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HUMAN VALUES AND ITS IMPACT ON SOCIETY

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Abstract

Values are the priorities of individuals and society, attached to certain beliefs, experiences, and objects in deciding how they shall live and what they shall treasure. A society to be stable,to lead a life of joy,peace and serenity needs a firm foundation of morality. It needs its members to exhibit behaviours and process conduct of universal law of harmony. But in today's technological world the values and morality of individuals are being swept away to gain the worldly pleasures. Individual's achievement and position is preferred even if a sacrifice of values, ethics and morals is demanded for it. But for the universal harmony of our society it is essential to inculcate values and develop morals in children from their early stages. Family, school and society, is a context for moral development. Teachers are models of moral and ethical behaviour. Hence the present paper focuses on human values which are desirable and important; they are held in high esteem by any society in which a person lives.

Keywords: Human Values   Society   Students   Teachers

Introduction

Values are the ideals, beliefs or norms which a society or the large majority of a society's members holds. Values are conscious or unconscious motivators and justifiers of the actions and judgement.Values are our personal measure of worth shaped by our beliefs, ideas and principles that are important to us. They shape our priorities and guide us in deciding what is right and wrong; values reflect our attitudes and what we believe about everything. Values are what we consider valuable. Likewise every society expects us to behave in a socially approved way by fixing such norms, and people those who hold and behave in those norms are, approved by the society. Society calls these norms as 'social values' and every individual values and social values are changing through an evolutionary process and also influenced by family or social upset, technological, economic, cultural changes, dramatic events such as war, disease and also by environmental threats. The social values are the social standards and ideals. The values are the basis to evaluate social situations and contents. The social values are meaningful and relevant for us as well as important for our social life. The values have social and cultural background and foundation. This is the reason that each society has its

own social values which are different from other society. All social things, events and relations are evaluated with the help of social values. The values have an emotional basis or aspect. The emotional feelings are revealed when we think over issues, take decision and evaluate. A social value integrates the three aspects emotions, activities and cognitive elements which operate simultaneously. The social structure of values has the following features:

- The values are related to social life.
- The values are the social norms and standards.
- The values are the ideal rules of a society.
- The aspects of values are integrated.
- The different aspects vanish in a value.
- The values are different from society to society.

Hierarchy of Values(Taxonomy of Values)

All the values are not of the same level. There is hierarchical order of values. This order has three levels or dimensions which are as follows:

SPIRITUAL VALUES

SOCIAL VALUES
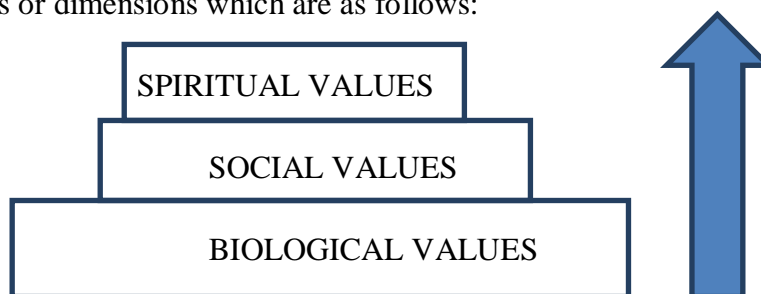
BIOLOGICAL VALUES

- Biological values are related to health, efficiency, way of living, security and power etc.
- Social values are related to property or economic efficiency, affection and justice.
- Spiritual values are related to truth, beauty, goodness, self -transcendental and purity of life. These are the highest level of values.

Maslow's Hierarchy of Human Needs

Maslow has classified the human needs in five categories and arranged these categories of needs in a hierarchical order. When lower needs are satisfied, the individual attempts to satisfy the higher needs.

SELF ACTUALIZATION

ESTEEM NEEDS

NEEDS OF BELONGINGNESS

NEEDS FOR SAFETY

PHYSIOLOGICAL NEEDS
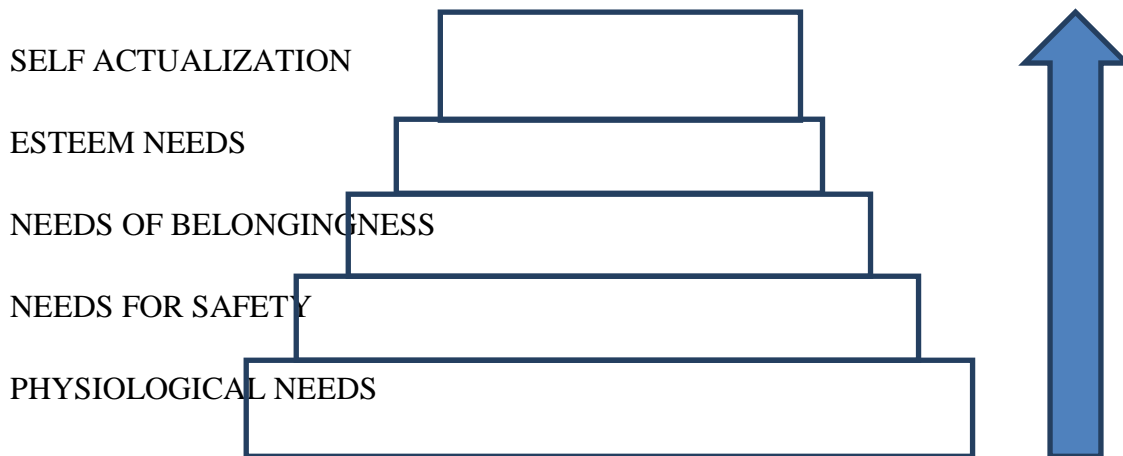
In that way a human being tries to satisfy his needs in a hierarchical order as shown in the above diagram.

Maslow has classified the human needs in a hierarchical order. This order of needs is useful and meaningful for teaching-learning situation. The first three types of needs are known as lower level needs and last two are considered as self-actualization needs. Teacher's job is to identify the level of needs so that he may select appropriate technique of motivation' the need is an important source for human motivation.

Importance of Value-based Education in the present context

Educational values play a significant role in the individual, social and professional life of a person. Value-based education is very much beneficial in many ways such as:

- To develop healthy attitude towards life and balanced personality.
- To develop social, vocational and cultural competency and richness.
- To learn adjustment with the ever changing environment conditions and modify the behaviour accordingly.
- To develop some good habits supported by feeling and rational thinking.
- To inculcate moral values and reasoning for human caring.

The following methods and techniques are suggested to impart human values within students they are : Classroom learning activities methods, Practical activities method, Socialized techniques and activities, Incidental learning method.

Need and Importance of Social Values

The values are very important for social, individual and national life. The values are related to different aspects of social life. These values have operational aspects and other net-working of social relations. Both these aspects have some coordination and integration which maintains a balance in the social organization of a society. These social values are in accordance with the emotions and desires to make a stable and well organized life. This process makes the person egocentric and his mental set is transformed towards immediate and unstable needs. Without values life of a person is like an animal. The values are the aspects of social structure. The values release the mental tension and solve the internal problems and create harmony in life. There are three components in the operation of human values- **person, society and values**. A person is like a lamp, a society is like oil and value is like a flame. These components are complementary to each other. The highest values are **truth, beauty and goodness**. These values maintain sweet relations, creation and recreation. The whole society has to preserve the highest values for human welfare.

Inculcation and Transmission of Values

In order to form societies with lasting value the following values must be inculcated and transmitted to children/ students both by parents and social institutions:

- Family life must be based on truth, faith and justice.
- A culture of peace, brotherhood and tolerance must be taught in families.
- Respect for life and respect for different views regardless of religions, ethnicity and regions must be fostered in schools.
- A sense of responsibility for the welfare of others.
- Adults must become examples.
- True patriotism must be fostered in children.
- Correct judgement and common sense must be cultivated.
- Opportunities for making personal decisions and evaluating the choices must be made and carried out.
- Children must be brought up with consideration for their aesthetic, moral, intellectual and emotional development.
- Boys and girls must be brought up at home with equal participation and equal treatment and respect.

- A sense of compassion for the elderly.

- Lastly, there must be the conviction that every parent in this world has a privileged duty of being an agent of recreating the society and transforming the world.

In Indian thought **the teachers** are the source of inspiration and also a model for the development of moral and human values- not only among their pupils, but also in the society. The teacher's task is not merely to impart knowledge, they have also to mould the character of their pupils and through them the character of the entire society. Character building includes the development of moral as well as human values. Teachers should give a universal outlook. They should strive hard to preserve the basic values of our culture heritage without losing the momentum, which science and technology give to human progress. There is need to train teachers in several of the new techniques and bring him to the frontline in this task of building a national system of education with a focus on Value Education.

Teacher Training Programmes for Value Inculcation

The curriculum needs to be designed in such a way that integration is achieved among the theory courses and values are woven with skill dominated and attitude building areas.

In-service education has to reorient teachers for updating their known-how in adopting most appropriate teaching strategies with special focus on value inculcation.

The programmes of training need to be so planned as to create conditions to motivate teachers to innovate, devise appropriate methods of communication and activities relevant to needs and capabilities of the community and its concerns with tradition of high intellectual and spiritual attainment.

The pre-requisite to value oriented teacher education is the identification of content areas where values can be integrated and interwoven so as to give prospective teachers value-orientations.

The teachers will have to be given focused training regarding the evaluative practices that would follow to ensure whether the values have been internalized.

The preparation of teachers does not end up with the pre-service education. In –service programmes need greater care in their organization through universities, NCERT, NCTE, SCERTs and DIETs for enabling them to learn the methods and techniques of inculcating different desirable values among the students.

Conclusion

Today we are facing so many problems like terrorism, poverty and population problem. It is necessary to integrate moral values in curriculum. Education is an effective weapon. Parents and teachers expect utmost perfection from our students in all activities. But, with increasing academic pressure, one is left with little or no time to inculcate even basic values in them. The basic principles with value-based education remindus of the age-old saying," If health is lost, something is lost, if character is lost, everything is lost ". Value Education is must in every Educational Institution. Students unconsciously imbibe all kinds of values from their parents, teachers and peers, all the time. So, in a sense- value is more 'Caught' than 'Taught'. Still they do need guidance to help them learn the right values. Right education should cater to an individual's intellectual, physical, emotional, social and spiritual development. India can lead the world only in spiritual matters and this is possible only through a Value based Education.

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VALUE BASED EDUCATION: FRAMEWORK FOR SCHOOLS

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Abstract

This paper focus on the issue of value based education and the working framework of school education. We know that school is a sub-system of society. School is responsible for preparing students as enlightened citizens of a country. In past years many unfortunate incidents compelled us to accept that our education system appears to have lost its direction. The prime responsibility after parents is on the shoulders of the teachers. We consider teacher as an agent of social change in the society. Through a planned framework in schools by using value based education, healthy value oriented citizens can be produced. In this process Teacher Education Colleges can also play a noteworthy role in preparation of such value based teachers who can be role models for their students.

Keywords: *Value based Education, School framework, Teacher Education*

Introduction:

In modern democratic society, this concept of values has changed. With the advancement and growth of the economies and societies value system had been largely influenced. Instead of becoming more civilized, more developed, our value system was broken. Materialistic thinking has overpowered us. So, it is an urgent need in the present context of things that overhauling of the educational system is needed to develop a sound value system through well planned efforts at home, school and out of the school. School can adopt value based education approach to play their important part more effectively. Before discussing the value based educations we need to learn about the concept of values. Friedrich Nietzsche a German Philosopher in 1880 popularized the word 'Values' in plural to denote moral beliefs and attitudes that were personal and subjective. In Oxford Dictionary of English, value means worth and valueless means worthless. From a historical viewpoint, a value may be defined as a thing that is good. There are many types/categories of Values. Some of them are given below:

Types of Values

- **Personal values** like punctuality, ambition, courage, creativity, excellence, honesty, self-confidence, self-motivation, imagination etc.

- **Social Values** like coordination, justice, freedom, forgiveness, tolerance patience sympathy, love, affection, friendship, peer group, reference group, imparity, hospitality, courageous, service etc.

- **Moral Values** like keeping promises, avoiding unnecessary problems with others, showing gratefulness to others, respect to the right of others, avoiding dishonesty & cheating.

- **Spiritual values** like control, purity, and devotion to God, piety, meditation, yoga, self-discipline etc.

- **Universal Values** like joy, brotherhood, love, compassion, service, bliss, truth and eternity.

- **Cultural Values** like right and wrong, good and bad, customs and behavior. These are reflected in aesthetics, education, law, economics, ethics, social hierarchy, philosophy, language and social institutions of every kind.

The values are the priceless treasure deposited from time immemorial. Values are generally made from long-term standards. These standards are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong.

Every society expects that its members should have above said values. Development of these values is started from home and school which are primary agencies of education of the child. Schools are most important place where students experience positive values in particular context. School plays significant role because most of the active time of the day of child is spent in the schools. They learn how to apply and talk about values appropriately. They become self-motivated, and their behavior becomes calm and purposeful. We are witnessing many incidents where unethical, irresponsible behavior is shown by many members of the society. A large number of enlightened educationists in India are beginning to realize the inadequacy of the education and home system. Lack of personal attention at home, broken houses, imparting considerable volumes of haphazardly organized information, which is unfortunately redundant and obsolete; it cannot be called a comprehensive or all-round education.

In reality child spend around 5-6 working hours in school so it becomes the responsibility of the school to provide Value based Education. It is an approach which enables learners to flourish, making a difference to the world. UNESCO organized a 'Values in Education' Summit in 1998, to encourage schools to review their curricula in terms of value education. The fact that a world body like UNESCO should stress on the need of teaching 'values' in the school system is in itself a statement of the gravity of the problems. Values-based Education is an approach that works with focus on inculcating values at each step of teaching learning process.

Framework of Values-based Education for schools

Value based education in any form formal, non formal and informal can develop self respect and respect for commonly, personal moral codes, honesty, justice, Make judgments which are socially responsibility, Reflection on experiences, truthfulness, search for meaning, ability of justification of decision and actions etc. Through schools framework of value based education can be implemented with significant success rate. Some of the key points related to value based education are given below:

- A sound school philosophy based on values. School philosophy should be based to preserve, transmit and enhance the values from one generation to another. Such type of philosophy demands working environment (day-to-day practice) which will enable students to develop fully as individuals who have enriched values system.

- At policy matter some common guidelines should be provided to all schools to develop balanced personalities through value based education. Model framework of value based education should be given by the authorities to each school. In light of this Model framework schools should be free to execute this in their best possible way.

- It is easy to make guidelines regarding value; beautiful guidelines may also be given to schools on how values should be developed. The root of the trouble is how to practice. On other hand evaluation of the value development is a more challenging task than it appears.

- All school personal as a part of school hierarchy should represent them as a model of positive values before school students and parents then students will caught these values from their behavior.

- A well planned Co-curricular activities and their practice helps in inculcating values among students. Morning assembly, charity wall, NSS, Social service camps, sports meet, festival days, special days in memory of great people, National Days, etc. should be used to provide exposure and opportunities to the students. Cooperation and competition in group work like sports and cultural items develop value system. For smooth implementation of these time table arrangements needs to be made.

- Values development should be considered as an innermost core in the entire life of the school and outside school also. Opportunities should be provided to the students to reflect on their behavior and encourage them toward self-responsibility for good behavior and actions.

- A healthy, practical and transformative curriculum which can guide students to form their future and gives real meaning and purpose to their lives.

- Promoting Cooperative working environment instead of unnecessary competition. Make   sure that no student leaves behind, irrespective of their background. It should equip students with social responsibilities and capacities that help them work with, and relate to others effectively.

- School through Values-based Education should create a strong learning environment that will enhance academic attainment, and develops life skills of students.

Values-based Education in schools will strengthen resilience and well-being among students. Value based education will develop ability to fulfill responsibilities, self-esteem and confidence to explore and develop their full potential, development of problem solving abilities, development of self-expression, self-preservation, self-confidence, enable individuals to control environment, eradicate communal and social disharmony. It will help in the development of an integrated relationship and inspirational community links that can provide real life practices to use values. It will help in creating a better learning environment, in which students are able to attain better academic results. A well implemented system of value based education will develop good character, deep thinking and altruistic behavior among students. It will unshackle teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time. It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives. Above discussed points clearly shows that value based education has a power to convert a contaminated mind into a very youthful, bright, naive, strong mind. This leads to the fullest development of their potentials and becoming a healthy and useful part of larger society. To implement value based

education teachers have the major responsibility. They can influence total personality of the learners. The success of any value based education plan for imparting value education depends upon the preparation of the teachers, in other words a role model teacher can only transform this system. Teacher must know the content of value oriented education and should· be in position to adopt various approaches strategies and methods for inculcating values and for the empowerment of learners. Such type of learned teachers should be prepared by the teacher education institute (TEI). NCTE and other affiliating bodies should provide framework to these institutes and each TEI should make a time bound objectives to make enlightened teachers through its innovative, value oriented, diversified, contextual teacher training courses.

Conclusion: Education is a not a process limited to only three R's. Real education starts from birth to death. It's not confined to read, write and get a job. Its main focus is to develop the personality of each individual to its fullest potential, making an ideal citizen. So value based education in schools can be a significant step to achieve above said goals. A well planned and implemented value based program through well trained teacher can transform the existing value system.

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EFFECT OF CHANGING THOUGHTS ON LEARNED HELPLESSNESS AND MENTAL HEALTH OF ADOLESCENTS

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Abstract

The present experimental investigation, which is pre test - post test control group design, was conducted to assess the effectiveness of changing thoughts on learned helplessness and mental health of adolescents. A sample of 200 learned helpless adolescents were selected by the investigator, after administration of learned helplessness scale, out of which 100 learned helpless adolescents were assigned to control group and 100 to experimental group. Then again a scale of mental health was administered on learned helpless adolescents of both experimental and control group to find the level of their mental health. After that investigator had given a one month treatment to change the thought pattern of learned helpless adolescents for 30 min per day to the experimental group, which was then post tested on the scale of learned helplessness and mental health. The results of the study revealed that changing thought helps to improve learned helplessness and mental health of adolescents. Based on the findings, some implications were made.

Keywords: Changing thoughts, learned helplessness, mental health and adolescents.

Introduction

Learned helplessness (LH) is a condition of mind, which tackles with attributions and achievement deficits of individuals and is subjected to specific success or failure situations, it influence mainly the academic achievement of pupils in school. Academic success of pupils involves various psychosomatic variables such as self-competence, self-performance, explanatory styles, information processing and performance uncertainty, etc. that perform a significant role in learning (Macher, Paechter, Papousek, and Ruggeri, 2012; Peixoto and Almeida, 2010). Those students who are at greater danger of mounting LH began to characteristic their deficiency or failure to individual inadequacy, impulsively citing poor intelligence, memory, or problem (dilemma)-solving inability as the causes for their collapse, which is followed by a compelling dearth of any positive prospects and occurred in spite of

the existence of a few experiences of success. Students with LH, so, drop out their problem-solving competence and are unable to exercise control over events, as if they were governed by causes which are contrary to self. They establish inferior approaches after failures, have pessimistic approach towards tasks, exhibiting anxiety, apathy, and rejection, and will be repulsed by a feeling of hopelessness and disappointment that can point to the learned helplessness (Dickhauser, Reinhard, and Englert, 2011; Dweck and Leggett, 1988; Ruthig, Perry, Hladkyj, Hall, Pekrun, and Chipperfield, 2008).

Mental health as stated by WHO (2007) is not but the deficiency of mental disorder. It is a position of wellbeing in which each person understands his or her own capabilities, can handle the conventional stresses of life, can service efficiently and productively and is competent to accomplish goals set for the community. Therefore adolescents who are mentally healthy work more for their nationally established work and their private demanding household life whereas, deprived mental health is soundly concerned to another health disparities and development involve in adolescence for example short self-confident, under social liable behavior, performing prohibited actions and so on. The majority of the mental health difficulty and disturbance take begins in the phase of childhood, and adolescent, when they are sustaining from emotional or developmental problems. Adolescents with precise learning difficulties, display their mental disorder in various ways such as a sudden remarkable increase (over work or working hard) or decrease (inattention or lack of interest) in efforts put by them into their school work. Some pupils display fluctuating moods and increased level of disappointment and irritability. In more rigorous cases, tiredness, sleeping problems, psychosomatic disorders, school phobia, and antisocial behavior can be observed. An effective way to reduce these stressful experiences is to work at changing how they initially appraise a situation.

Two effective strategies for changing adolescent's appraisal are: Thinking of potentially stressful situations as challenging rather than threatening and changing negative self statement into positive one.

Objectives of The Study

1. To assess the learned helplessness of adolescent.
2. To assess the mental health of learned helpless adolescents

3. To study the effectiveness of changing thoughts on learned helplessness of adolescents.

4. To study the effectiveness of changing thoughts on mental health of learned helpless adolescents.

Hypotheses

1. There will be no significant effect of changing thoughts on learned helplessness of adolescents.

2. There will be no significant effect of changing thoughts on mental health of learned helplessness adolescents.

Sample

A sample of 200 students of class VIII and IX having learned helplessness was selected for the present study. To select the sample of 200 students, a scale of learned helplessness was administered on as many students of class VIII and IX of randomly selected Government Schools of Punjab, District Mohali as required to get the desired sample.

Design of the Study

The present study was experimental in nature. A pre test - post test control group design was used in this study. The effect of changing thoughts on adolescent's learned helplessness and mental health was studied.

The dependent variables in this study were learned helplessness and mental health and independent variable was changing thoughts. A pre test of learned helplessness was administered on adolescents to select learned helpless subjects for the study before allocating them to experimental group and control group. A pre test of mental health was also administered on learned helpless adolescents to determine their level of mental health before providing one month treatment to change the thought pattern of adolescents in the experimental group. After the end of the treatment, post test of learned helplessness and mental health was administered on both the groups. The difference between the means of pre test and post test was found out for each group and these mean difference scores were compared with the help of t- test in order to ascertain whether the experimental treatment produce a significant effect than the controlled condition.

Method and Procedure

Investigator had first administered the scale of learned helplessness on adolescents studying in class VIII and IX to draw out 200 learned helpless adolescents and then randomly assign 100 adolescents to experimental and 100 to control group. Then again a scale of mental health was administered on learned helpless adolescents of both experimental and control group. After that a one month treatment of changing thoughts was given by the investigator on 100 adolescents of experimental group for 30 minutes per day.

Thereafter investigator had again administered the scale of learned helplessness and mental health on both 100 adolescents of experimental group and 100 adolescents of control group. The scores so obtained from both groups were compared to found out the effect of changing thoughts on learned helplessness and mental health of adolescents.

Delimitation of the Study

1. For the present study, sample was confined to the Government Schools of Punjab, District. Mohali only.
2. Adolescents studying in the class VIII and IX were considered for the study.

Tools Used

Following research tools were used in the present study:

1. Learned Helplessness Scale (developed by the investigator herself).
2. Mental Health Questionnaire (developed by the investigator herself).

Statistical Techniques to Be Used

Descriptive statistics such as mean, standard deviation, skewness, kurtosis was used to ascertain the nature of distribution of scores. ANOVA and t- test was used to found out interaction among the variables and significance of difference between the means respectively.

Results and Discussion
Inferential statistics

Table 1. t - ratio statistics obtained for pre-test and post-test scores of changing thoughts on Learned Helplessness of adolescents

Learned Helplessness		N	Mean	S. D.	t-value	p-value
Experimental Group	Pre - Test Score	100	225.98	16.99	71.18	p<.01 (Significant)
	Scores after changing thoughts	100	185.22	11.34		

The above table 1 shows a significant difference in learned helplessness between pre test means and means after changing thoughts in favour of changing thoughts. Since t- value (71.18) was significant at p<.01, it means that by changing thoughts of the adolescent learned helplessness can be reduced significantly. So, the null hypothesis that there exists no significant effect of changing thoughts on learned helplessness of adolescents has been rejected and alternate hypothesis that changing thought is effective in reducing learned helplessness of adolescents has been accepted.

Table 2. t - ratio statistics obtained for pre-test and post-test scores of changing thoughts on Mental Health of Learned Helplessness of adolescents

Mental Health		N	Mean	S. D.	t-value	p-value
Experimental Group	Pre - Test Score	100	32.38	2.92	65.40	p<.01 (Significant)
	Scores after changing thoughts	100	48.77	2.32		

The above table 2 shows a significant difference between pre test means and means after changing thoughts of mental health of learned helpless adolescents in favour of changing thoughts. Since t- value (65.40) was significant at p<.01, it means that by changing thoughts of the adolescent mental health of learned helpless adolescents can be reduced significantly. So, the null hypothesis that there exists no significant effect of changing thoughts on mental health of learned helpless adolescents has been rejected and alternate hypothesis that changing thought is effective in reducing mental health of learned helpless adolescents has been accepted.

Implication of the Study

In schools we generally found students who show lack of help and defensive attributional style when they have to cater with the problem of failure. They blame outside factors such as teacher and hard curriculum more when they found themselves persistent to change the situation. The teacher should therefore adopt the most effective strategies in the form of fostering optimistic thinking style and problem solving attitude to enhance student's confidence. Teachers should timely supervised students learning process, pushed them to learn hard and find more personal reasons in their learning.

Conclusion

Adolescents are the pillars of any growing society, who due to the pressure exerted by parents, teachers, peers and other members of society are caught into the unavoidable stress. So, it is prime responsibility of schools and society that strategies in the form of changing the thought pattern of adolescents should be chosen and given to the adolescents which can enhance their physiological, emotional and psychological well being, so that they can be the productive member of the society.

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A COMPARATIVE STUDY OF ADJUSTMENT OF EDUCATED AND UN-EDUCATED OLD PEOPLE LIVING WITH FAMILY AND RESIDING IN OLD AGE HOME.

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Abstract

The purpose of the study was to examine the adjustment of educated and uneducated old people living with family and residing in old age home. There was one variable in the study namely Adjustment. Total sample as 200 educated and uneducated old people from (family and old age home) of Ludhiana district were selected by random sampling technique. Significant difference has been found in the adjustment of educated and uneducated old people living in the family and residing in old age home. It is difficult for the old people to adjust themselves in the family as well as old age home. The study will be useful to provide suitable measures to Old people to adjust themselves in the family and Old age home.

Keywords: Educated, Un-Educated, Old People, Family, Old Age Home.

Introduction:

A person reacts differently to different situations. The different responses, behaviors and expressions of a person towards a situation are called adjustment. Adjustment is a state in which the need of the individual on the one hand and the cleans of the environment on the other hand are fully satisfied or the process by which his harmonious relationship can be attained. Old age is the closing period in the life span. It is a period when people, move away from previous more desirable period of usefulness. To most people getting older means continuing to lose beauty and strength. In this age a person maintains balance between his needs is and circumstances which affect his cline needs.

In Indian society, older people have a sense of honor and authority. The duty of older person is to maintain rules and regulations and has also responsibility to make decisions in a family and committee because they have lots of experiences. But in this era, due to culture of modern society the joint family system has led to the loss of the traditional authority of the old persons in the family and society. The older people face many problems which mostly depend upon the socio-economic conditions and environment in which they live. People can be considered old because of certain changes in their activities or social roles. For example,

people may be considered old when they become grandparents or when they begin to do less or different work after retirement.

India like many other developing countries in the world is witnessing the rapid aging of its population. Illness increases with age. All else being equal, an older population has greater need for health care.

Old Age:

Aging has been defined in several ways. Some have regarded ageing as a period of physiological deterioration, others regard it simply as an advancement of year and still other emphasize that ageing involves a restriction on cultural roles. The demarcating line between middle and the old age is not the same everywhere. In the Indian contest people who cross 60 years of age are regarded as old but in the western world the old age is considered from 65 years. In general the age of retirement from active service is considered as the beginning of old age which is in some states 60 while in other states 62 years. However the customary and traditionally 60 years is taken as the beginning of disengagement from activity and loss of status and income.

Hereditary endowments, different socio-economic status and educational backgrounds and different patterns of living considerably influences the process of aging. Intellectual capabilities change as people grow older. Their IQ scores typically stay the same or get higher over the lifespan, although they may dip right before death. What changes most dramatically over the lifespan is not the overall quality of thinking but the speed of processing in some tasks, the flexibility of learning, and the time of day when a person performs best.

The individual suffers a number of status losses from bread earner to the neglected one in the family and society. The retired life in old age brings feeling of uselessness, worthlessness and insecurity as well as the often recurring need of facing dependency. Billy Graham says, 'All my life has been taught how to die but no one ever taught me how to grow old'. It refers to a multidimensional process of physical, psychological and social changes. Declining mental ability, the gradual giving up of role playing in socio economic actives and shift to a status of economic dependence. Old age is called 'dark' not because the light fails to shine but because people refuse to see it.

Biological aging refers to bodily changes that occur in this phase of life. These bodily changes include graying of hair, loss of teeth, and the diminishing eyesight, audibility, degeneration in component tissues of the body which are generally apparent after 60 or 65 year of age. Sociological ageing refers to the social habits and roles which the aged are expected to incorporate, relative to the expectations of the society or culture.

Childhood, Adolescence, Adulthood and Old age are the different phases of life. Old age is the last part of life. Some people associate it with health problem or disease. In this age group adjustment is quite different from life satisfaction. In old age people have less socio-psycho and physiological function and by virtue of this they become helpless individual. Old age people being a retired people, bring feelings of uselessness, worthlessness in securing as well as the recurring need of facing dependency.

The socio-psycho-physiological losses make the aged from an independent self supporting individual to dependent helpless individual. The status, position and welfare of old is a responsibility of society in advanced countries, but in India even today it is solely a family affair. Old age has been divided into different groups life biological, physiological, emotional, and functional.

Adjustments a process involving both mental and behavioral response by which individual strives to cope with inner need, tensions, frustration and conflicts and bring harmony among these inner demands and those imposed upon him by the world in which they life. The meaning of adjustments to fit, make suitable, arrange, modify or make correspondent. Thus, when we make an adjustment between two things, we adopt or modify one or both of them to correspond to each other. If the conflict is solved to satisfy the individual need within the tenets approved by the society, the individual is considered adjusted. Adjustment in old age is difficult because of the limit capacity of the old, their diminishing energy and declining mental abilities. The degree of success depends upon the individual's adaptability.

H. C. Smith (2003), "A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to minimum the frustrations, the tensions and anxieties which a person must endure."

Carter V. Good (1959), "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment."

Many aged people are putting their efforts to come out of their frustration and maintain psychological distance with youngsters. A lot of studies and researches illustrate that large number of old age men and women seriously need health care financial support, social reorganization and loving affection from kith to prevent sense of isolation and negligence.

The adjustment of educated and un-educated old people is totally changed according to literacy and illiteracy level. Old age is a very caring age level. There are two types of adjustment – social and family. Social adjustment is a process whereby an individual adapts to new environment. Those elderly living in old age homes feel more social adjust mental problems than these who are living with their families. On the other side, most problems occur related to financial adjustment and daily living activities as well as loneliness..

Aging is normal and natural. It is a stage ridden with physical and mental problems. Very few people reach old age completely free of diseases. Senior citizens across the globe are not getting the proper health care they need because governments and the society are not aware of their problems. The ageing population has a sociological and medical problem. It makes a greater demand of the health services of a community.

Life satisfaction continues to be an important construct in the psycho-social study of aging. The elderly persons in old age home are from own town. Most old are widows alone. Many of the elder left home due to neglect by their children and relatives. That neglect and no support from children are the major causes for adoption of old age homes. Misbehavior of son/daughter is more common among the elderly neglected to joint families. Thus as the society is advancing of educated and uneducated old people is totally changed according literacy and illiteracy level. A study was conducted to understand the feeling of the elderly residing in old age home and family.

Social Adjustment Problem:

The growing number of aged persons is not in itself a social problem; the problem is that lack of preparation for the "Sudden appearance of large number of older people and the lag in adapting social institution to their needs. Western societies in the last few decades have become aware not only of the presence of more older people, but also in older people, having problem, need financial assistance, need special housing and as persons many of them are widows unmarried and socially isolated. This changing demographic structure of population

in western industrializes socialites was the common point of departure for those who initially viewed with alarm the social implication of increasing life expectancy and an increasing number of older people whose health and welfare needs would obviously strain existing social arrangements.

Health Adjustment Problem

Health problem fellows the aged with age. However, problem of aged people in India is much different from the problems of aged people in developed countries. In developed countries, the old and aged people are taken care of by government agencies. In India these problems are relatively recent, and hence, there are hardly a few agencies which take care of the old aged people. As people grow older they are gradually excluded from the main stream of social structure. Even today the off springs living in the nuclear families far from the place of residence of their parents; provide financial help and social support to their elderly. People care of the aged is an accepted norm of Indian society which is mostly done by the family and in exceptional cases by the ashrams and retreats in places of pilgrimages, etc. But elderly of the western families are far from this situation because the integration of the aged is not their cultural norm or goal.

Emotional Adjustment Problem:

The emotional adjustments of old age are continuations of the basic problem of middle age, but they are more marked. The elderly person family circle continues to narrow. In many instances the elderly person losses his marital partner by physical incapacitation or death and death also thins the ranks of his siblings, his close friends and his long time neighborhood and work associates. The elderly person's income from sowings or his government pension may be insufficient for his need and he must be partially dependent on his children. The incidence of physical illness in old age is high and most old people must adjust to at least one of the degenerative processes common in old age such as cardiac disease, hypertension, diabetes and arthritis. In addition people face the problem of adjusting to their decreasing mental alertness and flexibility. All these thing lead to emotional adjustment problem.

Educated And Uneducated Old People

Education in its general sense is a form of learning in which the knowledge skills values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion teaching training. Education may also include informal transmission

of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The elderly have always been seen as objects for welfare and a burden on the family and the system. They need to be seen as who are right, preferences and prejudices. What they want is nothing more than equal human rights, nothing more. In the prime of their lives their contribution to the nation should be recognized and acknowledged. They want equality, which is a human right. They are repositories of wisdom. Old age is a stage that we all live and pray to attain to have and enjoy good health.

Education involves not only teaching new information but also changing attitudes and behaviors and it has a fundamental preventive strategy. It can be conducted in a variety of ways for instance in training sessions, seminars, continuing educational programmers, workshops and scientific meetings and conferences. Those targeted will in dude not only practitioners in the various relevant disciplines from medicine, mental health and nursing to social work, criminal justice and religion but also researchers, educators, policy-makers and decision maker. Education also helps to elder people to adjustment in all situations and to get all human rights.

On the other hand uneducated older people lost their dignity, good life style, attention of other etc. Due to illiteracy, they have to face many problems in society as well as in family. Especially in modern era they cannot able understand the new customs and trend which creates a big distances among new generation and older people. Apart from those elders cannot enjoy their life in free style with society and youngsters. These all happen just because of lack of education.

A good adjustment is one which is both realistic and satisfying at least in the long run; it reduces the frustrations, tensions and anxieties which a person must endure. Although the elderly spend their time much like other people have a smaller income because they no longer are employed they must adjust to major changes in their housing health and overall safety. Many people lose much of their income upon retiring. Workers and their employing pay equal shares of a payroll tax into the social security fund, which is administered by the federal government. After the worker retires, they receive a monthly payment from the fund. The amount of their payment is determined by the salary they earned and the number of year

they worked. Widens and widowers continue to receive the pension often the death of their sponges see the social security.

Old people reduce the number of contracts with the work and tend to be less active and withdraw for their social surrounding. This is called disengagement. This is very difficult task, and only a few people can adjust with it smoothly. Those who were more active in social activities in their earlier life, find it most difficult. In the societies where old people are respected and consulted by the young generation, old people find it easier to adjust, but in the society where old people are treated as a useless burden on the family, they find it very difficult to adjust. Some researchers believe that aging and even death are programmed into cells as a natural sequence of stage in development.

These are a big difference between enjoyment of educated and uneducated old people. The educated can enjoy their life with some good rules and they can better entertain their life movement because they have knowledge about all around. Educated aged people face little bit to adjustment problems rather than uneducated old aged group. Because uneducated people to have poor understanding capability in the environment. Responding quickly is essential to performing some very basic activities, crossing a street before the light changes, driving, avoiding getting hurt by stepping out the way of environment obstacles. Slow responding makes other people prone to accidents because it put them out of pace modern life often demands.

Types of Adjustment:

1. Social adjustment:- Social adjustment is a process whereby an individual adapts to new environment. The socio-psychological content of social adjustment is convergence of goals and vale orientation of a group and the individual in this group adoption by the individual of group's norms and customs the group culture and individual's incorporation in the group's role structure. Western psychosomatic the problem of social adjustment developed in the 1930 on basis of neo behaviorism and psychoanalytic psychology, connected with cultural anthropology and psychosomatic medicine.

Many people their senior citizens spend most of their time watching television. However, young and old enjoy many of the some activities-clubs, hobbies, reading, socializing, walking and watching T.V. The biggest different is that old people tend to spend less time than other at work and in sport. People of all ages agree that the worst problem of old age is finances,

health, loneliness and personal safety. But old people those selves report that these problems are less common then the general public thinks they are. The aged face tremendous life adjustment, they are expected to cope with their own personal problems, responsibilities and obligations to their life with less of everything like physical ability, attractiveness, income, support from family, friends and colleagues.

Social attitudes toward old people are unfavorable. Unfavorable social attitudes towards the elderly are fairly universal in American culture today. There are cross cultural differences in unfavorable social attitudes towards elderly. People who come from counters where respect for the elderly is customary (e.g. India) usually treat elderly people with more consideration and respect then do those who are materialistic and less tradition bound. Social adjustment in old age thus includes successful coordination among aspects like, physical health, family and friends and friends, financial resources, work and retirement, emotional and psychological problems emerging due to imbalance among these.

2. Family Adjustment:- Old people have a close relationship with their families. Fewer old people then in the post live with their children, and both old and young values this children and privacy. More than half the old people over 65 live near at least one of their children only about 5 percent of the elderly live in a home or other institution. Less than ten percent of nation's senior citizens live in special housing called retirement communities. These communities may consist of apartment buildings, neighborhoods of individual houses, or groups of mobile home.

Old age can be time of multiple losses, such as those of loved ones and of one's own physical health. Death of spouse can be the single most important stressful event in old age. In addition, caring for a disable spouse, retirement, and a change in financial status are other common stressors. Adaptive tasks for old age thus include adjusting to a decline in physical abilities and changes in health status, adjusting to deaths of one's spouse and close friends, and adjusting to retirement and a possible declining financial status. Establishing close affiliation with those of one's own age group, joining formal or informal social networks and finding satisfaction in activities other than ones job or home making seem to be the keys to successfully in many cases over a period of time. In other cases, a successful outcome may require additional social support and professional help.

As age increases an individual's earning capacity gradually gets decreases and in due course the caretakers become care seekers. This economically dependent life gradually spoils the

interpersonal relationships between the aged and younger generation. Most of the aged are in economic crisis and they are adjusting their need in tune with their low income or saving they had. As members of the society, they too have to fulfill certain social obligations like attending marriages, deaths of kin or friends, making gifts to their daughters and grand children at the time of their visits and so on. Most of the elderly person in old age home they were satisfied with the services provided there. But majority of elderly were emotionally upset.

The study shows that psychological problem like dementia, stress and depression etc. occurs in old age due to aging process. Due to all these increasing stressful condition with age, the incidence of suicide increases and reaches the highest rate in the group aged 75-84 year. The suicide rate the group is 22 per 100,000. So compared to adolescents. Older adults are almost twice as likely to take their own lives so the investigator his hypothesized that age would be positively relented to stress. In old age people have to suffer from severe stress that interferes with normal mental processes or they may also have various environment. So in the investigator has tried to investigate the relationship between age and stress.

The analysis of data show that elderly are living in old age home feel more social adjust mental problem them these who are living with their families. Outer side most of the problem occurs related to financial adjustment and daily living activities as well as loneliness. Aging takes place within social contest, at each phase of human cycle. The individual belongs to a variety of kinship and social group.

Statement of the Problem:

A Comparative study of adjustment of Educated and Un-Educated Old People living with family and residing in Old Age Home.

Objectives of the Study:

- To find out the difference in adjustment of educated and un-educated old people living with family.
- To find out the difference in adjustment of educated and un-uneducated old people residing in old age home.

Delimitation of The Study:

- The study was delimited to 200 old people only.
- The study was delimited to 100 educated and 100 un-educated old people only.
- The study was delimited to Ludhiana district only.

Reviews of related Literature

Rajan et al. (1999) conducted the study on explored the widespread feeling that the elderly are becoming a burden in Indian society. Demographic details and statistics of social conditions, economic conditions and the available social policies are meticulously presented in the book. Several case studies and group studies are included which depict the worse condition of female elderly when compared to men.

Siva Raju (2002) Conducted the study that worries among the poor are usually about inadequate economic support, poor health inadequate living space, loss of respect, unfinished familial takes, lacks of recreational facilities and the problem of spending time. It found that lifestyle adversely affects health and increases morbidity.

Koodel and Auh (2002) Conducted the study on give a broad profile of Vietnam's older population including age distribution, marital status, education economic activity and household work religions adherence, quality of house and living arrangements. It was found the study remarkable stability in the living arrangement of brunch elders with respect to co-residence of children and there by keeps a way the common fear of dissertation of elderly parents socially.

Kam Ping-Kwong (2002) Made a study on powerlessness among older people in Hong Kong and examined the subjective sense and experience of powerlessness among older people. It examined how, in contemporary society, people experiences old age affecting their sense of power and control over daily life. It analyzed the structural factors that are concerned with the economic, social and political structures interplay to condition powerlessness. He concluded that the above said structures play a crucial role in attaining well-being in older people. The failure of such structures may improve the feeling of powerlessness.

J.P. Yadav (2004) conducted the study on socio-economic statue is a significant factor influencing life style and religiosity among the elderly in India. The finding of the study proves the hypothesis that women have a greater need for nurturance than men in old age.

Monee Alam (2006) conducted the study on old people. The study indicates that a very large majority of the elderly suffer from curtailed functional abilities in physical [eating, beating, dressing, walking] as well as sensory [hearing and vision] health domains. It was found to be particularly acute among the lower income group women sufferers with less of filial.

Devi and Murugesam (2006) Conducted the study on health of the elderly that the health and well being of the elderly are affected by many inter women aspects of their social and physical environment. Family support is found to be an important factor for socio-psychological well being of the elderly.

H.M. Swamiet (2007) Conducted the study to know health related problems and loneliness among the elderly in urban and rural area. Findings of the study suggests that elderly living in family setting are having more subjective well being and level of satisfaction as compared to elderly living in old age home.

Turagabed (2007) Conducted the study was to determine the effect of family structure on health related quality of life and psychological health. It also examines how good family supports improve quality of health outcomes. This study also finds that comprehension and poor mental health. This study explains there is a strong association between family structure and health.

Mahapatra S. (2010) Conducted study to check the quality of life which each individual process is very important in all aspects be it physical psychological, social, emotional and spiritual or environmental and food that multiplicities of diseases are normal among the elderly and that a majority of the old are often ill with chronic bronchitis, anemia and fever.

Wason and Jain in Jodhpur (2011) Conducted study on elderly persons aged 60 and above in Jodhpur city. It was found that educated old people are more adjustable than uneducated old people.

Hussain and Ghosh (2011) Conducted the study on old people examined the health status of elderly in India and analysed their relationship with the living arrangement and extent of economic dependence. This study has used 1995-1996 and 2006 unit level data of NSSO India 'on mobility, healthcare and condition of the aged'. It was found of this study is that the perceived health status of the elderly has declined due to decrease in family support.

Bevinamar (2012) Conducted the study on old people and pointed out that elderly problem is major problem across the world, as the elderly population is growing due to increase in health facilities. Among the elderly people, elderly women are most vulnerable group of the society suffering from socio-economic and health problem. It is found that there is no particular social welfare scheme available for the betterment of health problem of the elderly woman.

Hypotheses of the study:

1. There exists a significant difference n adjustment of educated and un-educated old people living with family.
2. *There exists a significant difference n adjustment of educated and un-educated old people residing in old age home.*

Analyses and Interpretations:

In educational research, the step that comes next to the collection of data is the analysis and interpretation of the collected data. This section is the heart of the research because it gives concise picture to the data. In other words it gives tongue to the otherwise mute data. It involves breaking down the existing complex factors into simple facts and putting the parts together in the new arrangement for the purpose of interpretation. It not only point out the important facts and relationships to give meaning to the data but also make certain generalizations about the data.

The present study was undertaken with the purpose of studying guidance needs of arts, science and commerce students. This objective was achieved within the framework of the hypotheses mentioned earlier. The raw data for the study was obtained with the help of survey. In order to screen the data for meaningful purpose and to test the hypotheses, the data was analyzed with the help of various statistical techniques. An attempt has been made to relate the outcome of the analysis to the framed hypotheses so as to arrive at meaningful conclusion. Objective wise analysis is as follows:

First objective was to study the difference in adjustment of Educated and Uneducated Old People Living with Family.

Table 1.1 group-wise N, M, S.D and t-value of adjustment of educated and uneducated old people living with family.

Category	Number	Mean	S.D	t-value
Educated	50	65.6	9.84	2.15
Uneducated	50	60.18	6.07	

*Significant at 0.05 level and not significant at 0.01

Mean value and standard deviation of adjustment of educated old people living with family 65.6 and 9.84 respectively. Mean value and standard deviation of adjustment of uneducated old people living with family are 60.18 and 6.07 respectively.

Further the calculated t-value is 2.15, which is greater than the table value of 1.96 at 0.05 level of confidence and less than the table value of 2.58 at 0.01 level of confidence.

Hence, hypothesis which states that "there exists a significant different in adjustment of educated and uneducated old people living with family" is accepted at 0.05 level and rejected at 0.01 level of confidence.

Second objective was to study the difference in Adjustment of Educated and Uneducated Old People Living in Old Age Home.

Table 1.2 group-wise N, M, S.D and t-value of Adjustment of Educated and Uneducated Old People residing in Old Age Home.

Category	Number	Mean	S.D	t-value
Educated	50	62.15	9.30	3.18
Uneducated	50	51.37	6.23	

*Significant at 0.0 and 0.01 levels

Mean value and standard deviation of adjustment of educated old people living in old age home are calculated as 62.15 and 9.30 respectively. Mean value and standard deviation of adjustment of uneducated old people living in old age home are calculated as 51.37 and 6.23 respectively.

Further the calculated t-value is 3.18, which is greater than the table value of 1.96 at 0.05 level of confidence. Further the calculated value is 3.18, which is also greater than the table value of 2.58 at 0.01 level of confidence.

Hence, hypothesis which states "there exists significant difference in adjustment of educated and uneducated old people living with family" is accepted at 0.05 and 0.01 levels of confidence.

Conclusion:

The main findings of the study based on the analysis and interpretation of data in light of hypotheses are as follows:

- Significant difference has been found in adjustment of educated and uneducated old people living with family.
- Significant difference has been found in adjustment of educated and uneducated old people residing in old age home.

Educational Implications

The study can be used in following areas;

- This study can be used to understand the problem of old people living their family as well as old age home.
- The study will be useful to provide suitable measures to Old people to adjust themselves in the family and Old age home.
- This study can be used to measure the level of adjustment in relation to various factors.
- This study can be used to know the causes of adjustment among old people

Suggestions for Further Research

Research is a continuous process. After completing his own piece of research, every investigator feels tempted to himself to suggest new problem of search, particularly relating to the own piece of work. Therefore the presence study opens up certain avenues for further research which are briefly listed below:

- The present study was conducted on 200 old people. It is therefore suggested that a similar study may be conducted on a large sample, so that the results abstained may be more reliable.

- Due to paucity of time, money and other resources, all the aspects of the problem could not be studied properly. So the some problem can be further explored.

- A study may be undertaken on adjustment in relation to other variable like home adjustment physical adjustment and emotional adjustment.

- The present study was limited on the old people only. But the work can be done on younger people.

- A study may be undertaken on adjustment problems of old people. It can also be conducted on women, children also.

- The present study was confined to Ludhiana district only. A similar study may be conducted in other districts of the state.

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HUMAN VALUES AND ITS IMPACT ON SOCIETY

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Abstract

Values are "things that have an intrinsic worth in usefulness or importance to the possessor," or "principles, standards, or qualities considered worthwhile or desirable."Values constitute an important aspect of self-concept and serve as guiding principles for an individual. Human values are the virtues that guide us to take into account the human element when one interacts with other human beings. They are the many positive dispositions that create bonds of humanity between people and thus have value for all of us as human beings. They are our strong positive feelings for the human essence of the other. It's both what we expect others to do to us and what we aim to give to other human beings ("Do unto the other what you wish for yourself"). These human values have the effect of bonding, comforting, reassuring and procuring serenity. Human values are the foundation for any viable life within society: they build space for a drive, a movement towards one another, which leads to peace. Human values thus defined are universal: they are shared by all human beings, whatever their religion, their nationality, their culture, their personal history. By nature, they induce consideration for others.

Keywords: brotherhood, friendship, empathy, compassion, love. Openness, listening, welcoming, acceptance, recognition, appreciation; honesty, fairness, loyalty, sharing, solidarity; civility, respect, consideration;

Introduction:-

Human society may not significantly sustain without human values. There is no denying fact that the present global society is facing a lot of crises. Human value crisis is a known fact of the modern society. Indeed, humans are aware of the global and national problems which they are currently facing. The impact of human activities on the earth in various ways is placing a significant amount of stress. For instance, the climate change is due to global warming. There seems to be a significant link between the remedial measures and various solutions to climate change and the practice of human values. It is believed that at the end of the day, it is the human values which will save the mankind. If any ethics are primarily to

help a person to live a just and righteous life with him/her and in relation to others, ethics too is similarly oriented towards a righteous life. The personal and social life of every individual is permeated by a great sense of righteousness. Without this possibility of constituting the world-view of the community and the possibility of the individuals striving to achieve it, a value system can only be either an item in the "thought-museum" of cultural artifacts or a fantasy. It is believed that various global and national problems may be solved through the practical application of human values in every society. In order to fulfill this, goal humanity is to be considered as the highest value in the global human society. For, the test for humanity is to achieve unity among the living and non-living creatures of the world with the preservation of historical, ethnic and cultural differences as well as the distinctiveness of nation states and communities. Such human unity can be driven home only by recognizing human values such as truth, kindness, benevolence, peace, love, dignity, respect, forgiveness, etc. Of course, these values must be strictly determined and must not be treated as mere obligations.

Meaning of Values:-

Values are generally regarded as the moral standards of human behaviors in the society. It is a kind of quality of humans, which is applied to human activities. It is transmitted to a circumstantial factor which depends upon the judgment of the fact. The word 'value' is derived from the Latin word 'valeo' which originally meant strength and also health, and then by natural transition, it came to mean being effective and adequate. In French the term 'valeur' means excellence. Value is a mixture of three concepts such as Idea, Quality and Supervention. Values can be defined as the principles that guide people's lives, and have varying significance. Values are the essence of our personality, and affect us to make decisions, trust people, and arrange our time and energy in our social life. Values may be treated as keys to solving many world problems. It is to be pointed out that value is the worth of something. It is the importance or usefulness of something, a standard of behavior and it is considered to be important or beneficial in human life. Conventionally speaking, the term 'value', itself came to ethics by way of economics.

What are "human values"?

Values are "things that have an intrinsic worth in usefulness or importance to the possessor," or "principles, standards, or qualities considered worthwhile or desirable."Values constitute an important aspect of self-concept and serve as guiding principles for an individual. Human

values are the virtues that guide us to take into account the human element when one interacts with other human beings. They are the many positive dispositions that create bonds of humanity between people and thus have value for all of us as human beings. They are our strong positive feelings for the human essence of the other. It's both what we expect others to do to us and what we aim to give to other human beings ("Do unto the other what you wish for yourself"). These human values have the effect of bonding, comforting, reassuring and procuring serenity. Human values are the foundation for any viable life within society: they build space for a drive, a movement towards one another, which leads to peace. Human values thus defined are universal: they are shared by all human beings, whatever their religion, their nationality, their culture, their personal history. By nature, they induce consideration for others. Human values are, for example:

- ➢ Brotherhood, friendship, empathy, compassion, love.
- ➢ openness, listening, welcoming, acceptance, recognition, appreciation;
- ➢ honesty, fairness, loyalty, sharing, solidarity; civility, respect, consideration;
- ➢ The function of most of these basic values is to make it possible for every human to realize or maintain the very highest or most basic universal core values of life, love and happiness.
- ➢ Respect is one of the most important human value for establishing relations of peace – and yet it remains elusive: its understanding varies according to age (child, teen, adult), to one's education and surrounding culture. It is better understood when combined with other values: a disposition that is deeper than civility, very close to consideration, and approaching appreciation. Indeed, to respect someone, one must be able to appreciate some of his/her human qualities, even if one does not appreciate his/her opinions or past behavior.

A 'value system' is an enduring organization of beliefs concerning preferable modes of conduct along a continuum of importance. Thus the importance of different values co-varies with the importance of others in the value system. For e.g. one may value 'honesty' over 'successes. What is the difference between human values, ethical values and moral values? Values that are said to be "ethical" are those that command respectful behavior toward others, that is, towards other human beings, without harming them. These can be applied to animal and plant life as well. "Moral" values are in fact the same, but today, "moralizing" rhetoric is not well received. For this reason, some people refer to "ethical values". However, most people seem more interested yet in "human values". These are seen as much more positive,

perhaps because we feel directly concerned: we ourselves have a strong desire to have others be "human" to us. These human, ethical and moral values are universal values, felt deep down inside each of us (our consciousness). They are also expressed formally in laws, constitutions and various international texts (Declarations, Conventions, etc.) asserting Human Rights.

Besides, values may be broadly categorized into two –

(i) Intrinsic value and (ii) Extrinsic value.

An intrinsic value is a value that one has of itself, independently of other things, including its context. For example, according to a fundamental form of consequentialism, whether an action is morally right or wrong has exclusively to do with whether its consequences are intrinsically better than those of any other action one can perform under the circumstances.

An intrinsic value is something that is good in and of it; the thing that has true intrinsic value is happiness or pleasure. There are no physical things that have intrinsic value.

An extrinsic (or relational) value is a property that depends on a thing's relationship with other things. Extrinsic value is the value, which depends on how much it generates intrinsic value. It is something that is good because it leads to something else that is good, It is a means to an end, i.e. money has extrinsic value because it can be used to buy something that you want like a new pair of shoes, The new shoes would have extrinsic value because they are comfortable and stylish and they make you feel happy. The reason that things have extrinsic value is because they themselves lead to happiness or pleasure or they lead to a series of other things that eventually lead to happiness.

Pleasure (Intrinsic Value) is the ultimate end to which all things of extrinsic value are the means.

Role of family and society in inculcating values:

The family and society is important in developing the moral values of child. There is a close contact between the parents and children, which determine the personality of child. Family is the foundation on which values are built. Moral values like truthfulness, happiness, peace, justice are instilled in children's thoughts, feelings and actions and they function as ideals and standards that govern their actions in their life. The family, shapes the child's attitude towards people and society, and helps in mental growth in the child and supports his ambitions and values. Blissful and cheerful atmosphere in the family will develop the love, affection,

tolerance, and generosity. Family plays a major role in helping a child socialize and has great influence and bearing on the progress of the child. Joint family system, the presence of elders in the family plays the effective role in social and moral development of the children. It will also help young generation of the family to imbibe human values and eradicate their negative mental tendencies when they are among elders. Children identify themselves with their parents, other family elders and adopt them as their personal models for emulation and imitation.

Social standards and customs defined by a family provide the emotional and physical basis for a child. Values developed by a family are the foundation for how children learn, grow and function in the world. These beliefs, transmits the way of life a child lives and changes into an individual in a society. These values and morals guide the individual every time in his actions. Children turn out to be a good person because of the value taught and given by his family members Ideas passed down from generation to generation make up a family values. Customs and Traditions followed and taught by the family leads a disciplined and organized life.

Role of educational institutions in inculcating values:

In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behavior. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behavior in children.

General Steps are:

Accountability: The children should be encouraged to be accountable for their own actions and should learn to respect and treat others kindly.

Role model: The teachers are the first role model to the children outside their family. When the children see the model showing concern for others, motivating them for their good deeds and cooperating and helpful with their academic issues, the children learn them by observing and imitate it with fellow peers.

Helping: The children are taught basic morals and values in school. They should be taught by emphasizing the idea through many activities, stories and tales, which will encourage them to engage in more helping behaviors.

Appreciation: The teacher should appreciate the children for developing pro-social behavior, especially for any specific action they have done to help others.

Impact of Human Values on Society:-   Human values play a very leading role in society. Human values take precedence over social values. Human value is the conception of mankind in general. It is true that the individual is the chief concern, but as long as individuals exist in society, it may be firmly said that the modern society will never outgrow its existence. Today with the technological advancement, communication has tremendously improved, therefore anything that we say, do or even think will have a direct bearing upon a larger group of people. Modern human society seems to be valued on the basis of material thing and its position. For instance, these days, a person who possesses wealth is respected and revered whereas a person without money is not honored by anybody. The poor people, whoever they may be, have to woo the rich people just for the sake of earning their livelihood. Hence, human values have become neglected and meaningless, for human beings have become the means for the rich to earn money. People are so busy with earning material things that they have no time and no desire to think about the plight of humanity. For the self-centered there is no place for feelings of mercy, sympathy or kindness, etc. Nowadays, those who occupy high posts are respected. Thus, dignity seemed to be attached to a post or rank. Today, educated people are so proud of their degrees that some of them detest illiterate people and avoid the company of commoners. Thus, they shun village life and live in towns or cities. Village people are deprived of all life's amenities. They are the candlestick of civilization: they stand erect with the candle resting on their head. Dowry system, divorce, abortion, animal sacrifice, superstitious beliefs, etc. are the burning problems in the present human society. These are ever growing problem. In order to uproot these, we provide value orientation classes so that, we may develop the optimum level of thinking. Women are actually facing existential crisis due to insecurity because of gang-rape, molestation, etc. Some people violate social norms, morality and ethics, penal code, constitutional and legal norms and people very often utilize freedom in the ultimate sense, consequence upon which we are facing problem in the society. Everybody is going to fulfill his or her need by utilizing ultimate freedom. He or she forgets the responsibility to society and tries to enjoy freedom in the ultimate sense. This is really a serious value crisis being faced by the present society. Therefore, every person should be aware of removing the social problems which are deep-rooted in the human society. The values like truthfulness, kindness, honesty, law, justice, patriotism, humanism, etc. are to be preserved in society in order to regulate human life in a

well-ordered manner. Value-crisis has emerged due to not understanding its proper role in our human society. To some thinkers, epistemological crisis and identity crisis are the two main crises of value which create the major problems like suicide, murder, robbery, extortion, rape, insurgency, or extremist problem and caste and class conflict, etc. The problem of value deterioration in our society can be stored out, if we are socially conscious about the deep-rooted values in our society. This awareness is possible only when we will flourish our philosophizing or spiritualizing force to assess the value in our life. It is stated that human values come to the fore as the driving force in many campaigns, where people's commitment is engaged through appeals to "freedom", "equality" and the like. As such, they too can unite opposing groups under the same banner but with much less ability to focus on the concrete remedial action required. Much cultural endeavor is associated with articulating the interplay of values. Values provide focus through their inspirational value and their prescriptive potential in creating a more desirable future irrespective of established views. It is a tradition to give preference to social value over human value. The spiritual revolutionaries want to strike at the root of this custom. For them, human value takes precedence over social value. Human beings form the society, and hence human value must lay the foundation for the social value. In other words, those who show respect to human value will be entitled to social value. Indeed, human value means nothing but to treat the joys and sorrows, hopes and aspirations of human beings sympathetically, and see them merged in Cosmic Consciousness and established in divine majesty.

Conclusion:

Human value is a theory about "what things in the world are good, desirable, and important." Modern society has been undergoing significant crises for last few decades. Indeed, human values are now withering very fast for which we humans are most responsible. The age-old simplicity and close ties between family and clan and village co-operation are withering fast. The growth of different modern political parties among the people and the total involvement of the masses in party politics is a contributory factor to such development. Value based education should be emphasized ranging from school to university level of education. They tend to reject everything traditional, their culture, their religion, their God, their morality, their values, their education, politics, etc., sometimes they regard their culture as inferior to the alternative models. Therefore, human values should be preserved and protected. Looking at today's human society, one can see that it is deeply engrossed in materialism. Human values are beginning to lose their importance. The craze of materialism has been quite

detrimental to the traditional social and moral system. The spirit of personal freedom has brought about the degradation in the moral life of the human community. Loss of moral integrity has always been responsible for the destruction of civilization in the past. There should be a general awareness being created by socio-cultural groups concerning the value of traditional customs and heritage. Today, many researches and publications should be done on several aspects of the society which help to perpetuate the human values of the human community in the post-modern era. Human values may be treated as keys to the solution of the global problem.

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VALUE SYSTEM AND EDUCATION

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Abstract

Education is a developmental process, which takes place in an individual as a result of one's own exposure and interaction with people and other stimuli in the environment. Due to this interaction the individual acquires a mastery of knowledge as well as right attitude, appreciation, skills, thoughts and processes, which enable to utilize the knowledge and prepare the person to live efficiently in the society and contribute to advance the society. Knowledge affects the living and as a consequence one's education must be continuous to cope with the ever rising problems of ever changing society. Thus one of the primary goals of education is to enable each and every individual to be aware of the capabilities and to develop them to the maximum extent.

Keywords: Values.

Introduction: Education is able to instill in the child a sense of maturity and responsibility by bringing the desired changes according to the needs and demands of continuously changing society as an integral part. Speaking more frankly, education bestows immense benefits upon the child. A well educated person is known all over the region. That person is able to meet the conflicting challenges and tide over all the difficulties, which confront in day to day living. Besides this, educationcolourizes the individual and helps in satisfying the needs all over the globe. Thus education prepares the individual like a flower, which spreads widely its fragrance around the environment. Otherwise the individual will be like a flower without fragrance.

At present, life is, day by day, becoming complex and complicated crisis in character. As a result loss of values is reflected always in every sphere of human life. Standards of moral life of people are gradually declining. The norm of family, society, politics, secularism, democracy are going down and continuing under strain. Wide spread disturbance, chaos, confusion and dislocation in life have become common phenomena. People sticking on to higher ideals are very rarely found. Contradiction in living is the order of the day. Deteriorating conditions of the system of values and ethics in our daily life are realized.

Different Educational Commissions and committees in our country have expressed their deep concern over the declining values in human activities and emphasized on providing value oriented education.

The NATIONAL POLICY ON EDUCATION-1986has categorically stated "The growing concern over erosion of essential values has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of moral and social values".

THE EDUCATION COMMISSION OF 1964-66says "A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the life of the majority of Indians, religion is a great motivating force and is intimately bound up with the formation of character and inculcation of ethical values. A national system of education related to life needs and aspirations of the people can not afford to ignore this purposeful force".

In our educational reconstruction on the problem of an integrated perspective on value is pivotal for its solution alone can provide organic unity for all multifarious activities of a college of education curriculum and programmes. So, an integrated education is not possible without integration of values.

Meaning of Values

Value literally means something that has a price, something precious, dear and worthwhile. Hence someone is ready to suffer and sacrifice for. Values are a set of principles or standards of behaviour. In the words of John Dewey, "The value means primarily to price, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else".

The term "value' was first time used in economics, then spread to many other discipline, including philosophy. Value is used in many ways such as good, best, right, etc. It can be used as concrete nouns such as his value or her value system or Indian value system, referring to some object or person or society that is valued or judged to have value. As an abstract noun, values are used as desirable, as well as worthwhile. Values are also used as verbs like – valuable, valued, to value, to appreciate, to valuate or to evaluate etc.

Values are like rails which keep a train on track and help it move smoothly, quickly and with direction. They bring quality to life (Venkataiah,N. 1998).The word "value" is

derived from the Latin word „Valerie‟ meaning to be strong and vigorous. To be of value is to have certain virtues. From an historical view point a value may be defined as "a thing which is good". A widely accepted concept of value in traditional Indian philosophy as „Truth‟„Goodness‟ and „Beauty‟ i.e. *'satyam, shivam and sundaram*are considered as eternal values.

According to different Indian schools of thought, the concept of value is as follows.

a) Charvaka School – "value is happiness and happiness is value".

b) Jain Philosophy– "value is celibacy, asceticism and control of senses".

c) Buddhist Philosophy – "value is the liberation and service of sentient beings of the world".

d) Sankhya Philosophy – "Viveka, Jnana and JeevanMukti are the sole ideals".

e) Vaisheshika Philosophy – "Value is the proper undertaking of the categories in the light of its atomstic cosmology".

The *Yoga Darshana*treats the realization of the eight fold means of value – *"AshtanagaMarga*of Patanjali."

Relationship Between Value And Education

Value education is a process of developing in the child's knowledge, skills, attitude, values and behaviour patterns that society considers desirable to have, both as an individual and as a member of the society. Therefore education in its aims, curriculum and methods should be inseparably bound up with values. Society expects to preserve and promote its values through education through desirable changes in the child's way of thinking, feeling and is the way one acts in accordance with ideal and acceptable life. Thus value education implies that something morally acceptable and worthwhile is being transmitted i.e. the content of education should be worthwhile and passed on in ways that can not be objected by anybody at any time. Education in independent India has undergone drastic changes but at the same time education could not pay expected concern on the effective aspect of learners, though the need for stimulating and developing values among learners have been pointed out.

The most important recommendations regarding value education were made by Indian Education Commission (1964-66). "The first and the most important goal of the national pattern, is development of fundamental social moral and spiritual values". Commission further recommended that apart from Education such values should be made an integral part of school programmes. Generally, some periods should be set apart in the time table for this

purpose. Value education was very much emphasized in Indian Education Commission (1964-66) as, "In the situation that is developing, it is equally important for us to give a proper value orientation to our educational system." The Commission intended that students should be exposed to values during their education process.

The present system of Higher Education has been brought into our country by an alien empirical Government, for its own purposes. What the system has done in an over production of folders of conventional degrees and diplomas over the past hundred and sixty years. This system has been dividing our society into two classes –The educated elite and the uneducated masses, the powerful and the powerless. The entire education system in its content, finance and management should have been recast from primary to higher education levels. Though education means "wholesome education' but Indian education is now unwholesome as implicit in the words of RR.P. Shukla (1984)'. "The gulf between the rich and the poor, the educated and the uneducated, the tolerance and selfishness that are widely prevalent.

The report of Parliamentary Standing Committee (Jan, 1999) rightly points out that there has been continuous erosion of values in our society, which is reflected in our day to day life. The National Curriculum Framework for School Education (NCERT, 2000) also voices serious concern over erosion of values in our society and stresses the need for inculcating values not only among children, but also among adults because adults have to decide what kind of society they would like to make and what kind of values they would like to inculcate in children.

Sinha(1964)interviewed about 100 children of 9 to 12 years and ask then, as to what they would regard as bad as good to others. He observes that stealing, lying, beating others, not obeying parents or teachers, killing animals and dirtiness were frequently listed as vices while honesty, obeying teachers, ahimsa and kindness were frequently mentioned as positive virtues.

Young (1971) surveyed the values held by 238 staff members of three junior colleges in California and concluded that institutional personalities of junior colleges were created by the value orientations of their staff and that the perception and values of staff could determine whether an institution succeeded or failed in achieving its objectives.

Kohlberg, L. (1978) extended the research work started by Piaget. In Kohlberg's system, growing up in moral judgement consists of advancing three levels. His research traces the steps by which children grow toward making truly moral judgement.

Recommendations of Commissions and Committees Towards Value Education

1. THE CENTRAL ADVISORY BOARD OF EDUCATION (1943-1946):

It recommends that provision of spiritual and moral instruction for building up of the character of the young should be the responsibility of the home and community.

2. UNIVERSITY EDUCATION COMMISSION (1948-49):

This commission is also known as Radhakrishnan Commission. The commission strongly felt the need and importance of religious instruction. The commission observed that the fundamental principles of our constitution call for spiritual training.

The Commission made the following suggestions with regard to promotion of moral and spiritual quality among students.

> ➢ Practicing silent meditation in the schools before the class work starts.
> ➢ Study of biographies of great people for moral awareness of the students.
> ➢ The students should be given suggestion and inspiration for moral development.
> ➢ Great literatures and a study of great books be included.
> ➢ Study of religious scriptures as they play a vital role in character formation of the students.

3. SECONDARY EDUCATION COMMISSION (1952-53) :

It is popularly called Mudaliar Commission. The aim of the commission was to examine the problem and perspectives of secondary education in India and also examine the religious and moral values in education.

> ➢ Home, School and Community play significant role in moral instruction and moral development of the students.
> ➢ Holding assembly before starting teaching work as a method of moral development.
> ➢ Moral instructions from the lives of the great men like Mahatma Gandhi and religious leaders of all the religions may be given to create moral awareness.
> ➢ School should discourage all unhealthy trends of disunity, religious hatred and bigotry.

4. THE COMMITTEE ON RELIGIOUS AND MORAL EDUCATION (1959) :

This Committee headed by Shri. Prakasha was appointed by the Ministry of Education, Govt. of India in 1959. The main task of the committee was A) to examine the desirability and feasibility for the teaching of moral and spiritual values in educational

institutions. B) to define broadly the content of instruction at various stages of education and to consider its place in the normal curriculum. The Committee gave special stress on the teaching of moral and spiritual values. Development of good manners is very important part of moral education.

➢ The teaching of moral and spiritual values in educational institutions is desirable and provision for the same should be made with in certain limitations.

➢ The content of moral and spiritual education should include a comparative study of lives and teaching of great religious leaders, followed by their ethical standards of philosophies.

➢ Suitable books should be prepared based on all the religions, religious leaders, saints, mystics, and philosophers. These books would help in the inculcation of patriotism, moral and social service values.

➢ At the elementary stage, apart from moral and spiritual education, work is worship should be developed among the students.

Conclusion: Education should train the students before students and should join their hands in creating suitable atmosphere for practicing moral qualities. Swami Vivekanand believed," The ideal of all education, all training should be man making. Education is not the amount of information that is put into your brain which remains undigested and runs riots there, all your life. We must have life- building, man making, character making assimilation of ideas."

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SUSTAINABLE DEVELOPMENT AND PEACE

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Abstract

The principal goal of development in the new millennium is the sustainability of human being and environment by promoting harmony within humanity and between humanity and environment. True development can take place only in an environment can take place only in an environment of peace, both physical and psycho-social. Sustainable development is, therefore, essential to maintain and stabilize peace. In order to give meaning to living together in peace and harmony the basic human needs have to be satisfied and the quality of human life has to be sustained up to a certain standard.

Keywords: sustainable development, Peace, harmony

Introduction: The present generation of mankind is witnessing the unfolding of an era of the world that is a stage of devastating transformation-social, economic, political, cultural and environmental-intensive in impact, extensive in dimension, and swift in tempo. The global trends in population growth, consumption pattern and technological choices during the past century especially during the past century especially during the post-world war decades have contributed enormously to the planet's ecological stress and human deprivation. While the world population grew from 1.6 billion in 1900 to 2.5 billion in 1950 to 6 billion in 2000, the world consumption increased from 1.5 trillion in 1900 to $4 trillion in 1950 to $25 trillion in 2000. While during the last five decades population grew 2.4 times, global consumption increased 6 times, but global distribution of consumption showed stark inequalities.20 percent of the world population in the highest income countries accounted for 80 percent of the total consumption. Not only the World's poor were left out from the benefit of the world's rising consumption but the environment damage from it fell most severely on the poor. The population growth has increased the incompatibility between resources and number. Along with globalist ion of market economy, ushering severer competition in the production of quality goods and services for survival, are creating severe social, economical, political, cultural and environmental stresses and value-crisis locally, nationally and globally. This puts a question mark on the sustainability of man and environment. It is also a great challenge to any nation that aims to attain the goal of sustainable development in the coming decades.

Sustainable Development

Now focus our attention towards the basic question: what is sustainable development? The concept of 'Sustainable Development' was introduced in 1987 by the world commission on environment and development (WCED) of the United Nations in its report 'Our Commission Future.' "Sustainable Development", writes WCED in the report, 'Seeks to meet the needs and aspirations of the present without compromising the ability to meet those of the future ... economic growth always bring the risk of the environmental damages as it puts increased pressure on environmental resources. But the policy makers guided by the concept of sustainable development will necessarily work to assure that growing economies remain firmly attached to their ecological roots and that their roots are protected and nurtured so that they may support growth over the long term." *The commission integrated sustainable development into the world's economy as "sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development. Institutional change and the ability of the biosphere to absorb the effects of human activities are consistent with the future as well as present needs."*

Tremendous increase in population and over- exploitation of nature and its resources by humankind has resulted in an imbalance between the demand and supply at all level of human life. The Commission, therefore, recommended, "Sustainable development can be pursued more easily when population size is stabilized at a level consistent with the economies in meeting the needs of current 'reality'." We are well aware that the gap between the individual needs and limited supply of basic resources has been the major cause of conflict between the people as well as between nations. The concept of sustainable development raises issues of equitable allocation of resources among present generation and between the present and future generations.

The concept of sustainable development, however, is much more comprehensive and economic aspect is only one among its several dimensions. According to Douglas Muschett (1997),"Sustainable development means ecological development and a standard of living which do not impair the future ability of the environment to provide sustenance and life support for the population".

At the 1992 UN Conference on Environment and Development in Rio, UNCED characterized sustainable development as "the right to development must be fulfilled so as to equitably meet developmental and environment needs of the present and future generations".

UNCED Principal 4 further states "in order to achieve sustainable development, environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it".

Sustainable development is achieved through the integration of these objectives. Sustainability, therefore, has economic, social, cultural and ecological dimensions, economic sustainability means the development is economically feasible and ensures equitable and just distribution of benefits across the population. Social sustainability ensures improvement of the quality of life of the people, greater social cohesion and removal of class conflict in the society cultural sustainability requires that the development process should take into account the value pattern of the society. Cultural identity of the people and their value system should be maintained and transmitted to the next generation while the ecological dimension of sustainability requires that the development should be ecologically viable and should not result not result in ecological degradation. Our society needs to recognize that the survival and well-being of other species are also important.Sustainable solutions, therefore, should necessarily be economically feasible, socially and culturally desirable and ecologically viable.

View on Sustainable Development and peace

Our fate is bound with our environment. We not only derive our physical sustenance-air, water, food, fuel, and clothing, shelter-from the environment but also the means of our social, intellectual, moral and spiritual growth. Living in harmony with one's environment is the inherent nature of man. Development can take place only in an environment of peace, both physical and psycho-social. Today, there is disturbance in physical environment-air, water, soil, plant and animal kingdom. There is disturbance also in psycho-social environment.

Human society is severely afflicted now with what Mahatma Gandhi had diagnosed as seven social sins:

- ❖ Politics without principle;
- ❖ Wealth without work;
- ❖ Commerce without morality;
- ❖ Education without character;
- ❖ Science without humanity;
- ❖ Pleasure without conscience;

❖ Worship without sacrifice.

The International Commission on Education for the twenty-first century in its report to the UNESCO has highlighted that the twenty-first century, dominated by globalization, will bring with it enduring tensions to be confronted and overcome. The tensions mentioned in the report are between:

❖ The global and the local;

❖ Tradition and modernity;

❖ The universal and the individual;

❖ The long-term and the short-term consideration;

❖ The need for competition and the concern for equality of opportunity;

❖ The extraordinary expansion of knowledge and human beings capacity to assimilate it;

❖ The spiritual and the material

The commission proposes that building on the four pillars that are the foundation of education- Learning to know, learning to do, learning to live together and learning to be –all societies aim to move towards a necessary topic in which none of the talents hidden like buried treasures in every persons are left untapped. Whatever the diversity of cultural and system of social organization, there is a universal challenge of reinvesting the democratic ideals to create or maintain social cohesion.

Conclusion

The Principal goal of development in the new millennium is the sustainability of man and environment by promoting harmony within humanity and between humanity and environment .Global trends in population growth, consumption pattern and technological choices during the last century have contributed enormously to the -planet's ecological stress and human deprivation.

Development cannot be measured only in economic terms. The report of UNDP assign a broad meaning to the concept of development transcending economies and encompassing the ethical, the cultural and ecological dimension as well.

Sustainable Development cannot seek to meet the needs and aspiration of the present ithout compromising the ability to meet those of the future. A certain geographical area has

the potential resource for supporting a certain limit of population. In this context Gandhian concept of Gram Sawaraj (Village Republic)is emerging as the Sustainable Development Model for the twenty-first century – a movement towards Meta industrial village of solar age culture.

India happens to be a country of rich environmental and human resources with poor people. It has potentiality to evolve into a developed prosperous nation. The country needs human resource development to usher in sustainable development. Sustainable development can take place only in an environment of peace. Peace is a positive condition of mind with a sense of settled and harmonious rest and deliverance. It can be the habit of mind and can be inculcated through living example to the class and mass.

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VALUE CRISIS AMONG YOUTH IN EMERGING SOCIETY

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Abstract

Value degradation in youth is a tragedy of emerging India. Morality is about the appropriateness of goodness of what a person does, think or feel. Morality helps one to make right moral judgement and thus present morally acceptable behavior. Youth power is the driving force of a nation; if it moves in right direction. But now a day youth is adversely diverted through different immoral activities which does not only influence the present Indian society but also it stimulates the future generation of our civilization. Therefore, it is imperative and a duty of everybody to find out the solution of this crucial problem to establish India in the world of peace and harmony that is very much depends over the hand of youth generation. The paper highlights here the causes along with few remedies to encounter the problem.
Keywords: Value crisis.

 Introduction: Today, the set-up of our society is likely to become more complex. During the present decades, speedy erosion of moral, social and spiritual values has been creating hurdles in the path of progress of the nation. It has also become a serious threat to the society. Today, newspapers, magazines and other news media are flooded with reports of crime, murder, agitation, violence immorality, rape, corruption, bribery, self centered egoism, youth unrest, eve-teasing, communal violence, cyber crime, etc. The new innovations in technologies and modern means of communication have changed the present scenario of our society. An individual has been transformed into a mechanical robot due to material advancement and cut throat competition. We are starring due to lack of values-moral values, social values, political values and cultural values. Well said by GURUDEV RABINDRA NATH TAGORE, "We are busy in decorating the cage till now but the bird of the cage is still hungry."

Horace gave a beautiful remark concerning this erosion of values in society: "Our father, viler than our grandfathers, be got us who are still viler and we shall bring Forth progeny even viler still."

Reasons for Value Crisis:

1. *Emphasis on Individualism*: Today's man is more concerned about himself as an individual rather than as a part of a social system. Love and affection which enabled people in the past to develop into loyal members of the society has been lost. Rather people in this society are developing a growing sense of insecurity in social relations. All this is due to over emphasis on individualism.

2. *Influence of Science*: Scientific development have led to weakening of faith in religion, morality, ethics and other high values of life. Science id not only used for construction but for destruction as well. Easy life and facilities have rather made man more unhappy and discontented.

3. *Loss faith in traditional values*: The modern man is no longer having faith in the traditional values. In the past, people were living in a protected and self-contained society. They had an accepted system of belief. Now improvements in the means of transport and communication have brought together societies which till now lived as closed systems.

4. *Impact of Materialism:* Today's man is more concerned with outer development rather than inner development. It has led to more of materialistic outlook towards life. Spiritualism has been placed in the back. Consequently man is drifting away from values.

5. *Development of an attitude of Cynicism*: An attitude of cynicism and negation has developed among the people. Most of the people in the present century desire to merely reject existing values are not interested in the establishment or promotion of new values. Such attitude brings about deterioration in moral values.

6. *Erosion of values in educational field*: Politics has entered this sacred profession of teaching. Election of teachers and students are held in which every type of political pressure is used. Materialistic attitude of teachers, selfishness on the part of teachers and administrative community and loss of code of conduct among teachers and students are the major problems in the educational field.

7. *Erosion of values in Politics*: Gone are the days of great leaders like Gandhi, Nehru who worked for the welfare of their followers. The leaders of the present day are totally devoid of true leadership qualities like co-operation, honesty, concern for

others etc. Political corruption, ignorance of national interests, exploitation of masses, Indiscipline and scandals are the basic reasons for value crisis in politics.

8. *Erosion of values in family*: In the present scenario increased rate of divorce, generation gap, property disputes and disappearing joint families are the main causes behind it. The old age homes are evidence of today's family degradation society.

9. *Erosion of values in Society*: Indian society has been a very good example of high tradition and conventions full of all types of values. But if we compare the present life situation with the ones of the part it is all very saddening and sorrowful affairs. Social exploitation, materialistic attitude, caste system, lack of social sensitiveness, social disorganization, presence of injustice and other malpractices, indiscipline in the society, self-centeredness (selfishness).

10. *Erosion of values in economic field*: Increased materialism, rising industrialization, growth of urbanization, scientific and technological advancement are the major causes behind economic degradation.

11. *Erosion of values in Religion*: Political interference, loss of higher values of life and selfish interests of religious leaders etc. are the main reasons. Riots in the name of religion can be witnessed in this world. "My religion is Supreme." This feeling lead to riots which results in loss of life and property.

12. Lake of proper value orientation of educational system is responsible for value-crisis in Indian society today for the following reasons:

    • The present Indian educational system is reflecting more or less borrowed ideologies and philosophies and national values are being relegated to the background.

    • Teachers have failed in their responsibilities. The teacher educators are not being clearly oriented to the national values, ideas and ideologies.

    • Our school and colleges has become examination centre not value-centre. Parents have failed to bring up their children properly.

    • Our national leaders too have not set a good example.

    • It is observed that the newspaper and electronic media frequently focus some of the occurrences which may adversely affect the mind of younger generation.

Value- Oriented Education: Need of the Hour

Our country is facing tremendous values crisis today and so many unsatisfactory occurrences have arisen due to crisis of value and character. Now the question arises: what is the remedy of all these ills ?

There is a great need to equip the present education, being imparted to children, with values of life in order to make them good human beings. Values bring quality and meaning to life and give a person his identity and character. Garnett, (1975), defines value as 'certain behaviour or ways of life regarded as more desirable than others'. The most valuable human possessions are health, harmony, happiness, wisdom and above all character reflecting ethical and human values. When these values are manifested in one's thoughts, speech and actions, he could be called an enlightened person. As we think sincerely and consciously we become more value conscious. Our actions and behavior reflect our ideas and feelings. It is to be injected into the minds of the students through the education system that "we do not work for name, fame, money, power and status, but for greater growth for cultivating values, for building up strong character and for wisdom so that our intrinsic value enhances'. The main function of education is to development of an all round and well balanced personality of students. The prominent Indian educational thinker Swami Vivekananda observed, "Education is not the amount of information that is put in your brain and runt riots there, we want that education by which character is formed, strength of mind is increased, the intellect is expanded by which one can stand on one's own feet".

Hence after Independence, continual attempts have been made for inculcation of right values in the students of at different stages of education. The University Education commission, 1948 considered both philosophical as well as practical aspects of values and made certain valuable proposal for reforms in this respect. The Kothari commission (1964-66) has observed, 'The expanding knowledge and the growing power which it places at the disposal of modern society must therefore, be combined with the strengthening and deepening of the sense of social responsibility and keener appreciation of moral and spiritual values. The New Education Policy (1986) and Ramamurti Committee (1990) also stressed, "Education must further provide a climate for the nurture of values both as a personalized set of values forming one's character and including necessarily social, cultural and national values, so as to have a context and meaning for actions and decisions and in order to enable the person to act with conviction and commitment".

Remedies to Reduce the Value Crisis Among Youth:

1. The government should legislate against media operators who publish indecent action in their publication. This is to ensure that only appropriate type of broadcasting will be televised.

2. The educational system should provide compulsory moral and ethnic classes to all students. Teaching method should not just exam oriented but also practical with continuous education and evaluation.

3. Children should practice and learn rituals, tradition, religion and activities as well as modernization should be simultaneously maintained.

4. Teachers, parents, politicians and guider must be role model for children to emulate morality.

5. Social structure should be brought in such a manner so that children from their childhood get touch of everybody within a society.

6. Social organizations should concentrate on value based moral character of the society and accordingly steps have to be taken to organize common people irrespective of age.

7. Nationalism, patriotism, value based education should be incorporated within the existing curriculum as compulsory matter at all stage.

8. Political organizations should think about their activities and directing youth energy in positive way.

9. Economic stability, employment and anti depressive, peaceful atmosphere and essential infrastructure should be provided as much as possible to the younger generation of society.

10. NGOs, and other social volunteer associations have to be strengthen to coordinate youth to bring stability among them and proper planning has to be introduced and implemented accordingly their potentialities.

Conclusion: So, value-oriented should be the arch-theme of our education. From the foregoing discussion it can be concluded that education cannot be made value oriented alone. The success of any program hinges on the degree of commitment on the part of the other components of the school community-parents, management, friends, classmates, educational authorities and society in general. The wholehearted cooperation of all formal and non formal agencies of education is needed very much. That is why the strategy of value oriented education is a challenge for teachers, parents and society at large. Lastly the paper concludes its explanation through a few lines of M.K.Gandhi "If wealth is lost nothing is lost"

"If health is lost something is lost"

"If character is lost everything is lost"

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SOCIAL HARMONY AND PROSOCIAL BEHAVIOR IN EDUCATIONAL INSTITUTIONS: TWO ASPECTS OF ONE COIN

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Abstract

India is an origin of different ethnic society and divided into a number of castes and communities and people belonging to various religious faiths but living together in peace. Thus, India is call spiritual-cultural land of 'unity in diversity' that can accommodate differences. But, it has also been witness to some communal disturbances in the name of religion, caste or community. One of the foremost reasons for communal disturbances is social disharmony, due to feeling of insecurity and mistrust among them-selves. Because of this, social harmony is necessary for Indian society. Actually, it is like a tool, which reduces social conflict and develops mutual trust, tolerance, co-existence. But, another question raise in our mind, how can be developed social harmony in Indians? Which tool is the best tool to develop social harmony? Lots of theory or principle available but not effected properly, because of this lots of disturbances come out in Indian society, which is vast challenge in front of Indian society. Hence, we need that type of instrument, which deeply works with human persona and give better output. Prosocial behavior becomes an effective tool to develop social-harmony because it is positive action or pattern of behavior, which is voluntarily done by an individual for others welfare. Thus, this paper focuses and searches answer of these questions- what is concept of social harmony? what is concept of prosocial behavior? what is relation between social harmony and prosocial behavior? And what is role of prosocial behaviour to develop social harmony in the context of family, society and education.

Key words: Social harmony, Prosocial behavior.

Introduction:

India is a pluralistic cultural country. There are so many religions, caste, creed, languages etc. and their people believe, trust, ethos is different from each other. Although diversity is identity of Indian culture. But, some time these diversity create challenges in front of Indian society. Therefore, India becomes always witness of shameful communal violence. Indian is a democratic country and respects all the diversity. Indian constitution also provides equal

right in Article 14 and 15 for all Indians (Upadhayaya, 2006). That is why Indian society needs such type of social system, which promotes equalities and builds up mutual understanding among all the cultures, caste, creed, religions etc. But, question is how Indian society tackles this problems and minimized social conflicts. Social disharmony is vast cause for communal violence and social disturbance. Therefore, social harmony is necessity of Indian social construction. Mutual trust, tolerance, co-existence is main element of social harmony, which reduce social conflicts and helped to develop sound environment. In fact, social harmony is soul of Indian culture and 'unity in diversity is based on social harmony, but question is how can be developed social harmony among Indians? and which tool is becomes more effective to develop social harmony? Prosocial behavior becomes a effective tool to develop social harmony because it is a behavior of volunteer positive behavior for others wellbeing and can promote sound habits among the citizen of India from early childhood to adolescence.

Concept of Social Harmony

 Basically Social Harmony concept involves two words first social which represent society and second harmony which represent mutual understanding, believe in equality, respect all religion, caste, creed, gender, culture, rituals, believes without any biasness and prejudice. Social harmony is a state of affairs where social strife is minimized through cooperation, compromise and understanding. Social harmony is an integrative value in a global, information society, which unites in itself love, peace, justice, freedom, equality, brotherhood, cooperation, nonviolence, tolerance, humanism and other universal values and prioritize children. The main feature of social harmony is dialogue, tolerance, co-existence and development, which are based on pluralism, diversity, competition and creativity. Hence, social harmony is a concept which refers to respect for different religions, cultures, caste, creed, rituals, believes and emphasizes on mutual understanding, accepting diversity as positive way, tolerate each other and most important reduce social conflict. It is clear that social harmony is soul of any multi-cultural country.

Main elements of Social Harmony

 Above all discussions show that response of social harmony depends upon some important elements, without its dearth social harmony can not be promoted among the people. These elements are:

1. Mutual understanding is first demand of social harmony because it gives space to develop others.

2. Social harmony develops through Cooperation.

3. Believe in equality is very important element of social harmony, which play vital role to decrease discrimination.

4. Tolerance develops capability to accept others.

5. Co-Existence emphasizes to accept other existence in their society, which make friendly environment. 6. Social harmony depends upon nonviolence.

7. Humanism is soul of social harmony and believes welfare for all human being.

8. Respect for all religion, community, culture, believe, rituals, custom.

9. Motive of social harmony is to reduce social conflict.

10. Acceptance of diversity develops optimistic approach toward diversity, which emphasizes social harmony.

11. Social harmony emphasizes social interaction and dialogue because interaction and dialogue fill gap of society slowly-slowly.

12. Social harmony believes in universal values and says about all welfare.

Concept of Prosocial behavior

Prosocial behavior is a new concept of social psychology used by Wispe in 1972 . It is positive action or pattern of behavior for other welfare. It is a volunteer individual help for others without any professional or institutional obligation. It emphasizes other benefit rather than self-benefit. It depends upon moral and social value. Marion (2003) divided prosocial behavior into three distinct categories: sharing (dividing up or bestowing), helping (acts of kindness, rescuing, removing distress), and cooperating (working together to reach a goal). Prosocial behavior can be generally confused with the term altruism, but both are different concept where Prosocial behavior refers a pattern of activity, on the other hand altruism is motivation to do something for others wellbeing.

Eisenberg and Mussen (1989) defined prosocial behavior as, "voluntary action that are intended to help or benefit another individual or group of individuals"(as cited in Knickerbocker, Roberta L.,2003). and Baron & Byrne (1987), refer "Prosocial behaviour refers to acts that have no obvious benefits for the individual engaging in them and even involve risk and some degree of sacrifice. Such acts…are based on ethical standards of conduct."

Dovidio (1984) considered prosocial emphbehavior in term of action and defined, it as action of the individual that benefits other without necessarily providing any direct benefit to the person who performs it. Above these definition Prosocial behavior is a positive action which is developed by empathy, moral value and emphasize a sense of personal responsibility for others benefits. Prosocial behavior may include sharing, cooperation, comforting, rescuing, and helping.

Main elements of prosocial behavior

From discussion of above, important elements of prosocial behavior come out, which help to promote prosocial behavior among the people. Important elements of prosocial behavior are:

1. It is positive action or pattern of behavior.

2. Prosocial behavior is voluntary individual helping behavior for others welfare without any professional and institutional obligation.

3. To express concern for others in difficult situation and something do for his betterment.

4. Prosocial behavior emphasizes cooperation for others because it promote friendly environment.

5. To promote sharing nature is another element of prosocial behavior, through this people learns to live and do together.

6. Scarifies is important element of prosocial behavior because its promote others benefit rather than personal benefit.

7. Through cooperating, sharing, donating prosocial behavior emphasizes social interaction and promotes sound relationship among the people.

8. It is based on social and moral values.

9. Prosocial behavior emphasizes rescuing for others wellbeing in emergency.

10. It is promoted comforting others in difficult situation.

11. Prosocial behavior also emphasize sense of social responsibility, which is indirectly promote others welfare.

Role of Prosocial behavior to develop Social harmony

For development of social harmony through prosocial behavior in Indians, family, society and education can play vital role because a person socialization done by this, which play important role in personality development. Thus, it is necessary to develop social harmony through prosocial behavior in the development stage of human context of family, society and education.

Role of Educational institutions

Education is main institution of society and educational institution play vital role in human life. Its main work is to develop child personality according to society norms. Thus, education can play important role to develop social harmony and to achieve this target and facilitate such type of prosocial environment and activities in educational institution and classroom practices, which promote social harmony. For this, educational institution can be used so many prosocial techniques, these techniques are:

1. To facilitate positive interaction

2. To develop democratic classroom

3. To develop social skill

4. To develop cooperative environment

5. To make sensitive about society

6. To reinforce helping behavior

7. To emphasize social and moral values

8. To assign group project

9. To arrange cooperative games

10. To develop self-assessment skill

 11. To develop healthy relationship

12. To present him/herself as a role model

13. To organize co-curriculum activities

Conclusion

Prosocial behavior and social harmony all most have same elements and closely intercorrelated and prosocial behavior definitely support to enhance social harmony. Thus, it is clear that prosocial behavior and social harmony is two aspects of one coin and when one (prosocial activities) increase another one (social harmony) also enhance. In Indian context prosocial behavior, become an effective tool to reduce social conflict and develop mutual respect among the Indians. For this family, society and education can play vital role to promote and provide prosocial activities to minimized social anxiety and enhance social harmony among the Indians.

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PERCEPTION OF SECONDARY SCHOOL STUDENTS REGARDING CURRICULUM TRANSACTION OF PUNJABI STORY INFLUENCE OF MEDIUM, NATURE OF SCHOOL, MOTHER'S QUALIFICATION

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Abstract

The study was undertaken with objective to examine the Student's perception regarding Curriculum Transaction of Punjabi story at secondary stage. Total sample of 1200 students from 60 schools was taken through stratified random sampling technique from three regions of Punjab i.e. District Barnala; Malwa region, District Jalandhar; Doaba region, District Amritsar; Majha region. Perception about Curriculum Transaction of Punjabi story scale was developed by Dr. Tirath Singh (2014). It was found that both students with Punjabi and English medium, Students studying in boys and girls schools, Students studying in boys and coed schools, Students studying in girls and coed schools, Students of illiterate and educated upto 9th class parent (Mother's qualification), Students of illiterate and more than metric parent Mother's qualification, Students of educated upto 9th class and more than metric parent Mother's qualification had equal and favorable level of perception regarding Curriculum Transaction of Punjabi Story.

Keywords: Perception, Curriculum Transaction, Medium, School.

Introduction

Curriculum Transaction is an important process in education. It curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. Curriculum Transaction incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field.

In a story, the main path of an incident is on the spontaneous events. Events make a story and in fact, they form the main and central column of it, without playing a role in the development of its characters (human) regeneration, in the other words, heroes and characters are changing less and mostly will expose different events and incidents.

Stories have simple and basic forms and their narrative structure is near to the speech of ordinary people and is full of colloquial proverbs, words and expressions.

Litrature Reviewed

Literature in relation to story of any language was reviewed. Chen (2000) investigated the most common errors of the Taiwanese EFL college students and found that most commonly the Taiwanese students have difficulties in the use of English tenses. The reason for this was L1 linguistic difference- the absence of verb conjugation in mandarin. Another grammatical error that is frequently found in Taiwanese EFL students' compositions is the misuse of English articles. Chen concluded this was because of lack of an equivalent syntactical device in the Taiwanese language. Bhatnagar (2003) examined the curriculum aspects and transactional modes of Hindi language at secondary level and revealed that these should be more stress on practice story and using new teaching devices Bautista and Lourdes (2004) examined the response of a sample of 205 Filipino university freshmen to grammatically correct and incorrect verb forms in a 20 items. Grammatically judgment Test, The test covered tense harmony, verb forms, tenses, and modals. The results showed that both the high proficiency and the low proficiency group had difficulty recognizing non-standard uses of model would. A possible explanation for this finding might be the tendency in a second language variety to simplify complex structure and semantics. Gakhar and Bawa (2006) studied the effect of intelligence, socio-economic status, domicile and type of school on the achievement of students in English story . A sample of 250 class IX students studying in government and private senior secondary schools of Chandigarh was studied. The test was constructed by the investigators themselves. The study found that students belonging to high socio- economic status group, to urban areas and to private schools made fewer errors in English story and thus secure high on the achievement test. Also the students with high intelligence performed better than the students with lower intelligence. More individual attention, regularity in assigning and checking home-work in private schools were given as reasons for better performance of the private school students.

Objectives

1 To study the perception of secondary school students regarding Curriculum Transaction of Punjabi Story.

2 To study the influence of Medium, Nature of School, parent (Mother's Qualification) and their various interactions on perception regarding curriculum transaction of Punjabi story.

Sample

In order to examine Curriculum Transaction in relation to Punjabi language total 60 schools 1200 students of ninth class were taken through stratified random sampling technique from three regions of Punjab i.e. District Barnala; (Malwa) region ,District Jalandhar; (Doaba) Region, District Amritsar;(Majha) Region.

Measure

Perception about Curriculum Transaction of Punjabi story scale was developed by Dr. Tirath Singh (2014) was used. The scale contains 27 items with five response categories ie SA, A, UND, D, SD. Scoring was 5 4 3 2 1 for positive items and reverse for negative items. The reliability (cronbach alpha) the scale was .82 and Content validity was ensured.

Data collection

The data was collected through personal visit to schools. Directions were given according to manual of scale. Students were explained the objectives of data collection. Data were collected from students, who were ready and felt comfortable. After collecting data scoring was done according manual. Data was entered into spreadsheet for statistical analysis. Analysis was done on the basis of objectives.

Analysis and Interpretation

Table 1– Variable wise comparison of perception regarding curriculum transaction of Punjabi story

Variable	Category	N	Mean	SD	CVs	t
Medium	Punjabi	1,064	94.74	14.051	14.8%	1.728
	English	136	96.96	14.201	14.6%	
Nature of school(NOS)	Boys	181	93.20	15.826	17.0%	1.058
	Girls	178	94.89	14.375	15.1%	
	Boys	181	93.20	15.826	17.0%	1.911
	CoED	841	95.40	13.598	14.3%	
	Girls	178	94.89	14.375	15.1%	.447
	CoED	841	95.40	13.598	14.3%	
Mother	Illitrate	377	95.17	14.253	15.0%	.636
	Upto 9th class	449	94.54	14.228	15.1%	

Qualification(MQ)	Illitrate	377	95.17	14.253	15.0%	.190
	More than metric	374	95.36	13.744	14.4%	
	Upto 9th class	449	94.54	14.228	15.1%	.843
	More than metric	374	95.36	13.744	14.4%	

*note=Criterion of neutral perception=81 total number of items (26) is multiplied by number of mid response category (3) i.e. 26X3= 78. Hence mean score less than 81 indicate unfavorable/negative perception and higher mean score indicate favorable/ positive perception.

Table-I shows not significant difference (1.728) between Punjabi and English medium students. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi story on the basis of medium, is not rejected. It may be concluded that both students with (Punjabi and English) medium had equal and favorable level of perception regarding Curriculum Transaction of Punjabi story.

Table- shows not significant difference (t value 1.058) between students studying in boys school and girls school. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story on the basis of nature of school, is not rejected. It may be concluded that both students studying in boys and girls schools had equal and favorable level of perception regarding Curriculum Transaction of Punjabi Story.

Table- shows not significant difference (t value 1.911) between students studying in boys school and coed school. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi *Story* on the basis of nature of school, is not rejected. It may be concluded that both students studying in boys and coed schools had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi story.

Table- shows not significant difference (t value .447) between students studying in girls school and coed school. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story on the basis of nature of school, is not rejected. It may be concluded that both students studying

in girls and coed schools had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

Table- shows significant difference (t value.636) between illiterate and educated upto 9th class parent (Mother's qualification). In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story on the basis of parent (Mother's qualification) education, is not rejected. It may be concluded that students of illiterate and educated upto 9th class parent (Mother's qualification) had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

Table- shows significant difference (t value.190) between illiterate and more than metric parent (Mother's qualification). In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story on the basis of parent (Mother's qualification) education, is not rejected. It may be concluded that students of illiterate and more than metric parent (Mother's qualification) had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

Table- shows significant difference (t value.843) between educated upto 9th class and more than metric parent (Mother's qualification). In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story on the basis of parent (Mother's qualification) education, is not rejected. It may be concluded that students of educated upto 9th class and more than metric parent (Mother's qualification) had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

Findings

1. Both students with Punjabi and English medium had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi story.
2. Students studying in boys and girls schools had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.
3. Students studying in boys and coed schools had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi story.
4. Students studying in girls and coed schools had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

5. Students of illiterate and educated upto 9th class parent (Mother's qualification) had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

6. Students of illiterate and more than metric parent (Mother's qualification) had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

7. Students of educated upto 9th class and more than metric parent (Mother's qualification) had equal and (favorable) level of perception regarding Curriculum Transaction of Punjabi Story.

Discussion

Present study revealed that secondary school students showed favorable perception regarding curriculum transaction of Punjabi story. While observing perception on the basis of medium of instruction, nature of school and mother qualification, it was found that at all level or categories students showed favorable perception. It means students like the teaching of story. The scales used for measurement of perception include dimension such as liking to attend story teaching, liking of teacher who teach Punjabi story, liking methods, techniques of teaching story, liking language use to teach story, liking speed of teaching story, liking assignments/ home work of story and tests of story. Further comparison on the basis of medium of instruction, nature of school and mother qualification showed that there was no significant difference in perception regarding curriculum transaction of Punjabi story. It means at all level students expressed equally favorable towards above discussed aspects of story teaching in Punjabi. Reason for favorable of perception might be the nature of content as well as form of literature. It is fact that human being like to listen and read story. If students are given option about grammar, poem, prose and story they will opt story because story give pleasure and entertain students. Qualitative data revealed similar results. Related literature was revealed and no research was found which aimed at examination of perception or attitude of school students about teaching of story in Punjabi.

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A STUDY OF AGGRESSION AMONG ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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Abstract

The present study was undertaken to study the level of aggression and emotional intelligence among adolescents. The sample of 200 was taken of senior secondary school students from different schools located in the urban areas of Ludhiana city. The study was of descriptive type. The data was collected using Aggression Scale by Rajeev L. Bhardwaj (2008) and Emotional Intelligence Inventory (2012) by S.K Mangal and Shubhra Mangal. It was found that there existed a significant difference in the mean scores of aggression level and emotional intelligence. As mean scores of aggression was higher than the emotional intelligence, it may be said that aggression have significantly higher than emotional intelligence

Keywords: Adolescents, Aggression, & Emotional Intelligence

Introduction:

Adolescence is an important phase of human life. It is the period of transition from childish modes of reaction and development of maturity in physical, emotional, social and intellectual aspect of personality. Physical changes may lead to psychological pressures and emotional imbalances. Since adolescents are passing through the critical stage of development and to cope with environment in schools society and home. Today, adolescents are facing psychological problems such as depression, anxiety and frustration one   of   them increasing with rapid rate is aggression due to less emotional intelligence. They   are going through complexities of personality disorders and their aggressive attitude resulting them into disasters.

Aggression

Aggression is a familiar term in a common parlance, as well as a key concept in the study of Human behavior. Aggression is a form of behavior characterized by physical and verbal attack. It may appear either appropriate or self-protected even

constructive as in healthy self- assertiveness or inappropriate and destructive. Aggression may be directed outward against others or inward, against the self, leading to self-destructive or suicidal actions. It may be driven by emotional arousal often some form of frustration, or it may be instrumental, when it is used to secure a reward. Aggression might be viewed as a motivational state, a personality characteristics, a response to frustration, an inherent drive or the fulfilment of a socially learned role requirement (Harre and Lamb, 1983). In other words, it is distinguishable from predation, anti-predator behavior and encounters arising from competitions for the same ecological niche.

Aggression also involves the delivery of a noxious stimulus (Buss, 1961) and the product of aggression is always perceived negatively by the recipient.

Aggression includes irritability, bullying, quarrelling, hitting, kicking, rudeness, jealousy, snatching, scratching etc. Aggression is no doubt, the vexing problem with which our society is trying to deal with it from a therapeutic and preventive point of view, it is necessary to arrive at a meaningful formulation of this complex problem. The term aggression has been defined literally hundreds of different ways. In some definitions of aggression the central concept is „intent‟ to do harm. In other word aggression is an act whose response is injury to an organism. It is hostility towards or attack upon the perceived source of frustration or some substitutive with the object of removing, hurting or destroying it.

Emotional Intelligence

Emotional Intelligence is one of the latest "*BUZZ WORD*" in education. Researchers such as *Salovey (1990)* and *Goleman (1995)* have worked to make the educators realize the importance of Emotional Intelligence. Emotional development is one of the significant aspects of growth and development. Almost all modes of behavior of a man are guided to some degree by the emotions. These are prime motive forces behind our conduct and play a significant role in our life emotions are almost present in every activity of human life and primarily guides our inner adjustments, mental balances and behavior Emotions activate our lives, shape our perceptions and behaviour, which then emanate and influence others. Emotional Intelligence includes the rare ability to be angry with the right person, to the right degree, at the right time, for the right person and in the right way.

Salovey and Mayer (1990) divided Emotional Intelligence as follows:

1) Self Awareness- Observing oneself and recognizing of feelings as it happens.

2) Managing Emotions- Handling feelings, so that they are appropriate to realize what is behind a feeling, finding way to handle fears and anxieties, anger and sadness.

3) Motivating Oneself- Channelizing emotions in the service of a goal, emotions, self control, delaying gratification and shifting impulses.

4) Empathy- Sensitivity to others feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.

5) Handling Relationships- Managing emotions in others, social competence and social skills.

Review of Related Literature

Por et al. (2011) examined the emotional intelligence and its relationship to perceived stress, coping strategies, subjective well being, perceived nursing competency and academic performance of nursing students in United Kingdom. A prospective co relational survey design was adopted. Three methods of data collection were used: (i) A self-report questionnaire (ii) an audits of student's academic performance; and (iii) mapping of emotional intelligence teaching in the curricula. Emotional intelligence was positively significantly related to well being, problem-focused coping, perceived nursing competency and negatively related to perceived stress. The finding suggested that increased feeling of control and emotional competence assist nursing students to adopt active and effective coping strategies when dealing with stress, which in turn enhances their subjective well being. Sharma (2011) revealed in a study of emotional intelligence of school students in relation to mental health that there is no 55 significant difference in emotional intelligence among male and female students. Singla (2011) reviewed a study of well being of working and non-working women in relation to their emotional intelligence and stress. A random sample of 200 women was taken. The result indicated that well being of working women is higher than nonworking women, but the difference is not significant. It also shows a significant difference in emotional intelligence of both. The working women have more positive stress and less negative stress than non-working women. There is a significant positive relationship between emotional intelligence and well being of working women but negative and non-significant relationship between emotional intelligence and well being of non-working women. Though the well being of total sample is not significantly related with stress, but the

relationship of working and nonworking women separately related positively with positive stress and negatively with negative stress, which indicated that higher the well being of women, lower will be the level of negative stress a vice-versa. Razia, K.I. (Nov, 2011) concluded that there were significant differences between male and female sportsperson on Sports Aggression. Jennifer E. Lansford et. al (August,2012) conducted a research on Boys' and Girls' Relational and Physical Aggression in nine countries. They reported that boys being more physically aggressive than girls across all nine countries, no consistent gender differences emerged in relational aggression. Kumar R. (June, 2014) found that there is no significant gender-wise difference in aggression among senior secondary school students. Female senior secondary students have significantly higher means of aggression scores than their male counterparts. Kalra N. (August 2014) concluded that the level of physical and verbal aggression in boys is higher as compared to girls at 0.001 level of significance. Isen J.D, M.K., Gue M.C, Iacono W.G (Feb, 2015) stated that boys who show aggressive tendencies develop greater physical strength as teenagers than who are not aggressive. [Association for Psychological Science, Feb, 2015] Website : Science Daily.

Emergence of Study

Technology and diversity have greatly changed the lives of people in urbanization system. Even the Indian society and its schools and colleges are broadly affected by the process of modernization. There is a lot of change in the way of thinking due to modernization. We are adopting these changes in our thinking also. There are many factors which influence our thinking such as home environment, parent child relationship, socio-economic background, lifestyle, mental health, modernization etc. In the midst of material prosperity there is a sense of aggression and frustration.

In the modern world, it is an alarming scenario regarding aggression among adolescents which leads them to the trap of depression, anxiety and stress; on the other hand modernization has influenced not only our way of thinking but also our living. It has also become the cause of aggression and violent behavior because teenagers do not emotionally stable. If we really want to help adolescents in their proper adjustment to self and to the peculiarities of their environment we should develop their abilities and equip them to face the changing realities of the life by developing emotional intelligence. So the present study will help the teachers and parents to understand the aggression among adolescent boys and girls and the relation between aggression and emotional intelligence

among adolescents and guide them to foster emotional skills. So the investigator probes in to the dire need to study the aggression and emotional intelligence among adolescents.

Objectives

> To study and compare the aggression among adolescent boys and girls.
>
> To study and compare the emotional intelligence among adolescent boys and girls.
>
> To study the relationship between aggression and emotional intelligence among adolescents.

Hypothesis

> There exists significant difference in emotional intelligence and aggression among adolescents.

Delimitations Of The Study

1. The study is delimited only on 200 subjects (100 adolescent girls and 100 adolescent boys).
2. The present study was delimited only on urban area of Ludhiana District.
3. The sample selected was from senior secondary students from private schools only, thus ignoring the adolescents on government schools and otherwise the socio economic status was also not considered which can be great factor affecting the level of aggression in adolescents.

Tools Used

Emotional Intelligence Inventory (2012) by S.K Mangal and Shubhra Mangal.

Aggression Scale(2008) by R.L Bharadwa.

Statistical Techniques Used

Mean, standard deviation and standard error of the scores of aggression and emotional intelligence were calculated.

t-value was calculated to find out the mean difference between two variables, i.e. aggression and emotional intelligence.

Analysis of Data

Table1: Significance of the Difference between Mean Scores of Aggression and emotional intelligence of adolescent boys and girls

| S.No.	Group	N	M	S.D.	S.Em	t-value
1.	Aggression	100	85.66	11.23	1.40	15.47**
2.	Emotional Intelligence	100	57.97	8.44		

**significant at 0.01 & 0.05 level

Above table revealed that the mean scores of aggression and emotional intelligence among adolescents as 85.66 and 57.97 respectively and then standard deviation as 11.23 and 8.44 respectively. The t-ratio is 15.47 with df =198 which is significant at both 0.01 & 0.05 level of confidence. This revealed that a significant different exist, between mean scores of aggression and emotional intelligence among adolescents.

As the mean score of aggression is higher than that of emotional intelligence, therefore, it may be said that adolescents passes significantly much more aggression than emotional intelligence. Thus it can be concluded that thus exists a significant different between mean scores of aggression is higher than that of emotional intelligence, therefore, it may be said that adolescent boys and girls possess significantly much more aggression than emotional intelligence.

Hence, hypothesis stating that 'There exists significant difference in aggression and emotional intelligence among adolescents' is accepted.

The hypothesis proved in the present study is supported in the light of the existing research studies. Aggressive conduct disorder is more common in adolescents

Fig.1: Bar Graph showing difference of Mean scores of aggression and emotional intelligence of adolescents.
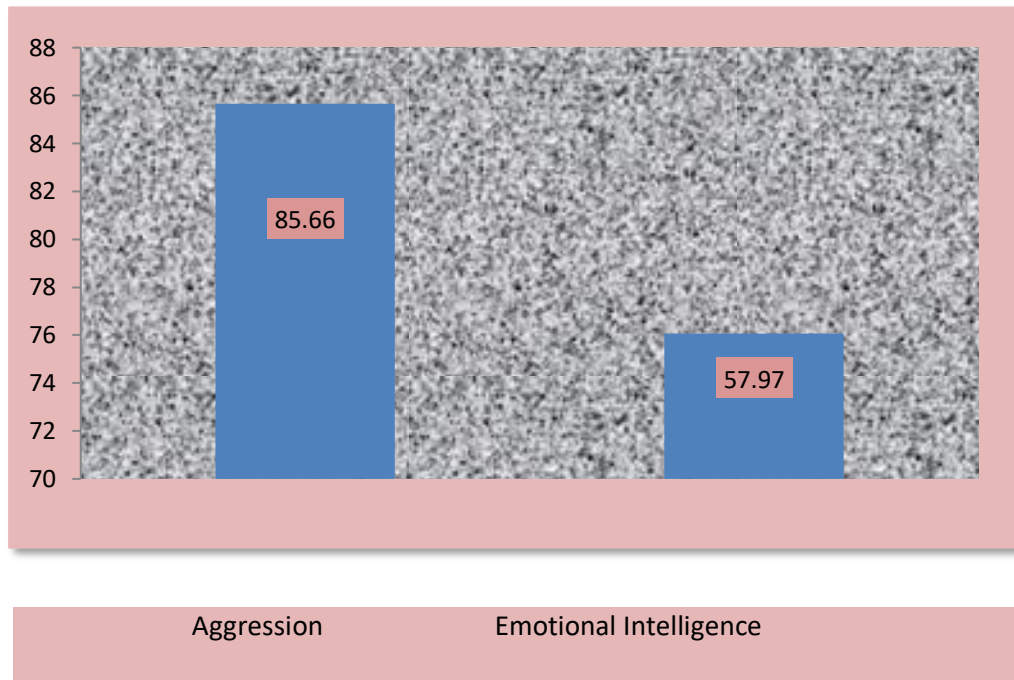
RESULTS AND DISSCUSSION

The hypothesis proved in the present study is supported in the light of the various research studies. Aggressive conduct disorder is more common in adolescents due to physical changes and social variations. In spite of this, there is more peer pressure among this age group. At adolescence stage, children are not strong emotional stability. Not only this, the modern lifestyles also play a prominent role in the more aggressive behavior among adolescents. Therefore, a need of the hour is to provide proper guidance and counseling to the adolescent children and also parents and teachers have a sole duty to assist them to tackle such behavioural problems.

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EMOTIONAL INTELLIGENCE IN EDUCATION

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Abstract

Education is a constructive process. It is a life - long process that starts from birth and continues till death. According to Dewey Education is the development if all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities. Education is a bipolar process. A school is a miniature society. In educational process teacher plays a vital role. It is found from the research that teacher plays a vital role in the students' educational outcomes (Anderson, 2004).Today's world is becoming more and more faster and competitive. Teachers are becoming one of the vital components of teaching learning process. Teachers are the builders of future citizen of the nation. A teacher is responsible for the whole development of the student. Teachers have to face different situation in the classroom. In such case they not only manage their own emotions but also control the situation of the class. A person who knows and manage his own feelings well and who deals effectively other people feelings- that is emotional intelligence. The only way to manage emotions is emotional intelligence. Therefore, emotional intelligence, of teachers is very important. So this study describes about the importance of emotional intelligence for teachers to become successful in teaching.

Keywords: Emotions, Emotional Intelligence, Education, Classroom, Teacher, Student.

Introduction:

Education plays a very vital role for the development of any society as well as for a nation also. In our education system teacher have great influence to student's outcome. The duty of a teacher is not only to give bookish knowledge to his students but also understand them, handling their emotions in right manner, at the right time in a right way. Teachers also provide guidance to them; bring out the emotional development by proper manner using curricular and co-curricular activities. For that the emotion of teachers also very important. Teacher should also know about their emotions, how to control it. As we know teachers are very important parts of teaching learning process, so their involvement in teaching profession depends on their physical, social, intellectual and most important emotional aspect. A good

teacher is a good administrator and a leader also. He has some qualities such as commitment to his job, self- esteem, good behaviour, empathy, temperance. With the advancement of technology in the 21st century the life has becoming so changing. In this changing environment teachers need to be more innovative in their attitude, flexible in approach. The teacher has his own objectives to enhance the progress of all students. In the school there are different types of students. The teachers have to work hard to reduce classroom indiscipline of students, misbehaviour ,and also to create good manner and behaviour, morals, discipline among students. Teachers have to work hard for the best performance of students. Teachers' emotions highly effect the students attitude , behaviour, personality ,learning and character building etc. Teachers should know how to handle different types of situation, how to manage emotions for desirable changes of their students.

Emotional Intelligence:

Emotional Intelligence is now becoming a new concept in recent times. It is becoming a hottest buzz words in educational as well as corporate sector. According to Golman" Emotional Intelligence is the capacity for recognizing our own feelings and those of others for motivating ourselves and managing emotions well in us and also in our relationship. "According to Carmeli (2003). Emotional Intelligence individuals are expected to recognize, manage and use their emotions to eliminate the ensuring obstacles and advance their career horizons better than people with low emotional intelligence. Goleman (1995) identified five elements as components of Emotional Intelligence. These are

i) Self-Awareness:- Knowing of someone's internal state of reasons, intuitions,and emotions.

ii) Self-Regulation:- Refers to managing and handling impulses. It helps instaying composed, focused, and calm and helps to think in right direction even under pressure.

iii) Motivation:- It helps to achieve goals and also provides the drive to shapeour thoughts and actions.

iv) Empathy:- It is the ability to put oneself into another's shows and look at thethings or think from his point of view.

v) Social Skill:- Ability to build up rapp Goleman(1995,1996,1998) explained that people who are emotionally adopt who knows and manage their own feelings well and who read and

deal effectively with other people's feelings are at an advantage in any domain of life. He explained that emotionally Intelligence plays an important role at the highest levels of the company.

Need of Emotional Intelligence in Teaching:

In educational arena Teachers' emotions highly effect students activities such as personality development, learning. Teacher should know how to manage the emotions of his own as well as also influence the students for desirable changes.

In case of learning Teacher-student active participation is very necessary. Teacher should encourage them. Teacher has a string emotional bondage with his or her students. Sometimes teachers loose their temperament due to classroom indiscipline, teacher's personal problem or sometimes irritable activities. Sometimes students emotions also hampered by teachers activities. The personality plays an important role in human development. The emotional teachers show their emotions in the classroom observed by the students. So we can say personality may influence by the emotion. Character formation is a process by which teacher can help a student to built up student's character .If a teacher is good, then his character influence a student to become a good student. Teachers emotion modify the character of a student unwanted emotion will be avoid by the teacher for his students character formation.

Objectives:

The objective of the study is to understand the concept of Emotional Intelligence and also to know the relationship of Emotional Intelligence and teachers and also its influence in Teaching Profession.

Methodology:

This present study is based on Secondary sources like Books, Articles, Journals, Thesis, University News, Experts Opinion and Web sites etc. The method used is Descriptive Analytical Method.

Emotional Intelligence for Prospective Teachers:

A teacher always has a strong emotional bondage with her students. An effective teacher not only be a master of her subject but also can understand her own emotions ,control them and also can understand her students well, motivate then as per their needs ,interest. Teaching job involves difficulties with heavy workload and controlling unruly students. This may result a frustration. With the help of emotional Intelligence teachers are able to adjust themselves in a positive mind. They know how to avoid, use emotions in adaptive ways. In school, teachers are involves to provide productive and supportive learning environment. Emotional Intelligence teachers are enthusiastic, active in their work life. An emotional Intelligence

teacher Lears and applies Emotional Intelligence to improve themselves. Prospective teachers may apply Emotional Intelligence skills to improve–Self-Esteem and confidence by learning Emotional Intelligence skills,. By knowing Stress Management, Anxiety Management, Empathy, Decision making, Time management leadership Emotional Intelligence will help prospective for their teaching for the betterment of the students. Anger Management which will help prospective teachers to improve the ability to control and managenize learning environment in the class, the ability to work as a team with staffs, .It can be possible by developing of Emotional intelligence during Teaching period. The concept of Emotional Intelligence must be included in Teacher Education. Prospective Teachers should get training, seminar, workshop, refresher courses should be organized to develop Emotional Intelligence for Prospective Teachers, as well as in service Teacher and Teacher educators.

Role of Emotional Intelligence in Teaching:

In teaching Emotional Intelligence plays a vital role. There are different areaswhere Emotional Intelligence plays important role.

Emotional intelligence domains are aware of own emotions, managing own emotions, motivating oneself, Empathy for others, handling relations. Emotional intelligence helps teachers during teaching process to understand the emotions of students and engage them. Teacher is the only person who is facing emotional competence and wants to maintain emotional balance of students. The teachers should understand themselves first to develop Emotional Intelligence and to find out the solution of any problem, recognizing and managing own emotions .If the teacher is balance in his emotions then the students are interested in teaching. Students are very much attached with the teacher who is lovable with them. The teacher who knows the secret of feeling happy will achieve their goal regarding students' achievement. This can be happen by a emotional intelligent teacher not

by a emotional teacher.

Conclusion:

The role of emotional Intelligence is very important for every person. Emotional Intelligence of teachers can improve the achievement of students. A person whose Emotional Intelligence is high can manage himself and also develop a stable understandable relationship with others. To develop Emotional Intelligence of teachers, it is important to prepare them by in-service and pre service teacher training program. This Emotional Intelligence concept is still relatively new in teaching profession. Developing Emotional Intelligence skills of teachers through different program will help them to work for their students in a more effective manner and also serve as important facilitator, role model of the students. So we can say that

to develop emotional skill it requires effort, time, motivation, social skill. empathy, and practice. To achieve the goal of education in this21st century Emotional Intelligence is very much needed .For the development of emotional intelligence skills of teachers emotional intelligence program should be included in teacher training program.

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