

UNIT 1: Introduction of Value Education

(2 Hrs)

Value Education: Definition, Need, Content, Process and relevance to present day. Concept of Human Values, self introspection.

1. Introduction

- **According to T. Roosevelt**, “To educate a man in mind and not in morals is to educate a menace to society.” The supreme end of education is expert discernment in all things – the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit.
- The Hindu vision of life gives four goals, ideals and core values for a better quality of human life. They are **artha** (economic values of wealth), **kama** (psychological values of pleasure), **dharma** (moral values) and **moksha** (liberation). These four goals embody the formulation of human values.
- Right living is reached only through value education which only stands against cardinal sins as Mahatma Gandhi has cautioned us: “Pleasure without conscience; Politics without principles; Prayer without devotion; Education without character; Wealth without work; Science without humanity; And commerce without morality.”

2. The Context

Today youngsters are confused because of the change in value system in the society and lead them to many dilemmas. Due to liberalization, industrialization and globalization rapid changes are occurring in almost all social sciences. The so called philosophical foundations of India are declining day to day with the country in a state of social turbulence, the goals and functions of formal education need to be reassessed and updated.

3. What are Values?

- Values are principles, fundamental convictions, and ideals, standards of life which act as general guide to behaviour or as a reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. Value literally means something that has a price, precious, dear and worthwhile, one is ready to sacrifice for.
- It is a set of principles which guide the standard of behaviour. Values are desirable and held in esteem. They give strength to a person’s character by occupying a central place in his life. It reflects ones attitudes, choices, decisions, judgments, relationships, dreams and vision.

- The guiding principle of life which are conducive to all value development. It is like the rails which keep the train on track. Without values, life will be chaotic.
- Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself.

4. **Definitions of VE:**

- According to Perry (1968), “Value means the relation of an object to a valuing subject.”
- According to Hindzay (1966), “ By values we mean a person’s idea of what is desirable, what he actually wants”
- In the words of John Dewey (1966), “Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else”.

5. **Need for Value Education**

Mahatma Gandhi found that there is a great deal of moral degradation in the society. The main causes of moral degeneration are:

- Lack of respect for the sanctity of human life.
- Breakdown of parental control of children in families
- Lack of respect for authority, seen through the brazen breaking of the law and total disregard for rules and regulations
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children, and other vulnerable members of society.
- Lack of respect for other people and property.

Other reasons for the need of VE are:

- to teach the values of the culture and society
- to enable them to distinguish between right and wrong
- to form the conscience of youngsters
- to continue the traditions of the society
- to make meaningful the practices and beliefs
- to connect to every human being in the right way

To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. In Gandhiji's opinion education is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things.

The main object of the study is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral values.

6. Objectives of VE

The following objectives of VE are identified:

1. Full development of child's personality in its physical, mental, emotional and spiritual aspects.
2. Inculcation of good manners and responsibility and cooperative citizenship.
3. Developing respect for individual and society.
4. Inculcating a spirit of patriotism and national integration.
5. Developing a democratic way of thinking and living.
6. Developing tolerance towards and understanding of different religious faith.
7. Developing a sense of human brotherhood at social, national and international levels.
8. Helping children to have faith in themselves and in some supernatural power and order that is supposed to control this universe and human life.
9. Enabling children to make moral decision on the basis of sound moral principles.

7. Types of Values

Values however are either **innate or acquired**.

Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

Acquired values are those external values adopted at your "place of birth" or "place of growth" and are influenced by the immediate environment. Examples of acquired values are one's mode of dress, cultural customs, traditions, habits and tendencies.

8. Categorization of Values

There are a number of different categories into which values can be placed.

- **Personal values:** Personal values are those you take for yourself and which constitute a critical part of your values and are apparent in attitudes, beliefs, and actions. Personal values may be prioritized, such as honesty then responsibility then loyalty and so on.
- **Social values:** Social values are those which put the rights of wider groups of people first. This may include equality, justice, liberty, freedom, and national pride. These are often instilled into us when we were young.
- **Political values:** Political values are ideological beliefs about the best way to govern a country or organization, for example through welfare, democracy and civic responsibility.
- **Economic values:** Economic values are those around money, and may include beliefs around ownership of property, contributing to the common good (taxes!), the balance of supply and demand and so on.
- **Religious values:** Religious values are spiritual in nature and include beliefs in how we should live.

Factors Influencing the Learning of Values:

Hogan (1973) believes that moral behavior is determined by five factors:

- (1) **Socialization:** becoming aware as a child of society's and parents' rules of conduct for being good.
- (2) **Moral judgment:** learning to think reasonably about our own ethics and deliberately deciding on our own moral standards.
- (3) **Moral feelings:** the internalization of our moral beliefs to the degree that we feel shame and guilt when we fail to do what we "should."
- (4) **Empathy:** the awareness of other people's situation, feelings, and needs so that one is compelled to help those in need.
- (5) **Confidence and knowledge:** knowing the steps involved in helping others and believing that one is responsible for and capable of helping.

9. Value Education in India

In the history of VE we see rather a slow development of the system in India. In the 1980s, the government was more responsive to the needs of VE in our schools.

- **Ancient India.** Value Education in India from the ancient times has held a prime place of importance. From the gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its impermanence. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge.
- In the modern school system value education, was termed moral education or moral science.
- British were absolutely neutral in their policy towards religion and value education.
- CABE – (1943-46) emphasized spiritual and moral education. It was the responsibility of home and community.
- Committee on Emotional Integration (1961) pointed out that the science students should have at least some background of humanities; it opined that there should be a compulsory paper on India's cultural heritage.
- Education Commission (1964-66) recommended moral, social and spiritual values at all levels.
- UNESCO (1972) felt that the education system should promote values of world peace and international understanding and unity of mankind.
- National Policy on Education (NPE 1986) proposed readjustments in curriculum to make education a forceful tool to inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy and fatalism.

The National Policy on Education (NPE), 1986 envisages a national system of education based on a National Curricular Framework containing a common core along with other components that are flexible.

The common core includes the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity.

These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, etiquette, egalitarianism, democracy and secularism, equality of the

sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper.

10. Implementing the above in the school systems under the Central control.

On the basis of the guidelines given in the National Curricular Framework (NCF) for Elementary and Secondary Education, brought out by NCERT in 1988 after adoption of NPE, 1986, the NCERT revised the entire school syllabi and brought out revised textbooks for classes I to XII. The main focus of the revised syllabi of the NCERT for different stages of school is on the development of knowledge, values and attitudes conducive to actualising the student's potential, for enabling effective participation in the national development endeavour.

Keeping in view the NCERT textbooks and curricular guidelines, the State Governments are expected to undertake measures to revise their school syllabi/ textbooks for introduction in their school system in a phased manner.

11. Initiatives from the Planning Commission:

- As recommended by the Planning Commission's Core Group on Value Orientation of Education, a Standing Committee was set up for promotion and coordination of value orientation of education at the school and higher education stages.
- This standing committee further constituted sub-groups, one of them for schools and education, to formulate plans of action to implement various recommendations made in the core group report
- The plan of action of the school sub-group broadly covers the following areas i. e. integration of elements of value education into:
 - Textbooks/textual material
 - Non-textual educational materials such as audio- visual materials, posters, charts, stories, picture books, etc.
 - Extra-curricular activities.
 - In-service and pre-service training of teachers.

12. Approaches to teaching VE:

Broadly there are two approaches to teaching VE:

1. Integrated approach and
2. Curricular Approach.

Integrated approach: is also known as indirect method. This is adopted by many public schools. In this approach, values are integrated and taught through various subjects and activities. For example, physical education imparts values of health, strength, agility, grace etc.

- Sports teach the values of courage, initiative, rapid decision, action, perseverance, leadership, self control, acceptance of failure and victory.
- Work Experience: Manual skills, utilizing materials, avoiding wastage, creativity, live in harmony with nature, appreciating art and music
- Social studies: lives of great men will instruct on courage, patriotism, citizenship, civic sense, hard work, diligence etc.
- It also makes use of leisure periods, reading books on values, by organizing discussions and debate by eminent scholars,
- Further it is expected use the incidental method of relating the life of students to various events that take place in the surrounding.
- Further it depends on the morning assembly, celebration of festivals and other occasions to impart values.
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Curricular approach: It is also known as the direct method or formal method. It is adopted by many private schools. In this approach, text books are identified for various levels for teaching the values. It is carried out by teachers through specified number of periods and specified syllabus.

13. The role of Teachers

In teaching and inculcating values, the teachers have a great role to play. The following roles are significant:

1. A teacher has to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to value situations in life.
2. Through involving the learners actively in discussion, dialogue and practical activities, the teacher should make them think and reflect on human actions and events.
3. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities.
4. They should help in creating an atmosphere of love, trust, cooperation and security in the school conducive to the development of high ideals and values.
5. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge—love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance.
6. They should have a sound social philosophy, characterized by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession.
7. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences.
8. They should develop a nationalistic feeling among students.
9. Create an awareness about the problems of future specially those related to food, water, energy, environment, pollution, health and population.
10. Give equal importance to all students irrespective of caste, creed, sex and money.

Conclusion: VE is an important aspect of education affecting the students and the society as a whole. Many educators tend to take lightly the proper growth of students. Negligence will be detrimental to the well being of our society on the whole. For adequate inculcation of values, educational institutions need to give support as well. As values are caught more than taught, the students need to grow up in an atmosphere of well being.

Assignment- 1

Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? What have been your achievements and shortcomings in your life?

UNIT 2: Salient values for life

(2 Hrs)

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, punctuality, Interpersonal and Intra personal relationship, Team work , Positive and creative thinking.

Having integrity and being honest are fundamental requirements if you want to grow spiritually and follow your true destination of personal development. It's not simply about being honest with people. Whilst that will make you a better person and a more accepted one it's more importantly about being honest with yourself.

Honesty Vs Dishonesty

Personal development or self-growth is all about fostering the positive qualities within yourself to enable you to lead a fuller, more enriched life and to rid yourself of negative qualities, feelings and emotions which have been holding you back.

If we're honest in all that we do and say, it means we are genuine, real and true whereas dishonesty symbolizes all that is fake, fictitious and unreal. Living your life honestly and with integrity means that you've decided to live openly and to show your true self to others and that you can be relied upon to be genuine. On the other hand, dishonesty is all about shade and concealment and living your life in 'dark corners'. When you're dishonest, it means that you remain living in the dark and cannot grow spiritually.

Honesty and integrity produce trust – trust in ourselves and in all those around us. Trust in turn produces confidence which we all need to conquer life's problems and which also encourages us to take risks in order to fulfill our goals.

You'll have no doubt heard expressions such as "what goes around, comes around" and "you get back, what you give out in life" and that's very true. If we don't live our lives honestly, we become shrouded in mystery. People are very adept at sensing dishonesty in others even if they think they're the best liars on earth and if you hide behind a dark mask of suspicion, you can be assured that the people you'll attract will turn out to be very similar to you and it's therefore inevitable that one day you'll be on the receiving end of someone's dishonest actions or words.

Honesty at the Core

One of the key elements in any relationship, be it a personal or professional one, is the ability to trust and be trusted. Without trust, we have no credibility which is at the core of being able to influence people and provide strong leadership. Without honesty, there is no foundation upon which to build a personal relationship with someone you love.

The risk of temptation is most prevalent when we live our lives hovering between honesty and dishonesty. You'll have no doubt been in a position where you've had the opportunity for gain in perhaps your career or some other situation attached to money or power. Some of you might even consider yourselves to be basically good and honest people but have, on occasion, turned a 'blind eye' or have been "economical with the truth" in order to gain something. However, if you truly respect yourself, you'll often find yourself reflecting later and feeling bad about yourself because your gains were obtained through dishonest means. Therefore, you find that they were not really gains at all as they were obtained dishonestly and you may find your 'inner self' starting to beat you over the head over your indiscretion. So, were they really gains you made at all? The answer is 'no. Of course, being brutally honest all of the time can also backfire on you. There may be situations where telling the whole truth causes you to inflict a lot of pain and distress on somebody else. For example, John may have told Paul that he can't go on a weekend fishing trip with him because he has a family commitment arranged that weekend. You know differently and that the real reason John isn't going is because he hates Paul. When Paul asks you if you know whether the reason is genuine, what do you say? Well, in instances like this, it's often better to be economical with the truth. You might say that you don't know why John can't go or that you think he has something on that weekend." Of course, this isn't telling the complete truth but you are sparing Paul's feelings on something that won't, after all, have dramatic implications for Paul's future. Clearly however, the compromises you might wish to make with regards to your total honesty have to be clearly thought through. Some may even say that it's better to be brutally honest all of the time than to be indecisive in what you say or do which could make matters worse.

However, in taking the decision that you are going to live your life honestly and openly, you will find that your life becomes enriched as a result as you reveal your true self which in turn will be reciprocated in the respect and honesty you'll receive from others.

Test for meaning

Think of a leader you know who exemplifies integrity, honesty, and trust. What specific behaviors cause you to experience this leader as upright, honest and trustworthy? I've posed this question to scores of leaders and have found the responses as varied as the leaders themselves. Here are some examples of what I've heard.

Honesty may be seen as transparency and openness- your willingness to communicate what you're thinking or feeling, even when it is uncomfortable or unpopular. Honesty may be seen as a willingness to listen and discuss issues before the data is completely thought through, when available alternatives are not fully crystallized, and when decisions are not yet final. It may also be seen as keeping your word, following through on promises, and delivering on time.

Integrity is often equated with courage- courage to speak up when your point of view is at odds with a manager's perspective or with a commonly held belief about how things should be done. Integrity may also be interpreted as work ethic- in early, staying late to get the right things done for the company.

Trust may be based on a feeling that you have the other person's back when he or she is not in the room. It may be the confidence you will advocate the other person's point of view with clarity and understanding. Or, trust may be gained as you're seen to act in the best interest of the team or organization rather than acting primarily to advance your personal agenda.

Do What it Takes

While most everyone is adamant that their leaders ought to demonstrate integrity, honesty and trust, they do not define or understand those terms consistently. The differences in perception make it critical for you to find out more specifically what your managers, colleagues, direct reports, and other key stakeholders are looking for when it comes to honesty, integrity, and trust.

It may not be enough for you to simply tell the truth when challenged or to turn in accurate expense reports. To be known for your integrity, honesty, and trust, you may need to demonstrate more personal courage; you may need to create an environment that is more open and transparent; or, you may need to build a stronger sense of teamwork and cooperation.

The critical next step is to ask around. When it comes to honesty, integrity, and trust, what do the people in your organization expect from you?

Assignment- 2 :

Give an example of scenario which explains you are a team player.

Universal Declaration of Human Rights, Right to Information Act -2005, National Integration, Peace and non-violence, Dr. A P J Kalam's ten points for enlightened Citizenship. The role of media in value building.

UNIVERSAL DECLARATION OF HUMAN RIGHTS:**Simplified Version:**

This simplified version of the 30 Articles of the Universal Declaration of Human Rights has been created especially for young people.

- 1. We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2. Don't Discriminate.** These rights belong to everybody, whatever our differences.
- 3. The Right to Life.** We all have the right to life, and to live in freedom and safety.
- 4. No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
- 5. No Torture.** Nobody has any right to hurt us or to torture us.
- 6. You Have Rights No Matter Where You Go.** I am a person just like you!
- 7. We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
- 8. Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
- 9. No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
- 10. The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
- 11. We're always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.

14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. Right to a Nationality. We all have the right to belong to a country.

16. Marriage and Family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20. The Right to Public Assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. The Right to Democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22. Social Security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

23. Workers' Rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24. The Right to Play. We all have the right to rest from work and to relax.

25. Food and Shelter for All. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26. The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.

30. No One Can Take Away Your Human Rights.

What is the RTI Act?

The RTI Act was introduced with the sole objective of empowering people, containing corruption, and bringing transparency and accountability in the working of the Government. The Right To Information Act mandates that timely response be given to any citizen who asks for it. This was an initiative taken by the Ministry of Personnel, Public Grievances and Pensions to ensure a portal for citizens who searched and needed quick information.

Here are a few things you need to know about the Act and filing an RTI appeal.

Every public authority is obligated to maintain computerized versions of all records in such a way that it can be accessed over a network anywhere in the country and issued to the person who has requested for information.

Every public authority should provide essential information to the public through various channels of information (including internet) at frequent intervals so that the use of the RTI Act to obtain information can be kept to a bare minimum.

Any person who desires to obtain information shall submit a written or electronic request in English or Hindi or in the official language of the area to the Central Public Information Officer or his/her counterpart at the state level.

No applicant will be required to give any reason for application for request or to provide any personal information except for contact details where it is necessary for the authorities to contact the applicant.

In case an appeal is rejected, the Central Public Information Officer or his/her equivalent will communicate the reason for rejection, period within which an appeal against the rejection can be made and particulars of the appellant authority.

Under normal circumstances, the information requested for will be provided in the form sought for - if a citizen asks for some information in the form of an email attachment, it will be provided unless it causes damage to the original document itself.

The authority will be under no obligation to provide such information that might hurt the sovereignty and integrity of India, information that has been forbidden to share by any court of law, information received under confidence by a foreign Government and cabinet papers.

The role of media in value building.

The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet.

In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

Purposes:

Mass media can be used for various purposes:

The original idea behind the creation of various 'media means' was to entertain masses. Radio, TV, cinemas and magazines spend most of their resources targeting on entertaining items and programs. Because of the growing population and developing lifestyle, the demand for more entertainment is increasing. Every year billion of dollars is traded in entertainment industry.

News & Current Affairs:

One of major duties of media today is to inform the people about the latest happening around them and the world. They cover all aspects of our interest like weather, politics, war, health, finance,

science, fashion, music, etc. The need for more and more news has evolved into creation of dedicated TV & radio channels and magazines. People can listen, watch and read latest news whenever and wherever they want.

Political Awareness:

Media is the overseer of the political system. If it plays its role honestly, it will be a great force in building the nation. It plays a great role in bringing common man close to their leaders. The media focuses in bringing details of all major political situations, decisions and scenarios. Hence people can better understand their rights and make better decisions.

Education:

Because of the power of media is so extensive and huge, it can be used to educate people with very little cost. Imagine a classroom in every city with thousands of students being taught by just one teacher. But unfortunately, because of money-making approach of media and lack of interest by government, very less work is done in spreading the education.

Public Announcements:

Various authorities and agencies utilize the power of media to spread informative messages to public. This may include warning against a storm or epidemic, delay in arrival or departure of flights and trains, etc. In some cases, it is legally binding to publish notices in newspaper like tenders, change of property ownership, etc.

Advertisement:

Almost all business concerns uses the power of media to sell their products. They advertise in media for the enhancement of business purposes. Huge amounts of money are invested in media for marketing of a product. The more attractive the advertisement, the more people will follow it.

Disadvantages:

Even though there are lot of plus points for use of media but there are also many disadvantages associated with it. Media has the bad effect of inducing baseless ideas through advertisements. People are forced to buy harmful or substandard products. Sometimes, the Media develops unnecessary sensation and distortion of truth to attract attention. Because of its power to build public opinion, the influence of media can make or break the government.

Conclusion:

The media has the power of educating people, the good and the bad. Since it affect the eyes, the ears and the mind simultaneously nothing can overcome the influence of the media. The media in the advanced society should perform a noble mission of enlightening people and discourage sectarian, communal and divisive trends.

Assignment- 3

Visit Report

Visit to Non Governmental Organizations (NGO)

Ecological balance, interdependence of all beings – living and non-living. Man and nature, Environment conservation and enrichment...

Ecological imbalance is when a natural or human-caused disturbance disrupts the natural balance of an ecosystem. A disturbance is any change that causes a disruption in the balance of an ecosystem. Examples of natural disturbances are volcanic eruptions, floods.

All species are **important** and help keep the ecosystem **balanced**. **Ecological balance** is a term describing how ecosystems are organized in a state of stability where species coexist with other species and with their environment. ... A disturbance is any change that causes a disruption in the **balance** of an ecosystem.

The **balance of nature** is **important to maintain** because mankind can no longer (and it has been proven scientifically) consider itself separate from the **natural** world around him. Everything is interconnected and when one thing is out of **balance** it causes the entire organism to be weakened.

A Balanced Ecosystem - An Aquarium:

The term ecosystem describes both the living and non-living components of an area that interact with one another. All the components are inter-dependant in some way with each other. An ecosystem may be aquatic or terrestrial.

In an aquatic ecosystem rocks are needed for shelter and plants provide oxygen for fish. An ecosystem is balanced when the natural animals and plants and non-living components are in harmony- i.e. there is nothing to disturb the balance. With increasing pollution, change in migratory patterns, and rise of human population, many ecosystems are in danger of losing that harmony.

Advantages

It is difficult to find a perfectly balanced ecosystem but you can make a model at home and observe how the ecosystem functions.

- You can observe how different species interact with each other
- Study the natural cycle of each species
- Understand the relationship between different species- producer, predator, prey

How to create a balanced ecosystem model:

Here is a suggestion for making an aquatic ecosystem- an aquarium. You will need:

1. River silt or clean sand for the aquatic plants to grow.
2. An aquarium tank, at least 1 foot wide, 2 feet deep and 2.5 to 3 feet long. The top of the tank should be detachable and foldable so that you can reach into the aquarium to clean the glass sides and also feed the fish.
3. A light attached to the top lid to provide artificial light and for warming during cold winters. You can also place the aquarium at a sunny place.
4. Aquatic plants.
5. Small rocks for the bottom.
6. Fish.

First clean the soil and put it in the bottom of the tank. Arrange the rocks. Then pour a little water into the tank. Pouring the water directly will disturb the soil bed; so pour it over a plastic plate that floats over the surface of the water.

This way you will not disturb the bed or any other plants or fish when you pour water. When the water is at least 1 inch higher than the bed, put the plants into the soil. As the water level goes up the leaves of the plants will also rise up.

After the tank is full with about 4 inches left on top, stop pouring the water. Let the water settle for some time. Now introduce the fish one by one and close the top.

Observation:

Observe whether some fish are destroying the plants or whether some fish are eating other fish. If the population of one species goes down dramatically, try and find the reason why this has happened. See what will bring back the balance- is it more fish of the same species, places for them to hide and be protected from predator fish, or more oxygen in the water?

For your project display, describe the abiotic (nonliving) factors present. Explain why the living and nonliving elements are needed in the aquarium. Give reasons for selecting the organisms or type of fish and the plants. Explain what relationship the fish have with each other and the plants- are they prey-predator? Show where they are in the food chain. Note their life cycle. Describe their adaptations and interactions with each other and the environment.

Assignment 4 : Make a report on following activity

Group Discussion Topics:-

1. Energy and natural resource depletion,
2. Environmental pollution,
3. Global warming,
4. Ozone depletion,
5. Deforestation,
6. Soil degradation,

Social values - Social consciousness and responsibility, Consumer rights and responsibilities.

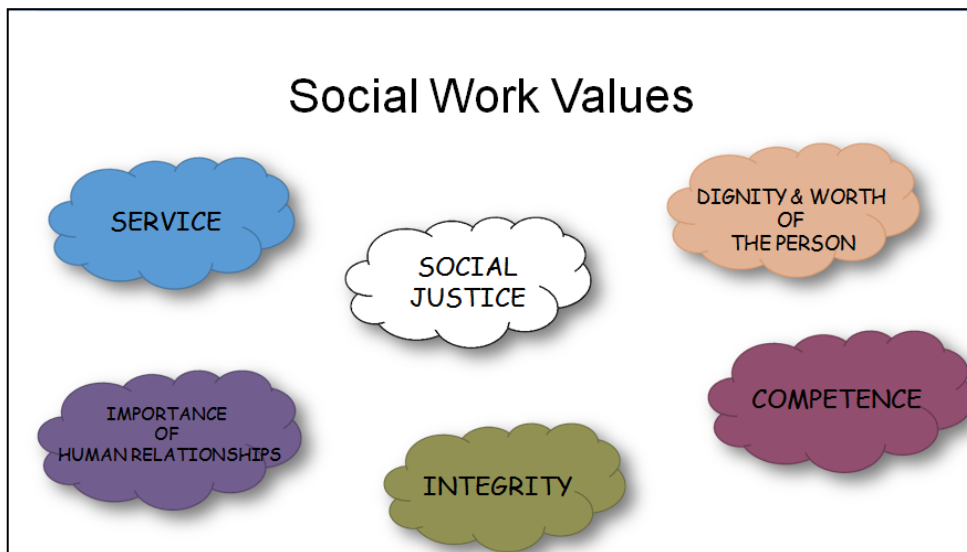
Ethical values - Professional ethics, Code of ethics of engineers, Influence of ethics on family life, Leadership qualities and Personality development.

Outline

- What are Values?**
- Social Work Values**
- What are Code of Ethics?**
- Six (6) Purposes of the National Association of Social Workers (NASW) Code of Ethics**
- Social Work Code of Ethics: Ethical Principles**

What are values?

- **Values** are strong beliefs about how the world should be, about how people should normally behave & about preference over conditions of life.
- **All professions** have value preferences that give purpose & direction.
- Professional values, however, are **not separate from societal values**. Rather, professions take up selected societal values & society in turn gives sanctions to professions through supportive legislation, funding, delegation of responsibilities for certain societal functions and mechanisms for ensuring that those functions are adequately discharged.
- Broad societal values in a country may be reflected, for example, in the laws of the land which declare & ensure certain human rights of the people.



What are Code of Ethics?

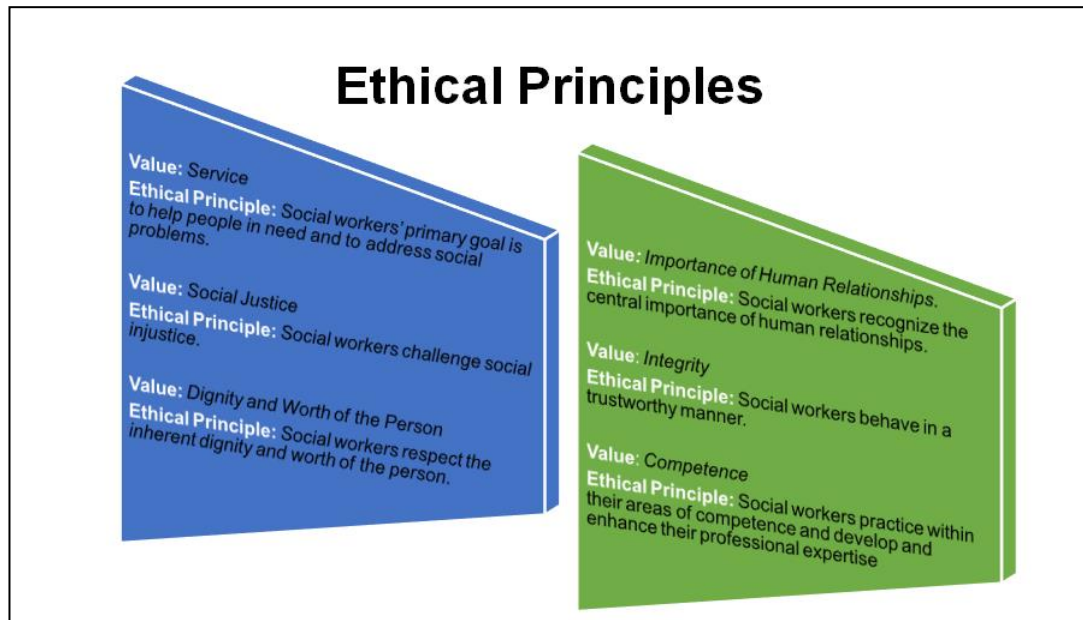
- An important feature of legitimate professions is a **Code of Ethics**.
- A **Code of Ethics** specifies rules of conduct to which members must adhere to remain in good standing within a professional organization.
- The Code of Ethics sets forth the values, principles & standards to guide social workers' behavior.

Six (6) Purposes of the National Association of Social Workers (NASW) Code of Ethics

- 1) To **identify core values** on which social work's mission is based.
- 2) To **summarize broad ethical principles** that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
- 3) To **help social workers** identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- 4) To **provide ethical standards** to which the general public can hold the social work profession accountable.
- 5) To **socialize practitioners** new to the field to social work's mission, values, ethical principles, and ethical standards.
- 6) To **articulate standards** that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

Ethical Principles

The following **broad ethical principles** are based on social work's core values of **service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence**. These principles set forth ideals to which all social workers should aspire:



Social workers also have Ethical standards that concern:

- 1) Social workers' ethical responsibilities to **clients** .
- 2) Social workers' ethical responsibilities to **colleagues**.
- 3) Social workers' ethical responsibilities in **practice settings**.
- 4) Social workers' ethical responsibilities as **professionals**.
- 5) Social workers' ethical responsibilities to the **social work profession**.
- 6) Social workers' ethical responsibilities to the **broader society**.

Assignment- 5

Write Code of ethics for engineers.

Assignment- 6

Report on guest Lecture

- . Presentation given by Teacher in the class on the Dr. A P J Kalam's ten points for enlightened Citizenship.