotton, organdy, light silks and polyester are best suited.

The session could end with (1) the discussion on the following topic – 'several colleges have imposed dress code on the girl students – banning wearing jeans, tight blouses and T-shirts'. Is this necessary? (2) Eve teasing – clothes.

4. NUTRITION FOR FITNESS

1 Period

Nutrition is defined as “the food we eat and how the body uses it.” The food we eat provides us with-

1. Energy – for body functions
2. Protein – for body building
3. Vitamins and minerals – for overall strength.

Thus, the food acts as a fuel for the body functions. The need for fuel is expressed as hunger. Hunger drives us to eat. The supply of fuel to every cell in the body satisfies the hunger.

Good nutrition is necessary for maintaining sound health. Good health is the well-being of an individual physically, socially and mentally.

1. Physical well-being or fitness can be assessed by the individual's working capacity, performing the usual activities of the day and having a disease free body.
2. Social fitness can be assessed by a healthy mind, healthy and positive thinking and good reasoning.
3. Mental fitness indicates the individual's abilities, capabilities to assess a situation, understand and behave accordingly.

If the nutrition is improper, i.e., the quality and quantity of food is poor, then it leads to under nutrition or malnutrition. Under nutrition increases the frequency of illness, which in turn aggravates under nutrition. Thus under nutrition becomes the single most important factor undermining health, productivity and quality of our Human Resources.

Adolescence is a stage between 12 – 20 years. The child transforms into a mature adult. There is rapid growth called GROWTH SPURT. Based on these growth characteristics of adolescents, the nutritional needs are planned.

1. More food is required to support growth and body building especially during growth spurt.
2. Boys need more quantity of food than girls.
3. The vigorous activity in the form of play and study in this age group requires more energy.
4. The academic performance of adolescents is directly related to their nutrition.
5. Because of all the above needs, the nutritional requirements of adolescents are almost equal to adults.

Adolescents should be encouraged to develop good eating habits such as:

- 1. Having breakfast in any form: This is very essential. Breakfast means breaking the fast between the previous day’s dinner and today’s morning coffee.
- 2. Eating in the company of family or friends
- 3. Trying all varieties of foods
- 4. Learning to enjoy food
- 5. Feeling relaxed at meal time
- 6. Assuming responsibility in meal planning, shopping, cooking and gardening at home.
Cooking at home.
- 7. Avoiding junk food eating
- 8. Having at least 3 meals a day – breakfast, lunch and dinner
- 9. Not to be too finicky about food.
- 10. Have a proper attitude about body.

Having healthy food in a healthy way will help an individual to be fit physically and mentally with a sound mind in a sound body. Thus strong and healthy citizens will help in the progress of our country in all spheres. We as teachers can strive to achieve this.

EXERCISE I: Ask the students to list down the previous day’s Breakfast, Lunch, Tea and Dinner items. Provide a weighing machine and a pedometer to assess weight and Light.
Discuss in terms of CHO, Protein and fatty foods present.

RECOMMENDED DIETARY ALLOWANCES

16 –18 YRS.	CALORIES (K.CAL)	PROTEIN (g)	CALCIUM (g)	IRON (mg)	VITAMIN C (mg)
BOYS	3000	60	25	750	30 TO 50
GIRLS	2200	50	35	750	

BALANCED DIETS FOR ADOLESCENT BOYS AND GIRLS

	BOYS				GIRLS	
	13 – 15 years		16 – 18 years		13 – 18 years	
	Vegetarian (g.)	Non-vegetarian (g.)	Vegetarian (g.)	Non-vegetarian (g.)	Vegetarian (g.)	Non-vegetarian (g.)
Cereals	430	430	450	450	350	350
Pulses	70	50	70	50	70	50
Green leafy vegetables	100	100	100	100	150	150
Other vegetables	75	75	75	75	75	75
Roots and tubers	75	75	100	100	75	75
Fruits	30	30	30	30	30	30
Milk	250	150	250	150	250	150
Fats and oils	35	40	45	50	35	40
Meat and fish	...	30	...	30	...	30
Eggs	...	30	...	30	...	30
Sugar and jaggery	30	30	40	40	30	30
Groundnuts	50	50

I. 5. HOW TO DEVELOP A PLEASING PERSONALITY?

1-2 periods

WHAT IS ADJUSTMENT?

You are probably not aware of the many simple adjustments you make routinely. Have you ever told a joke and no one laughed? You immediately adapted to the silence either by repeating the punch line, explaining the joke. Or perhaps you have gone to a party in casual clothes only to find everyone in their fanciest attire. In each of these situations you have to make adjustments in your thinking and behavior.

Not all adjustments are simple. Marriages, deaths, new jobs and new friends require some major changes in thinking and behaving. Adjustment is the continuing process of adapting and suiting yourself to your surroundings and meeting the needs of the moment. You must adapt to constant demands and stress.

Adjustments require both internal and external changes. Changes in the individual's attitude, feelings, emotions and motivation are internal adjustments. External changes are observable behaviour changes that are based on internal adjustments. Because of new attitudes and feelings, adjustments in outward behaviour are made. External changes include such social changes as new roles and relationships.

MAINTAINING A HEALTHY PERSONALITY:

The term "Mental health" has been used to describe absence of mental illness or adjustment problems. The suggestions for a mature and healthy personality.

1. External yourself: If you become genuinely involved in your studies, your job, your family, a cause or anything important to you, you will feel better about yourself.
2. Reach out and show concern for others: By showing compassion and warmth, you will develop more tolerance for others as well as yourself. This will enhance your own security and acceptance of your weaknesses.
3. Focus on positive aspects in your life: Often problems cloud thinking. Take a day off from work or school and sleep late. Share a relaxed lunch with someone enjoy. The goal is to enjoy simple pleasures.
4. Take responsibility for yourself: Plan ahead and look to the future. Set objectives and develop skills that can help you reach your goals. Recognize that you are responsible for your own success.

5. Personality and social relationship: Improve social acceptance by
 - a) Reading books
 - b) Widening interests
 - c) Involve in outer-directed activities – sharing responsibilities, helping others
 - d) Develop social insight – understanding your group
 - e) Involve in social work and help others
 - f) Develop out of the egocentric nature into a social being who recognizes and appreciates the personalities of others. Egocentric means giving undue importance to the “Self”
6. “Pleasing Personality” can be developed by becoming aware of traits accepted by peers of own sex and opposite sex.
 - a) Favorable first impression – attractive appearance, poise and cheerfulness.
 - b) A reputation of good sport
 - c) Appearance similar to peers
 - d) Social behaviour – cooperativeness, responsibility, resourcefulness, interesting to others, tact and good manners – making good friends.
 - e) Emotional maturity – E. control, willingness to conform to rules.
 - f) Develop Personality traits – truthfulness, sincerity, unselfishness, and extroversion.
 - g) Good knowledge through reading and discussions.
7. Positive thinking
8. Emotional catharsis: Engage in interest and hobbies, playing indoor and outdoor games.
9. Have a good role model: Role models are people (whom you meet more or less often) of whom we are highly appreciative and consider imbibing certain of their qualities. A positive role model is very useful – a neighbor, uncle or aunt, teacher, a cousin.
10. Develop a sense of personal worth: Habits of initiative and responsibility to gain self-confidence.
11. Inculcate religious beliefs and attitude: Religion gives a sense of security and a way of living. It is a process by which moral and humane ways of life can be imbibed.

How to change the way you feel:

The following questions can help you decide:

1. How long have I been feeling this way?
2. Am I doing something constructive about the problem, or am I simply brooding and avoiding it?
3. Are my thoughts and feelings realistic or imaginative?
4. Am I making myself unhappy about a situation that’s beyond my control?
5. Are my expectations for the world realistic?
6. Are my expectations of myself realistic?

7. Am I experiencing a loss of self-esteem?
8. Am I the same as what I was last year, 5 years back or is there a difference?
9. Locate the differences – extra knowledge acquired, developing good habits, more activities involved or executing responsibilities.

CONCLUSION:

Life is described as a continuous process of change and adjustment. In our culture, growth into adolescence is accompanied by certain demands upon the individual. Demands set by the self, peers, family, educational institution and the society. A well-struck relation is one, which appeals many of these agencies of change in the person.

* * *

MODULE II

UNDERSTANDING THE SELF

OBJECTIVES OF THE MODULE:

1. To introspect on one's own reactions and thoughts.
2. To understand "the self" in terms of our self and others around.

How well do I know myself? How well do other people know me? Am I an easy person to get to know? Do I know how I will react in various situations? Have I wondered, at times, why I spoke or behaved in a particular way? These are important questions.

In order to accept, appreciate and modify oneself, the person has to know himself. In this module, the focus will be upon SELF-AWARENESS.

There are certain things we know about ourselves and certain things that we do not know about ourselves. Correspondingly, there are certain things other people know about us and certain things they do not know. Building a relationship often involves knowing our "free areas" and decreasing our "hidden areas". As we become more self-disclosing, we reduce the hidden areas.

This module provides the following exercises:

1. Successful things I can do.
2. Do you know yourself?
3. Self – Inventory.
4. Are people glad to know you?
5. Self-concept – Basic, Ideal and Social.
6. Self Esteem.
7. Introspection.

1. SUCCESSFUL THINGS I CAN DO

1 Period

INSTRUCTIONS:

This exercise helps us to introspect very minutely into ourselves and become aware of our strengths. Some of us take pride in the fact that we can do a number of things / works / responsibilities well. Sometimes we see others excelling in particular jobs like public speaking, cooking, counting numbers, having a neat handwriting and so on. This makes us wonder as to how we can learn to do these jobs like these people.

EXERCISE:

Here is an exercise, which will help you to make an inventory of what you can do successfully.

Make a list of successful things that you can do in the box given below. Remember to write the successful things. Write about 10 of them in short sentences.

1. I can sing well.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. DO YOU KNOW YOURSELF

1 Period

Often we picture ourselves in an entirely different light from how other people see us. This is because we tend to see only what we want to see, and turn a blind eye to the parts of our character we’re not so keen on. Well nobody’s perfect, so find out what sort of a person you are by ticking off 15 of the following types of character in any of the columns and remember be honest.

Time Required: 10 – 15 minutes.

ONE	TWO	THREE	FOUR
Perceptive	intelligent	cheerful	adventurous
Versatile	thick-skinned	moody	jolly
Unassuming	energetic	affectionate	gregarious
Restless	self-willed	plodding	carefree
Tolerant	clear sighted	organized	loyal
Absent-minded	faithful	anxious	conceited
Rebellious	impulsive	day dreamer	adaptable
Introspective	practical	beauty lover	popular
Unambitious	center of the	indolent	boastful
Sensitive	stage	amorous	hard-playing
Calm	comfort-loving	patient	inventive
Mysterious	risk taker	naïve	extrovert
Independent	organizer	fretting	life-of-the party
Enthusiastic	impatient	peaceable	charitable
Tender	ambitious	lazy	loves parties
Generous	tough	understanding	gambler
Lone wolf	bossy	reflective	brave
Cynical	courageous	sensual	non-worrier
Quiet	tempestuous	untidy	loud
Secretive	self-confident	worrier	inconsiderate

DISCUSSION:

Ask the students to check their ticks, and see which column contains the most. Clarify behavioral qualities.

3. SELF-INVENTORY

1 Period

Self is made up of “Physical self” and the “Psychological self”.

“PHYSICAL SELF” is how we look – tall or medium height, have a sharp nose or a blunt one, is fair or brown, and so on.

“PSYCHOLOGICAL SELF” includes our interests, views, ways of reacting, whether we are irritable or emotionally stable, a person who likes crowd or would prefer solitude, the extent of achievement motivation in us, and the extent to which we can take responsibility and so on.

This inventory helps to assess the self – “as we view ourselves” and get further insight into our personality traits.

EXERCISE:

Instructions: Four tasks are listed below:

Task I: Requires you to write down 3 physical qualities you admire in yourself.

Task II: Requires you to write down 3 physical qualities, which you would like to develop.

Task III: Requires you to write down 3 behavioral or psychological qualities you admire in yourself.

Task IV: Requires you to think carefully and write down three psychological qualities you would like to develop (which you may have observed in others).

The teacher may give about 20 –30 minutes time to the students. Then students may be asked to read out what they have written.

DISCUSSION:

Discuss the importance of understanding the self in order to (1) know oneself (2) modify existing behaviour (3) acquire certain talents, abilities and skills (4) to interact with others well and (5) to develop good self-esteem.

Time Required: 15 – 20 minutes.

Task I – Write down 3 physical qualities you admire or like in yourself:
1.
2.
3.

Task II – Write down 3 physical qualities you would love to develop in yourself:
1.
2.
3.

Task III – Write down 3 qualities (not physical) you like or admire in yourself:
1.
2.
3.

Task IV– Write down 3 qualities you would love to develop in yourself (you see in others):
1.
2.
3.

4. ARE PEOPLE GLAD TO KNOW YOU?

1 Period

When we complain that people are unfriendly, can we honestly say that we have done our best to make them glad to know us? Is it a pleasure for them to find themselves in our company? Do they like to see us walking towards them?

By introspection we try to know about our self. But how far are we correct in assessing our self as a cheerful, helpful, responsible person and so on. This also depends on how others react and perceive about us.

Try this self-test and see whether you are assessed as the kind of person others are glad to know. Answer “YES” or “NO” to the question.

EXERCISE: Time required: 10 minutes.

- | | |
|--|----------|
| 1. Are you always genuinely pleased to meet people? | YES / NO |
| 2. Is your greeting or handshake firm, definite warm and encouraging? | YES / NO |
| 3. Do you try to hide your own aches, pains, troubles and problems when you are in company? | YES / NO |
| 4. Are you patient and sympathetic when people tell you their problems? | YES / NO |
| 5. Are you genuinely interested and sympathetic in your attitude towards people? | YES / NO |
| 6. Do you go out of your way to help others? | YES / NO |
| 7. Are you be interested in what interests others without directing the conversation to your interest? | YES / NO |
| 8. Do you respect the opinions and good will of others? | YES / NO |
| 9. Do you make it obvious that you respect others? | YES / NO |
| 10. Are you generous with your appreciation, praise and affection? | YES / NO |
| 11. Do you find it easy to make allowances and forgive an injury? | YES / NO |
| 12. Do you remember faces and names easily? | YES / NO |
| 13. Do you remember things people tell you like birthdays, anniversaries, promotions etc.? | YES / NO |
| 14. Are you tactful when some body is irritable, tactless or indiscreet? | YES / NO |
| 15. Do people trust you with their confidence? | YES / NO |
| 16. Are sociable and friendly with members of the opposite sex without being silly or indiscreet? | YES / NO |
| 17. Do you enjoy a joke against yourself? | YES / NO |
| 18. Are you able to relax with people so that they feel completely at home in your company? | YES / NO |
| 19. Can you manage to disagree and still be good-humored? | YES / NO |
| 20. Can you say “NO” without giving offence? | YES / NO |

5. SELF - CONCEPT

BASIC, IDEAL AND SOCIAL SELF

2 - Periods

The “self” is a system of central knowledge about our self and our world. Knowledge of our attitudes, ideas, likes and dislikes, appraisal and commitments is very important.

Appraisal of the self is influenced in two ways – in terms of our attitude to ourselves and attitude of others towards us – namely our parents, peers, and teachers.

Concept of self could take different forms

- (1) Basic self – “What I am”
- (2) Ideal self – “What I want or would like to be”
- (3) Social self – “What others think of me”

- (1) **BASIC SELF CONCEPT**: It is the concept of real self, “What I am”. It includes our perception of our appearance, recognition of our abilities and disabilities, values, belief aspirations. It may be REALISTIC or UNREALISTIC.
- (2) **IDEAL SELF-CONCEPT**: Man is a social animal. There are people around and experiences with them impress us. Ideal self concept includes those traits which a person observes and wants to acquire. For example, a student may watch his teacher and want to gain public speaking skills or friend making skills and so on. This includes, “What I want to be”.
- (3) **SOCIAL SELF-CONCEPT**: It is what other people think of us. The people around us – the father, the friends, the neighbors – what they think about us regarding the various traits present in us.

Task 1 :

RATING SCALE – BASIC, IDEAL & SOCIAL SELF-CONCEPT

Sharp	_____:	_____:	_____:	_____:	_____:	Dull
Serious	_____:	_____:	_____:	_____:	_____:	Humorous
False	_____:	_____:	_____:	_____:	_____:	True
Strong	_____:	_____:	_____:	_____:	_____:	Weak
Gentle	_____:	_____:	_____:	_____:	_____:	Violent
Passive	_____:	_____:	_____:	_____:	_____:	Active
Difficult	_____:	_____:	_____:	_____:	_____:	Easy
Bad	_____:	_____:	_____:	_____:	_____:	Good
Fast	_____:	_____:	_____:	_____:	_____:	Slow
Pessimistic	_____:	_____:	_____:	_____:	_____:	Optimistic
Sincere	_____:	_____:	_____:	_____:	_____:	Insincere
Lenient	_____:	_____:	_____:	_____:	_____:	Severe
Masculine	_____:	_____:	_____:	_____:	_____:	Feminine
Excitable	_____:	_____:	_____:	_____:	_____:	Calm
Impulsive	_____:	_____:	_____:	_____:	_____:	Planned
Aimless	_____:	_____:	_____:	_____:	_____:	Motivated
Artful	_____:	_____:	_____:	_____:	_____:	Artless
Meaningful	_____:	_____:	_____:	_____:	_____:	Meaningless
Successful	_____:	_____:	_____:	_____:	_____:	Unsuccessful
Worthless	_____:	_____:	_____:	_____:	_____:	Valuable
Tense	_____:	_____:	_____:	_____:	_____:	Relaxed
Deep	_____:	_____:	_____:	_____:	_____:	Shallow
Prohibitive	_____:	_____:	_____:	_____:	_____:	Permissive
Heavy	_____:	_____:	_____:	_____:	_____:	Light
Important	_____:	_____:	_____:	_____:	_____:	Unimportant
Hard	_____:	_____:	_____:	_____:	_____:	Soft
Unsociable	_____:	_____:	_____:	_____:	_____:	Sociable
Constrained	_____:	_____:	_____:	_____:	_____:	Free
Leading	_____:	_____:	_____:	_____:	_____:	Following
Honest	_____:	_____:	_____:	_____:	_____:	Dishonest
Fortunate	_____:	_____:	_____:	_____:	_____:	Unfortunate
Pure	_____:	_____:	_____:	_____:	_____:	Impure
Uninfluential	_____:	_____:	_____:	_____:	_____:	Influential
Colorful	_____:	_____:	_____:	_____:	_____:	Colorless
Artful	_____:	_____:	_____:	_____:	_____:	Artless

6. SELF ESTEEM

2 – 3 Periods

Self-esteem is the value we place on ourselves. A high self-esteem is a positive value and a low self-esteem results from attaching negative values to ourselves or some part of ourselves.

Self-esteem is a measure of self-worth and importance. High self-esteem is to see how beautiful this life is and how important we are. This person realizes his qualities, talents and abilities and moves with confidence. He has strong interpersonal relations.

A person with low self-esteem tends to be critical, self-centered, and withdraws from company.

Self-esteem is a personality trait and can be strengthened at any point in life.

According to Stewart W., there are three groups of people with different types of self-esteem problems.

Firstly, those who are normally confident and self-assertive, would rate their scores high. Events may come and attack them and lower their self-esteem. For such people, once the event or circumstances has been dealt with, their self-esteem returns to its previous level or even higher, they feel stronger.

The second group, who have a consistently low self-esteem, who never think of themselves as having any worth. These are people whose qualities have never been fostered.

A third group are those who find refuge in their role or work. There they enjoy a feeling of being needed, they are respected for their contributions, and they are worth something. But the moment they leave work, they feel worthless again. People with work-related self-esteem are vulnerable.

The following exercise helps to assess Self-esteem.

EXERCISE-1:

15 minutes

To facilitate self-analysis ask the students to write the following:

1. Six qualities the student thinks he possesses.
2. Six qualities he would like to possess.
3. Six qualities he would never like to have.
4. Six qualities he expects in his friends.

EXERCISE-2 :

10-15 minutes

Given below are some jumbled words. Find out those words and attribute them to person with high or low self-esteem. (Write these on the board)

Example: SIFEHSL – SELFISH

IUMSIGDDE

PCOMIISITT

YEREGD

ELEBR

GEGRAREUSO

RUVLAG

TILYMIUH

OSNCTULS

7. LIFE MAP

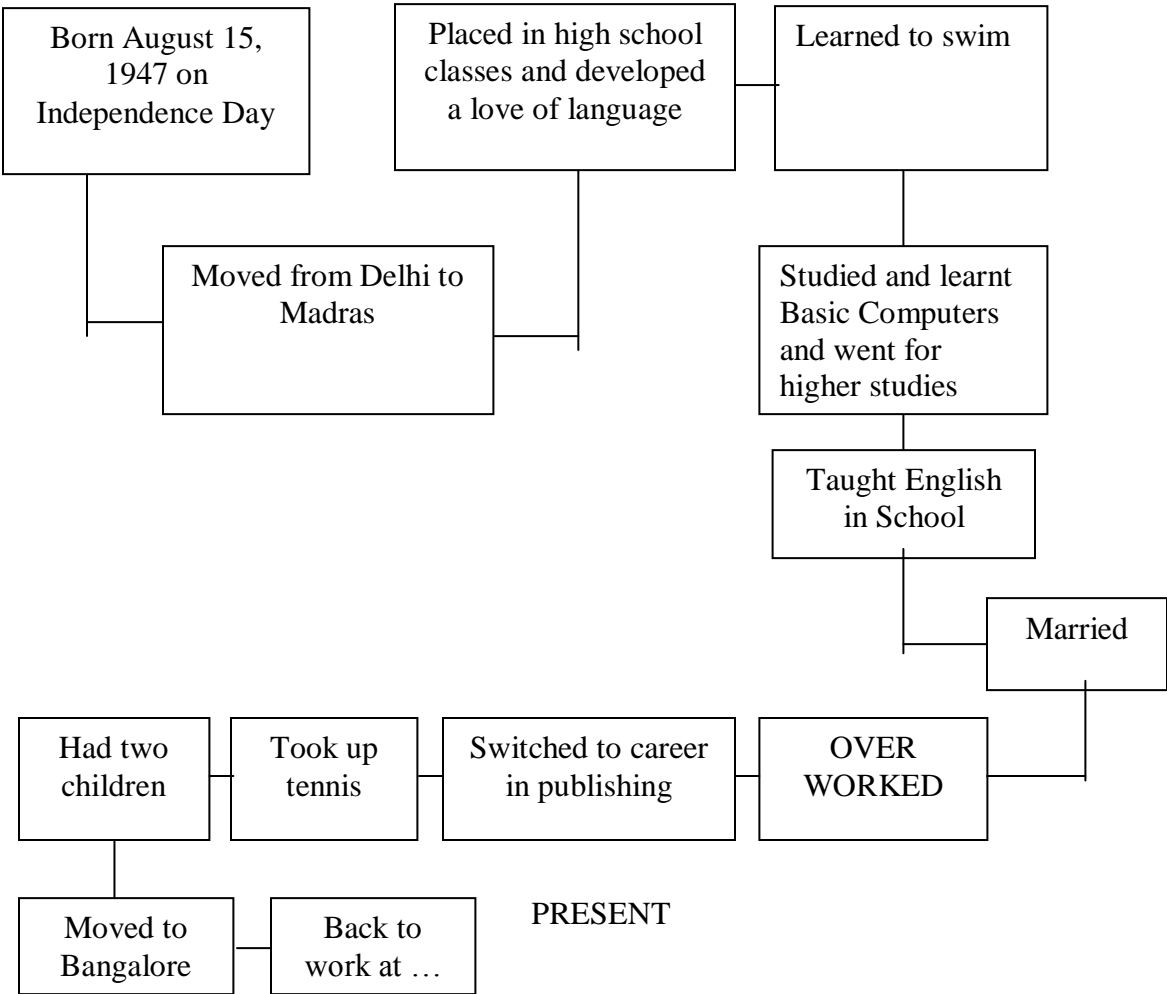
1 Period

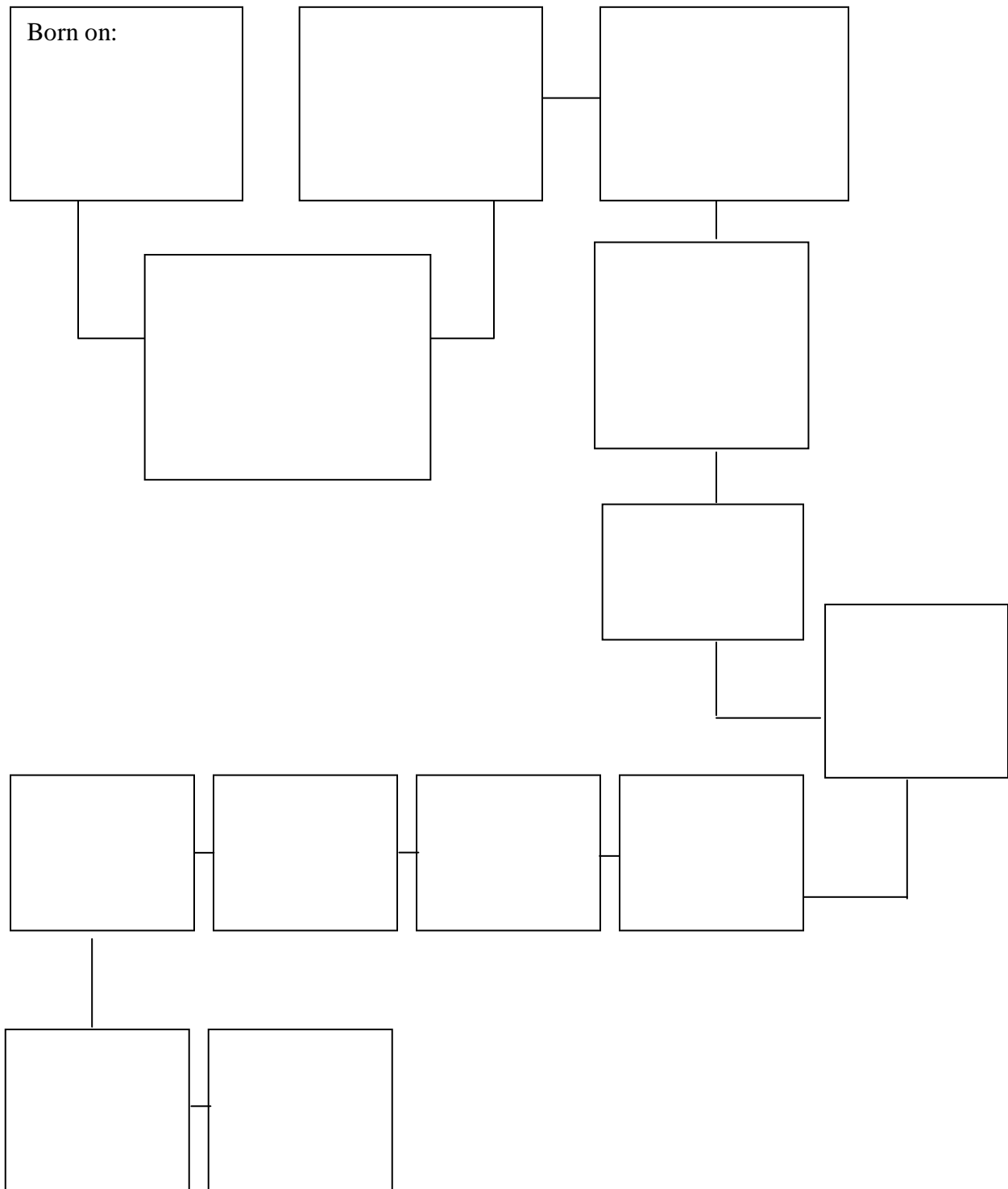
This exercise helps to prepare a map those records and explains the significant events in our lives.

Time Required: Approximately 25 to 30 minutes.

- 1. Reflect (think about) and list the significant events in your lives on a piece of paper, beginning with the important events of childhoods and continuing up to the present time. Events may be happy or otherwise.
- 2. Use this list to prepare maps that reflect the events that have led to their present point in life. In preparing their maps the participants should be as creative as possible (see Sample Life Map given). They have approximately 20 minutes to complete their maps. Significant events with dates or year of occurrence can be mapped.
- 3. The lecturer and students can discuss their maps.

SAMPLE LIFE MAP:





NOTE: List the events (both happy & unhappy, encouraging as well as depressing), which have significantly affected you. You can change the format of the above map.

8. MIRROR IMAGES

1 Period

Look at yourself in the mirror. Spend about ten minutes doing this. Look at each part of your body carefully. Study it. What do you see?

- (a) What is your best feature? How would you describe yourself to a stranger who is going to meet you at an airport or railway station?

- (b) Imagine meeting yourself for the first time. What impression would you make?

- (c) How could you make a more positive impression?

- (d) What is your worst physical attribute?

- (e) What features of your body would you like to exchange? For what in return?

MODULE III

HUMAN VALUES

1. WHY DO VALUES MATTER?

We need to cultivate values, because values are important in our daily life in following ways:

- The main benefit of knowing the human values is that one will gain tremendous clarity and focus that help in making consistent decisions and taking committed action. So the whole point of discovering your values is to improve the results one gets in those areas that are truly most important.
- Values are priorities that tell one how to spend one's time in right way. Time is our most limited resource and it does not renew itself. We can earn more money, improve our physical bodies, and repair broken relationships, but we cannot regain our lost time. If we all had infinite time, then values and priorities would be irrelevant.
- Values lead one to lead the life of happiness and prosperity. As one knows how to earn with limited resources without disturbing the harmony with oneself and others, one knows how live the life in meaningful way.
- Values guide one to contribute towards the society, family and existence.

NATURE OF VALUES

Values not absolute

Ethical values are not absolute. These are relative to situation, circumstances, place and person. Although relative, sometimes in applicability, basic ethical standards have a universal content.

Ethical values cannot be dismissed

One cannot escape from values. No one living in this world can escape relationships with other members of the society and values are the foundation of social relationship and interactions. We enter into contract of interaction on the assumption that we shall not be cheated or being hurt. Values cannot be dismissed, nor can they be defied with impunity. Failure to meet a value puts the person in conflict with himself. When a person performs an action which is a non-value for him, he creates a seed of guilt, which are results in sleeplessness, fear and conflict. Rio one wants a mind in conflict. A mind in conflict is not a desirable mind. Once conflicts are there, there are problems of mind like self-condemnation, regret, guilt, and a sense of failure. Conflicts come when a person is unable to live up to a particular value either consciously or unconsciously.

Value as the ground of obligation

Values represent fundamental human obligation to rest on what they take to be ultimate, early modern science modeled itself on mathematical systems and sought to characterize the world as a set of explainable facts and value-neutral laws. By implication, value was supposed to be derived from human interest or projection, not from the nature of things. Although there have been attempts to define human obligation within a scientific system.

Value as cultural orientation

As orientations to science, the framing values of the different religions have the effects already suggested. East Asian religions value science for its practical benefits. South Asian religions promote an objective detachment about science because it is not concerned with ultimate matters in the form of the really real or ultimate religious quests. West Asian religions can promote science as a kind of piety inquiring into the mind and work of God, on the one hand, and fear it as the source of norms different from those of the tradition/ especially the norm of objectivity that treats the world as a mere fact without value.

Value as traditions of morality

The development of modern science has affected religious moral traditions in many ways, two of which are the following. Most moral problems are framed by conceptions of natural conditions. In addition to the impact of science on moral theory, the development of scientific technologies has led to moral problems that did not exist before. The invention of large bombs makes the old just-war theories, which are based on restraint, obsolete. Biological technologies of cloning, organ transplantation, and genetic manipulation lead to dilemmas that were not previously imagined. Insofar as moral responses to new problems raised by technological advances are to come from developments of the religious moral traditions, the religious values themselves are in process of evolution.

2. UNIVERSAL VALUES NATURALLY EMERGING FROM THE RIGHT UNDERSTANDING

The various universal values naturally emerging from the right understanding include the following:

(1) Gratitude

Gratitude is our tribute of appreciation to the entire existence. This authentic feeling springs from a deep realization that our whole life depends on the kindness of others. These "others" could be our parents, our teachers, our friends, including a host of anonymous workers that make our daily life possible. From dawn to dusk, everything we do or experience is the result of the efforts of countless people.

Gratitude is a close companion of both integrity and humility. Gratitude without integrity is simply insincere flattery. It also requires humility to recognize the contribution of others. Gratitude originates from the heart and then opens our eyes to experience the richness and beauty of the nature. In our interpersonal relations, we should learn to express sincere gratitude towards others as feeling gratitude without expressing is like wrapping a present but not giving it to the other person.

(2) Respect

Respect is most important universal human value. Everyone wants respect in daily relations. Moreover expressing respect to other persons leads one to learn more. When we treat other people with respect, we help them gain confidence and reveal inner potential that otherwise might go untapped. In our daily relations, we have to interact with people from different backgrounds. It is easy and even ego-boosting to respect people similar to us. But it is valuing people different from us that unveils the most noble forms of respect. "Much of the vitality in a friendship lies in the honoring of differences, not simply in the enjoyment of similarities" (James L. Fredericks)

Most generally, respect is acknowledgement of an object as having importance, worth, authority, status, or power. As its Latin root *respicere* (to look back) indicates, to respect some thing is to pay attention or give consideration to it. As Etymology also suggests, respect is responsive: the object is regarded as due, deserving, or rightly claiming Acknowledgement. Respect can be an unmediated emotional Response, but it typically involves a conception of certain forms of acknowledgement as appropriate in virtue of some feature of or fact about the object, which is the basis of respect. Respect thus differs from attitudes such as liking, which are based in the Agent's interests. Respect also typically involves behaving in Ways that show regard for the object or refraining from certain

Conduct out of respect for it. We can respect rules by obeying them, dangerous things by taking precautions, and authorities by deferring to them; but respect is commonly thought to Involve appreciating the value of the object. Valuing respect can be akin to admiration, awe, or honor, but

contrasts with valuing Modes such as maximizing and using. We can respect things we do not approve of, but regarding something as worthless or irrelevant is incompatible with respecting it.

Some contend that remorseless evildoers warrant no respect; others hold that while they deserve punishment, they must still be respected as persons. What attitudes and conduct express respect or disrespect for persons? Humiliation, coercion, and enslavement are quintessential forms of disrespect; what positive measures (e.g., helping others pursue their ends, listening to their points of view) does respect require?

A rich debate concerns whether things other than persons, such as other living things or the natural environment, which are often valued merely as means serving human interests, have a moral status that demands respect. Some thinkers argue that the basis of morally required respect is wider than rationality and can be possessed by nonpersons. Others hold that there are levels of respect such that while persons are owed maximal Respect, other things may be due a lower level of respect that nevertheless rules out certain treatment, such as destroying them for trivial reasons. Widespread acknowledgment of duties of respect to nonpersons could entail significant changes in many human activities, such as eating, land and energy use, and biomedical research.,

Self-respect, important in its own right, involves due appreciation of one's morally significant worth: worth one has either as a person or in some position or activity (recognition self-respect), or worth earned through the quality of one's character and conduct (evaluative self-respect). Both kinds of self-respect include an engaged understanding of the implications of having worth for directing one's life and interacting with others. Respecting oneself contrasts with, among other things, servility, acquiescence to disrespect, shamelessness, chronic irresponsibility, self-destruction, and self-contempt. Evaluative self respect is distinguishable from self-esteem. The former involves; regarding one's character and conduct as coming up to scratch; it is lost if one comes to regard oneself as morally intolerable. The latter is enhanced or diminished through believing that one has or lacks any highly prized quality.

(3) Attention

All people desire individual attention. The greatest present one can give to other is presence of the time. With this, one can attend other with full attention. To cultivate attention, one needs to be present in the moment. A careful observation of how our mind works reveals that our mind does not live in the present, either it hops from future to past, and from past to future, in endless way. With this, one is either living in the memory of past or fantasies of future that do not help one. What is needed is living in the present as happiness is NOWHERE, but NOW HERE. Similarly if one is living in the present, one can attend others properly and make authentic connections.

(4) Contribution

Life of every human being should not be judged by the success he has attained, but by the contribution he has made to the whole existence. One's contribution lies in fighting for the cause

bigger than oneself. This include the combination of personal motives with the motive of the welfare and well-being of the larger section of the society. This contribution should be with pure motivation. Before every action, we should check our motivation for that action. Pure motivation signifies that whatever we do, our intention behind every action should be motivated by our desire to help, to benefit others without expecting anything in return.

We may feel that we have nothing to contribute. But the lessons of the history are full of examples of power that can come from the Self of the individual when they combine their passion with mission to serve others. "We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop. "(Mother Teresa)

(5) Transparency

When we talk of transparency, it means openness and trust. For transparency, one should be authentic and credible. Authenticity means to interact with people without a hiding mask, without a disguising role, and without defensive" and legalistic communication. Remember, there is difference between people who speak about authenticity and those who speak from authenticity. Being authentic means speaking from the depth, where words are almost superfluous and where the truest speaking is the silent presentation of you-YOU are the message. Authenticity can provide authentic courage to be transparent and to walk the talks without fear and favor and be ready to take unpopular stand when the situation demands. On the other hand, without transparency, there are no authentic relations-just entanglements. Pursuit of hidden agenda with misleading and misrepresenting things, or fabrication and falsification of facts can not work long, they rather hamper relations in family. When people feel they can talk openly about anything - hopes, dreams, fears, successes or failures - all without judgment, it's encouraging and strengthens the bond.

(6) Trust

Trust in the general sense of well-being in relation to one's self and toward others, is an essential attribute of human character as well as of interpersonal interaction. There is common agreement that trust is an essential factor in successful social environments and interactions. Persons need to feel secure in their expectations for good outcomes as they go about their daily lives. The greater the degree of trust in social transactions, it is believed, the more optimal are the satisfactions for participants. Relations between members of households and kin networks, for instance, are typically characterized as high in trust, and it is notable how solutions to the most difficult problems of human dependency, such as infancy, old age, and disability, are undertaken at great sacrifice within their confines. Trustworthy expectations also flow through social networks.

(7) Forgiveness

Forgiving people who have wronged you is an important value in family. Holding a grudge is not conducive to a close family with mutual Respect. Everyone makes mistakes, we all occasionally say things we wish we hadn't and none of us is perfect. Get issues out in the open, gain some understanding and-move, on. Life is too short to carry the additional load of Malice. One should also be Generous enough to give time, love and attention or even some of the possessions. With this, one is likely to command respect in the family.

(8) Care and concern

As we understand that human being is co-existence of the Self(I) consciousness and human body. Similarly others are coexistence of the Self(I) and their body. With this, we need to develop care and concern for other beings. We need to nurture and protect our body and to maintain certain level of respect. We need to have care and concern for other persons. Our body is the product of kindness of so many things in the existence and we have to repay it in terms of kindness by developing the sense of care and concern for other persons in the family. With mutual care and concern, family is likely to flourish.

(9) Compassion and empathy

Compassion and empathy are essential human qualities that allow one to feel, understand, and respond to the suffering of others. They enable individuals to enter into and maintain relationships of caring. Compassion has been held in high esteem in various religions. Ahimsa in Hinduism is known as the Godly quality within a person. It is an open-hearted active response of respect, service, and care for those in need. It was a prime aspect of Gandhi's nonviolent liberation movement. Compassion is also a central tenet of Buddhism. The Buddha manifested absolute compassion for all creation. Buddhist compassion, or karuna, is seen as the appropriate human response to understanding the interdependence and mutual welfare of all beings. In the Judeo-Christian tradition, compassion is a manifestation of God's love and mercy. It is the way God interacts with creation and is, therefore, the way people should interact with one another. In all of these spiritual traditions, directly addressing the suffering of others through compassionate care is a religious obligation.

Empathy derives from a Greek root meaning, "in feeling" or "feeling into." A component of compassion, empathy is the recognition and understanding of the other's suffering. It is a deep appreciation for what it is truly like to be in the other's situation from his or her perspective. Empathy requires an openness to receiving and holding the other's experience without reservation or judgment. It involves entering into and staying present in the painful experience of the other without moving away from that experience by trying to change it.

Compassion encompasses empathy. Empathy is that aspect of compassion that opens one to a deep understanding of the other's suffering. Compassion also involves an active concern for and effort to alleviate that suffering. That is why compassion is called "love in action" by Mother

Teresa. Compassionate action is a willingness to go beyond self-interest and give of oneself for the good of the other.

(10) Charity and Generosity

The meaning of charity is not reduced to the act of donating some money to less privileged people. It includes the giving of our mind, heart and talent with a purpose to enrich the lives of all people- regardless whether they are poor or rich, deserving or not. The act of charity starts from the feeling of gratitude towards the universe and existence.

This charity and generosity can happen in many ways like sharing material possession, sharing time for a noble cause, sharing our expertise with those in need or serving a charitable organization. This charity and generosity contributes towards one's happiness, as findings of positive psychology research suggests. This brings more happiness than selfish indulgence. Giving just few minutes to someone else may help to become happier and healthier! Speaking on the existential significance of charity and generosity, Churchill profoundly remarked, "We make a living by what we get, but we make a life by what we give."

(11) Integrity

Integrity includes consistency and unwavering adherence for certain cause. People with integrity are those whose words match with their deeds. They; can walk their talks and honor their commitments and are ready to sacrifice for that. Their behavior is mirror of their values-highly transparent. Integrity means you do what you feel right from your consciousness, not from just fashionable, political or mob mentality. It means standing upright for the cause without succumbing to the pressures of negativity because your self-knowledge guides towards that action. Integrity leads to happiness as one feels harmony with oneself. To quote Freyer Slark, "There can be no happiness if the things we believe in are different from the things we do." Integrity ensures authentic relations with other people. Without integrity, there are no authentic relations just entanglements. Nearly synonymous with integrity is character-the reputation built over time.

(12) Honesty

Honesty is one of the universal values that is naturally appealing. Our inner growth depends upon our being mercilessly honest with ourselves. The moment we understand our aspirations and our changing emotions, we can guide ourselves a better life. Honesty builds trust among members of the society and consequently members of the society feel fearless in building relations. No one wants to be cheated. Honesty leads one to happiness whereas deceit breeds tension.

(13) Humility

Humility is virtue as it leads to greater level of growth and enable one to make relationships. Humble people achieve success by recognizing that they did not get to the top by

themselves, but certain other people helped them. Intelligence and wisdom are like rivers, the deeper they are, the less noises they make. Our authentic humility lies in understanding the contributions of other persons and things in our life. As humility enables one to make connections with other people, it leads to happiness. Humility disappears as soon as we think ourselves superior or feel our needs greater than those of others.

(14) Responsibility

One of the universal values that is most applicable is responsibility-ability to respond. These are our instincts that reject not our intellect. Intellect responds to the situation in responsible way. The world responsibility means ability to respond. We are responsible for our; actions, we have responsibility for our family, society and the existence, the more we accept responsibility for who we are and who we can become, the greater will be our progress and contribution. "The fault is not in our stars, but in ourselves". (Shakespeare)

(15) Courage

"Courage is not simply one of the virtues, but the form of every virtue at the testing point." (C.S. Lewis). Courage is the companion of every other value as it boldness that is found even within our smallest moments. One requires courage to stand upright and pursue values in one's life. However the greatest opponent of courage is fear-the fear of unknown things, fear of failures, fear of others, etc. People of moral values acknowledge fears, but work to conquer them.

(16) Simplicity

To get the most out of our life, we need to get some thing out of our life. Simplicity is feeling contented with one has, feeling satisfied and gratitude to the existence for what it has bestowed us. If one's life is not contented with one has, but makes comparisons with others-one is likely to feel unhappy and disturbed in one's life. "A simple life is its own reward", George Santayana remarks. Simplicity is not renouncing the material possessions, withdrawal from worldly activities, putting few clothes, etc. This is just outward expression. Authentic simplicity starts from inside a person through self-knowledge. As a person knows oneself, he becomes more and more clear about his goals and purpose of life. Thus simplicity and clarity are interrelated and interconnected/More a person simple is, more is is clear about his purpose of life.

What is not simplicity?

Simplicity brings feeling of contentment in one's life on one hand. Contentment also leads to simplicity. If one's life is not contented with one has, but makes comparisons with others-one is likely to feel unhappy and disturbed in one's life.

Following is not simplicity:

- Renouncing material possessions.
- Outward expressions.

- Conformity to pattern.

Renouncing material possessions and pleasures is not simplicity. It is escapism. As we are living in this world, more and more things are being urged upon us. Our renunciation of material things will not solve the problems of the world. We have to take active part in them, without being attached to them.

Again simplicity is not confined to outward expressions of showing few clothes, having small house, few possessions. Outwardly one may conform and give appearance of simplicity like religious man. But authentic simplicity is more inward than outward. This outward simplicity may be meant to gain power in other way like influencing others' minds of this apparent showoffs of simplicity.

Simplicity is not merely conforming to a particular pattern or established system. Conformity as a means of making ourselves simple makes the mind and heart dull and insensitive. Our social, environmental, and political problems are so complex that we can solve them only by being simple. A simple person sees much more directly than through mind conditioned with instructions. Any form of authoritarian compulsions imposed by legislation or by socio-religious institutions do not lead to inward simplicity which is the authentic simplicity. "Compulsion of any kind can never lead to simplicity. On the contrary, the more you suppress, the more you substitute, the more you sublimate, the less there is simplicity, but the more you understand the process of sublimation, suppression, and substitution, the greater the possibility of being simple" (J. Krishnatmurty).

Simplicity involves

- Disciplining the mind full of useless temptations and bring back it to core problems and issues at hand.
- Disengaging what is essential from the details in which the work is enwrapped as everything cannot be considered equally. "The art of being wise (as well as simple) is the art of knowing what to overlook." (William James). "Besides the noble art of getting things done, there is noble art of leaving things undone. The wisdom of life consists in the elimination of non-essentials." (Lin Yutang).
- Decide the highest priorities and screw up the courage both pleasantly and firmly to say "no" to distractions. "No can be a hard word to say. It taps fears of not being liked, and, especially, of not being productive. Actually, by forcing us to become more focused, refusing to take on more tasks can make us more productive." (Ralph Keyes).
- Detaching oneself from the outside happenings that have no bearing upon the person's work. It involves avoiding wasting of time on non-essential matters like passing time in front of television screen or indulging in gossip.
- Delving deep into one's cherished purpose of life.

Simplicity contributes to

- Sensitivity

- Intelligence
- Freedom
- Happiness
- Clarity

Simplicity contributes to sensitivity. With simplicity, one can approach the problems of life directly and feel the nerves intensively. A mind which is not simple can be receptive to the problems of world in emphatic way. "Without being simple, one cannot be sensitive-to the trees, to the birds, to the mountains, to the wind, to all the things which are going on about us in the world; if one is not simple one cannot be sensitive to the inward intimation of things,". Krishnamurthy aptly remarks.

Simplicity" also contributes to intelligence. When the mind is not crowded and polluted with external distractions, one can approach the problem directly. Of course knowledge of a particular subject or field enables a person to tackle the problems. But there is difference between intelligence and knowledge. For being intelligent, one should learn to be simple and straightforward in approaching the problems of life.

Simplicity contributes to freedom. As with the practice of simplicity, the habit of useless temptations are controlled and disciplined. With this, a person feels greater time and energy and consequently greater freedom from routine works. With manipulative mind, one is enslaved of useless thoughts and conditionings.

Simplicity leads to happiness. Happiness does not lie in material comforts, but within ourselves. As a man feel satisfied with what he has, he is likely to feel more happy. On the other hand, a person devoid of simple mind tries to make comparisons with others and feels jealousy and hatred with others.

Simplicity leads to clarity. Authentic simplicity starts from inside oneself. It is not cultivated through compulsions or sanctions. Such sanctions and compulsions only hardens the mind, does not make the mind supple, clear and quick. To be simple in the whole process, we need to introspect, become alert and aware of the functioning of our mind. As we become aware and alert, we become clearer. Thus simplicity and clarity co-exist with each other. Authentic simplicity comes through self-knowledge about oneself. This cannot be either given to us by another nor can be found through any book. It requires extraordinary alertness of mind, freedom from any belief and becoming mercilessly honest with oneself. Self-knowledge involves closely examining and introspecting ourselves. This self-knowledge is a gentle technique invoking awareness of the source from which mind springs.

"I am the body" idea is the primary source of all subsequent wrong identifications and its dissolution as the principal aim of self-enquiry. The method and goal of self-knowledge is to abide in the source of the mind and to be aware of what one really is by withdrawing attention and interest from what one is not. When one investigates "who am I?", one knows first what one is not like body, feelings, thoughts, time, space, attachment and aversion, and finally comes to know that one is limitless being. As one overcomes one's false identifications with body-mind mechanism

and worldly relations, one becomes free from desires including desire of liberation. transcends dualities and feels equanimity. This is highly spiritualizing process. As one undergo this process of self-knowledge, one comes to know what is minimum needed to maintain the body and "mind without causing much harm to the environment. In the process one comes to know what is the purpose of one's life that he has to pursue.

3. IMPLICATION OF Value -BASED LIVING

The implications of value-based living are as follow:

1. At the level of individual

With cultivation of these values, the individual shall feel harmony with himself. He will overcome his contradictions and conflicts that are residing in himself. With this he will feel relieved from tension, frustration, depression and feeling of separateness and isolation, etc.

2. At the level of family

With cultivation of value-based living, there will be peace and harmony in the family. The family will also be prosperous. If there is disharmony in the family, the attention of individual members shift towards the conflict or thinking over conflict or to make the other person feel better after conflict. On the other hand, if there is harmony because of values based living, then family can be prosperous as different members of the family can focus their attention on their individual roles and responsibilities.

3. At the level of society

With cultivation of value-based living, there will be fearlessness and mutual respect among members of the society. With this there will be lesser problems like war, crimes, terrorism and wars. There will be lesser cheatings and frauds and people shall feel fearless to deal with other people.

4. At the level of nature and existence

With cultivation of value-based living, man shall feel harmony with the nature and existence as a whole. With this, there will be development of holistic technologies and recyclable facilities. The problem of deforestation, pollution, resource depletion, etc. shall be overcome.

4. Ethics of Virtue

Virtue" is the translation of the ancient Greek arete, which means any kind of excellence. Inanimate objects could have arete, since they were assumed to have a telos, that is, a purpose. Thus, the arete of a knife would be its sharpness. Animals could also have arete-, for example, the strength of an ox was seen as its virtue. Though an animal could possess arete, the Greeks assumed natural potentialities in men and women to be virtues requiring enhancement through habits of skill. Therefore, Aristotle defined virtue as " 'a kind of second nature' that disposes us not only to do the right thing rightly but also to gain pleasure from what we do"

Character, therefore, indicates the stability that is necessary so that the various virtues are acquired in a lasting way. Character is not simply the sum of the individual virtues; rather, it names the pattern of thought and action that provides a continuity sufficient for humans to claim their lives as their own.

Aristotle maintained that none of the individual virtues could be rightly acquired unless they were acquired in the way that the person of practical wisdom would acquire them. Yet one could not be a person of practical wisdom unless one possessed individual virtues such as courage and temperance. Aristotle did not think the circular character of his account was problematic because he assumed that the kind of habituation commensurate with being "well brought up" is the way we were initiated into the "circle."

Virtues and Science and Technology

From the perspective of virtue ethics, science and technology are arguably enduring components of the good life. Aristotle (384-322 B.C.E.), for instance, describes virtue as a kind of human excellence or striving for perfection. (The Greek word for virtue is arete, which encompasses both moral capability and specific talents. Controversies about the responsibility of scientists and engineers evoke this twofold sense of virtue, insofar as they address the special type of knowledge they pursue as well as their moral positions regarding the results and applications. Scientific discoveries and technological products also pose challenges to understanding and embodying a virtuous life. Studies of animal and human behavior raise questions about possible similarities between animals and humans in promoting cooperation or fostering competition.

How do the virtues relate to one another in real life? Is there anything to the ancient "unity of virtues" thesis (which, on the Aristotelian model, views prudence or practical wisdom as generating and uniting all of the moral virtues)? It should come as no surprise that radical virtue-ethics approaches have attracted far fewer followers than more moderate versions and that the critical program has had a much stronger influence on contemporary ethical theory than has the constructive program. However one needs to cultivate virtues in daily life to become responsible scientists and engineer.

These virtues include the following:

1. Cleanliness

Cleanliness is virtue and well accepted universal value. It is easy to see the benefit that comes to a person and his associated through external cleanliness. Clean body, clean clothes and clean dwelling places make the life more pleasant and happy, brings certain attentiveness and alertness of mind. In addition to the practice of external cleaning, one requires internal cleaning-cleaning of the mind from negativities like jealousy, anger, hatred, fear, self-centeredness, self-condemnation, guilt, pride, possessiveness, resentments, etc.

2. Perseverance

Perseverance means maintaining steady efforts towards whatever we have committed to achieve until it is achieved. This steadiness neither yields to laziness nor is disturbed by distractions and disturbances. It usually happens that we begin very bravely, but our enthusiasm wanes. We find some pretext to escape from the responsibility. "Two of the greatest obstacles for people to overcome in life are failure and fatigue... Perseverance trumps both failure and fatigue." (Stephen Covey).

3. Contribution and Charity

Life is judged more by contribution. Everyone has meaning of life and our thoughts and actions surround that purpose. "Nothing is more liberating than to fight for a cause larger than yourself, something that encompasses you but is not defined by your existence alone." (John McCain).

Though some people attempt to live life from a purely selfish and self-centered perspective.

Too often charity is confined to the act of donating money to economically disadvantaged, but charity in its purest forms includes the giving of our hearts, our minds, and our talents that enrich the lives of other people regardless whether they are poor or rich. Charity does not require a large deed. It can be little acts of kindness in the form of warm smile or kind words. "The ideals which have lighted my way, and time after time have given me new courage to face life cheerfully have been kindness, beauty and truth " (Albert Einstein).

4. Gratitude

Gratitude is one of the social virtues, a potential part of justice. It refers to a debt that is not legal but moral. It inclines family members to acknowledge private favors with appreciation and to repay them with kindness. There are various degrees of gratitude: recognizing the favor received, expressing appreciation, and repaying suitably. So also there are degrees of ingratitude: not acknowledging a favor, especially by evaluating it as an act of unkindness.

5. Responsibility

The more we accept responsibility for who we are and who we can become, the greater will be our progress and contribution. Excusing oneself and accusing others is standard practice. When problems arise, the easy route is to play the blame game and make excuses. Effective people avoid scapegoating others as to them "the fault is not in our stars, but in ourselves "(Shakespeare).

Our willingness to take responsibility and to exhibit initiative depends on our thoughts and attitudes. "We who have lived in concentration camps can remember the men who walked through the huts comforting others, giving away their last piece of bread. They may have been few in number, but they offer sufficient proof that everything can be taken from man but one thing; the last of human freedoms-to choose one's attitude in any given set of circumstances-to choose one's own way." (Victor Frankl). "The greatest discovery of our generation is that a human being can alter his life by altering his attitude." (William James).

6. Courage

"Courage is not simply one of the virtues, but the form of every virtue at the testing point." (C.S. Lewis). Courage is the companion to every virtue we imbibe. On this virtue, all other virtues mount. It is a boldness that is found even within our smallest moment. Courage most often requires to step out from the comfort zones and to venture into uncharted territories. Courage is not the absence of fear, but the awareness that something else is more important.

Courage requires accepting reasonable risk. That risk may be facing bad reputation, or losing money or comfort or annoying other person. By embracing risk, you will accomplish more than you ever thought you could. In the process you transform your life into an exciting adventure that will constantly challenge, reward and rejuvenate you.

The largest opponent of courage is fear like fear of unknown, fear of failure, fear to lose relations or position. Being wise and rational person, we cannot deny fear, but we should try to conquer it. In fact, fear is the opportunity for courage, not proof of cowardice. All men are frightened. The more intelligent they are, the more they are frightened. The courageous man is the man who forces himself, in spite of his fear to carry on. Courage is more to manage the inside fear. You need inner confidence to overcome fear. "No one can make you feel inferior without your consent" (Eleanor Roosevelt).

7. Discipline

To succeed in life, one needs to cultivate disciplined life. But discipline is neither readily attained nor easily maintained. It requires the mental stamina to overcome empty passions and faulty habits. It also requires the efforts to resist so many temptations. Discipline thwarts temptations. The art of living consists in knowing which impulse to obey and which must be made to obey (Sydney Harris).

Many people view discipline as absence of freedom but in fact it is source of freedom. The same mind which is source of bondage will become source of liberation. In the initial stage, one has to fight with one's inner inertia with efforts. But after certain stage, it becomes effortless effort. That mind enables us to focus on higher faculties.

5. PURPOSE OF VALUE EDUCATION: INTEGRATED PERSONALITY

The purpose of value education is to alter the conditions and surrounding of an individual and to produce integrated personality. Such integrated personalities are self-realized persons who are the finest products of the civilization. These persons have self master over themselves. Carl Rogers and Abraham Maslow talks about self-realizing tendencies and persons.

By studying the history, we find that the quest for self-knowledge and self fulfillment is as old as civilization. In the Western philosophical tradition, Greeks were the first thinkers to pursue these values with Socrates' well known dictum "Know Thyself" and Plato's assertion "an unexamined life is not worth living?" In the Eastern tradition, the quest for self-awareness dates back to the writings of Buddha and Lao Tzu. Buddha's teaching of mindfulness and Lao Tzu's exhortation for living in harmony with the Tao are examples of humanity's early attempts to live a life of self-awareness meaningfulness, and mastery. In the 20th century these questions preoccupied several psychologists and existential philosophers such as Jung, Adler, Frankl, Satre, and Camus. During the last 60 years, thinkers such as Krishnamurti, Ramana Maharshi and Gurdjieff and Ouspensky have enriched our heritage with their writings and talks. More recently, several psychologists and management thinkers have explored the question of self-actualization and personal meaning, fulfillment and mastery.

Maslow's Theory of Personality

Each individual has motive-inner urges to work. What motives a person to work ? Maslow answers ft that each individual is motivated by his needs which may vary from basic needs like food, shelter, hunger and thirst to self-actualization. To Maslow, human needs can be classified into five categories:

- (a) Physiological and survival needs that include basic needs for food, water, sleep, sex, etc.
- (b) Safety and security needs that include the desire for physical protection, job security, etc.
- (c) Social needs that include the desire for affiliation and affection, sense f belonging, emotional needs, etc.
- (d) Ego and esteem needs that include the desire for self-respect, self-esteem, etc.
- (e) Self-actualization needs that include the desire for self-fulfillment and realization.

To Maslow human needs move in ascending order from lowest to highest. Once one set of needs is satisfied, this kind of need ceases to be a motivator. These needs are interdependent, each higher set of need emerges when the lower, set has been completely or reasonably satisfied.

Behaviors Leading to Self-Actualization

What does self-actualization mean in terms of actual behavior? Maslow answers this question by describing eight ways in which one self-actualizes:

1. **Going at things "whole hog:** Self- actualization means experiencing fully, vividly, selflessly, with full concentration and total absorption.

2. **Making Growth Choices:** To make a growth choice instead of the fear choice a dozen times a day is to move a dozen times a day towards self- actualization.
3. **Letting the self emerge:** By "listening to their impulse voices," self actualizing people let the self emerge.
4. **Taking Responsibility:** Self actualization involves taking responsibility for one's action in honest way.
5. **Listening to one's own self:** One cannot choose wisely and authentically for a life unless one dares to listen to oneself, one's own self, at each moment of life.
6. **Working to become first-rate:** Self actualization means going through an arduous and demanding period of preparation in order to realize one's potentials and possibilities. One should strive to be first rate person not second rate person.
7. **Creating conditions for Peak Experiences:** Peak experiences are transient moments of self actualization. They cannot be bought, nor can they be sought. By making growth choices, by being honest and taking responsibility, by listening to their dinner voices, and by selflessly working at a cause greater than themselves, self- actualizing people create conditions so that such experiences are more likely to occur.
8. **Having the courage to drop one's defenses:** Self-actualization involves identifying one's defenses and finding the courage to give them up. This requires greater courage and consciousness to drop one's defenses.

Living with the Highest Goal

Michael Ray of StanfordUniversity has taught course on Creativity in Business course. He soon discovered that his creativity course had a more lasting and profound impact on students than he had ever intended. Professor Ray came to realize that this impact was mainly due to the fact that the creativity course was helping students to discover what he calls their "highest goal" - something that gave a real meaning to their lives, beyond the ordinary definitions of success and achievement. The discovery of and living from highest goal had a salutary effect on the personal and professional lives of the people who took this course. Professor Ray explains: 'Students who discovered their essential inner resources and the ultimate purpose of their existence found they could do their work and live their lives in ways that contributed to positive change In the world.¹ As a first step toward finding one's highest goal, Michael Ray recommends an exercise called 'The Most Meaningful Thing Exercise.'²:

1. Retail the most meaningful thing you did during the last week or so. Whatever it is/ re-experience doing that activity. See it in your mind's eye and get the feeling of what made this activity so meaningful.
2. Answer the question, "How come this was so important, so meaningful to me?"
3. Then answer the question, "Why is that (the reason you gave to the previous question) so important to me?"
4. Keep asking the question, "Why is that so important to me?" of every answer you give until you get down to one word.

That word, if you dig below possible negative reasons (such as fear) or external reasons (such as money) that you have for doing something, represents just one quality of your essence, your Self. When you see what that word is - be it Love, Communication, Wisdom, Energy, Tranquility, Fun, Creativity, Service, Silence, Connection, Peace, Joy, or any other qualities that may be a part of who you are at core - acknowledge that quality as being part of who you really are. Remember it. Revel in it. Contemplate it. See how it has been a guiding quality in your life. Notice it coming up as you deal with each new situation.

Once we commit to living with the highest goal, Professor Ray recommends the following steps to help us on our way:

1.Go beyond passion and success. Living for the highest goal is radically different from what is normally considered to the highest: reaching success in external terms and having passion for what you do in life. Most of us "sub-optimize," that is, we go for the short term and transitory. Go beyond these lesser goals to use the gifts of life you have been given.

2.Travel your own path. You can create your path by simply paying attention to your own best performance – the critical incidents in your life - when you feel most your Self, I flow and in tune with the highest goal. Remember the experience of these times, apply what works to new situations and keep improving your path to the highest goal.

3. Live with highest goal. Because everything in the world is a connected system, you can't beat it, you can only join it. And the best way of joining it is to live with heuristics -generalizations or rules of thumb for learning and discovery. Enliven your journey with the "live-with" - such as Pay Attention, Ask Dumb Questions, See with Your Heart, or Be Ordinary,

4.Find true prosperity. The more you express and experience your highest qualities, the more you are filled with a rich feeling of self-worth, and the wealthier you will become in the truest sense. Find the prosperity that will sustain you through the ups and downs of life and keep increasing, even through difficulties.

5.Turn fears into breakthroughs. When you have the grounding of the highest goal, you can see your fears for what they are. Learn from them, and turn their energy into breakthroughs and opportunities of the most lasting kind.

6.Relate from your heart. I define "compassion" as seeing the highest in your Self first and then seeing the highest in others. If you have a full, rich feeling of self-worth, you have already taken the first step towards having compassion. See others from this perspective, and you begin to change the nature of your relationships for the better and make Connections that move you toward the highest goal.

7.Experience synergy in every moment: You can achieve synergy - a much more dynamic state than balance - among the parts of your life by developing organizing structures based on your highest goal and by getting into the flow of intuitive decision-making.

8.Become a generative leader. Generative leaders pass along their experience of the highest goal and ignite creativity in others. Share the fruits of your quest for the highest goal with others, and spread its effects in a beneficial spiral.

SUMMARY OF THE CHAPTER:

- We have talked about the inherent interconnectedness of all beings in the universe. There is need to cultivate values at different levels. At individual level we need to about ourselves, at family and social level, we need to cultivate harmony and fearlessness along being prosperous. At the level of existence, we need to develop acceptance.
- Values are a set of principles or standards of behavior that are regarded as desirable and are held in high esteem. These values are based on moral standards. Value of a material thing lies in being useful to the higher order. Similarly value of plants lies in being consumed by other beings. Similarly value of human being lies in being useless to other beings.
- Values are important as it guides a person towards right living.
- The various values emerging from right living include: gratitude, respect, honesty, attention, humility, courage, simplicity, etc.
- With cultivation of these values, the individual shall feel harmony with himself. He will overcome his contradictions and conflicts that are residing in himself. With this he will feel relieved from tension, frustration, depression and feeling of separateness and isolation, etc.
- With cultivation of value-based living, there will be peace and harmony in the family. The family will also be prosperous. If there is disharmony/in the family, the attention of individual members shifts towards the conflict or thinking over conflict or to make the other person feel better after conflict. On the other hand, if there is harmony because of values based living, then family can be prosperous as different members of the family can focus their attention on their individual roles and responsibilities.
- With cultivation of value-based living, there will be fearlessness and mutual respect among members of the society. With this there will be lesser problems like war, crimes, terrorism and wars. There will be lesser cheatings and frauds and people shall feel fearless to deal with other people.
- With cultivation of value-based living, man shall feel harmony with the nature and existence as a whole. With this, there will be development of holistic technologies and recyclable facilities. The problem of deforestation, pollution, resource depletion, etc. shall be overcome.

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MODULE - IV

1 .THE FAMILY

The family has been one of the basic needs of man throughout ages. It occupies an important place in every society.

McIver defines family as a group characterized by a relationship sufficiently precise and enduring to provide for the procreation and upbringing of children.

The family as an institution has essential functions to perform, and certain contributions to the society for its well-being & survival. The structure of the family, the values embodied in family living and the way children are reared are all vital to the society. The family is the first molder of the child. He gets his form and personality from it. By the time he gets into the society, he has a pattern for meeting life situations.

The objectives of this module are to

1. Understand family structure
2. Experience the importance of family relationship and dynamics

The various topics of discussion are:

1. The family
2. The student and her family
3. Parenting styles
4. Crisis of the family.

1. THE FAMILY

Life is a challenge, meet it

A gift	-	Accept it
A sorrow	-	Overcome it
A duty	-	Perform it
A game	-	Play it
A song	-	Sing it
A promise	-	Fulfil it
A puzzle	-	Enjoy it
A beauty	-	Praise I

WHAT IS A FAMILY?

Definition:

‘A family is a community of people living together in an environment which is a center of healing, a place where one can live, where one can admit one’s frustrations, stupidities and anger to people who do not have to retaliate. To be oneself without pretence’

The joys we experience today have their birth yesterday. The tragedies we suffer today were apparent in the warning signs of yesterday. Hence for all the ‘tomorrows’ of our youth we have to prepare ourselves ‘today’ and this is especially true of family life.

DIFFERENT FAMILIES:

Family has also been defined as – those related persons who live together within a household, usually with common eating or one kitchen. It is experienced and proven that children grow best in an atmosphere of security and affection and that material attributes can never be substituted for True Love. Love is caring, sharing, needing and giving, and it is only within the many relationships and experiences that family life so abundantly provides, that the child, as well as its parents, can individually and together develop into mature persons.

‘Some families are nurturing places where people learn about their abilities, practice giving and receiving love, and dare to dream what they might become.

‘Some families are prisons, where people do what they are told and wait long years for a word of appreciation, or agitate for an opportunity to escape.’

WHAT MAKES THE DIFFERENCE?

‘The way a family communicates. A word or a look can lock someone in their own world as turning a key. Yet the key that opens the possibilities of our world is still a look or a word. The difference? – Effective Communication, love, affection, sibling relationship, cooperation and so on’.

THE INDIAN FAMILY:

In the midst of great social, economic and political changes over the centuries, India has a long heritage of stable family life and structure. The spirit of family solidarity has remained a sustaining power, which has provided meaning to the daily lives of our Indian people.

Indian families include families which are vastly different to each other as regards religion, culture, temperament and way of life. There are Hindus who form the majority and have been living in the country for over 2,000 years. There are the Muslims who came much later, the Christians, the Sikhs, Buddhists, Parsis and Jains.

In each case the family pattern varies. Superimposed on this is the silent social transformation taking place in the Indian family. This is due largely to the process of modernization bringing with it a breaking away from accepted family tradition and family controls, and increasing opportunities for social mobility.

There is a shift from the sacred family, center on moral and religious values, to the secular family with its more rational and pragmatic (practical) which leads to family members adopting new goals for themselves and the community.

TYPES OF FAMILY PATTERNS:

The traditional pattern of living in India was that of a joint family, whose members were bound together by ties of common ancestry and common property.

Now in India we find three types of family structures:

- i. The large joint family.
- ii. The nuclear family.
- iii. The extended family where the husband and wife and children live along with the parents of either spouse.

Discussion: In the present day, where men and women are working, which of these types are useful and necessary.

2. THE STUDENT AND HER FAMILY

1-2 Periods

“The student storm rages in all corners of the earth, and there are no signs of its abatement. No single group has been so intensely criticized or analyzed as today’s ‘Under 30’s.’”

Beneath this obvious unrest of students lies a genuine plea for guidance, keenly felt, often unexpressed, for fear of being misunderstood. Crises at home and outside have led many youth to disillusionment with those older than them. We must admit that much of this disenchantment with the adult world is often justified.

HEALTHY PARENTAL ATTITUDES:

Apart from the demands for a healthy spiritual life, the student has a ‘right’ to healthy parental attitudes, if he or she is to be properly equipped for the serious work of adult living. It is to be emphasized at this point that Parents are the First Educators and that education as an art of living begins at birth.

Freedom – Yes, But Guidance too! Tagore said – ‘Freedom is to be able to do what you have been created for.’

There are many family situations in which the student is sometimes treated as a mature adult and sometimes as a child. She may be taking advanced Science and Mathematics, he or she may have a bank account, her parents may permit her to use the family car or give her a scooter. But– the same boy or girl cannot vote and cannot get or hold a job, and are under their parent’s legal control until the age of eighteen, and may be even dependent on their parents for long afterward, because of their need for an advanced education.

They want freedom to choose a career from a huge number of occupations, but are often immature. They are of little help in their homes, because their tasks are taken over by servants, mothers and sisters or work-saving devices.

GENERATION GAP:

“Build Bridges, not walls”.

There are broad differences between older and younger generations. As the society becomes older, it acquires the tastes that are customarily associated with age and maturity. Young people are interested in beauty, strength, vigor and modern trends, whereas older people are primarily interested in art and intellectual life.

This difference in taste, opinions and at large perception becomes preformed when there is lack of communication, care, affection and family ties. As a result the younger generation may feel alienated at home & other places.

In a changing society, guidance by older members, parents, aunts, uncles or teachers is important. The adolescent of today is ready to reject tradition and even religious practices, and he finds nothing worthwhile or enduring to substitute in their place and is left in a vacuum. Parents & teachers should not be mute spectators. In the home and at the school or college, guidance and counseling is necessary.

A loving conducive atmosphere of communication and give & take is helpful. Adolescents quite naturally want independence and much of their aggressiveness centers around this desire. Dependence & authoritarian relations induces strained family relations. At the same time overprotection does not train them to be independent as a result of which they cannot take decisions.

CLASS ACTIVITY:

Discuss

1. Is the generation gap present today?

If yes, what can (a) Parents (b) Youth (c) Teachers do to help reduce this gap?

Patience:

- Showing acceptance of those circumstances in life which are absolutely unchangeable.
- Being patient and attending to the grievances of youngsters.
- Being patient with the sick, aged and others with special needs.

Courtesy:

- Making frequent use of the words 'Please' and 'Thank You'.
- Being sensitive to the needs of family members during meals.
- Using personal belongings of others only with permission.
- Being polite on all occasions in manner and speech.

Magnanimity:

- Running errands, shopping, cooking, cleaning, washing, mending and repairing.
- Exchanging experiences, ideas, advice & counsel.
- Appreciating the help rendered by others.
- Forgiving readily and reconciling when unpleasant circumstances call for healing.

Tolerance:

- Exercising tolerance when confronted by temperamental members of the family.
- Interacting harmoniously with family members particularly with those who differ in views and opinions.
- Respecting religious beliefs and convictions of family members who differ.

3. PARENTING STYLES

1-2 Periods

Early childhood and parental upbringing have been assigned great importance in the process of personality development. Parenting styles have an everlasting impact on one's personality.

Authoritarian parents: These parents want their demands obeyed. They exert power and control over their children's behaviour. They are neither communicative nor nurturing. Children from such families suppress into themselves the iron-rod behaviour. The preschool children from such families are found to be withdrawn, anxious, unhappy and insecure. They are aggressive when frustrated are found to be getting poorer grades. They grow into children who get used to receiving commands and decisions, so as they grow they can neither take responsibilities nor make decisions. They depend on other views and opinions.

Submissive or uninvolved parenting: Parents who do not provide guidance to children are negligent. They allow their children to do anything they want. They fail to inculcate in the child a sense of right and wrong behaviour in the everyday situations of life. Children do anything they want to. When these children enter into the society, they face the reprimand of friends and others around. They face the fact that things cannot always be as they want, and this may be a harsh reality to face. Children from such families possess low self-esteem, increased aggression, insecure attachment and poor control over their impulses. Parental depression is frequent because of uninvolved parenting and this depression has a long-term effect on the children.

Democratic parenting: Is a family of give and take of ideas. Children seek the opinions and value the thoughts of parents. Parents ask suggestions from children and there is mutuality of thoughts, discussions and communication. The children tend to be friendly, popular with their peers, cooperative with adults, independent and achievement-oriented. They display a high degree of self control.

Building strong interpersonal relationships at home is very important. Parents, grandparents, brother and sisters are family member with whom qualitative time should be spent.

Establishing interpersonal relations at home involves developing and practicing values through duties such as:

- Helping in household chores.
- Sharing responsibilities.
e.g. Work, sorrow, economic tensions, sickness
- Caring for parents in their old age.
- Supporting younger brothers and sisters.
- Preserving and promoting family honour.

4. CRISIS IN THE FAMILY

1-2 Periods

Adolescence is a period of individualization. They develop their own identity. They are able to think logically and abstractly. Many relationships develop. So there is always conflict between the child and the parent on everyday issues. They tend to follow the behaviour patterns of their peers.

The relationship between the child and the parent depends on the environment of family. Broken families, poor economic conditions develop frustration, unethical behaviour. Parents with financial strain are inconsistent in their mood.

It is the sole responsibility of parents to create a healthy and ethical life style for their adolescent children. A good relationship between the child and the parent is very important to build up his morality during adolescence.

Parents can help by -

- Interacting with children and understanding their psychology, which varies from individual to individual?
- Be a good listener. Show willingness to listen.
- Don't criticize your child by comparing with other children. Each child is unique.
- Open a continuing conversation about domestic and social issues.
- Share your stress with your child.
- Always use a caring tone, especially at the time of stress so that he feels wanted.
- Develop an environment of trust.
- Be a role model.
- Be prepared to answer if your child asks about your behaviour.
- Appreciate the child's achievements and help to get over failures.
- Help the child to handle peer pressures.
- Always have check on the whereabouts when he/she is away from you.
- Keep your child always engaged and help him/her to develop hobbies.
- Home frequent feedback for the teachers.
- Arrange outings, tours during holidays to develop togetherness.

Changes in the family:

The basic institutions in society are the family, government, school, religious centers, banks and other economic agencies. Of all these, the family has remained the most basic.

Human needs bring about creative changes and the needs themselves are changing from time to time. When the individual members change naturally the family has to respond. Therefore, the customs of the family have been changing from ancient times. The rapidity of the changes which took place in the 18th and 19th centuries surpassed all the changes of the previous centuries. The modern nuclear family is completely different from the joint families of the past.

The spurt of mechanical inventions has initiated a series of changes in family living. Mechanization has ushered in mass production of goods. The individual is now able to produce more. Hence the per capita income has gone up sizably. As a result, purchasing capacity has multiplied and hence there is constant demand for more products. Many new industries have sprung up and there is stiff competition between them, each one trying to catch the market by introducing new 'types' with superior qualities. The consumer, in turn has more choices to select his goods. For example, even in the villages most families possess a transistor radio. All these have led to a general increase in the standard of living of the people.

Mechanization has affected a shift in labour from manpower to machines. This has brought about far-reaching changes such as availability of a variety of new fertilizers leading to greater improvements innovations.

Transportation and commercial occupations have become highly specialized. Mobility has increased as the direct consequence of the growth in transportation. Social and geographic mobility have reached a climax. The 20th century has presented greater variety of occupations than ever before-

Industrialization has transferred labour not only from the rural to the urban areas, and from a few occupations to many, but also from the home to the factory, store and office. Women have been forced to come out of their homes to take up some gainful employment outside the home.

The impact of steam and electrical inventions on human functioning is tremendous. The electric motor, the telephone and the incandescent lamp have been especially influential in reducing household labour and marketing efforts. Electricity has activated every phase of modern living.

The increased transportation facilities have saved much of people's time not only inland, but also national and intercontinental air travel. Business and marketing conditions have improved. All these have shrunk the size of the world. Radio, television newspapers, telecommunication and satellites have made it possible to pass on communication swiftly. The major effects are thus a general diffusion and leveling of culture and centralization of the sources of entertainment and information.

Two fields of biological discovery have been significant:

The field of medicine, heredity and reproduction.

Medical discoveries and inventions have revolutionized medical practices and led to development in hospitals, clinics, health activities including sanitary inspection, laboratory services and quarantine. Better health care facilities have increased the life span of an average Indian. Diseases dreaded so long as considered incurable can now be treated effectively. Family planning has been accepted. It has taken new dimensions, with the availability of more modern and scientific methods.

One of the important new developments is research on human sex life and its relation to heredity. New knowledge concerning social psychology, personality development and the interaction of personalities in small groups can help in making marriages satisfactory for a larger proportion of people.

Scientific inventions have altered ways of living with their effects upon value systems. Increased divorce is due to changed ideology and moral values. Learning has been made much easier because of the introduction of new educational methods.

Among the basic institutions, the family has value for the individual and for the society that cannot be gained in any other way. The unique power of the home stems from the fact that it receives and houses the new human being first before any other institution can have a chance to make an impression upon him. It continues to remain the chief environment for the individual throughout life. Therefore the design for living improved by the home becomes inextricably the part of the individual's personality.

The family is responsible for the survival of the young. It is a place where an individual learns to live with him and with others. The common understanding among the members of the family that each member has his own place in the affection of the other, that each member is different, but that each member shares in all that the family has to offer, helps to eliminate jealousy and makes for co-operative living. The family offers opportunities and experiences that make it possible for individuals to grow into persons capable of taking their places in the community, nation and the world. The family offers love, security, sympathetic understanding and cultural heritage from generation to generation.

Problems arise in all families. They vary in time & degree from one family to another. Among them some are beyond control of the family member's war, death, accidents, and illness and so on. Every crisis brings corresponding changes.

Crisis arising from Family Conflict Situations:

Emancipation from the over-protection or dependence upon families, feeling of being unwanted and rejected by the parents and conflicts with the relatives and between brothers and sisters, unwanted child in the family, illegal abortion or rejection after birth, extra-marital affairs, divorce and husband or wife nagging, irritating and complaining are some few examples of this category.

Crisis which Involve Social Stigma:

Family and the society are interdependent and interrelated. Hence any mishappening in the loss of respectability in the society becomes a crisis to the concerned family. Included in this category are the alcoholics, jobless, those who neglect their job, physical and mental deterioration, delinquency, pre-marital relationships, pregnancy of unmarried daughter, and presence of mentally deficient or physically handicapped children in the family.

MODULE – V
RELIGION AND SPIRITUALITY

6-7 Periods

The popular theory is that the word “religion” comes from a Latin word, “religare”, meaning ‘to bind again’ – the implication being that religion is an activity that binds us again to the divinity.

Every religion is a philosophy of life. It has a set of pre-suppositions and of specific teachings that form a more or less consistent whole.

It is important to be aware that the beliefs and doctrines which a religion supports are not all on the same level. They are not a set of truths that map out a flat surface. If they are structured, they form a pyramid. A few doctrines are at the summit, perhaps only one, which forms the most important assertion of the religion to which others are subordinated.

Religiosity is that which gives meaning and value to the religious traditions. This includes rituals, various forms of prayer and sites are customary or are even prescribed for a person or a group, as means of establishing the contact with the divine. It is necessary to understand the need for these. Empty rituals need to be condemned and is after a great temptation for all religions. Yet we cannot deny that rituals as such, within certain limits, may be good and helpful. What is important is that rituals should not be rigid but creative and flexible, and it should be enlivened by deep spirit of worship and of love. Then it becomes life giving.

The functions of all religions is to help man to see his way through the darkness by sustaining his hopes, by validating his moral options, by giving him a vision and a call to love.

There are many poems of prayer, readings and reflections on scriptures, inner concentration, ritual prayers, yoga, sacrifices, oral prayer, mental prayer, japa etc. Adoration, thanks giving, repentance, are also varieties of prayer.

Prayer is the acceptance in our lives of the mystery which envelopes the universe. Everybody can pray no special qualities are needed. Prayer is learnt by practicing it. The advice and guidance of a competent teacher is often a help.

The Module consists of

1. Awakening our spiritual selves
2. Religion and Family
3. Questions people ask

1. AWAKENING OUR SPIRITUAL SELVES

4-5 Periods

Often we see plaques on the walls of people's homes that read, "God first, family second, work third." That's wrong. It's wrong as a credo because they are all first. We are spiritual beings living in a spiritual universe. That spirituality permeates our families, our work and our entire lives. Our choice is to recognize it and work with it, or deny it and have it work against us.

A Spiritual World:

In work, in finance, in health, in many areas of our lives, we use terms that we all immediately recognize. When we get to spirituality, there is frequently disagreement over terminology.

Spirituality involves more than the mind or the intellect; it involves the soul. When we do something spiritual, we do it from our souls. But please be sure to understand that when we speak of spiritual matters, we're not speaking of religious dogma. We believe religions do address the spiritual, but the spiritual can also be addressed secularly.

Awakening Our Spirituality:

Each of us has a spiritual side of our being. Finding it, however, can sometimes be a long and arduous process. Buckminster Fuller, for example, never discovered his spiritual being until his bleakest hour. One of his daughters had died. His business had failed. He was ostracized from the intellectual community and considered a foolish "Yankee Tinkerer". So he decided to end it all by drowning himself in Lake Michigan. Standing on the edge, ready to commit suicide, he asked himself, "Is there a God? Do I have a purpose in life?"

Intuitively and spontaneously, the answer came back, "There is an intelligence in the universe, and your job is to dedicate your self to humanity's comprehensive welfare on spaceship Earth".

Thoughts of suicide vanished. He was now purposeful, moving forward. He never stopped or swayed from his purpose from that day forward.

Your Spiritual Needs:

Each of us have a spiritual aspect, but that aspect and how we address it can differ remarkably. We've indicated how it was for three people we've known very well-Bucky Fuller and ourselves. For you it may be totally different.

Your own spiritual awakening and purpose may also be far different from our experiences. This was most dramatically illustrated in the movie Resurrection. Ellen Burstyn plays the role of a lady who totally adores her husband, a bluecollar worker. She works part-time without his knowledge and saves up enough money to buy him the red sports car of his dreams.

They immediately hop in and take the car for a spin. As they are careening around the California hilltop corners, a child on a skateboard suddenly gets in their way. To avoid hitting

him, they drive off the road. Plunge down a long, steep cliff into the ocean and into what looks like certain death.

In the next scene they are trying to save the Ellen Burstyn character's life. One doctor says, "We're losing her." They administer electric shock. She is saved, but is told she'll never walk again.

Now an amazing spiritual transformation takes place. Burstyn's character heals herself. She suddenly can walk. Then she begins to heal others. Suddenly sick people are brought to her en masse. Her healing abilities are scientifically tested at UCLA: tested, believed, but not understood. She, however, understands that it's her own spirituality that has been awakened, that has given her the newfound gift of healing.

Very few of us have such a dramatic spiritual awakening. At some point in our lives, most of us will have some sort of high-consciousness experience, and often that will lead into the most significant phase of our life.

As we've seen, it can be brought out by some kind of trauma. It can also arise from a disability. The lives of Stevie Wonder and Ray Charles illustrate this dramatically. Each lost his external sense of sight, only to see more clearly with an "inner eye," and emerge to share profound music.

In the Special Olympics for the physically disabled, spirituality surges to the fore. Often a child who is running in first place will fall down, and his compatriots, instead of rushing by and claiming victory for themselves, will stop and give aid, picking him up and sending him victoriously forward. If you've never attended a Special Olympics, we heartily encourage you to do so. You can't help but be moved by the courage, love and generosity of spirit that abounds at such an event.

The awakening of our spiritual side, no matter what the circumstances, is Mahatma Gandhi always a precursor to future greatness. This is seen in great leaders such as Albert Einstein, Abraham Lincoln, Ralph Waldo Emerson, Martin Luther King, Jr., Mother Teresa and thousands of others. Each felt spiritually awakened and believed that his or her accomplishments were directed by a greater force operating spiritually in the universe. They felt they could personally tap into that force and use it. This same force exists for you and me. It's just waiting for us to awaken to it.

Spiritual Techniques:

There are a number of steps we can all take to add a sense of spirituality to our lives. These are simple things, yet their results will bring harmony and balance to all other aspects of your life.

1. **Say an original, hand-holding prayer over each meal.** Expressing gratitude for the food we eat uplifts the spirit-and even makes the meal taste better! We also recommend a practice from Bob Gore, from North Carolina. Bob suggested, “Put your hands on the opposite edges of your meal plate. Have your palms face each other and mentally send white-light energy

Through your food. Mentally and spiritually let your ‘inner knower’ knows that you only want to eat food that is nourishing, safe and healthful for your body.” This process not only helps to avoid indigestion and possibly even food poisoning, but uplifts us spiritually as well.

Take a moment also to thank God and all the people that have contributed to your have contributed to your having this food: the farmer who grew it; the people who processed it, transported it, and prepared it for your consumption. Sometimes, when we’re feeling especially grateful, we even acknowledge the worms who created the proper aeration for the soil so the seeds could grow into plants. Gratitude, we believe, is one of the highest spiritual principles.

2. **Seek to find your spiritual purpose in life.** It’s important, however, once we find our purpose in life, for us to imbue it with spiritual overtones. If it is to be achievable-and worth achieving-our purpose must serve humanity and be spiritual in nature. Having only a self-serving purpose is simply self-defeating.
3. **Develop a spiritual understanding of life and death.** It’s our belief that at death we make a transition to another phase of life. We’re absolutely certain of it, and we draw strength from that knowledge. If we didn’t have such a belief, there would be an empty spot, a vacuum in our spiritual lives that would be continually sucking energy from us. Resolving that question in our minds frees us from the fear of death to give our best energy to embracing life.
4. **Look for a minister, priest, rabbi or other teacher to facilitate your spiritual growth.** We’ve never met a truly great person who didn’t have a great and inspiring spiritual mentor. Bucky Fuller said that when he met Albert Einstein, the man “glowed.” “Light emanated from his countenance. He was tuned into the universe and God in a profound way.” That’s why he was a great teacher. Be sure, when you select your spiritual teacher, that you match your feeling nature with his or hers. Regardless of the message, it will be lost if you communicate on different levels of feeling.
5. **Do spiritual things.** These can be immediate and personal, or they can be magnanimously social. One immediate personal thing we can do is to give away all our

used-or unused-clothing to charity. It'll make you feel better about your own good fortune.

Doing spiritual things in a social context can also produce amazing results both for us and others. One such act is the Make a Wish Foundation. They help make wishes come true for children who are terminally ill.

We can do something similar, depending on our circumstances. One true and heartrending account happened to a young mother and her seven-year-old son, Bopsy, in Phoenix, Arizona. Bopsy was terminally ill with an incurable disease. His mother had the presence of mind to ask him, "If you could make one wish and know that it would come true, what would you want?"

"I'd want to be a fireman," he replied.

With a deep desire to fulfill her son's wish, she appealed to the local fire chief, who had a big, loving, compassionate heart. He said, "You have Bopsy ready tomorrow morning at 7 A.M. and we will pick him up with the hook-and-ladder truck and he'll be honorary fire chief for a day. If you'll give me his measurements, we'll make him a hard hat like we wear and a yellow fire coat and galoshes too!"

Bopsy was taken out a few days later on three real fire calls. As a result he was inspired to live three months longer than any doctor had predicted he would. On the day he died, the head nurse on Bopsy's floor read on the monitor that his vital signs were weakening. She called the fire chief and told him that she didn't think the boy would be much longer in this world. She said that she thought it would be better for him if he passed on with people he loved around him. "Chief, is there anything you can do to make his transition out of life less painful and more joyous?"

The fire chief said, "You bet there is. Tell him to hold on. We'll be there in less than five minutes. Tell the other patients that they'll hear the sirens and see the lights flashing, but not to be concerned. The hospital isn't on fire. We're just coming to see Bopsy one last time. Oh, and open his third-story window because we're coming in on the hook-and-ladder!"

Fourteen firefighters, men and women, climbed the ladder and entered Bopsy's room. Each of them hugged him, cajoled him, caressed and cuddled him with tears in all their eyes. He finally looked up and said, "Am I really a fireman now?"

Pushing back tears, the chief said, "Yes, Bopsy."

And then he died.

We conclude with this dramatic story because each of us has a little child within us with a spiritual wish that remains to be fulfilled. We would ask that you spend the rest of your life fulfilling the wish of that little boy or little girl inside of you.

Spiritual Well-Being

Instructions:

For each of the following statements, assign a score from 1 to 6 according to how strongly agree or disagree with it.

		Strongl Agree				Strongly Disagree	
1.	I don't find much satisfaction in prayer or meditation.	1	2	3	4	5	6
2.	I don't know who I am, here I came from, or where I am going.	1	2	3	4	5	6
3.	My spiritual life makes me feel loved and connected.	1	2	3	4	5	6
4.	I think that life is a positive experience.	1	2	3	4	5	6
5.	I feel disconnected from a spiritual force in a my daily situations.	1	2	3	4	5	6
6.	I feel unsettled about my future	1	2	3	4	5	6
7.	My spiritual life offers me personal strength and support from my spiritual practices	1	2	3	4	5	6
8.	I feel very fulfilled and satisfied with life.	1	2	3	4	5	6
9.	I don't get much personal strength and support from my spiritual practices	1	2	3	4	5	6
10.	I feel a sense of well-being about the direction my life is headed in.	1	2	3	4	5	6
11.	I believe that my spiritual practices help me deal with my problems	1	2	3	4	5	6
12.	I don't enjoy much about life.	1	2	3	4	5	6
13.	I don't have a personally satisfying spiritual relationship	1	2	3	4	5	6
14.	I feel good about my future.	1	2	3	4	5	6
15.	My religious practices help me not to feel lonely	1	2	3	4	5	6
16.	I think that life is full of conflict and unhappiness.	1	2	3	4	5	6
17.	I feel most fulfilled when I'm in close spiritual communion.	1	2	3	4	5	6
18.	Life doesn't have much meaning	1	2	3	4	5	6
19.	My spiritual relationships contribute to my sense of well-being.	1	2	3	4	5	6

- | | | | | | | |
|---|---|---|---|---|---|---|
| 20. I believe there is some real purpose for my | 1 | 2 | 3 | 4 | 5 | 6 |
| life. | | | | | | |

Scoring and Interpretation

The spiritual well-being scales measure two main areas. (1) Religious well-being and (2) existential well-being. The religious scale refers to religion and one’s relationship to spirituality, the existential scale to meaning in life and questions about the nature of one’s existence. To obtain your spiritual well-being score, add up your responses to items 1, 5, 9, and 13; reverse the scores for items 3, 7, 11, 15, 17 and 19 (that is change the 1 to a 6, the 2 to a 5, the 3 to a 4, and so on). Combine these two subtotals to get your overall spiritual well-being score.

To obtain your existential well-being score, add up your responses to items 2, 6, 12, 16, and 18; reverse the scores for items 4, 8, 10, 14 and 20. Combine these two subtotals to obtain your overall existential well-being score.

Your overall scores on each of these two scales can range from 10 to 60. On each of the scales, a score of 40 or higher reflects well-being (religious or existential).

2. RELIGION AND FAMILY

1 Period

Religion is an integral part of life in India. All important family events and festivals are deeply steeped in religious rituals and ceremonies. Daily family worship is always a part of the family routine. Each family has its own nature of worship.

Prayer is an integral and binding element. It is said “the family that prays together, stays together”. In earlier days, like the other routines like having meals together, prayer was a time of togetherness. Now-a-days with variations in work timing, college or school timing, this is disappearing. The TV and other alluring media entertainment are too engrossing. It is necessary to come out of the tight daily routines and other reckoners, and family should allot time for togetherness by way of sharing the day’s experiences everyday.

The prayer routine is not just an act towards chanting mantras or saying a prayer. It encompasses several aspects like keeping calm, inculcating discipline, prevents mind from wandering and develops concentration, improves breathing efficiency, develops togetherness, reinforces moral values and leads to reflection & self introspection.

With so many benefits, the prayer in the process of growth should be come more a habit. Several people may raise the doubt about the need for religiosity or prayer. Should we inculcate the habit of praying in children? Religion and God may be considered as an easy “shoulder” to fall on to in times of conflicts and problem. It gives us a person to talk to or share. Visiting churches or temples may be considered as a procedure to gain routines of thought and action.

Religiosity should ultimately lead a person to be “a good human being” Religion should not be ritualistic activity, but a “way of life”.

3. QUESTIONS PEOPLE ASK

1 Period

Why pray? After all, God knows our needs and does not need to be informed.

Perfectly true. God knows. All that exists, all that goes on in my complicated little head, is, of course, present to God in utter transparency.

It is we who need reminders, information, gentle (or high pressure) persuasion; not God.

Prayer, therefore, is not an attempt to inform God of what is happening, nor, much less, an arrogant effort to suggest better courses of action (“God, listen to me; I’ll tell you what to do!”). It is not, thirdly, “supernatural lobbying” – trying to make God better disposed through our pleading and our cleverly worded praise!

What, then, is prayer? Why should we pray at all?

Prayer is awareness.

Prayer is acceptance.

Prayer is the radical willingness to be changed.

In prayer, a change of perspective takes place. The narrowness of our vision gives way to the largeness of Love’s outpouring generosity.

True prayer, therefore, is essentially simple: the willingness to let go, to be transformed, to be open to receive.

The “Prayerful” person is not necessarily one who “says” many prayers, but rather the person who is ready to be surprised by grace.

Such a person is willing to be challenged by the Divine, that is, by life, by people, by events-by any voice God may choose to use to get our attention.

Such a person perceives himself or herself more and more as a gift; as a cherished someone who matters.

Love invites him out.

Is not all this talk about “God” and “prayer” mostly psychological help? In what we call “prayer,” are we not merely playing with our own words and fantasies?

To some degree, it certainly is.

Prayer does use fantasies about a powerful, loving parent figure (or friend) who is there to help me.

It does soothe troubled minds with special reassurances.

And it does have “psychological” effects; peace, harmony, strength, a sense of dignity and purpose, the willingness to get over hurts and move on to better things.

Whether these assurances and effects are illusory or not, cannot be tested by the sciences; for the Reality they refer to lies beyond human testing.

We do not have adequate tools to measure the different meanings – or to compare them.

What can be studied-and needs to be- is the emotional and social “fall-out” of prayer. Does it make a person more “human” – that is, more poised, more positive, more loving, more open to life, more realistic? Or does it deepen a person’s unhealthy urges – excessive fear, crippling guilt, self-righteousness, or flight from life?

Such an inquiry on the part of the therapeutic sciences would be a valid service to everyone concerned – to those who pray, to those who are confused about prayer, and especially to those who seem to hear conflicting messages from their “God”.

People who learn to listen to the deep part of them selves –notice a new sense of purpose, a new energy and optimism, the capacity to enjoy everyday things in a uniquely joyful way.

You probably have come across such radiant persons, and wondered what their secret is.

How do I Start?

Very simply by talking to this presence, this Friend.

Or by being still, and listening.

Allow your God-given capacity for wonder, for silence, for love, to flourish.

There is more to life than what you have seen so far; very much more than any of us can understand.

You need not wait for privileged moments or special settings. This present moment is as good as any other.

Start, if you like, right now.

Talk of God.

You will find, to your surprise, that you knew how to, all the while.

You will perhaps begin with a feeling of entering a strange foreign land; but, as you walk on, you will notice that you are really coming home.

For home is where our truest self resides, and we get to know our truest self only by entering the kingdom of mystery.

MODULE - VI
EMOTIONAL HEALTH

9-10 Periods

Emotions are the heart and soul of human existence. They give life color, intensity, excitement and misery.

Imagine if you could wave a magic wand and eliminate emotions – you would never again worry about exams, never feel angry, you wouldn't be afraid to jump off the airplane, never feel sorrow of losing a loved one, you wouldn't know love, you would never laugh because nothing would strike you as funny.

Emotions are a kind of barometer of our inner world. They give us an intuitive knowledge about ourselves and our involvement with others at the moment.

We always ask people “How are you?” Are you readily aware of your feelings? Or do you tend to be guarded, having to reflect a bit to discover how you feel? Some people are so afraid of their inner feelings; they are unable to express their deeper emotions.

The objective of this section is to help students

- (1) Understand their general emotional climate.
- (2) Identify and manage stressors.

The module includes:

IV a. EMOTIONS:

1. Expressing Emotions –
The Happiness Measure
2. Coping with Common Emotions
Anger Scale
3. Burns Anxiety Inventory
4. Are you Digressed?
5. How emotionally Intelligent are
you?

IV b. STRESS

1. Types of Conflicts
2. Stress and the College
student
3. Relaxation Techniques
4. Dealing with stress

1. EXPRESSING EMOTIONS

1-2 Periods

We express emotions through

- 1) **Physiological responses:** Eg. Heart pounding, knees shaking, palms sweating or mouth feeling dry.
- 2) **Expressive behaviour:** Facial expressions are the most familiar ways in which we express emotions.
- 3) **Verbal expressions:** “I feel happy, awful, furious etc.”
- 4) **Body Language:** Bodies are also expressive. Kinesis is the study of body language. Eg. Stooped posture, folded hands, leaning forward.
- 5) **Physical distance:** Sends emotional messages.

Each of us may experience emotions in various combinations at any time. As rational beings, it is our responsibility to evaluate our individual emotional responses, the environment that is causing these responses, and the appropriateness of our actions.

Emotionally healthy people are usually able to respond in a stable and appropriate manner to upsetting events. When they feel threatened, they are not likely to react in an extreme fashion. Even when their feelings are trampled upon or they suffer agonizing pain because of a lost love, they can reach through their resentment or suffering to respond with forgiveness or to find a new love.

Emotionally unhealthy people are much more likely to let their feelings over power them than even emotionally healthy people. Emotionally unhealthy people may be highly volatile and prone to unpredictable emotional outbursts and to inappropriate, sometimes frightening responses to events. Eg. A friend who becomes so angry that she begins to hit you and push you around in front of others because she is jealous of your new relationship is showing an extremely unhealthy and dangerous emotional reaction. Violent responses to situations have become a problem of epidemic proportions in the world today.

Emotional health also affects social health. Someone feeling hostile, withdrawn, or displaying other mood fluctuations may be avoided by others. People in the midst of emotional turmoil may be grumpy, nasty, irritable or overly quiet. They may cry easily or demonstrate other disturbing emotional responses. Since they are not much fun to be around with, their friends may avoid them at the very time they are most in need of emotional support. Social isolation is just one of the many potential negative consequences of unstable emotional responses.

For students, a more immediate concern is the impact of emotional trauma or turmoil on academic performance. Have you even tried to study for an exam after a fight with a close friend or family member? Emotional turmoil may seriously affect your ability to think, reason or act in a rational way. Many otherwise rational, mentally healthy people do ridiculous things when they

are going through a major emotional upset. Mental functioning and emotional responses are indeed intricately connected.

How to be happy – How can you turn your scars to stars

1. Remains Positive: Take a positive attitude.
2. Be Prepared: Equip yourself with a spiritual and emotional support system that will act as a shield.
3. Persevere in doing what is right.
4. Pardon those who hurt you.
5. Persist in trusting God.
6. Pray for understanding and strength.
7. All this will help you pass triumphantly through the tough phases of your life.

2. COPYING WITH SOME COMMON EMOTIONS

2-3 Periods

It is possible to be happy even in a world where sorrow casts its long, gray shadow.

1. Decide not to go on surrendering to sorrow and tears: Remember that this nonconstructive sorrow mixed with self-pity has to STOP.
2. Do not accept defeat: Somehow we must learn to accept the reality of the bad things that happen to us without accepting emotional defeat.
3. Bury your selfish grief: Grief that keeps you from thinking of and helping others is selfish. Around you are people who are hurting more than you are. You are stronger than they are.
4. Add up your joys never count your sorrows: Look at what you have left in your life; never look at what you have lost.
5. Turn your sorrow into a servant: Grief can be a demonic dictator if you let it. It can turn you into a cynical, doubting, resentful, self-pitying recluse. Or it can be your servant, helping you to feel more compassion for others who hurt. Make the positive choice.
6. Accept the comfort that God is trying to offer you: Let your sorrow turn you into a better person and your sorrow will turn out to be a blessing.

COPING WITH ANGER:

1. Determine the real reason behind your anger: Is it due to a real event (for example, someone you trusted is spreading malicious gossip) or to a perception you have about a situation (friends are avoiding you, so you think some one may be gossiping)?
2. Don't let your anger build: Try not to act rashly. Take control and decide what actions you need to take. If you choose to write a letter expressing your anger, sit down and write it, but don't mail the letter immediately. Put it away, wait a few days, and then reread it. You may choose not to send the letter, but sitting down to write may help you cool off.
3. If you decide to confront a person, select an appropriate time and place for the meeting: Try not to attack your target unexpectedly or in the presence of others. The person may become defensive.
4. Stick to the major or most recent reason for anger: Bringing up a whole list of things that have made you angry over the last year will first complicate the issue and make the other person want to create his or her own list of wrongs that you have committed. Plan in advance what issue you want to discuss.
5. Attack the problem rather than the person: Use "I" statements to communicate resentment or disappointment "I feel angry when I get let down."
6. Listen carefully to what the other person has to say: If the other person attacks you personally, stay in control and don't allow yourself to fight back.
7. Treat the other person with respect: Even though you may say the right things, your gestures and body expressions can reveal that

- a. you don't value what the other person has to say
- b. that you are hostile
- c. that you are losing patience

Drumming your fingers, sighing, or rolling your eyes, while the other person is talking can often increase friction.

- 8. Recognize when to quit: Sometimes, even the best plans go awry. The problem may seem impossible to resolve. In such situations, knowing when to quit is a key factor in controlling stressful anger levels.
- 9. When its over, let it be over: After you have done all that you can do, learn to let go of your anger. Don't dwell in the past. Acknowledge your right to be angry, recognize it for what it was, and move on.

Good physical health including a balanced diet is very important for overcoming stress. Other areas including a balanced diet are very important for overcoming stress. Other areas include:

I. GOAL SETTING:

- 1. Goal setting is an art. This helps you attain the desired aim easier and gives a number of simple guidelines.
 - a. I want to be rich – how rich.
 - b. I want to get good marks – how many
- 2. Set goals which are achievable. Unrealistic goals defeat the person. Do not set goals, which are unobtainable.
- 3. Break down your goals into small steps or tasks as it takes less time to achieve. This will help you to enjoy each step on the way as a positive move forward rather than waiting for something out of reach. This also helps to see new alternatives.

II. IMPROVE PROBLEM SOLVING SKILLS:

Much of the time we do not notice that we are solving problems. We make everyday decisions as a matter of course - what we wear, what we eat, where we go. Other decisions like job, marriage, moving houses require careful analysis. Develop the skills to think of a number of alternatives, weigh each alternative carefully and choose the most useful. It is useful to write down your thoughts.

- a. Identify your problems: If there are several, list them – know your problem thoroughly and as much as you can. This will help you to find out alternative and also if there is another fundamental issue at stake beneath. Do not simply say “Overwork” but consider if more planning is required, poor health or less interest.
- b. Identify priorities and goals: Having listed the problems, list your priorities. Identify those that are urgent but trivial, and those not urgent but important.
- c. Identify solutions: Set your mind and imagination to run free and identify for each problem more than one solution, however silly they are:
For example – difficult man – kills him; stop talking, minimal contact. This will spin new thoughts more ethical.
- d. Consider solutions and select preferred solution
- e. Planning and putting your plan into operation
- f. Feedback

TIME MANAGEMENT

Time Management is self – management

Do you have some days when you feel you have achieved absolutely nothing, despite a great deal of running around and worrying? On days when you feel you have more to do by the end of the day than you did at the start? Do you sometimes have trouble finding time for your relationships, recreations or relaxations?

If this only happens to you on some days and at some time, it's probably not a problem. Occasionally events outside of our control do coincide in ways that frustrate the best laid plans, although a good time – management system has some flexibility built in, to allow for the unexpected.

But if you have these feelings on most days and much of the time, then you probably need to learn how to manage your time better. One of the major advantages of efficient time management is that it will give you more free time for whatever spontaneous activity takes your fancy. It also helps you to fit in all of your important tasks and this in turn will reduce your distress level.

We will now explain how you can plan your own time management system, then some suggestions on how to make it work and finally give you some lists on saving time.

Planning Your Time Management System:

Step 1: **List your tasks and activities.**

Carefully list all the tasks and activities you want to do. It should include regular activities such as recreations, exercise, social activities and regular jobs, and should also include any irregular but current problems, such as finishing an assignment, visiting you sick friend at the hospital or returning the book to the lending library.

Now organize your various tasks into areas such as studies, domestic chores, exercise, recreations, family activities, and special problem and so on.

Step 2: **Draw up a Time Table.**

Using a large sheet of paper, draw up a timetable for a week, with days of the week across the top, and times down the left like this:

MON	TUES	WED	THUR	FRI	SAT	SUN
-----	------	-----	------	-----	-----	-----

The times your timetable begins and ends will depend on when your usually get up and go to bed. You can also decide for yourself whether you need blocks of 60 or 30 minutes durations; depending on how fine you want to make your time table.

Now write into your time table the irregular and essential activities on your list, as you do them already.

Step 3: **Decide your priorities**

Look at one area of your life at a time. Read through the tasks you have listed for that area and decide which is the most important. It might be one that you think is essential, or one whose completion would make a big difference to you, or one which needs to be done very soon. Give it a no.1 ranking, and then look for no.2 and so on.

If you really can not decide between a couple of items, toss a coin, its not worth wasting time worrying about it. When you have ranked the items in one area in order of their priority, go on to another area until you have ranked all of the items on your list.

Step 4: **Review Your Time Table**

Now go back over your present time table. Is there some time allocated for all of your high priority activities, or are you missing some (like exercise, or recreation, or relationships)? Does the amount of time allocated to each area reasonably reflects its genuine importance in your life or is something getting an unfair share likes TV watching, listening to music etc.

If so rewrite your time table with these two aims.

- 1) Of fitting in every thing currently important and of giving each its fair share of your time.
- As your current problems change (for eg: During exams) you will need to repeat this review.

Some Time-Management Strategies:

If possible, arrange for uninterrupted time to work on your high priority tasks.

Expect the unexpected. Expect some things to go wrong, or at least differently, and have some flexible unallocated time available to deal with the unexpected. Keep Records of important thing and keep them up-to-date.

Try to make at least a **start on new tasks** as soon as possible, so that they don't seem to be building up into a great untouched heap, Plan time to start them. EG. Starting your project work.

2) Beginning your revisions.

Have trouble remembering what has to be done? Then deliberately work out a **reminder system**. Write important dates or appointments on a calendar on in a diary, write reminder notes and put them in your purse, on in strategic places around your room (on your mirror).

Examine your habitual ways of doing things.

The Hurry up person is always in a hurry, with or without reason.

Be perfect type should restrict the perfectionism to important rather than peripheral things.

Please me type is one that cannot say 'no' to anyone. Learn to say no sometimes.

Try Hard type believes nothing can be accomplished without a lot of effort. Try and use labor saving devises and short cut methods.

Be strong type tries to do every thing herself. They should delegate work, and should allot time for rest and relaxation.

3. STRESS

What is stress?

Stress is caused by intense emotions.

The sense of panic when we realize we have too much to do and not enough time – or the feeling when we get home and collapse too tired and apathetic – or an uneasy anxiety as exams approach – all these reactions can be manifestations of stress.

Ask students to list 10 stressors – give a few examples as listed below.

Stress creates physiological changes. Both happy and unhappy experiences can produce stress.

Discuss the following reasons leading to stress.

- examination
- peer indifference
- inadequacy
- low intelligence
- imaginary reasons
- curriculum
- achievement
- expectations of parents
- ill health
- wants & needs
- sibling conflict

These aspects both positive and negative, which cause stress, are called stressors. A stressor is anything injurious to the organism, whether physical (inadequate food, loss of sleep, bodily injury) or psychological (loss of love, personal insecurity, anxiety, failure, insult).

Stress due to conflicts: Frustration occurs whenever a person cannot reach a desired goal. Psychologists have found that frustration often results in some form of anger or resentment.

There are many possible reasons, why we cannot reach a desired goal – 1) Sometimes, simply lack of ability. 2) Sometimes, people aspire for goals far beyond their abilities. For example, a shy man may wish to become a salesman or a woman with limited finances may want to buy many things.

Adolescence is a period of transition. Childhood views and ways of behaving become mature and the way of thinking changes. According to Kurt Lewin (1935), these types of conflicts lead to frustration causing stress.

REACTION TO STRESS:

Individual's reactions to stress vary considerably, but when stress is prolonged and intense, it often brings some reaction

1. Affective reactions: The most common one is Anxiety. Depending on the individual, this anxiety may be accompanied by disturbing thoughts and complaints and make the person more Vulnerable to minor stressors. For example – a student facing a tough final exam may take offense at the way a roommate reacts. He may think minor irritations are the cause for the anger.
2. Cognitive reactions: Under stress, individuals find it difficult to concentrate or think clearly. For example: A college student who must do well in a term paper in order to pass, may find herself thinking about the paper.
3. Biological reactions: Negative feelings cause
 1. Increased heart rate, blood pressure, respiratory rate, pulse etc.
 2. Decreased digestive capacity
 3. Adrenaline (hormone) is released
 4. Muscles are tensed
 5. Pupillary dilation
 6. Electric resistance to skin is decreased
 7. Throat becomes dry
 8. Nausea, vomiting

Severe stress is however soon relieved before this last stage.

Psychophysiological disorders are those problems like ulcers, heart attack, backache, stomach-ache, skin allergies, which are due to mental stress.

Two important substances, which we can control, to aid health is Endorphins: neurotransmitters secreted when there are positive emotions and attitude.

Catecholamines produced when there are negative emotions and attitudes are toxic substances.

Common stressors during Adolescence – Personal characteristics, achievement or academic, social, heterosexual relation.

DISCUSS:

Family Causes:

1. Unfavorable family relationship
2. Restraints resulting from parental supervising
3. Financial dependence
4. Over ambitious parents and their expectations
5. Generation gap (difference in values and attitudes)

6. Sibling relationships
7. Traditional roles to be played
8. Family Responsibilities
9. Need for approval
10. Illness in the family
11. Unemployment / loss of job
12. Large family

Social Environmental Causes:

1. Adjustment to new environment
2. Heterosexual adjustments – friends
3. Societal rules and regulations and expectations
4. Discrimination (behaviour) due to sex
5. Peer group relation and standards and conflicts
6. Traffic / Noise / Pollution
7. Speed of Life
8. Discrimination
9. Crimes
10. Poverty

Personal and Academic Characteristics:

1. One's physical personality
2. Intelligence level
3. Achievement level
4. One's attitudes formed
5. Motivation level
6. Situations in which a person feels inadequate
7. Academic achievement
8. Vocational problems
9. Religious doubts
10. Imaginary doubts and fears.
11. Lack of time for ourselves
12. Tradition
13. Hormonal changes

4. STRESS AND THE COLLEGE STUDENT

Stress related to college life is not caused only by pressure to excel academically. College students experience numerous distresses, including

- (1) changes related to being away from home for the first time
- (2) pressure to make friends in a new and sometimes intimidating setting
- (3) the feeling of anonymity imposed by large classes
- (4) test-taking anxiety/Exams
- (5) pressure related to time management

College students may be especially vulnerable because they are in a period of developmental transition. They face several key developmental tasks like

1. Achieving emotional independence from family.
2. Choosing and preparing for a career.
3. Preparing for a relationship, commitment, and family life.

You should not ignore the systems of stress overload. If you experience one or more of the following symptoms, you should act promptly to reduce their effect.

1. Difficulty keeping up with classes or difficulty concentrating on finishing tasks.
2. Frequent friction with close friends, family about trivial issues such as house keeping.
3. Persistent hostile or angry feelings, increased frustration with minor annoyances.
4. Increased boredom and fatigue.
5. Disinterest in social activities or tendency to avoid others.
6. Sleep disturbances.
7. Problems with eating.
8. Difficulty in maintaining an intimate relationship.
9. Frequent headaches, backaches, muscle aches, or tightness in the stomach.
10. Problem making decisions, increased procrastination.
11. Frequent indigestion, diarrhea or urination.
12. Tendency to be intolerant of minor differences of opinion.
13. Hunger and craving or tendency to overeat.
14. Prone to accidents.

How many of these psychological and emotional reactions have you experienced?

Stress can be challenging or debilitating depending upon how we learn to view it.

The most effective way to avoid problems is to learn a number of skills known collectively as stress management. We must try and bring balance in our lives. We should balance rest, relaxation, exercise, nutrition, work, college, family, finances and social activities.

As we balance our lives, we make the choice to react constructively to our stressors. Often we cannot change the requirements at our college, assignments in class or mid semester exams. Sometimes we are stuck in classes that bore us and for which we find no application in real life. Although the facts cannot be changed, our reactions to the distresses in our lives can be changed.

- 1) **Assessing your stressors:** Can you alter the circumstances in any way to reduce the amount of distress you are experiencing or must you change your behavior and reaction to the stressor to reduce your stress levels?

Eg. If 3 assignments are due during the semester, you can begin the papers early and space them over time to avoid last-minute stress.

- 2) **Changing your responses:** If your roommate is messy and this causes you stress, you can choose among several responses.

You can express your anger by yelling.

You can pick up the mess and leave a nasty note.

You can defuse the situation with humor.

- 3) **Learning to cope:** Everyone copes with stress in different ways. Some people resort to drinks and drugs. Others choose to get help from counselors. Still others keep their minds off stress through such activities as exercise or relaxation techniques.

- 4) **Changing the way you think:** Once you realize that some of your thoughts may be irrational, focus on more positive ways of thinking.

TAKING PHYSICAL ACTION:

- 1) **Exercise** is a significant contributor to stress management. Exercise often increases energy, reduces hostility, and improves mental alertness.

- 2) **Relaxation** helps you to refocus your energies and should be practiced daily until it becomes a habit. Once you have learned some relaxation techniques, you can use them at any time. If you're facing a tough exam, you may choose to relax before it or at intervals during it.

As your body relaxes, your heart rate slows, your blood pressure and metabolic rate decrease, and many other body-calming effects occur, allowing you to channel energy appropriately.

- 3) **Eating right:** Eating a balanced, healthful diet will help provide you with the stamina needed to get through problems. It is also known that under eating, over eating, and eating the wrong kinds of foods can create distress in the body.

- 4) **Time Management:** Everybody needs more time especially students. It is important to learn to balance the demands of classes, social life, family obligations and time needed for relaxation.

OVERCOMING TEST-TAKING ANXIETY:

Tests are a fact of life and stress is a fact of tests.

But there are things you can do to get the upper hand on your anxiety. Here are some helpful hints.

BEFORE THE EXAM:

- 1) Manage your time: The more advance studying you do, the less anxiety you will feel. The final night should be limited to review. Arrive at the test a half an hour early for a final run through.
- 2) Build your test taking self-esteem: Take a card and write 3 reasons you will pass the exam. Carry the card with you and look at it whenever you study.
- 3) Get adequate sleep.
- 4) Eat well before the exam. Junk food does not give you energy. In fact it tires you. Avoid all sugary foods that might upset your stomach.
- 5) Take caffeine about an hour before the test. Research shows that caffeine promotes alertness, motor performance, and the capacity for work as well as a decrease in fatigue. A cup or 2 of coffee, tea or a cola drink is sufficient.

DURING THE TEST:

1. Use time management during the test.
2. Slow down: Make sure you understood the questions.
3. If you begin to get anxious, reread your 3 reasons for success.

5. STRESS TEST

Rate yourself on each item, using a scale of 1 – 5:

1 = almost always

2 = often

3 = sometimes

4 = seldom

5 = never

1. I eat at least one hot, balanced meal a day.
2. I get 7 to 8 hours of sleep at least four nights a week.
3. I give and receive affection regularly.
4. I have at least one relative within 50 miles whom I can rely on.
5. I exercise to the point of perspiration at least twice a week.
6. I smoke less than half a pack of cigarettes a day.
7. I take fewer than five alcoholic drinks a week.
8. I am the appropriate weight for my height.
9. I have an income adequate to meet my basic expenses.
10. I get strength from my religious beliefs.
11. I regularly attend church.
12. I have a network of friends and acquaintances.
13. I have one or more friends to confide in about personal matters.
14. I am in good health (including eyesight, hearing, teeth).
15. I am able to speak openly about my feelings when angry or worried.
16. I have regular conversations with the people I live with about domestic problems (eg. chores, money, and daily living issues).
17. I do something for fun at least once a week.
18. I am able to organize my time effectively.
19. I drink fewer than three cups of coffee (or tea or cola drinks) a day.
20. I take quiet time for myself during the day.

The lower the score (total 100) the less stressed the person is.

6. RELAXATION TECHNIQUES

1-2 Periods

The techniques available to us to relax our bodies, our minds and our emotions very considerably provide us with a “tool box” of techniques upon which we can draw according to the circumstances at any given time.

The following is a brief checklist of some simple relaxation techniques, which will help us to get through the stresses and strains of our everyday lives:

- * **FACE:** smooth out those tension lines across your forehead, stretch your eyes wide open and blink. Relax your cheek bones, drop your jaw, take a minute to gently massage your face muscles
- * **NECK :** gently and slowly rotate your neck in HALF CIRCLES
- * **SHOULDERS:** consciously drop your shoulders and gently rotate in turns
- * **ARMS/HANDS:** gently shake your forearms and hands
- * **LUNGS:** place your hands flat across your midriff with the fingertips touching – deeply breath in and out – fill your lungs with air and feel your fingertips parting as your lungs expand and contract
- * **BACK:** avoid sitting / standing in one position for lengthy periods
when sitting, ensure your back is firmly supported well back in the seat
when standing, ensure your body is centered and balanced evenly on your feet with your knees slightly bent
- * **PELVIS:** exercise those pelvic floor muscles as often as possible – no one will know what you are up to!
- * **FEET:** when sitting wiggle your toes – if possible
slip off your shoes to do so
gently rotate your ankles
take an opportunity to elevate your feet as high as possible whenever you can
- * **WHOLE SELF:** as tensions/pressures mount exercise
You have a right to a “breather” – be your own best friend!
Recognize the benefits to taking a proper lunch break at work and LEAVE your work area (wherever possible leave the building and WALK IN THE OPEN AIR – if not at least take a walk along the corridor)
At home do not attempt to be a “superwoman” – listen to the messages your body is giving you, assertively take the time it is crying out for and

take that soak in the bath, have that early night, do some simple relaxation exercises, treat yourself to a deep relaxation session.

- * **TIMING:** if you are late, miss the bus/train, get stuck in traffic – use the waiting time to do some of the above techniques – it will be far more productive than fretting and cursing the transport systems!
- * **EXERCISE:** try to build into your week at least one session for a physical activity; swimming, badminton, dancing, keep-fit, walking – remember that swimming and walking are considered the most beneficial on-going forms of exercise available to us at minimal cost or inconvenience
- * **HABITS:** give up junk food if you can/reduce it if you really cannot
switch from excesses of tea/coffee to fresh fruit juices and mineral waters
- * **BEHAVIOUR:** behave in an assertive manner and reap the rewards of retaining your self-respect, remaining in control and relaxed.

7. DEALING WITH STRESS

1-2 Periods

- * make time for relaxation
- * avoid the 'compassion traps'
- * practise saying 'no'
- * express your needs/wants/desires
- * get to know your feelings – what changes would help you?
- * listen to the messages your body is giving you
- * be assertive with your G.P.
- * have regular health checks
- * seek changes in your physical/environmental patterns of a work
- * make the organization face up to its responsibilities, seek information
- * attend stress management courses
- * where possible, avoid stressful life events when planning
- * take regular exercise
- * reduce alcohol/caffeine/cigarettes intake/give up if possible
- * take work breaks outside the building
- * share your feelings with friends/family/groups
- * organise relaxation sessions in the workplace

TAKE RESPONSIBILITY FOR THOSE THINGS YOU CAN CHANGE FOR YOURSELF.

ORGANISE PETITIONING FOR THOSE CHANGES BEYOND YOUR CONTROL.

ASSERT YOUR RIGHT TO CARE FOR YOURSELF.

ASSERT YOUR RIGHT TO TREAT/PLEASURE YOURSELF

MODULE – VI

YOUTH – DEVELOPING SKILLS

4-5 Periods

Youth is a stage, which is gaining new importance – a stage, which bridges the transition between adolescence and adulthood. It is an age and stage of psychological development when they are no longer adolescents and have made psychological commitment to their own sense of self. Yet they have not made the social commitment like settling upon a career, choosing a marriage partner, deciding to raise children and so on. They are still in the process of deciding about these activities.

Youth is a waiting period, in which they are preparing for adult responsibilities. The emergence of this stage of life needs to be reinforced by the society by providing a breathing space. During this time the youth can work through and resolve the tension between the self they are becoming and the society they live in. They can integrate their sense of who they are and can decide how they want to relate to society.

This life stage has several themes.

- An emphasis on the present.
- A continued search for identity in careers and values.
- A redefinition of the relationships to one's parents, to childhood and to the childhood self, and to peers.
- The search for commitment of ultimate worth and value, which may include personal pursuits such as career involvement, relationships, leisure, sports and so on.

Thus, the youth culture offers time for the psychological work that prepares one for adulthood. This is the time for developing skills to carry on life tasks.

The objectives of module VIII is to

- 1) Understand the importance of developing particular skills like time management, energy management, assertiveness, leadership, positive thinking, and so and.
- 2) Introspect and assess the areas that need improvement.
- 3) Motivate students to organize there lives and achieve better results.

The Module presents the following:

1. Affirm yourself.
2. Master your memory.
3. Time Management – Exercise Pie of life.
4. Leadership
5. Body Language
6. Master your Health and Fitness
7. Becoming Assertive

1. SELF – ASSESSMENT

1-2 Periods

Need for Uniqueness

Instructions:

The following statements concern your perceptions about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing a scale in which 1 denotes strong disagreement, 5 denotes strong agreement, 2, 3 and 4 represent judgments. In the blank preceding each statement, place your number from 1 to 5. There are no “right” or “wrong” answers.

1. When I am in a group of strangers, I am not reluctant to express my opinion openly.
2. I find that criticism affects my self – esteem.
3. I sometimes hesitate to use my own ideas for fear they might be impractical.
4. I think society should let reason lead it to new customs and throw aside old habits or mere traditions.
5. People frequently succeed in changing my mind.
6. I find it sometimes amusing to upset the dignity of teachers, judges and “cultured” people.
7. I like wearing a uniform because it makes me proud to be a member of the organization it represents.
8. People have sometimes called me “stuck-up”.
9. Others’ disagreements make me uncomfortable.
10. I do not always need to live by the rules and standards of society.
11. I am unable to express my feelings if they result in undesirable consequences.
12. Being a success in one’s career means making a contribution that no one else has made.
13. It bothers me if people think I am being too unconventional.
14. I always try to follow rules.
15. If I disagree with a superior on his or her views, I usually do not keep it to myself.
16. I speak up in meetings in order to oppose those whom I feel are wrong.
17. Feeling “different” in a crowd of people makes me feel uncomfortable.
18. If I must die, let it be an unusual death rather than an ordinary death in bed.
19. I would rather be just like everyone else than be called a “freak”.
20. I must admit I find it hard to work under rules and regulations.

21. I would rather be known for always trying ideas than for employing well- trusted disagreeable.
 22. It is better always to agree with the opinions of others than to be considered disagreeable.
 23. I do not like to say unusual things to people.
 24. I tend to express my opinions publicly, of what others say.
 25. As a rule, I strongly defend my own opinions.
 26. I do not like to go my own way.
 27. When I am with a group of people, I agree with their ideas so that no arguments will arise.
 28. I tend to keep quiet in the presence of persons of higher rank, experience, etc.
 29. I have been quiet independent and free from family rules.
 30. Whenever I take part in-group activities, I am somewhat of a nonconformist.
 31. In most things in life, I believe in playing it safe rather than taking a gamble.
- It is better to break rules than always to conform with an impersonal society.

2. MASTER YOUR MEMORY

Soli was an intelligent man with a poor memory. Although a bright student, he always thought he would have scored much higher if his memory had been more reliable. He became an engineer and joined the research division of a large company. Once on a trip to UK, Soli watched a BBC programme on memory improvement by Tony Buzan. He found the programme effective and decided to read up Buzan's books, 'Use Your Perfect Memory', 'Use Both Sides of Your Brain' and 'Speed Reading', as well as works of other memory experts like Harry Lorayne. Before long he became a master of memory improvement techniques and could not boast to his friends of his ability to reel off page by page the contents of a full book. When he retired he began to conduct classes on memory improvement for the executives of his company. He was launched, at 60, into a new career. Below are the techniques developed by memory experts over the centuries, which Soli used in his own life and work.

The Roman System of Memory

Purpose : The Ancient Romans used this system to remember everything they needed to, from the points and anecdotes for a speech they had to deliver at the Senate, to their shopping lists.

Posture : Immaterial.

Duration : Variable, but can be done in ten-minute snatches.

Procedure

Let us say you want to remember your shopping list, since you have a tendency to lose it, every time you go out, in some shop or other. You may want to buy a dress for your self, shaving cream for your husband, a toy for your small son, four kinds of vegetables for dinner, and a muffler for your father-in-law.

Now, adopting the Romans' techniques, picture the items you are planning to buy, placed in odd positions of your living room. For example, your father-in-law's muffler tied around your TV set; of the four vegetables, three tied to the blades of your ceiling fan, the fourth hanging from its center; the rubber elephant toy for your son stuck to the center of a wall like a hunting trophy; your husband's shaving cream emptied in a big mess all over the dining table; and your dress draped over your family deity's portrait, as if he was weaving it, no disrespect intended. Visualize this absurd picture in your mind as colourfully as possible and you will never forget it. With practice, your power of visualization will also grow.

If your living room is small and you have a large list to remember, imagine a large room furnished with all the furniture you can imagine – chandeliers, period sofas, wall carpets, paintings, wall units, busts and sculptures in bronze and ivory, stuffed heads of lions, elephants, boars etc. Stretch your imagination to furnish an entire 10-room house. You will be able to remember an enormous list by hanging its items all over the house in as incongruous locations as possible and then taking an imaginary round of the house before going on your shopping errand, to make sure all the items are there. It is preferable to display the items in your imaginary house, from the entrance to the last room, say, the kitchen, in the sequence you plan to buy them, so the task is made simpler and nothing is overlooked in between.

You can also use this technique to remember anecdotes you plan to recount in a speech. All you have to do is place the main characters from each of your anecdotes in memorable postures and attires in the various rooms of your imaginary house. During the course of your speech take an imaginary walk into your house, introducing the characters and anecdotes they represent, to your audience.

You can pretend your speech is a guided tour of your house, which is more like a museum of ideas being presented in your speech. For example, if you are giving a speech on drug addiction, you can have the various drugs, with their labels, displayed in enormous bottles in the entrance room. Explain in your speech, what these drugs are, how they are produced, what they look like, how they are used. Then proceed to the next room where the victims of one particular drug are lodged. Describe what their habits are, how they get addicted, what their symptoms are, how they can be saved from the drugs' effects, etc, and so on. Your imagination is the only limit to what you can do with the system.

The Number – Object System

Purpose : To remember a list of items in any required sequence

Posture : Immaterial.

Duration : Less than 10 minutes for list of 10 items.

Procedure

Link the 10 digits to 10 objects you think they resemble.

For example:

- 1 = Pencil
- 2 = Swan
- 3 = Rimless spectacle
- 4 = Sailing boat
- 5 = Hook
- 6 = Golf-club
- 7 = Flag
- 8 = Hourglass
- 9 = Tennis racquet
- 10 = Ten Downing Street, the British Prime Minister's Residence

Now suppose you have 10 words to remember:

- 1) Calculator
- 2) TV set
- 3) Shoe
- 4) Bed
- 5) Airplane
- 6) Towel
- 7) Ironing Board
- 8) Birthday
- 9) Planet
- 10) Snow

To remember these, picture mentally these words along with the objects, originally linked by their resemblance to the objects, originally linked by their resemblance to the digits in questions. For example: a pencil sticking out of a calculator, a swan on the TV set, etc. till you have snow inside 10 Downing Street, the British PM's residence. It is now easy to recall each item in any sequence desired.

You can remember an additional set of 10 items by imagining the number shaped objects tied with a bright red ribbon. So if your eleventh item is ice-cream, picture a pencil tied with a ribbon to an ice-cream. And so on.

The Rhyming System

Purpose : Remembering short lists.

Posture : Immaterial.

Duration : Less than 10 minutes.

Procedure

Here the 10 digits are linked to rhyming concrete nouns.

For example:

- 1 = sun
- 2 = shoe
- 3 = tree
- 4 = door
- 5 = hive
- 6 = rigs
- 7 = heaven
- 8 = mate
- 9 = pine
- 10 = den

Now to remember a list of say:

- 1) Snake
- 2) Brake
- 3) Lake
- 4) Rose
- 5) Word
- 6) Mess
- 7) Cloth
- 8) People
- 9) Chapati
- 10) Rose

As on previous exercises picture a snake with an imprint of the sun stamped on it; a car braking in front of your shoe after smashing through your front door, etc-making it easy for you to remember a list of 10 or even 20 items.

You should select the system most appropriate to you from all the above.

3. BECOMING ASSERTIVE

Assertiveness means “standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest and appropriate ways”

Being assertive includes any behaviour in which your honesty and unselfconsciousness put yourself forward. Asking a stranger for directions, going to see a lecturer for an explanation of the marks. When you act on your own needs and desires – without, however, trampling on the right of others you are being assertive.

Psychologists have concentrated particularly on one area of assertiveness, the one that seems to give people the most difficulty. This is the area of asserting rights – asking people to do things you want and asking them to stop doing things that bother you. In other words requests and complaints. Psychologist has found that many people who are otherwise well adjusted will suffer immense inconvenience rather than “impose” on others with requests or complaints. Even when they pay Rs.50/- to see a film, they will miss half the dialogues rather than tell the people in the front row to stop talking. Even when they are unable to sleep, they will hesitate to tell the noisy teenagers in the train to stop making a racket after 10 PM. asking for cooperation in these instances is not an imposition. It is a right. Likewise asking your friends for favors is a right. Yet many people cannot do it.

How well do you assert your rights?

Put your self in the following situations.

- 1) You lent your note book to your friend and now you need it back. The exam is fast approaching and you want to give yourself plenty of time to study when you ask your friend for the notes, she says that she lent it to another friend. She'll get it back in a few days, she assures you. What do you do?
- 2) You are standing in the queue at a departmental store with a basket full of items. You wish the line would move faster because you are late for an appointment. A lady with as many items as you inserts herself into line in front of you and says, “Oh! I hope you don't mind. I'm in a rush”. What do you do?
- 3) You go to Hotel Daspalla and order a crisp masala dosa. All day you've been looking forward to eating this dosa. The waiter brings your dosa. It is slightly burnt. What do you do?

Non assertiveness and its consequences. If your response to these situations is “Ex, okay” then you are engaging in non assertive behaviour. Non assertiveness is the violation of your own rights by failing to express your thoughts and needs openly and thereby allowing others to disregard them. Your heart may be pounding with anger, yet you will do anything to avoid unpleasantness. The goal of nonassertive people is “to appease others and avoid conflict at any cost”.

By being assertive you do not harm others. The only person you seriously harm is yourself and you do harm yourself in the following ways.

1) **Emotionally** – The non asserter doesn't feel good about herself for behaving non assertively. Often she hates herself for it. She experiences unexpressed anger and anxiety builds up inside her.

2) **Physiologically** – Headaches, ulcers, high BP and skin diseases often result from the stress of bottled up emotions.

3) **Socially** – Even though they behave non-assertively to win peoples approval, people will not like them for being spineless. People often pity non-asserters, feel annoyed with them and finally feel contempt for non-asserters.

4) **Practically** – Non-asserters end up with loads of items that salespeople pressurize them to buy. They wait longer in queues. They lend things they don't want to lend, and they don't get them back, because they're afraid to ask for them.

They go to parties they don't want to attend and have long conversations with people.

In short, non asserters pay more

By pointing out the disadvantages of letting others walk all over you, it is not being suggested that you start walking all over others. That is aggressiveness, something altogether different from assertiveness.

When the aggressive person stands up for herself she does so by insulting and humiliating others.

Increasing Assertiveness, A Program:

How do we become more assertive? Assertiveness is best learned gradually.

Step 1 : Self monitoring : Identify the people and situations that are most likely to bring out non assertiveness in you. Are there any particular people with whom you are especially afraid to speak up? Your father? Your professor?

Or situations like dealing with salespeople; ordering in a restaurant?

Record how you reacted and how you felt in each of these occasions.

Step 2 : Modeling : Observe a person who behaves assertively, See how they act assertively.

Step 3: Using Imagery: In a quiet moment, sit back, close your eyes, and imagine yourself behaving assertively in one of your problem situations. You don't have to copy your model. Imagine yourself being assertive in the way that seems most natural to you. By using this type of imagery, you ease yourself into the idea of behaving assertively.

Step 4: Systematic desensitization

If the assertive behaviour makes you feel anxious try imaging it and practise relaxation.

Step 5: Role Playing: Choose an assertive person as your partner

An example

You : I want to return this purse which I brought yesterday from your stores.

Partner: We don't exchange goods once they are sold out.

You : Well, the zip is not working properly and I want an exchange.

Partner: I'll have to ask the owner.

You : Do it fast I don't have much time.

Partner: O kay! You can exchange

In your role-playing, try to be assertive not only with your words but also with your body. Face the person, look her in the eye, and speak clearly.

Step 6 : The real thing: It is time to share your new skill with the world. Go out and initiate the situations that you rehearsed and be as assertive as you can. If you lose your courage, go back to role-playing. If you performed well, congratulate yourself. Record what happened . How you felt, and what the outcome was.

Step 7: keep at it: Once you have mastered in real life the few scenes that you rehearsed in step 5, you can move up to slightly more difficult assertions. Again, you should rehearse them. Once you master the second set of scenes without much difficulty, then you can drop the rehearsal step and just keep moving on to more and more demanding self-assertions. Make the steps gradual and reinforce yourself for every success.

4. SOME WAYS TO MOTIVATE YOUR SELF

1-2 Periods

Knowing and doing are as different as night and day.

The gap between knowing and doing is where great men and women are made or lost. Most of us know what we have to do to achieve our dreams, but we have a hundred and one reasons not to act on our knowledge. We don't have enough money, we don't have enough time, we don't have the skills, we don't have the materials, we don't have the patience, we don't have the courage, and on and on into eternity.

The reality is that with all of the energy we use to think up and justify those excuses, we could be half way to achieving our goal. If only we had the motivation to get started on the "doing". The place we have to start practicing motivational skills is with ourselves. Once we can motivate ourselves, we can motivate anyone.

Now is the time to put all of your excuses to rest and start on the road to your dream. No matter what your excuse, you will find something in the passages that follow to counteract it. When you find the message that motivates you, write it down and carry it with you. When you find your excuses threatening your dream, take out your message and take heart in the knowledge that you can achieve your goal if you truly set your mind to it.

Inspiration

- ❧ Failure is like driving down a dead end road and turning around to find a better route.
- ❧ Success is the greatest motivator
- ❧ Don't let who you are stunt who you want to be.
- ❧ Conceive and believe to achieve
- ❧ Better to consider your route while you are on solid ground than to panic in the quicksand.
- ❧ Your goals must be clear but your guidelines must be flexible.
- ❧ You can never live up to everyone's expectations, but you can live up to your own.
- ❧ Many people are talented yet few distinguish themselves. The ability to rise above lies more in effort than in talent.
- ❧ Everyone is good at something.
- ❧ Intentions don't count, actions do.

- ☞ There are many tasks in life that are unavoidable, whether you do them cheerfully or grudgingly is up to you.
- ☞ The only thing stopping you is yourself.
- ☞ To move your mind, set your body in motion
- ☞ To move your body, first move your mind.
- ☞ When your perception changes, the cloudy day turns sunny.
- ☞ Appreciate what you have.
- ☞ Impossible only means it will take a bit longer than planned.
- ☞ No matter how bad your situation is, you always have the freedom to discover something good about yourself.
- ☞ You have to maximize what you have to get what you want.
- ☞ Problems are teachers not obstacles.
- ☞ You are what you think you are.
- ☞ Potential – use it or lose it!
- ☞ The secret to good aim is having a big target.

Application

- ☞ Make a habit of being enthusiastic.
- ☞ Find satisfaction in your daily life. Don't wait for your big break to come.
- ☞ Surround yourself with positive, enthusiastic people.
- ☞ Ground yourself with solid principles so you don't get distracted from your goal by trends or fads.
- ☞ Don't let yourself get trapped in other's negativity.
- ☞ Don't let your weaknesses overshadow your strengths.
- ☞ Instead of saying "I can't reach my goal because I don't have X." think about what you can do to get X or how you can achieve your goal without X.
- ☞ There is only one person you must answer to in the end-yourself.
- ☞ Do what you love.
- ☞ Tackle small problems before they grow into unmanageable situations.

- ☞ Don't get discouraged if it seems that nobody believes in you. Start a trend by believing in yourself.
- ☞ Love whatever you do.
- ☞ You can have anything you want in life if you are willing to pay the price to achieve it.
- ☞ Set specific goals. Instead of saying "I want to be happy" list the specific conditions that identify your attainment of happiness.
- ☞ Acknowledge that your destiny lies in your hands and you can make it or break it.
- ☞ Always set a time limit on your goals.
- ☞ Never say never.
- ☞ It doesn't matter how many times you fall, only how many times you get up.
- ☞ Frame goals as positive action statements. Say "I want to find a good job." Instead of "I wish I could get rid of this lousy job."
- ☞ Identify your procrastination habits. No one is free from habitual behaviors that obstruct motivation.
- ☞ Be enthusiastic
- ☞ Know the difference between considering problems and worrying about them. Consideration is productive, worry is futile.
- ☞ Use positive language. Instead of saying "I won't fail," say "I will succeed."
- ☞ Accept failure as part of success.
- ☞ Never give up.
- ☞ Be yourself without reservation.
- ☞ Rather than viewing life as an endless string of problems to be solved, view it as an unfolding mystery to be revealed.
- ☞ There is someone, somewhere who can help you. Find him or her.
- ☞ Use failure to spur you on to a better course of action.
- ☞ Don't allow small annoyances to grow into pending emergencies.
- ☞ If you have trouble getting your work day started, choose the task you find most appealing and do it first every day. Choose something exciting or easy like opening mail, doing daily chores, checking e-mail, returning messages, etc. This will put you in a positive mindset to start the day.

- ☞ Set aside time everyday for yourself.
- ☞ Have a goal for every day, even if it is to do nothing.
- ☞ Do something nice for someone else.
- ☞ Be committed.
- ☞ Feed your mind and your soul.
- ☞ Avoid comparing yourself to others.
- ☞ Choose quality over quantity.
- ☞ Don't settle for less than your best.
- ☞ Don't give too much credit to other people's negative opinions about your goals.
- ☞ Remove de-motivation factors from your environment. Take the couch out of your room, unplug the TV., put away cell phone.
- ☞ You have to start somewhere, and there is no better time or place than here and now.

* * *

PROBLEM INVENTORY

“Personal problems are so common that we may be justified, perhaps in labeling as most unusual the person who has none.”

INSTRUCTIONS

Below you will find stated some mote common problems that affect students. A number is prefixed to every item. Circle only the numbers of those items which express your particular problems.

The numbers 1, 2, 3 placed after every item are meant to denote the degree of intensity with which you feel that particular problem where, 1 is least and 3 is most intense.

1. I worry often about insignificant things and events, and I don't seem 1 2 3
to be able to control my worries.
2. I have a fear of everything. I am afraid to stand up in class and 1 2 3
answer a question. I am afraid to speak in a group. I am afraid I
might make a mistake.
3. I have no confidence in myself and I feel this is going to be a great 1 2 3
handicap in my life.
4. I have the feeling at times that people are watching what I do and 1 2 3
then pass remarks about it.
5. I lose my temper easily and then regret it. 1 2 3
6. Sometimes I get nervous and stutter. 1 2 3
7. Sometimes a feeling comes over me that I am among people or in a 1 2 3
place where I am not wanted.
8. I have an inferiority complex I feel that I am poor in studies. I am no 1 2 3
good at dealing with people. I feel self conscious about my short
stature and poor build or about being too stout and fat. I cannot
compete with others in most things. This awful feeling prevents me
from showing any initiative.
9. I can't control my moods. I can't concentrate on my studies. 1 2 3
10. I would if I have enough talents continue in school or go to college. 1 2 3
Perhaps I should give up studies and start working.
11. How shall I find out the line in which I can make a success of my 1 2 3
life?
12. I think my parents keep too tight a hold on me. I feel I should be 1 2 3
given more independence.

13. I am scared of being criticized by others. 1 2 3
14. I waste a great deal of time in daydreaming. I don't seem to be able to control my imagination. 1 2 3
15. I am scared of death. What will happen to me if I die in an accident? 1 2 3
16. My attitude towards sex: (1) I am completely in the dark about it. (2) I know something but I am terribly confused. (3) I know everything. 1 2 3
17. I feel friends keep staring at me and make remarks about my clothes, looks and poor external appearance. 1 2 3
18. I am oversensitive to remarks and worry about what others think of me. 1 2 3
19. I have fallen into a habit which I would like to break, but much as I try I can't break it: or I succeed for a time but then I fall and feel completely discouraged. 1 2 3
20. I have not opened up myself to anyone for a long time. I feel the need of doing it but lack the courage. 1 2 3
21. I witnessed a terrible accident when I was very young, and now it keeps haunting me. 1 2 3
22. I try hard to forget something that happened to me very long ago, but I can't. 1 2 3
23. I don't know what's got over me. I can't stick to any one at home: 1 2 3
(a) I can't stand my father trying to boss me.
(b) I can't bear my mother tell me all the time what I have to do.
(c) I like girls but I get impatient with my sisters.
(d) I am usually nice and polite with my friends and people in general, but when I come home I am rude to everyone and get easily irritated. I hate to feel that way with my own people.
24. My family is not a happy one. 1 2 3
(a) My father and mother quarrel often over small things.
(b) My father drinks and usually makes a scene at home.
(c) My elder brother has quarreled with my father and stays away from home for days together.
25. I am not happy about the friends I keep. I feel I should break up with the gang, or at least with some of them, but don't have courage. 1 2 3
26. I suffer from anxiety. I don't really know the cause of it. How can I get an insight into my problem? 1 2 3
27. The future looks gloomy to me. I can't help worrying about it. 1 2 3

Key:

- | | | |
|----------|----|--|
| 57 above | -> | Lot of problems –introspect whether they are real or imaginary and try to solve. Build +ve relationships |
| 28 - 56 | -> | Medium. Try to communicate with family member & seek help of parents and siblings for better family relation |
| 0 - 27 | -> | have rational thinking power, so you have minimum problems. |

Source of Trouble:

Crises differ in their sources. Some originate within the family (intra-familial) and others outside (extra-familial). Crises which arise as a result of economic depression or other calamities which are beyond the control of the individual family are extra-familial. Problems arising out of interpersonal relationships within the family are intra-familial. The first affects a number of families at the same time, while the latter, the members of a particular family.

Combinations of Dismemberment and Demoralization:

This classification involves the combination of loss of family member (dismemberment) or addition of an unprepared member (accession) and loss of morale and family unity (demoralization) or all three. Most crises involve demoralization, since the family's role patterns are sharply disturbed. Dismemberment creates a situation in which the departed one's roles must be reallocated and a period of confusion experienced while the members of the family learn their new roles. Given below is the classification of crises involving the combination of dismemberment and demoralization?

Types of Disrupting Events:

Family crises which threaten to disrupt the family can be grouped as (a) a sudden change of status (b) conflict among family members in the conception, and (c) loss of family members by departure, desertion, divorce or death.

Dismemberment	Accession	Demoralization	Demoralization Plus Dismemberment or Accession
Loss of child	Stepmother	Infidelity,	Illegitimacy
Loss of spouse	Stepfather	Disgrace,	Run away situations
Orphanhood	Addition	Loss of reputation	Desertion
Hospitalization	Adoption		Divorce
War Separation			Imprisonment
			Suicide or Homicide

A sudden upturn in economic and social status may constitute a crisis quite as disruptive as that of economic loss or social disgrace. Many of the difficulties which build up into crisis involve differences in conception of their respective roles by the family members. Dismemberment involves a threat to the family organization to its form and structure.

THE HAPPINESS MEASURE

Part I: In general, how happy or unhappy do you usually feel? Check the one statement below that best describes your average happiness. Check just one item.

- _____ 10. Extremely happy (feeling ecstatic, joyous, fantastic!)
- _____ 9. Very happy (feeling really good, elated!)
- _____ 8. Pretty happy (spirits high, feeling good)
- _____ 7. Mildly happy (feeling fairly good and somewhat cheerful)
- _____ 6. Slightly happy (just a bit above neutral)
- _____ 5. Neutral (not particularly happy or unhappy)
- _____ 4. Slightly unhappy (just a bit below neutral)
- _____ 3. Mildly unhappy (just a little low)
- _____ 2. Pretty unhappy (somewhat “blue” spirits down)
- _____ 1. Very unhappy (depressed, spirits very low)
- _____ 0. Extremely unhappy (utterly, depressed, completely down)

Part II: On the average, what percent of the time do you feel happy? Unhappy? Neutral (neither happy nor unhappy)? Write down your best estimates in the spaces below. Make sure the three figures add up to 100 percent.

The percent of time I feel happy _____ %.

The percent of time I feel unhappy _____ %.

The percent of time I feel neutral _____ %.

Total 100 %

$$\text{Score} = \frac{\text{Part I Score} \times 10 + \text{percentage of Part II}}{2}$$

Happy = Above 54, Neutral = 25, Unhappy = 20

TIME MANAGING: Learning to manage time would solve most stress problems. All it takes is discipline and organization. Many of us think of saving time as we save money, but the difference is that money can be stored, time cannot. The only way of saving time, it by making the best use of it as it comes along.

a) Time Diary – This gives an indication of where the time went away

g. Divide tasks into categories

- (i) things you must do
- (ii) things you should do
- (iii) set priorities
- (iv) do no postpone

h. Carrying on the task through

- (i) Plan
- (ii) Concentrate
- (iii) Take breaks
- (iv) Do not get interrupted
- (v) If necessary, delegate work

i. Improve Communication skills

- (i) Social skills
- (ii) Assertive behaviour
- (iii) Person perception
- (iv) Non-Verbal communication

Summary: The following principles of good adjustment should be cultivated.

1. Improve competence to handle situations by acquiring social and conversational skills if you feel ill at ease in social situations, or developing vocational competence if you feel insecure in your job.
2. Knowing which elements in the external situations can be changed to fit your needs better and accepting those that cannot be changed.
3. Acknowledging and accepting your emotions. (Wartime studies showed that admitting fear when in serious danger helps keep that fear from becoming intolerable. Much mental illness seems to grow out of the patients inability to accept as part of himself the sexual desires of hostilities or other doings that he has learned to regard as degrading or morally wrong)
4. Keeping busy in constructive work, which you feel is valuable.
5. Cultivating a sense of humour, specially about yourself.
6. Sharing in social activities and responsibilities.

7. Reinterpreting situations. Often our frustrations are the product not of anything in the external situations, but of faulty evaluations on our part. Our self-pictures too are often distorted. Reevaluation in the light of reality may be very difficult and may even require the help of a friendly outsider, such as a minister or teacher trained in counseling techniques, or a clinical psychologist or psychiatrist.
8. Developing sensitivity to the way others react to you, thus establishing a basis for monitoring and modifying your behaviour toward them.
9. Exercise, Aerobics, pranayama, meditation, play, swift walking.

3. HOW EMOTIONALLY INTELLIGENT ARE YOU?

Goleman describes four important domains of emotional intelligence: emotional self-awareness, managing emotions, reading emotions, and handling relationships. Score each of the following items from 1 (Very much unlike me) to 5 (Very much like me):

Emotional Self-Awareness

- 1. I am good at recognizing my emotions.
- 2. I am good at understanding the causes of my feelings.
- 3. I am good at separating my feelings from my actions.

Managing Emotions

- 4. I am good at tolerating frustrations.
- 5. I am good at managing my anger.
- 6. I have positive feelings about myself.
- 7. I am good at coping with stress.
- 8. My emotions don't interfere with my ability to focus and accomplish my goals.
- 9. I have good self-control and am not impulsive.

Reading Emotions

- 10. I am good at taking other people's perspectives.
- 11. I show empathy and sensitivity to others' feelings.
- 12. I am good at listening to what other people are saying.

Handling Relationships

- 13. I am good at analyzing and understanding relationships.
- 14. I am good at solving problems in relationships.
- 15. I am assertive (rather than passive, manipulative, or aggressive) in relationships.
- 16. I have one or more good close friendships.
- 17. I am good at sharing and cooperating.

1	2	3	4	5

Scoring and Interpretation

Add up your score for all 17 items: Total Emotional Intelligence Score : _____

If you scored from 75 to 85, you are very emotionally intelligent. You likely are excellent at understanding your own emotions, managing your emotions, reading others' emotions, and handling relationships. If you scored from 65 to 74, you have good emotional intelligence, but there probably are some areas that you still need to work on. Look at the items you scored 3 or below to see where you need to improve. If you scored from 45 to 54, you have only average emotional intelligence. Give some serious thought to working on your emotional life. Examine your emotional weaknesses and work on improving them. If you scored 44 or below, you have weak emotional intelligence. Your lack of emotional intelligence is likely interfering with your competence. If your emotional intelligence scores are in the average or weak range, consider talking with a counselor at your college about ways you can improve it.

4 . TYPES OF CONFLICTS

I.

1. Approach – approach conflicts:

This is the least frustrating of 3 types:

Positive ◀.....▶ Positive

For example – There are two good parties on the same day. You must miss one, but which one?

2. You have two dresses, you like both, but have to select only one.

You must make a choice, but indeed it is a pleasant dilemma. In any approach – approach conflict, you always win, even if you lose another – as a result it is only mildly frustrating.

II.

1. Avoidance – Avoidance conflict: It is the most frustrating of the three. You must choose between

Negative ◀.....▶ Negative

two undesirable goals. The usual reaction to this type of conflict is to attempt to escape. We are forced to make an unpleasant choice, which is accompanied by frustration and anger.

For example – (1) Marry the person you hate or remain a spinster.

2. Do a test or write an imposition for being absent.

III.

1. Approach – Avoidance conflicts:

These are the most common of the three types.

Positive ◀.....▶ Negative

When the positive and negative aspects of more than one goal are judged a multiple approach-avoidance conflict is being faced. Most people commonly face this problem. The person repeatedly has to weigh the pros and cons of the alternatives.

For example: Studying in exams results in better grades, but it will require hard work.

2. Student choosing a college – college with good courses may be expensive, nearby college is good but has limited courses.

3. A student accepting a key role in a play but requires lot of practice and hard work.

The approach tendency is usually stronger at first, but as the goal approaches the avoidance tendency increases.

Have you even backed out of an event at the last minute because of an increasing avoidance tendency?

5. STRESS - CHECKLIST

Never - N
Occasionally- O
Frequently - F
Constantly - C

PHYSICAL SIGNS	N	O	F	C
1. Tension, headache or migraine headaches				
2. Difficulty in falling or staying asleep				
3. Fatigue				
4. Over-eating				
5. Loss of appetite				
6. Constipation or diarrhea				
7. Lower backpain				
8. Allergy problems				
9. Skin rashes				
10. Indigestion				
11. Aching neck and shoulders				
12. Muscle Twitching				
13. Ulcers in mouth or stomach				
14. Common cold				
15. Weight loss				
PSYCHOLOGICAL SIGNS	N	O	F	C
1. Nervousness				
2. Anxiety				
3. Irritability				
4. Depression				
5. Anger				
6. Don't feel like doing things				
7. Feeling emotionally drained				
8. Suffering from nightmares				

9. Finding difficulty in remembering				
10. Losing sense of humour				

BEHAVIOURAL SIGNS	N	O	F	C
1. Reduced quality of work performance				
2. Lower productivity of work				
3. Mistrust or hostility towards others				
4. Missing appointments or deadlines				
5. Absenteeism or shirking responsibilities				
6. Minor accidents and increased errors				
7. Can't make up one's mind				
8. Prone to using drugs				

5. b. STRESS STYLE TEST: BODY, MIND, MIXED

Imagine yourself in a stressful situation. When you're feeling anxious, what do you typically experience? Tick those suitable.

- ☐ 1. My heart beats faster.
- ☐ 2. I find it difficult to concentrate because of distracting thoughts.
- ☐ 3. I worry too much about things that don't really matter.
- ☐ 4. I feel jittery.
- ☐ 5. I get diarrhea.
- ☐ 6. I imagine terrifying scenes.
- ☐ 7. I can't keep anxiety-provoking pictures and images out of my mind.
- ☐ 8. My stomach gets tense.
- ☐ 9. I pace up and down nervously.
- ☐ 10. I'm bothered by unimportant thoughts running through my mind.
- ☐ 11. I become immobilized.
- ☐ 12. I feel I'm losing out on things because I can't make decisions fast enough.
- ☐ 13. I perspire.
- ☐ 14. I can't stop thinking worrisome thoughts

MODULE .VII.

1. AFFIRM YOURSELF

Three men waited at a stoplight to cross a busy street. When the light turned green, they stepped off the curb, and were nearly hit by a car swerving through the intersection. One man screamed at the driver, “You idiot, you practically killed me! I hope you crash into a wall and kill yourself.” Then he thought, “I never should have walked on this stupid street. My heart’s beating so fast, I’ll probably have a heart attack.” The second man thought, “Thank goodness that kind of car handles so well. I doubt if any other car could have swerved out of our way with such control. We’re lucky, indeed.” The third man was oblivious, and when asked his opinion, replied, “What car?”

Everyone has a different perception of reality. Our thoughts and reactions are never exactly the same as anyone else’s, because we are each so unique. Every thought and word we express is a reflection and result of our mental attitude. It is not so much specific circumstances or events which create our realities but rather our interpretation of those circumstances and events. You can’t change a horrible situation into a good one, but you can change how you think and feel about it.

The mind can only think one thought at a time, and what ever it focuses on is what exists for that moment. If you think about your problems, weaknesses, and shame, that’s what you get. If you try to be cheerful, gently directing your mind towards a positive out look, that’s what you get. Since you experience what your mind thinks about, “Think lovely thoughts.” Also choose your words very carefully, because they have tremendous power. Words create our thoughts, and thoughts create our feelings. When you think, “I am worthless”, you feel worthless. Our subconscious believes whatever is poured into it. If it hears negative comments, then it begins to think negatively. If it’s told that were withdrawn, unsure, self-conscious, helpless, it believes that, and we act accordingly.

In order to achieve your goals, you’ve got to believe you can do it. Your beliefs determine your actions, and your actions determine your results. Take massive right action and obtain massive right results. You master your mind; don’t let it master you.

Touch yourself and say, “I’ve got greatness in me. I am a genius and I am applying my genius.” Repeated affirmations will block out the negative, self- defeating old thoughts.

You can repeat things like

“I’ve got great talent. I am going to use it for my highest good.” “I have great visions and I’m making them real.”

“I am a winner.” “I feel really healthy” when you get up in the morning stare at yourself in the mirror smile and tell yourself “You’re Okay.” “You’re great.” Start each day with a smile. Start by smiling at yourself in the mirror say “Good morning. I love you. We’re going to have a great day today.” And then go forward into your day with the knowledge and belief that you are going to produce great results. Don’t forget, the first person you must impress every day before you go out is you. If you’re impressed, the world will be impressed.

Multimillionaire W. Clement Stone, owner of the Aeon Corporation in Chicago makes his staff say each morning, “I feel great, I feel healthy, I feel terrific.” He has trained thousands of his sale people to use those three self-motivating affirmations to achieve greatness and financial success. Affirm others as well. It costs nothing yet pays dividends that are profound. When you affirm another human being, you raise his or her self-esteem. If you’re sincere, it’s the simplest and most effective way of favorably influencing others.

There are three kinds of affirmations or compliments that we can give to others.

- 1) Affirm some ones physical attributes.
- 2) Affirm their mental virtues. (to someone who has done well academically or in business)
- 3) We can affirm the qualities of others, their achievements and their actions. Every one has a set of core qualities that they express. They are funny, sincere, courageous, disciplined, well - organized, loving, compassionate, dedicated or persistent. When we affirm these qualities sincerely, we add to their self-esteem.

Affirm everyone you meet. Say something nice to them. It will help them immensely in their lives, and it will come back to you in many positive and often unseen ways. Touch yourself and say, “I am an important person and I feel totally great.”

RESULTS OF AFFIRMATION:

Through affirmation we can achieve amazing results.

Keep saying.

I am Prosperous now.

I am Happy now.

I am Healthy now.

I am Loving, Loved and Beloved now.

I am Beautiful now.

I am Joyous now.

I am Peaceful now.

I am Successful now.

I am Rich now.

I am Self-Confident now.

I am Friendly now.

These affirmations allow us to change our beliefs about ourselves. Touch yourself and say, “I am one terrific person!”

Once you become accustomed to the process, you’ll be able to do it with greater frequency and facility. Let’s say the goal is to be loved and cherished by others or it may be to find someone with whom to have a romantic relationship. Write down your goal, and make it as crystal-clear as you can both in your mind and in your writing of it.

Key #2

Visualize the goal as completed. “See” yourself as the person you want to be. Perhaps you’ve seen an actor or actress do something that you saw as warm, friendly and loving. You can become that actor or actress in your mind. “See” yourself in the appropriate setting. Perhaps you’re in Hawaii with someone you love. Everyone is friendly, delighted to talk with you. In fact, you have so many friends that you have to excuse yourself from one to take up a conversation with another. They all fawn over you, draw you out, seek your attention, advice and wise counsel. Add in the auditory and kinesthetic dimensions to deepen the impact.

Hear the words and sounds you would hear. If you’re in Hawaii, hear the sound of the surf, the Hawaiian music and the words of conversation. And then create the feelings you think you would feel if all of that were happening right now. Feel those feelings all through your body. Fantastic!

Key #3

Affirm the desired results. Before you go to sleep, you could “play back” a series of affirmations:

I am lively.

I am outgoing.

I am friendly.

I am poised.

I am charming.

I am meeting people who are attracted to me.

I am lovely.

Repeat these affirmations every night before you go to sleep and let them soothe you as if

they were waves gently caressing a beach. Practice them for a month until they become automatic, until you've woven them into the fabric of your being. Now they will automatically repeat themselves to you throughout the day. They will become like a popular song that you've heard on the radio. They'll be inside your mind.

By the time this happens, you'll be far along the path to becoming the person you want to be. Your subconscious will get the message, and it will be reflected in every action you take, producing the desired responses in others. You will become the self you desire.

Affirmation works. In fact, it may be the most powerful force in the universe. Just as Muhammad Ali used it to accomplish amazing results, as others have used it, so, too, can you.

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II Year Degree

III SEMESTER

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* * *



Patron Saint of the College

Beacons for Success

- ✓ “Try not to become a man of success. Rather become a man of value -Albert Einstein
- ✓ “Not life, but good life, is to be chiefly valued.” – Socrates
- ✓ “The value of life lies not in the length of days, but in the use we make of them... Whether you find satisfaction in life depends not on your tale of years, but on your will.” - Michel de Montaigne
- ✓ “The value of life can be measured by how many times your soul has been deeply stirred.” - Soichiro Honda
- ✓ “A man without ethics is a wild beast loosed upon this world.” - Albert Camus
- ✓ “Ethics is the activity of man directed to secure the inner perfection of his own personality”. - Albert Schweitzer
- ✓ “ Even the greatest fool can accomplish a task if it were after his or her heart. But the intelligent ones are those who can convert every work into one that suits their taste”.
- Swami Vivekananda

A Prayer for Peace

Lord, make me an instrument of your peace.

Where there is hatred, let me sow love.

Where there is injury, pardon,

Where there is doubt, faith

Where there is despair, hope,

Where there is darkness, light,

and where there is sadness, joy.

O Divine Master, grant that I may

not so much seek to be consoled as to console;

To be understood as to understand;

To be loved as to love;

For it is in giving that we receive,

It is in pardoning that we are pardoned;

& it is in dying that we are born to eternal life.

Session -I

Activity 1: Icebreakers help establish a positive environment and provide an opportunity for you to get to know one another and the instructor. Both are critical to the retention and success of this course. Time – 10-30 minutes depending on class size.

Benefits

1. Reduces both student and instructor anxiety prior to introducing the course.
2. Fosters in a powerful way both student-student and faculty-student interactions.
3. Creates an environment where the learner is expected to participate and the instructor is willing to listen.
4. Actively engage students from the onset.
5. Conveys the message that the instructor cares about getting to know the students.
6. It makes it easier for students to form relationships early in the semester so they can work together both in and out of the classroom.

Activity 2: Group Discussion (GD) for 10 minutes followed by a two minute presentation by each group. Topic will be provided by the instructor.

Topic for Discussion – Any one of these or other topics.

- 1) “Is Value Education necessary at College level?”
- 2) “Technology has affected Values negatively”
- 3) “Media is responsible for the fall of Values in any Society.”

Scrap Book Activity: Set aside a long notebook with plain sheets for scrapbook and other value education related activities. To start with collect and paste ten pictures which illustrate human values. Pictures may be black and white or coloured. You may also draw sketches.

Annexure I - Group Discussion

Discussions of any sort are supposed to help us develop a better point of view on issues by bringing out different opinions. Whenever we exchange differing views on an issue, we get a clearer picture of the problem and are able to understand it. The understanding makes us better equipped to deal with the problem. This is precisely the main purpose of a **group discussion**.

It is a systematic, interactive oral exchange of information, views and opinions about a topic, issue, problem or situation among members of a group who share certain common objectives. The group members need to listen and to interact in clear language with persuasive style using voice and gestures effectively. Each of the participants gets an opportunity to express his/her views and comments on the views expressed by other members of the group. GD involves a lot of group dynamics, that is, it involves both -person to person as well as group to group interactions. Every group member has to develop a goal oriented or group oriented interaction. A participant needs to be aware of the needs of other group members and overall objectives of the discussion.

A Group Discussion helps in problem solving, decision making and personality assessment but in Value Education classes it will be used mainly to solve problems, make decisions or exchange ideas. **GD will not be used in VE classes to assess personality.**

Characteristics of Group Discussion:

Clear objective: You should know the purpose of the group discussion, so that you can concentrate during the discussion and contribute to achieving the group goal. GD should typically begin with a purpose stated by the initiator. It is important to express yourself precisely and exactly without beating about the bush, as a GD takes place in a given time.

Motivated Interaction: To achieve a good level of motivation among the members, you should learn to give importance to the group interest rather than your personal interest in order to make the discussion more successful.

Logical Presentation: The group should decide how they will organize the presentation of individual views, how an exchange of the views will take place, and how they will reach a group consensus. If the mode of interaction is not decided, few of the members in the group may dominate the discussion and thus will make the entire process meaningless.

Effective Communication skills: The success of a GD depends on an effective use of communication techniques. Like any other oral communication, clear pronunciation, simple language and right pitch are the pre-requisites of a GD. Non-verbal communication like body language convey a lot in any communication so should be paid attention to.

Participation by all candidates: Members need to encourage each other in the GD to make it more effective. Maximize participation by trying to contribute fully, vigorously, and steadily. Silence may indicate lack of initiative, information, and communication skill.

Cordial Atmosphere: Respect others and try to develop a cooperative, friendly, and cordial atmosphere and avoid argument between the group members. It is impolite to laugh at other participants and comment on their ignorance or inability. Always encourage the other members of the group.

Leadership Skills: Qualities like initiation, logical presentation, encouraging all the group members to participate and summarizing the discussion reflect the leadership qualities. You can display your leadership ability by

- Showing direction
- Coordinating the efforts of the team members
- Contributing regularly with valuable insights.
- Inspiring and motivating team members to express their views.

SUCCESS in a GROUP DISCUSSION is achieved by -

1. Being Assertive: Eye contact expresses sincerity, erect posture and direct body position may increase the impact of the message.
2. Being a Patient Listener: One way of showing appreciation.
3. Using Right Language: Possible to disagree without sounding rude or losing one's temper.
4. Being Analytical and Fact –Oriented: Relevant points supported with facts and analyzed logically.
5. Accepting Criticism: Appreciate & thank for positive criticism while refuting negative ones politely.

Session II : Concept Of Values

Activity 1 - Brain storm for a few minutes (10mts) on the meaning of the term “value” in different contexts. Literature - Economics - Common language - Politics - Culture

What is a value?

Values are the principles and priorities which help in making decisions on a daily basis. Values are micro–macro concepts.

At the **micro level** of individual behaviour, values motivate because they provide internalized standards that bring together a person’s needs with the demands of social life. They allow individuals to evaluate the options that are available to them for action. E.g. If you truly value honesty, you will choose to be honest in interactions. (*Give an example*)

At the **macro-level** of cultural practices, values represent shared understandings that give meaning, order and adaptation to social living. E.g. Indians value family strongly so one makes time in one’s life for family. Values are constantly changing & developing throughout our lives. In childhood, our values are usually the ones held by our parents and other adults around us. As we continue to mature, other influences such as peers and the media affect our values. With so many influences telling you what to value, how do you know what is really important to you?

Activity 2: Give an example of value that changed due to external influence in your life.

Definition of Values :

-
- a) **Rokeach:** defined Value as an enduring belief, a specific mode of conduct or end state of existence along a continuum of importance.
 - b) **Kluchhohn:** Value is a conception of desirable and not something desired.
 - c) **Shaver:** Values are standards and principles for judging worth.
 - d) **Gawande:** It is an adjusted human behaviour which is conducive to the development of individual, society, nation and international understanding.

Type of Value and its Nature

Rokeach, in his book titled *The Nature of Human Values*, says there are two kinds of values that people have: "**instrumental values**" and "**terminal values**".

Instrumental values consist, primarily, of personal characteristic and character traits e.g. ambition, responsibility.

Terminal values are those that we can work toward or we think are most important and that we feel are most desirable e.g. gender equality, self respect .

Activity 3 : Identify your instrumental and terminal values (Buzz session)

Dr. Gawande (1994) tried to investigate types of human values and their areas. He noticed that the following types of value and their areas occur commonly:

Value	Sphere of Life
1. Human value	Human behaviour
2. National or constitutional value	Constitutional rules
3. Social value	Rules about society
4. Vocational value	Ideals in various professions
5. Religious value	Ideals related to religions
6. Aesthetic value	Value in Arts and Literature

Human value is like an axle of a wheel and other types of value rotate around it. If an individual is taught about human values, learning all other values becomes easier.

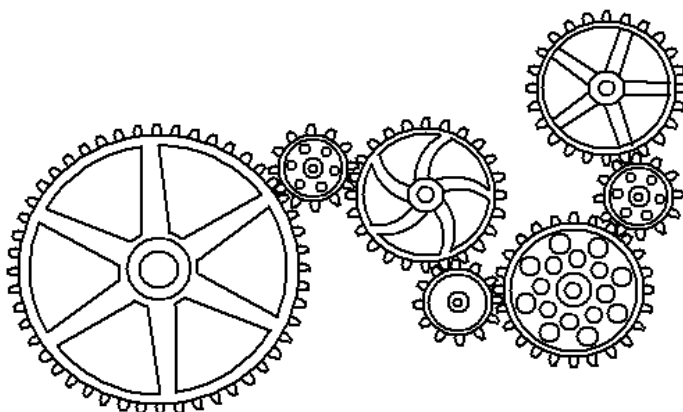


Fig 2: Gears representing Inter-relationship of Values

While investigating human values, Dr. Gawande found that the following seven common human values are highly appreciated in most cultures.

- | | | | |
|------------------|--------------------|-----------------------|---------------|
| (1) Truthfulness | (2) Constructivism | (3) Sacrifice | (4) Sincerity |
| (5) Self control | (6) Altruism | (7) Scientific vision | |

Need for Value Education (VE)

- The purpose of education is to provide adequate competence so that the students may achieve a happy, fulfilling and successful life. For this it is essential to understand what is really valuable for human beings – what leads to a happy and fulfilling life. And that is the domain of Values.
- The course which enables us to understand this domain is called Value Education.
- VE enables us to understand our needs and visualize our goals and directs us towards what is fulfilling.
- VE helps to remove confusions and contradictions from our minds.
- VE provides the competence necessary to differentiate between right and wrong.

Importance of Value Clarification

1. **Individual Level** –Happiness, peace, contentment and bliss in the self, perseverance, bravery and generosity
2. **Family Level** – Mutual fulfillment in relationships, prosperity, sustenance of family bonds, building block of societal order, respect for all.
3. **Societal Level** – Fearlessness in the society, holistic systems for education, health, justice, production, exchange and storage, universal harmony
4. **Level of Nature** – Balance of seasons, coexistence of all units in nature and proper development of all resources.

Activity 4: Relevance of Value Education course in present day - Conflict of cross-cultural influences, mass media, cross-border education, materialistic values - professional challenges and compromise – **Discussion.**

References :

- Gaur, R.R, Sangal, R and Bagaria, G.P. (2009) A Foundation Course in Human Values & Professional Ethics. New Delhi: Excel Books.
- F. Richard Rohs, F.R, Fuhrman, N. (2011)Group Methods and Techniques.
http://www.caes.uga.edu/applications/publications/files/pdf/MP%20187_2.PDF

Annexure I

Brainstorming

Brainstorming is a technique where creative thinking takes precedence over the practical. The idea is to state all the ideas possible before the group, with no thought about how practical the ideas might be. The participants are urged to be as “free wheeling” and uninhibited as possible.

Brainstorming may be used ...

1. To get as many new and novel ideas as possible before the group for evaluative discussion.
2. To encourage practical-minded individuals to think beyond their day-to-day problems and to think quantitatively instead of qualitatively.
3. To solve a problem when more conventional techniques have failed to come up with a solution.

Procedure

1. The chairperson explains the procedure to be used and a recorder is selected to list the suggestions.
2. As ideas are thrown out, they are recorded in public view.
3. The ideas are discussed to determine if any have practical application to the problem at hand.

Some advantages

1. Many people are thrilled at the freedom of expression inherent in brainstorming.
2. Solutions to previously insoluble problems can be discovered.
3. All members of the group can be encouraged to participate.

Some limitations

1. Many individuals have difficulty getting away from the known practical.
2. Many of the suggestions made may not be worth anything.
3. In the evaluation session, it is necessary to criticize the ideas of fellow members.

Physical requirements(Optional)

1. A room with a chalkboard or other surface on which the ideas produced can be written hurriedly and preserved for the follow up discussion period.
2. A conference table or semicircle arrangement to expedite discussion following the brainstorming.

Buzz Session

The buzz session is a technique for directly involving every member of a large audience in the discussion process. The audience is divided into small groups (3 to 7 members) for a limited time (5 to 7 minutes) for a discussion where each member contributes ideas.

The buzz session may be used ...

1. To develop questions for a speaker or panel.
2. To discover areas in which the group would like more information or further study.
3. To discover areas of special interest for future programs.
4. To evaluate a meeting in terms of its value to the participants.

Procedure

1. The chairperson assigns limited and specific objectives to the buzz groups. Directions must be clear and explicit. If the audience is unfamiliar with the method, a demonstration group may be formed.
2. Each group quickly chooses a leader and a recorder.
3. The leader sees that every member has a say. The recorder makes a written record of each contribution on the card provided.
4. The leader or recorder of each group gives an oral report to the entire assembly.

Some advantages

1. Provides a source of fresh ideas of real interest to the group.
2. When used in planning, it promotes individual identification with the program and its goals.
3. It gives everyone a chance to participate without having to get up in front of the full meeting.

Some limitations

1. The amount of individual participation is restricted by time.
2. Contributions of the several groups may be contradictory or difficult to combine.

Physical requirements

1. Moveable chairs facilitate quick organization of buzz groups. In an auditorium with fixed seats, the first three in the front row turn and face the three sitting behind them in the second row. The next three face those behind them, and so on.

Session III - Ethics in Personality Development

Definition of ethics

Some definitions would include:

- Deciding what is right or wrong, good or bad, just or unjust
- Making decisions which are consistent with one's value system and the value system of the organization.
- When encountering the many grey areas in which it is difficult to distinguish right from wrong, there is always an answer that is more right than the others. This is an ethical answer.

Ethics: Deciding what is right (or what is more right) in a particular situation: determining what ought to be; deciding what is consistent with one's personal or organizational value system.

Activity 1 :

Jaya has always been thin, but recently she has started to look emaciated. Jaya used to meet her roommate, Nalini, and some of their mutual friends for dinner, but lately, she tells Nalini she is "just going to grab something on the way to the library." Also, Jaya works out like a fiend, running twice a day and doing endless crunches.

Nalini has heard that this pattern is common in people with the eating disorder anorexia. She has tried to broach the subject with Jaya, but Jaya angrily denied that she had a problem. Last week, though, Jaya passed out after doing her evening sit-ups. She's also cold all the time, no matter the temperature in the room. Nalini is truly worried.

Does Nalini have a right to call Jaya's parents? Does she have that responsibility?

The Five Ps of Ethical Power

1. Purpose: Your objective or intention; a goal.
2. Pride: The sense of satisfaction you receive from your accomplishments, and those individuals of whom you care.
3. Patience: Trust the process!
4. Persistence: Maintaining your commitment and making your actions consistent with your guiding principles.
5. Perspective: The capacity to see what is REALLY important in any situation.

Ethical principles

1. **Respect Autonomy:** You have the right to decide how you live your life, as long as your actions do not interfere with the welfare of others.
2. **Do No Harm:** The obligation to avoid inflicting either physical or psychological harm on others may be a primary ethical principle.
3. **Benefit Others:** There is an obligation to improve and increase the welfare of others, even where such improvement may inconvenience or limit the freedom of the person offering the assistance.

4. **Be Just:** To be just in dealing with others assumes equal treatment of all, to afford each individual their due portion, and in general, to observe the Golden Rule.
5. **Be Faithful:** You should keep promises, tell the truth, be loyal, and maintain respect and civility in human discourse. Only in so far as you sustain faithfulness can you expect to be seen as being trustworthy.

Activity 2: Think of one example for each of the above

Steps in Making an Ethical Decision

Ethical decision-making is based on sound general decision making principles. The process is extended by the inclusion of ethical and moral values rather than the objective criteria or other kinds of decisions. One model which an ethical leader can use to make an ethical decision is this one:

1. Think through the ethical dilemma that you are facing. Try to identify all of its components as objectively as possible.
2. Think of all the options available to you.
3. Determine which option you believe to be the most ethical. At this point, you may want to make this decision alone, or in consultation with others.
4. Determine how this option can be implemented. Consider potential pitfalls that might have to be overcome.
5. Think of the consequences of your decision. What is the worst thing that could occur? What is the best thing that could occur? Can you accept both of these potential outcomes?

Activity 3 : Discuss the situation given below with reference to the above steps.

Mani is new to the Fusion Club on campus and the first meeting just finished. As members start shuffling out of the room, Mani notices no one picks up the trash. Mani starts to gather plates, cups, and napkins and throw them away. The president of the Fusion Club, Tara, says, "Oh, the sweeper will clean that."

Do students have a responsibility to clean up after themselves? Or is it not that important since College pays people to clean?

Ethics Check

You will be provided with a few real life examples. Discuss how you would react and examine your reaction with this ethics check.

- Is it legal? Will I be violating civil law or university policy?
- Do I consider this to be an extraordinary situation that demands an unusual response?
- How do I feel about this?
- If a close friend of mine took this action, how would I feel?
- Am I acting fairly? Would I want to be treated this way?

- Is it balanced? Is it fair to all concerned? Does it promote win/win situations?
- Does this situation require that I lie about the process or the results? Is the proposed action consistent with past practice?
- Does my conscience bother me?
- Will I have to hide or keep my actions secret? Has someone warned me not to disclose my actions to anyone?
- How will it make me feel about myself? Will it make me proud? Would I feel good if my hometown newspaper published my decision? Would I feel good if my family knew?
- Would I be able to discuss the proposed situation or action with my immediate supervisor? The company president? My family? My constituents? My professors?

Suggestions for Behaving Ethically

If the ethical leader has a clear understanding of his/her own personal ethics, and has a sense of the organization's ethics, then ethical behavior is that which is consistent with these codes.

- Behave in ways that are consistent with your purpose. A clear personal purpose is the foundation for ethical behavior. A clear organizational purpose might enhance ethics as well.
- Behave in ways that you are personally proud of. Self-esteem is a powerful tool for behaving ethically.
- Behave with patience and with faith in your decision and yourself. Patience helps us to behave in ways that will be the best in the long run, and to avoid the trap of having to have things happen immediately.
- Behave with persistence. This means behaving ethically all of the time-not just when it is convenient to do so.
- Behave in ways that are consistent with what is really important. This means keeping perspective. Perspective allows us to reflect and to see things more clearly so that we can see what is really important to guide your behavior.

Activity 4: Read the case given below and explain which would be the ethical behaviour for Anita .

Anita is an undergraduate Economics student, who wants to go on to an MBA program. She's interested in "Mathematical Economics and Optimization," but it has the reputation of being a killer course. Instead, maybe she should take a class in Human Rights, which is reputed to be an easy course. That would certainly help her GPA.

Should Anita challenge herself with the mathematical economics class knowing she will learn a lot? Or is she better off just taking the Human Rights class, knowing she will get an A, which will help her toward her eventual goal of Business school?

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1. <http://www.stcloudstate.edu/reslife/staff/documents/IceBreakers.pdf>

Personal Values

2. K.S. Kitchener, *Ethical Principles and Ethical Decisions in Student Affairs*," Applied Ethics in Student Affairs

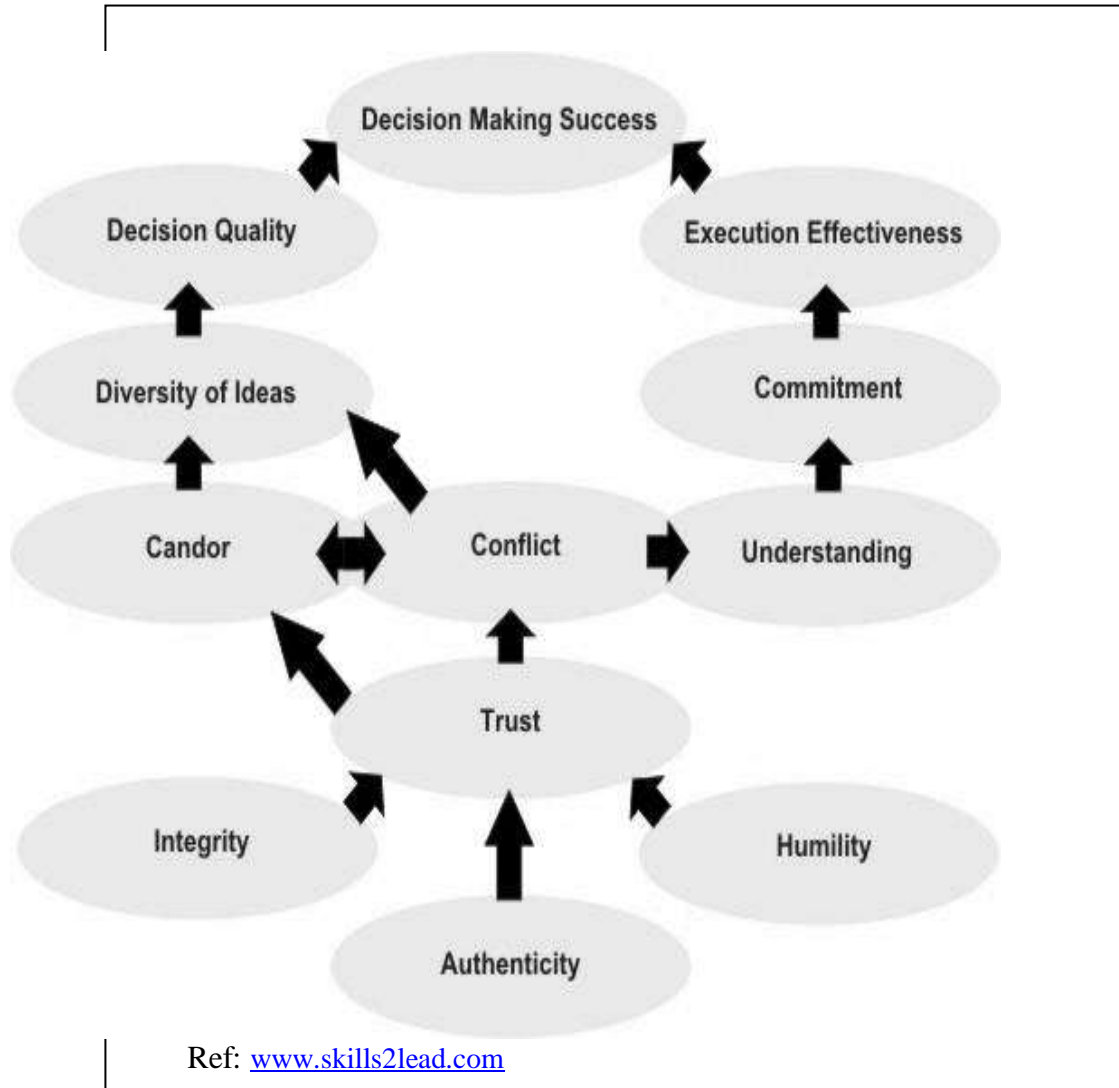


Figure 3: Ethical Decision making Model
Personal Values

Session IV

Self Analysis & Introspection –Self Analysis is “a systematic attempt by an individual to understand his or her own personality without the aid of another person” while Introspection is “a reflective looking inward: an examination of one's own thoughts and feelings”. Self Analysis attempts to see the worse side of the good and bad in an individual while Introspection attempts to emphasize the good while making note of the bad. Both these are invaluable in character formation.

Character Formation

“The character of any man is but the aggregate of his tendencies, the sum total of the bend of his mind. We are what our thoughts have made us. Thoughts live; they travel far. And so take care of what you think. Every work that we do, every movement of the body, every thought that we think, bears an impression on the mind-stuff. What we are every moment is determined by the sum total of these impressions on the mind. Every man's character is determined by the sum total of these impressions. If good impressions prevail, the character becomes good, if bad, it becomes bad.

If you really want to judge the character of a man, look not at his great performances. Every fool may become a hero at one time or another. Watch a man do his most common actions; those are indeed the things which will tell you the real character of a great man. Great occasions rouse even the lowest of human beings to some kind of greatness, but he alone is the really great man whose character is great always, the same wherever he be.”

~ Swami Vivekananda

Activity 1: Discuss the above with its relevance in modern World in groups.

How is Character formed?

According to Swami Vivekananda - Every thought that we think, every deed that we do, after a certain time, goes into seed form, so to speak, and lives in the body in a potential form, and after a time, it emerges again and bears its results. These results condition the life of man. Thus he moulds his own life. Man is not bound by any other laws excepting those which he makes for himself.

#. If a man continuously hears bad words, thinks bad thoughts, does bad actions, his mind will be full of bad impressions; and they will influence his thought and work without his being conscious of the fact. In fact, these bad impressions are always working, and their resultant must be evil, and that man will be a bad man; he cannot help it. The sum total of these impressions in him will create the strong motive power for doing bad actions. He will be like a machine in the hands of the impressions, and they will force him to do evil. Similarly, if a man thinks good thoughts and

does good works, the sum total of these impressions will be good; and they, in a similar manner will force him to do good even in spite of himself. When a man has done so much good work and thought so many good thoughts there is an irresistible tendency in him to do good, in spite of himself and even if he wishes to do evil, his mind, as the sum total of his tendencies, will not allow him to do so; the tendencies will turn him back; he is completely under the influence of the good tendencies. When such is the case, a man's good character is said to be established.

Activity 2 : Think of an individual who has good character according to you. Describe the qualities which make you think so. (Do not name public figures)

Session V

Why is Values Clarification Important?

Values affect so many decisions & actions in one's life that it is best to understand them so that one's behavior is in line with one's values. Values are usually fairly stable, yet they don't have strict limits or boundaries. As you move through life, your values may change.

Value clarification, simply refers to any process a person might go through to discover and clarify her values and align their values with their behavior.

For example, when you start your career, success – measured by money and status – might be a top priority. But after you have a family, work-life balance may be what you value more. Happiness comes from letting values decide **your behavior, Standards and goals**. These three in turn form your character

Activity 1 : Write the answers to the following questions in your book.

Personal Values

Defining Your Values

When you define your values, you discover what's truly important to you.

Step 1: Identify the times when you were happiest - Find examples from both your career and personal life. This will ensure some balance in your answers.

- What were you doing? Were you with other people? Who?
- What other factors contributed to your happiness?

Step 2: Identify the times when you were most proud - Use examples from your career and personal life.

- Why were you proud? Did other people share your pride? Who?
- What other factors contributed to your feelings of pride?

Step 3: Identify the times when you were most fulfilled and satisfied

Again, use both work and personal examples.

- What need or desire was fulfilled?
- How and why did the experience give your life meaning?
- What other factors contributed to your feelings of fulfillment?

Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment

Why is each experience truly important and memorable?

Step 5: Prioritize your top values

This step is probably the most difficult, because you'll have to look deep inside yourself. It's also the most important step, because, when making a decision, you'll have to choose between solutions that may satisfy different values. This is when you must know which value is more important to you.

Step 6: Reaffirm your values

Check your top-priority values from the list given in Table 1 , and make sure they fit with your life and your vision for yourself.

- Do these values make you feel good about yourself?
- Are you proud of your top three values?
- Would you be comfortable and proud to tell your values to people you respect and admire?
- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?

Activity 3: Write down your top ten values, not in any particular order. You may use the List given below if you are not sure of your values. If you are not sure of the meaning either look it up in a dictionary or ask your teacher.

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'll also know that what you're doing is best for your current and future happiness and satisfaction. Making value-based choices may not always be easy. However, making a choice that you know is right is a lot less difficult in the long run.

Table 1 : List of Values Suggested

Accountability	Discipline	Honor	Security
Accuracy	Discretion	Humility	Self-actualization
Achievement	Diversity	Independence	Self-control
Adventurousness	Dynamism	Ingenuity	Selflessness
Altruism	Economy	Inner Harmony	Self-reliance
Ambition	Effectiveness	Inquisitiveness	Sensitivity
Assertiveness	Efficiency	Insightfulness	Serenity
Balance	Elegance	Intelligence	Service
Being the best	Empathy	Intellectual Status	Shrewdness
Belonging	Enjoyment	Intuition	Simplicity
Boldness	Enthusiasm	Joy	Soundness
Calmness	Equality	Justice	Speed
Carefulness	Excellence	Leadership	Spontaneity
Challenge	Excitement	Legacy	Stability
Cheerfulness	Expertise	Love	Strategic
Clear-mindedness	Exploration	Loyalty	Strength
Commitment	Expressiveness	Making a difference	Structure
Community	Fairness	Mastery	Success
Compassion	Faith	Merit	Support
Competitiveness	Family-orientation	Obedience	Teamwork
Consistency	Fidelity	Openness	Temperance
Contentment	Fitness	Order	Thankfulness
Continuous	Fluency	Originality	Thoroughness
Improvement	Focus	Patriotism	Thoughtfulness
Contribution	Freedom	Perfection	Timeliness
Control	Fun	Piety	Tolerance
Cooperation	Generosity	Positivity	Traditionalism
Correctness	Goodness	Practicality	Trustworthiness
Courtesy	Grace	Preparedness	Truth-seeking
Creativity	Growth	Professionalism	Understanding
Curiosity	Happiness	Prudence	Uniqueness
Decisiveness	Hard Work	Quality-orientation	Unity
Dependability	Health	Reliability	Usefulness
Determination	Helping Society	Resourcefulness	Vision
Devoutness	Holiness	Restraint	Vitality
Diligence	Honesty	Results-oriented	

Session VI

Source of Values –

Values are a set of beliefs about a person and his/her life – rules about what one ought to do and how. Therefore it is derived as a relationship between a person and the situation which evolves an appreciative response in the individual. These values may therefore be imbibed from different sources – Socio-cultural tradition, Religion and Constitution of the Nation.

Socio-cultural Tradition – Culture of society is the way of life of its members – a gathering of ideas and habits learnt, shared and passed on from generation to generation. Indian culture encourages Values like hospitality, helping, care and sacrifice, spirituality, secularism, tolerance, respect for each other and others.

Religion – Every religion of the World propagates certain values that are adhered to by its followers. Hinduism promotes self control, ahimsa and truth; Christianity – faith, love and hope; Islam – truth, sincerity and purity.

Constitution of a Country - Becomes a source of value for its citizens. E.g. Indian constitution endorses justice, liberty, equality and fraternity while American constitution promotes life, pursuit of happiness, common good, patriotism and so on.

Activity 1 – Group Work – Report on various values promoted by each of the above sources.

Activity 2: Select anyone of the following topics to discuss in class. You may also decide to discuss all of them by dividing yourself into groups.

Discussion Points:

1. How does it feel to stand up for your values when friends disagree with your position?
2. What happens when adolescents' behavior is not in line with parents' values? (Answers can include: parents and adolescents argue; adolescents may lie to their parents; adolescents and their parents may avoid talking about the subject.)
3. What happens if your behavior is out of line with the religious or spiritual values you hold? (Answers can include: some people stop attending religious services and avoid spiritual leaders because they feel guilty, embarrassed or angry; some rethink their values; others rethink their behavior.)
4. What influences people to behave in ways that are consistent with their values? Give an example. (Answers can include: it feels good to follow one's values; parents and other

adults reward behavior that reflects the values they teach; it's easier to follow our values than to deal with the guilt and anguish of betraying those values.)

5. What influences people to behave in ways that are inconsistent with their values? Give an example. (Answers might include: people may want to try acting a different way; friends may pressure adolescents to do things against their values; adolescents may worry about losing friends; there may be a chance to make a lot of money from betraying one's values; there may be a chance someone angry or to 'get under their skin'; it may be a way to rebel or get attention.)
6. Will your values change or remain the same as you get older? Why do you think so?

If your values and behavior are at odds, should you take another look at your values, your behavior, or both?

Ref: http://www.mindtools.com/pages/article/newTED_85.htm

Session VII

Spiritual Values

Spirituality is that which benefits our souls, motivates us toward worship, and connects us consciously (or perhaps even unconsciously) with the supernatural or God. Spirituality can be sought not only through traditional organized religions, but also through movements such as the Art of Living or Pranic Healing or World Peace and so on. Spirituality is also now associated with mental health, managing substance abuse, marital functioning, parenting and coping. It has been suggested that spirituality also leads to finding purpose and meaning in life.



A List of Spiritual Values

Ideal of _____ though values of : Choose the values you would like to have from the list given below to achieve different aspects of life.

Wisdom	Inner Peace	Familial Love	Compassion
Self-understanding	The Past	Marriage	Abundance
Integrity	Healing	Self-forgetfulness	Re-visioning
Realism	Regression	Constancy	Interconnection
Diversity	Authenticity	Nurturance	Equivalence
Honesty	Self-acceptance	Mediation	Mercy
Uncertainty	Self-forgiveness	Magnanimity	Justice
Discernment	Grief	Generosity	Redemption
Novelty	Gratitude	Acceptance	Sacrifice
Humility	Shame	Blessing	Imagination
Holism	The Present	Parenting	Heartbreak
Synthesis	Quietude	Generativity	
Individuation	Mindfulness	Teaching	
	Equanimity	Liberation	
	Discipline	Balance	
	Temperance	Encouragement	
	Fortitude	Self-esteem	
	Satisfaction	Competence	
	Renunciation	Self-confidence	
	The Future	Revelation	
	Trust	Listening	
	Acquiescence	Transparency	
	Suffering	Intimacy	
	Prudence	Renewal	
	Letting Go	Forgiveness	

Spirituality is often understood to be synonymous with religiosity but there is a difference. It was after the World War II that spirituality and religion got disconnected with the rise of secularism. While spirituality refers to a personal experience, religion often refers to a more organized practice. Spirituality may or may not fit in with an organized religion.

Develop Your Spiritual Resources

Cultivate empathy and compassion

Empathy is the ability and willingness to fully understand another person's experience and connect it to your own. Compassion is the practice of responding to this realization with kindness.

- Listening deeply.
- Taking others' perspectives into account.
- Looking for the good.

Identify (and live by) your beliefs and values

- What matters most to me?
- What drives my actions?
- What do I believe is right?

Find a spiritual community and friends

Join a spiritual group, whether that is a church or mosque, meditation center, yoga class, or a local group that meets to discuss spiritual issues. The benefits of social support are well documented, and having a spiritual community to turn to for fellowship, can provide a sense of belonging and support.

Practice forgiveness

Letting go of blame is not easy, but the rewards of relinquishing negative feelings are aplenty.

Seek transcendence through nature, art, or music

- Spend time outside.
- Allow yourself to get lost in music you enjoy.
- Sit with a piece of art.

Be good to yourself – eat, exercise and rest well

Treat yourself with compassion

Make contemplative practice a part of your everyday life

The benefits of adopting a contemplative practice—such as meditation, prayer, yoga, or maintaining a journal —have widespread effects not just on spirituality, but on physical and emotional health as well.

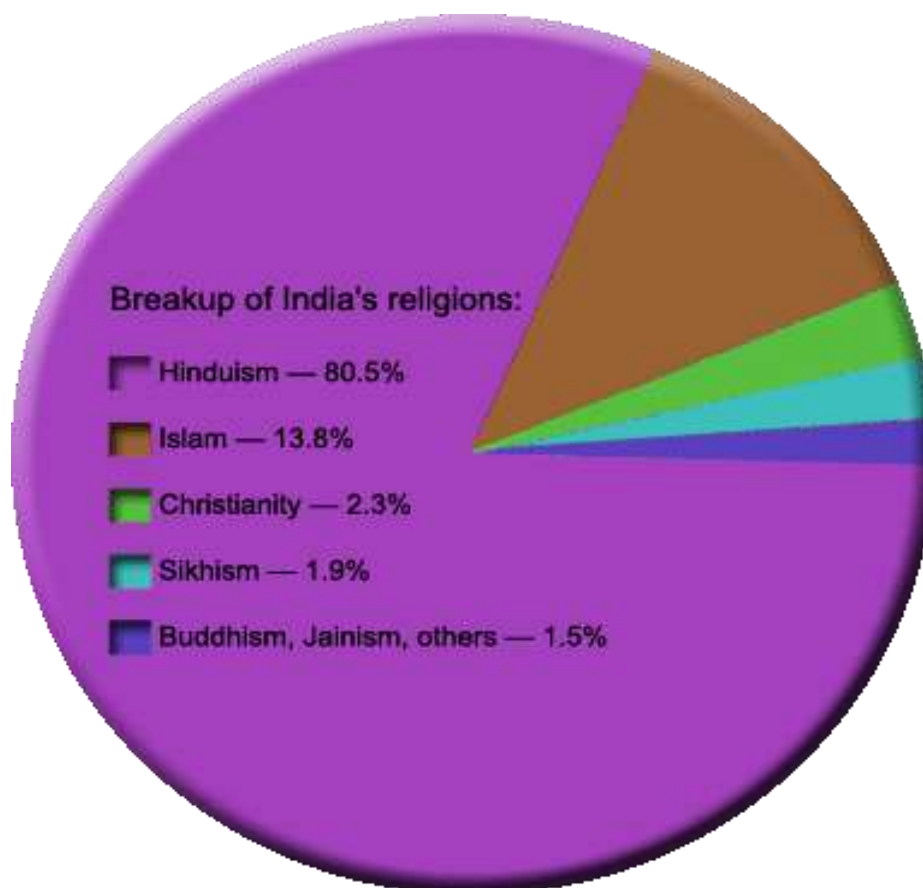
- Take yoga class or practice chair yoga at work
- Dedicate 15 minutes each day to writing in a journal
- Listen to a guided audio meditation.
- Join a spiritual community, such as a church, prayer group, or meditation center to share contemplative experience with others

- Eat mindfully, savoring and appreciating the food that you have and minimizing distractions during meals
- Set aside time for prayer or reflection each day

Activity 1: How do you pray? Share your praying practices with the rest of the class.

Session VIII

Religion – Religions are often referred as traditional spirituality.



Religions of India - Distribution

Activity 2 : Group Assignment : Introduce your religion to others in the class.

Activity 3: Group Assignment: List the major festivals of India and explain how it is celebrated in different parts of the country.

Faith, Service and Secularism:

Faith: According to the dictionary, faith has two basic meanings: The first is complete confidence in a person or plan, etc., and the second is a strong belief in a supernatural power or powers that control human destiny. These basic meanings exemplify ultimate trust and sincere belief that something good is eventually going to happen to make all well, regardless of the circumstances and situations that may be present. It also requires that someone whom we love, trust and have confidence in will not betray that trust, and will continue to build on that foundation to secure a lifelong, fruitful bond. It can also entail that a passionate goal of any kind can be reached, regardless of the ups and downs of everyday living, and given that the goal does not violate the laws of God and man.

Faith is one human characteristic that does not allow for compromise. That is, either one possesses it or does not. Those that do possess faith generally lead blessed, fun-filled lives, despite the various trials and tribulations encountered along the way. They are usually extremely successful yet grounded in the principles of life, and generally inspire others to have faith and to improve in every aspect of their life. They usually have a healthy regard and understanding of the value and purpose of human life, and have a general realization and utmost respect for the power of Creator of the Universe.

Those that do not, on the other hand, are usually pessimistic, miserable and drama prone. Life for these individuals is like an unsolved mystery filled with doubt, confusion, worry and an overall questioning of their very existence. Therefore, it is no small wonder that many, if not all, of these individuals generally have a lack of regard, and much less understanding, of the value and purpose of human life and life in general.

Faith in one's self

According to Swami Vivekananda "faith, faith, faith in ourselves, faith, faith in God- this is the secret of greatness". Swami Vivekananda observed the history of the world is the history of a few men who had faith in themselves, and he says, it is faith which calls out divinity within. So he told, if people have faith in three hundred and thirty millions of Hindu mythological gods, and in all the gods which foreigners have now and still have no faith in themselves, there will be no salvation.

Service: All religions exhort us to serve man if we want to serve God. Gandhiji always held the service in high regard and in his own words, ***"I am endeavouring to see God through service of humanity; for I know that God is neither in heaven, nor down below, but in everyone."*** Service to humanity has taken many forms in today's society. From individuals to self-interested groups,

small charity organizations to larger corporate houses, private entities to non-governmental organizations, humanity has been served with a wide range of services that include education, food, health measures, housing, accessibility assistance to the physically challenged, re-orientation programmes to the socially excluded, mentally challenged and victimized people from all sects of the society. People nowadays get more access, than yesteryears', to volunteer for the schemes and plans meant for upliftment of the deprived and under-privileged.

Giving back to your community is valuable in itself, but helping others also offers many benefits. For example, it can help you learn more about yourself and even put you on a path to your future career.

Reasons for serving others

1. Gain valuable life experiences and skills
2. Meet interesting people who contribute to your personal and professional growth
3. You are able to make a difference in the community you live in.

Secularism seeks to defend the absolute freedom of religious and other belief, and protect the right to manifest religious belief insofar as it does not impinge disproportionately on the rights and freedoms of others. Secularism ensures that the right of individuals to freedom of religion is always balanced by the right to be free *from* religion.

In a secular democracy all citizens are equal before the law and parliament. No religious or political affiliation gives advantages or disadvantages and religious believers are citizens with the same rights and obligations as anyone else.

Secularism champions human rights above discriminatory religious demands. It upholds equality laws that protect women, LGBT people and minorities. These equality laws ensure that non-believers have the same rights as those who identify with a religious or philosophical belief.

Religious people have the right to express their beliefs publicly but so do those who oppose or question those beliefs. Religious beliefs, ideas and organizations must not enjoy privileged protection from the right to freedom of expression. In a democracy, all ideas and beliefs must be open to discussion. Individuals have rights, ideas do not.

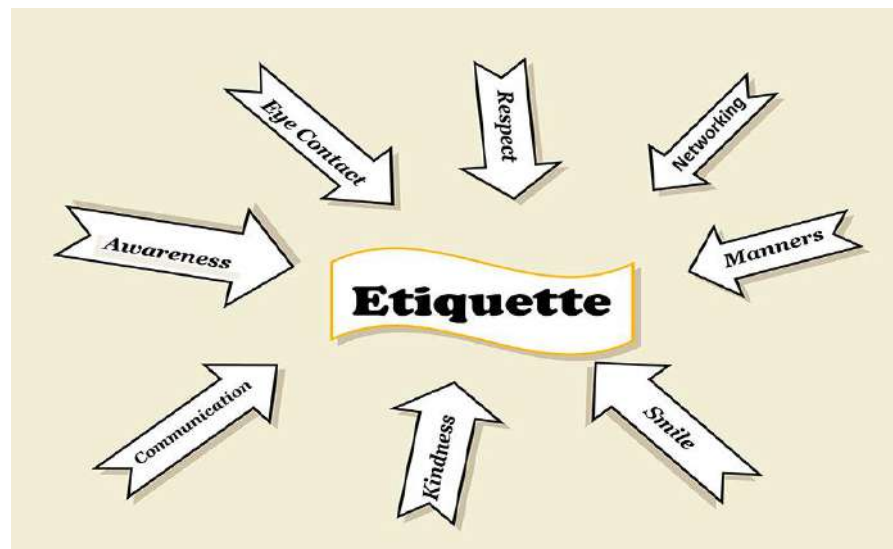
Relevance of Rituals: Rituals, in the many shapes and forms they take, are ever present in everyone's lives, whether that is in a community in some interior village or an urban environment in modern day Metro cities. Rituals take an extraordinary array of shapes and forms. At times

performed in communal or religious settings, at times performed in solitude; at times involving fixed, repeated sequences of actions, at other times not. People engage in rituals with the intention of achieving a wide set of desired outcomes, from reducing their anxiety to boosting their confidence, alleviating their grief to performing well in a competition – or even making it rain.

Recent research suggests that rituals may be more rational than they appear. Why? Because even simple rituals can be extremely effective. Rituals performed after experiencing losses – from loved ones to lotteries – do alleviate grief, and rituals performed before high-pressure tasks – like singing in public – do in fact reduce anxiety and increase people's confidence. What's more, rituals appear to benefit even people who claim not to believe that rituals work. Recently, a series of investigations by psychologists have revealed intriguing new results demonstrating that rituals can have a causal impact on people's thoughts, feelings, and behaviors.

Despite the absence of a direct causal connection between the ritual and the desired outcome, performing rituals with the intention of producing a certain result appears to be sufficient for that result to come true. While some rituals are unlikely to be effective – knocking on wood will not bring rain – many everyday rituals make a lot of sense and are surprisingly effective.

Activity 3:



Dining Etiquette



A. Napkin B. Salad Fork C. Dinner Fork D. Fish Fork
 E. Soup Bowl F. Soup Plate G. Dinner Plate H. Dinner Knife
 I. Fish Knife J. Soup Spoon K. Bread Plate L. Butter Knife
 M. Dessert Spoon N. Dessert Fork O. Water Goblet P. Red Wine Glass Q. White Wine Glass

- Immediately place napkin in your lap.
- For silverware, work your way from the outside in, towards the plate.
- Wait for everyone to receive their food before eating.
- Pass condiments to the right.
- Once used, do not place silverware on the table.
- When cutting, only cut a small amount at a time.
- When you are finished, place the silverware at 5 o'clock/10 o'clock as pictured.



Session IX & X

Etiquette & Civic sense

Etiquette refers to a code of rules governing behavior in society and includes a sound knowledge of ethics apart from manners. Etiquette can be acquired through a conscious learning of what constitutes decent behavior. But in the course of time, etiquette should become a part of unconscious behavior and should appear as his personality. Each society may be characterized by its distinct etiquette while it is also possible for different cultures in a society to have its own set of convention and social norms. Etiquette may be of different kinds such as social etiquette, business etiquette, office etiquette, computer etiquette and so on.

Why Etiquette?

- Etiquette helps to forge relationships with people. It shows respect for others and in turn earns love and respect from them.
- A lapse in etiquette may offend the other person and may result in a breach of friendship or may even cost a person his job.
- It is important to get acquainted with the etiquette of the place or culture one is likely to visit as each country and culture has its own set of rules to judge personal behavior in society. In a way, a man's etiquette can make or break his fortune.
- Violations of etiquette, if severe,
 - Can cause public disgrace.
 - In private hurt individual feelings.
 - Create misunderstandings or real grief and pain.

Etiquette applies to our behavior in different situations such as family, social situations, dining, business and others.

Family Etiquette

The place to start with etiquette is at home with the family. You will also learn that your friend/colleague/spouse/stranger responds better when you say, "Please," and, "Thank you," than when you issue an order and refuse to acknowledge cooperation. Children who are taught good manners and to respect their parents take their lessons out into the world.

Basic etiquette rules for family members:

- Respect each other's personal space.
- Respect each other's belongings.
- Don't interrupt when someone else is talking.
- Be on time for dinner.
- Say "Please" and "Thank you."
- Don't text or talk on your mobile during a family meal/gathering.

- Chew with your mouth closed.
- Don't yell or call each other names.
- Pick up after yourself so someone else doesn't have to do it.
- Listen to parents and do what they say.

Social etiquette

Social etiquette involves how you behave out in the public, with friends and strangers, whether you are at someone's home or at the bus stop, in a bus, public building, train, plane, temples, functions & celebrations. It prevents you from being embarrassed later by behavior that was unbecoming or offensive.

Basic social etiquette rules:

- Always be punctual. Showing up late is rude and shows a lack of respect for other people's time.
- Make eye contact when you are in a conversation with someone. Avoid looking over the other person's shoulder unless you see potential danger.
- Never interrupt the other person.
- Give and receive compliments graciously.
- Refuse to gossip with and about friends. After all, if you share gossip with someone, that person will wonder what you are saying behind his or her back.
- Hold doors for anyone who seems to be struggling, including the elderly, physically challenged, and parents with young children.
- When you are invited to a party, don't show up empty-handed.
- If you are sick and contagious, let the other person know. It is generally best to postpone your plans and reschedule after you are feeling better, since it is rude to knowingly expose your friends to illness.
- Pay your share when you are with a friend or group.

CIVIC SENSE

What is Civic Sense?

Civic sense is nothing but social ethics. It is consideration by the people for the unspoken norms of society. A lot of people assume that civic sense is just about keeping the roads, streets and public property clean. But civic sense is more than that; it has to do with abiding the laws, respect for fellow men and maintaining correctness in public places. A lot of foreign countries function in a smooth manner because of the strong civic sense amongst its people. With the exception of a couple of lessons in school, not a lot of attention is given to civic behaviour. Schools and homes do not teach their children about the importance of civic sense and how it could make a difference to the country as well as the quality of their lives.

Joel Westheimer and Joseph Kahne define three types of citizens –

1. Personally responsible
2. Participatory
3. Justice oriented

□ **Personally-responsible Citizen** is one that develops solid character traits such as honesty, responsibility and respect for the law.

□ **Participatory Citizen** not only sees themselves as possessing the good character traits of citizen, this person also believes understanding the structures of government, voting in elections and volunteering in the community.

□ **Justice Oriented Citizen** fights for the underprivileged in societies and often are willing to suffer personal harm in their fight for justice. While this might sound great, sometimes this citizen can get so focused on their fight that they lose sight of the larger society and the means to create effective change.

Qualities of a good citizen

1. Contributes to Society and Community/ Performs Civic Duty Loves his/her country/ exhibits patriotism, courtesy and respect for the rights of others; trust worthy and honest; is tolerant, accountable and has moral courage, responsibility and self-discipline
2. Pays Tax: It is government's job to provide us basic facilities, such as electricity, gas, water supply and telephone etc and in return we have to pay the tax in order to help our government.
3. They make the town a better place by cleaning it up.
4. A good citizen cares about the common good respecting the cultural heritage of her country.
5. Voting: The most important duty as well as right citizens have is the right to vote. By voting, the people have a voice in the government.

6. Good citizens keep away from such activities that may harm the interests of their fellows.
7. A good citizen is someone who respects others and their property. He/she is helpful and considerate, willing to put others first. He/she listens to the views of others and thinks about what they have to say. He/she helps people who are not in a position to help themselves. He/she respects the environment and does not damage it in anyway. He/she works hard. He/she is well mannered and pleasant. He/she is always willing to learn
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.

Etiquette and civic sense play a very important role in how other people perceive you so take the trouble to learn about etiquette in different situations and be conscientious in developing your civic sense.

Activity 1 : Role play behavior in different situations

Annexure I

Role Playing

In role playing, some members act out a real-life situation in front of the group. There is no script or set dialogue; members make up their parts as they go along. The group then discusses the implications of the performance as it relates to the situation or problem under consideration.

Role playing may be used ...

1. To examine a delicate problem in human relations.
2. To explore solutions to an emotion-laden problem.
3. To provide insight into attitudes differing sharply from those of the participants.

Some advantages

1. A dramatic way to present a problem and stimulate discussion.
2. It can provide clues to possible solutions and explore them without the dangers inherent in a real-life trial and error approach.
3. It gives the players a chance to assume the personality of another human being — to think and act like the other person.

Some limitations

1. Some may be too self-conscious or self-centered to act successfully in role playing. Others may be shy and fear being made ridiculous before the group.
2. Role playing before large audiences is less effective because of the psychological effect of the large group upon the players.

Physical requirements

1. A room large enough to provide seating so all members of the group may see the action. No stage or platform is necessary with groups of 30 or fewer. Costumes or elaborate props are not necessary.

Procedures

1. The group clearly defines the problem or situation before role playing begins; the scene is set by the group leader with the help of the group.
2. Select players just before role playing begins; do not warn them in advance, although a brief warmup period may be needed to throw off self-consciousness and help the players get in the spirit.
3. The leader should allow the action to proceed only so long as it contributes to understanding (usually 5 to 10 minutes).
4. After discussion, a second set of actors may be chosen and the scene replayed.

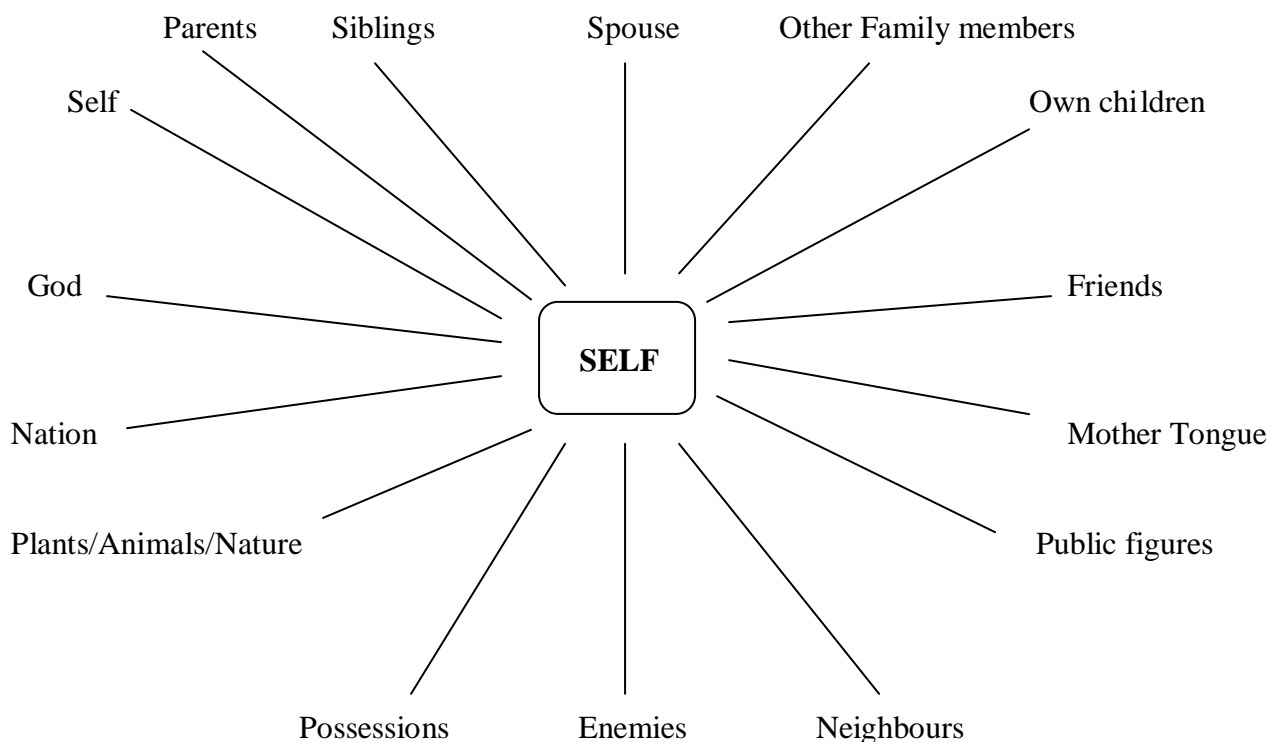
Session XI

Family Love, Marriage & Sexuality

What is Love?

Love covers a wide range of relationships. It can be permanent deep life commitment or can be a chance encounter. It may refer to the richest form of giving and receiving or it may refer to a self-centered seeking of one's own pleasure by treating others as a mere object.

Activity 1: Write down what comes to your mind when we say "Love"



Is it possible to apply "Love" in these relationships? Can you redefine Love in this context?

There is a lot of emphasis in the media especially in movies about boy-girl relationship which may mislead and disturb the minds of youth so it is critical at this age to understand the true meaning of love.

Components of Love:

The following are four of the major theories proposed to explain love and other emotional attachments.

Liking vs. Loving

Psychologist Zick Rubin proposed that romantic love is made up of three elements: attachment, caring and intimacy.

Attachment is the need to receive care, approval, and physical contact with the other person.

Caring involves valuing the other person's needs and happiness as much as your own.

Intimacy refers to the sharing of thoughts, desires, and feelings with the other person.

Compassionate vs. Passionate Love

According to psychologist Elaine Hatfield and her colleagues, there are two basic types of love: compassionate love and passionate love.

Compassionate love is characterized by mutual respect, attachment, affection and trust. Compassionate love usually develops out of feelings of mutual understanding and shared respect for one another.

Passionate love is characterized by intense emotions, sexual attraction, anxiety, and affection. When these intense emotions are reciprocated, people feel elated and fulfilled. Unreciprocated love leads to feelings of despondence and despair. Hatfield suggests that passionate love is transitory, usually lasting between 6 and 30 months.

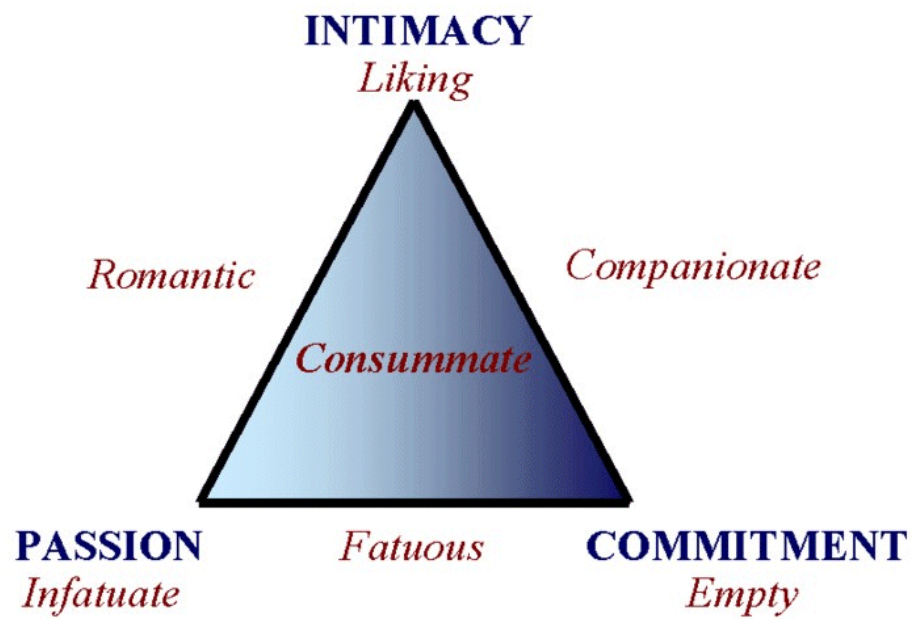
Hatfield also suggests that passionate love arises when cultural expectations encourage falling in love, when the person meets your preconceived ideas of an ideal love, and when you experience heightened physiological arousal in the presence of the other person. Ideally, passionate love then leads to compassionate love, which is far more enduring.

Triangular Theory of Love

Psychologist Robert Sternberg proposed a triangular theory suggesting that there are three components of love: intimacy, passion, and commitment. Different combinations of these three components result in different types of love. For example, a combination of intimacy and commitment results in compassionate love, while a combination of passion and intimacy leads to passionate love.

According to Sternberg, relationships built on two or more elements are more enduring than those based upon a single component. Sternberg uses the term *consummate love* to describe a combination of intimacy, passion and commitment. While this type of love is the strongest and most enduring, Sternberg suggests that this type of love is rare.

STERNBERG'S TRIANGULAR THEORY OF LOVE



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Session XII

Marriage:

Stage of Life: According to all religions marriage is a stage in life of individuals and part of the growth process of human beings.

Longer Life Span . Various studies have indicated that happily married men tend to outlast their single counterparts. For example, a 2006 study performed by University of California researchers contended that single people are five times more likely to die of infectious disease, nearly 40% more likely to die of cardiac problems and twice as likely to die accidentally. Other studies suggest that the rate of mortality is a whopping 250% higher among single men than it is among married men.

Economical: Being married means sharing expenses and splitting the costs of major purchases. Marriage means you can afford the things you could never afford on your own; it means a better home, a better car, a better vacation, and cooler stuff.

Family: Marriage promotes the common good by building families and raising children. Every day that goes by is about selfless acts in nurturing children. Families provide the support necessary to bringing up children and training them to be good citizens and human beings. Families provide support to all its members irrespective of age and marriage is the beginning of a family.

Companionship: Marriage is an investment in your future. You get to make a long-term investment in one person, building a deep, abiding love that has the potential to last a lifetime.

Caring for needy and elderly – Family provides the wherewithal to care for needy individuals like children and the elderly with love and compassion.

Types of Marriage: Love versus arranged marriage.

Learning Experience 2: Debate on the above topic.

Success in Marriage: can be achieved by following the adages:

1. Love Comes First: Physical love is good, but there has to be genuine spiritual love also in your heart.

2. Narrow the Gulf: Whether it is a love marriage, arranged marriage or forced marriage, differences are bound to arise. Both of you come from different backgrounds, upbringings and environments. You must be ready to overlook the sharp differences, lapses or shortcomings.

3. Forgive & Forget: Remember, to forgive is divine, and keep doing it, even if you have to repeat this process for infinite times.

4. Begin the Day Cool: Early in the morning, both spouses should try to remain calm and cool. No discussions or arguments in the early morning hours.

5. Silence Can Save: When you leave home for work in the morning, be at your best behavior. If one of you is provoked or complains, silence is the best answer. Conversely, you can say, "We will discuss it in the evening".

6. Inquire & Appreciate: After you return home, inquire and take interest in one another's activity during the day: "How was your day?" You must show your genuine appreciation and sympathy. Top it with a pleasant smile.

7. Listen & Sympathize: Do listen to your spouse attentively and sympathetically. Never ignore. Even at your place of work, if you get a telephone call from your partner, be polite and courteous, in spite of your busy schedule.

8. Don't Forget to Compliment: Make use of "Thank you", "Well done", "You have done a good job", and "I am sorry", as frequently as is necessary. Be generous in your praise and compliments.

9. Don't Compare: Do not enter into comparisons. No one is 100% perfect or 100% imperfect. We all have flaws and shortcomings. Always look at the good qualities of your spouse.

10. Keep Smiling: Be cheerful and smile away your problems. Give a smile as often as you can.

Session XIII

Family values -

How do you define family values? In our home family values are rules or ideals that, as a family, we agree to live by and stay true to. The list of essential family values would be a mile long no doubt and the top 10 lists for each family would be as unique as the one that came up with it.

A suggested list is as follows –

1. **Belonging.** It is important that each member of my family feel that they are loved, that they belong and that they matter.
2. **Flexibility.** The more flexibility you have in decision making, for example, the happier your family will be for it.
3. **Respect..** It means acknowledging and valuing everyone's thoughts, feelings and contributions to the family as a whole.
4. **Honesty.** Without honesty a deeper connection will not form and certainly won't last.
5. **Forgiveness.** Forgiving people who have wronged you is an important choice to make.
6. **Generosity.** Giving without thinking "what's in it for me" is an important value for anyone wanting to be a responsible, contributing member to society.
7. **Curiosity.** it's important to encourage and push our kids and even ourselves to be curious about things. Rarely should we ever just take someone's word for it.
8. **Communication.** A failure to communicate will likely lead to unhappiness and misunderstandings
9. **Responsibility.** Setting out individual responsibilities for family members works to instill this quality in everyone.
10. **Traditions.** are what make a family unique, they draw people together and create a sense of belonging for everyone.

It is the responsibility of parents to make sure that family members interact with one another and decide what values are important to them.

Threats to family life –

Learning Experience 3: Group Discussion on the above topic

Session XIV – Lecture on Sexuality by a medical professional

* * * *

Value Education Instruction Manual

(IV Semester)

Resourced

By

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&

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Value Education – IV Semester

Syllabus - Paper II

I. Social Values (5 sessions) (Pp 5-22)

Social Awareness- Sensitization towards gender equality, physical challenges. Intellectually challenged. Respect to age, experience, maturity, family members, neighbors, co-workers, public property. Pity and probity, self-control, universal brotherhood, social sense and commitment. Consumer awareness. Right and responsibilities. Redressal mechanisms.

Social issues- domestic violence, gender inequality, dowry, beggary and child marriage.

II. Professional Values and Ethics (3 sessions)(Pp23-36)

Definition of profession- character of a professional- characteristics of professional of a professional style- professional values- knowledge thirst, sincerity in profession, regularity, punctuality and faith. Honesty, integrity, transparency, accountability, confidentiality, objectivity, respectfulness and obedience to the law.

Work ethics- implementation- internal and statutory.

Introduction to intellectual property law, cyber law, copyrights. Plagiarisms- definition, types, prevention and checks.

III. Business Ethics (2 sessions) (Pp 37-41)

Definition- some values: Honesty, integrity, responsibility, quality, trust, respect, teamwork, leadership. Corporate Citizenship, Shareholder value- individual, corporate and international perspectives.

IV. National Values (1 session) (Pp 42-47)

Constitutional or National values- Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity. Patriotism- national integration and international understanding.

V. Universal Values (1 session) (Pp 48-53)

Effects of international affairs on values of life. Issues of Globalization- modern warfare- terrorism. Environmental issues- mutual respect of different cultures, religions and their beliefs.

SUCCESSFUL

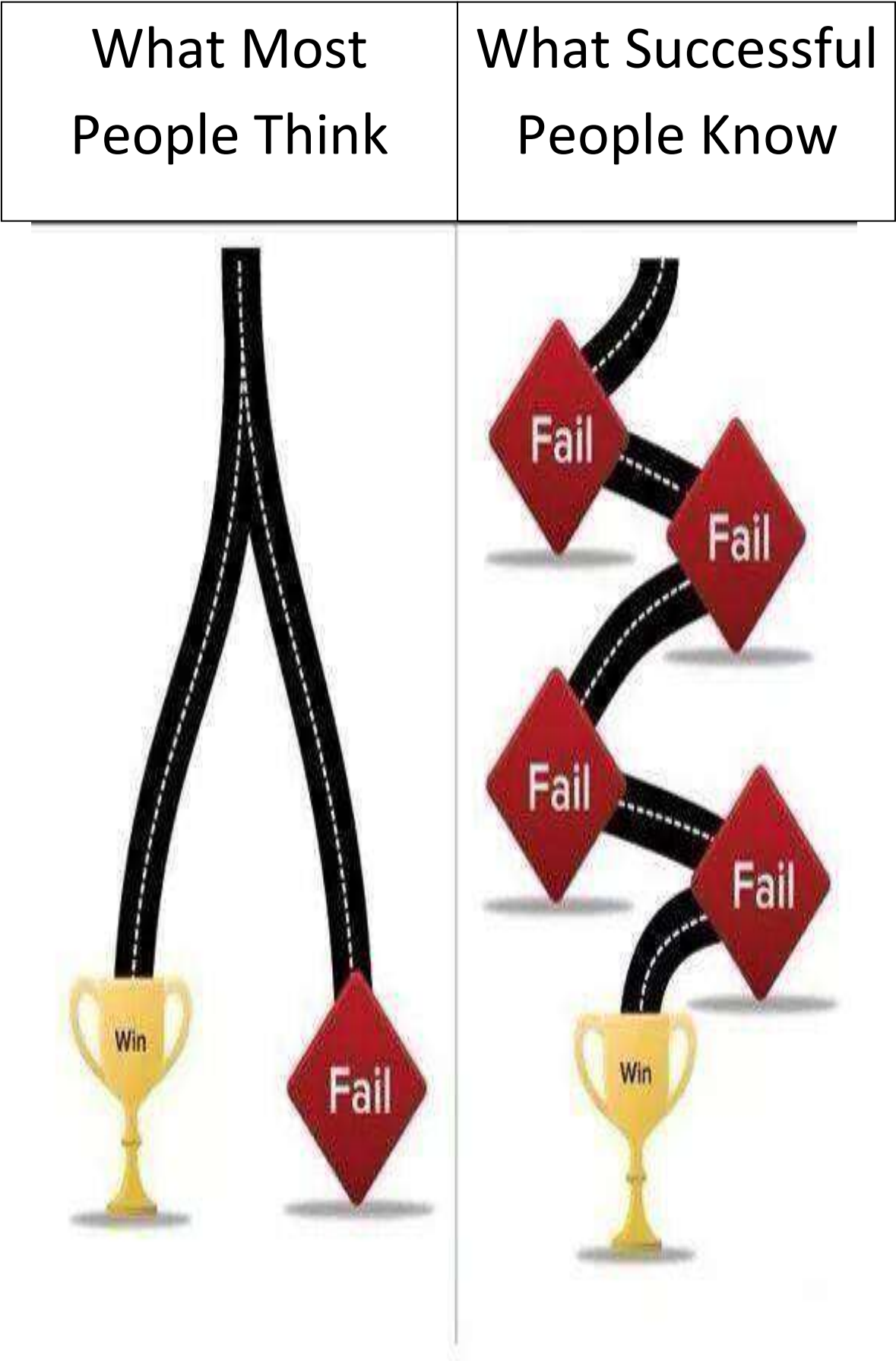
PEOPLE



UNSUCCESSFUL

PEOPLE





Failures are the stepping stones to success!

Unit I - Social Values

SV Session I :

Self-Control

Self-control is the ability to control one's emotions, behavior, and desires. In Psychology it is sometimes called self-regulation. Self-control in behavior is necessary to achieve goals and to avoid impulses and/or emotions that could prove to be negative.

Developing Self-control:

1. **Practice delayed satisfaction.** Self-control is about learning to decline immediate satisfaction and waiting for things when the time is right.
2. **Practice everything in moderation.** Enjoying all things in life in moderation is essential. It means doing the activities that fit into the time you have, rather than multi-tasking yourself to the ground.
3. **Refuse to resort to cursing and raging.** Self-control is about calmly and slowly identifying the cause of your distress and irritation and addressing it with realistic responses. Instead of cursing and shouting find calm and constructive outlets to deal with your concerns.
4. **Take up sports or activities that teach you inner focus.** Consider activities such as the martial arts, yoga, meditation, etc. as forms of self-centering and learning to develop and depend upon your inner strength.
5. **Think before you speak or act.** Self-control requires thought and not reacting in the heat of the moment. Practice this in order to perfect it, so as to enable you to respond reasonably quickly to situations in a level-headed manner without resorting to immediate gut reaction behavior.
6. **Always think,** think, think...

Learning Activity 1: (Between neighbors) Do you have self control? Give one example

SOCIAL SENSE AND COMMITMENT- BEING SOCIALLY RESPONSIBLE

“We cannot live only for ourselves. A thousand fibers connect us with our fellow men.”

- Herman Melville

Socially responsible individuals demonstrate “community-mindedness” in their responses to school, college, local, national, and global issues and events. This approach is the foundation of a functioning and flourishing democratic society. Individuals are expected to “develop a sense of social responsibility and a tolerance and respect for the ideas and beliefs of others”

Being socially responsible requires people and organizations to behave ethically, morally and with sensitivity toward social, cultural, economic and environmental issues. Socially responsible individuals demand communities, companies and organizations to become more socially responsible in tackling social issues. Social responsibility begins with social awareness.

Striving for social responsibility helps individuals, organizations and governments to have a positive influence on development, business and society.

Social Awareness- is the active process of seeking out information about what is happening in the communities in which one is placed. Developing social awareness involves learning about the dynamics of social relationships between individuals, groups and communities.

Learning Activity 2: Identify any two social issues that happened in the recent pastt which highlights a positive and a negative aspect of relationship between individuals/ groups/ community.

A socially aware individual values human rights and acknowledges the importance of harmonious social interaction for the developmental progress of human beings. Daniel Goleman* considers it to be one of the important components of Emotional Intelligence and Stephen Covey** lists it as one of the Seven Habits of Successful people.

How to develop Social Awareness?

- By developing certain personal qualities –
 - Improve your listening skills
 - Pay close attention to interactions with other people. Be aware of what they say and do
 - Identify other people’s emotional states
 - Think about your feelings
 - Think before you answer and give clear answers
- Consider the needs of individuals and develop sensitivity to the needs of others e.g. needs of older individuals in order to build tolerance for diverse viewpoints
- Examine your role in conflicts. Develop conflict resolution skills. E.g. your role when two of your friends are fighting.
- Increase your sensitivity to social justice (Child labour) and harmony (religious wrangles)
- Educate yourself on social issues like dowry, rape etc.
- Step out of your comfort zone to experience unfamiliar group in order to build tolerance for diverse viewpoints. e.g. spend time in a village
- Practice compassion; develop empathy.
- Commit to a social awareness project/program
 - Serve in your community
 - Engage in social activity on a daily basis
 - Practise speaking in defense of others.
- Ask others to support your efforts to become socially more aware

Learning Activity 3: List the names of local/national organizations that work to address social issues through group discussion or brain storming. Mention two organizations you would like to work with and why.



***Daniel Goleman** in his book Emotional Intelligence: Why it Can Matter More Than IQ shows precisely how emotional intelligence can be nurtured and strengthened in all of us.

****Stephen Covey** - <https://www.stephencovey.com/7habits/7habits.php>

SV Session II

Sensitization to Social Situations

Sensitization towards Gender Equality

Learning Activity 1: The facilitates should ask the students to list **five** most important qualities and responsibilities of men and women in their notebook. Prepare two columns on the Board and write the **seven** most common qualities under each heading.

- Do all the students agree about the correctness of these lists – discuss.
- Switch the column headings and note the reaction.
- Ask them to label the qualities as coming from ‘nature (N)’ or ‘culture (C) or Culture & nature (CN).

Gender equality, also known as sex equality, gender egalitarianism or gender equity refers to the view that men and women should receive equal treatment, and should not be discriminated against, based on gender, unless there is a sound biological reason for different treatment. The importance of gender equality is highlighted by its inclusion as one of the 8 Millennium Development Goals that serve as a framework for halving poverty and improving lives.

The Constitution of India not only ensures gender equality in its preamble as a fundamental right but also empowers the state to adopt measures of positive discrimination in favor of women by ways of legislation and policies. India has also ratified various international conventions and human rights forums to secure equal rights of women. The Constitution of India ensures equal rights for women and men in the field of health, education, employment, politics, and all other areas but unfortunately all segments of the society are not fully aware of this and so women face discrimination due to forces of culture. It is essential for young women to become aware of their rights and ensure that the men in their family especially their brothers and sons are sensitized to this.

Learning Activity 2: Brainstorm some methods to sensitize the men in your families to gender equality

Sensitization towards Differently - abled (Physical & Intellectually Challenged)

Learning Activity 3: An open area or large hall is required. Ask the students to pair up and one of them is blindfolded while her partner safely guides her across the classroom, avoiding obstacles like chairs, platform, etc. Repeat the activity with roles of the partners reversed.

The dictionary definition of disability is incapacity or the inability to function normally, physically or mentally. There are many types of disabilities and some of them are:

1. Physical disability
2. Sensory disability
 - Vision impairment
 - Hearing impairment
 - Olfactory and gustatory impairment
3. Intellectual disability
 - Mental health and emotional disabilities
 - Developmental disability
 - Invisible disabilities

People with such disabilities are often not seen as full citizens of society. Person-centered planning and approaches are seen as methods of addressing the continued labeling and exclusion of socially devalued people, such as people with disabilities, encouraging a focus on the person as someone with capacities and gifts as well as support needs.

A **physical disability** (Paraplegia, Quadriplegia, Multiple sclerosis (MS), Hemiplegia, Cerebral palsy, absent limb/reduced limb function, Dystrophy, Polio) is one that affects a person's mobility or dexterity and may require some sort of equipment for assistance with mobility and require minor environmental adaptations to be made to allow them to take part in the society fully.

Intellectual disability (ID) or learning disability or general learning disability is a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning (reasoning) and deficits in two or more adaptive behaviors. Someone with intellectual disability has limitations in two areas. These areas are:

- **Intellectual functioning:** Determined by the person's IQ, this refers to a person's ability to learn, reason, make decisions, and solve problems.
- **Adaptive behaviors:** These are skills needed for day-to-day life, such as ability to communicate effectively, interaction with others, and self-care.

How to Interact with People who have disabilities

Socializing with people with disabilities need not be different from any other interactions, but if you're not familiar with a given disability, you might fear either saying something offensive or doing the wrong thing by offering assistance.

Understanding Proper Interactions

- **Realize that disability is universal.** The idea that most people are 'normal' and a few are disabled is a faulty one. Think about the friends or family members you know with disabilities; example, arthritis or other physical limitations and are unable to walk up stairs.
- **Be aware that most people with disabilities have adapted to them.** Some disabilities are present from birth, while others occur later in life probably due to an accident or illness, but whichever way most people learn to adapt and take care of themselves.
- **Place yourself in their position.** How do you want others to treat you? Talk to people with disabilities as you would anyone else. Never stare at them and don't focus on their disability.
- **Don't be afraid of asking what disability a person is dealing with.** If you feel this might help you make a situation easier for them (like asking a person if they would prefer to take the elevator with you instead of the stairs if you see they have trouble walking), it is appropriate to ask questions. Make sure that your questions are not interfering, but helpful.
- **Remember that age and disability do not have to be related.** The young can have disabilities, and many old people are disability-free.
- **Very importantly, be respectful.** View others as people, not impairments.

Interacting Appropriately

- Never talk down in a condescending fashion. Use a regular speaking voice and vocabulary, and talk to them normally. It is, however, proper to slow down your speech for someone who is hearing or cognitively disabled.
- Avoid names like idiot, moron, retard, cripple, midget, and the like at all times, and particularly around someone who is disabled. Be careful not to identify them by their disability instead of by their name or role.
- If you're speaking with someone who has a nurse to help, or someone who is deaf and has a sign language interpreter, you should still always speak directly to the person who is disabled. If you're speaking to someone in a wheelchair, try to get on their level so that you are speaking face to face, rather than downwards at them.
- Don't play with their service dog. Don't give a service dog food or treats of any kind.
- Avoid playing with their wheelchair or walking device or hand-held translator or an oxygen tank. Unless you're asked to help someone by pushing or moving their wheelchair, you should never touch or play with it.
- Ask if you can be of assistance to them, as appropriate. Never act as if you have not noticed them. Be friendly, be considerate and be supportive.
- Don't be afraid to offend anyone as long as you are polite and courteous. You don't have to be embarrassed at being interested in people.
- Avoid getting in the way. Move out of the way when you see someone attempting to steer a wheelchair or using a cane or a walker. Don't barge into their personal space but if they want assistance, be prepared to give it.
- People with disabilities and conditions are vulnerable to bullying, abuse, hate crime, unfair treatment and discrimination. Help them to resist and if necessary report it to the authorities until they are taken seriously.
- Some people customize their assistive devices - canes, walkers, wheelchairs etc. Complimenting someone on an attractively designed cane is perfectly fine.



Instruction to Teacher: *Tell the students to read the next chapter before coming to college for the next class. Stress the importance of it.*

Showing Respect

SV Session III & IV:

“Respect for ourselves guides our morals; respect for others guides our manners”

— Laurence Sterne

What is Respect?

Respect means showing regard and appreciation for the worth of someone and includes respect for self, respect for the rights and dignity of all persons, and respect for the environment that sustains life. Respect prevents us from hurting what we have to value. A well mannered person learns to show respect to age, experience, maturity, family members, neighbors, co-workers, public property.

Instructions to Facilitator:

Divide the class into 5 or 10 groups and assign a topic (Indicated by Roman letters) to the groups using the lottery method. Let the groups study the topic assigned to them for 30 minutes and plan on a 10 mts presentation to the rest of the class. The outline of the topic is given but they may add to it from their knowledge levels. Each group should then present the contents in any way they wish- either as chart, role play, lecture or any other teaching strategy. The first group should make its presentation first during this session while the remaining five groups will present in the next session. Each presentation should be followed by a 2 mts discussion. The groups should be ranked according to the merit of their presentation and as a reward will be allowed to choose the topic in the order of rank assigned for the Evaluation assignment that will be taken up in the following two sessions.

I. Respecting Age

The elderly were earlier held in high regard and people often went to them for advice about love, marriage, child rearing, home remedies for illnesses and life itself. It's time for us to reconcile with our elderly population and recognize the value they provide to our society as a source of history and experience.

Simple things we can do to make our elderly feel loved and cared:

Here are some ways you can show respect to those who are older than you:

- Show Your Love.
- Make Eye Contact and Smile.
- Give Your Time and Attention.
- Show Good Manners.
- If there's an event taking place in the family, let them know why and when it's happening.

II. Respecting Maturity

Who is a Mature Person?

Mature person, in general, is defined as an individual who has achieved natural growth and development or attained the final or desired state. Mature person is able to lead life with high emotional intelligence that aids them to stay calm and think clearly during difficult moments.

Qualities of a Mature Person

If you want to be a mature person, strive to develop these basic four qualities of a mature person:

1. Live with Integrity

2. Be Responsible

3. Develop a Learner Attitude

4. Be Available

In life you will come across many mature people who are younger than you and it is necessary for you to respect them in order to establish your level of maturity.

Some tips are as follows -

1. Ask Questions. Tell the Truth.
2. Follow proper etiquette while addressing/ greeting them.
3. Do not interrupt, use foul or slang language.
4. Be reliable - If you miss appointments then they will feel that you do not respect them.
5. Use proper Body language –
 - Maintain Eye Contact but do not stare
 - Facial Expressions- calm, caring, and interested expression. Avoid signs of impatience or exasperation such as rolling your eyes.
 - Gestures can mean the difference between sending a message of trust and cooperation or defensiveness and hostility.
 - Posture reinforces alert and interested appearance
 - Tone of Voice
 - Appearance – well groomed and dressed appropriate to the occasion

III. Respecting Family Members

A family is continuously changing and growing, if not in numbers then in life experiences. Respect must be practiced in each new situation to establish and continue a pattern of respect among the family members. Sometimes the guidelines for respect are obvious; either they have been spoken out loud, shared, or demonstrated. Open communication is a prerequisite to develop a pattern of respect in the family. Members should be honest, straightforward, and trustworthy.

- Extend courtesies. Basic rules of etiquette extended to family members, show respect for them and make it easier for the younger generation to practice it outside too.
- While constructive criticism helps in personality development of family members it should not be dealt in public and one should avoid being judgmental.
- Defend your family. When you're in public, watch what you say about your family members and when confronted with criticism by others, protect your family.
- Give space and allow family members to make their own decisions and be there to support them when they don't turn out so well. Skip the "I-told-you-so" out of respect for your family members.
- Respect a family member's opinion and although you may not agree with it, continue to interact with that person.

IV. Respecting Neighbors

Despite the type of neighborhood you live in, there are still some basic manners and rules you should follow to be a good neighbor. The final goal is to live in peace and harmony, and even though that's not always possible, you can at least do whatever it takes to prevent conflicts and long-lasting enmity.

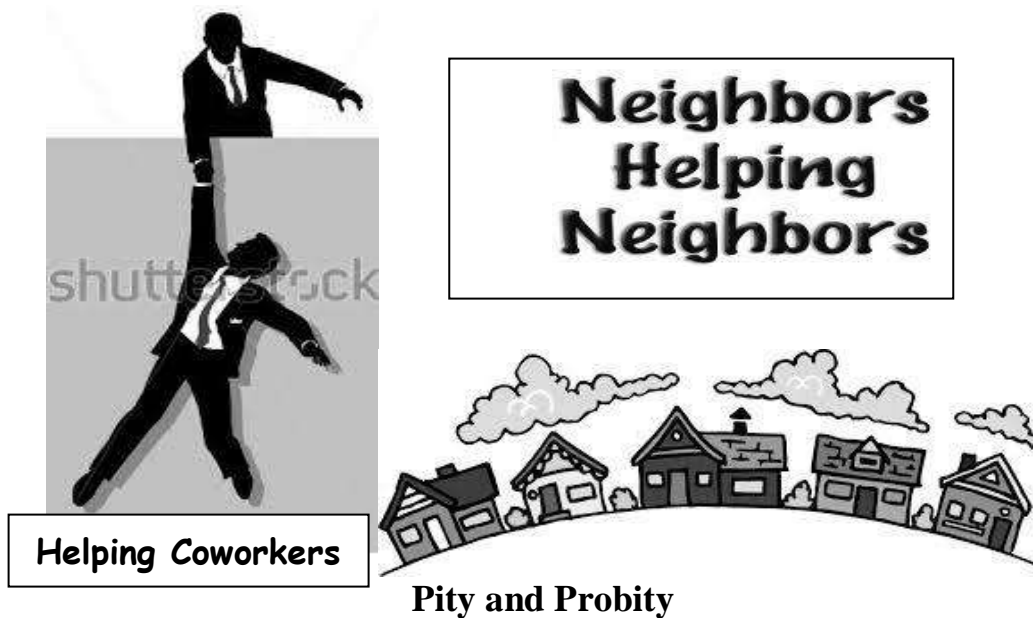
How to be a good neighbor:

- Observe and respect your neighbor's privacy and personal space.
- Try not to borrow anything, but if you must, return the item immediately after using it. If you break the item, pay to fix it or replace it.
- Don't be the neighborhood gossip which is rude.
- If you have an issue with a neighbor, go directly to that person and discuss it in an adult manner. Don't call the police unless you are threatened.
- If you and a neighbor have a misunderstanding, make an extra effort to make things right by shaking hands and at least being on friendly terms.
- Not everyone is a dog or cat lover, so show responsibility for your pets.
- Always try and keep noise levels at minimum. If a neighbor calls or comes over and asks you to tone down, be friendly and apologize. Then make an effort to quiet down.
- Be respectful of your neighbors when you are celebrating. If you are having a big party, you might as well invite the neighbors since it allows you to get to know your neighbors better, and you are much less likely to have complaints.
- Ask your guests to park vehicles in front of your house so they don't block someone else's driveway or use their parking spot in an apartment complex.

V. Respecting Public Property

Public property is something that is intended for public use and is not related to a particular individual and mostly is owned by the government. For example buses, rails, national parks, libraries (public), roads, monuments etc. Respect for public property is an indication of healthy community spirit. When people take pride in belonging to the community there is a natural desire to preserve its dignity and beauty. The very act of spoiling public property points to a deep rooted lack of identity and feeling of belonging. Other than the violent acts like arson and malicious damages there are other damages due to lack of civic sense. For example spitting on roads, throwing garbage on roads, causing harm to plants in the parks are all included in disrespecting public property.

Exercise: Identify and demonstrate at least ten methods of showing respect for public property.



Session V : (45 Minutes General Discussion on these two topics)

Pity means sympathy and sorrow aroused by the misfortune or suffering of another while probity means complete, confirmed **and** steadfast adherence to a strict moral or ethical code. "Natural crime" is basically conduct which offends the fundamental moral sentiments of pity (revulsion against the voluntary infliction of suffering on others) and probity (respect for property rights of others). The basic moral sensibilities exist in more or less advanced form in every civilized society and are, indeed, essential to the coexistence of individuals in society. Hence, the true criminal against whom society must make defense is he who has revealed the absence or deficiency of either or both these essential moral capacities.

Learning Activity 1: Discuss the Nirbhaya case from point of pity and probity. Think of cases where only one or the other is affected.

UNIVERSAL BROTHERHOOD

The term "Universal Brotherhood" is obviously an extension to the whole human family of the idea in the word "brother", a child of the same parents as is one. It suggests at once the thought of equal rights, common interests, mutual affection, and responsive care. Moreover, it rouses an exciting conception of what might be the state of things throughout the world if family kindness were the law of all life, if race and tribal enmities were ended, and if everyone felt a wrong committed on a foreigner as keenly as if committed on a relation. This is the true view of human unity, and a vivid apprehension of it would abolish national wars, social outrages, and personal injustice.

EFFECTS OF UNIVERSAL BROTHERHOOD

1. Love will take over in the minds of mankind and hatred will disappear gradually.
2. Everyone will think about the welfare of others
3. Man will give more importance to the higher values in life and will care less for material world.
4. "Service to Humanity is service to GOD" will become the motto of man.
5. The system of the whole Universe will become favorable and helpful to man

Learning Activity 3: Reflect on the different ways by which you can inculcate universal brotherhood. Discuss with class.

Evaluation Assignment (to be conducted during the last two classes of Value Education):

- Divide the class into 6/12 groups and assign one of the following topics to each group either by lottery method or any other method of your choice.
 1. Consumer awareness-Right and responsibilities. Redressal mechanisms.
 2. Social issues- Domestic Violence,
 3. Social issues- Gender Inequality,
 4. Social issues- Dowry,
 5. Social issues- Beggary and
 6. Social issues- Child Marriage.
- Tell them that each group will be given 10 minutes to present the TOPIC assigned to them. They may use any method such as role play, storytelling, lecture, chart presentation, PowerPoint or any other but the content should be conveyed to the rest of the class.
- Inform that this will be an evaluation exercise and they will lose their credit if they are absent or if it unsatisfactorily done.

Annexure 1

Basic Information for guidance of students and facilitator

Note : Students are advised to research further and present information that is not found here.

Consumer awareness. Right and responsibilities. Redressal mechanisms.

The understanding by an individual of their rights as a consumer concerning available products and services being marketed and sold. The concept involves four categories including safety, choice, information, and the right to be heard. The first declaration of consumer rights was established in the US in 1962. Consumer activist Ralph Nader is referred to as the father of the consumer movement.

Consumer Rights in India are listed below:

- The right to be protected from all kind of hazardous goods and services
- The right to be fully informed about the performance and quality of all goods and services
- The right to free choice of goods and services
- The right to be heard in all decision-making processes related to consumer interests
- The right to seek redressal, whenever consumer rights have been infringed
- The right to complete consumer education

Consumer Responsibilities

Consumer responsibilities refer to the responsibility of having awareness of the quality and safety of goods and services while purchasing and the responsibility to collect information available about a product or service and to update oneself with changes or innovations taking place in the market. It means the responsibility to think as well as make choices independently and consider immediate needs and wants. It refers to responsibility to speak out, and to inform manufacturers and governments of needs and wants and the responsibility to complain or inform business along with other people about discontentment with a product or service in an honest way. There should be Responsibility of being an Ethical Consumer and be fair and not engage in malpractices which make all consumers pay.

Consumer Complaints Redressal

A new cell known as the Consumer Grievances Redressal Cell (CGRC) was set up in 2002 in February for addressing the complaints made by the customers. The categories it deals with are

- High prices being charged for products and selling of goods which are defective.

- Handling grievances that are received by the Prime Minister's Office and the Cabinet Secretary regarding customer issues.
- Handling the complaints that are published in the newspaper.

Who Can File a Complaint?

A complain in relation to any goods or services may be filled by-

- A consumer
- Any voluntary consumer association registered under the Companies Act, 1956 or under any other law in force
- The Central Government or any State Government
- One or more consumers, where there are numerous consumers having the same interest
- In case of death of a consumer, his legal heir or representative
- A power of attorney holder cannot file a complaint under the Act.

What Constitutes a Complaint?

A complain means any allegation in writing made by a complainant that-

- An unfair trade practice or a restrictive trade practice has been adopted by any trader or service provider.
- The goods, bought or agreed to be bought by consumers, suffer from one or more defects
- The services, hired or availed of or agreed to be hired or availed by consumer(s), suffer from deficiency in any respect.

How to File a Complaint

- A complaint can be filed on a plain paper. It should contain-
- The name description and address of the complaints and the opposite party
- The facts relating to complaint and when and where it arose.
- Documents in support of allegations in the complaint.
- The relief which the complainant is seeking.
- The complaint should be signed by the complainants or their authorized agent.
- No lawyer required for filing the complaint.
- Nominal court fee.

DOMESTIC VIOLENCE

YOUR Personal Rights in a Relationship – whether it be family, marriage or friendship

Every individual has the right to -

- refuse requests without having to feel guilty or selfish.
- express feelings, including anger, as long as they don't violate the rights of others.
- be competitive and to achieve.
- have needs that are as important as the needs of other people.
- decide which activities will fulfill these needs.
- make mistakes and be responsible for them.
- have opinions that are given the same respect and consideration as others'.
- to change their mind.
- be independent.
- be treated with respect.
- be cooperative and giving and not be taken advantage of.
- be safe.

Forms of Domestic Violence

Physical:

- Inflicting or attempting to inflict physical injury; example: grabbing, pinching, shoving, slapping, hitting, biting, arm-twisting, kicking, punching, hitting with blunt objects, stabbing, shooting etc.
- Withholding access to resources necessary to maintain health; example: medication, medical care, wheelchair, food or fluids, sleep, hygienic assistance, forcing alcohol or other drug use etc.

Sexual:

- Forcing or attempting to force any sexual contact without consent.
- Attempting to undermine the victim's sexuality; example: treating him/her in a sexually derogatory manner, criticizing sexual performance and desirability, accusations of infidelity, withholding sex etc.

Psychological:

- Instilling or attempting to instill fear; example: threatening physical harm to self, etc.
- Isolating or attempting to isolate victim from friends, family, school, and/or work etc.

Emotional:

- Undermining or attempting to undermine victim's sense of worth; example: constant criticism, belittling victim's abilities, name-calling, insults, put-downs, etc.

Economic:

- Making or attempting to make the victim financially dependent; example: maintaining total control over financial resources including victim's earned income or resources etc.

Teen Dating Violence

Early Warning Signs

Researchers have identified several early warning signs that a dating relationship might be likely to turn violent. These warning signs include:

- Excessive jealousy.
- Constant checking in with you or making you check in with him or her.
- Attempts to separate you from friends and family.
- Insulting or putting down people that you care about.
- Is too serious about the relationship too quickly.
- Has had a lot of bad prior relationships - and blames all of the problems on the previous partners.
- Is very controlling. This may include giving orders, telling you what to wear, and trying to make all of the decisions for you.
- Blames you when he or she treats you badly by telling you all of the ways you provoked him or her. Does not take responsibility for own actions.
- Has an explosive temper ("blows up" a lot).
- Pressures you into sexual activity with which you are not comfortable.
- Has a history of fighting, hurting animals, or boasts about ill-treating other people.
- Believes strongly in stereotypical and conventional gender roles for males and females.

- You worry about how your partner will react to the things you say or you are afraid of provoking your partner.
- Owns or uses weapons.
- Refuses to let you to end the relationship.

What can you do if you notice these signs in your relationship?

- Trust your intuition and do not ignore the warning signs! If you believe there may be a problem in your relationship, you are probably right. Research has found that those who have a tendency to engage in relationship violence escalate their abuse over time, that is, it gets worse over time, not better.
 - Spend time with people you care about other than your partner. Stay in touch with your friends.
 - Keep up with activities and hobbies that you enjoy and that make you feel good about yourself.
- There are things you can do to ensure your safety at home and at school.

Understand that:

- You are not alone. The abuser often isolates the victim or threatens her with harm if she does tell anyone. As a result, many victims think that they are the only one involved with an abuser. It is a great relief to find out that there are many others dealing with abuse.
- The abuse is not your fault. Often the abuser blames the victim for the abuse. Perpetrators are always responsible for their actions and not the victims.
- If it feels scary, it's abuse. If you are touched in a personal way that feels scary, uncomfortable or bad to you, then it's abuse.
- Get some help & support for yourself. Most abusers refuse to seek help because they don't realize how bad their problem is and victims often feel too embarrassed or scared to seek help. Try to get help from friends, parents, teachers or organizations and remember that there are laws to protect victims, shelters for battered women, support groups, and sympathetic people willing just to listen.

Speak up if you suspect domestic violence or abuse

If you think, believe or suspect that someone you know is being abused, speak up! If you're hesitating—telling yourself that it's none of your business, you might be wrong, or the person might not want to talk about it—keep in mind that expressing your concern will let the person know that you care and that may even save his or her life.

Do's and Don'ts

Do:	Don't:
<ul style="list-style-type: none">• Ask if something is wrong• Express concern• Listen and validate• Offer help• Support his or her decisions	<ul style="list-style-type: none">• Wait for him or her to come to you• Judge or blame• Pressure him or her• Give advice• Place conditions on your support

GENDER INEQUALITY

Though the present scenario is different from what it was a few decades ago, this statement more or less aptly describes the condition of the woman in the society. Women's lives are shaped by customs that are centuries old.

Sociologically the word **gender** refers to the socio-cultural definition of man and woman, the way societies differentiate between men and women and assign them social roles. Gender is seen closely related to the roles and behavior assigned to women and men based on their sexual differences. The process of gendering begins at the time of birth itself by families and society. Many a time differences could be seen in the celebration of the birth of the son and the birth of a daughter; in some families, the birth of a son brings joy while the birth of a girl is filled with pain; sons are showered with love, respect, better food and proper health care. Boys are encouraged to be strong, tough and outgoing while girls are encouraged to be homebound and shy. All these differences are gender differences and they are created by society. Gender inequality obstructs the overall well-being because blocking women from participation in social, political and economic activities can negatively affect the whole society. Many developing countries including India have shown gender inequality in education, employment and health. It is common to find girls and women suffering from high mortality rates. There are vast differences in education level of two sexes.

The death of young girls in India exceeds those of young boys. Women face discrimination right from the childhood. Gender differences in nutrition are evident from infancy to adulthood. In fact, gender has been the most statistically significant determinant of malnutrition among young children and malnutrition is a frequent, direct or underlying, cause of death among girls below age 5. Girls are breast-fed less frequently and for a shorter duration in infancy. In childhood and adulthood, males are fed first and better. Nutritional deprivation has two major costs for women: they never reach their full growth potential, and suffer from anemia, which are risk factors in pregnancy. This condition complicates childbearing and results in women and infant deaths, and low birth weight infants. The tradition also requires that women eat last and least throughout their lives even when pregnant and lactating. Malnourished women give birth to malnourished children, continuing the cycle.

Women get less healthcare facilities compared to men. One way parents discriminate against their girl children is through neglect during illness. As an adult they tend to be less likely to admit that they are sick and may wait until their sickness has progressed far before they seek help or help is sought for them. Many women in rural areas die in childbirth due to easily preventable complications. Women are socialized to tolerate suffering and their unwillingness to be examined by male personnel is an additional constraint in their getting adequate health care.

The passing of Pre-natal Diagnostic Tech Act also is a step in removing gender discrimination. This Act seeks to end sex-determination tests and female feticide and prohibits doctors from conducting such procedures for the specific purpose of determining the sex of the fetus.

As persistent gender inequalities continue we need to reorganize and rethink concepts, policies and strategies for promoting women's dignity and rights. There is a need for new kinds of

institutions, incorporating new norms and rules that support equal and just relations between women and men. Today women are organizing themselves to meet the challenges that are hampering their development.

DOWRY

Mother, son held in dowry death case

Newlywed killed for dowry

Boys steal for sister's dowry, arrested

Dowry death: Husband, in-laws booked for woman's death

We come across news like this quite often and dowry is an important social issue that needs to be eradicated completely. Dowry is derived from the ancient Hindu customs of "kanyadan" and "stridhan". In "kanyadan", the father of the bride offers the father of the groom money or property, etc. whereas for "stridhan", the bride herself gets jewelry and clothes at the time of her marriage, usually from her relatives or friends. In "varadakshina", the father of the bride presents the groom cash or kind.

The dowry practice continues to rule society. The evil of the dowry system has spread in almost all parts of the country and sections of society. There are a number of causes for the prevalence of the dowry system, but the main one is that it is a necessary prerequisite for marriage. "No dowry, no marriage," is a general and widespread fear.

Furthermore, dowry as a phenomenon has gone further than the ceremony of marriage. Pregnancy, childbirth and other religious and family functions are occasions when such demands are made. There is demand for receptions in marriage palaces. Dowry rituals have now spread even to communities where they were unheard of. It has spread to different castes, crossed the boundaries of provinces and education and religion.

Official statistics show a steady rise in dowry crimes. Many women are killed every year in India over dowry. The Dowry Prohibition Act was passed with the idea of prohibiting this practice of demanding, giving and taking of dowry. The Dowry Prohibition Act clearly specifies that a person who gives or takes or helps in the giving or taking of dowry can be sentenced and punished. The Act also prohibits the giving and taking directly or indirectly any property or valuable security, any amount either in cash or kind, jewelry, articles, properties, etc. in respect of a marriage.

Despite numerous protests by various women's organizations, serious activism, legal amendments, special police cells for women, media support and heightened awareness of dowry being a crime, the practice continues on a massive scale. Women need real social, political, financial and moral support in their fight against the system. They have to be empowered so that they can take decisions about their own life by refusing to encourage the dowry system.

CHILD MARRIAGE

Child marriage in India has been practiced for centuries, with children married off before they attain physical and mental maturity. The problem of child marriage in India remains embedded in a complex setting of religious traditions, social practices, economic factors and deeply rooted prejudices. Regardless of where and how it began, child marriage represents a gross violation of human rights, leaving physical, psychological and emotional scars for life. Sexual activity starts soon after marriage, and pregnancy and childbirth at an early age can lead to maternal as well as infant mortality. Moreover, women who marry younger are more likely to experience domestic violence within the home.

Causes of Child Marriage

Child marriage has many causes: cultural, social, economic and religious. In many cases, it is a combination of these causes that results in the imprisonment of children in marriages without their consent.

Poverty: Poor families sell their children into marriage either to settle debts or to make some money and escape the cycle of poverty.

"Protecting" the girl's sexuality: In certain cultures, marrying a girl young presumes that the girl's

sexuality, therefore the girl's family's honor, will be "protected" by ensuring that the girl marries as a virgin.

Gender discrimination: Child marriage is a product of cultures that devalue women and girls and discriminate against them.

Inadequate laws: Many countries have laws against child marriage but the laws are not enforced properly.

Trafficking: Poor families are tempted to sell their girls not just into marriage, but into prostitution, as the transaction enables large sums of money to change hands.

Individual Rights Denied by Child Marriage

Rights undermined or lost by children forced to marry early are:

- The right to an education.
- The right to be protected from physical and mental violence, injury or abuse, including sexual abuse, rape and sexual exploitation.
- The right to the enjoyment of the highest attainable standard of health.
- The right to rest and leisure, and to participate freely in cultural life.
- The right to not be separated from parents against the child's will.
- The right to protection against all forms of exploitation affecting any aspect of the child's welfare.
- The right to eventual employment.

BEGGARY

Associated with the problems of poverty and unemployment is the problem of beggary which is a social problem of great magnitude and grave concern in developing countries. Begging is a problem for society because a large number of beggars means non utilization of available human resources and drag upon the existing resources of the society.

Generally we find beggars at rubbish dumps, road sides, and traffic lights and under flyovers. These beggars could be frail, crippled and mentally ill or they could be children, women and able bodied men. The line that separates beggars from the casual poor is getting slimmer. One survey reveals that begging as a livelihood wins over casual labour.

Almost every survey reports beggars as a largely satisfied lot unwilling to take up honest labour. Nearly 26%, in the Delhi School of Social Welfare survey claimed they were happy, 81% said that they do not face any problem during begging and only 15% stated humiliation from public

and police. A survey done in 2004 by the Social Development Centre of Mumbai revealed similar attitude. The majority of beggars see it as a profitable and practical profession.

There is no proper record of beggars in the country. Moreover the number of women and children is ever increasing. The biggest problem lies in the changing attitude towards beggars. The definition of beggar in the law states as anyone who appears poor. The anti-beggar legislation is aimed at removing the poor from the face of the city. The beggars who have spent years on the street find it very hard to live in confined space. There are provisions for vocational training in the government run beggar homes.

India as a nation needs to think for its begging population. With the nation aspiring to achieve world standards in every field, measures are needed to curb the begging problem in India. The solution calls for a comprehensive programme and reorientation of the existing programmes. Therapeutic and rehabilitative work must replace the Philanthropic approach to beggar problem.

Use resources available to learn more about the above topics!

Unit II - Professional Values and Ethics

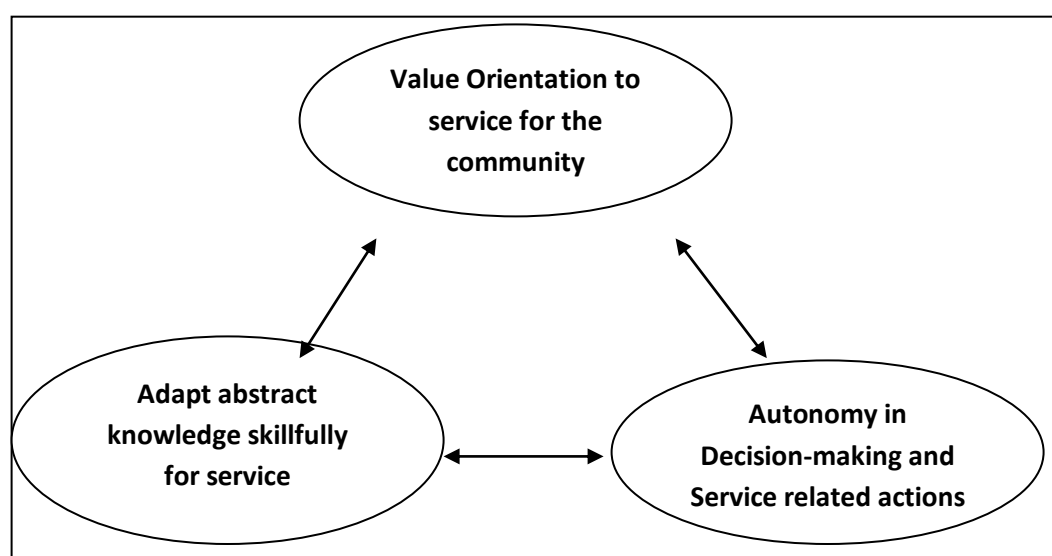
PV Session VI

(Lecture method interspersed with activities as indicated)

"If it falls to your lot to be a street sweeper, sweep streets like Michelangelo painted pictures, sweep streets like Beethoven composed music ... Sweep streets like Shakespeare wrote poetry. Sweep streets so well that all the host of heaven and earth will have to pause and say: Here lived a great street sweeper who swept his job well." Martin Luther King (Jr)

Profession is a paid occupation or a vocation which involves specialized educational training to help and provide service and to earn one's living. The individual should seek to obtain or retain a license to practice professional or vocational to provide evidence of good professional character.

Characteristics of a Profession:



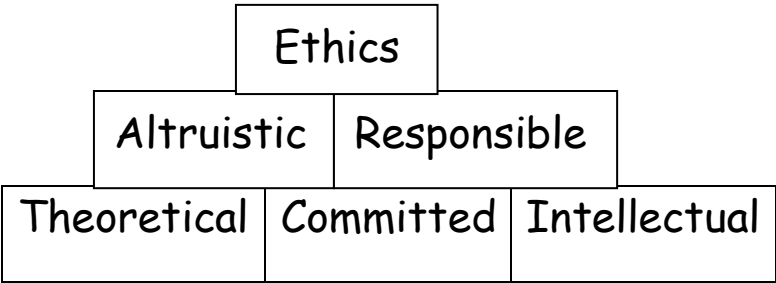
Learning Activity 1: *Mention some professions and some jobs which are not considered to be professions. Is this difference justified in modern world?*

Though only a few occupations like medicine, engineering and law were traditionally considered to be professions, all forms of employment in modern era may be considered to be professions since almost all require specialized training for various periods of time and all are involved in serving the community either directly or indirectly. Most jobs also entail autonomy in Decision-making and Service related actions. Character and professionalism are the traits that often separate individual workers from successful employees who rise to leadership roles. Employees who demonstrate strong work ethics, honesty and integrity are considered to have character. These employees generally enjoy good working relationships with their teams, managers and co-workers. It is therefore essential for all to be aware of professional values and the characteristics of professionalism in order to practice work ethics so necessary in the world of employment.

Characteristics of a Professional Style:

Theoretical:

- Practices critical thinking.
- Contributes to knowledge base.
- Shows appreciation for scholarship, research and theory.
- Presents the theoretical foundation of ideas and actions.
- Evaluates own professional practice in light of new conditions and knowledge.



Committed

- Spends time beyond the call of duty.
- Belongs to and takes an active part in professional organizations.
- Identifies with the profession both when it is praised and criticized.
- Articulates the profession’s philosophy and practice to the public.

Intellectual

- Reads current journals.
 - Keep abreast of technical advances.
 - Reads about own and related professions and specialties.
- Interacts with colleagues to gain new perspectives.
 - Participates in conferences.
 - Enrolls in courses regularly.
- Strives toward self-improvement.
 - Develops performance skills.

Altruistic

- Behaves unselfishly
- Devotes practice to the interests of others.
- Demonstrates motives for professional practice that are NOT selfish
- Shows respect for others.
- Shows positive attitude toward co-workers, children, adults, and community members.

Responsible

- Promises only what can be delivered.
 - Follows through on commitments.
 - Delivers on time.
 - Says “no” without guilt.
 - Is accountable for own actions.
- Supports the basic tenets of the profession.
 - Develops a philosophy and sound rationale for professional practice.
- Thinks before reacting.
 - Foresees possible outcomes of professional actions.
 - Makes decisions based on possibilities.
 - Considers the best interest of the client.

- ___ 16. Precision Work: Work in situations where there is very little tolerance for error.
- ___ 17. Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
- ___ 18. Security: Be assured of keeping my job, insurance, benefits, and reasonable financial reward.
- ___ 19. Fast Pace: Work in circumstances where there is a high pace of activity; work must be done rapidly.
- ___ 20. Recognition: Be recognized for the quality of my work in some visible or public way.
- ___ 21. Adventure: Have work duties that involve frequent risk-taking.
- ___ 22. Profit, Gain: Have a strong likelihood of accumulating large amounts of money.
- ___ 23. Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.
- ___ 24. Moral Fulfillment: Feel that my work is contributing significantly to a set of moral standards, which I feel are very important.
- ___ 25. Flexible Schedule: Have work responsibilities, which I can work at according to my own time schedule; no specific working hours required.
- ___ 26. Location: Be able to work in the geographic area of my choice.
- ___ 27. Status: Have a position that is considered highly ranked.
- ___ 28. Travel: Have a job that influences my ability or desire to travel.
- ___ 29. Free Time: Work the kind of schedule that allows me to pursue other personal activities.
- ___ 30. Advancement: Have access to opportunities for advancement and promotion.
- ___ 31. Self-Development: Have opportunities to advance my skills and abilities.
- ___ 32. Work Enjoyment: Have a job that gives me pleasure.

The key to this will be provided by the lecturer.

A code of conduct outlines “how to be professional”. The professional core values are:

1. Knowledge Thirst	2. Sincerity In Profession
3. Regularity	4. Punctuality And Faith
5. Honesty	6. Integrity
7. Transparency	8. Accountability
9. Confidentiality	10. Objectivity
11. Respectfulness	12. Obedience To The Law



* * * *

Work Ethics

PV Session VII

(Lecture method interspersed with activities as indicated)

“The highest reward for a person’s work is not what he gets from it, but what he becomes by it.”

- Thomas Carlyle

Work ethics refers to a group of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace. Generally, “being ethical” involves conducting yourself in accordance with accepted principles of right and wrong. Ethics is a matter of using integrity-based decision-making procedures to guide your decisions and actions at work place.

The Need for Ethics

If your workplace lacks ethical standards, your employer risks losing valuable employees and customers and possibly even more. Heavier penalties may be imposed on employers convicted of criminal wrongdoing if they cannot prove that they’ve made efforts to implement ethical measures to prevent and deter illegal conduct. Some of the primary forms of employee misconduct or unethical behavior include the following:

- ✓ Misrepresenting time or hours worked;
- ✓ Lying to supervisors;
- ✓ Lying to co-workers, customers, vendors, or the public;
- ✓ Misuse of your employer’s assets; and
- ✓ Lying on reports or falsifying records.

A code of ethics can provide guidelines for your conduct and help improve the overall atmosphere of your workplace and your employer’s workplace ethics policy deters employee misconduct, avoids conflicts of interest, helps keep you and your co-workers honest, and provides you with guidelines for resolving sensitive issues, and helps make clear that all employees are responsible for their unethical behavior.

Indicators of Work Ethics

www.smallbusiness.chron.com › [Managing Employees](#) › [Employee Morale](#)

Integrity stretches to all aspects of an employee's job. An employee with integrity fosters trusting relationships with clients, coworkers and supervisors. Coworkers value the employee's ability to give honest feedback. Clients trust the employee's advice. Supervisors rely on the employee's high moral standards, trusting him not to steal from the company or create problems.

Sense of Responsibility affects how an employee works and the amount of work she does. When the employee feels personally responsible for her job performance, she shows up on time, puts in her best effort and completes projects to the best of her ability.

Emphasis on Quality - Some employees do only the bare minimum, just enough to keep their job intact. Employees with a strong work ethic care about the quality of their work. They do their best to produce great work, not merely churn out what is needed. The employee's commitment to quality improves the company's overall quality.

Discipline - It takes a certain level of commitment to finish your tasks every day. An employee with good discipline stays focused on his goals and is determined to complete his assignments. These employees show a high level of dedication to the company, always ensuring they do their part.

Sense of Teamwork - Most employees have to work together to meet a company's objectives. An employee with a high sense of teamwork helps a team meet its goals and deliver quality work. These employees respect their peers and help where they can, making collaborations go smoother.

Actions to Avoid at the Workplace

- Having loud telephone conversations
- Showing up late for meetings
- Looking at a co-worker's computer screen over his or her shoulder
- Taking materials from a co-worker's desk
- Ignoring to say please and thank you
- Wearing too much perfume
- Chewing gum loudly
- Talking behind someone's back
- Asking someone to lie for you
- Blaming someone else when you are at fault
- Taking credit for someone else's work
- Asking a subordinate to do something unrelated to work, i.e. run errands
- Trying to convert others to your political or religious beliefs
- Opening someone else's mail; Sending unwanted email
- Telling unpleasant and offensive jokes
- Smoking in common areas
- Gripping about the company, boss, and co-workers
- Having a condescending attitude toward others

Principles of Positive Co-Worker Relationships

- **Respect People's Differences:** While it may be a challenge for some of us to work with people who don't think the way we do, everyone deserves to have his or her feelings and values respected.
- **Think Positive:** It's easier to talk and get along with people who are positive thinkers and not always talking negatively.

- **Acknowledge Your Co-Workers:** Say “Good Morning!” with a smile. You don’t need to have regular conversations with every co-worker, but acknowledge their presence and be positive when talking to them.
- **Listen:** Listen to your co-workers when they talk to you. You’ll never earn respect or understand others until you give them your full attention.
- **interrupt them,** ask first “Is a good time?” If your request is urgent, apologize for the disruption and keep your request concise.
- **Be Willing to Admit Your Mistakes and Apologize Gracefully:** Co-workers understand that mistakes happen, and that we don’t intentionally make them **Appreciate Others:** Just as you want support and appreciation each day, show the same consideration for your co-workers. Respect people’s time & priorities.
- **Help Out:** Don’t back out when you offer to do something extra or volunteer for a project.
- **Be careful,** however, that you don’t come across as someone who wants to do it all or someone who only knows the right way a project should be done.
- **Live Up to Your End of the Job:** Your employers have certain expectations of you and so do your co-workers. Always do your job to the best of your abilities. Don’t look for the easy way out or ask a co-worker to do a part of your job.
- **Be a problem solver** and remember to seek improvement in all you do.
- **We are all working under pressure and deadlines.** Respect your co-workers’ need for concentration. If you need to
- .

Learning Activity (15 minutes)

For this activity, the facilitator divides the class into 6, 9 or 12 groups such that each group consists of five members. Given below are three scenarios. So let’s how good a Boss you’re!

At the end of the session each batch should submit their completed grid to the facilitator, who will display the best three on notice board.

You're the Boss Scenario 1

Sally has come in late to work for the third time this month. Each time she was late, she was reprimanded. She always promises it is the last time.

Brainstorming: Circumstances that could cause you to ethically keep Sally as an employee:	Brainstorming: Circumstances that could cause you to ethically terminate Sally's employment:
Short story about ethically keeping the employee:	Short story about ethically terminating the employee:

You're the Boss Scenario 2

Tom works at a considerably slower pace than other employees. Furthermore, his completed projects often have several errors, causing you to ask another employee to redo it. You gave him the goal of completing seven projects each workday, and at day's end, he usually completes two or three.

Brainstorming: Circumstances that could cause you to ethically keep Tom as an employee:	Brainstorming: Circumstances that could cause you to ethically terminate Tom's employment:
Short Story about Ethically Keeping the Employee:	Short Story about Ethically Terminating the Employee:

You're the Boss Scenario 3

Casey has a negative attitude. She complains and snaps at everyone in the workplace so often, her coworkers avoid her at all costs. When Casey is present, her coworkers are quiet and visibly uncomfortable; however, she has an excellent performance record insofar as her job responsibilities.

Brainstorming: Circumstances that could cause you to ethically keep Casey as an employee:	Brainstorming: Circumstances that could cause you to ethically terminate Casey's employment:
Short Story about ethically keeping the employee:	Short Story about ethically terminating the employee:

Dignity of Labour

No work is superior or inferior in itself. Work is work and every work has some dignity attached to it. It is absolutely wrong to consider any work as high or low. It is improper for anybody to think that a certain kind of work is undignified or below his status. Since the very dawn of civilization man has been doing all kinds of work without any hitch and hesitation. All the religions of the world have enjoined man to do his work honestly. All the philosophers of the world have preached that work does not determine or undermine the dignity of man. The dignity of labour does necessarily cover manual labour i.e., physical labour or work done with hands. Great men have said that work is worship. In India there is a very wrong notion that labour or manual work is not meant for urban educated, rich and intellectual people and that it is meant only for rural, uneducated and poor people. This false notion very deep rooted among the urban elite makes them shun manual work because they think that manual work is the poor man's means of livelihood. This is a man made distinction and the work of a sweeper is as high, important and dignified as that of a doctor, engineer or teacher. Some sort of taboo or indignity is attached to persons who do manual labour. Carpenters, mechanics, masons, porters, and rickshaw pullers are looked down upon as inferior creatures. One of the important causes of the present problem of large scale educated unemployment is this spirit of aversion to manual labour. Every work is respectable, dignified and important. There is nothing wrong in the nature of any work; what is important is how one looks at it and does it. A dignified work becomes undignified if it is done in a wrong way and by unfair means. Rich and educated people owe a great responsibility in this regard. They must give up this false notion and should inculcate in themselves the idea of the dignity of labour. By doing so they would be doing a great service to themselves, their society and country.

* * *

Intellectual Property Law

(Lecture method interspersed with activities as indicated)

PV Session VIII :

Intellectual property law, very broadly, means the legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields. Countries have laws to protect intellectual property for a certain reasons. Generally speaking, intellectual property law aims at safeguarding creators and other producers of intellectual goods and services by granting them certain time-limited rights to control the use made of those productions. Intellectual property is traditionally divided into two branches, “industrial design” and “copyright.”

Industrial Design Right is an intellectual property right that protects the visual design of objects that are not purely utilitarian. An industrial design can be a two- or three-dimensional pattern used to produce a product, industrial commodity or handicraft.

Copyrights

Copyright is a legal concept, enacted by most governments, that grants the creator of an original work exclusive rights to its use and distribution, usually for a limited time, with the intention of enabling the creator of intellectual wealth (e.g. the photographer of a photograph or the author of a book) to receive compensation for their work and be able to financially support themselves.

Copyright is a form of intellectual property (as patents, trademarks and trade secrets are), applicable to any expressible form of an idea or information.

Cyber Law

Cyber Crime regulated by Cyber Laws or Internet Laws involving criminal activities that are traditional in nature, such as theft, fraud, forgery, defamation and mischief, all of which are subject to the Indian Penal Code. We can categorize cybercrimes in two ways:

- The Computer as a Target:-using a computer to attack other computers.
Example-Hacking, Virus/Worm attacks, DOS attack etc.
- The Computer as a Weapon:-using a computer to commit real world crimes.
Example-Cyber Terrorism, IPR violations, Credit card frauds, EFT frauds, Pornography etc.

Learning Activity 1: *Buzz Session on relevance of the above in your life.*

Plagiarisms

An act of using or closely imitating the language, words, thoughts of another author or a writer without authorization and the representation of that author’s work as one’s own without giving any credits to the original author is Plagiarism.

Intentional Plagiarism

- ✓ Passing off as one’s own pre-written papers from the Internet or other sources.
- ✓ Copying an essay or article from the Internet, on-line source, or electronic database without quoting or giving credit.

- ✓ Cutting and pasting from more than one source to create a paper without quoting or giving credit.
- ✓ Borrowing words or ideas from other students or sources without giving credit.

Types of Plagiarism

There are five kinds of plagiarism, there are as follows:

1. **Plagiarism of Words:** The reproduction of someone else's words, ideas or findings and presenting them as one's own without proper acknowledgement.

Example: X Incorrect

Plagiarism is the reproduction of someone else's words, ideas or findings and presenting them as one's own without proper acknowledgement.

✓ Correct

Plagiarism is the "reproduction of someone else's words, ideas or findings and presenting them as one's own without proper acknowledgement" (Undergraduate Course Handbook: 2008, p.24)

2. **Plagiarism of Structure:** Paraphrasing another's words by changing sentence construction or word choice with citation.
3. **Plagiarism of Ideas:** Presenting another's ideas as your own without giving the person credit or by submitting a paper without citing or incorrectly citing another's ideas.
4. **Plagiarism of Authorship:** Turning in a replication of another's work or by submitting a paper that you got off the internet or from a friend and presenting it as your own.
5. **Plagiarism of Self:** The use of your own previous work for a separate assignment. Although these were your original words and thoughts but receiving credit for it is considered cheating.

When you commit plagiarism, you **hurt yourself** and the **community** in the following ways:

1. You deny yourself the opportunity to learn and practice **skills that may be needed in your future careers**. You also deny yourself to opportunity to receive honest feedback on how to improve your skills and performance.
2. You invite future employers and faculty to **question your integrity**.
3. You **commit fraud** on faculty who are evaluating your work.
4. You **deprive another author due credit** for his or her work.
5. You show **disrespect for your peers** who have done their own work.

Plagiarism Prevention

- ❖ Be Authentic
- ❖ Develop a topic based on previously written material but write something new and original.
- ❖ Rely on opinions of experts on a topic but improve upon those opinions.
- ❖ Think out-of-the-box.
- ❖ Give credit to researchers while making your own contribution.
- ❖ Follow a standard documentation method such as MLA or APA format.

Learning Activity 2: Given below are a few websites which help you to identify plagiarism practices in order to avoid them. Check them out -

1. <https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>
2. <https://owl.english.purdue.edu/owl/resource/589/04/>
3. <https://tlt.psu.edu/plagiarism/links/quizzes-and-exercises/>
4. www2.gsu.edu/~geotel/plagiarism.html
5. www.ic.sunysb.edu/Class/sourcebk/frost3sumframe.html

Unit III - Business Values

BV Session IX & X :

Business refers to an organization or economic system where goods and services are exchanged for one another or for money. Every business requires some form of investment and enough customers to whom its output can be sold on a consistent basis in order to make a profit. Businesses can be privately owned, not-for-profit or state-owned. An example of a corporate business is PepsiCo, while a CMR is a private enterprise.

A business may be a multi-million seller, but does it use good business ethics and do people care? There are popular soft drinks and fast food restaurants that have been fined time and time again for unethical behavior. Business ethics should eliminate exploitation and can be applied to everything from the trees cut down to make the paper that a business sells to the ramifications of importing coffee from certain countries. There are many companies that pride themselves in their correct business ethics, but in this competitive world, they are becoming very few and far between.

Learning Activity 1: *Buzz Session- Why is it important for you to learn about business values?*

Business Ethics is a specialized study of moral standards of right and wrong applied to all aspects of business conduct, business responsibilities, business policies, and behaviors. Since the 1970s, business units small and big have addressed business ethics in various ways, including the introduction of various programs, the development of codes of conduct, the preparation of values, the hiring of corporate responsibility and training programs of all kinds. Ethical behavior can bring significant benefits to a business. It aims at teaching a sense within a company's employee population of how to conduct business responsibly and is concerned with an individual's moral judgment about right and wrong.

Importance of Leadership Ethics

The ethics that leaders in an organization use to manage employees may have an effect on the morale and loyalty of workers. The code of ethics leaders use determines discipline procedures and the acceptable behavior for all workers in an organization. When leaders have high ethical standards, it encourages workers in the organization to meet that same level. Ethical leadership also enhances the company's reputation in the financial market and community. A solid reputation for ethics and integrity in the community may improve the company's business.

Employee Ethics

Ethical behavior among workers in an organization ensures that employees complete work with honesty and integrity. Employees who use ethics to guide their behavior adhere to employee policies and rules while striving to meet the goals of the organization. Ethical employees also meet standards for quality in their work, which can enhance the company's reputation for quality products and service.

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1. Read the book "Rich Dad Poor Dad" by Robert Kiyosako and Sharon Lechter
 2. www.richdadworld.com

What Business Values Do?

Business Values are qualities that define organizations and products / services at their most basic level. They establish a foundation onto which expectations and trust (or distrust), is built. They will also ensure consistency in approach and information.

- Defining and adoption of organizational values help define the organization and the people who work there.
- The values of an organization express what it stands for and guides everyone's behavior when dealing with everything from product development, to each other, to customers and suppliers.
- They support an employee's behavior by demonstrating to them (likely through training), how they can use these values as they would use tools to do their job.
- They measure and reward their success by integrating them into each employee's performance objectives.

Some Commonly Expected Business Ethics as shown by the business heads and their employees

1. **HONESTY** is the cornerstone of trust and the business heads should be trustworthy. They should not deliberately mislead or deceive others by misrepresentations, overstatements, partial truths, selective omissions, or any other means and when trust requires it, they supply relevant information and correct misapprehensions of fact.
2. **INTEGRITY** refers to a wholeness of character demonstrated by consistency between thoughts, words and actions. Maintaining integrity often requires moral courage, the inner strength to do the right thing even when it may cost more than they want to pay. They fight for their beliefs and do not sacrifice principle for convenience.
3. **RESPONSIBILITY:** is something that one should do because it is morally right, legally required, so that one is accountable for all their actions. Responsibility has several dimensions when applied to business.

Responsibility of

- management to employees,
- employees to management and
- business to not only their clients/customers but
- also community expressed as Corporate Social Responsibility.

It requires the management and employees of business to be helpful, conscientious, persevering and reliable

Learning Activity 2: *Ask students to think of the most responsible business enterprise they know, and why they consider them to be responsible. Write down their answers on the board, especially the reasons they feel makes a person responsible.*

4. **QUALITY** is expressed as commitment to excellence. Pursue excellence all the time in all things and constantly endeavor to increase proficiency in all areas of responsibility.
5. **TRUST.** Ethical executives can be trusted because they make every reasonable effort to fulfill the letter and spirit of their promises and commitments. They do not interpret agreements in an unreasonably technical or legalistic manner in order to rationalize non-compliance or create justifications for escaping their commitments.
6. **RESPECT:** Business should demonstrate respect for the human dignity, autonomy, privacy, rights, and interests of all those who have a stake in their decisions; they are courteous and treat all people with equal respect and dignity regardless of sex, race or national origin.
7. **TEAMWORK** involves different people and different groups across a business working together to maximize their efficiency and reach a common goal. There are many ways of organizing teams – some teams are organized around a particular product that is being developed, while others are organized around a process, such as manufacturing or research. In addition to providing team members with experience, benefits of teamwork include increased efficiency, financial savings, innovation and morale.

Learning Activity 4: Explain to the group that this is a nonverbal exercise. The group is to form a single straight line, according to birthdays. For example, persons with January birthdays will be at the beginning of the line, earliest January dates first followed in order by later dates. The line progresses by months and days with December birthdays at the end. Persons with the same birthday share the same place in line. You must communicate non-verbally (no lip-reading or spelling in the dirt allowed). When the line is completed, each person will shout out his/her birthday, beginning in January.

Process the activities by discussing about how did you feel? What was some of the hurdles you faced while doing this activity? Come up with one solution you would take up if you had to face this challenge again.

8. **LEADERSHIP.** Business heads should be conscious of the responsibilities and opportunities of their position of leadership and seek to be positive ethical role models by their own conduct and by helping to create an environment in which principled reasoning and ethical decision making are highly prized.

Driving ethical behavior with values and attitudes requires that there be alignment among values, attitudes, and behavior. Examples of this alignment between each of the virtuous values, associated attitudes, and behavior are offered in Table 1.

Citizenship(also known as cooperate social responsibility): To completely meet their social responsibility, enterprises should have in place a process to integrate social, environmental, ethical human rights and consumer concerns into their business operations and core strategy in close collaboration with their stakeholders.

Reflection: Divide the members into their groups and ask them to find answers for the following for the next class:

1. What are the duties and responsibilities of citizens?
2. What does it mean to be a good citizen?
3. What are examples of good citizens in our school, your town, our state, our country?
4. How does one become a citizen of India?
5. Why would someone want to become a citizen of India?

Shareholder Value

A **shareholder** (also called as the stockholder) is an individual or institution (including a corporation) that legally owns a share of stock in a public or private corporation. Shareholders are the owners of a limited company. They buy shares which represent part ownership of a company. A shareholder is granted special privileges depending on the class of stock. These rights may include:

- ✓ The right to sell their shares.
- ✓ The right to vote on the directors nominated by the board.
- ✓ The right to nominate directors (although this is very difficult in practice because of minority protections) and propose shareholder resolutions.
- ✓ The right to dividends if they are declared.
- ✓ The right to purchase new shares issued by the company.
- ✓ The right to what assets remain after a liquidation.

One of the reasons why shareholder value ideology has become so persuasive, or at least such a dominant force in today's modern business world, is because of the change in the nature of who owns shares.

From the economist's viewpoint, value is created when management generates revenues over and above the economic costs to generate these revenues. Costs come from four sources: employee wages and benefits; material, supplies, and economic depreciation of physical assets; taxes; and the opportunity cost of using the capital.

Corporate Shareholders

A shareholder or stockholder in a corporation can be an individual or another company or corporation that is considered an "owner" of the existing corporation because it legally owns at least one share in the stock of the corporation. Usually holding the right to one vote per share on matters such as elections to the board of directors, the right to share in distributions of the company's income, the right to purchase new shares issued by the company, and the right to a company's assets during a liquidation of the company, the person or persons who own a majority of the stock can generally vote in the board that best suits their interests and run the company. Another important point to note is that

although directors and officers of a company are bound by fiduciary duties to act in the best interest of the shareholders, the shareholders themselves normally do not have such duties towards each other.

Reflection: Find out whether your parents or close relatives are into the share market or by using the newspaper or online sources to find stock prices for (any 3) shares. Write down the reasons as to why would you invest on those shares.

The facilitator could conduct some sort of contest in class to see who can make the most money over which shares.



Unit IV - National Values

NV Session XI



We dream of a Prosperous and a Just India.

We seek a united and truly educated India.

We need a corruption-free and efficient India.

Everyone thinks about what they need from India.

Have we ever thought what India needs from us?

If I need a new India, India needs a new me.

India is what we the people make it.

India is a land of diversity - social, cultural, religious, racial, linguistic and geographical. The main hallmark of this nation is socio-cultural diversity of the various states; the religious diversity with the population following Hinduism, Christianity, Islam, Sikhism and several minor as also tribal religious practices; multiracial population ranging from the Dravidian race in the South to the Aryan races in the North and many others in between; the linguistic diversity with more than 20 officially recognized languages having their own literature and finally a wide spectrum of geographical regions from the mountainous Himachal Pradesh to the deserts of Rajasthan, the Indo-gangetic plains of Central India and the Deccan plateau. For this country with its enormous diversity to prosper and develop there is a need for a common value system that contributes to the Unity of

the Nation. Our National Values consist of discipline, restraint and the ideal to stimulate the consciousness of all to achieve the following:

- Eradicate inner constrictions born of selfishness and greed
- Imbue a warm fondness for society and concern for the collective good, and
- Build sufficient inner strength and character, in the individual, family and society as a whole.

Learning Activity 1: *Mention some national values.*

According to the *Foundation for Restoration of National Values (FRNV)* our National Values (www.valuefoundation.in/index.php)

1. Do not do to others what you will not like to be done to yourself. This is the gist, an epitome, of National Values. This is a restraint-providing value. If every one does so, the society will virtually be a haven of peace! This one principle will make all kinds of misdeeds, corruption, neglect, laziness and inattention extinct. It will lead the Administration and the Nation straight to an ethical stability, a new level of efficiency, integrity, cohesion and welfare.
2. Non-hurting, truthfulness, non-stealing, hygiene and sensory regulation are the epitome of our National Values and virtues, to sustain all-fold good, welfare and growth.
3. Preserve the body with nourishing food, exercise and rest, employing it more in the service of others than for your own needs.
4. The riches of the noble are meant for helping and serving the others
5. Your family does not consist of those of blood and matrimony alone. Embrace the whole society in your heart – “The whole of earth constitutes our family” (*Vasudaika Kutumbam*).
6. Be interested keenly in the welfare of all others
7. Knowledge is the Supreme Wealth and Strength. Unbridled prosperity and ostentation debilitate the mind and intelligence.
8. There is no precept greater than Truthfulness
9. Do not use Nature’s resources injudiciously. Earth’s greenery is vital to life. Guard against their undue depletion. Do not pollute earth, water, and air. Preserve forests, gardens, fields and the natural treasure to succeeding generations.
10. Mother and Motherland are greater than even heaven “*Janani Janama Bhoomischa?*” Our
11. National Values extend further to incorporate a number of significant virtues, which have the sole aim empowering the individual with inner enrichment, sublimation, delight and Fulfillment. The aim is to make the individual mind and heart rejoice over the welfare of others. E.g. Sri Rama’s forest exile and abandonment of Seeta, Harishchandra’s steadfastness in truthfulness, the great inspiration in Mahatma Gandhi’s life, to cite a few, are illustrious instances, which have become the warp and weft of Indian culture.

Blend individual life with society’s life. Be a harmonious blend of human values.

This is the one message of all our National Values and exhortations.

Constitutional Values

In the context of a State or a Nation, Constitution means a set of fundamental, basic and established principles, rules and precedents (standards) which identifies, defines and regulates various aspects of the State and the structure, powers and functions of the major institutions of the Government. The constitution of India lays the firm foundation of a sovereign, socialist, secular and democratic republic. It secures for all citizens; social, economic and political justice; liberty of thought, faith, expression, belief and worship; equality of status and of opportunity; fraternity, the dignity of the individual; and the unity and integrity of the nation. All these provisions are the cornerstones of peace and harmony.

Let us consider these constitutional values:

1. **Democracy:** It is based on the principles of rights of citizens, free and fair elections and freedom of the press. People are free to secure their own well-being, to enter into services and professions in order to pursue their life plans.
2. **Socialism:** promotes social change and transformation to end all forms of inequalities and eradicate exploitation in all spheres of our existence. It directs the governments and the people to ensure a planned and coordinated social development in all fields while preventing concentration of wealth and power in few hands.
3. **Secularism:** The ideal of secularism implies that the country is not bound by any one religion or has any religious considerations of its own. It allows all its citizens to profess, preach and practice any religion while promoting unity among different communities.
4. **Equality:** The constitution ensures that every citizen of India is entitled to equality before law - equality of status, religion, race, caste, sex or place of birth, equality of opportunity in matters of public employment, abolition of untouchability and equal protection of law for the development of the best in him/her.
5. **Justice:** means being fair in all social dealings, giving others what is their due, not depriving anyone of his or her rightful properly reward, recognition or office and respecting the rights and liberties of others. A number of practical measures have been taken over the years to provide safeguard to minorities, backward, depressed and tribal communities; prohibition of exploitation of women, children and the weak.
6. **Freedom:** Every individual has the autonomy or liberty to choose the life he wishes to lead - freedom to choose the kind of education, occupation, place of residence or work,
7. Marriage partner, religion, culture, political ideology, political groups, political activities, so on and so forth.
8. **Liberty** is the blessings of freedom of thought, expression, belief, faith and worship that is preserved and promised to every member of all the communities. It ensures the ideal of harmony and the spirit of common brotherhood amongst all the people of India and asks each citizen to value and preserve the rich heritage of their composite culture.

9. **Fraternity** stands for the spirit of brotherhood among all the people of India by abolishing discrimination and discriminatory feelings, untouchability amongst different sects of the community which stands in the way of unity of India. Promotion of fraternity is essential to realize the dignity of the individual by securing the dignity of every individual.

Learning Activity 2: *Who is considered to be the Father of Indian constitution?*

Learning Activity 3: *Collect the views of at least five persons on the extent to which they think the constitutional values have been realized. These persons may be your classmates or teachers or members of your family or people in your neighborhood. The constitutional values and objectives are stated in one column of the following table. They have to award marks in another column, out of the total marks of 10, based on their rating of the achievement made in respect of each of the values.*

Constitutional Values	Extent to which achieved Marks out of 10				
	Person 1	Person 2	Person 3	Person 4	Person 5
Social & economic justice					
Liberty of thought & expression					
Equality of status and opportunity					
Unity and integrity of the nation					
Abolition of untouchability					
International peace and security					
One man One vote					

Based on the analysis of the responses, identify which value has been realized to the maximum extent and which to the minimum extent. Try to find out the reasons.

Patriotism is, generally speaking, cultural attachment to one's homeland or devotion to one's country, although interpretations of the term vary with context, geography and political ideology. Patriotism is a set of concepts closely related to those of nationalism but differs from it.

According to George Orwell, nationalism (little aggressive), rooted in rivalry and resentment, is a feeling that one's country is superior to another in all respects, while patriotism(passive), based on affection is merely a feeling of admiration for a way of life. A patriotic person tends to tolerate criticism and tries to learn something new from it, but a nationalist cannot tolerate any criticism and considers it an insult. Nationalism makes one to think only of one's country's virtues and not its deficiencies.

Learning Activity 4: *Name some people famous for their patriotism in India as well as abroad.*

Learning Activity 5: *Answer the “The Patriotic Meter “(transformingindians.org) and see how you fare. The right answers will be given by your teacher*

1. If you are 18 years and above do you have a Voters ID ?
2. Have you broken any traffic rules in the last one week ?
3. When did the Jalianwalla Bagh massacre take place ?
4. What was India's Jan-March Quarter GDP growth rate in 2012 ?

5. Have you ever participated in any social service projects?
6. Have you showed your support to any people's movement against corruption?
7. Have you ever paid a bribe?
8. Who was the first Field Marshal in the Indian Army?
9. Do you keep up to date with current affairs in India?
10. As per 2012 official estimates, how many Indians live below the poverty line?
11. Have you taken steps to reduce your carbon footprint (e.g. conserving electricity and water)?
12. Have you visited any historical monuments of India?
13. Have you ever planted a tree?
14. Have you watched at least one patriotic film from the below list/
 1. The Legend of Bhagat Singh
 2. Gandhi
 3. Bose – The Forgotten Hero
 4. Any other patriotic movie in an Indian Regional Language
15. If the Indian Government asks for citizens to come forward and do one year of service in the army, would you volunteer?
16. What are the '7 Sister States' of India?
17. How many times has India won the gold medal for field hockey in the Olympics?
18. What is the National tree of India?

National Integration

National integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes, religions and regions and speak different languages we recognize the fact that we are all one. This kind of integration is very important in the building of a strong and prosperous nation. Unity in our country does not mean the kind of oneness that comes from racial and cultural similarity. It is unity in spite of great differences, in other words, unity in diversity. An important historical event in which this unity was displayed was the freedom movement when all the Indians united against the British rule.

Forces promoting National Integration

Certain safeguards were placed in our Constitution to promote National Integration through ideals and principles like Democracy, Secularism, and Social Equality that are guaranteed under our Fundamental Rights. As studied earlier, our Fundamental Rights and Directive Principles of State Policy specifically state that each citizen is equal in every way. People cannot be discriminated against on the basis of differences of caste, religion, language, and culture. Communalism, linguistic differences and casteism pose the greatest threat to National Integration.

National festivals act as an important unifying force. Independence Day, Republic Day, and Gandhi Jayanti celebrated in all parts of the country, regardless of language, religion or culture reminds us of our common nationality. No region is so self-sufficient and these factors of interdependence bind the country together.

National Symbols like the National Flag, the National Anthem, and the National Emblem also help to remind us of our common identity which act as strong unifying forces both in times of celebration and adversity. Other forces like the communication system and the mass media help in the exposure to all the cultures of different regions of India. Thus, uniting the whole nation.

International Understanding

"The world is swinging between two conflicting poles—Peace or War. On one side there gleams the distant beacon of hope for peace, while on the other, dark clouds of war hover on the horizon. The World, today, is in the worst critical phase of its existence, no one can predict future of modern man whether he is to survive or get extinct, in the event of a Global Nuclear War." Says, Late Dr. Rajendra Prasad.

The people of the world are fighting to conquer nature and to master science and technology. Their aim is to bring peace in the world with prosperity and sufficiency of everything. But this peace, prosperity and sufficiency cannot be achieved without international understanding. In short, international understanding means a sense of world citizenship. According to Oliver Goldsmith, international understanding is a feeling that the individual is not only a member of his state, but a member of the world. Such a feeling emphasizes that all human beings are members of the world family.



Fostering International Understanding



Unit V - Universal Values

UV Session XII

Something is of **universal value** if it has the same value or worth for all, or almost all, people.

There are five stem values and many sub-values, or virtues that come from these, they are the Universal Values. These five universal Human values of **Love, Peace, Truth, Right Conduct and Non-violence**, reside within each one of us in full potential, like a seed under the ground waiting to sprout, forming our character.

Learning Activity 1:*Take a moment! Reflect on these values and ask yourself, ‘Do I have at least some of these values within me or how can I live up to at least some of these values?’*

Let us see how these universal values communicates to us:

- 1. **Love** is the power of energy, a spontaneous, and pure reaction from the heart due to which a person wishes happiness for another and takes pleasure in their well-being. Love is giving unselfish, unconditional and positive regard for the good of another. When the mind is turned away from selfishness, the 'heart' opens, and love flows and may be enhanced by breathing exercises.

Values associated with Love:

Acceptance	Affection	Care	Compassion	Consideration
Dedication	Devotion	Empathy	Forgiveness	Friendship
Generosity	Gentleness	Humaneness	Interdependence	Kindness
Patience	Patriotism	Sacrifice	Selflessness	Service
Sharing	Sympathy	Thoughtfulness	Tolerance	Truth

- 2. **Peace** a tool of mind is manifestation of seeds of integral culture of body, vitality, mind, intellect and spirit. When our willpower is sufficiently strong to enable us to discern the difference between real needs and superfluous desires, we cease to be driven by the urge to own more and more things. Inner agitation stops and we are left feeling peaceful. Inner peace involves peace of mind and absence of fear while outer peace is in society.

Values associated with Peace:

Attention	Calm	Concentration	Contentment	Dignity
Discipline	Equality	Faithfulness	Focus	Gratitude
Happiness	Harmony	Humility	Inner silence	Optimism
Patience	Reflection	Satisfaction	Self-discipline	

3. **Truth:** is most often used to mean being in accord with fact or reality or fidelity to an original or to a standard or ideal. Truth is a part of five important principles- forgiveness, sincerity,
4. compassion, contentment and truth. Values associated with truth are honesty, creativity, determination, fairness, trust and reflection.

Learning Activity 2: *Name three things you wish our college could be.*

Name three things that we once were, but are no longer.

What are some truths that no one speaks about our college?

5. **Nonviolence** is the personal practice of being harmless to self and others under every condition. It comes from the belief that hurting people, animals or the environment is unnecessary to achieve an outcome and refers to a general philosophy of abstention from violence based on moral, religious or spiritual principles.

Learning Activity 3: *People are very willing to talk about the violence that the world does to them, but they're much less willing to own the violence that they do to themselves. Violence against self can most easily be recognized in your experience of the body in daily life. Identify at least three instances of violence towards yourself.*

Learning Activity 4: *Violence does not mean only physical harm. Identify at least three instances of towards others in your daily life.*

6. **Right conduct** is respecting others, present or not present, and others' property. Every action is preceded by thought. If the thought is consciously seen and noted then the action will be good for oneself and others. But if our mind is busy, or we are daydreaming, the action may be useless, clumsy or harmful to ourselves or others. Only when we recognize this and direct all our actions in an ethical way we be said to be living a moral life, practicing true right conduct. Values associated with right conduct are manners, health awareness, helpfulness, responsibility, independence, perseverance and courage.

Learning Activity 5: *Look at the picture of The Happy Clown with lots of balloons. You have to write those universal values which you consider important in each balloon. Think of some unique values and share it with the class. Then add your colors to it.*

Issues of Globalization

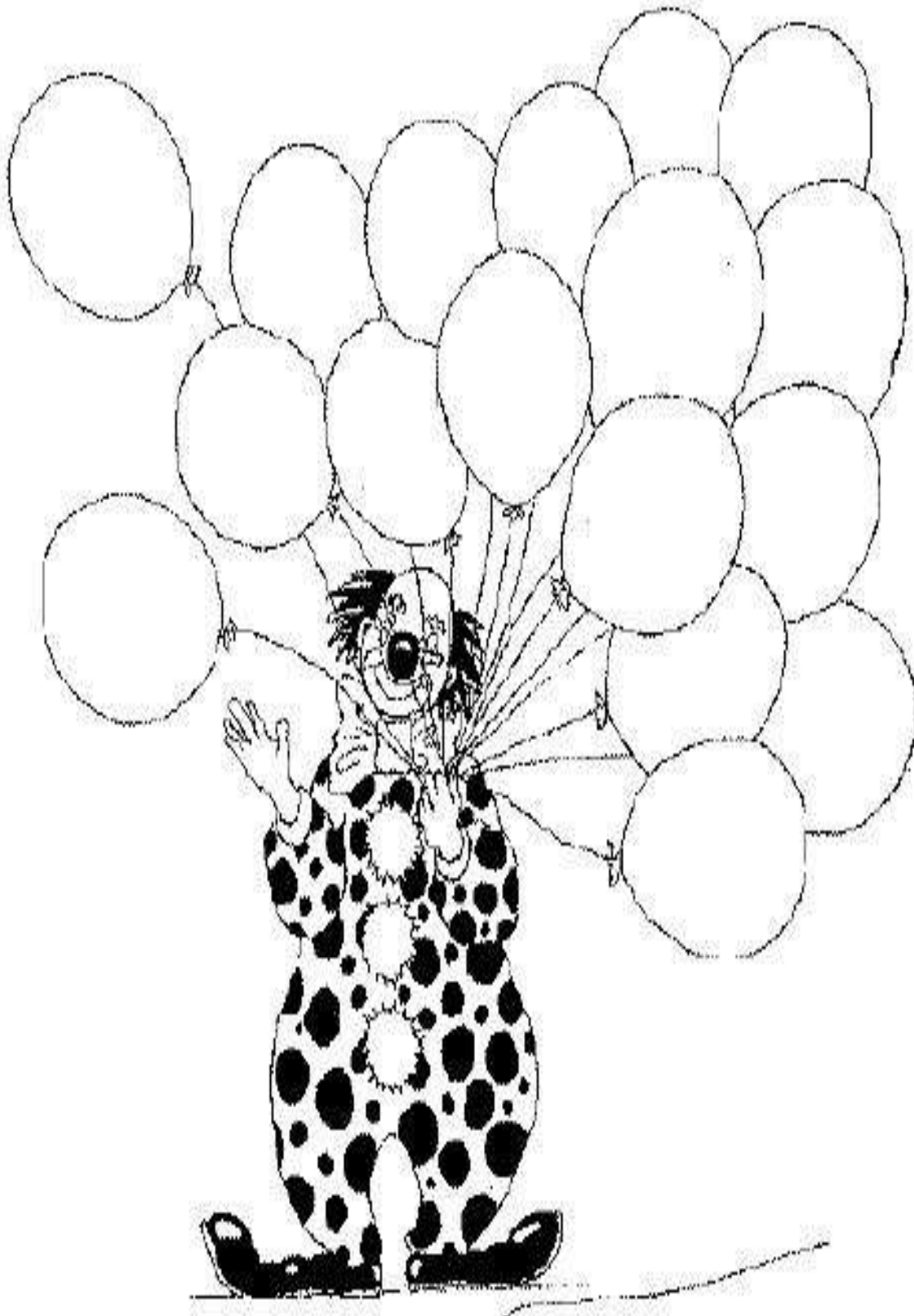
Globalization – the process of continuing integration of the countries in the world – is strongly underway in all parts of the globe. It increases worldwide technology, and the readability of fast, effective communication and consumption of popular products, competition on a single global platform, reduced unemployment, reduced cultural barriers. Globalization has a range of advantages while it has also disadvantages.

The impact of global communication on international cultural life is perhaps the most visible of its effects, as the developing countries became larger and richer. The economic structures changed in response to the forces of comparative advantage: they moved up the value-added chain. With

China and India -- which together account for almost 40 percent of the world's population -- resolutely moving up this ladder, structural economic changes in emerging countries will only have more impact on the rest of the world in the future. By relocating some parts of international supply chains, globalization has been affecting the price of goods, job patterns, and wages almost everywhere. It is changing the structure of individual economies in ways that affect different groups

within those countries differently. In the advanced economies, it is redistributing employment opportunities and incomes.

THE HAPPY CLOWN



The pressure that economic globalization puts on cultural norms is a major source of opposition. Many throughout the world view globalization as replacing traditional cultures with a materialistic American-centered culture via movies, books, and superstores.

Learning Activity 6: “Understanding Globalization”

Look in your bag, at the tags on your books, rate of your pens, at your cell phone, clothing you have on you, accessories, etc. Try to identify where at least one object you have with you was made. Do some research about that object as a homework assignment and chart your discoveries on a piece of paper.

Report out and discussion:

- Everyone should write a page about any two item – one within India and the other made abroad.
- What do we know about each of the countries/regions where these objects were made and how are the prices ranged in those countries/regions?
- Who profits from these objects being made in another country but sold here?
- Who suffers or is exploited?
- Explain about the quality of both – is the foreign product better than Indian – Justify.

Modern Warfare is warfare using the concepts, methods, and military technology that have come into use during and after World War II and the Korean War. Artificial intelligence, remotely guided weapons systems, satellite technology, electronic monitoring, surveillances, computers, etc have come into common usage. In its underlying principle, nothing has changed. There are groups of people still using weapons to attack each other, causing injury and death to attain some objective. But what has really changed is the accuracy, recognition, technology. Images of modern warfare are also instantly conveyed around the world and affect the emotions of people.

Misjudging of Values - Terrorism

Learning Activity 7: Reflect-*Let us take a moment and think of all the recent terror attacks that took place in India. Let us all pen down our experience during those times.*

In India, there are of two types- external: terrorism emerging from the neighboring countries and internal: terrorism followed from religious or communal violence or Naxalite-Maoist. This threatening purpose of violence to frighten the public or/and the government and thereby effecting the belief, religion, thought, political or the ideological change is what is called terrorism. Jammu and Kashmir has always been the highly targeted place of terrorism due to the clash between Kashmiri insurgents (Known as Ultras, who approval Kashmir accession to Pakistan), extremists, who seeks Kashmir’s complete independence and the Government of India. The other parts of India- Delhi, Uttar Pradesh, Nagaland, Assam, Mumbai, Pune, Andhra Pradesh, Hyderabad and Karnataka are the most preferred target for most terrorist organizations since the 19th century. The following are the roots of terrorism:

- Anti-Semitism
- Cold War politics
- Militarism

- Money / poverty
- Oil
- Political power
- Racism
- Religion / fundamentalism
- Sexism
- War on drugs

Environmental Issues : The harmful aspects of human activity on the environment, such as, climate change, pollution, environmental degradation and resource depletion can endanger species and life on earth. The rapid globalization of human civilization we are witnessing (e.g., economic growth and international trade) may also have significant environmental impacts on different cultures, religions in a greater manner. Some of the Environmental issues are:

1. Increase demand for raw resources, especially petroleum, which depletes earth's natural resources and causes extinction of some species.
2. Increased meat consumption means that we have to produce more grain and more cattle.
3. Animals are wanted for their skins, upsetting the ecological systems.
4. Solid waste are often discarded instead of recycled, some being absorbed into the environment.

Mutual Respect of Different Cultures is the totality of learned, socially transmitted customs. Culture is learned behaviors, traditions, beliefs and a way of life created by a group of people. Learning to live with and respect others' cultures and backgrounds is important. Our world is constantly changing, and it's filled with a variety of people that have developed many diverse cultures. Diversity means variety. We certainly don't have to look far to see that India is a diverse country, with many people, religions, beliefs, and languages. You can see that in the classroom, at the mall, on TV, or just walking down the street.

Elements of Culture: Here are some elements that make up culture:

- Values and beliefs
- Communication pattern (language/dialect)
- Social relationships
- Diet and food preparation
- Dress and other body decoration
- Religion
- Family traditions or customs
- View of time
- Recreation and leisure
- Economic levels

Understanding Others

Remember, when it comes to various cultures we have to **Learn, Respect, Honor and Celebrate** the wide array of differences. Staying open and tolerant allows us to take part in the all that our cultural diversity has to offer.

Become more culturally aware by:

- Asking questions
- Doing research about other culture
- Being open-minded and tolerant
- Experiencing new things
- Volunteering with a group that is different from yours

Try not to judge others and remember:

- Cultural differences should be viewed as strengths and not as weaknesses.
- We all have more in common than we think.
- Sometimes prejudice occurs out of fear. Be informed.
- Inappropriate use of jokes—where one group is put down due to their differences—is inappropriate behavior.
- Awareness, understanding and acceptance are important . You have to be aware of your difference and be able to understand them, in order for acceptance to occur.
- Different doesn't mean wrong.
- We should always remember that some cultural practices and beliefs go back thousands of years.
- Just because it might not be right for you, doesn't mean it's not right for someone else.
- Religious traditions can be difficult to understand, but they should be treated with respect. Try to learn as much as you can about an unfamiliar belief, so that you won't accidentally insult or embarrass someone.
- So much of our distrust or fear of another culture comes from simply not knowing enough about it.

Learning Activity 8 : Pick a person you don't know very well and ask them 3 questions. Questions have to be ones that cannot be answered by looking at them or questions that you don't already know the answer to. This helps make you aware of the differences and similarities you might not have realized otherwise.

Learning Activity 9: Identify a peer with a different cultural background and get to know them.

* * *

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