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HUMAN VALUES AND PROFESSIONAL ETHICS

UNIT 1

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Q. What do you mean by values or human values?

or

What is value education? Why there is a need of value education?

or

How does value education helps in fulfilling one's aspirations?

ANS. Character oriented education that instils basic values and ethnic values in one's psyche is called 'Value Based Education'. The subject that enables us to understand 'what is valuable' for human happiness is called value education. Value education is important to help everyone in improving the value system that he/she holds and puts it to use. Once, one has understood his/ her values in life he/she can examine and control the various choices he/she makes in his/ her life. Value education enables us to understand our needs and visualize our goals correctly and also helps to remove our confusions and contradictions and bring harmony at all levels. It also helps remove our confusions and contradictions and enables us to rightly utilize the technological innovations.

Values form the basis for all our thoughts, behaviours and actions. Once we know what is valuable to us, these values becomes the basis, the anchor for our actions. We also need to understand the universality of various human values, because only then we can have a definite and common program for value education. Then only we can be assured of a happy and harmonious human society.

Q. What are the basic guidelines for value education? (UPTU 2011 – 12)

Ans: The subject that enables us to understand 'what is valuable' for human happiness is called value education. In order to qualify for any course on value education, the following guidelines for the content of the course are important:

- **Universal:** It needs to be applicable to all the human beings irrespective of cast, creed, nationalities, religion, etc., for all times and regions.
- **Rational:** It has to appeal to human reasoning. It has to be amenable to reasoning and not based on dogmas or blind beliefs.

• **Natural and verifiable:** It has to be naturally acceptable to the human being who goes through the course and when we live on the basis of such values it leads to our happiness. It needs to be experientially verifiable, and not based on dogmas, beliefs or assumptions.

• **All encompassing:** Value education is aimed at transforming our consciousness and living. Hence, it needs to cover all the dimensions (thought, behaviour, work and realization) and levels (individual, family, society, nature and existence) of human life and profession.

• **Leading to harmony:** The value education ultimately is targeted to promote harmony within the individual, among human beings and with nature.

Q. What is the need for value education?

or

Write a short note on the need for value education in today's scenario. (MTU 2010–11)

Ans: The subject that enables us to understand 'what is valuable' for human happiness is called value education. Need for value education is:

Ø **Correct identification of our aspirations.** The subject which enables us to understand 'what is valuable' for human happiness is called 'value education' (VE). Thus, VE enables us to understand our needs and visualize our goals correctly and also indicate the direction for their fulfilment. It also helps to remove our confusions and contradictions and bring harmony at all levels.

Ø **Understanding universal human values to fulfil our aspirations in continuity.** Values form the basis for all our thoughts, behaviours and actions. Once we know what is valuable to us, these values becomes the basis, the anchor for our actions. We also need to understand the universality of various human values, because only then we can have a definite and common program for value education. Then only we can be assured of a happy and harmonious human society.

Ø **Complimentarity of values and skills.** To fulfil our aspirations both values and skills are necessary. When we identify and set the right goals and produced in right direction. This is known as **value domain**, the domain of wisdom, and when we learn and practices to actualize this goal to develop the techniques to make this happen in real life, in various dimensions of human endeavor (struggle). This is known as **domain of skills**.

Ø Hence, there is an essential complementarity between values and skills for the success of any human endeavor. For example, I want to lead a healthy life. Only wishing for good health will not help me keep my body fit and healthy and without having understood the meaning of health, I will not be able to choose things correctly to keep my body fit and healthy.

Ø **Evaluation of our beliefs.** Each one of us believes in certain things and we base our values on these beliefs, be they false or true which may or may not be true in reality. These believes come to us from what we read, see, hear, what our parents tells us, our friends talk about, what the magazines talk of, what we see from TV etc. Value Education helps us to evaluate our beliefs and assumed values.

Ø **Technology and human values.** The present education system has become largely skill-based. The prime emphasis is on science and technology. However, science and technology can only help to provide the means to achieve what is considered valuable. It is not within the scope of science and technology to provide the competence of deciding what really is valuable. Value Education is

a crucial missing link in the present education system. Because of this deficiency, most of our efforts may prove to be counterproductive and serious crises at the individual, societal and environmental level are manifesting.

Q. Values and skill complement each other. Elaborate.

or

“For success in any Human Endeavour both values and skills are required.” Explain.

or

What do you mean by values? How do they differ from skills? How are values and skills complementary?

or

Explain how production skills and human values are complementary. Give two examples. (UPTU, 2011 – 12)

Ans: Values means importance or participation and skills means qualities, training, and capabilities. To fulfil our aspirations both values and skills are necessary. When we identify and set the right goals and produced in right direction. This is known as value domain, the domain of wisdom. Basically we must know what really is useful to achieve human happiness, the happiness to all and for all the time.

And when we learn and practices to actualize this goal to develop the techniques to make this happen in real life, in various dimensions of human endeavour (struggle). This is known as domain of skills. Hence, there is an essential complementarity between values and skills for the success of any human endeavour.

For example, I want to lead a healthy life. Only wishing for good health will not help me keep my body fit and healthy and without having understood the meaning of health, I will not be able to choose things correctly to keep my body fit and healthy. So i have to learn the skills to achieve the goal of good health i.e. food to be consumed, the physical workout to be designed. So without knowing the meaning of good health, health cannot be achieved and also it is necessary to make use of the goal to achieve the goal of the goal.

Q. Define self exploration. What is the content of self – exploration?

Ans: Self exploration is the process to find out what is valuable to me by investigating within myself, what is right for me, true for me, has to be judged within myself. Through self exploration we get the value of ourself. We live with different entirety (family, friends, air, soil, water, trees, etc.) and we want to understand our relationship with all these. For this we need to start observing inside. The main focus of self-exploration is myself - the human being. Content of self exploration is just finding answers to the following fundamental questions of all human beings:

1. The Desire/Goal: What is my (human) Desire/ Goal? What do I really want in life, or what is the goal of human life?

2. **Program:** What is my (human) program for fulfilling the desire? How to fulfil it? What is the program to actualize the above?

In short, the above two questions cover the whole domain of human aspirations and human

endeavor. Thus, they form the content of self- exploration.

Q. Self exploration is a process of dialogue between ‘what you are’ and ‘what you really want to be’. Explain and illustrate.

Ans: Self exploration is the process to find out what is valuable to me by investigating within myself, what is right for me, true for me, has to be judged within myself. Through self exploration we get the value of ourself. It is a process of focusing attention on ourself, our present beliefs and aspirations vis-à-vis what we really want to be (that is to say, what is naturally acceptable to us). If these two are the same, then there is no problem. If on investigation we find that these two are not the same, then it means we are living with this contradiction (of not being what we really want to be) and hence, we need to resolve this contradiction this conflict within us. It is a process of discovering that there is something innate, invariant and universal in all human beings. This enables us to look at our confusions and contradictions within and resolve them by becoming aware of our natural acceptance.

Q. How can we verify proposals on the basis of our natural acceptance? Explain with example.

or

What do you mean by your natural acceptance? Is it innate, invariant and universal? Explain (UPTU 2011–12)

or

“Natural acceptance is innate, invariant and universal.” Explain this statement with an example. (MTU 2011–12)

Ans: Natural acceptance implies unconditional and total acceptance of the self, people and environment. It also refers to the absence of any exception from others. Once we fully and truly commit ourself on the basis of natural acceptance, we feel a holistic sense of inner harmony, tranquility and fulfillment. Actually natural acceptance is way to accept the good things naturally. Learn everything that is good from others, but bring it in, and in our own way absorb it; do not become others. We can easily verify proposals in the basis of characteristics of natural acceptance mentioned below:

- a) **Natural acceptance does not change with time.** It remains invariant with time. For example our natural acceptance for trust and respect does not change with age.
- b) **It does not depend on the place.** Whatever we have accepted, in our life, at any time of our age, does not change, even if we move from one place to another one.
- c) **It does not depend on our beliefs or past conditionings.** No matter how deep our belief or past conditioning, as long as we ask ourselves the question sincerely, as long as we refer deep within ourselves, the answer will always be the same.
- d) **This natural acceptance is ‘constantly there’, something we can refer to.** Natural acceptance is always there. Whatever we do, this natural acceptance is within us, it is telling us what is right.

e) **Natural acceptance is the same for all of us: it is part and parcel of every human being, it is part of humanness.** Though each one of us, may have different likes and dislikes and means to live and to react etc. but if we go deep in our mind the purpose of our work, behaviour, efforts etc. are based on common goals like need to be happy, need to be respected, need to get prosperity. So, our basic acceptance remains the same.

Q. What is the meaning of prosperity? How can you say that you are prosperous?

Ans: The feeling of having or making available more than required physical facilities is prosperity. Almost all of us feel that wealth alone means prosperity and try to explain this phenomenon on this nonexistent or half fact. We are trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. It is becoming anti-ecological and anti-people, and threatening the human survival itself. For prosperity, two things are required-

1. Identification of the required quantity of physical facilities, and
2. Ensuring availability / production of more than required physical facilities.

We can be prosperous only if there is a limit to the need for physical facilities. If there is no limit what so ever be the availability the feeling of prosperity cannot be assured.

Secondly, just assessing the need is not enough. We need to be able to produce or make available more than the perceived need.

Q. What is the difference between prosperity and wealth? What is more acceptable to us and why?

or

What do you understand by prosperity? What is the difference between prosperity and wealth? How are the two related?

or

What is the meaning of prosperity? How does it differ from possession of wealth? Explain with examples. (UPTU 2009 - 10)

or

Differentiate between prosperity and wealth with examples. (MTU 2010 – 11)

Ans: Prosperity is a *feeling* of having more than required physical facilities; it is not just physical facilities. Almost all of us feel that wealth alone means prosperity and try to explain this phenomenon on this nonexistent or half fact. Wealth is a physical thing. It means having money, or having a lot of physical facilities or both. This is a very important distinction. We mostly fail to make this distinction today. We keep working for wealth, without realizing that the basic desire is for the feeling of prosperity, to have a *feeling* of having enough. Prosperity is more acceptable to us because wealth is just a part of prosperity. We are trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. It is becoming anti-ecological and anti-people, and threatening

the human survival itself. A person has lot of money, but does not want to share even a bit of it. The person 'has wealth' but feels 'deprived'. If one felt prosperous he/she would have shared what one has, since there is lot more than enough wealth anyway.

Q. What is your present vision of a happy and prosperous life?

Ans: We are trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. It is becoming anti-ecological and anti-people, and threatening the human survival itself.

Some of the consequences of such trend are summarized below:

- Ø At the level of individual: rising problems of depression, psychological disorders, suicides, stress, insecurity, etc.
- Ø At the level of family: breaking of joint families, mistrust, and conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, etc.
- Ø At the level of society: growing incidence of terrorism and naxalism, rising communalism, spreading casteism, racial and ethnic struggle, wars between nations, etc.
- Ø At the level of nature: global warming, water, air, soil, noise etc. pollution, resource depletion of minerals and mineral oils, etc.

All the problems are a direct outcome of an incorrect understanding, our wrong notion about happiness and prosperity and their continuity – this is an issue for serious exploration.

Q. What do the abbreviations given as SVDD, SSDD and SSSS signify?

Ans: To achieve our basic aspirations we need to work for right understanding as the base on which we can work for relationship and then physical facilities. Today we are not working according to this that why we can see that there are two kind of people in the world:

1. Those that do not have physical facilities/ wealth and feel unhappy and deprived. i.e. SVDD: Sadhan Viheen Dukhi Daridra – Materially Deficient, Unhappy and Deprived.
2. Those that have physical facilities/ wealth and feel unhappy and deprived. i.e. SSDD: Sadhan Sampann Dukhi Daridra – Materially Affluent, Unhappy and Deprived. But these are states we don't want to be in. We want to move from this to third category i.e.
3. Having physical facilities and feeling happy and prosperous i.e. SSSS: Sadhan Sampann Sukhi Samriddha – Materially Adequate, Happy and Prosperous.

Presently, as we look around, we find most of the people in the above two categories called SVD and SSDD, while the natural acceptance of all human beings is to be in the category of SSSS.

Q. "Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans." Comment.

or

Explain how physical facilities are necessary but not complete for humans while they are complete for animals.

or

Physical facilities are necessary but not complete for human being. Do you agree with this statement? Support your answer with reasons and examples. (UPTU 2011 – 12)

Ans: Physical facilities are necessary and complete for animals, while they are necessary but not complete for humans. It is easy to verify.



For Animals: Animals need physical things to survive, mainly to take care of their body. For example; cow will look for food when it is hungry. Once it gets the grass or fodder. It eats it, sits around to chew at leisure. Hence, we can say that as long as animals have physical things, they are largely fine. They don't desire other things like knowledge or a peaceful animal society or getting a good MBA.

For Humans: While physical facilities are necessary for human beings, they are not complete by themselves to fulfill our needs. Our needs are more than just physical facilities. We all have other needs, other plans, perhaps we think of going to a movie or reading a book, or go to college, or watch some TV, or spend time with family and friends..... this list is endless. Thus it is easy to see that while physical facilities are necessary for us human beings, they are not complete by themselves to fulfill our needs.

Hence we can say that for animals – “Physical facilities are necessary and complete.”

For humans “Physical facilities are necessary but not complete.”

Q 23. What are the requirements to fulfil basic human aspirations?

or

What is the program to fulfil the basic human aspirations? Explain (MTU 2011 – 12)

or

Explain the basic requirements to fulfil human aspirations. Give the correct priority among them. (UPTU 2009-10)

or

Three things are needed in order to fulfill basic human aspirations—right understanding, right relationships and physical facilities. Explain meaning of each one of these. (UPTU 2010–11)

Ans: Our basic aspirations are happiness (mutual fulfilment) and prosperity (mutual prosperity). Happiness is ensured by the relationships with other human beings and prosperity is ensured by working on physical facilities.

Right Understanding: This refers to higher order human skills – the need to learn and utilize our intelligence most effectively.

Good Relationships: This refers to the interpersonal relationships that a person builds in his or her life – at home, at the workplace and in society.

Physical Facilities: This includes the physiological needs of individuals and indicates the necessities as well as the comforts of life. It means the feeling of having or being able to have more physical facilities than is needed.



In order to resolve the issues in human relationships, we need to *understand* them first, and this would come from '*right understanding of relationship*'. Similarly in order to be prosperous and to enrich nature, we need to have the '*right understanding*'. The '*right understanding*' will enable us to work out our requirements for physical facilities and hence correctly distinguish the difference between wealth and prosperity. With nature as well, we need to understand the harmony in nature, and how we can complement this harmony.

Q 24. What do you mean by animal and human consciousness? Explain with the help of a diagram.

or

Distinguish between 'human consciousness' and 'animal consciousness'. How "shiksha and sanskar" are helpful in raising man to "human consciousness" level. (UPTU 2010–11)

or

What is the difference between animal consciousness and human consciousness? How does the transformation take place in a human being? (MTU 2011–12)

Ans: Giving all priorities to physical facilities only, or to live solely on the basis of physical facilities, may be termed as ‘**Animal Consciousness**’. Living with all three: Right understanding, Relationship and Physical facilities is called ‘**Human Consciousness**’.



From the diagram we can say that:

- For animal, physical facility is necessary as well as complete – whereas for human beings it is necessary but not complete.
- Working only for physical facilities is living with **Animal Consciousness**.
- Working for right understanding as the first priority followed by relationship and physical facilities implies living with **Human Consciousness**.
- There is a need for transformation from **Animal Consciousness** to **Human Consciousness**. It can be accomplished only by working for right understanding as the priority.
- This transformation from **Animal Consciousness** to **Human Consciousness** forms the basis for human values and values-based living.

The content of education is the understanding of harmony at all the four levels of our existence –from myself to the entire existence. Right living or sanskar refers to the ability to live in harmony at all the four levels of living. This dimension of society works to ensure ‘right understanding’ and ‘right feelings’ in individual. Or all-encompassing solution called samadhan in every individual and ensures that our succeeding generation have both the content and the environment available to work towards achieving their goal of continuous happiness and prosperity.

Q. There are many problems manifest today at the level of individual, family, society and the nature. Identify some of these problems humans suffer from. (UPTU 2010–11)

Ans: Today we are generally trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. This effort is giving rise to many problems manifest today at the level of individual, family, society and the nature. These problems are:

- **At the level of individual**– Rising problems of depression, anxiety, suicides, stress, insecurity, increasing health problems, lack of confidence and conviction etc.
- **At the level of family**– Breaking up of joint families, mistrust and disharmony in relationships, divorce, generation gap, dowry deaths, neglect of older people etc.
- **At the level of society**– Growing incidences of terrorism, violence, communalism, racial and ethnic struggle, corruption, adulteration, sex-crimes exploitation, wars between nations, proliferation of lethal weapons etc.
- **At the level of nature**– Global warming, weather imbalances, depletion of mineral and energy resources, deforestation, soil degradation etc.

All the problems are a direct outcome of an incorrect understanding, our wrong notion about happiness and prosperity and their continuity.

Q. Critically examine the prevailing notions of happiness in the society and their consequences.

or

What is prosperity? Is it different from happiness?

or

What are the basic human aspirations? Explain. (MTU 2010 – 11)

or

What is the outcome when we try to identify relationship based on the exchange of physical facilities?

Ans: Happiness may be defined as being in harmony/synergy in the state/ situation that I live in. “A state or situation in which I live, if there is harmony in it then I like to be in that state / situation. The state of liking is happiness.” Whereas, prosperity is the “feeling of having or making available more than required physical facilities”.

In the current scenario, we are generally trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. This is an attempt to achieve happiness through pleasant sensory interactions. The physical facilities are not seen in terms of fulfilling bodily needs but as a means of maximizing happiness.

This has resulted in wrong assessment of wants for physical facilities as being unlimited. But this pursuit is self-defeating. Neither can we hope to achieve continuous happiness through sensory interactions nor can we have prosperity, as it amounts to trying to fulfil unlimited wants through limited resources. This

effort is engendering problems at all the levels. It is becoming anti-ecological and anti-people, and threatening the human survival itself. Some of the consequences of such a trend are summarized below:

1. **At the level of the individual** – Rising problems of depression, psychological disorders, suicides, stress, insecurity, psycho-somatic diseases, loneliness etc.
2. **At the level of the family** – Breaking of joint families, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, wasteful expenditure in family functions etc.
3. **At the level of the Society** – Growing incidences of terrorism and naxalism, rising communalism, spreading casteism, racial and ethnic struggle, wars between nations, attempts of genocide, fear of nuclear and genetic warfare, etc.
4. **At the level of nature** – Global warming, water, air, soil, noise, etc. pollution, resource depletion of minerals and mineral oils, sizeable deforestations, loss of fertility of soil.

It therefore, calls for an urgent need for human beings to correctly understand happiness and prosperity as well as the sustainable way to achieve these.

Q. What is the meaning and importance of discipline?

Or

Q. Why discipline is important in students' life?

Ans: MEANING AND IMPORTANCE OF DISCIPLINE

MEANING

Discipline in educational institutions refers to **the rules and strategies applied in school to manage student behavior and practices used to encourage self-discipline**. This discipline addresses classroom and individual student needs through broad prevention, targeted intervention, and development of self-discipline.

IMPORTANCE

One of the essential behaviours in life is discipline. Since time immemorial, the following saying holds true that “Discipline is the key to achievement.” There are so many distractions in the contemporary world that can divert a student from his primary goal. Discipline in student life means working with all honesty with strict adherence to rules and regulations, cultural standards, and values.

Many other attributes and character traits come from discipline. Discipline refers to orderliness in life, which is necessary for success in one's life. Students should hold discipline in the highest regard for them to be constantly productive.

Discipline plays a vital role in building a nation and greatly impacts children's minds. The following are some of the most important points which explain the role of discipline in a student's life:

1. Focus Centric

When an individual has large goals in life, he will complete his work on time, every day. A person without discipline can't keep his mind focused, and it will divert to various other things happening around him. An undisciplined mind is not able to complete its work on time. Discipline helps you stay focused on the task that you are doing.

2. Providing a Stress-Free Environment

When a student stays disciplined, it's easier for them to remain on top of things, i.e., their studies and personal lives. A well-disciplined person finds it easier to be happy because they do not face tension during exams or daily routine work. Staying disciplined helps them to study on time so that they are stress-free. Discipline helps in managing the work in a planned manner. Discipline also helps the students stay stress-free and prevents them from falling into depression.

3. Discipline moulds Students' Character

Discipline helps in moulding a student's character. And this is not very surprising because, with the help of discipline, students can establish a positive attitude towards their studies and life; and enjoy the benefits derived from discipline.

4. Encourages & motivates students

There is no denying the fact that student life is difficult. When students are disciplined, it helps them stay motivated and keeps that fire burning so that they can get the best out of their education.

5. Better Academic Performance

A disciplined student is usually the top performer in their class or school. Disciplined students tend to get good scores and benefit from their education as well. Education without discipline is incomplete. There are several advantages that students can have from being disciplined in their life, such as coming to school on time, getting up early, having a bath and breakfast on time, etc. A disciplined class enables students to listen better to their teacher.

6. Staying Healthy and Active

A disciplined student often stays healthy and active. They know what's right for them and what's wrong. They have a particular time assigned for each of their daily activities. The students' study, play, eat, sleep, and wake up at a particular time, which helps them stay active during the entire day. Hence, discipline helps to increase the development of the body as well as mind. Discipline encourages students to remain active, healthy, and energetic.

Q. How to develop right attitude? In what way it helps students? (MTU 2019-20)

Ans: ATTAINING RIGHT ATTITUDE

Your mind is a powerful thing. If you allow yourself to keep a positive state of mind, your attitude will follow.

There are many ways to develop your positive attitude. Here are a few to help you get started.

1. Listen to your internal dialogue. When faced with a negative thought, turn it around to make it into a positive thought. (For example, "I am no good at this!" could be changed to, "Maybe this is not one of my strengths, but I've tried my hardest, and I am skilled in many other things.")
2. Interact within positive environments and with positive people. Do things with people who reinforce you in a positive way. Go places that have special meanings and positive memories or associations.
3. Volunteer. Do something that will help others. This will give you a sense of fulfilment and make you feel happy inside.
4. Permit yourself to be loved. Everyone deserves to be loved

5. Take Responsibility. At any moment your attitude can be that of a victim or of a creator. The first step you need to take to shift from victim-mode to creator-mode is to take responsibility. Here's the attitude of a creator:

- I create my life.
- I am responsible for me.
- I'm in charge of my destiny.



6.Change Your Thoughts. Positive thoughts lead to a positive attitude, while negative thoughts lead to a negative attitude. Changing your attitude is as easy as hitting the “pause” button on what you’re thinking and choosing to think different thoughts.

7.Have a Purpose. Having a purpose in life gives you a fixed point in the horizon to focus on, so that you can remain steady amid life’s vicissitudes and challenges. Bringing meaning and purpose into your life—knowing why you are here—will do wonders for your attitude.

8.Focus On the Good. In order to have a positive attitude, focus on the good. Focus on the good in yourself, the good in your life, and the good in others.

9. Stop Expecting Life to Be Easy. The truth is, life gets tough at times. For all of us. It can even be painful. But you’re brave and resourceful, and you can take it. Know that sometimes things won’t be easy, and adopt the attitude that you have what it takes to deal with anything that life throws at you.

10. Give Up On Having An Attitude of Entitlement. Stop demanding that things be handed to you. Your attitude at all times should be the following:

- It’s up to me to get what I want.
- Good things come to those who work hard.
- I adapt to change easily and quickly.
- I keep going even when things get tough.

Your actions and reactions toward other individuals can determine the end result of the interaction.

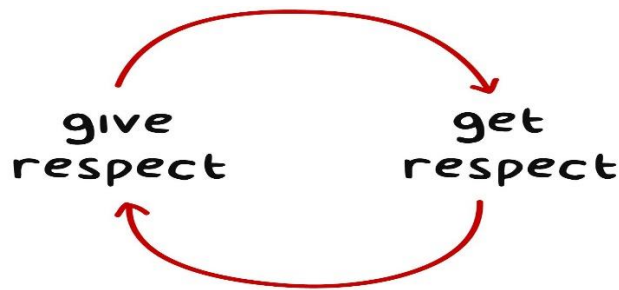
For example, if you are receptive and respectful to individuals’ opinions, they in return could be more open to what it is you have to say. Take responsibility for your actions, thoughts and feelings. No one can make you feel any way that you do not want to feel. Accept that no one is perfect and that includes you. Be proud of your accomplishments and the hard work you’ve done. Use the moments when you think you have not succeeded as learning experiences.

Q. How to develop moral value of respect in students? (UPTU 18-19)

Ans: DEVELOPING MORAL VALUES OF RESPECT IN STUDENTS

IMPORTANCE OF RESPECT: Respect is a moral value that is the basis of a happy, healthy, and fulfilled life. It is a two-way process that means a person can get respect when he respects others. The present essay gives a brief on the types of respect, its benefits, and ways of development of respect. A

person who respects others is self-disciplined, obedient and shows honour for others. He/she cares for others. People who have creditable track records in the societies are most respected.



MEANING: Respect means giving value to someone or something. When we respect someone, we show great admiration and love to him/her. However, the meaning of respect can be different for different people.

1. **Self-respect**

Self-respect is the respect that we give to ourselves. Self-respect depends on how you treat yourself and how you allow others to treat you. Self-respect provides a base for all the decisions made by us. Self-respect is very important because a person with self-respect has confidence and behaves with grace, honour, and dignity. Self-respect doesn't mean arrogance and it doesn't mean pride in physical features, family background, education qualifications, economic status etc but to know what we are and to know the purpose of our life.

2. **Respect for Individual and Society**

Respect for others is when you care, love, and respect others. Respectable behaviour for others also shows that you accept others as they are. When you respect an individual, this portrays your thinking that respects all individuals equally. Children respect their parents and elders; Students respect their teachers. So all young people must always be taught and encouraged to respect their elders in society. They are also imparted to accept the codes of conduct of society.

3. **Respect for the Vulnerable**

Respect for all is the symbol of a well-educated society. It also shows the maturity level of a society where all the people, including vulnerable populations, are respected equally. The vulnerable population includes children, senior citizens, physically and mentally challenged populations.

4. **Respect for Nature**

Respect for nature includes respect towards the things or property that are in our surroundings. People must respect their environment by using environmental resources carefully so that the resources would last longer and remain adequate to meet the need of the whole community.

Developing moral values of respect – Start asking yourself 'How would I feel if someone did something wrong or bad to me as I am doing for others?' And also think yourself in by keeping in place of others. This will give a chance to think whether you did wrong or right. This will also develop a feeling of respect for others. Also, respect them then only they will learn to respect you. Respect can be shown by simple gestures as well. Some courteous utterances such as "Thank you", "Welcome" and "Sorry" are also used to show respect towards each other. Respect is one of the moral values which shows civilized human behaviour. A popular quote by R.G. Risch is "Respect is a two-way street, if you want to get it, you will have to get to give it." If you will respect others, others will also respect you. Therefore, everybody in the society must have respectable behaviour with all so that a strong and healthy society will get flourished.

ASSIGNMENT QUESTIONS

1. *What is the need of value education? Explain its role and purpose?*
2. *“Process of self-exploration leads to realisation and understanding” explain with diagram examples?*
3. *Difference between happiness, wealth and prosperity?*
4. *Write about types of respect and the way of developing respect among students?*

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