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Human Values and Professional Ethics

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VALUE EDUCATION

HUMAN VALUES

Definitions

1. Human values are nothing but basic moral values one ought to posses to live as a citizen or as a person.
2. A value is defined as a principle that promotes well-being or prevents harm.
3. Personal values are defined as: “Emotional beliefs in principles regarded as particularly favourable or important for the individual.

KEY PRINCIPLES OF HUMAN VALUES

- The innate dignity of human life.
- Respect and consideration for the "other".
- The interconnection between humankind and the environment and thus the need to care for and preserve the earth.
- The importance of integrity and service.
- An attitude of non-violence.
- The individual and collective quest for peace and happiness.

IMPORTANCE/REASONS OF TEACHING VALUES

Strong Character Building

A strong character/personality is made by the virtues and values that we learn during our early childhood. It lays the foundation for the future. Good Values such as Kindness, Modesty, Honesty, Equality etc. should be inculcated in early stages which can guide us to the right path in life. Qualification and Intelligence are important but a good character is essential which can make any personality stand out from others.

Helps To Understand The Difference Between Right and Wrong

The virtues help us in differentiating between right and wrong. We can conclude scenarios and understand whether it is morally correct or not. It helps to make the right decisions in life.

Helps To Stay Strong

Good values and beliefs help us to be strong in any situation and inspire to work hard for the results. The importance of teaching values is that it prepares our mental conditioning and strengthens our determination to overcome tough conditions and situations.

Boost Self Confidence

The Inner peace and relaxation that one achieves from giving/helping others cannot be compared to materialistic happiness. This inner happiness boosts our confidence and motivates us to do more such good work.

Helps us To Stand Up Against Injustice

When we know what is right or wrong, we can shape the perception of others.

Example (Understand the meaning of value education)

Government of India classifies a person as literate when he is able to put his signature.

- *Lakshmi is a 52-ycar lady working as a maidservant. She knows how to use a washing machine, wet grinder, mixer, vacuum cleaner, toaster, gas and other electrical appliances. She is honest and does her job meticulously. She is neat and clean. She docs not know to put her signature and cannot read or write any language. Does she qualify for value education?*
- *Gopi is a son of a rickshaw puller, went to Government school till 5th standard in Hindi medium and left the school as he found studies boring. He learnt to drive Auto rickshaw and is making a living driving Auto rickshaw. Does not cheat any customer. Does he qualify for value education?*
- *Alex completed his PhD in Mathematics. Working as a lecturer in a college. Does not take classes regularly. On occasions, found taking classes after drinking. Does not teach well. Does he qualify for value education?*
- *Abbas did his engineering and worked in a multinational company for 4 years. Went to USA for higher studies. He is the Chief Executive Officer (CEO) of a Textile division. Started a small-scale company to manufacture automobile spare parts. Runs his company ethically. Provided jobs to 400 people. Does he qualify for value education?*
- *Bhargava is the son of a Purohit. Docs not know how to read and write but can recite the scriptures and slokas and perform pooja. Docs he qualify for value education?*

If we use the official definition of literacy and the dictionary meaning of education. ***Lakshmi*** *and* ***Bhargava*** *do not qualify to be called educated, but they have developed skills. This means*

that they have the necessary ability to understand the basic of value education. Gopi and Abbas already have value-consciousness ingrained in them. It will be easy to build upon it and make them role models for others. Alex, despite having a Ph.D. has no hold over himself and indulges in conduct.

NEED FOR VALUE EDUCATION

Comet identification of our aspirations

All human beings have aspirations. You may aspire to become a doctor or engineer or a lawyer, or a film star or something else. You must have made various plans for your future. The planning may include your personal life, your family, your profession, your participation in the society etc. But before you invest your energies to actualize your plans, it is important that you find out what you *basically* aspire for. Thus you need to identify your basic aspiration.

Understanding universal human values to fulfil our aspirations in continuity

Just identifying one's aspiration is not enough. We need to know how to fulfil our aspirations. Complete understanding of human values gives us a definite way to fulfil our aspirations. Basically all of us are aspiring to be happy and whatever appears conducive to our happiness becomes valuable to us. Values form the basis for all our thoughts, behaviour and actions. Once we have known what is valuable to us, these values become the basis, the anchor for our actions. We know what we are doing is right and will lead to the fulfilment of our basic aspirations. Values thus become the source for our happiness, our success, our fulfilment. Without an appropriate value framework, we will not be able to decide whether a chosen action is desirable or undesirable, right or wrong. Hence there is a prime need for correct understanding of the value domain.- Value Education is the input necessary to fulfil this need. When we live with the correct understanding of values, we are happy in continuity, otherwise we feel deprived, frustrated and unhappy.

Complementarity of values and skills

Values and skills have to go hand in hand. There is an essential complementarity between values and skills for the success of any human endeavour. For example, I want to lead a healthy life. I understand that health is the basic requirement for a human being. I then learn skills to judge what food will keep my body healthy, what physical practices will keep the body functioning properly, what would be the possible ways to do certain kinds of work with the body. All these fall under the domain of skills. Thus, both (values and skills) are important and these are complementary.

Evaluation of our beliefs

In absence of a correct understanding of universal human values, we are driven by our 'ad-hoc' values and beliefs. For example, someone may believe that "A corporate job is the best kind of job", "IIT is the best college to go to", "Metro cities are the best places to live in" and so on. All of us live with such beliefs. These beliefs come to us from what we read, see, hear, what our parents tell us, our friends talk about, what the magazines talk of, what we see on the TV etc. The interesting thing about beliefs is that they usually change with time and we can trace examples of these by looking at our life in the past. We might have thought at one point of time that getting into a good college is the most important thing and now that may have changed to being able to get a good job.

Another thing about beliefs is that they are usually not the same for everybody. Beliefs could be held by a small group or a large group of people but they are not universal.

For example: getting good grades may be important to you, but being able to earn money may be important for your friends. What I may believe to be of 'value' to me may not be of 'value' to your belief-system so when we interact, it may lead to conflicts and unhappiness. We face this problem today because the conditioned beliefs and values we hold today are usually contradictory, conflicting and unstable and not based upon the right understanding of values we are not very sure of their correctness.

Living our lives based only on beliefs can not ensure happiness for us. This is very important for us to understand.

Technology and Human Values

Technology is only a means to achieve what is considered "**valuable**" for a human beings in an effective and efficient manner. For example: if we value the relationship with the environment, we will work to create environment-friendly technologies (the structure of technology) and also put it to right use (use of technology), say, for the enrichment of environment, replenishment of natural resources etc. Conversely, if the relationship with the environment is something we do not value, things could be the other way round. Thus, there is a need to supplement technical education with value education.

GUIDELINES FOR VALUE EDUCATION

Universal

Whatever we study as value education has to be universally applicable to all human beings and be true at all times and all places. In addition, it need not restrict itself to a certain sect, creed, gender or nationality etc. So it has to deal with universal human values.

Rational

It has to be amenable to reasoning and not based on dogmas or blind beliefs. It cannot be a set of sermons or Do's and Don'ts.

Natural and Verifiable

We want to study something that is **natural** to us. Being natural means, it is acceptable in a natural manner to all human beings. When we live on the basis of such values that are natural to us, it leads to fulfilment, leads to our happiness and also is conducive to other people we interact with, as well as with nature.

We also would like to **verify** these values ourselves, i.e. we don't want to assume something just because it is being stated here or written in a book, rather, each one of us will want to verify these to find out whether they are true for us. This has to be done by both checking for validity within ourselves, as being naturally acceptable as well as something which we can implement in our living and observe its outcome to be fulfilling.

All Encompassing

Value education is not merely an academic exercise. It is aimed at transforming our consciousness and living. Hence, it has to permeate into all dimensions of our living, namely, thought, behaviour, work and understanding/realization; as well as all levels, namely, individual, family, society and nature.

Leading to Harmony

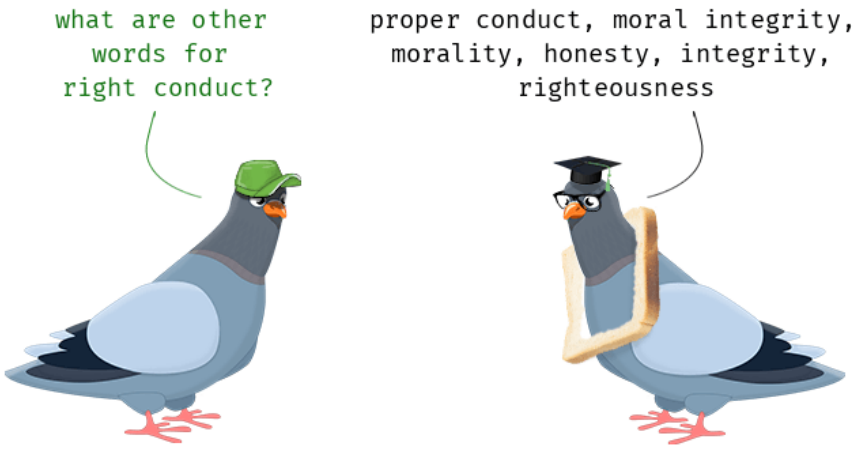
Finally, value education has to enable us to be in harmony within and in harmony with others. Hence, when we live on the basis of these values, we start understanding that it will lead to harmony in us, and harmony in our interactions with other humans and the rest of nature.

FIVE HUMAN VALUES

The five human values which are expected in all human beings, irrespective of whether they are employees or not in whichever profession or service, are:

Right Conduct

Contains values like self-help skills (modesty, self-reliance, hygiene etc.), social skills (good behaviour, good manners, environment awareness etc.), ethical skills (courage, efficiency, initiative, punctuality etc.) and Ownership.



Peace

Contains values like equality, focus, humility, optimism, patience, self-confidence, self-control, self-esteem etc.

Truth

Contains values like accuracy, fairness, honesty, justice, quest for knowledge, determination etc.

Peaceful co-existence

Contains values like psychological (benevolence, compassion, consideration, morality, forgiveness etc.) and social (brotherhood, equality, perseverance, respect for others, environmental awareness etc.)

Discipline

Contains values like regulation, direction, order etc.

INTRINSIC VALUES AND EXTRINSIC VALUES.

Intrinsic Values

Intrinsic values refer to the inherent worth or goodness of something in and of itself, independently of its instrumental or external utility. Intrinsic values are often considered to be objective and exist in the entity or action itself, regardless of any external factors.

For example, honesty, compassion, and justice, possess intrinsic value.

Intrinsic values provide a basis for determining what is inherently good or right. .

Extrinsic Values

Extrinsic values, on the other hand, are contingent on external factors such as utility, consequences, or context. In contrast to intrinsic values, extrinsic values are often considered to be subjective and context-dependent.

For example, an action like telling a lie may be deemed ethically justifiable if it leads to positive consequences, such as preventing harm or promoting well-being. This highlights the extrinsic nature of the value assigned to the action.

Example (Intrinsic values)

A young accountant was once offered a large sum of easy money for a job that made him somewhat uneasy. It wasn't quite illegal, but the contract struck him as questionable. So he requested the client to give him a day to decide.

That night, he went home and told his mother about the terms and conditions of the contract and the big money that was involved. His mother was totally illiterate. After listening to him for two hours she said, 'Son, I don't understand anything of what you just said. The final decision is yours. All I can say is one thing—that every morning when I come into your room, I find you fast asleep. I have a very hard time waking you up. I would hate to come into your room one day and see you awake. You decide.' With these words, the mother left the room. After the mother left, the accountant kept thinking about what his mother had said. A few minutes later, he walked up to his mother and said, 'Mom, I got my answer.'

Values are intrinsic to our lives. They add strength to our character.

Positive values result in positive behaviour leading to positive consequences.

Negative traits such as cheating, dishonesty and selfishness result in negative behaviour leading to negative consequences.

HIERARCHY OF VALUES

Individual Values

This refers to the ranking of principles that are important to you in your own life. It helps you guide your decisions and behaviours. For instance, honesty might be a higher value for you than financial gain, so you might refuse to cheat on a test even if it meant getting a better grade. There's no one-size-fits-all hierarchy, and yours can change over time based on experiences and reflections.

Social Values

This refers to the ranking of principles that are important to a society or group. This can influence things like legal systems and public policy. For example, a society might value safety

more than freedom, so they might have stricter laws on things like speeding. Different cultures and societies will have different hierarchies of social values.

Important elements of the hierarchy of values

- Foundational Values: These are the bedrock principles that underpin your entire value system. They often focus on basic human needs and well-being, such as survival, security, love, and belonging. In Maslow's hierarchy of needs, these would be the physiological and safety needs at the bottom of the pyramid. Foundational values act as a starting point, influencing how you pursue higher-level values.
- Core Values: These are the central principles that guide your most important decisions and behaviours. They represent what truly matters to you in life. Core values can be things like honesty, fairness, creativity, or adventure. They provide a framework for how you want to live your life and interact with the world.
- Relational Values: These values focus on how you interact with others and the importance you place on relationships. They could include respect, compassion, cooperation, or justice. Relational values influence how you treat others, build relationships, and navigate social situations.

These three elements work together to create a hierarchy. Foundational values provide the base, core values set the direction, and relational values guide your interactions within that framework. They all influence your decision-making and how you navigate the complexities of life.

Problems caused by Hierarchies of values

- **Conflicts**: Real-life situations often involve multiple values clashing. For instance, you might value loyalty to a friend (high on your hierarchy) but also believe in honesty (even higher). Deciding what to do when a friend asks you to lie for them can be tricky.
- **Justification for Oppression**: Throughout history, rigid hierarchies of values have been used to justify discrimination and oppression. If a group prioritizes purity of race or religion over individual rights, it can lead to violence and exclusion.
- **Inflexibility**: The world is complex and situations are rarely black and white. A strict hierarchy might not allow for the nuance needed to make the best decisions in every case.
- **Universality**: Whose hierarchy is "correct"? Different cultures and individuals have different values. Imposing one hierarchy on everyone can be disrespectful and lead to conflict.

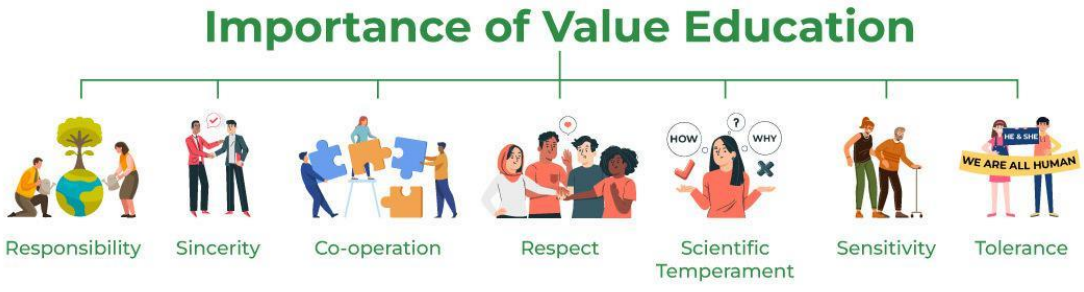
CONTENT OF VALUE EDUCATION

The value of an entity is its participation in the larger order of which it is a part. The context is always the larger order. Value has to do with the participation of a unit in the larger order. E.g. a piece of chalk is a unit. The classroom is the larger order for this unit. The value of chalk is that it can be used to write on the blackboard for the desired functioning of the classroom.

The value or role of a human being is its participation in the larger order. E.g. my role in living with the other human being is to ensure the feeling of respect in the relationship. Interestingly, I feel happy in fulfilling my role; and it is fulfilling for the other as well!

The fundamental content of value education are:

- **Love**:- The first of the most important values in life is love. It is an important personal value to open your mind to the concept of lone. Love is the bringer of compassion. Once we are led by compassion, we see the best in ourselves.
- **Understanding**:- This is the second important value in life. If we are ready to understand accept people and circumstances for what they are, we can gain control over it. One must understand and appreciate the efforts done by others rather than questioning them.
- **Respect**:- Respect is the only way we can adopt the best of all around us, making us a better person every' day, every moment. A very important fact about respect is that the more we give, the more we earn. It is in fact the most important values in society.
- **Discipline**:- The fourth, of the important values in life is discipline. A disciplined and responsible person will respect his as well as other's time. As such, he will always be punctual.
- **Honesty**:- Honesty is admitting to oneself that we are not perfect. It means avoiding to make a mistake. An honest person always try not to commit mistakes, but if he commits he not only admit it, but accept the consequences also. All the other values need to be accepted with honesty.



Content of value education

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It also covers the levels of unit. There are four units in this world.

- Individual
- Family
- Society
- The nature

Example (Respect)

Once a very corrupt criminal politician died—there was no person in town who he had not harmed in some form or the other. There was a huge procession following his dead body to perform the last rites. A man passing by, saw the unusually large crowd, stopped and asked one of the persons, 'Don't you know the reputation of this man who died? He was the biggest disgrace to humanity. Why are you all going to perform the last rites because such gatherings only take place out of respect to a noble soul?' The man replied, 'You're totally right. But all of us are going to the funeral not to pay any respect, but to make sure that he is actually dead.'

A man's life is not measured by its length but its depth and how well it is spent.

Example (Lack of discipline)

We all know the story of the tortoise and the hare. The hare used to brag about his speed and challenged the tortoise to a race. The tortoise accepted the challenge. They appointed the fox as the judge who gave them the starting and finishing points. The race started and the tortoise kept going steadily. The hare ran quickly, left the tortoise behind and decided to take a nap since he was so confident he would win the race. By the time he woke up, remembered the race and started running, he saw that the tortoise had already reached the finish line and won.

Consistency takes discipline and is more important than erratic effort.

UTILITY VALUE AND ARTISTIC VALUE

Utility value and artistic value are two distinct concepts, but they can be related in various ways. **Utility value** refers to the *usefulness* of an object or a product, while **artistic value** refers to the *aesthetic* or creative merit of an artwork or design.

Relation between Utility Value and Artistic Value

In some cases, utility and artistic value can be directly related. For example, a piece of furniture that is both functional and visually appealing has high utility and artistic value. Similarly, a piece of clothing that is stylish and comfortable has high utility and artistic value.

On the other hand, utility and artistic value can sometimes be in conflict. For instance, a painting or sculpture may have high artistic value but little or no utility value. In such cases, the

artwork is appreciated primarily for its aesthetic qualities and not for any practical function it may serve.

Conversely, there may be products or objects that have high utility value but low artistic value. For instance, a basic, utilitarian chair may be very functional but not particularly interesting or visually appealing.

It is worth noting that the relationship between utility and artistic value can be **subjective** and depends on individual preferences and needs. What one person may consider as having high utility and artistic value, another person may not find particularly useful or aesthetically pleasing.

In some cases, the relationship between utility and artistic value may also change over time. For instance, a design that was once considered purely functional may become appreciated for its artistic qualities as it ages and gains historical significance.

VIRTUES

The virtue is a behaviour that shows high moral standards. These are similar to the moral values and ethics (will be discussed later).

Virtues are positive and preferred values. Virtues are desirable attitudes or character traits, motives and emotions that enable us to be successful and to act in ways that develop our highest potential. They energize and enable us to pursue the ideals that we have adopted. Honesty, courage, compassion, generosity, fidelity, integrity, fairness, transparency, self-control, and prudence are all examples of virtues.

Virtues are tendencies which include, solving problems through peaceful and constructive means and follow the path of the golden mean between the extremes of ‘excess and deficiency’. They are like habits, once acquired, they become characteristics of a person. Moreover, a person who has developed virtues will naturally act in ways consistent with moral principles. The virtuous person is the ethical person.



Types of virtues

Self-direction

Virtues that are needed for exercising moral autonomy and responsibility They include good moral judgment, courage, perseverance, fidelity to commitments, integrity, honesty, self understanding, and humility.

Public-spirited Virtues

These are focused on the good for the public effected by one's work and also on the good of the clients. They include justice, having no intention for harming others, intentionally or unintentionally, and a sense of accountability to the society.

Teamwork Virtues

These are essential in enabling engineers to work successfully with others, like loyalty to the employers, cooperativeness, loyalty, leadership qualities, and effective communication.

Proficiency Virtues

These possess the mastery of one's craft and skills, like competency, diligence, and creativity.

List of virtues

Following is a list of virtues.

- **Unity**. Moral unity is the consistency among our attitudes, emotions, and conduct.
- **Integrity**. Moral integrity is the unity of the character on the basis of moral values. It is the unity between the responsibility of an individual in his/her personal and professional life.

- **Honesty**. Honest relationships are based on trust that the engineers will perform effectively and truthfully the activities for which they are employed.
- Self-respect
- Responsibility
- Accountability

Example (Honesty)

A woodcutter loses his axe into the river while cutting a tree growing over the river. He prays to the river goddess to retrieve his axe. The goddess first appears with a golden axe and enquires if it is his. The honest woodcutter says it is not his. Next, the goddess appears with a silver axe and he denies that also. The goddess then appears with his steel axe, and he says it is his. The river goddess is pleased with his honesty and presents him with all the three axes.

MORALS

Morals are the welfare principles enunciated by the wise people, based on their experience and wisdom. They were edited, changed or modified or evolved to suit the geography of the region, rulers (dynasty), and in accordance with development of knowledge in science and technology and with time.

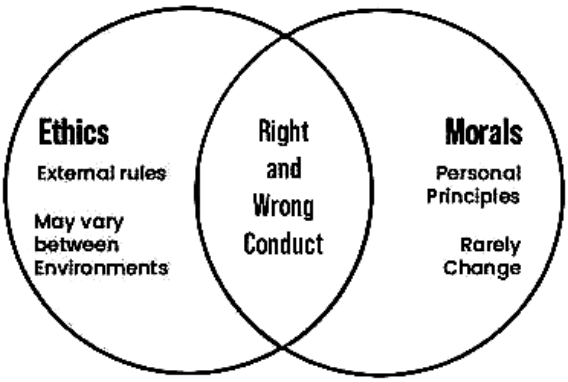
Morality is concerned with principles and practices of morals such as:

- What ought or ought not to be done in a given situation?
- What is right or wrong about the handling of a situation? and
- What is good or bad about the people, policies, and ideals involved?

Morality is *different* from Ethics in the following ways:

Morality and Ethics

Though the terms morality end ethics are often used interchangeably In casual conversation, but there are Important distinctions between them.



Morality

It is a judgement made according to some perceived standard of good or evil.

> *Morality is simply the attitude we adopt towards people we personally dislike.*
>
> *– Oscar Wilde)*

Ethics

Ethics is conformity to some code or standard of conduct.

> *Ethics is knowing the difference between what you have a right to do and what is right to do.*
>
> *– Potter Stewart*

Morality	Ethics
More general and prescriptive based on customs and traditions.	Specific and descriptive. It is a critical reflection on morals.
More concerned with the results of wrong action, when done.	More concerned with the results of a right action, when not done.
Thrust is on judgment and punishment, in the name of God or by laws.	Thrust is on influence, education, training through codes, guidelines, and correction.
In case of conflict between the two, morality is given top priority, because the damage is more. It is more common and basic.	Less serious, hence second priority only. Less common. But relevant today, because of complex interactions in the modern society.
Example: Character flaw, corruption, extortion, and crime.	Example: Notions or beliefs about manners, tastes, customs, and towards laws.

Morality refers to right and wrong as a felt sense.  	Ethics refers to intelligible principles of right and wrong. 

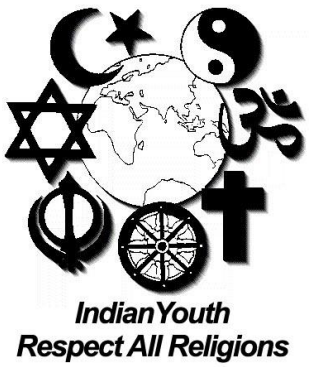
Example (Why do we have moral standards)

They are a measure. One meter in Europe is one meter in Asia. One kilogram of flour is one kilogram of flour wherever you go. People who do not want to adhere to any ***moral*** *standards keep changing the definition of morality by saying nothing is right or wrong, your thinking makes it so. They put the onus on interpretation rather than on their behaviour. They feel "my behaviour is OK, your interpretation was messed up."*

For example, Hitler could have believed he was right. But the big question is, "Was he right?" Giving money to the hungry for food is right but at the same time giving money to buy drugs is not right.

RELIGION

Religions have played major roles in shaping moral views and moral values, over geographical regions. **Christianity** has influenced the Western countries, **Islam** in the Middle-East countries, **Buddhism**, **Jainism** and **Hinduism** in Asia, and **Confucianism** in China.



Further, there is a strong psychological link between the **moral** and religious beliefs of people following various religions and faiths. Religions support **moral** responsibility. They have set

high moral standards. Faith in the religions provides trust and this trust inspires people to be moral. The religions insist on tolerance and moral concern for others. Many professionals who possess religious beliefs are motivated to be morally responsible.

I like the religion that teaches liberty, equality and fraternity.

– B. R. Ambedkar

Each religion lays stress on certain high moral standards. For example, **Hinduism** holds polytheistic (many gods) view, and virtues of devotion and surrender to high order. **Christianity** believes in one deity and emphasizes on virtues of Love, Faith, and Hope. **Buddhism** is non-theistic and focuses on compassion, **Jainism** on non-violence and **Islam** on one deity and adherence of ishan (piety or pursuit of excellence) and prayer. **Judaism** stresses the virtue of 'tsedakah' (righteousness).

My religion is very simple. My religion is kindness.

– Dalai Lama

But many religious sects have adopted **poor moral standards**, e.g., many religious sects do not recognize equal rights for women. The right to worship is denied for some people. People are killed in the name of or to promote religion. Thus, conflicts exist between the '**secular'** and religious people and between one religion and another. Hence, religious views have to be morally scrutinized.

Example (Religion)

There was once a king who ruled over his subjects well. All his people were happy and his kingdom prospered. One day the King called all the religious heads of his land. Some were well renowned and well versed in Vedas and Puranas and some in the Bible, and yet others in the Koran and other scriptures. When all were gathered together, the King asked, "Oh holy ones! Today, at the request of my subjects, I wish to declare one particular religion as the religion of my land. I leave it to you O learned ones, to decide amongst yourself and to arrive at a unanimous decision as to which religion deserves royal patronage. However I feel only that religion should be chosen whose teachings are not refused by anyone."

Years rolled past, but no decision was taken. Each felt that his religion was the best, but none of the others agreed.

One day a traveling saint arrived in the kingdom. Upon learning about the king's unfulfilled desire, he immediately went up to the king and said "O! Mighty one! I am willing to show you the religion whose teachings nobody can refute."

The king was delighted. At last after long years of waiting an answer was at hand. "Please tell me soon my dear saint. I am impatient. I have waited for many long years." The saint replied "Be patient my king. I shall reveal the name of this religion to you, only at a quiet, secluded

spot. Tomorrow at twelve noon, I shall be waiting for you near the banks of the holy River Ganga. We shall go across to the opposite shore and then I will reveal the best religion."

As decided, the saint and the king met at 12 noon the next day. The king ordered a boat to take them across the river. Immediately a boat was brought. Before the king could step inside, the saint expressed the desire to inspect the boat. "No this boat will not do as one wooden plank at the bottom of the boat is loose," he complained.

Another boat was brought. After close inspection, the saint observed that a few nails were missing along the side of the boat. The king ordered another boat to be brought. After close scrutiny, the saint rejected the boat saying that the paint was chipped. This was repeated many tunes over and over again. The king was slowly loosing his patience and could not stand it any longer.

"Respected sir!" he said, "For the past so many hours you have been inspecting one boat after another. You have rejected each one of them. After all, what does it matter whether the paint is chipped or a few nails are missing or a plank is loose? As long as the boat is capable of taking us across the river, I feel that these minor faults should be overlooked."

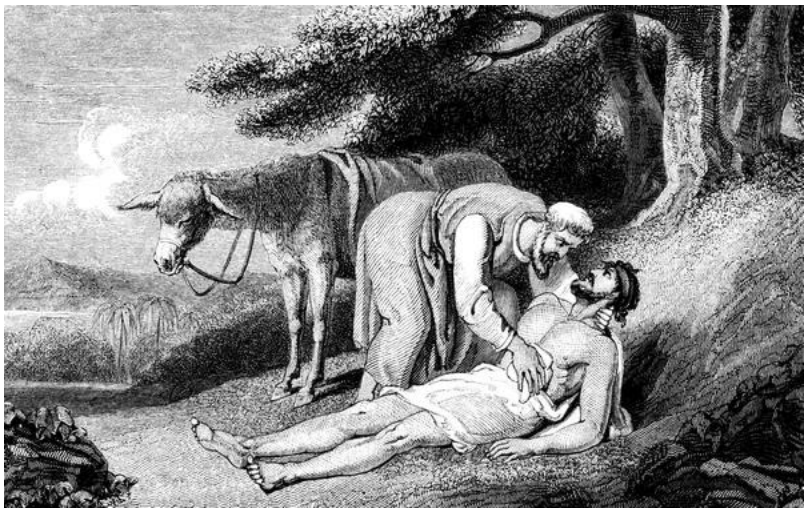
The saint turned towards the king and smiled. Softly he explained "You have finally discovered that no boat is incapable of taking us across. The religions prevalent in our land are like the boats. Each one of them is capable of taking you to the Lord. To find faults in each other's faith is mere foolishness. Go back to your kingdom and continue to rule wisely, giving each religion as much respect as your own. Live in unity."

The king fell at the saint's feet. When he got up again, he felt himself richer - richer in knowledge and in wisdom, and better able to understand God's plan.

GOOD AND GOODNESS

There is no single, universally accepted definition of what it means to be good, as different cultures and individuals have different values and beliefs. However, there is a common thread running through the concept of goodness.

- Do good, be good. The good of an individual is contained in the goodness of all. (**Vivekananda**)
- The welfare of the individual is connected with the welfare of all, i.e. the common good. Hence, it is right that the good of an individual is related to the good of others. (**Steve Jobs**)



Goodness is about character - integrity, honesty, kindness, generosity, moral courage, and the like. More than anything else, it is about how we treat other people.

– Dennis Prager

Gradually, the right act of an individual will only lead to sustainable happiness. However, it is mutually fulfilling and results in a win-win situation with the other person. And this is how the good of an individual will conform and not conflict with the good of others. It is this principle which leads to **ethical** actions.

VALUE OF GOODNESS

- **Kindness and compassion**: These Values involve being empathetic and caring towards others, putting their needs before our own, and being willing to help those who are less fortunate.
- **Honesty and integrity**: These Values involve being truthful and trustworthy, acting with integrity, and being willing to stand up for what is right, even when it is difficult.
- **Justice and fairness**: These values are important for creating a society where everyone has equal opportunity to succeed. These qualities involve treating everyone with respect, regardless of their background or circumstances, and upholding the law fairly.
- **Selflessness and benevolence**: These are Values that involve putting the needs of others before our own. These qualities are often seen as the highest form of goodness, as they require us to sacrifice our own interests for the sake of others.
- **Resilience and forgiveness** are also important qualities for a good person. These qualities involve being able to cope with adversity, forgiving those who have wronged us, and learning from our mistakes.

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Example (How people have demonstrated goodness in the world)

- ***Nelson Mandela*** *spent 27 years in prison for fighting against apartheid in South Africa. After his release, he became the first black president of South Africa and worked to heal the wounds of the country.*
- ***Mother Teresa*** *dedicated her life to helping the poor and sick in Calcutta, India. She founded the Missionaries of Charity, a religious order that provided care for the dying, the homeless, and the orphaned.*

Example (Goodness)

- *I forgot about the rules on liquids in carry-on luggage, so when I hit security at the airport, I had to give up all my painting supplies. When I returned a week later, an attendant was at the baggage area with my paints. Not only had he kept them for me, but he'd looked up my return date and time in order to meet me.*
- *As I walked through the parking lot, all I could think about was the dire diagnosis I had handed my patient Jimmy: pancreatic cancer. Just then, I noticed an elderly gentleman handing tools to someone working under his stalled car. That someone was Jimmy. "Jimmy, what are you doing?" I yelled out. Jimmy dusted off his pants. "My cancer didn't tell me not to help others, Doc," he said, before waving at the old man to start the car. The engine roared to life. The old man thanked Jimmy and drove off. Then Jimmy got into his car and took off as well. Take-home message: Kindness has no limits and no restrictions.*

EMPATHY

Empathy is social radar. Sensing what others feel about, without their open talk, is the essence of empathy. Empathy begins with showing concern, and then obtaining and understanding the feelings of others, from others' point of view. It is also defined as the ability to put one's self into the psychological frame or reference or point of view of another, to know what the other person feels. It includes the imaginative projection into other's feelings and understanding of other's background such as parentage, physical and mental state, economic situation, and association. This is an essential ingredient for good human relations and transactions.

> *Empathy is about finding echoes of another person in yourself.*
>
> *– Mohsin Hamid*
>
> *Empathy is about standing in someone else's shoes, feeling with his or her heart, seeing with his or her eyes. Not only is empathy hard to outsource and automate, but it makes the world a better place.*

– Daniel H. Pink



Characteristics to practice 'Empathy'

- **Understanding others**: It means sensing others feelings and perspectives, and taking active interest in their welfare.
- **Service orientation:** It is anticipation, recognition and meeting the needs of the clients or customers.
- **Developing others:** This means identification of their needs and bolstering their abilities. In developing others, the one should inculcate in him the 'listening skill' first.

  Communication = 22% reading and writing + 23% speaking + 55% listening

  One should get the feed back, acknowledge the strength and accomplishments, and then coach the individual, by informing about what was wrong, and giving correct feedback and positive expectation of the subject's abilities and the resulting performance.
- **Leveraging diversity (opportunities through diverse people):** This leads to enhanced organizational learning, flexibility, and profitability.
- **Political awareness**: It is the ability to read political and social currents in an organization.

Benefits of empathy

- Good customer relations (in sales and service, in partnering).
- Harmonious labour relations (in manufacturing).
- Good vendor-producer relationship (in partnering.) Through the above three, we can maximize the output and profit, as well as minimizing the loss. While dealing with customer complaints, empathy is very effective in realising the unbiased views of others and in admitting one's own limitations and failures. According to Peter Drucker, purpose of the business is not to make a sale, but to make and keep a customer. Empathy assists one in developing courage leading to success!

Example (Empathy)

A boy went to the pet store to buy a puppy. Four of them were sitting together, priced at $50 each. Then there was one sitting alone in a corner. The boy asked if that was from the same litter, if it was for sale, and why it was sitting alone. The store owner replied that it was from the same litter, it was a deformed one, and not for sale.

The boy asked what the deformity was. The store owner replied that the puppy was born without a hip socket and had a leg missing. The boy asked, "What will you do with this one?" The reply was it would be put to sleep. The boy asked if he could play with that puppy. The store owner said, "Sure." The boy picked the puppy up and the puppy licked him on the ear. Instantly the boy decided that was the puppy he wanted to buy. The store owner said "That is not for sale!" The boy insisted.

The store owner agreed. The boy pulled out $2 from his pocket and ran to get $48 from his mother. As he reached the door the store owner shouted after him, "I don't understand why you would pay full money for this one when you could buy a good one for the same price." The boy didn't say a word. He just lifted his left trouser leg and he was wearing a brace. The pet store owner said, "I understand. Go ahead, take this one."

This is empathy.

SPIRITUALITY

Spirituality means the personal path of the soul consciousness.

Spirituality includes a sense of connection to something bigger than ourselves, and it typically involves a search for meaning in life.

> *Enlightened leadership is spiritual if we understand spirituality not as some kind of religious dogma or ideology but as the domain of awareness where we experience values like truth, goodness, beauty, love and compassion, and also intuition, creativity, insight and focused attention.*
>
> *– Deepak Chopra*



For many, spirituality is connected to large questions about life and identity, such as:

- Am I a good person?
- What is the meaning of my suffering?
- What is my connection to the world around me?
- Do things happen for a reason?
- How can I live my life in the best way possible?

Spirituality may include the belief in God and supernatural power as in religion, but the emphasis is on self-experience. The concept of spirituality makes us believe that there are several spiritual paths while religion specifies one of these paths.

> *When spirituality is the basis of your life, it gives you the strength, wisdom and courage to surmount the many storms of life that could destroy a weaker person who doesn't have this foundation.*
>
> *– Radhanath Swami*

Spirituality includes creativity, communication, recognition of the individual as human being (as opposed to a life-less machine), respect to others, acceptance (stop finding faults with colleagues and accept them the way they are), vision (looking beyond the obvious and not believing anyone blindly), and partnership (not being too authoritative, and always sharing responsibility with others, for better returns).

Spirituality is motivation as it encourages the colleagues to perform better. Remember, lack of motivation leads to isolation. Spirituality is also energy: Be energetic and flexible to adapt to challenging and changing situations. Spirituality is flexibility as well. One should not be too dominating. Make space for everyone and learn to recognize and accept people the way they are.

Example (Spirituality)

A teacher and his student were walking from one village to another. Suddenly, they heard a roar behind them. They turned their head in the direction of the roar and saw a big tiger following them.

The student was horrified, and the first thing he wanted to do was to run away, but since he had been studying and practicing self-discipline, he could stop himself from running and wait to see what his teacher would do.

"What shall we do, Master?" Asked the terrified student.

The teacher looked at the student and answered in a calm voice:

"There are several options.

We can fill our minds with paralyzing fear so that we cannot move and let the tiger do with us whatever pleases it.

We can also run away, but the tiger will run after us and catch us.

Another option is to fight, but there are better options than this since the tiger is stronger than us.

We can pray to God to save us, and we can also send the tiger our love.

There is another thing we can do. We can choose to influence the tiger with the power of our mind. However, this requires strong concentration.

We can focus and meditate on the inner power within us, and on the fact that we are one with the entire Universe, including the tiger, and in this way influence its soul."

"Which option do you choose?" Asked the frightened student. You are the Master. Could you tell me what to do? We don't have much time."

The master turned his gaze fearlessly toward the tiger, emptied his mind from all thoughts, and entered a deep state of meditation. In his consciousness, he embraced everything in the Universe, including the tiger.

In this state, the teacher's consciousness became one with the consciousness of the tiger.

Meanwhile, the student started to shiver with fear, as the tiger was already quite close, ready to leap at them. He was amazed at how his teacher could stay so calm and detached in the face of danger.

Meanwhile, the teacher continued to meditate without fear.

After a while, the tiger lowered its head and tail, turned around, and went away.

The astonished student asked his teacher, "What did you do?"

"Nothing. I just cleared all thoughts from my mind and united myself in spirit with the tiger. We became united in peace on the spiritual level."

"The tiger sensed the inner calmness, peace, and unity and felt no threat or need to display violence."

"When the mind is silent and calm, its peace is automatically transmitted to everything and everyone around, influencing them deeply," concluded the teacher.

Example (Spirituality)

One day, a disciple and his teacher were walking through the forest. The disciple was disturbed by the fact that his mind was in constant unrest.

He asked his teacher: "Why most people's minds are restless, and only a few possess a calm mind? What can one do to still the mind?"

The teacher looked at the disciple, smiled, and said, "I will tell you a story."

"On one beautiful day, an elephant was standing by the shade of a tree, eating its leaves. Suddenly, a small fly came buzzing and landed on the elephant's ear. The elephant stayed calm and continued to eat, not heeding the fly."

"The fly flew around the elephant's ear, buzzing noisily, yet the elephant seemed to be unaffected. This bewildered the fly, and it asked, 'Are you deaf?'

"No!" The elephant answered.

"Why aren't you bothered by my buzz?" The fly asked.

"Why are you so restless and noisy? Why can't you stay still just for a few moments?" Asked the elephant, and peacefully continued eating the leaves.

The fly answered, "Everything I see, hear, and feel attracts my attention, and all noises and movements around me affect my behavior."

"What is your secret? How can you stay so calm and still while I am buzzing in your ear?"

"I can continue eating peacefully because my five senses do not disturb my peace.

"How is it possible?" Asked the fly, amazed and baffled.

"Because I don't let them rule my attention." Answered the elephant.

"I am in control of my mind and my thoughts, and therefore, I can direct my attention wherever I want and ignore any disturbances, including your buzz."

"And therefore," continued the elephant, "I am completely immersed in the act of eating, enjoying my food, and chewing it peacefully."

Upon hearing these words, the disciple's eyes opened wide, and a smile appeared on his face. He looked at his teacher and said:

"I now understand! My mind will always be in constant unrest if my five senses and whatever happens in the world around me control my mind.

"On the other hand, if I am in command of my five senses, able to disregard sense impressions, and able to control my thoughts, my mind will become calm. I will be able to disregard its restlessness and enjoy peace of mind."

SANSKAR (RIGHT LIVING)

Sanskar (right living) is the commitment, preparation and practice of living with right understanding. The preparation includes learning appropriate skills and technology.

Sanskaar means the values that a person gets at the time of his upbringing. We can see that we humans are not according to our lineage or race, as in animals. We may pick up something from our parents as we grow up, but we are usually very different in many ways from them.



The content of **education** is the understanding of harmony at all the four levels of our existence – from myself to the entire existence.

Right Living or **Sanskãra** refers to the ability to live in harmony at all the four levels of living.

Thus,

Education = To understand harmony at all four levels of living.

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

If a child does not go through **education-sanskar**, he/she is driven to live with animal consciousness under one's own pre-conditionings or sensation-led living practices.

On the other hand, if a child goes through education-sanskar, he would be able to:

- With human beings: live with justice. This will ensure a peaceful society free of struggle, envy, wars, destruction
- With the rest of nature: live with mutual enrichment. This will enable the fulfilment of all human beings' material needs and ensure enrichment of the rest of nature. It will stop pollution, resource depletion, deforestation, extinction of animals and birds, man induced havoc in nature, global warming, etc.

Education-sanskar is the collective responsibility of parents, teachers and the responsible people of society at large. Once established in the society, it will start from the family through parents. Through interactions with parents, the child will get sensitized to the human feelings, conduct and skills.

Question

What is the need for value education in technical and other professional institutions?

Or

'Is our present education system in India has the deficiency of value education?' If yes, why and if not then why not? Elaborate the answer.

Or

What would be the consequences if technology is used without taking human values into consideration?

Answer

The subject that enables us to understand 'what is valuable' for human happiness is called value education. The present education system has become largely skill-based. The prime emphasis is on science and technology. However, science and technology can only help to provide the means to achieve what is considered valuable. It is not within the scope of science and technology to provide the competence of deciding what really is valuable. Value Education is a crucial missing link in the present education system. Because of this deficiency, most of our efforts may prove to be counterproductive and serious crises at the individual, societal and environmental level are manifesting.

Einstein was a genius but he was also a man who regretted his most important discovery the energy released by nuclear fission which was later developed into a weapon of mass destruction. The idea here is a generation of evolved intellectuals who used education to make the world a better place. The higher we go in education the lesser we are told of responsibility that education brings in. The need in present time is therefore for a value based comprehensive education system. where not only the marks you score for the exams matter but also how much

you pay attention to that which surrounds you. Debates, discussions, volunteer work for social issues, giving tuitions to less privileged and donating your old toys and clothes to that in need should also be as much part of the school curriculum. an individual should be given due incentives for such kind of task. They should be asked to use their education for better good in society and proper grooming should be done for them to take charge on the issues that bothers them.

Once Vivekananda said "Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life building, man making, character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library."

However, present scenario is totally different and type of education been provided to youth is highly negative and full of ignorance. Education system has failed in providing children values which they must adopt in childhood because once they grow moral values becomes useless for them and generally they do not follow.

Question

Values and skill complement each other. Elaborate.

Or

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

Or

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

Or

Explain how production skills and human values are complementary. Give two examples.

Or

Values and skills have to go hand in hand. Comment.

Answer

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

And when we learn and practices to actualize this goal to develop the techniques to make this happen in real life, in various dimensions of human endeavour (struggle). This is known as

domain of skills. Hence, there is an essential complementarity between values and skills for the success of any human endeavour.

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

ASSIGNMENT

Q.1. (AKTU 2021, 2 marks): Define the word value and illustrate with one example.

Answer: Described in this module.

Q.2. (GTU 2020, 2022, 4 marks): What are the views of Pt. Madan Mohan Malviya on values?

Q.3. (AU 2021, 2 marks): Define Values and ethics.

Answer: Described in this module.

Q.4. (AKTU 2022, RTU 2021, 2 marks): What do you mean by human values?

Answer: Described in this module.

Q.5. (JNTUK 2020, 8 marks): Elaborate the factors behind the evolution of human values.

Q.6. (GTU 2023, 4 marks): Explain any three reasons that indicate human values can be taught.

Answer: Described in this module.

Q.7. (GTU 2020, 2022, 3 marks): What is virtue? Explain your views about virtue.

Answer: Described in this module.

Q.8. (GTU 2020, 2022, 3 marks): What is the difference between intrinsic and extrinsic values?

Answer: Described in this module.

Q.9. (AKTU 2021, 2 marks): Assess how Utility value and Artistic value are related.

Answer: Described in this module.

Q.10. (GTU 2020, JNTUH 2018, 7 marks): Write the most important five universal values according to you. Explain why.

Answer: Described in this module.

Q.11. (GTU 2020, 2023, 3 marks): List the three most important physical values according to you. Explain why.

Answer: Universal values.

Q.12. (GTU 2023, 3 marks): Explain three very important elements of the hierarchy of values.

Answer: Described in this module.

Q.13. (GTU 2020, 3 marks): What is the problem of hierarchy of values?

Answer: Described in this module.

Q.14. (GTU 2023, 7 marks): Define "good". Explain different types of "good".

Answer: Described in this module.

Q.15. (RTU 2023, 2 marks): What do you mean by moral values?

Answer: Described in this module.

Q.16. (JNTUK 2020, 4 marks): What should be the approach towards moral values?

Answer: Described in this module.

Q.17. (GTU 2023, 3 marks): Explain any three moral values.

Answer: Described in this module.

Q.18. (AU 2021, 2 marks): Define Empathy and spirituality.

Answer: Described in this module.

Q.19. (GTU 2022, 4 marks): What is the relationship between religion and morality?

Answer: Described in this module.

Q.20. (RTU 2021, 2 marks): What is the meaning of value education?

Answer: Described in this module.

Q.21. (AKTU 2019, 10 marks): What should be the content of value education to make it complete? How do values relate to our day to day living.

Answer: Described in this module.

Q.22. (AKTU 2021, PTU 2019, 2023, RTU 2021, 2022, 2023, 10 marks): Explain the basic guidelines for Value Education. Analyze why are they important? How does the process of value education emerge from the guidelines?

Answer: Described in this module.

Q.23. (PTU 2019, 2023, 10 marks): What is the need of Value-Education?

Answer: Described in this module.

Q.24. (RTU 2023, 5 marks): Discuss the need for value education in technical institutes.

Answer: Described in this module.

Q.25. (AKTU 2019, 10 marks): What is sanskaar? Explain its effects or the conformance of the human order.

Answer: Described in this module.

Q.26. (AKTU 2019, 10 marks): 'Is our present education system in India has the deficiency of value education?' If yes, why and if not then why not? Elaborate the answer.

Answer: Described in this module.

Q.27. (AKTU 2021, 10 marks): Explain the harmony in different levels of living.

Q.28. (AU 2020, 8 marks): Write notes on Honesty and Integrity.

Answer: Described in this module.

Q.29. (AU 2021, 8 marks): What do you mean by Honesty? Why and how the modern society discourages it? List out a few thoughts of emotional Honesty.

Answer: Described in this module.