Human Values

Editors

Dr. P. K. Varshney
Principal

Lt. Dr. Pravesh Kumar
Ass. Prof. Department of Teacher Education

Govt. Raza P.G. College, Rampur (U.P.)

Price : **Rs. 600.00**

Foreword

Today's society is moving vigorously towards materialistic progress. Man has undoubtedly made material progress, but there is a lack of happiness and peace in his life. Due to materialism, we have neglected our culture, civilization, morals and values, due to which, despite material prosperity, problems like depression and crime are increasing day by day. How to get rid of these problems? So that along with material happiness and prosperity in our life, there is peace as well. We believe that for the all-round development of human beings, along with the physical aspect, the development of the spiritual aspect is very necessary. In today's era the spiritual aspect is being neglected. The means of achieving happiness and peace in life can be through the incorporation of morals and values in life. We have to understand what is the need and importance of human values for us in the present global situation. An attempt has been made through this book to understand values and their implication for the human life. To achieve this purpose compendium of research papers and articles received in the Two Days National Seminar on Human Values and Professional Ethics in Education: Need and Importance" sponsored by Department of Higher Education, Government of Uttar Pradesh and organised by Govt. Raza P. G. College, Rampur (U. P.) on 22-23 Feb. 2020 is being presented in the form of an edited book to the learned readers, students, teachers, Researchers and educationists, so that they can understand the human values in today's global scenario and adopt them in their lives.

Dr. P.K. Varshney

Lt. Dr. Pravesh Kumar

Contents

Teacher & Professional Ethics

Ailishwa Saadat[1], Dr. Anupama Mehrotra[2]
[1]Research scholar, Department of Home Science
Mahatma Jyotiba Phule Rohilkhand University, Bareilly
[2]D.A.K.P.G College Moradabad

In this world of globalization and competitive world, we are witnessing diverse changes in our educational system. Since, change is inevitable the aims and objectives of education is changing according to the need, interests and requirements of the learners, society a nation as a whole. Now, the concept of teacher and teaching also is changing day by day. A teacher in this contemporary era has many duties and responsibilities to play. Apart from having good academic and professional qualifications, they should also possess the knowledge of Professional ethics. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners.

The professional ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behaviour of the students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful role to play. Teacher having the sense of professional ethics will treat their learners with love, care, affection and commitment. In addition to that, they would always ensure to make specific contribution from their angle. Therefore, this paper specially highlights the significance of professional ethics in teachers.

Introduction

A professional code of ethics outlines teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behaviour in the classroom and in their conduct with parents and co-workers.

A Professional code of ethics is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity. A professional should follow the specific

principles of their profession and do their duties as per the requirements of the profession. The professional ethics deals with the principles and values that the professional should implement to create a conducive atmosphere in the workplace. Professional knowledge and skills is a key element that every professional should acquire to do their services with determination and commitment. Every profession has its main aims and objectives. To fulfil those aims and objectives, the professional should follow the professional code of ethics. Professional ethics provides the assistance to the professionalism order to do their work meaningfully.

Definition of a Profession

According to the Dictionary (Oxford, 1970) the word **"Profession"** means "a religious order, vocation, calling especially one that involves some branch of learning or science". A profession is that a calling or a vocation but implies acquisition of a quantum of knowledge and skills that are utilized for the service of the mankind.

Professional Ethics

➢ When properly enforced, it enhances the power, prestige and status of the teacher.

➢ It ensures development of a high degree of recognition, regard and social status of the profession.

➢ Code of conduct or professional ethics can guide the teacher's conduct and behaviour in their institutions and outside.

The National Policy on Education (1986, p.25) laid down this Code of Professional Ethics and enforce it on themselves voluntarily to practice their profession according to the highest ethical standards.

Some Important Features of Code of Ethics Developed In India Are As Follows-

Ethic 1: Teacher's responsibilities towards students

• Assist the pupil to develop his whole personality.

• Treat all students with impartiality.

• Promote scientific temper, spirit of enquiry & create self-expression.

• Protect the students from conditions harmful to learning or to health & safety.

Ethic 2: Teacher's responsibilities towards his/her profession

- No teacher shall speak or act in a way which may bring discredit or disgrace to the profession.
- Every teacher shall strive to maintain the nobility & integrity of the profession.
- To keep abreast of the development in the teaching profession.
- They should serve truthfully & honestly to realise the objectives & purposes that are expected of them.
- Recognise his obligations to improve his effectiveness as a teacher in every possible way.

Ethic 3: Teacher's responsibilities towards colleagues

- No teacher shall take in public or write defaming his colleagues & superiors.
- Be prepared to help in all possible ways for his junior colleagues & those in training.
- Accept the authority of senior professional colleagues while relating the right to express professional opinion.
- To manifest ethical behaviour in his relationship with fellow teacher education associates.

Ethic 4: Teacher's responsibilities towards parents of his/her students

- Seek to establish friendly & co-operative relations with parents.
- Provide information to parents regarding the attainments and shortfalls of their children.
- Strive to promote effective parent-teacher association.
- Make every effort to encourage parents to interests themselves actively in the education & welfare of their children.

Ethic 5: Teacher's responsibilities in serving the community

- Act within the community in a manner which enhances the prestige of the profession.
- Strive to be worthy of the great faith reposed in him by our culture.
- Try to serve the people to the utmost of his capacity.
- Refrain from undertaking non-academic activities & joining political agitations.

Ethic 6: Teacher's responsibilities in awareness about educational legislations

- Aware of legislative enactments, rules & regulations governing educational policies.
- Co-operate with the head of the institutions, the management & educational administrators.
- Seek only legal & civilised means to get redressed for his grievance.
- Adhere strictly to the rules of conduct written or unwritten, established by tradition & teachers of the past.
- The teacher shall act & shall be seen to act with justice.

Ethic 7: Teacher's responsibilities in broadening their professional growth

- Participate in programmes of continual professional growth like in service education, seminar, symposia, conference, etc.
- Take to the field trips which tend to broaden his knowledge.
- They have to improve their expertise through all kinds of means, media & methods.
- Their preparation is actually continuous, multi-dimensional & multifaceted.
- Efforts in regard to educational innovations, experimental projects & action research studies.

Ethic 8: Teacher's responsibilities as a member of a professional organization.

- The teacher shall be a member of a professional organisation.
- Pay his/her dues regularly.
- Participate as a matter of right in the formulation of policies.
- Contribute to strengthen the unity.
- Solidarity of the professional organisation.
- Observing its code of behaviour & discipline.

Conclusion

The school is considered miniature of society. The school is that formal agency which provides education to students. It has a major role in bringing

development in the society. The teaching and teacher is an important key element in the schools. Without it the educational process cannot function properly. The teachers play a crucial and significant role in the educational process to impart education and bring about desirable changes in the behaviour of the students. As having massive responsibility upon his shoulder, the teacher should realise and understand his profession. The fulfil the aims and objectives of teaching is solely dependent upon his ability, teaching aptitude, content knowledge, pedagogy and most important is the professional ethics. Aristotle (1980), states that treating people fairly implies treating equals equally and unequal unequally. The teachers should be unbiased while teaching and evaluating students. Buber (1970) suggests that teacher-student relationships ought to be characterized by a principle of reciprocity. Since, communication is a key element in the teaching learning process, teachers must emphasize on creating reverential relationship with students.

References

1. Fowlerm, H.M. and Flower, F.G., The Concise Oxford Dictionary, 1986, University Press Oxford, 1970.

2. Govt. of India, National Policy on Education, 1986, Ministry of Human Resource Development (Education), New Delhi.

3. Mohanty, J., Dynamics of Higher Education, Deep & Deep Publications, New Delhi, 1990.

4. Saxena ,N.R., Mishra,B.K. and Mohanty,R.K., Teacher Education, Surya Publication, Meerut, 2004.

Research and Human Values

Alka Singh
Asstt. Prof. (Music)
D.G. P.G. College, Kanpur.

Change is the law of nature. We can see daily a new change around us. Most of those changes are beneficial for our society by not all changes is beneficial. Research is the father of changes. Without research we can't bring any positive change in our society. Actually Research is the combination of two words-Re+search. It means search again and again until can't find proper, true result. Research is the key for the betterment of human beings. So it is our duty to participate is researches. Without true participation any researcher can't find proper result. At the grassroots level of research it is important that researcher should be very much concerned about the participant's privacy, their mentally, physically and emotionally security. All these ethical issues of research can be known as human values in research.

Human values in research: Historical Background

The issue of human values in research originated from the field of biomedical research. On 9th December, 1946, an American military tribunal opened criminal proceedings against 23 leading German physicians. They all conducted medical experiment on concentration camp prisoners without their consent. After the experiment most of the prisoners died or were permanently crippled. In 1948 Nuremberg code was established as the result of the trial. Nuremburg code is the first chapter in the history of human values in research. According to this code voluntary consent of human subjects or participants is mandatory.

Need of laws to maintain human values in research

Prior to 1974, there were many infamous researches in which researchers placed their participants at definite risk in their studies. In 1963, Stanley Milgram gave electric shocks of up to 450 volts to his participants. Laud Humphrey (1970) study of homosexuality was another controversial study because of its deception and gross invasion of privacy. Such type of studies were also conducted in India. So all these studies prompted government to develop a unified set of laws for research.

Organizations and Reports about Human values in research

- ➤ AERA (American Educational Research Association), 1991
- ➤ APA (American Psychological Association)
- ➤ ASA (American sociological Association)
- ➤ WHO (World Health organization)
- ➤ National Research Act, 1974.
- ➤ Belmont Report, 1979.

All these are renowned organizations to maintain human values in research. All the researchers of India and other countries have to follow rules and laws which were described by these organizations. CDSCO (Central Drugs Standard Control Organization) is the Indian organization. This organization maintains human values in biomedical researches. Before the starting of any research IRB (Institutional Review Board) check the Research proposal. If all the ethical guidelines are followed in proposal, subjects are safe in study and human values are maintained in the research proposer then after the satisfaction of IRB members, researcher is permitted for study. It is such a long-process. For the permission researcher fill a form. In this form he/she describes about the purposes of study, procedure, subjects, tools etc. Researcher has to submit consent letter of the subjects for permission also.

Human values in research

Informed Consent

Informed consent is very important in every type of research. The researcher should tell all about the study to the participants eg. research process, purpose, risks, benefits. After the satisfaction and permission of participants, researcher should start the study.

Avoid unethical questions and Biases

Researcher should not ask any unethical question to the participants. They should avoid questions regarding their income, their parent's studies, their caste, their religion, marital status etc. A researcher should be free from biases. She/he should be objective. Researcher should never get involved emotionally in the study. Results should be defined clearly as they are.

Confidentiality

The researcher should maintain strict confidentiality about the information obtained from the participants. Any personal information about

participant should never be revealed by the researcher. Even in research record and research report researchers have to be cared about the personal information of the participants. Researcher should use words like-subjects, Participants, Chairperson, and Baby etc. All these words hide, religion, gender, caste etc. of the participants.

Inform about the result

It is the basic right of the participants to know about the result of the study. So researcher should tell all about the result of the study to the participants. It is also duty of the researcher that he/she should not tell others about the role of every subject.

Respect for subjects

The researcher should be thankful to the participants. Researcher should protect physical, psychological, emotional integrity of the subjects. Every subject has right to withdraw any time from the study. Participants can ask any question, any time during study.

All above are some main human values which should be followed in every research. All these values guide researcher and help them to conduct a fruitful research. In India, there are 1083 EC (Ethical committees) till 01 August, 2016. All these committees look after the human values in researches. Every research plays a very important role in the development of society but if researcher doesn't follow human values in the study, such study is not beneficial for the society. Human values are like soul for every research without soul body is dead and without following human values in research study is useless, not helpful for any new advancement in society.

References

1. Ary, Donald; Jacobs, Lucy Cheser and Sorensen, Chris (2010), Introduction to Research in Education (8th edition), Canada, Cengage Learning, 590-602

2.   Kour, Sunmeet (2014), Ethical and Legal issues in Educational Research, Indian Journal of Applied Research, 4(6), 133-135

3. Singh, Arun Kumar (2017), Manovigya, Samajshastra tatha Shiksha mei Shodh Vidhiyan, (13th edition) Delhi, Motilal Banarsidas, 01-29

4. Yip, Camille; Han, Nian-Lin Reena and Sng, Ban Leong (2016), Legal and Ethical Issues in Research, Indian Journal of Anaesthesia, 60(9), 684-688, doi: 10.4103/0019-5049.190627

Teacher and Professional Ethics

Dr.Anju Rani
Assistant Professor
Ganpati Institute of Science and Technology
Mohan Nagar, Ghaziabad(U.P)

Introduction

In a world of science and technology, it is education that determines the level of prosperity, welfare and security of the people. This is not a mere statement of faith in education as expressed by the Education Commission (1964-66) but a very well proven truth as well. While education of acceptable quality depends on many factors including curriculum, infrastructure, teaching-learning material and methods, educational technology, etc. yet the most important among these factors is the teacher.

A teacher is a person who helps people to learn. They show us the path of success or give us the key of success. Every civilization needs teachers for the education of its members, children, adolescents and adults for the dispersion of knowledge to them, for enabling them to develop their inborn assets into capabilities, abilities, skills, attitudes, beliefs and orientations for the ends of meaningful and vibrant human living.

All human societies are profoundly concerned with their cultures and civilizations. No culture and civilization can be truly preserved and transmitted to new generations without the active role of teachers. In Hindu tradition a teacher, whether he givessecular or spiritual education is worthy of great respect. The spiritual teacher, who is called a "guru", is given the greatest respect and honour by a student. The word "guru" means the "eliminator of darkness". The word "guru" can also be used to mean a teacher of secular education.Not everyone can be a guru. Only a person with an admirable life and high spiritual achievements can be a "guru". Otherwise, he will not be able to help a student.

Teachers play important roles in developing human nature and decisive the quality of life in their societies. Teachers are the true builders of human destiny. Their impacts are ever- lasting. Their contributions are not confined to any particular community or to any particular nation.

According to Dewey (1910), "The teacher is a guide and director, he steers the boat but the energy that propels it must come from those who are learning. The more a teacher is aware of the past experiences of students, of their hopes, desires, chief interests, the better will he understand the forces at work that need to be directed and utilized for the formation of reflective habits."

Tagore (1922) says, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." Gandhi (1927) remarks, "A real teacher must touch the hearts of students, must share their joys and sorrows. A teacher must help the students to solve the problems faced by them and he must take along the right channel the surging aspirations of their youth"

In the words of Radhakrishnan (1963), "Teacher's place in the society is of vital importance. Throughout the history of civilization, it is the teacher who transmits the intellectual traditions and technical skills from generation to another and to keep the lamp of civilization burning."

The relationship between a teacher and his student

Hinduism unambiguously describes what a student should be like and spells out the concept of "shraddha" or faith in the teacher's teachings and self -confidence. The Bhagwad Gita says, "One who has "shraddha" attains knowledge," meaning that a student must have the confidence that when guided by his teacher he will be able to succeed. He should also have complete faith in the teachings of his teacher.

A great teacher should love educating students, and one of the principal goal many teachers set for themselves is to be the best educator they can be. There is something extremely satisfying about communicating information to students and working with them to ensure they understand, not only concepts, but practical applications as well.

Teachers seek to inspire students in all aspects of their lives, and for many teachers, their greatest goal is to be a role model. A role model is someone who inspires and boosts students to struggle for greatness, and teaches them through experience and commitment. Teachers can inspire an unresponsive student to become immersed in learning. They can motivate them to participate and focus, and even bring introverted students out of their shells. A great teacher can get students reading, inspire a passion for languages, and make math or science fun, and turn history

lessons into fun and exciting stories. For many teachers, one of their simplest goals is to inspire their students to love learning. A great teacher can leave an ineradicable mark that lasts a lifetime, and for many of us, some of our most important decisions were inspired by our teachers.

The rapid development in science & technology and the challenges of globalization are posing additional challenges to the education system almost in every country. Globalization has caused a paradigm shift in very concept of education. Education which was considered a service has now become business. Top priority given to value education by the National Policy of Education (NPE, 1986) is a logical conclusion of the diminishing values in our society. The NPE has clearly stated, "The growing concern over the erosion of ethical values and an increasing sarcasm in society has brought to focus the need for re-adjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and everlasting values, oriented towards the unity and integration of our people." Modern education system should endeavour to inculcate those basic human morals in our students, without which a nation cannot hope for an honourable survival. Teachers are active role players in such situations to build up a strong character in their student's right from the beginning.

Dr.Kalam (2004) states, "the aim of teacher should be to build a value based society and enlightened citizenship. If one wants to be a good teacher, one has to have a great sense of moral values. But simply to possess a sense of that kind would not be enough. One needs to play that role too sincerely. One must be well versed with moral values".

If a teacher wants to improve the quality of life, it is imperative that he must be honest with himself every time and every moment. This is what is required of a teacher having healthy ethical orientations.

Ethics

The word 'Ethics' is derived from the Greek term "Ethikes" or "Ethos" which broadly stands for customs. The Oxford Advanced Learner's English Dictionary (1974) defines 'Ethics' as the science of morals or moral principles. In concrete terms, it may be taken as the do's and don'ts of behaviour of individuals. The code of Professional Ethics for teacher provides a framework of principles to guide them in discharging their

responsibility towards students, parents, colleagues and community. Increased awareness of the ethical principles governing profession is essential to ensure 'professionalism'. Like all other professions, the teaching profession should also move towards self-regulation, which implies that every teacher should have the inner urge to adhere to the ethical principles listed in the Code of Professional Ethics for teachers given by NCTE (2010).

Need of Professional Ethics

The quality of education system largely depends on the quality as well as commitment of the teachers to their profession, and the same is universally accepted and acknowledged. Professionally well-trained, competent, performing and committed teachers always prove to be the real assets of any nation. The highest position in the professional pyramid is being of a teacher, because teacher is the one who makes all other professionals.

To become a good teacherProfessional ethics are essential. The need of special ethical principles is must in every profession and in society as a whole. The code of ethics defines acceptable behaviours and promotes high standards of practice. This code of ethics provides a bench mark for member's self-evaluation to establish a frame work for professional behaviour and responsibilities. It works as a vehicle for occupational maturity in every profession. Teaching profession is regarded as the most prised profession as its social value lie in its significant contributions to the development in the quality of life and the betterment of the society, at large.

The ethical conduct of teachers makes them accountable for their behaviour towards their profession, which involves their actions towards their pupils, towards society and the community which entrusts its young ones to their care and education and most importantly towards their own self. Therefore, professional ethics serve as a guide to lay persons for understanding professional conduct (Hasan, 2004). The need of these ethics for teachers is essential in following ways:

➢ To aware the teachers to do their duties and abiding by truth, hard work and honesty when they tend towards comforts, selfishness, laziness and money.

➢ To change the conduct and behaviour of teachers in such a way behind which there must be social acceptance and approval.

➢ To act as a role model for students by behaving in ethical manner to one and all.

➢ To create, sustain and maintain a reciprocal relationship between school and society for ensuring harmonious development of the students as well as of society.

➢ To enable every teacher for becoming a real one in truest sense of the term by moulding his personality.

Aims of Professional Ethics

To bring improvement in professional environment to make it more conducive, favourable and appropriate for effective working. For this the teacher have to follow the ethical codes of teaching profession.

Code of professional ethics is generally based on two principles—Professional integrity and ideals of service to the community. Code of conduct for any particular realm aims at the following:

➢ For self-correction of professionals.

➢ For self-satisfaction of all the professionals concerned.

➢ To guide conduct and behaviour of professionals.

➢ To set up ideals for students.

➢ To shape the personality of students.

➢ Improvement of human relations.

➢ For development of society.

➢ For professional excellence.

➢ To improve professional environment.

➢ To follow norms and principles of profession

Teacher and Professional Ethics

National Policy on Education (1986, 1992) and NCERT along with are providing professional assistance and logistic support to the teacher organisations. University Grant Commission (UGC) in collaboration with All India Federation of University and College Teacher Organisation (AIFUCTO) prepared a code of professional ethics for university and college teachers (UGC, 1989).

Whoever adopts teaching as a profession postulates obligation to conduct himself in accordance with the ideal: of the profession. A teacher is continuously under the scrutiny of his students and the society at large. Therefore, every teacher should ensure that there is no incompatibility between his precepts and practice. The profession further requires that the teachers should be calm, patient and communicative by temperament and affable in disposition.

Teachers should

➢ Adhere to an accountable pattern of conduct and demeanour expected of them by the community;

➢ Seek to make professional growth continuous through study and research:

➢ Express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge;

➢ Maintain active membership of professional organisations and strive to improve education and profession through them;

➢ Perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication;

➢ Participate in extension, co-curricular-and extra - curriculam activities including community service

➢ Respect the right and dignity of the student in expressing his/her opinion;

➢ Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;

➢ Encourage students to improve attainments, develop their personalities and at the same time contribute to community welfare;

➢ Inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;

➢ Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;

➢ Aid students to develop an understanding of our national heritage and national goals

➢ Treat other members of the profession in the same manner as they themselves wish to be treated;

> ➢ Speak respectfully of other teachers and render assistance for professional betterment;

> ➢ Refrain from undertaking any other employment and commitment including private tuition; and coaching classes which are likely to interfere with their professional responsibilities;

> ➢ Should adhere to the conditions of contract;

> ➢ Give and expect due notice before a change of position is made;

> ➢ Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

> ➢ Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;

> ➢ Work to improve education in the community and strengthen the community's moral and intellectual life;

> ➢ Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;

Conclusion

Education is conceived as the most powerful agency, and the only instrumental agency in bringing the desired changes in the social cultural life of a nation. The roles of teachers are based on a body of knowledge, usable skills and commitment to the tasks that one has accepted to perform. Teachers are psychological entities, ensembles of numerous psychological characteristics such as ideas, thoughts, feelings, emotions, attitudes, needs and drives dealing to which is highly complex and delicate. So, therefore it is true that teaching is a profession, but an inspired profession. A right and a positive attitude bring out professional excellence in teacher.

A professionally accountable teacher must be excellent not only in the subject to be taught, but also understand the learning requirements of the students. He should be caring, affectionate and sympathetic towards them for their harmonious development and prosperity of nation. Hence it is essential that a teacher must be accountable towards his students,

society, profession, teaching- learning process, knowledge and values. Hence, quality education is possible when a teacher has the ethics and accountability towards his profession.

References

1. Dr. Kulshrestha,S.P & Kulshrestha A. L, Foundation of Educational Technology
2. Saxena Sworoop, N.R, Obeori,S.C, Teacher,Teaching and Technology
3. Shodhganga.inflibnet.ac.in
4. Lal Behari Raman, Philosophical and Sociological Perspective of Education
5. en.wikipedia.org
6. ierj. In
7. medium. com

Role of Teachers in Imparting Values in Schools

Asmi Siddiqui
C/o, Z.H Jafri, MG 23,
Sector C, Near Nehru Baal Vatika , Aliganj, Lucknow. 226064

Value education is a crucial aspect of learning in today's context. Educational values are also required for success of human being and that comes from basic foundation of education from schools or colleges. Education is associated with learning and teachers play their active role in this process. Teachers work for imparting value education to children. Educational values are learned by practical demonstration by teachers then it is learned by children in schools. It emphasizes about the role of teachers in imparting value education it highlights it's inter relationship with teachers and children. It also includes parents and teachers efforts to make maximum impact on the personality of school children. It also focuses about the tools required to give value education. Value education highlights the virtues like honesty, self control, respect, responsibility and loyalty for personality/ character development of the child. Values are not ideal concepts but work as empowering tools.

Introduction

Value education is linked with the fundamental question of what education itself is meant for. From the individual's perspective, it has a purpose to enable students to achieve personal fulfillment for success in life and work. The word "education" itself has a value—when you are educating a child, it means that you are teaching him/her some values. Without having or following values, we cannot call a person an educated person. At the same time, if a person has and follows a good value but does not have any educational qualification, we can call him/her a "socially educated person". Here, education does not make any sense—you yourself make it valuable.[1] Success in life and work is essential for a person. When we see from a societal perspective, education targets young people and contribute to the society, nation and world. Life starts from school and they provide education and through education, work to perceive as an outcome. Education is associated with learning and not

only with teaching. As an experience in itself, it enables students to live safe, healthy and fruitful life. It targets to become responsible citizens who make positive contributions to the society. In this sense value education can be started from school and at home. For this purpose teachers play a vital role by educating children about values that aims at promoting broader capabilities, attitudes and skills. Value education is not just provided in schools and also led a life beyond schools. It makes the world a better place not just for children, but also for their family, friends, colleagues and others. Education for values underpins the understanding that values are to be inculcated in students not just, for their own interest, but also for the common good reflecting the balance between an individual's interest and larger interest. Before discussing about value education it is necessary to discuss about values and these are concerned with many types which of them are as follows:

Types of Values

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

Values are a set of desirable behavior that is essential and worthy for individuals and for the society. Values are learned by practical demonstration and not taught from lecture. In recent times, teachers concentrate on professional and vocational knowledge of the students. Values are standards or principles considered important in life. They come from within (Love, Kindness, Compassion, Mercy, Sympathy, Empathy, etc.,) and also by Practicing (Punctuality, Discipline, Obedience, Behaviour, Conduct, Character.,). They are the foundation of human existence (Radha, 2016).[3] The parents and teachers make maximum impact on the personality of an individual in the formative years of life which remains all through the life. Success is perceived in terms of teaching students scientific and technical knowledge. More focused on contemporary knowledge of children rather than providing valueable education. It is the responsibility of teachers primarily to emphasis the value education among the students. Schools are built up to provide education, but schools are not only associated with education. Its objective

is more comprehensive and realistic. Education does not just give learning skills, but gives practical implication too. Education must be able to lead the development of critical ability in students. It creates understanding as a pre-requisite for a movement from a rule based society to a relationship based society.

Implication of work

Value Development

Before discussing about value education it is important to know about value development. Value development is a cumulative, continuous and highly interdependent process which touches all the personality aspects. Theorist Jean Piaget proposed a theory of moral development. According to this theory, moral judgment is the basis of moral development. Theorist says that the earliest stage of child's morality is heterogeneous morality governed by adult constraints or restrictions imposed by adults. Further, it says as the age advances, the child reaches on the stage of autonomous morality. The growing individual regards the rules as sacred and unchangeable. On the other hand Sigmund Freud, who is recognized as the father of Psychoanalysis, views moral development as an identification process. Theorist says as the young child identifies himself with parents and internalizes. Then the adult leads to the development of morality. He focused on the Super Ego stage, which is primarily responsible for developing a moral frame of reference. According to this psychoanalytic school it emphasizes parent-child relationship as the foundation of moral development. Teachers are able to develop the right understanding about oneself and the rest of reality through realization of the inherent co-existence, harmony and self-regulation at various levels. This is a transformation towards a holistic worldview with the prime purpose of value education. Value education is associated with learning and schooling. Value Education programmes must be present in all learning areas and in all tracts of compulsory schooling. This is a complementary way. The Curriculum is maintained regarding subjects but it must also cover the contents of each one of the Values Education topics throughout all the environments. Teachers and schools must develop value education programme with important contents. Designing of the Values Education programme is ultimately the responsibility of schools. Schools must include teachers and parents in designing of value education programme. Each one must adapt the proposals handed down from the Educational Administration. In this way each school must develop a specific

programme to include Values Education in the school curriculum. Value Education must not only be implicit in all areas of the curriculum, but also be reflected in the organizational and operational policies of the school, in the relationships and even in the programming of educational activities. In the spirit of the law, it is patent that Values Education cannot be disconnected from school life regulations, relationship and interaction policies in the school. In the current times, teachers on the importance of good human values, educational institutions such as school, colleges and universities need good teachers. Training of teachers is an extremely important pre-requisite for implementation of any value education program at any schools.[4] Teachers and schools must work in collaboration for program development and value education for children of schools.

Teacher's role in value education

Education-Schooling Divide

One of the major factors behind the demand for value education is the increasing divide between schooling and education that we are witnessing today. Education is a value and school an instrument to realize it. Education is the norm that the school activities— curricular and co-curricular—must satisfy if their object indeed is education. [5]The teacher has power to influence the formation of the character of any citizen. Teacher works for the transmission of intellectual, technical skills and cultural traditions from one generation to the next generation. In philosophical context it is important to note that teaching is not a job it is an attitude. For being an ideal teacher some features are required for teacher: Everyone must love his subject and anyone cannot be a good teacher and cannot inspire his students. If one does not have the respect for his vocation. Teacher must work to enrich self-esteem for himself. If anyone loves their students as intensely as their own children they become a great teacher.[6] Educational institutions such as school, colleges and universities need good teachers and mentors in order to train students on the importance of good human values. It is pre-requisite for implementation of any value education program in any school through training of teachers. The teacher is responsible to guide the human beings in the right path and it has a responsibility to drive the concept of *Universal Brotherhood.* Teacher's have duty to emphasis on value education to achieve the values of *Truth, Goodness* and *Beauty*. It gives direction and firmness to life and brings joy, satisfaction and peace of life to preserve our culture and heritage. Later on it, develop morality and character and it has capacity to bring

the behavioral changes towards positivism among children of primary and higher level schools. Teachers work to promote the peace and harmony between individuals and society for bringing quality of life and sustainable development in the society. Above all, the most important need is to inculcate the core values such as truth, righteousness, peace, love and non-violence among the people make them good human beings in true sense. Education should foster universal and eternal values and target unity and integration of our people. Educational institutions can inculcate value education through the following ways and means- Cleanliness programme in the institution; Community service programmes; Social service programmes; First-aid programmes; Celebration of national days and festivals, dramas depicting values; Student participation or self-government in institutions; Silent meditation; Observation of punctuality by all; Equal treatment to all in the institutions; Lecture or talks emphasizing on the unity of all religions, harmony and national integration. [7]The Teacher should help the students to achieve their full potential and bring out the best in them. Teachers motivate children to lead towards a better tomorrow. Most important of all must be loving and sincere, Because students spend more time in campus and campus forms the Bridge between the Home and the Society. It is in Schools and later in the Colleges that students learn how to behave in the society and through this good value system can be nurtured. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. The teacher gives maximum impact on the personality of a student in the formative years. Students imbibe the virtues and vices knowingly and unknowingly from theses role models. Teachers must have a healthy attitude and should possess rich values. Teaching is all about attitude positive / negative towards their job of imparting quality education. The teacher should act as a friend, philosopher and guide. A teacher is not only a source of information, but is also a mentor and guardian. Forth is teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem. A decade back or so the role of a teacher was limited to being a source of information. Role of a teacher is marginalized and role of a teacher has been has duty to nurture them. The teacher can impart values to students by giving them instructions by the following mentioned ways:

> ➤ Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality.
> ➤ By organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc can be imparted. [8]

Teachers has role in cooperative learning as skits, role plays propagating moral values can be performed by students under the guidance of teacher. Teacher must motivate students to go to the libraries and must motivate students the importance of meditation & yoga practices. Schools may schedule time for yoga and meditation after prayer in the morning time. They must also impart knowledge of foreign languages which is a better way to know different cultures. For providing value education schools must organize games, excursions, visits to places of historical importance and it must arrange club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc. must be encouraged by the schools.[9]Teachers can adopt different ways for value education among children in schools by adopting cooperative learning.

Education under Value Education

The aim of holistic development of students can thus be located in education for values. Education in values also prepares student for the world of work. Hard work, discipline, cooperation, communication skills etc. enable children to develop healthy interpersonal relationships at home and schools. Schools facilitate their better adjustment on the job. At the individual level, fostering values in school students therefore needs to be seen as an investment in building the foundation for a lifelong learning and promoting human excellence. Features of good student or person are to listen with patience, endurance, cooperation, teamwork, positive attitude towards study, work and life. In reality it promotes. In this sense education for values humanizes education.

Role of family in value education

At the societal level, education for values aims at promoting social cohesion and national integration for transforming societies, nations and creating a better world. It can contribute to create the aspiration for transformation of the culture of war, violence and greed into a culture of peace; where people learn and understand more about each other's

uniqueness, human rights and fundamental freedom; where people learn to care and share to live together in a just, peaceful and compassionate society both in their immediate contexts and in the world at large.

Education for values in school framework

The process of inculcating values that students get from education actually starts from the family and continues throughout their lives as being part of society. The values that students learn from value education subjects or otherwise in the school find reflection first in their immediate surroundings, like among friends and in the classroom, then with family members and, finally, in the community. Most educational institutions are not teaching values to children even though the aim of education, as emphasized by many educational philosophers, is to mould and cultivate human behavior correctly. Due to the commercialization of education, educational institutions are gradually neglecting the moral behavior of their students and are focusing only on their cognitive development.[11] Value education must be part of the education system. Value education cannot be imparted as a separate domain of education. Education in its entirety has to be value education (NCERT 2006). This concept helped me to understand that education and value education are not separate and should not be separate, improving my understanding of values and education.[12] We should encourage children to cultivate a scientific temper that helps them to follow their own reason beyond the dictates of culture, tradition and community (NCERT 2005).[13] After implication of work and interconnection of value education with teachers it is important to concludes. Here is brief conclusion regarding the contemporary realities of value education.

Conclusion

Whenever there is a discussion about values and value education there is generally a contradiction about the relevance of values in present scenario. Value education has been mainly expressed in terms of development of values. It focuses on the virtues like honesty, self-control, respect, responsibility and loyalty for personality/character development of the individual. Values are not ideal concepts, but work as 'empowering tools'. Values recognized as helping tool in meeting the challenges of the contemporary social world. Children are so much affected by the issues of religious fundamentalism, environmental degradation, multi-cultural conflicts, over exploitation of science and technology and mass media. In the school context, there are some key challenges faced by the children need to be addressed. A need emerged to discuss the new ways of

educating students to allow them to better situate themselves when they are confronted by the socio-cultural complexities.[14] Value education required in schools in today's contemporary world and in this context parents and teachers will collaborate their work for the betterment of children.

References

1. Gopiah, Neelam., Study of value education program in a school, Student Journal of Education and Development, Issue 5, pp.69.

2. Madhukar, Sandeep., (2018), Role of Teachers and Parents in Imparting Values, Retrieved from Essays, https://www.ukessays.com/essays/psychology/role-teachers-parents-imparting-values-2274.php?vref=1

3. Showkeen, Bilal, (2017), Teacher and value education: an exploratory study, Volume 37, ttps://www.researchgate.net/publication/329012287 pp.3-6.

4. Parrilla, Angeles.,(2001), Value education contribution towards facing behavior problems in schools, Values Education: a contribution to face EBD problems in schools, https://www.researchgate.net/publication/235311816, pp.91-112.

5. Seshadri,C., An Approach to Value Orientation of Teachers Education, Journal of Value Education, NCERT New Delhi, January and July 2005, pp.10-11.

6. NCERT, (2005), Journal of Value Education: January & July, New Delhi.

7. Kalita, Kirtinath, (2015), Need of value education and teachers role, International Journal of Social Science and Humanities Research, ISSN 2348-3164 (online), Vol. 3, Issue 4, October - December pp.566-571.

8. Radha,p.,(2016), Value Education Through Teacher Education, IJARIIE-ISSN(O)-2395-4396, pp. 57.

9. P. Radha, (2016) ibid. Vol-1 Issue-2 2016 IJARIIE-ISSN(O)-2395-4396,pp 55-56.

10. Education for Values in School Framwork, Department of Psychology and foundations of education, NCERT, Sri Aurobindo Marg, New Delhi, pp.29-30.

11. Gopiah, Neelam, opcit., Study of value education program in a school, Student journal of education and development, issue 5 pp .57-58.

12. National Council of Educational Research and Training (NCERT), (2006), National Focus Group on Aims of Education (New Delhi: NCERT).

13. NCERT (National Council of Educational Research and Training) (2005): National Focus Group on Education for Peace (New Delhi: NCERT).

14. Education for Values in Schools, opcit.pp.69.

Professional Ethics in Education

Dr. Deepshikha Saxena[1], Dr. Sachin Kumar[2]
[1]Assistant Professor,IER
Mangalayatan University, Aligarh
[2]Assistant Professor
Department of Education, MIMT, Greater Noida

The basic purpose of education is to create skill and knowledge along with awareness of our glorious national heritage and the achievements of human civilisation, possessing a basic scientific outlook and commitment to the ideals of patriotism, democracy, secularism, socialism and peace, and the principles enunciated in the Preamble to our constitution. Higher education has to produce leaders of society and economy in all areas of manifold activities with a commitment to the aforesaid ideals. Higher education should strive for academic excellence, and progress of arts and science. Education, research and extension should be conducted in conformity with our national needs and priorities and ensure that our best talents make befitting contributions to international endeavour on societal needs.

The principal goal of teachers' work is to help remove the hurdles that teachers face everyday in order to do their jobs. Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics. The word ethics is connected to specific expectations that society has for professionals in professional settings such as code of ethics. It basically points to certain code of conduct. Ethics are often considered synonymous to morals. It is to state that the word moral is reserved for prescriptive standards of behaviour imposed by some powerful entity which involves a sense of right and wrong. But ethics designate mode of conduct.

Every professional should demonstrate certain qualities like loyalty, collegiality, truthfulness, integrity etc. The same is true the teacher. National Council of Teacher Education has put forward a code of conduct for teachers which read as below:

Every teacher should-

— *Recognize* that every child has a fundamental right to education of good quality;

— *Recognize* that education should be directed to the all round development of the human personality;

— *Recognize* the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;

— *Recognize* the need to promote through education the concept of composite culture of India and a sense of national identity;

— *Recognize* that teachers, being an integral part of the social milieu, share the needs and aspirations of the people;

— *Recognize* the need to enhance self-esteem of teachers;

— *Recognize* the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;

— *Recognize* that the community respect and support for the teachers are dependent on the teachers' professionalism, and

— *Recognize* the need for self-direction and self-discipline among members of the teaching community;

This ensures that students receive a fair, honest and uncompromising education. A professional code of ethics outlines teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behaviour in the classroom and in their conduct with parents and co-workers.

Students matter most

Teachers must model strong character traits, such as perseverance, honesty, respect, lawfulness, patience, fairness, responsibility and unity. As a teacher, one should treat every student with kindness, equality and respect, without showing favouritism, prejudice or partiality. Teachers must maintain confidentiality unless a situation warrants involvement from parents, school administration or law enforcement and never use relationships with students for personal gain.

Commitment to the Job

Teachers must wholly commit to the teaching profession. Every classroom should promote safety, security and acceptance always

avoiding any form of bullying, hostility, dishonesty, neglect or offensive conduct. One should obey school policies and account for all funds and resources at disposal. It is the responsibility of a teacher to design lesson plans to meet standards and create a well- rounded education plan that appeals to a wide range of learners.

Keep Learning

A professional code of conduct demands attentiveness to continuing education requirements and career development. One must research new teaching methods, attend classes to maintain your certifications, consult colleagues for professional advice, participate in curriculum improvements and stay up to date on technical advancements for the classroom. It is the duty of the teacher to ensure that your teaching methods are fresh, relevant and comprehensive. Teachers must engage in educational research to continuously improve their teaching strategies.

Healthy Relationships

In addition to fostering healthy relationships with students, teachers must build strong relationships with parents, school staff, colleagues, guidance counsellors and administrators. One must never discuss private information about colleagues unless disclosure is required by law. Always avoid gossip, including false or mean spirited comments about co-workers.

It is to say that Positive attitude and team spirited mindset can make all the difference. Teachers require that individuals be moral exemplars in and out of the classroom. Teachers possess ethical responsibilities. Kohlberg proposed six stages of moral development. In his view, individuals have the capacity to develop morally over the lifetime. Individuals initially base their ethical decisions on rules and regulations and act in ways to avoid punishment. As individual develop morally, they may eventually reach a stage where their actions are based on universal principles of justice and respect for human life.

Teachers should be motivated by a universal respect for human life and also be guided by principles of caring. Teachers have a fiduciary duty to act in a way that is in the best interest of their students. This overarching responsibility of teachers provides an ethical standard of professional practice to which professional educators must abide and has powerful practical and legal implications for their personal and professional lives.

Professional expectations do not always distinguish between teachers' on or off – duty conduct. Accordingly, teachers must act in their private lives in a way that does not undermine their efficacy in the classroom, demean their employing school entity or damage their position as a moral exemplars in the community.

Besides being moral exemplars, teachers are also expected to model ethical principles through their pedagogy. Ethical lessons are implicitly communicated by the culture of caring and respect that the teacher creates and enforces as well as by his or her academic decision- making and interactions with students, colleagues, parents and community members.

In this age of information and communication technology when information is not indispensable, meaning that students are not dependent on teachers for knowledge. Similarly with the advent of conscious society where the young generation is taught at a very early stage about their life goals due to highly competitive job market, the students realize their potential at a very early stage. They are motivated and self dependent. Fast information flow has created a need or an urge for value additions.

We observe that at all levels there is a great concern about depletion of values among the younger generation. All the educational forums put great emphasis on value based education, indoctrination of moral values so on and so forth.

Another need is establishment of peace. So there is a need of human and peace education. Keeping this scenario apart, we can also say that moral and ethical behaviour is always seen as indispensable component of teacher behaviour. Teachers have great responsibility on their shoulders. They are builders of nation so onus lies with them to establish a just and humane society.

As a guide for the teaching profession, this code of professional ethics may be adopted.

First Principle

The primary obligation of the teaching profession is to guide children, youth and adults in the pursuit of knowledge and skills, to prepare them in ways of democracy and to help them to become happy, useful, self supporting citizens. The ultimate strength of individual lies in social responsibility, economic competence and moral strength of the individuals.

Second Principle

The members of the teaching staff share with parents the task of shaping each student's purposes and acts towards socially acceptable ends. The effectiveness of many methods of teaching is dependent upon cooperative relationships with the home.

Third Principle

The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education is most effective when these relationships operate in a friendly, cooperative and constructive manner.

Fourth Principle

The members of the teaching profession have inescapable obligations with respect to employment. These obligations are nearly shared employer- employee responsibilities based upon natural respect and good faith.

Fifth Principle

The teaching profession is distinguished from many other occupations by the uniqueness and quality of the professional relationship among all teachers.

Gunzenhauser puts three tenets of professionalism for educators:

a) As a professional, an educator is in a position to profess substantive beliefs about the meaning and value of education. In other words, a professional educator has a philosophy of education and engages others who may have different ideas about the meaning and value of education. A philosophy of education grounded on the care of the self is a philosophy of possibility.

b) As a professional, an educator is in a position to exercise ethical and professional judgment. An educator is in a position to continually develop ethical and professional judgment throughout his career and his various positions of responsibilities.

c) As a professional, an educator is in a position to acknowledge and resist opportunities to enact normalization on himself/herself, students and colleagues. One very important part of articulating an active/ ethical professionalism is being clear on the role that resistance plays in order to achieve more defensible educational

aims than those that are encouraged by high-stakes accountability policy. To act ethically, an educator needs to understand how and why her work at some level be resistant.

Importance of ethics in education constitutes the repository of their social and cultural values and the medium of their historical memory.

Every teacher should show an equal level of dignity to every person as an individual starting with their first common lesson. Teachers' respect towards the dignity of their students should also be manifested through how they fulfil their professional obligations: one of which is to clarify to the students, at the very beginning, the details of their study, the criteria of evaluation, the dates of their sessions etc.

Teachers at all levels of education should ensure the cognitive, intellectual and moral progress of their students and show them appropriate respect and appreciation. Keeping the set rules and requirements for fulfilling students' obligations and making sure that they do not change in the course of the term or school year merely through the teacher's wilful decisions is also a way of showing respect for the human dignity of students on the part of the teacher. The teacher possesses some obligations towards the stakeholders of the system like students, colleagues and others.

Obligations towards Students

➢ Treats all students with love and affection.

➢ Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, language and place of birth.

➢ Facilitates students' physical, social, intellectual, emotional, moral and spiritual development.

➢ Respects basic human dignity of the child in all aspects of school life.

➢ Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.

➢ Transacts the curriculum in conformity with the values enshrined in the Constitution.

➢ Adapts his/her teaching to the individual needs of students.

➢ Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

➢ Refrains from subjecting any child to fear, trauma, anxiety, physical punishment and mental and emotional harassment.

➢ Refrains from any act involving sexual abuse of the child.

Obligations towards Parents, Community and Society

➢ Establishes cordial relations with parents/guardians.

➢ Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.

➢ Strives to develop respect for the composite culture of India among students.

➢ Refrains from taking part in such activities as may spread feeling of hatred or enmity among different communities, religious or linguistic groups.

Obligation towards the Profession and Colleagues

➢ Strives for his/her continuous professional development.

➢ Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

➢ Treats other members of the profession with respect and dignity.

➢ Refrains from engaging himself/ herself in private tuition or private teaching activity.

➢ Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.

➢ Refrains from making unsubstantiated allegations against colleagues or higher authorities.

➢ Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.

➢ Respects the professional standing and opinions of his/her colleagues.

➢ Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition. Teachers should adhere to a responsible pattern of conduct and demeanour expected of them by the community; manage their private affairs in a manner consistent with the dignity of the profession; seek to make professional growth continuous through study and research; express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge; maintain active membership of professional organisations and strive to improve education and profession through them; perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication; co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the university such as: assisting in appraising applications for admission, advising and counselling students as well as assisting in the conduct of university and college examinations, including supervision, invigilation and evaluation; and participate in extension, co-curricular-and extra -curricular activities including community service.

Teachers should respect the right and dignity of the student in expressing his/her opinion; deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics; recognise the difference in aptitude and capabilities among students and strive to meet their individual needs; encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare; inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace; be affectionate to the students and not behave in a vindictive manner towards any of them for any reason; pay attention to

only the attainment of the student in the assessment of merit; make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward; aid students tö develop an understanding of our national heritage and national

Teachers should treat other members of the profession in the same manner as they themselves wish to be treated; speak respectfully of other teachers and render assistance for professional betterment; refrain from lodging unsubstantiated allegations against colleagues to higher authorities; refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

Teachers should discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/or professional organisations for change of any such rule detrimental to the professional interest; refrain from undertaking any other employment and commitment including private tuitions and coaching classes which' are likely to interfere with their professional responsibilities: co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand; co-operate through their organisations in the formulation of policies of the other institutions and offices co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession; should adhere to the conditions of contract; give and expect due notice before a change of position is made and refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

References

1. Bergem, T. (1990). The Teacher as Moral Agent. *Journal of Moral Education*, 19 (2), 88–100.
2. Billings, J. C. (1990). Teaching Values by Example. *The Education Digest*, 56 (4), 66–68.
3. Biesta, Gert J.J. (2006). *Beyond learning: Democratic education for a human future.* Boulder, CO: Paradigm Publisher.
4. Fitzmaurice, M. (2010). Considering Teaching in Higher Education as a Practice. *Teaching in Higher Education,* 15(1), 45–55.

5. Gunzenhauser, M., G. (2012). *The Active/Ethical Professional: A Framework for Responsible Educators*. London, New York: Continuum.

6. Haynes, F. (1998). *The ethical school: Consequences, consistency, care ethics.* London: Routledge.

7. Joseph, P. B. & Efron, S. (1993). Moral Choices/Moral Conflict: Teachers' Self- Perceptions. *Journal of Moral Education,* 22(3), 201–221.

8. Morrell, R. (2002). A Calm after the Storm? Beyond Schooling as Violence. *Educational Review*, 54(1), 38–46.

9. NCTE (2009). *Professional Code of Ethics for Teachers*

10. Nash, R. (2002). *"Real world" ethics: Frameworks for educators and human service professionals,* 2nd edn. New York: Teacher College Press.

11. https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2738-professional-code-of-ethics-for-teachers

12. https://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/Unit1/Pages/The-Ethics-of-Teaching.aspx

13. https://core.ac.uk/download/pdf/82773222.pdf

Mobile Banking: An Outlook for New Digital Payment System in India

Dinesh Joshi
Asst. Professor
Department of Commerce
Government Degree, Kanda, Bageshwar, Uttarakhand.

Mobile banking is very convenient in today's age with many banks offering impressive apps. Recently, the demands and requirements of banking consumers are altering quickly with the rise in the technological avenues made available in the banking world. Banking customers have started demanding flawless, multi-channel service experiences. And current generation is using mobile banking in a very effective way. Due to advancement of technical world now mobile banking drastically changes the life of every individual. Government and banks are requesting the customers to use mobile banking instead of going to banks as well as for purchasing. Customers feel that banking transactions are safe through mobile banking. It can be observed that customers feel that it's not too difficult to use. As per the study Balance enquiry and account information are the most commonly used service in mobile banking. Majority of customer feel that service charges on mobile banking are reasonable. As the study suggest that most of the bank needs to improve on mobile banking. Mobile banking is most commonly adopted by professionals. Most of them are satisfied with mobile banking application. Among the different service provided by the bank, ATM, e-banking and mobile banking are the most commonly used service compared to others. Even lots of people do not prefer mobile banking because of security reasons, and lack of technical know-how. But the advancement of mobile banking makes life easier mainly for financial matters, due to which the customer is now saving his time.

Introduction

Banking in India has a very long history starting from the late 18th century. The origin of modern banking stated from 1770 in the name of "bank of Hindustan" by English agency 'house of Alexander & co' in Kolkata however it was closed in 1832. Further in 1786 "general bank of

India" was started and it failed in 1791.Presidency banks- these banks were funded by the presidency government at that time. 1- Bank of Bengal-esta-in 1806,2-bank of Bombay- esta. in 1840, 3- bank of madras- esta in 1843.

Some Old Banks

(a) Allahabad bank-1865

(b) Oudh commercial bank- 1881

(c) Punjab national bank- 1895

(d) Canada bank-1906

(e) Bank of baroda-1908

Banking in India in the modern sense is originated in the last decades of the 18th century. The Indian banking sector is broadly classified into scheduled banks and non-scheduled banks. The scheduled banks are those which defined under the 2nd Schedule of the RBI Act, 1934. The scheduled banks are further classified into: Nationalized banks; State Bank of and its associates; Regional Rural Banks (RRBs); foreign banks; and other Indian private sector banks. The term commercial banks refer to both scheduled and non-scheduled commercial banks which are regulated under the banking Regulation act, 1949.Generally banking in India was fairly mature in terms of supply, product range and reach – even though reach in rural India and to the poor still remains a challenge. The government has developed initiatives through the state Bank of India expanding its branch network and the National Bank for Agriculture and Rural Development with things like Microfinance, cooperative society

Mobile Banking

In a layman's context, the term mobile banking means;"Execution of banking and financial transactions using a mobile phone" Mobile banking is the act of doing financial transactions on a mobile device (cell phone, tablet, etc).and using software usually called an app provided by the financial institution for the purpose. Mobile banking is usually available on a 24 hours' basis. This activity can be as simple as bank sending fraud or usage activity to a client paying bills of sending money abroad. Advantages to mobile banking include security concerns and a limited range of capabilities when compared to banking in person or on a computer. Some financial institutions have restricted on which accounts may be accessed through mobile banking as well as a limit on the Amount

that's can be transacted. The facilities available via mobile banking are as follows:

➢ Checking account balance
➢ Fund transfer
➢ Mobile recharge
➢ E-fixed deposit
➢ Sms alerts
➢ Blocking of ATM cards
➢ Merchant banking
➢ Bill payments
➢ Balance enquiry
➢ Cheque book request
➢ E-commerce (shopping) on mobile

Statement of the Problem

Mobile banking would as into new era. Established practices and procedures have undergone changes drastically. This is bound to change the nature of relationships of banks with their customers. Customers would no longer be dependent on dedicated systems for each banking relationship. This would be increasing access to low cost electronic service and close integration of bank with web-based service. For performing transactions, mobile phones are most convenient due to lower switching cost, low price that eliminate geographic boundaries.

It would be offer the opportunity of a new paradigm to the customers both corporate and retail.

Objectives

1. To know the factors that leads to mobile banking than conventional banking.
2. To know the various mobile banking services offered by banks.
3. To understand the concept of mobile banking.
4. To identify the problems and difficulties faced by mobile banking.

Research Methodology

This study uses primary data and secondary data. Mainly data is collected through primary source in this study secondary source is

collected from various sources such as:

- ➤ Newspaper
- ➤ Social media
- ➤ Internet
- ➤ Books

Analysis

Safety of Mobile Banking

CRITERIA	NO OF RESPONDENTS	PERCENTAGE
YES	35	70%
NO	10	20%
CANNOT SAY	5	10%
TOTAL	**50**	**100%**

It can be observed that 71% of respondents feel that their banking transactions are safe in mobile banking. 14% feel insure and 15 % not responded.

Difficulty to Transact Using Mobile Banking

CRETERIA	NO OF RESPONDENTS	PERCENTAGE
SIMPLE	20	40%
MODERATE	10	20%
DIFFICULT	12	24%
EXTREMELY DIFFICULT	8	16%
TOTAL	**50**	**100%**

From Above Table 40% Respondents As Simple,20% Moderate,24% Find Difficult
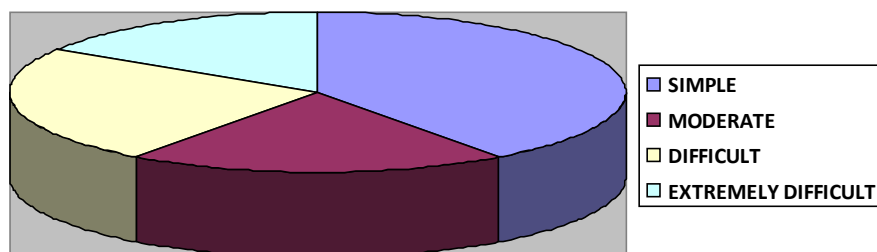
Mobile Banking Facilities Used By Respondents

CRETERIA	NO OF RESPONDENTS	PERCENTAGE
E-RECHARGE	18	36%
FUND TRANSFER	12	24%
PAYMENT	8	16%
BALANCE ENQUIRY	12	24%
TOTAL	50	100%

Maximum respondents are using mobile banking for e-recharge enquiry.

Needs of Improvement on Mobile Banking

CRETERIA	NO OF RESPONDENTS	PERCENTAGE
YES	38	76%
NO	12	24%
TOTAL	50	100%

Confidence in Making Fund Transfer and Payment

CRETERIA	NO OF RESPONDENTS	PERCENTAGE
CONFIDENT	25	50%
VERY CONFIDENT	5	10%
LESS CONFIDENT	20	40%
TOTAL	50	100%

From the above table it is clear that 50% of respondents are confident in making e-recharge.

Reasonable Service Charges

CRETERIA	NO OF RESPONDENTS	PERCENTAGE
YES	40	80%
NO	10	20%
TOTAL	50	100%

From the above table it is clear that 80% of respondents are of the opinion that service charges on mobile banking are reasonable.

Reason For Using Mobile Banking

CRITERIA	NO OF RESPONDENTS	PERCENTAGE
EASY	15	30%
CONVENIENCE	25	50%
SECURITY	10	20%
TOTAL	**50**	**100%**
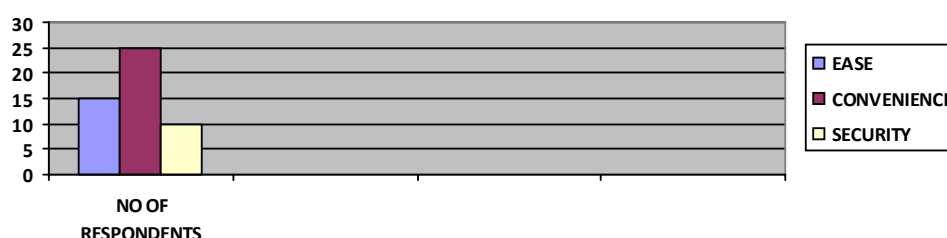
maximum respondents are using mobile banking due to convenience and 30% respondents think digital payment system is easy and 20% respondents thinks its secure.

Suggestions

1. Banking operations through Mobile Banking should be cost effective
2. Authenticity and safety of operation should be ensured by Bank.
3. Proper guidelines should be given to the customers regarding usage of Mobile Banking
4. The banks must ensure to update the software and more services through Mobile Banking.
5. There should be call centre feedback.
6. Social media monitoring.
7. App store reviews monitoring.
8. Create awareness of useful applications among young consumers.

Conclusion

Mobile banking has already evolved as a powerful intermediate towards efficient and real-time banking service. The banks and the mobile

banking service providers are working their way towards increasing consumer's acceptance with mobile devices. The mobile banking and payments ecosystem is complex and dynamic. It is not clear who will emerge as the winner in the growing space from a financial services, application provider or technology perspective. Security and the perception of security will clearly play a role in who ends up dominating. Government and banks urging the customers to use mobile banking instead of going to banks as well as for purchasing. As per the study Balance enquiry and account information are the most commonly used service in mobile banking. Majority of customer feel that service charges on mobile banking are reasonable. Customers feel that banking transactions are safe through mobile banking. Most of them are satisfied with mobile banking application. Among the different service provided by the bank, ATM and mobile banking are the most commonly used service compared to others. A minority of people do not prefer mobile banking because of security fears, so that every individual will prefer mobile banking.

References

1. Co-operative banking - Indian Institute of Banking and Finance
2. Geoge Sebin,(2016), mobile banking in the present scenario (vol.7)
3. The Evolution of Banking - Robert Harrison.
4. http://www.marketsimplified.com
5. www.investinganswers.com
6. http://ijrcm.org.in

Effect of Yoga and Physical Education on Health of Obese Adolescent

Gitanjali[1], Anupama Mehrotra[2]
[1]Research Scholar (Home Science)
MJP Rohilkhand University, Bareilly
[2]Associate Professor, DAKPG, Moradabad

Obesity is one of the World's leading diseases and its prevalence increases over the past years. Many organizations have been introducing activities to help the obesity deal with psychosocial issues and also weight reduction. Yoga and Physical Education are the effective ways to reduce stress which is one of the causes of obesity. Nowadays, children in adolescent age are more prone to get obese due to lack of physical activity making them more sedentary. Yoga is a tool of holistic health, acquiring great posture, controlling eating habits. Reduction of fat is a prime concern in today's world as obesity is carrier of diabetes, high blood pressure, cancer, osteoporosis, gout, postural deformities and disease related to gall Bladder, kidney and Intestines etc. Although, In present time we have much improved scientific diagnosis and treatment techniques for treating diseases but we are experiencing a lot of difficulty to gat rid of the problems. In present paper, obesity, causes, treatment of obesity through yoga and physical education are discussed.

Introduction

Worldwide estimates of adolescents overweight and obesity are as high as 43 million, and rates continue to increase each year. Researchers have taken interest in the adolescent's obesity epidemic and the impact of this condition across health domains. The consequences of childhood and adolescent obesity are extensive, including both Physical and Psychological Impacts on health.

As per World Health Organization (WHO), Obesity has reached epidemic proportions globally, with at least 2.8 million people dying each year as a result of being overweight or obese. Once associated with high-income countries, obesity is now also prevalent in low- and middle-income countries. Governments, international partners, civil society, non-governmental organizations and the private sector all have vital roles to play in contributing to obesity prevention.

Obesity in India has also reached epidemic proportions in the 21st century, with morbid obesity affecting more than 5% of the country's population. India is following a trend of other developing countries that are steadily becoming more obese. Unhealthy, processed food has become much more accessible following India's continued integration in global food markets

The nation's children and adolescents are at greater risk for physical and psychological problems as a result of being overweight or obese. Obesity being an epidemic sweeping our nation, the physical and psychological implications of adolescent obesity are important to consider and research further.

As stated in the report of a WHO Consultation on Obesity WHO Report [1], "overweight and obesity lead to adverse metabolic effects on blood pressure, cholesterol, triglycerides and insulin resistance. Some confusion of the consequences of obesity arises because researchers have used different BMI cut-offs, and because the presence of many medical conditions involved in the development of obesity may confuse the effects of obesity itself. BMI will be calculated in (kg/m2). Body Mass Index (BMI) will derived from gathering weight (kilograms) and height (meters). Using this, the adolescents will be categorized as underweight (<18.5 kg/m2), normal or lean BMI (18.5–22.9 kg/m2), overweight (23.0 –24.9 kg/m2) and obese (e"25 kg/m2) based on the revised consensus guidelines for India.

The more life-threatening problems are those associated with cardio-vascular disease (CVD), conditions associated with insulin resistance, such as type 2 diabetes, certain types of cancers, and gallbladder disease. There is a range of non-fatal health problems associated with obesity, which include respiratory difficulties, chronic musculoskeletal problems, skin problems and infertility. The likelihood of developing type 2 diabetes and hypertension rises steeply with increasing body fatness. Confined to older adults for most of the 20th century, this disease now affects obese children even before puberty. Approximately 85% of people with diabetes are type 2, and of these, 90% are obese or overweight" WHO Report [1].

Overweight and obesity in childhood and adolescence are associated with a range of psychosocial and medical complications that are both immediate and long term [2] and have severe economic consequences

[3] From the psycho-social point of view, the findings of a recent study [4] showed associations of weight status with social relationships, school experiences, psychological well-being, and some future aspirations were observed. Among girls, the pattern of observations indicates that obese girls reported more adverse social, educational, and psychological correlates. Obese as well as underweight boys also reported some adverse social and educational correlates.

These findings contribute to an understanding of how adolescent experiences vary by weight status and suggest physical, social and psychological risks associated with not meeting weight and body shape ideals embedded in the larger culture.

Physical health consequences of obesity.

Health problems associated with adult obesity are also being seen in increasing frequency in children [5]. Daniels [5] found "high blood pressure, early symptoms of hardening of the arteries, type 2 diabetes, nonalcoholic fatty liver disease, polycystic ovary disorder, and disordered breathing during sleep" as some of the obesity-related problems in childhood and adolescence. Daniels explained that development of heart disease is accelerated by being overweight during childhood and the cardiovascular system can be harmed by being obese. Daniels found the processes that can take decades to progress to the point of disease and can lead to a heart attack or stroke are accelerated by childhood and adolescent obesity .He noted the "same generalization applies to other obesity-related disorders metabolic, digestive, respiratory, skeletal and psychosocial" It has been found that obese children are experiencing an immediate adverse effect on their health and still other obese children will experience the long- term effects of obesity-related conditions Obese children and adolescents are at risk for developing cardiovascular disease.

The prevalence of overweight and obesity in children has dramatically increased over the past two decades [6]. Obese children are likely to remain so in adulthood and are at greater risk of developing non-communicable diseases such as diabetes, hypertension, cardiovascular diseases and cancers [7]. Birdee [8] and Kaley [9] suggest that yoga and physical education has beneficial effects on mental and physical health in children and adolescents. Yoga is generally accepted as an ancient tradition that incorporates mediation, moral and ethical principles [10].

Yoga to reduce Obesity

The ancient practice of yoga may help children and young people cope with stress and thus contribute positively to mental health. Yoga is a powerful medium for developing the personality of adolescents and making them capable of facing the present day challenges and problems [11]. Shirley Telles [12] concludes that yoga improves children's physical and mental wellbeing.

Yoga is a voluntary and mindful technique that has positive impact on obesity at physical and psychological levels. Thus, yoga may contribute to healthy development and good mental health, health promotion for children needs to include improvement of their attention, self-esteem, empowerment and self-regulation. Yoga has an important role to play in the treatment of obesity. Yoga techniques affect body, internal organs, endocrine glands, brain, mind and other factors concerning body- mind complex. Various Yoga techniques can be practiced effectively to reduce the weight and achieve normal healthy condition of body and mind. Yoga positions or postures are especially useful to reduce the fats in various parts, especially forward bending, twisting and backward bending asanas help reduce the fats near abdomen hips and other areas. Also the practice of asanas improves functing of internal organs, strengthening heart, lungs, and kidneys, excretory and reproductive organs. Regular practice builds strength in muscles. Any physical activity will improve mobility and general health. Doing yoga decreases stress, improve flexibility and increases muscle tone and strength. The obese people often have trouble with joint pain, yoga can help by improving the body's alignment to reduce strain on joints by allowing the frame to bear more of the body's weight. Yoga also develops your balance which helps you feel grounded and reduces the likelihood of injuring yourself in a fall. People who are overweight often feel disconnected from their bodies-yoga helps to bring the mind body connection to the fore, which can improve self-image and acceptance of your body. Most importantly, yoga can help you feel better, both improving your physical fitness and elevating your mood. Yoga has considered all aspects of obesity like physical, emotional and mental. Regular practice of yoga and yoga has different effect on obesity, which is permanent in nature than other techniques for obesity reduction.

Need of Physical Education to reduce Obesity

Physical education programs prepare teachers to teach physical education in schools. There are diverging points of view as to what the

content of physical education is, and how that content relates to preparing future physical education teachers. Prior to Franklin Henry's [13] call for reinventing physical education as an academic discipline, the philosophy was that a physical education teacher needed to have knowledge and skill to be a quality physical educator. Teacher candidates in physical education spend far too much time studying about the science of movement and for too little time studying about the games and sports content they are likely to teach. Currently, there is research to show that future teachers with greater knowledge and skills tend to give more specific and richer feedback when they teach activity. When students engage in sports, games, or activities, they tend to participate for longer periods of time and get the same or better fitness benefits than participating in fitness activities [14].

Physical Education will be the key to eliminating childhood obesity for the future by preparing physical education teacher candidates in the knowledge and skills they need to teach school going students, as well as to prepare them for the sensitivity and caring needed to teach overweight and obese students. The purpose of this article is to advocate for more time in physical education at all levels of schooling to increase motivation to participate, to increase their academic achievement, and to increase their skills to enable them to participate in sport and physical activities for many years. Childhood obesity has become an epidemic in the last 20 years, and school physical education is the best venue for educating children about the proper nutrition and exercise needed to control weight. Children spend most of their time in the day in schools. Budget cuts to physical education are unwise in our current history, and school "physical activity" programs cannot take the place of educating children on how best to use their physical skills in the future to participate for a lifetime in physical activities. Quality school physical education delivered by quality physical educators may be the answer to the childhood obesity epidemic.

Conclusion

This qualitative study indicates that the causes of obesity are Unhealthy life style, Nutritional factors, Biological factors and eating habits. Yoga and Physical Education are supposed to play vital role in promotion of physical and mental health and treating may other disorders. So, a regular practice of yoga daily is useful for health and altering obesity is must.

References

1. Obesity: preventing and managing the global epidemic. Report of a WHO consultation. World Health Organ Tech Rep Ser. 2000; 894: i-xii, 1-253.

2. Baur LA, O'Connor J. Special considerations in childhood and adolescentobesity. ClinDermatol. 2004 Jul-Aug; 22(4):338-44.

3. Finkelstein EA, Ruhm CJ, Kosa KM. Economic causes and consequencesof obesity. Annu Rev Public Health. 2005; 26:239-57.

4. Falkner NH, Neumark-Sztainer D, Story M, Jeffery RW, Beuhring T,Resnick MD. (2001), Social, educational, and psychological correlates of weight status in adolescents. Obese Res. 2001 Jan; 9(1):32-42.

5. Daniels S.R., (2006), The consequences of childhood overweight and obesity, Future Child. Spring; 16(1):47-67.

6. De Onism, Onyango AW, Borghi E, Siyam A, Nishida C, Siekmann J., Development Of a WHO growth reference for school aged children and adolescents. Bull world Health Organ (2007); 85:660-7.

7. Must A, Strauss RS, Risk and Consequences of childhood and Adolescent Obesity. Int. J. Obes. Relat. Metab Dis: J. Int. Assoc. Stud Obes. (1999); 23 (suppl 2); S2-11.

8. Bridee GS, Yeh GY, Wayne PM, Phillips RS, Davis RB, Gardiner P. "Clinical applications of yoga for the pediatric population: A systematic reviews" Academic Pediatrics (2009); 9:212, e 9 -220, e 9.

9. Kaley-Isley LC, Peterson J, Fischer C, Peterson E, "Yoga as a Complementary therapy for children and adolescents". A guide for clinicians. Psychiatry (Edgemont) (2010); 7:20-32.

10. Hagins M, Haden SC and Daly LA, "A randomized controlled trial on the effects of yoga on stress reactivity in 6th grade students." Evidence-based complementary and Alternative medicine, vol. (2013), Article ID 607134, 9 pages (2013).

11. Balkrisna A, Syllabus for Yoga concept of yoga education in India, Haridwar Divya Prakashan (2010).

12. Telles S, "The effect of Yoga on Mental Health of Children." In: Nayar U. Editor chld and adolescent mental health. New Delhi: Sage Publications (2012) p. 219-27.

13. Franklin M. Henry, "Physical Education: An Academic Discipline" Journal of Health, Physical Education, Dance; (1964); 35(7); 32-69. Doi: 10.1080/00221473.1964.10621849.

14. Berg K Are sports and games effective for fitness and weight control? Journal of Physical Education, Recreation and Dance, (2008); 79(5); 13-17.

Role of Human Values in Present Educational Institutes

Harish Kumar, Alka Ranga
Department of Education
MICE Rewari, (Haryana)

Human values are fundamental part of all subjects and all activities in the educational institutes and in the society. Human values cannot be educated; they have to be emphasizing from within the learner. It has been an illusion in the past, where teachers have been teaching morality, ethics, and values etc. as subject's Human value constitute an important aspect of self-concept and serve as guiding principles for an individual. Human society may not significantly sustain without human values. There are different views that call urgent need to inculcate human values in Indian society. Presently, negative human values are in upper side. But now a day, in modern society, human value crises are a known fact. It may be because of neglect of value based education system which created vagueness and indiscipline in the mind of people. Today, we are creating a generation who is in state of confusion and dilemma. Greater emphasis on career oriented and degree oriented education has resulted in deterioration of values among society. The present paper is an attempt to explore the role of human values in present Educational institutes and how to impart human values in institutes for betterment of students and good citizenship in society and establishes a valid connection between human values and education along with studying human values in education.

Introduction

Human value are the foundation for any viable life within society, they billed space for a dry, a movement towards one another, which leads to peace. Human values are things that have an intrinsic worth in usefulness or importance to the possessor, or principles, standards, or qualities considered worthwhile desirable. Human value constitute an important aspect of self-concept and serve as guiding principles for an individual. 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 and 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 example one may value honesty over success.

Need of Values in education

Value education is always essential to shape one's life and to give one an opportunity of performing on the global stage. The need for value education among the parents, children, teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioral disorders and lack of unity in the society etc. Value education enables us to understand our needs and visualize our goals correctly and also indicate the direction for their fulgent. It also helps remove our confusions and contradictions and enables us to rightly utilize the technological innovations. There are different views that call urgent need to inculcate human values in Indian society. Numerous traditional values which have been inherited from past remain valid and true to be adapted by future citizens but many fresh values to match confronting problems in emerging Indian culture. Presently, negative human values are in upper side. It may be because of neglect of value education which created vagueness and indiscipline in the mind of people.

Classification of Values

(i) **Personal Values**: The principles and ideologies that a person follows in personal life.

(ii) **Universal Values**: Principles that all people across the planet are expected to adhere. Values

(iii) **Human Values**: Principles and ideologies that is basic to human nature to make their life smooth and happy.

Religious Values: Persons believe in a particular thought which is a guide for reasoning between good and bad.

➢ **Civic Values**: Principles, which guide in the do's and don'ts of the citizens.

➢ **Moral Values**: Principles and directives, which enables us to follow the correct and right path

➢ **Spiritual Values**: Principles, which gives directives to follow a faith in some philosophical thoughts.

➢ **Spiritual Values**: Principles, which gives directives to follow a faith in some philosophical thoughts.

➢ **National Values**: Principles, which encourage a person to imbibe the feelings of patriotism and national integration.

➢ **Social Values**: Principles and ideologies, which encourage us to live together.

➢ **Scientific values**: Principles and directives which force us to test, analyze, verify inquire etc.

Difference between Human Values, Ethical Values and Moral Values

Human 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, "moralising" 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. The recognition of these universal values by many countries in the world is the first step toward their implementation, calling for everyone to respect them. These texts aim in the rest place at guaranteeing the integrity (both physical and psychological) of every human being,

Type of Human Values

These were the values which are practiced in personal and public life, experimented and suggested that our society should be instructed on the basis of these values are social set up through education. These values are the following- -

Trust (Honesty) - Non-Violence (Love for mankind, service of humanity compassion, universal love etc.) - Freedom (Fearlessness) - Democracy (Right, duties, responsibilities, national integration etc.) - Sarva Dharm Sambhav (Composite culture, reverence for other's beliefs communal unity) - Equality (Removal of untouchability, social justice non exploitation) - Self-reliance (Swadeshi, dignity of labor) - Purity of ends and means (Integrity between thought and sections) - Self-discipline (Self-control) - Cleanliness (Suddhi, simplicity of life, non-consumerism, aesthetic life)

Role of Human Values in Present Educational Institutions

In Institutions, Students are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in institution. They play a major role in inculcating their ethical behavior. Peers at Institution 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 Students in an informal way. They play a major role in developing ethical behavior in Student. General Steps are: Accountability: The Student should be encouraged to be accountable for their own actions and should learn to respect and treat others kindly. Role Model: The Lecturers are the rest role model to the student outside their family. When the student see the model showing concern for others, motivating them for their good deeds and cooperating and helpful with their academic issues, the student learn them by observing and imitate it with fellow peers. Helping: The student is taught basic morals and values in the institution. They should be taught by emphasizing the idea through many activities, stories and tales, which

will encourage them to engage in more helping behaviours. Appreciation: The lecturer should appreciate the student for developing pro-social behaviour, especially for any specific action they have done to help others. It is appraised that human values enhances person's life but in present scenario, these values are deteriorated in several countries. This trend of weakening in human values does not only pose serious threat to the future course of development of the nation but even for its survival, respect and authority itself. However, change in human values in younger group is unavoidable with time but the decline in Indian youth group is at disturbing rate as compared to other country around the globe. It devolves on the parents, teachers and society to imbibe the desired human values in young age group. To summarise, values are bridge between individual and social. Individual holds value but others influence the formation of those values. In philosophical frameworks, values are those standards or code for conduct conditioned by one's cultural doctrines and guided by conscience, according to which human being is supposed to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideas and aims of life. Families, groups and societies tend to share common values. Family has been regarded as cornerstone of society. It forms a basic unit of social organization.

Education is a process of all-round development of an individual including the development of his physical, intellectual, emotional, social, moral and spiritual aspects. It must ensure the realization of all the threefold objectives – the cognitive, the co-native and the affective development of personality. The teacher is expected to function not only as a facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner-being. In our glorious ancient past, education was an important means to attain the ultimate goat of life i.e. self-realization. Education was a powerful instrument for character-building and imbibing social and ethical values.

Unfortunately, with the growth of materialistic civilization, industrialization, advancement of science and technology the roles and goals of education have undergone a drastic change. The 'bread and butter' aim has replaced the great man making aim of education. Greater emphasis on career oriented and degree oriented education has resulted in deterioration of values among society.

The neglect of human values in present education system

The chaotic condition observed in almost all the spheres of our social and national life is conjectured to be due to the present education system that is heavily loaded with information and mainly career oriented and totally neglects the inculcation of values among the future generation. Now the education has become synonymous with examination, employment and empowerment and no more stands for emancipation, ennoblement and evolution. There is absence of holistic approach and balanced growth of knowledge – dealing only with external world around us and not related to the inner-self of an individual. Aims of education are misdirected. Instead of developing a person as a humane human being, it is only directed towards superficial, surface level achievements. Today we are creating a generation who is in state of confusion and dilemma. Various commission and committees have expressed their grave concern regarding this value crisis and have recommended inclusion and revision of value education at every level of study. The present education is designed for money-making and not for man-making. It only promotes negative qualities like jealousy, hatred, and rivalry instead of virtues like kindness, compassion and honesty.

What is the Real Education?

What exactly is the true meaning of Education? What is the real aim of education- to make one wiser, happier, and contended or to make one better human being or is there something more to education?

It is not mere stuffing of facts in learners' minds. Education is for actualization of the potentials already existing in children. It is really the process of removing the ignorance that is covering our inner knowledge which is absolute perfect, eternal and supreme. Education is for a holistic life and not for mere living. Real education needs to be enriched with values.

Education should bring a change in all the aspects of human being so that he may become an able and responsible member of society. In the modern world based on science and technology and progressing towards modernization it is only education that can determine the inner well being of all people and teacher is the real maker of mankind. He has the real potential power to mould and shape the future destiny of a society and nation. They are also known as value builders.

At present, the role of teacher is even more complex and challenging. A modern teacher has the responsibility to ensure that everything that goes on in the classroom is for all-round development of the child. The pivotal role of a teacher in nation building is universally recognized and accepted. A teacher paves the way for an enlightened society. Value system of a teacher directly or indirectly gets transmitted to the next generations. He is the custodian of these young souls. Hence, value orientation of prospective teachers is the urgent need of society.

Role of Educational Institutions in imparting Human Values

In spite of all these, value education has not been given enough prominence in the curriculum. Although, imparting value is the primary responsibility of parents, but teachers and schools play a big role too. It is because —

- ➢ Students spend more time in the school campus.
- ➢ Campus forms a bridge between home and society.
- ➢ It is in the schools and colleges that students learn how to behave in the society.
- ➢ It is in schools & colleges that a good value system can be nurtured.

National Policy on Education (1986) of our government insists on establishing a centre for value education in all universities and institutes of higher education with the sole purpose of imbibing human values in future generations. But unfortunately they are limited to mere conducting lectures, seminars, discourses on values and ethics, moral education etc. or indulging in superficial community service programmers. There is no conscious effort made anywhere to bring about internal change in an individual. . Hence, it is the high time to have a fresh look at the goals and processes of education in general and teacher education in particular.

There is an urgent need for change— changing from what we are to what we have to become, change from ambitions to aspirations.

Human values are fundamental part of all subjects and all activities in the educational institutes and in the society. Human values cannot be educated; they have to be emphasize from within the learner. It has been an illusion in the past, where teachers have been teaching morality, ethics, and values etc. as subjects. Learners can retain them and can pass examinations, but they fail to put them into habit in their daily life. There seems to be a general recession in morality throughout the world. Transformation of the person to society cannot take place by mere

teaching, but can be achieved through self-understanding when the values come out from within the learner. In such coverings, there is a direct experience of the human values in the life of the learner. So a good and comprehensive education system is expected to create the significant human capital and knowledge workers who will bring the nation to greater extent.

Imparting Human Values in Educational Institutions by Different Ways

(i) The main dictum of the institutes is that they should provide a healthy climate for sharing responsibilities and community leaderships. Every institutes should have a firm authority structure whose rules, principles and forms of punishment should be clear and defensible.

(ii) Classrooms should send the message of safety, affection, security, belonging, warmth, respect and trust for its students.

(iii) Values like human values can also be imbibed through curricular like :

➢ In language through conversation and discussion the teacher, can enable students to embody higher and noble ideas.

➢ Through social science we can develop values like socialism, hard work and democracy.

➢ Through geography we can develop values of conservation, preservation, and adventure.

➢ Through economics a teacher can lay emphasis on the value of thrift and saving.

➢ Through civics we can develop values of cooperation, mutual welfare and obedience of law.

➢ Through science and mathematics we can develop the values of honesty, punctually, neatness, accuracy, and proper planning.

➢ Active participation in co-curricular activities arouses curiosity, creates interest and inculcates values also.

➢ It is an unfortunate fact that 90% of children are pampered and spoilt by the parents themselves. Parents play a great role in molding the child's charter. The mother and father are the first examples in social behavior that children see before them learn to imitate .Education should help the children evolve into persons with holistic vision and growth, and prepare them for a happy future and integrated mankind.

> ➢ With these humble beginnings, we can help in the fulfillment of the aim of regenerated, revitalized, spiritualized youth which alone can lead India in the consortium of nations in this world. Then, only India can lead the world not only in spiritual matters but also in other fields and this is possible only through a human value based education system.

Conclusion

Human Values play a very leading role in Present Educational Institutions. Human values take precedence over social values. Human values are now withering very fast for which we humans are most responsible. Value based education should be emphasized ranging from school to university level of education. Human value is generally known to be a moral standard of human behaviour. Therefore, human values should be preserved and protected. 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 problems. Already some universities prescribed human values and moral values syllabus for improve the humanity of the students. It's a great achievement to present and next society and educational institutions.

References

1. Narayan, R.S.,A Text Book on Professional Ethics and Human Values, New Age
2. International Publishers, New Age International (P) Ltd, New Delhi, 2006.
3. Norman, R., the Moral Philosophy-An Introduction to Ethics, Oxford University Press, Oxford, 1998
4. Pradeep Kumar, Raman Charla, Human Values & Professional Ethics, Paramount Publishing House, Hyderabad, 2013.
5. Rokeach M (1973). The Nature of Human values, New York: The free press.
6. Rokeach M (1973). Understanding Human values, New York: The free press.
7. Sinha, S.C., Anmols Dictionary of Philosophy, Anmols Publications, New Delhi, 1990
8. Tripathi A.N., Human Values, New Age International(P) Ltd, New Delhi, 2008.

Environment Conservation and Human Values

Kahkasha
Asst. Professor
Department of Education
Saraswati Institute of Management & Technology, Rudrapur

Along with industrialization environmental crises increase and threaten the whole system of nature. Although industrialization is an important need to survive in competitive world but this doesn't mean destroy the nature for own benefits. Somewhere moral values, principles and attitude towards environment also responsible for this damage. Education plays an important role in every aspects of life either that related to moral values or environment. Specially environment subject has been included in curriculum to attach human beings with environment but the study says that this subject is limited in an academic boundary. Now these days education is materialistic because everybody wants job, very few of them intellectually attached with education. Scenario needs to give educations which intellectually insist human being to feel about environment conservation. Whenever any programme organized on environment, practically very few come in front on ground level for work. Conservation is neither a matter of being right or wrong nor of human destiny or superiority the point is whether we are willing to survive as a species. Therefore in order to change the human values, education method should be seriously implemented in the classrooms. The theory of social learning and environment conservation can be the solution of environmental crises.

Introduction

The global environment conservation is getting concerned because there has been a lot of excessive damage in various areas such as water and settlements caused by human activity. Even in forest area there has been a lot of damage. As a result of the accidents the natural balance disrupted. There are many disasters such as droughts, floods, landslides, storms and so froth. The disruption of the natural balance cannot separate from human behaviors that exploit the natural resources and the environment indefinitely. Related to human behavior towards the natural resources and environmental conditions that tend to be less concerned.

The change of human behavior has duly become a priority in addressing the ecological crisis. The fact about today's environmental crisis can only resolve by a shift in perspective and practice on nature fundamentally and radically. One of the efforts to change the human behavior and stand point towards life and the environment is through education. One of the important materials in science that is taught in secondary school sciences, the current insights and methods are likely not to be the ones of tomorrow and we must give students enough elements to be able to fully understand and even lead future developments.

Environment learning includes its natural and built elements as well as its social and culture aspects. It is plants and animals. It is people their communities and their social and cultural values. An understanding of the many factors that influence the environment, particularly the impact of people is critical to maintaining and improving environment quality. People have modified the land introduced plants and animals and responding to people's impact on the environment therefore requires instructional methods that are tailored to the characteristics of environmental material.

Environmental materials have characteristics related to the daily life of students that enable to implementation of field learning by visiting learning resources. Another characteristic is the abstract nature because it is described using the sense of sight. For example in environment sub material that is environmental pollution can use laboratory to test environmental quality. The implementation of environmental pollution can be held in classroom and outdoor, depending on what the concepts that students learn.

Current environmental crises cannot be compared with any other problem in the world from the beginning of history to the present time. Undoubtedly, the contemporary environmental crisis is the result of incorrect education and practical ignorance of human and it is one of the most serious challenges ahead (Shah Vali, 2007, 31). However, human behavior practically shows that we are beyond nature and we tend to focus on consumption (Schlesinger, 2004, 76). Achieving environmental goals only through international commitments is impossible because commitment is of innate nature. For proper utilization of environment, human has to enact laws that look at the nature not only to be consumed but to sustain life in the 21st centaury (Jacobs, 2004, 41).

Environment Conservation

Environmental conservation is basically the practice of us humans to save the environment from collapsing. Such as loss of species ecosystem due to pollution and human activities. This helps both trees and animals. Since some of us are dependent on them to service. We need to save trees because they convert the carbon dioxide we produce from factories and such to oxygen for us to breathe and respire. Loss pf species is another deal . If more and more species go extinct then we would not be able to see them once again and will make it very hard for scientists to study them. Not to mention, it disrupts the food web and can mess up the whole ecosystem as well.

Environment attitudes and values

Human behavior is influenced by the person's beliefs, values and attitudes(Abedi Sarvestani and Shahvali 2009, 125). Attitude can be defined as brief evaluation of everything based on congnitive, emotional and behavioural information (32). Attitude is combination of congnitions, feelings and readiness to do something (Karimi, 2010). Freedman and his colleague describe attitude as a durable system that includes three elements of congnition, feeling and willingness and readiness to do something (Huskinson & Haddock, 2004, 63). If an individual is going to change some of his behavior, he needs to change his attitude (Kajbaf, Sheikh, Darani and Abedi; 2009, 102). According to the above said definitions most social psychologists divide attitude into three main dimensions or elements.

1-Congnitive element: It includes a person's beliefs about an object, thought or situation. 2- Feeling and emotion. 3- Willingness to do something (Bayat, 2010, 13). Attitude is the results of factors such as personal experience, education information and personality type. If education and information cannot fully change beliefs and attitudes, the most important reason is suitable environment that prevents attitude changes therefore attitude change needs a lot of effort (Parsa, 2004, 264-265). The aim of creating environmental attitude is to help people gain a set of values and feelings related to environment and to create motivation to improve and support it. Meanwhile, people must be asked to pay attention to environmental type, symbols and values of a person. Therefore it is the source of all our individual and social behavior. Paying attention to environmental attitude and value reflects the importance of

software aspect beside technical and hardware aspect that is environmental knowledge (Kupchella Hyland, 1977, 16). When people accept some stimuli they process it and convert it displayed as behavior.

Tampson and Berton (1994) showed that have environmental attitude, environment protection behavior is seen in them but in the second group more negligence to environmental issues can be seen. The question is why do not people show environmental behavior in spite of increasing environmental awareness? One of the answer is that this is costly for them. In addition to knowledge environmental variables and religious qualification influence. Those who have environment oriented attitude, show more negligence to environmental issues. Environmental values are a branch of ethics that studies the relation of human beings and the environment and how ethics play a role in this. Environmental values believe that humans are a part of society as well as other living creatures, which includes plant and animals. These items are a very important of human life. Thus, it is essential that every human being respect and honor this and use morals and ethics when dealing with these creatures.

As per Nature .Com – " Environmental value is a branch of applied philosophy that studies the conceptual foundations of environmental values as well as more concrete issues surrounding societal attitudes, actions and policies to protect and sustain biodiversity and ecological systems." According to Wikipedia – " Environmental ethics is the part of environmental philosophy which considers extending the traditional boundaries of ethics from solely including humans to including the non-human world. It exerts influence on a large range of disciplines including environmental law, environmental sociology, ecotheology, and environmental geography."

Environmental conservation in urban environments

As urbanization increases globally and the natural environment becomes increasingly fragmented the importance of urban green spaces for biodiversity conservation grows. In many countries private gardens are a major component of urban green space and can provide considerable biodiversity benefits. Gardens and adjacent habitats from interconnected network is necessary to understand the relationship between the spatial configuration of garden batches and their constituent biodiversity. A scale dependent tension is apparent in garden management whereby the individual garden is much smaller than the unit

of management needed to retain viable populations. To overcome this here we suggest mechanisms for encouraging wildlife friendly management of collections of gardens across scales from the neighborhood to the city.

Systematic Conservation Planning:

The realization of conservation goals requires strategies for managing whole landscapes including areas allocated to both production and protection. Reserves alone are not adequate for nature conservation but they are the cornerstone on which regional strategies are built. Reserves have two main roles. They should separate this biodiversity from processes that threaten its persistence. Existing reserve systems throughout the world contain a biased sample of biodiversity usually that of remote places and other areas that are unsuitable for commercial activities. Amore systematic approach to locating and designing reserves has been evolving and this approach will need to be implemented if a large proportion of today's biodiversity is to exist in a future of increasing numbers of people and their demands on natural resources.

Environmental Education:

In the last two decades environmental education has been largest area that has struggled to be accepted as one of the key elements of the educational process (Simmons, 2010, 17-15). Environmental education is fundamental education includes air and water quality population growth, natural resources educated citizens who are aware of the environment and its problems and know how to solve them and are motivated to realize the strategies(Cridle, 2010, 339).

Environmental educating is fundamental part of its conservation and it appeared in response to the crisis caused by human and its purpose is to create a responsible and active citizen equipped with knowledge and willingness to make changes in the educational, Social and environmental situations (Daskolia and Agelidov, 2006 , 126). The goal of environmental education is creating awareness, knowledge, attitude, skills and citizen participation as well as environment so that they have the power to identify and analyze environmental problems and can invent methods to solve the problems(Mir Damadi, Ismail, Bagheri, 2008, 22).

The Tbilisi declaration(1977) Environmental literacy levels are expressed in terms of these goals:

61

1. Awareness: helping students be aware of environment and its problems, developing ability to understand it and using this ability in different contexts.

2. Knowledge: Helping students gain essential awareness about how to interact with the environment. How environmental challenges are created and how we can solve them.

3. Attitude: Helping students gain a set of values and feelings associated with environment and be motivated to protected and improve them.

4. Skill: Helping students achieve skills required for identifying analyzing and participating in solving environmental problems.

5. Participation: Helping students gain experience in using the acquire knowledge and skills to do scholarly and positive act for solving environmental problems(Ramsi, 1992, 32)

Conclusion

Regarding the importance of human as the goal of development on one hand and environment as bed for human activities on the other hand having healthy environmental education as the most important instrument for realizing human development received attention. In other words, traditional curriculum and methods of teaching are not able to learning knowledge, students need to gain environmental literacy, practical, environmental ethics, acquaintance with environmental cultural concepts and values change in attitude and value to it, participating their own environment, becoming a committed and responsible citizen, training correct use of resources following a lifestyles compatible with new environment correct decision making for solving environment problems and preventing new problems to happen, sensitivity to different events and decisions that affect environment acquiring the power to realize and analyze environmental issues and innovating new methods to solve its problems 3 environmental education must resolve around knowledge, skill and attitude for using mass media facilities environmental education.

Reference

1. Abedi Sarvestani, A; & Shah Vali, M.(2009). The Role of Promoting Agriculture in promoting
2. Farmer's Environmental Ethics. *Journal of Ethics in Science and Technology*, 1&2:120-13.

3. Abedi Sarvestani, A; & Shah Vali, M. (2008). Necessity and Features of Conducting Research on

4. Environmental Education. *Journal of Ethics in Science and Technology.*, 3, 4:56-61.

5. Asghari Lafmajani, S. (2002). Principles of Environment Protection in Islam. Published by Islamic Culture Office and Environment Organization.

6. Ashnaee, M; Mohamadi , H; Ashnaee, A, & Hassani, E. (2008). Integration of environmental ethics with the strategy of Assessing Environment for Achieving Sustainable Development. *The Journal of Ethics in Science and Technology,* 3 (4): 1-9. Mahboubeh Soleimanpour Omran

7. Dibaee, SH; & Lahijanian, A. (2009). The Study of Secondary School Curricula with emphasis on Environmental Education. *Journal of Environmental Science.* , 3, 184-177.

8. Ferdousi, S; Mortazavi, Sh; & Rezvani, N (2007). The Relationship between Environmental Knowledge and Behaviors to Protect Environment. *Humanities Research*, 53:253-266.

9. Jacobus, R. J.(2004). Understanding Environmental Theology: A Summary for Environmental Educator, *The Journal of Environmental Education*, 35: 3, 35 – 42

10. Kajbaf, M; Sheikh Darani, H; & Abedi, M. (2009). The Study of the Effect of Teaching Prevention from Damaging Relationships on the Attitude of High School Students. *Journal of Education and Learning Studies at Shiraz University (Former Journal of Humanities*), 2,: 101-115.

11. Knapp, C. E.(1983). A Curriculum Model for Environmental Values Education, *The Journal of* Environmental Education, 14: 3, 22 – 26

12. Mahmoodi, H; & Veisi, H. (2005). Promoting and Educating Environment, A Strategy in principled Protection of Environment. 64-57.

13. Moharan Neshad, N; Heidari, A. (2006). Writing Managerial Pattern of Environment Education Sustainable Development for the Young Generation of Iran. *Journal of Environment Science and Technology*, 28: 77-68.

14. Orman, M.(2014) The effect of educating environmental ethics on behavior and attitude to environment protection, vol 3, no. 3 special issue on environmental, agricultural and energy science ISSN 1805-3602

15. Parsa, M. (2004). Psychology Context (Public Psychology) Besat Publication Institution. Tehran.

16. Piri,M; & Ghasemi, N (2009). The study of Legal-Judicial Role of Citizen's Right in Environment. Journal of Environmental Science and Technology. 3: 205-2012.

17. Pour Abasi, A; & Tavakoli Bina, M. (2010). The Necessity of Educational Approach to Ethic.

Various Edible and Traditional Medicinal Plants for the Prevention of Treatment of Diabetes

Mohd Kamil Hussain[1], Mujahid Ali[2] Krishan Kumar Arya[3]
[1]Department of Chemistry,
Govt. Raza P.G. College, Rampur-244901, U.P., India
[2]Department of Physical Education,
Govt.Raza P.G. College, Rampur-24490, U.P., India
[3]Department of Chemistry,
Govt. Model Degree College Araniya Bulandshahar, U.P., India

Diabetes mellitus (DM) is a group of metabolic diseases and mainly caused by the abnormality of carbohydrate metabolism either by low blood insulin level or insensitivity of target organs to insulin. DM is increasing in both developed and developing nations as unhealthy diets and lifestyles become more common. Common symptoms of DM are increased fatigue, polydipsia, polyuria, polyphagia, blurred vision, poor wound healing, quick exhaustion, drowsiness. Therapy of this disease relies mainly on several approaches intended to reduce the hyperglycemia itself. On the other hand, natural therapy is safe over synthetic drugs having less or no side effects as well as cost effective. From ancient times, various medicinal plants, herbs and foods are reported to be used in curing diabetes all over world including Ayurveda, Unani and Chinese systems of medicine. About 800 plants have been reported possessing anti-diabetic potential. This chapter deals with the significances of edible plants in the treatment of diabetes mellitus.

Introduction

Diabetes mellitus is a group of metabolic diseases characterized by high blood glucose, altered metabolism of lipids, carbohydrates and proteins which now affect 382 million people throughout the world and it was also predicted that around 600 million people could develop Diabetes mellitus by 2035 (Zhu et. al. 2007). It is estimated that DM was the 6th leading cause of death in the world in 2015. It is mainly caused by the abnormality of carbohydrate metabolism either by low blood insulin level

or insensitivity of target organs to insulin (Maiti et. al. 2004). On the basis of this, most patients can be classified clinically as having either insulin-dependent diabetes mellitus (IDDM, or type-1 diabetes) or non-insulin dependent diabetes mellitus (NIDDM, or type-2 diabetes). It is also classified into two types (type 1 and type 2) based on individual etiologies. Around 95% of diabetic patients are diagnosed with type 2 diabetes. Type 1 diabetes mellitus can occur at any age where the pancreas stops producing insulin due to auto-immune destruction of pancreatic beta cells. As a result insulin is no longer produced and blood sugar levels rise. This leads to the rapid onset of the symptoms of diabetes, including fatigue, unquenchable thirst, weight loss and the production of large volumes of urine. Type 1 diabetes is treated by insulin injections alongside a healthy diet and regular exercise. People with type 1 diabetes are usually required to take either two or four injections of insulin every day. Type 2 diabetes is characterized by peripheral insulin resistance with an insulin-secretory defect that varies in severity. Type 2 diabetes is a disorder that is increasing in both developed and developing nations as unhealthy diets and lifestyles become more common. All overweight individuals have insulin resistance, but only those with an inability to increase beta-cell production of insulin develop diabetes. Type 2 diabetes is occurring at younger and younger ages. Although type 2 diabetes typically affects individuals older than 40 years, it has been diagnosed in children as young as 2 years of age who have a family history of diabetes. Type 2 diabetes is more common than type 1 diabetes accounting for 85–95% of people with diabetes. Many factors influence the development of type 2 diabetes; such as an inherited predisposition to diabetes and diets high in saturated fats, sugar and low in fiber. Common symptoms of diabetes are increased fatigue, polydipsia, polyuria, polyphagia, blurred vision, poor wound healing, quick exhaustion, drowsiness.

Therapy for type-II diabetes relies mainly on several approaches intended to reduce the hyperglycaemia itself. Type II diabetes is treated with a combination of oral hypoglycaemic agents, diet and exercise, followed by (or supplemented with) insulin, if necessary. Insulin remains the only effective therapy for type 1 diabetes. Antidiabetic agents currently marketed for the treatment of type 2 diabetes include: 1. insulin secretagogues such as the sulfonylureas (e.g., glipizide, glyburide), miglitinides and short-acting K^+ channel blockers (e.g., nateglinide,

repaglinide); biguanides (e.g., metformin) α-glucosidase inhibitors (e.g., acarbose) and glitazones (e.g., pioglitazone, rosiglitazone). These therapies have limited efficacy, limited tolerability and significant mechanism-based side effects. Henceforth, the newer antidiabetic targets and agents are desperately needed. Several mechanistic categories for new therapeutic approaches can be considered including reducing excessive glucose production by the liver, augment glucose-stimulated insulin secretion, specific molecular targets in the insulin signalling pathway and new approaches to obesity and altered lipid metabolism, which offer the prospect of net improvements in insulin action or secretion.

Natural therapy

Medicinal plants, herbs and foods possess innumerable number of compounds, having various types of pharmacological profiles. By its wide range of pharmacologically active compounds, plants protect themselves from various diseases. From very ancient time, wide range of plants is reported to treat various diseases and complications in various ancient medicinal systems. Natural products have safer side over synthetic drugs having less or no side effects. Effective treatment includes controlling hyperglycemia as well as secondary complications. About 800 plants have been reported possessing anti-diabetic potential. (Alarcon-Aguilera et. al. 1998). Since antiquity, diabetes has been treated with medicines derived from plants. Biological activities of various plants have been proved by phytochemical studies.

Aegle marmelos L

Aegle marmelos L. belongs to family: Rutaceae. It is commonly known as 'Bael' in Hindi. Administration of an oral dose of 250 mg/ kg of alcoholic leaf extract of *A. marmelos* showed significant improvements in ability to utilize the external glucose load in glucose induced hyperglycemic rats. Efficacy of *A. marmelos* was 71% of glybenclamide. This increase in glucose utilization can be attributed either by direct stimulation of glucose uptake or by enhanced insulin secretion (Sachdewa et. al. 2001). Aqueous extract of fruits of *A. marmelos* is known to exhibit hypoglycemic effect in streptozotocin-induced diabetes in rats. At the dose of 125 and 250 mg/ kg twice a day for 4 weeks resulted in significant reductions in blood glucose, plasma thiobarbituric acid reactive substances, hydro peroxides, ceruloplasmin and α-tocopherol and a significant elevation in plasma

reduced glutathione and Vitamin C. The effect of the extract at a dose of 250 mg kg^{-1} was more effective than glibenclamide (Kamalakkannan and Prince, 2003). The effect of methanolic extract of *A. marmelos* has been studied on a battery of targets glucose transporter (Glut-4), peroxisome proliferator activator receptor gamma (PPARγ) and phosphatidylinositol 3' kinase (PI3 kinase) involved in glucose transport. It was found active at 100 ng/ml dose comparable with insulin and rosiglitazone.

Allium cepa L

Allium cepa L. belongs to family Liliaceae. It is commonly known as 'Onion' or 'pyaz'. It has been used to lower down the blood sugar levels. Oral administration of the hypoglycemic fraction to alloxan-diabetic rabbits improved their glucose tolerance. After 7 days treatment, the more active hypoglycemic fraction was about half as active as Phenformin in lowering the fasting blood sugar of alloxan-diabetic rabbits (Mathew and Augusti, 1975). *S*-methyl cysteine sulfoxide isolated from *Allium cepa* was investigated for its lipid lowering action in Sprague-Dawley rats fed on 1% cholesterol diet, in comparison to the hypolipidemic drug gugulipid. This experiment was performed for 45 days at 200 mg/kg body weight dose in which *S*-methyl cysteine sulfoxide increases the hyperlipidemia condition (Kumari and Augusti, 2007). Antidiabetic effect was also studied on two dietary doses of freeze-dried onion powder, *i.e.,* onion low (0.5%) and onion high (2.0%) on streptozotocin (STZ)-induced diabetes rat model. In this experiment, fasting blood glucose levels for both onion-fed groups were found to elevate. (Islam et. al., 2008).

Allium sativum L

Allium sativum L. belongs to family Alliaceae. It is commonly known as 'Lahasun' or 'Garlic'. Ethanolic extract of garlic at the doses of 0.1, 0.25 and 0.5 g/kg body weight was orally given to normal and streptozotocin-induced diabetic rats for 14 days. The level of serum glucose, total cholesterol, triglycerides, urea, uric acid, creatinine, aspartate amino transferase and alanine amino transferase were found decreased. The antidiabetic effect of the extract was found more active than that of glibenclamide (Eidi, A.; Eidi, M.; Esmaeili, E. *Phytomedecine* **2006**, *13*, 624). Garlic's antidiabetic effect is thought to be due to the formation of a colloidal type suspension in the stomach and intestines when the mucilaginous fiber of garlic is hydrated, therefore affecting gastro-intestinal transit and slowing glucose absorption. *S*-allyl cysteine

sulphoxide, a sulphur containing amino acid which is the precursor of allicin and garlic oil, has been found to show significant antidiabetic effects in alloxan diabetic rats at a dose of 200 mg/kg body weight. It increased significantly liver and intestinal HMG CoA reductase activity and liver hexokinase activity (Sheela and Augusti, 1992). Allicin (thio-2-propene-1-sulfinic acid S-allyl ester), isolated from garlic, produced significant blood glucose lowering activity in experimental diabetic animals (Mukherjee et. al. 2006)

Camellia sinensis var. *sinensis*

Camellia sinensis var. *sinensis* belongs to family Theaceae. It is commonly known as 'Chai' in Hindi and 'Tea' in English. The Tea (green, oolong as well as black) possesses antidiabetic activity by decreasing blood glucose levels and protection of pancreatic β cells.[29] Green tea consumption lowers down the impaired fasting glucose level, probably as a result of its high level EGCG via insulin mimetic effects (Han, 2003). Oolong tea lowered the risk of impaired glucose tolerance, inhibits á-glucosidase activity and increases glucose transporter IV expression due to presence high concentrations of theaflavins and caffeine (Matsui et. al., 2007). Alcoholic extract of green tea was found to significantly decrease the serum glucose levels at dose of 200 mg/Kg in diabetic rats for 4 weeks (Fatemeh et. al., 2013).

Curcuma longa L

Curcuma longa L. belongs to family Zingiberaceae. It is commonly known as 'Haldi' in Hindi and 'Turmeric' in English. *Curcuma longa* L. (turmeric rhizome), one of the oldest spice, has been used for its antidiabetic and various diseases in Indian Ayurvedic and Chinese traditional medicines (Chattopadhyay et. al., 2004). Antidiabetic potential role of its extracts and constituents has been well documented in various research articles. Some authors reported glucosidase inhibitory potential of turmeric peptides (Lekshmi et al., 2012). Ethanol extract of rhizome significantly suppressed an increase in blood glucose level in type 2 diabetic mice. The extract stimulated human adipocyte differentiation in a dose-dependent manner and showed human peroxisome proliferator-activated receptor (PPAR)-γ ligand-binding activity in a GAL4-PPAR-γ chimera assay. In a study, various extracts viz. hexane, ethyl acetate, methanol, 70% methanol and water were evaluated against α-glucosidase

and α-amylase enzyme for antidiabetic activity. Ethyl acetate extract was found significantly active higher than those of the reference drug acarbose (17.1 ìg/mL and 290.6 ìg/mL respectively) for α-glucosidase (0.4 ìg/mL) and α-amylase (0.4 ìg/mL) enzyme inhibition respectively (Lekshmi et al., 2014). Ferulic acid (4-hydroxy-3-methoxycinnamic acid) is found in many plants, isolated from *Curcuma* too. It has shown hypoglycemic activity in both type of diabetes (Mukherjee et al., 2006).

Ficus racemosa Roxb

Ficus racemosa Roxb, belongs to family Moraceae. It is commonly known as 'Gular' in India. Ethanol extract of this plant exhibited lowering in blood glucose and urine sugar in alloxan-induced diabetic albino Wistar rats at the dose of 250 mg/kg/day (Kar et. al., 2003). Moreover, methanol extract (200 and 400 mg/kg) from the stem bark showed significant hypoglycemic effect in normal as well as alloxan-induced rats, comparable to the standard drug glibenclamide (10 mg/kg) (Bhaskara et. al., 2002). As reported in a study, aqueous extract of stem bark possessed higher glucose adsorption activity and a reduced glucose retardation index, which was comparable to wheat bran and acarbose (Ahmed and Urooj, 2010). α-amyrin acetate, isolated from the fruits of *F. racemosa* at the dose of 100 mg/kg body weight, lowered the blood glucose levels by 18.4 and 17.0% at 5 and 24 hour, respectively, in sucrose challenged streptozotocin induced diabetic rat (STZ-S) model.

Mangifera indica L

Mangifera indica L. belongs to family Anacardiaceae. It is known as 'Aam' in Hindi and 'Mango' in English. Aqueous leaf extract at the dose of 1 g/kg p.o. showed hypoglycemic effect when given 60 mines prior to glucose administration in streptozotocin-induced diabetic rats. The chronic intraperitoneal administration of mangiferin, a xanthone glucoside isolated from the leaves of *M. indica* at the doses of 10 and 20 mg/kg once daily for 28 days exhibited antidiabetic activity by significantly lowering fasting plasma glucose level at different time intervals in STZ-diabetic rats. At the same doses, mangiferin showed significant antihyperlipidemic and antiatherogenic activities as evidenced by significant decrease in plasma total cholesterol, triglycerides, low-density lipoprotein cholesterol levels coupled together with elevation of high-density lipoprotein cholesterol level and diminution of atherogenic index

69

in diabetic rats (Muruganandan et. al., 2005). Mango peel has also been used to ameliorate diabetes and its complications in rat models at 5% and 10% levels in basal diet. In this experiment, treatment of diabetic rats with mango peel increased antioxidant enzyme activities and decreased lipid peroxidation in plasma, kidney and liver compared to untreated diabetic rats. (Gondi et. al., 2015). Mango kernel flour has also antidiabetic effects in type-2-diabetes by significant emeliorating effects in the fasting blood glucose, hepatic glycogen, glycosylated hemoglobin, lipid profile, plasma electrolytes, hepatic and pancreatic malonaldehyde, and the liver function markers of the streptozotocin model rats (Irondi et. al., 2016).

Momordica charantia L

Momordica charantia L. belongs to family Cucurbitaceae. It is commonly known as 'Karela' in Hindi and 'Bitter gourd' in English. Fruits contain bioactive chemical constituents namely charantin, peptides and alkaloids for the regulation of blood sugar. (Joseph and Jini, 2013). The anti-diabetic potential of *M. charantia* is well established in streptozocin or alloxan induced diabetic animals. *M. charantia* displays insulin-like properties, remarkably stimulates glycogen storage by the liver and improves peripheral glucose uptake (Reyes et al., 2006). Methanolic and ethanolic extracts of *Momordica charantia* showed significant hypoglycaemic effects ($p < 0.05$) in Alloxan-induced diabetic rabbits as compared to drug glibenclamide on serum glucose, lipid profile and pancreatic beta cell. Ethanol extract reduced the blood sugar by 28% whereas both the extracts were found to exhibit the regeneration of pancreatic beta cells, with fractional improvement produced by glibenclamide (Tahira and Hussain, 2014). Moreover, a study (in vivo and in vitro) was also carried out on the fruit juice of this plant to evaluate the hypoglycemic effect. In this study, fruit juice was orally administered to diabetic rats (10 mL/kg/day either as prophylaxis for 14 days before induction of diabetes then 21 days treatment, or as treatment given for 21 days after induction of diabetes) and found that it reduced the serum glucose (135.99 ± 6.27 and 149.79 ± 1.90 vs. $253.40^* \pm 8.18$) for prophylaxis and treatment respectively, fructosamine (0.99 ± 0.01 and 1.01 ± 0.04 vs. 3.04 ± 0.07), total cholesterol, triglycerides levels, insulin resistance index (1.13 ± 0.08 and 1.19 ± 0.05 vs. 1.48 ± 1.47) and pancreatic malondialdehyde contents. (Mahmoud et al., 2017)

Nigella sativa L

Nigella sativa L. belongs to family: Ranunculaceae. *Nigella sativa* seeds, commonly known as 'Black cumin' have been used traditionally for treatment of many diseases such as skin disorder, gastric problems, rheumatism and bronchitis etc.. The aqueous extract of *N. sativa* at 0.1 pg/ml to 100 ng/ml, exerted dose-dependent inhibition of sodium-dependent glucose transport across isolated rat jejunum. Chronic *N. sativa* treatment improved glucose tolerance as efficiently as metformin. It also reduced body weight without any toxic effect (Meddah et al., 2009)

Ocimum sanctum Linn

Ocimum sanctum Linn, belongs to family: Lamiaceae. It is commonly known as 'Tulsi' in Hindi and 'Basil' in English. Hydroalcoholic extract of O. sanctum was studied for antidiabetic activity against streptozotocin + nicotinamide induced diabetes mellitus in rats at different concentrations viz. 125, 250 and 500 mg/kg body weight with comparable to standard drug glibenclamide. In a result, extracts of 250 and 500 mg/kg concentrations had been showed significant activity with no toxic effects (Parasuraman et. al., 2015). The hypoglycemic effect of the alcoholic extract of leaves of *Ocimum sanctum* was investigated in both normal and alloxan-induced diabetic rats. Alcoholic extract of leaves of *O. sanctum* reduced blood sugar levels 204.48 ± 11.0 to 131.43 ± 7.86 in normal rats and 73.54 ± 3.7 to 61.44 ± 2.3 in diabetic rats significantly ($p < 0.001$). In addition, the extract also showed a favorable effect on glucose disposition in glucose fed hyperglycemic rats. Moreover, a study showed that aqueous extract of this plant showed a significant decrease in the blood sugar level by reducing to 263 mg/dL (after treatment) from 345 mg/dL (before treatment) (Raja et. al., 2016). Various chemical constituents such as eugenol, caffeic acid, p-coumaric acid from *Ocimum sanctum* have been found to possess antidiabetic effects. Of them, eugenol is one of the major constituent of essential oil and exhibited potent antidiabetic activity. It lowers down the blood sugar level which was shown by in-vivo study (Singh et. al., 2016).

Punica granatum L

Punica granatum L. belongs to family: Punicaceae. It is a fruit-bearing deciduous shrub or small tree and commonly known as 'Pomegranate'. The hyperglycemic activity of pomegranate fruits aqueous extract in

different doses of 100, 200, and 350 mg/kg was tested in Alloxan-diabetic male Wistar rats by evaluation of plasma insulin, free fatty acids, and triglycerides levels and tissues contents of glycogen and triglycerides; compared with diabetic control and healthy control groups. The result of this experiment showed the noticeable reduction in fasting blood glucose by 28.1% and 67.9% in short-term and long-term treatment models as well as showed the increment in the mRNAs expression levels of IRS-1, Akt, Glut-2, and Glut-4, which results in improvement of glucose uptake and promotes its storage (Montasser and Gharib, 2018).

Syzigium cumini

Syzigium cumini belongs to family: Myrtaceae. *Syzigium cumini,* commonly known as Java plum or black plum or jamun. The hypotensive property of seeds is presence of high concentration (34.6%) of ellagic acid (Muniappan et. al., 2012). The compound mycaminose (50 mg/kg) from methanol extract of S. cumini seeds exhibited significant reduction in blood glucose level against streptozotocin (STZ)-induced diabetic rats comparable to standard drug, glibenclamide (Kumar et al., 2008). Administration of the extract for 6 weeks resulted in significant reductions in plasma lipid peroxide, ceruloplasmin and *á*-tocopherol and a significant elevation in plasma reduced glutathione and vitamin C in alloxan diabetic rats. Insulin restored all the parameters to their normal values. The seed extract was also more effective than glibenclamide in restoring the values of these parameters (Prince and Menon, 1998). Oral administration of 2.5 and 5.0 g/kg body weight of the aqueous extract of the seed for 6 weeks resulted in a significant reduction in blood glucose and an increase in total haemoglobin, but in the case of 7.5 g/kg body weight the effect was not significant. It also prevents decrease in body weight. The aqueous extract also resulted in decreased free radical formation in tissues studied. Thus the study shows that Jamun seed extract (JSEt) has hypoglycaemic action. (Prince et. al., 1998).

Trigonella foenum graecum L.

Trigonella foenum graecum L. belongs to family: Fabaceae. *Trigonella foenum graecum* L., commonly known as 'Methi' in Hindi and 'Fenugreek' in English. Galactomannan rich soluble fiber fraction reported to reduce postprandial blood glucose response. Using this fiber, extracted from the segments of jejunum and ileum from genetically determined lean and obese rats were incubated with labeled glucose (2 or 32 mmol/L) in

the presence of different concentrations of galactomannan ranging from 0.1% to 0.5% (wt/wt). The uptake of low or high concentration of glucose was significantly and progressively reduced by increasing concentrations of galactomannan in both lean and obese rats. No significant difference was observed in the uptake of glucose between the 2 groups. The inhibitory effect of galactomannan on glucose uptake was found to be in parallel with the degree of viscosity of the fiber solutions. Because of its viscous property, galactomannan has the potential to reduce intestinal absorption of low or high concentrations of glucose and hence for the benefit of blood glucose management (Srichamroen et al., 2009). Some other research groups have been proved the hypoglycemic influence of *T. foenum-graecum*. Ethanol extract has been studied on blood glucose level by the administration of low dose (0.44 g/kg/day), middle dose (0.87 g/kg/day), high dose (1.74 g/kg/day) and Metformin hydrochloric salt (0.175 g/kg/day) for 6 weeks. In comparison with diabetic rats, samples of extract treatments had lower blood glucose in a dose-dependent manner (Xue et al., 2007).

Zingiber officinale Roscoe

Zingiber officinale Roscoe belongs to family: Zingiberaceae. It is commonly known as 'Adrak' in Hindi and 'Ginger' in English. Ginger exhibited a promising antihyperglycemic effect, may be due to presence of bioactive components namely gingerols, shogaols, zingerone, and paradols (Butt and Sultan, 2011). It was observed that treatment with ginger produced a significant increase in insulin levels and a decrease in fasting glucose levels in diabetic rats. In an oral glucose tolerance test, treatment with ginger was found to decrease significantly the area under the curve of glucose and to increase the area under the curve of insulin in STZ-diabetic rats, treatment with ginger also caused a decrease in serum cholesterol, serum triglyceride and blood pressure in diabetic rats. 6-shogaol and 6-gingerol significantly inhibited the tumor necrosis factor-α (TNF-α) mediated downregulation of the adiponectin expression in 3T3-L1 adipocytes. (Yasuka et. al., 2008).

Conclusion

Diabetes mellitus is characterized by group of metabolic disorders. Deficiency or insensitivity of insulin causes glucose to accumulate in the blood, leading to various complications. Effective treatment includes

controlling hyperglycemia as well as secondary complications. Treatment of diabetes with synthetic drugs is associated with several complications. The most severe complication associated is condition of hypoglycemia. Plants and natural products are in use to prevent and cure diabetes since past. They show comparatively less or no side effects. As far as cost is concerned, herbal treatment is cheaper than synthetic drugs. Out of an estimated 250,000 higher plants, less than 1% have been screened pharmacologically and very few in regard to diabetes mellitus. Therefore, it is prudent to look for options in herbal medicine for diabetes as well.

References

1. Ahmed, F., Urooj, A. (2010). *Pharmaceutical Biology*, 48:6, 672-681

2. Alarcon-Aguilara, F. J., Roman-Ramos, R., Perez-Gutierrez, S., Aguilar-Contreras, A., Contreras-Weber, C. C., Flores-Saenz, J. L. (1998). *Journal of Ethnophamacology*, 61(2), 101-110

3. Ayyanar, M., Subash-Babu, P. (2012). Syzygium cumini (L.) Skeels: *Asian Pacific Journal of Tropical Biomedicine*, 2(3), 240-246

4. Bhaskara, R.R., Murugesan, T., Sinha, S., Saha, B.P., Pal, M., Mandal, S.C. (2002). *Phytotherapy Research*, 16(6):590-2

5. Butt, M.S., Sultan, M.T. (2011). *Critical Reviews in Food Science and Nutrition*, 51, 383-393

6. Chattopadhyay, I., Biswas, K., Bandyopadhyay, U., Banerjee, K.R. (2004). *Current Science*, 87:44–53

7. Eidi, A., Eidi, M., Esmaeili, E. (2006). *Phytomedecine*, 13, 624-629.

8. Fatemeh, H., Kosar, O., Hossein, R., Mehdi, Z., Majid, M.S. (2013). *Iranian Journal of Pharmaceutical Research*, 12(1): 109–114

9. Gondi, M., Basha, S.A., Bhaskar, J.J., Salimath, P.V., Rao, U.J. (2015). *Journal of the Science of Food and Agriculture,* 95(5), 991-999

10. Han, M.K. (2003). *Experimental & Molecular Medicine*, 35, 136–139

11. Irondi, E. A., Oboh, G., Akindahunsi, A.A. (2016). *Food Science & Nutrition*, 4(6), 828–839

12. Islam, M. S., Choi, H., Loots, D. T. (2008). *Annals of Nutrition and Metabolism, 53,* 6-12.

13. Joseph, B., Jini, D. (2013). *Asian Pacific Journal of Tropical Disease*, 3(2), 93-102

14. Kamalakkannan, N., Prince, P. S. (2003). *Journal of Ethnopharmacology, 87,* 207-210

15. Kar, A., Choudhary, B.K., Bandyopadhyay, N.G. (2003). *Journal of Ethnopharmacology*, 84(1):105-8

16. Kumar, A., Ilavarasan, R., Jayachandran, T., Deecaraman, M., Aravindan, P., Padmanabhan, N., Krishan, M.R.V. (2008). *Journal of Medicinal Plants Research*, 2(9), 246-249

17. Kumar, J. S., Mariguddi, D.D., Manjunath, S. (2016). *International Journal of Pharmacology and Clinical Sciences*, 5(1), 5-1

18. Kumar, V., Ahmad, D., Verma, A., Anwar, F., Ali, M., Mujeeb, M. (2013). *BMC Complementary and Alternative Medicine*, 13: 273

19. Kumari, K., Augusti, K. T. (2007). *Journal of Ethnophamacology, 109*(3), 367.

20. Lekshmi, P. C., Arimboor, R., Nisha, V. M., Menon, A. N., Raghu, K.G. (2014).. *Journal of Food Science and Technology*, 51(12): 3910–3917

21. Lekshmi, P.C., Arimboor, R., Raghu, K.G., Menon, A.N. (2012). *Natural Product Research*, 26(17):1654-1658

22. Mahmoud, M.F., El Ashry, F.El.Z.Z., Maraghy, N.N.El., Fahmy, A. (2017). *Pharmaceutical biology*, 55(1), 758-765

23. Maiti, R., Jana, D., Das, U. K., Ghosh, D. (2004). *Journal of Ethnopharmacology, 92(1)*, 85-91

24. Mathew, P. T., Augusti, K. T. (1975). *Indian Journal of Physiology and Pharmacology, 19*(4), 213-217.

25. Matsui, T., Tanaka, T., Tamura, S., Toshima, A., Tamaya, K., Miyata, Y., Tanaka, K., Matsumoto, K. (2007). *Journal of Agricultural and Food Chemistry*, 55, 99–105

26. Meddah, B., Ducroc, R., El Abbes Faouzi, M., Eto, B., Mahraoui, L., Benhaddou-Andaloussi, A., Martineau, L.C., Cherrah, Y., Haddad, P.S. (2009 *Journal of Ethnophamacology, 121*(3), 419-424

27. Montasser, K.S., Gharib, E. (2018). *Iranian Journal of Pharmaceutical Research*, (winter 2019).

28. Mukherjee, P. K., Maiti, K., Mukherjee, K., Houghton P. J. (2006). *Journal of Ethnophamacology, 106*, 1-28

29. Muruganandan, S., Srinivasan, K., Gupta, S., Gupta, P.K., Lal, J. (2005). *Journal of Ethnophamacology, 97*(3), 497-501

30. Parasuraman, S., Balamurugan, S., Christapher, P.V., Petchi, R.R., Yeng, W.Y., Sujithra, J., Vijaya, C. (2015). *Pharmacognosy Research*, 7(2), 156-165

31. Prince, P.S., Menon, V. P., Pari, L. (1998). *Journal of Ethnophamacology, 61*(1), 1-7.

32. Prince, P.S.M., Menon, V.P. (1998). *Journal of Clinical Biochemistry and Nutrition, 25*(2), 81-86.

33. Raja, T.A., Reddy, R.R., Priyadharshini, M.B. (2016). *Pharma Innovation Journal*, 5(1), 1-3

34. Reyes, B.A.S., Bautista, N.D., Tanquilut, N.C., Anunciado, R.V., Leung, A.B., Sanchez, G.C., Magtoto, R.L., Castronuevo, P., Tsukamura, H., Maeda, K.I. (2006). *Journal of Ethnophamacology, 105*(1-2), 196-200

35. Sachdewa, A., Raina, D., Srivastava, A. K., Khemani, L. D. (2001). *Journal of Environmental Biology, 22*, 53-57

36. Sheela, C.G., Augusti, K.T. (1992). *Indian Journal of Experimental Biology, 30*(6), 523-526

37. Singh, P., Jayaramaiah, R.H., Agawane, S.B., Vannuruswamy, G., Korwar, A.M., Anand, A., Dhaygude, V.S., Shaikh, M.L., Joshi, R.S., Boppana, R., Kulkarni, M.J., Thulasiram, H.V., Giri, A.P. (2016). *Scientific Reports*, 6, 18798

38. Srichamroen, A., Thomson, A.B., Field, C.J., Basu, T.K. (2009). *Nutrition Research, 29*(1), 49-54.

39. Tahira, S., Hussain, F. (2014. *West Indian Medical Journal*, 63 (4), 294-299

40. World Health Organization. (2015). The Top 10 Causes of Death. Available online: http://www.who.int/mediacentre/factsheets/fs310/en/ (accessed on 31 Oct 2018)

41. Xue, W.L., Li, X.S., Zhang, J., Liu, Y.H., Wang, Z.L., Zhang, R.J. (2007). *Asia Pacific Journal of Clinical Nutrition*, 16, 422-426

42. Yasuka, I., Yuri, M., Masayoshi, Y., Tsuyoshi, G., Min-Sook, K., Teruo, K., Yasujiro, M., Kikue, K., Takanori, T. (2008. *Biochemical and Biophysical Research Communications. 373*(3), 429-434

43. Zhu, B., Wu, X.M., Bi, Y.F., Yang, Y. (2007). *Scientific Report*, 7, 41681

Role of Virtual Learning Environments and e-Learning in Higher Education

Dr. Kamran Alam Khan
Department of Mathematics
R.L.S. Govt. Mahila Degree College, Pilibhit (UP).

Introduction

The society we live in today is dominated by technology and most of us accept the discourse of fast and ever-changing developments in technology which have transformed, or have the potential to transform, the way we live and relate to one another. Computers and Internet has affected all parts of our life dramatically. Academics have used e-mail to communicate with each other since the early 1980's. However it is only recently with the growth of the World Wide Web (WWW) and the explosion of the internet into popular culture, that many lecturers and academic departments have started to exploit the potential of these technologies and the sophisticated network infrastructure to enhance their teaching. While the term "e-learning" has been thrown around quite a lot in recent years, many are still unaware of what it actually means and how it can help them achieve success in both their professional and personal lives. In this paper our aim is to explore the concept of e-learning and the role of different virtual learning environments (VLE).

E-learning is the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration. It is the use of electronic technology to deliver, support and enhance teaching and learning and involves Information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital education. We can say that Electronic learning, or e-learning, is education based on modern methods

of communication including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites, whether accomplished in the classroom or at a distance. Generally speaking, this type of education is delivered through the medium of the World Wide Web where the educational institution makes its programs and materials available on a special website in such a manner that students are able to make use of them and interact with them with ease through closed or shared, networks, or the Internet, and through use of e-mail and online discussion groups. The definition of e-learning centers on its being a learning method and a technique for the presentation of academic curricula via the Internet or any other electronic media inclusive of multimedia, compact discs, satellites, or other new education technologies. The two parties participating in the educational process interact through these media to achieve specific educational objectives. During the 1980s, the compact disc (CD) began to be used in education, but the fact that it lacked the quality of interaction between the student, the material and the teacher was an important flaw in the opinion of a number of educators. This problem was only resolved with the appearance of the Internet which justified the adoption of e-learning because it fulfilled the condition of immediacy or simultaneity. Technology has advanced so much that the geographical gap is bridged with the use of tools that make you feel as if you are inside the classroom. E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users. The student, in e-learning, is able to access educational materials at any time and from any place, thereby transforming the concepts of the educational process and learning to go beyond the limits imposed by traditional classrooms into a rich environment in which there are numerous sources of learning. Sources of programs of e-learning include experts in the field, ministries, corporations and other organizations concerned with the dissemination of technical applications in education. Programs are offered by way of closed or shared networks, as well as over the Internet, and e-mail and discussion groups are among the techniques and mechanisms employed in e-learning.

Teaching online requires many of the same skills and techniques instructors use in traditional classes, but there are some differences. In

an online course, students access the course materials over the Web at any time of day or night. Often much of the information students acquire in the course comes from the class textbook (if one is assigned) and other readings, along with what they get from library research, Internet resources, CD-ROMs, and other resources. A virtual learning environment (VLE) is a Web-based platform for the digital aspects of courses of study, usually within educational institutions. VLEs typically: allow participants to be organized into cohorts, groups and roles; present resources, activities and interactions within a course structure; provide for the different stages of assessment; report on participation; and have some level of integration with other institutional systems.

The emergence of tools such as virtual learning environments has enabled institutions to create digital services that can be used to augment face-to-face teaching. Learners can increasingly access a wealth of digital learning resources that can either help students become familiar with the subjects that are going to be discussed before a lecture or class, or allow learners to consolidate concepts that were taught during a lecture. The development of these new technologies can, to a varying degree, be considered to be especially beneficial to learners with disabilities. Those students who are unable to attend a class may be able to use a virtual learning environment to make a contribution by participating within on-line activities. The accessibility of learning technologies ultimately depends upon the accessibility of the tools that are used to present learning materials (such as a VLE) as well as the learning material it contains.

Framework and Functions

Almost all VLE systems currently available are based on a client-server architecture. In general the client is simply a web browser that is used to access html pages on the server. The server software either sits behind an existing web server or includes its own web server in the package. At a minimum the server will be capable of creating and serving up dynamic html pages, will allow messages to be posted up to conferences or a web notice-board and will maintain a database of information relating to users, groups, learning materials and course structure. The schematic below indicates the functionality provided by a prototypical system:

Notice-board	Course Outline	E-mail Tutor and Students	Conferences
Class List & Student Homepages	Assignments / Quizzes	Assessments / Grade-book	Metadata
Synchronous Collaboration Tools	Multimedia Resources Repository		File Upload Area
Calendar	Search Tools	Bookmarking	Navigation Model
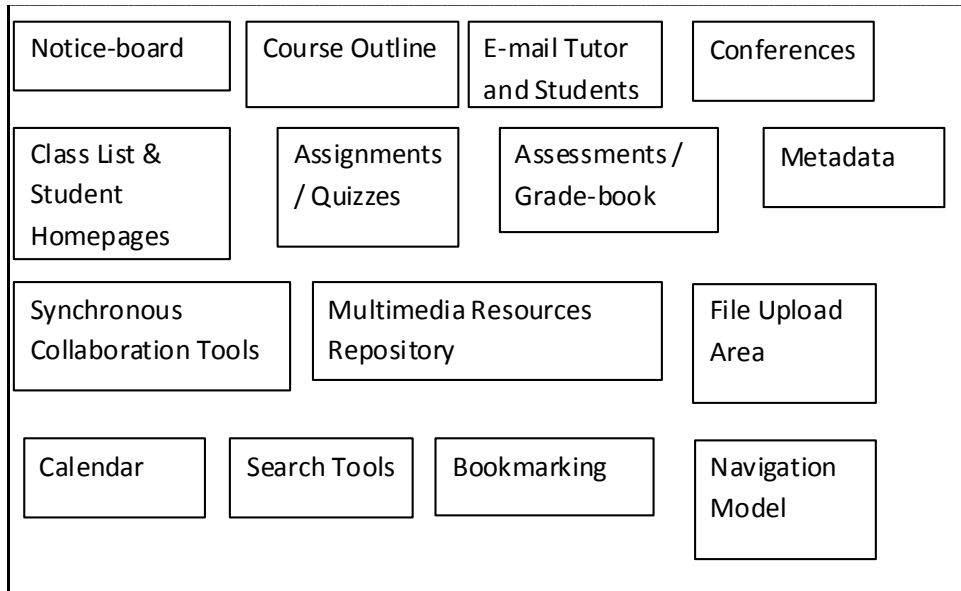
Most importantly, students in an online course depend on conferencing software, email, and other asynchronous modes of communication for the interaction they have with each other and with the instructor. This interaction is the core of the course. In an online course, students cannot simply raise their hand to ask a question as they would in a classroom. Email and conferencing software more than make up for this, since having to type out a question forces more reflection before posting it. In addition, thanks to the flexibility of the Web, students will never miss vital class discussions. They can log on and access class materials and discussions at virtually any time of day. Finally, the potential for collaborative work and small-group discussions among students who may never meet face-to-face is what makes Web-based courses so exciting and so powerful an educational format.

The principle functions that the complete VLE needs to deliver are:
- Controlled access to curriculum that has been mapped to elements (or "chunks") that can be separately assessed and recorded
- Tracking student activity and achievement against these elements using simple processes for course administration and student tracking that make it possible for tutors to define and set up a course with accompanying materials and activities to direct, guide and monitor learner progress

➢ Support of on-line learning, including access to learning resources, assessment and guidance. The learning resources may be self-developed, or professionally authored and purchased materials that can be imported and made available for use by learners

➢ Communication between the learner, the tutor and other learning support specialists to provide direct support and feedback for learners, as well as peer-group communications that build a sense of group identity and community of interest

➢ Links to other administrative systems, both in-house and externally

VLE Learning platforms commonly allow Content management - creation, storage, access to and use of learning resources, Curriculum mapping and planning - lesson planning, assessment and personalization of the learning experience, Learner engagement and administration - managed access to learner information and resources and tracking of progress and achievement, Communication and collaboration - emails, notices, chat, wikis, blogs. In principle a learning platform is a safe and secure environment that is reliable, available online and accessible to a wide user base. A user should be able to move between learning platforms throughout their life with no loss of access to their personal data.

Benefits

Despite the hype that inevitably surrounds anything on-line, 'virtual' or web-based at present; there are some clear and immediate benefits of these systems to students and teachers -

➢ Flexibility of time and place.
➢ Coping with increased student numbers.
➢ Sharing and re-use of resources.
➢ Collaborative work.
➢ Student-centered learning.
➢ Reducing the administration burden.
➢ Staff Development

Problems

However, we also have certain problems related to VLE which need

to be addressed-

➢ Changing the Learning Culture: Migrating to the electronic learning environment calls for a change in the attitude of learners. The learners need to be trained in handling of the new media.

➢ Training of Teachers: Teachers need to upgrade their skills in developing and delivering the course content through networks.

➢ Courseware/software Development: Web based learning does not refer to just putting the learning material on the network.

➢ Equal Access to Technology: It must be assured that learners have equal access to the material provided on the net, immaterial of where they live or placed.

Conclusions and Future Work

➢ This can help instructors to design courses more effectively, detect anomalies, inspire and direct further research, and help students to use resources more efficiently.

➢ Additionally, quantitative and qualitative data will be collected to evaluate the outcome and effectiveness of the online courses.

➢ The purpose for using the VLE can vary from being like a textbook or scientific material to be more like demonstration or even a game.

➢ Our long term objective is to create a full featured learning system targeted for academic environment.

➢ Society is changing rapidly, our students are 'digital natives' having grown up surrounded by technology. They are already engaged in many online social groups (through facebook, myspace, bebo, online forums etc).

➢ We believe that our higher education system, apart from knowledge, must prepare students for the real world; we know our students use the technology in their free time (Internet, electronic mail, social networks, chats, messenger…), and we want them to use it in their academic lives as well.

References

1. Brusilovsky, P., Sosnovsky, S., and Yudelson, M. Ontology-based framework for user model interoperability in distributed learning environments. In: G. Richards (ed.) Proceedings of World Conference on E-Learning, E-Learn 2005, Vancouver, Canada, October 24-28, 2005, AACE, 2851- 2855.

2. Collis, B. (1996). Tele-learning in a Digital World. Thomson Computer Press, London.

3. Laurillard, D. (1993) Rethinking University Teaching - a framework for the effective use of educational technology, London: Routledge.

4. Mason, R. (1998) 'Models of Online Courses'. ALN Magazine 2 (2). http://www.aln.org/alnweb/magazine/vol2_issue2/Masonfinal.htm

5. Milligan, C. (1998) 'The role of VLEs in on-line delivery of staff development' JTAP Report 573.   http://www.icbl.hw.ac.uk/jtap-573

6. Maher M.L. (1999). "Designing the Virtual Campus as a Virtual World." Proceedings of the Computer Support for Collaborative Learning (C. Hoadley & J. Roschelle Eds.), Stanford University, Palo Alto, California. Published by Lawrence Erlbaum Associates.

7. Moore S.A. (2001). "Technology, Place, and the Nonmodern Thesis." JAE February 2001, pp. 130-139

8. Riva G., F. Davide, and W.A. Ijsselsteijn, Eds. (2003). Being There: on New Technologies and Practices in Communication. IOS Press, Amsterdam, The Netherlands.

Value-Based Education: Importance and its Need

Meharban Ali, Nagma Khan, Ghazi Khan
Surendra Kumar and Jagriti Madan
Departments of Zoology
Govt. Raza P.G. College, Rampur (U.P)

Introduction

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect. In a person, education helps to develop a sense to differentiate between right and wrong, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from the leaders and followers and then growing up to be the person we are meant to be. Value-based education is a threefold development of any individual irrespective of gender and age and especially for children. Education tries to develop three aspects in a person: physique, mentality and character.

The purpose of value-based education is to make a sensible person with strong character and standard values which make him/her strong enough to face the outside world. It includes character, personality development and spiritual development. Some people think that personality is a natural character and can never be transformed; however, this is not correct. Value-based education is a tool which provides us a profession which we can pursue. The purpose of our life is undoubtedly to know oneself and be ourselves. In this article we will discuss the main objectives of value-based education, along with its importance and need.

Meaning of value-based education

The word "value is derived from the latin word "Valere" meaning "to be strong and vigorous" To be of value, is to have a certain potential that is power to be something specific. It is the value of a thing or an idea that makes us desirable or useful to the society.

"Value-based education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he lives." Valuable education is an education in the sense that it is an education for making is optimistic. It is concerned with the development of the total personality of the individual- intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to do the good, the right and the beautiful. It inculcates the ability to choose the right values in accordance with the highest ideals of life and materializing them in thought and action. The very purpose and main function of education is the development of an all-round and well-balanced personality of a person, and also to develop all dimensions of the human intellect so that they can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive. But, nowadays, more emphasis is unduly laid on knowledge-based and information oriented education which takes care of only the intellectual development of the children

Education v/s Value-based education

Value-based education not only develops morality but also makes an individual capable for leadership. Right education means- "Sa Vidya Ya Vimuktaye". This means, "That is knowledge which liberates." Dr. C. M. Yogi, Founder - Society for Value Education (SVE) has appropriately compared Education with the Value-Based Education in his paper presented in a Workshop organized by "Save the Children and Curriculum Development Centre" on 29th December, 2009. The differences as follows:

EDUCATION	VALUE-BASED EDUCATION
opens up our mind	gives us purity of heart too
provides us skills	provides us sincerity too
extends our relationship with the world	links us with our own family members too
makes our living better	makes our life better too
teaches us to compete with others	encourages us to be complete too
makes us a good professional	makes us a whole human too
takes us to the top	takes the whole society to the top
gives us capacity of better learning	gives us the tool for a deeper understanding too
may bring limitations	is for liberation

Importance of value-based education:

➢ It gives the students a progressive way for their future and helps them to know the real purpose of the life.

➢ This makes it clear to them, the best way to live a life which could can be helpful to individuals themselves as well as people around them

➢ Value-based education helps students to become more responsive and practical.

➢ This helps them towards better perception of life and lead a positive life as a responsible person.

➢ It also helps in developing a strong relationship with family and friends.

➢ It changes positively the personality and character of the students.

➢ Value-based education brings an optimistic opinion about life in the student's mind.

➢ In the current political climate, we can claim that it is more important than anything.

➢ Value-based education is teaching and learning about the ideals that society considers important.

➢ The objective of the students should be not only to recognize the values but also to reflect them in their behavior and attitudes.
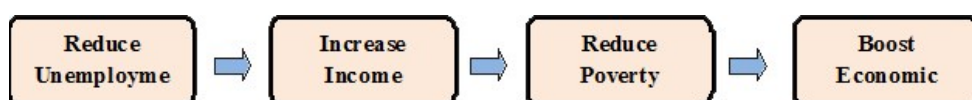
Objectives

➢ Full development of child's personality in its physical, mental, emotional and spiritual aspects.

➢ Inculcation of good manners of responsible and cooperative citizen.

➢ Developing respect for the dignity of individual and society.

➢ Inculcation of a spirit of patriotism and national integration.

➢ Developing a democratic way of thinking and living.

➢ Developing tolerance towards and understanding of different religious faiths.

➢ Developing sense of brotherhood at social, national and international levels.

➢ Helping pupils to have faith in the supernatural power that is supposed to control this universe and human life.

➢ Enabling pupils to make decisions on the basis of sound moral principles

➢ Evolving the evaluation criteria on valuable education.

➢ Suggesting measures for better utilization of value-based education.

➢ Finding out the interests of pupils in relation to different aspects and activities of value-based education.

➢ Clarifying the meaning and concept of value-based education.

➢ Creating and improving awareness of values and their role and importance in our daily life.

➢ To know about many living and non-living organisms and their interactions with the environment.

➢ The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable for living a successful life.

Need of value-based education:

➢ Today is student may be more complex in making decisions about matters related to values. They should be helped to develop the ability to make the appropriate selection in such situations through value education.

➢ The rise in childhood crime is a disaster for the youth, which comes under the process of personal development. In such a situation, value education has different importance.

➢ It develops curiosity, appropriate interests, attitudes, values and the ability to think and judge oneself. It is also helpful in social and natural unity.

➢ Value-based education in school is important because it teaches about the world around us and prepares us with the tools that will

be needed for future success. In the classroom, students also learn valuable lessons, such as social skills, behavior, work ethic and gaining a sense of personal achievement.

➢ In this competitive world, we all know the importance of education in our lives; it plays an important role in shaping our life and personality. Education is very important to get a good position and a job in society; it not only improves our personality but also makes us mentally, spiritually, intellectually advanced. Early in life, a child dreams of becoming an engineer, doctor, lawyer, IAS officer and so on. This can only be possible when the child gets a proper education.
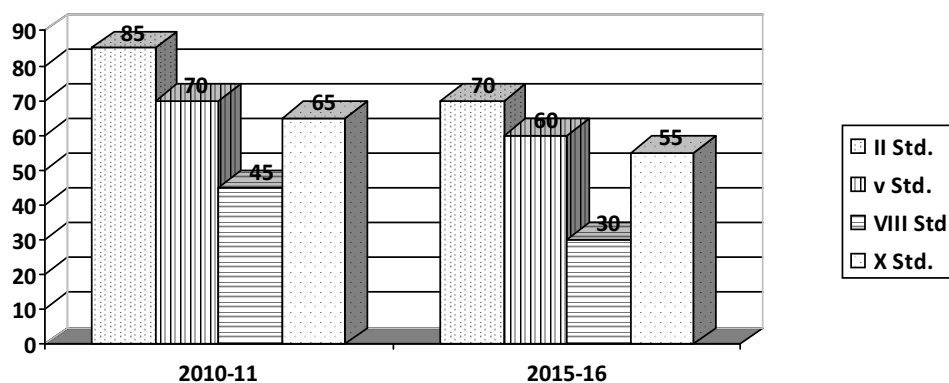
Figure: Showing the percentage of value-based education among the IInd, V^th, VIIIth and X^th standard students, during the academic years 2010 to 2016.

Source: Human Resource and Development Report 2016

Conclusion

In short, value-based education means learning or studying existing knowledge and cultural heritage. It means achievements for our families, advancement in existing technology and transfers it to the next generation. Humanity has achieved a lot; the only way to preserve it is to transfer the knowledge and technology we have by educating people properly. 'Value-based education' is essential for building the character of future citizens, teaching them good values, helps them choose the right path. It helps to inculcate moral value in students. It helps students to follow their interest and find answers to the extreme laws of the universe. It helps in preserving healthy life socially, economically and mentally, also helps in the cumulative

ability of children by increasing their skills. The civilized purpose of education should be the physical and intelligent development of the child because through education we are living in a peaceful society. Therefore we can conclude that value-based education is very important in our life and all of us need to inculcate in us to get successful in our lives.

References

1. Yojana Patil (2015): Value Education: Need of the Hour. *Book*

2. P. C. Basha and G. V. Raman (2018): Value Education: Importance and its Need. *International Journal of Academic Research and Development*. 3 (1): 779-781

3. S. G. Nigal (2006): Indian Conception of Values and Value Education. *Tattvajnan Vidyapeeth, Thane.* Pg. 10-11

4. C. M. Yogi (2009): Value-Based-Education in Nepal. *Paper presented in a workshop organized by Save the Children and Curriculum Development Centre 29 Dec. 2009.*

5. C. V. Good (1959): Dictionary of Education. *McGraw Hill Book Co. New York*

Innovative Teaching Methods of Value Education

Dr. Mohan Lal Arya[1], Nikita Bindal[2]
[1]Associate Professor, Department of Education
[2]Scholar, Department of Education
IFTM University, Moradabad.

Education is important in any country since it promotes the knowledge, skills, habits, and values. Modern education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for 'character development', 'bringing out the latent potentialities and inherent qualities' and developing an 'integrated personality' for the well being of the individual and the society at large. Values are desirable and important they are held in high esteem by any society in which a person lives. These values give meaning and strength to a person's character by occupying a central place in life. Inculcation is an effort to teach children the values that educators believe lead to moral behaviour. This value includes honesty, compassion, justice and respect for others. One way of teaching such standards is to provide appropriate praise and punishment. Another means is to have teachers reflect the desired values in their own behaviour. I have included in this topic innovative teaching of value education would be effective through using of Value-based curricular activities, Value-based other curricular activities, Role of Mass media, Social media and behaviour. Direct value inculcation refers to deliberate, systematic instruction given during the time of information (school timetable). Indirect value inculcation can be imparted through the regular subjects of the curriculum and co-curricular activities.

Introduction

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in

various ways, have emphasized the role of education for 'character development', 'bringing out the latent potentialities and inherent qualities' and developing an 'integrated personality' for the well being of the individual and the society at large. Whatever term me may use, the importance of developing values has long been embedded in the age old traditions of India's civilizational and cultural heritage, spanning over the centuries. The diverse and rich cultural heritage that we are so fortunate to inherit in our country is in many ways symbolic of the foundation and wellspring of values from which we draw our values nourishment. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living.

The concerns for value education are reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasizing character building as the defining goal of education. "The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community."

The National Policy on Education (1986) expressed concern over "the erosion of essential values and an increasing cynicism in society". It advocated turning education into a "forceful tool for the cultivation of social and moral values." Education should "foster universal and eternal values, oriented towards the unity and integration of our people". The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India's report on Value Based Education (Chavan's Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education.

The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the "erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels."

The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society (p.2). Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework. It further opines that independence of thought and action, capacity of value based decision making, sensitivity to others' well being and feelings should form the basis of rationale commitment to values.

The NCF, 2005 particularly emphasizes Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF, 2005 puts it, "Peace is contextually appropriate and pedagogical gainful point of coherence of values". Peace concretizes the purpose of values and motivates their internalization." Education for Peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens. The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. The acceptance of education for peace as a necessary ingredient of holistic education in the western context was driven by deepening anxieties about the rise and spread of violence. A similar pattern is obtained in our context as well.

It is in such perspective; value education is subsumed in Education for Peace. If the philosophy and principles as articulated in NCF, 2005 and the position paper on Education for Peace are put into practice, value oriented education will indeed occupy the centre stage. There are large numbers of people who simply don't have the values and vision necessary to be part of an interdependent world. They think their difference whether religious, political, tribal or ethnic are more important than our common humanity. They believe the truth they have justifies their imposition of that truth on other people, even if it takes them to the death of innocents.

Meaning and Definition of Values

Values regulate and guide human behaviour and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on. Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgment, choices, action and grounds for decision-making in behaviour. Value thus is considered to be an enduring belief upon which human beings act by preferences.

Values involve the processes of thinking, knowing/understanding feelings and action. These involve feelings i.e. strong liking for something, feeling deeply about the things one values and so on. People's actions often give us clues as to what they value. If we try noticing what a person does in spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some ideas about what he/she values. Generally, value refers to the 'desirable'. It is difficult, however to define what is desirable, what kind of things/actions are good. What is desirable today may not be a desirable tomorrow and what is desirable here may not desirable elsewhere. Desirable is when our actions promote the general good in terms of the norms and ideals of a particular society and in terms of the consequences of our practices and action. We can says that the terms values has been used variously to refer to interest , pleasures likes preferences duties moral obligations desires wants goals needs aversions and attractions and many other kinds of selective orientations. All values cognitive affective and directional aspects. They shape our priorities and guide us in deciding what is right and wrong; Values reflect our attitudes and what we believe about everything; People's values differ and we should all learn to tolerate each other's values. The power of values arises from the fact they help us transcend ourselves. Values are what we consider valuable.

"Values are the ideals, beliefs or norms which a society or the large majority of a society's members holds" -Kane

"Values are the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular action are judged as good or desirable." - Taylor and Taylor

93

The Life without proper values will be chaotic and disastrous leading to unspeakable danger. The role of value education is so sift, understand and finally bring noble values that should shape any individual. It helps to promote thought, motives and attitudes to be fully human persons. A value is a guide a norm, principle by which a person lives. Values have several categories. A value must be chosen freely, A value must be chosen from alternatives, A value must be chosen after considering the consequences, A value must be performed, A value becomes a pattern of life, A value is publicity affirmed, Value inculcation is building of the values in our inner core. This is a process that happens unconsciously since we start learning, but it is conscious as we start learning about values in schools.

How Value are Acquired?

Development of values takes place during the process of socialization. Socialization always occurs in a context. Since socio-cultural milieu is different for different societies, differences in cultures are reflected in the values. There are layers of contexts according to the ecological perspective. The smallest of the context in which the child lives and moves is the immediate family, school teachers and peers and the neighbourhood play area etc. Another layer of context is the direct involvement of individuals affecting such as parent's interaction with neighbours etc. Still the wider context relates to the broader community in which the child lives and schools. Examples are family net work, mass media, work places, family friends. Though the child might not have direct contact but the different layers of systems affect the child's development and socialization. Each layer of context interacts making a highly complex context in which the child grows up. As people affect a child so the child has an influence on them. Nothing ever remains static. As the child grows, the contexts also change which influence the child's attitudes, behaviour, values etc.

Aims of Value Education

Education as an organized social institution has been considered a major vehicle for nurturance of values. Conceptually, the objectives of education encompass education for values. Education should ultimately teach the intellectual, spiritual, civic and moral aspects of life. This will ensure well-rounded and balanced individuals.. Educators should focus on full energy and endless efforts to give all children, regardless of their background, and an equal opportunity to receive the best education. Thus value education must aim at: Achieving humanistic attitude in the students

mind Helping the students to have a simple and fairy comprehensive knowledge about the concept and the significance of values in life.

Instigating students to select their own positive personal, social, moral and spiritual values and be aware of ways for developing and deepening them as global citizens. Guiding life in the right path and to embellish behaviour with good qualities developing a sense of pride about our rich heritage and ancient wisdom by showing them how these principles and truths are in perfect accord with modern science. Providing students with a foundation for ethical reasoning that includes the core values of integrity objectivity and independence providing guidance to the students concerning the ethical rules and regularities of the society and Professional accounting. Enabling them to understand the national goals of socialism, secularism, social justice and democracy and to contribute to their consciousness. Helping teachers to conduct the class in a professional and ethical manner that models behaviour that students may be expected to display as a professional accountant.

Objectives of Value Education

From broader perspective, the objectives of value education are linked with the fundamental question of what education itself is meant for. From individual's perspective, the purpose is to enable students achieve personal fulfillment for success in life and work. There are some important objectives of value education:-

1. To inculcate in the students respect for their culture and gratitude to their parents, teachers, nation and all those who strive for their welfare.

2. To enable students to be the balanced personality and to make them refined with perfection.

3. To develop individuality of the child through really practical, useful and purposive contents and Methodology of value education.

4. To make students understand our heritage, national goals and universal perceptions through value education curriculum, so as to become a more sensitive and responsible citizen.

5. To develop a critical consciousness to analyze human development down the ages.

6. To help students lay a strong foundation for the development of different values.

7. To enable students to clarify conflicts based on education.

8. To provide a realistic and broad – based understanding of human values and to educate/train students to become responsible citizens in their personal and social lives.

9. To enable students to understand, appreciate, uphold, protect and promote the sovereignty, unity and integrity of India and the national goals of egalitarianism socialism secularism and democracy besides imbibing values enshrined in the Indian Constitution.

10. To protect, preserve and conserve the natural and cultural environment and to make judicious use of natural resources.

11. To enable students to distinguish between good and bad, right and wrong and acquire intellectual wisdom and disposition to do what is ethically correct and good.

12. Incidentally value inculcation can be given through events and incidents related to good values occurring around us thus relating value inculcation to concrete situations.

Innovative Teaching Methods of Values

Teachers conduct the symphony of education. Success of the initiative for values development in students substantially depends on the vision, motivation, skills, attitudes, values and behaviour of teachers themselves. It is for this reason that a teacher is compared to a gardener who plants seeds of knowledge and values in students, waters them with care and kindness. It is his/her attitudes, values and relationships that determine the nature of the classroom climate. This is particularly true in the Indian context where teachers have always been respected as the fountain heads of knowledge and wisdom.

Value-based curricular activities the teacher is required to design lessons in which the subject matter is used to develop character. For example: Science is intended to strengthen the commitment to free enquiry curiosity and objective scientific outlooks, open mindedness, search for the truth logical reasoning, critical thinking reflective thinking etc. science helps to develop appreciate of and respect for the environment and so on. The human and social science help to understand human behaviour and social environment. In the very act or process of acquiring knowledge however which is not the same as memorization and reproduction of information, certain attitudes, values, habits of thinking that concomitant

to the pursuit of that particular knowledge get transmitted. Social sciences at the school stage are intended to broaden children's vision of society to qualify to be good citizens. It also helps to impart the values of patriotism, loyalty, religious tolerance, national integration, Truth, honesty etc., Mathematics is associated with logical thinking, order, decision making, neatness, sharing and equal mindedness, accuracy, perseverance reasoning and analysing etc., History portrays the value of tolerance, patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. Geography communicates interdependence of countries, unity in diversity, environmental conservation etc., Crafts works to help to cultivate aesthetic beauty, perfection , dignity of labour, work ethics, cooperation, team spirit etc., Language, besides encouraging communication and listening skills is intended to inculcate imagination, creativity, sensitivity, beauty, appreciation and emotional development.

Value-Based other Curriculum Activities

Religious Celebration: - The corporate life of school can be made an important medium of giving religious, especially moral education. Teachers and students get a golden opportunity of mutual relationship and listing and learning moral values.

Prayers: - In common parlance prayer means asking god for some favour, protection, help guidance etc but is not the real meaning of the prayer. The habit of prayer must be deeply inculcated in the student. Its benefits are numerous. It develops faith, devotion and self-confidence. It is a safe outlet for pent –up feelings and frustrations. It also improves memory and concentration and infuses strength and courage and confers mental peace. It should be undertaken more for the love of being in communication with the lord with feeling of complete surrender to his merciful will. It is the expression of noble thoughts and feelings. Practicing this daily in the school will be very helpful in inculcating the values of Truth Peace Love and Non violence.

Meditation: - Meditation helps to quieten the body and the mind and thus enables the student to focus his thoughts and become more concentrated. In order to achieve tangible results such as improvement in memory, concentration, intuitive power and the development of calm and balanced nature, students should practice meditation regularly and patiently.

Sports and Playground: - The activities of the playground affect value education lot. The qualities of cooperation, goodwill and equality can very easily be developed through sports activities. The value of punctuality and equality emerge in the playground so there should be joyous environment during the sport. The energy of the students should be utilized in ports. The degree of neatness and cleanliness of the school environment is an indication of the school's value.

Cultural Programmes: - Cultural programmes undoubtedly develop good and refined tastes and tell us about our culture. National, historical, social religious festivals can be celebrated. Folk-song, dramas, folk-dance comedy dramas, folk stories can be performed in such cultural programmes. Anniversaries of great person can be celebrated. In the Same manner literacy programmes may be staged through seminars, conferences and competitions etc.

Role Playing: - As a particular play activity, role play is a type of imaginative play, where children assume roles outside their real world place. Role play allows children to construct proximities between themselves and others in their lives. When children use role enactment, they have to reach consensus about the play theme, the course of events and the transformation of roles and play materials. Children further build relationship with other children or adults with whom they play.

Group Singing: - Group singing transcends artificial barriers of gender, ethnicity, race, and socioeconomic distinctions and inspires a spirit of unified community and cooperation. Devotional singing will cultivate love for god and promotes harmony of body, mind and spirit. It also fills the mind with pure thoughts and purifies the atmosphere. Students should be encouraged to sing and play musical instruments as it helps develop self-confidence.

Group Activities: - Group activities that follow the story provide a broad scope of learning experiences necessary for children to process and integrate the values of the lesson in to their lives on all levels. Role-plays, service activities, drama and creative writing, attitude, tests, value games and other activities reinforce the value discussed in the story. Many of these allow the students to apply these values in their daily life. Students will realize that their life at home, at school, the community and the world is more peaceful and joyful when they practice these values. Values must be practiced in thought word and deed everyday in order to fully manifest and realize the values.

Role of Mass Media: - Social media has empowered people in Indian society to spread perspectives on social causes and Change participation in digital activisms, and support and information sharing in crisis situations. The role of the popular media, new media technologies, and entertainment education initiatives make a significant impact in our society. Mass media plays a very crucial role in bringing out positive social changes.

Internet: - Advancement and globalization of digital platforms and social media is empowering people across the globe to participate, share content online.. India has experienced technology as a vehicle in aiding social change through social media .The growth of social media outlet is changing user behavior from passive to active, non participatory to avoid participation, and enabling users with a voice that was otherwise unknown or untapped.

Social Media and Behaviour: - The increase in the use of social media sites will allow for researchers to observe the behaviours' of the population engaging in social media. Understanding behaviours allow researchers and businesses to track behavioural change patterns, market trends, content, consumption pattern and social changes through technology. Through better placement of advertisements to targeted audiences, monitoring behaviors via social media will help companies reduce the total number of ads served for the same or better result thus reducing the cost.

Television: - TV shows creates new milestones. Television –viewing has a significant impact on child development and behaviour. The need for providing quality oriented programming for children and adolescents is obvious. It is the responsibility of healthcare provides to be aware of the hazards and to promote the benefits. We believe that the media and literacy will better enable youth to make healthy choices to behave.

Radio: - Prior to the emergences of television, radio are the major mass medium which in India has continued to be under the full control of the state. It therefore permits on environment which is controlled by the standard culture. The impact of radio relates therefore to social awareness, knowledge and role model besides entertainment.

Newspaper: - It also motivates the development of regularity so that generally newspaper reading becomes the habit of the individual. It develops in readers' awareness and knowledge of the events across the world the Social events which suggest how values are changing fast, of heroes and villains, in the various arenas of human enterprise. It further

tends to drive persons towards a enterprise. It further tends to drive persons towards a critical analysis of the events sharing views with others.

Magazines: - A magazines creates a selective environment whether it is of animal and nature of fairies, of kings, of politics, of religion, of films or anything else. Consistent and persistent interest in a magazine gradually builds in the individual typical attitudes and values communicated through the magazines. It therefore, is an indicator and promoter of specific interest of the people. The mass media have a strong social cultural impact upon society. Similarly information available on computer and internet can be very useful for emotional development of children if they are exposed to right one.

Conclusion

Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline, and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human beings. By using these approaches teachers direct the pupils towards character building which is the hallmark of education. It is these values that must now inculcate to create a common vision and means for moving forward toward a more peaceful and sustainable world. The values must be of the people, for the people, and by the people. They must embrace common moral decencies such as altruism, integrity, freedom, justice, honesty, truthfulness, responsibility, compassion and must reflect the normative standards human beings discover and develop through living together. A Value system is a set of beliefs that each person keeps in their mind. Values tell a person how to live their life, what actions to take, what sort of people to spend time with and determine many aspects of their life path. A value system is like a navigation system for a person's life. It should be taught innovatively. Simultaneously, National Curriculum Centre can start some projects for independent research and innovations in Value Education in collaboration with relevant institutions and organizations within and outside the country.

Values cannot be forced, even if conveyed with good intentions. No real integration or internalization of a value can be achieved unless the learner agrees with it. Communication is the key in this. This is one that we lack in Eritrea, but it can be developed with the cooperation of all. In value education, more than in the academics, educators will never be able to impose their values. Rather, they must circulate in the community of the learner and pass on, through discipline, the fine humanism of respecting others in the same manner that one expects to be respected

in return. As this climate of respect surrounds the learners, they automatically imbibe an attitude of tolerance towards their fellow men and this would certainly activate the human development that eventually leads national development.

References

1. Bacchus, M.K. (1992). "Meeting the Higher Educational Needs of small States: Financial and Management Implications," Journal of Educational Planning and Administration, 6(4) (October), 373-400.

2. Bequist, W.H. (1992). The Four Cultures of Academy: Insights and Strategies for Improving Leadership in Collegiate Organisation, San Francisco: Jossey Bass.

3. Bloom, B. S. Madaus, G. F. and Hastings, J. T. (1981). Evaluation to Improve Learning, New York: McGraw Hill.

4. Erwin, T.D. (1991). Assessing Student Learning and Development: A Guide to the Principles. Goals and Methods of Determining College Outcomes, San Francisco: Jossey Bass.

5. Ministry of Education (2001). "Action Plan for the Development of National Framework." Asmara, Eritrea, Ministry of Education (unpublished).

6. Ministry of Education (June 1999). "Our People, Our Future: A Framework for the Development of Human Resources in the Education Sector." Asmara, Eritrea, Ministry of Education (unpublished).

7. Rena, Ravinder (2002) "Education: Basis for Development in Eritrea", Asmara: Eritrea Profile (A Weekly Bulletin of News and Views) Ministry of Information and Culture, Vol. 9, No. 40, (7th December) p.3.

8. Rena, Ravinder (2003). "Marks Vs. Knowledge – A Shift in Students' Objective in Eritrea", Asmara: Eritrea Profile, Vol. 10, No. 21, (5th July), p.5.

9. Rena, Ravinder (2004). Educational Development in Eritrea. Asmara: Eritrea.

10. आर्य' डॉ0 मोहन लाल (2014); 'शैक्षिक प्रशासन एवं प्रबन्धन', मेरठः आर0 लाल बुक डिपो ।

11. 'आर्य' डॉ0 मोहन लाल (2016); 'ौक्षिक प्रशासन एवं प्रबन्ध', मेरठः आर0 लाल बुक डिपो ।

12. 'आर्य' डॉ0 मोहन लाल (2017); 'अधिगम और शिक्षण', मेरठः आर0 लाल बुक डिपो ।

13. 'आर्य' डॉ0 मोहन लाल (2017); 'अधिगम के लिए आंकलन', मेरठः आर0 लाल बुक डिपो ।

14. 'आर्य' डॉ0 मोहन लाल (2017); 'शिक्षा के ऐतिहासिक एवं राजैतिक परिप्रेक्ष्य', मेरठः आर0 लाल बुक डिपो ।

15. 'आर्य' डॉ0 मोहन लाल (2017); 'सामाजिक विज्ञान का शिक्षणशास्त्र', मेरठः आर0 लाल बुक डिपो ।

16. 'आर्य' डॉ0 मोहन लाल, 'पाण्डेय', डॉ0 महेन्द्र प्रसाद, कौर, भूपेन्द्र एवंगोला, राजकुमारी (2017); 'सामाजिक विज्ञान का शिक्षणशास्त्र, मेरठः आर0 लाल बुक डिपो ।

17. 'आर्य' डॉ0 मोहन लाल (2018); 'शिक्षा के ऐतिहासिक, राजैतिक एवं आर्थिक परिप्रेक्ष्य', मेरठः आर0 लाल बुक डिपो ।

Professional Ethics in Education

Dr. Preeti Khanna
Dept of Education
Vardhman College, Bijnor

Ethics derived from ethos (Greek word custom, habit) is that branch of Axiology which is concerned with what is good for individuals and society. Ethics is related to problem's concerned with man's conduct. Conduct such as auspicious, inauspicious, action, inaction etc. Ethics is a system of moral principles. Ethics can also be termed as moral philosophy that involves systematizing, defending and recommending concepts of right and wrong conducts. Ethical judgments are absolute and objective. It is viewing life from perspective of others and not just us. Without ethics society breaks down and humanity does not reach its potential. Good ethics is a fundamental requirement of any profession.

If we talk of the word professionalism, then we come to know that it was originally applied to vows of a religion order. By 1675 the term was applied to Law, Divinity and Medicine. Around the same time it was also used for Military. Those people working in acknowledged profession exercised specialized knowledge and skills. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed as Professional Ethics. Professional ethics provides rules on how a person should act towards other people and institutions in a work environment.

Each profession will have its own different codes of ethics, but some universal ethical principles may apply to people across all the professions. Generally people in all lines of work should adhere to a basic list of professional ethics that include the concepts of honesty, trustworthiness, loyalty, and respect for others, adherence to the law and accountability and not disturbing others whenever possible. In many cases, failure to adhere to these guidelines can result in the removal from the professional society and sometimes result in an inability to work in that area. Codes of conduct help professions in many ways. They can build public confidence in the profession's trustworthiness, transparency in making challenging ethical decisions creating acceptable practices and so on.

Formal, informal and non formal education is prerequisite for any profession. As Redden says "Education is the deliberate and systematic influence exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human being, according to the individual and social needs and directed towards the union of the educand and creator as the final end."In this definition mature person mentioned is usually a teacher. So it becomes evitable for a teacher to be professionally ethical. Teacher has always been very important in scheme of education. A teacher is a life coach, motivator, discovery guide, and eye-opener, rule enforcer, trainer and convertor and so on.

Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues.

Ethics in education are well founded standards that make the action right or wrong. It helps categorize different values such as integrity, discipline, honesty, dutifulness, transparency, accountability, objectivity, respect, obedience to the law etc.

As a teacher professional ethics for him is to motivate his learner's to develop their ability and aspirations to learn. Role of teacher is not just about teaching his subjects or preparing learner's for assessment. He has to inspire young learners to transform and to help them develop their skills to the fullest. Basic professional responsibility of a teacher is to promote a safe, supportive and conducive learning environment. All the more he has to promote equality and diversity. He has to instill in the students a sense of respect, discipline, commitment. As Kothari Commission says that future of India lies in her classrooms. Teachers are human engineers and the makers of new India. They have to erect a metal strong India with the students as building blocks. Believing in the purity and innocence of child, the teacher should behave with students with great love, affection, sympathy and consideration.

Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers should follow a professional code of ethics. This ensures that teachers receive a fair, honest and uncompromising education. A

professional code of ethics outlines teacher's main responsibilities to their students and defines their roles in students' lives. Above all teachers must demonstrate integrity, impartiality and ethical behavior in the classroom in school campus and in their conduct with co-workers and their parents. A teacher should not be prejudiced, partial and should not exhibit favoritism. He should have strong moral character traits such as pursuance, lawfulness, patience and unity. He should maintain confidentiality. Most importantly he should never use relationships with students for personal gains. He is not supposed to exclude any student from participation in any event. He should never become an instrument for intentionally humiliating, harassing or embarrassing a student. The Education Profession is vested by the public with a trust and responsibility requiring the highest ideas of a professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert energy effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified person. Teacher is committed to student and to his profession both.

I would like to end this paper by citing The Preamble of Code of Ethics of National Education Association (NEA) which is a summation of all what is said about Professional Ethics in Education.

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The Educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of the truth, devotion to excellence and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the

community provide the incentive to attain and maintain the highest possible degree of ethical conduct. The code of ethics of educational profession indicates the aspiration of all educators and provides standards by which to judge contact.

The remedies specified by the NEA and/or its affiliates for the violation of this code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Professional Ethics in Teaching : A Keystone of Teachers Profession

Namita Mandal

Government Inter College, Dineshpur
Udham Singh Nagar (Uttarakhand) -263160

Nowadays, there is a growing expectation that teachers will act in a 'professional' manner. Professionalism, in this regard, includes identification of a unique body of occupational knowledge, adherence to desirable standards of behaviour, processes to hold members to account and commitment to what the profession regards as morally right or good. In other words, as ethical conduct. Teaching ethically involves making reasoned decisions about what to do in order to achieve the most good for learners. Often, this involves a complex interplay between current context, past experience and personal beliefs and values. However, teacher education and accountability frameworks typically give priority to the 'practical rationality' of planning, delivery and assessment of the official curriculum, not the 'value rationality' involved in exploring the ethics of teaching in difficult practical circumstances. According to Rabindranath Tagore, a great Indian thinker, teacher and philosopher, "Teacher is like a candle that burns itself to light up the life of others". It means that they should develop appropriate ethics among themselves so that the same values can be developed among students. Some of the teachers carry with their heads high this noble tradition, innovate and teach beyond the classroom setting, while Other teachers have lost the passion to impart knowledge and information and are simply going through the motions of teaching, for the sake of doing job. The paper starts with the discussion of the role of professional ethics in developing the qualities of teacher, determining the relationship between teacher's professional ethics and general or fundamental ethics, contingent on the issue of teacher's professionalism. Further, it presents various approaches to teacher's professional ethics, resulting from different classical philosophical perspectives, centered on duty, consequence, virtue, value, and the person. Finally, it argues for an integrated, personalistic approach to the subject, providing a solid ground in the cultural context of fluid modernity.

The present paper throws the light on the needs, principles, challenges and constraints in the implementation of Professional Ethics in teachers. This article provides a theoretical discussion of the process of developing a professional code of ethics for teachers.

Introduction

Teaching has been considered as a noble profession in our society. Teacher has been considered as a developer of a nation by developing and molding the future generation. In this process teacher acts as a friend, philosopher and guide. For this reason Professional Ethics should be valued for teachers. While a great majority of teachers carry with their heads high this noble tradition and even innovate and teach beyond the classroom setting, other teachers have lost the passion to impart knowledge and are simply going through the motions of teaching, for the sake of fulfilling an obligation. In this world of globalization and competitive world, a diverse change is witnessing in the educational system. The change is inevitable the aims and objectives of education is changing according to the need, interests and requirements of the learners. Nowadays, the concept of teacher and teaching is also changing. Apart from having good academic and professional qualifications, they should also posses the knowledge of Professional ethics. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners. The professional ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behaviour of the students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful role to play. Teacher having the sense of professional ethics will treat their learners with love, care, affection and commitment. In addition to that, they would always ensure to make specific contribution from their angle. Therefore, this paper specially highlights the significance of professional ethics in teachers. A Professional code of ethics is a guiding principle for teachers to work with integrity, dedication and honesty. To create a conducive atmosphere in the workplace a professional should deal with the professional knowledge and skills. Every professional should follow the principles of professional ethics to achieve the aims and objectives of profession.. NCTE constituted a committee by keeping in view the context of the relevant sections of the

107

Right of children to Free and Compulsory education (RTE) Act 2009. The committee constituted twenty three points of professional ethics and also examined the code professional ethics currently in use in some countries.Ten points are given to the obligation towards students. Whereas obligation towards parents and community has given four points and nine points are given to the obligation towards the profession and colleagues. Professional ethics is a tool in the hands of a professional to do their work meaningfully. The absence of professional ethics in teachers will impact the development of students. The personality of teacher affects directly or indirectly the behaviour and personality of the students. The teachers should be the role model, inspiration, motivator and leader for the students. So, therefore the teacher should possess a good behaviour and positive attitude towards their profession and students. The fundamental role of the teacher is to solve the problems, issues and barriers of students that come along in their developmental process. The teachers must have a clear cut vision to foster the potentialities of the students. Many of teachers in practical situations face the problem of adjustment in schools. There could be many factors and reasons associated with it like – Interest, Aptitude, Values, Ethics and Discipline which eventually makes them uncomfortable at the workplace or school. The first and foremost important quality that the teacher should posses is the professional ethics. Aristotle (1980) states that treating people fairly implies treating equals equally and unequal's unequally. The teachers should be unbiased while teaching and evaluating students. Buber (1970) suggests that teacher-student relationships ought to be characterized by a principle of reciprocity. Since, communication is a key element in the teaching learning process, teachers must emphasize on creating positive and harmonious relationship with students. education. So, teachers should focus on providing the rath path and guidance to students to make them well behaved individuals, and inculcate good attitude within them (Benninga, 2003).Therefore, the teacher must inculcate the fundamental professional ethics and values within them before entering into teaching profession. A four-member committee of the National Council of Teacher Education (NCTE) has mooted a mechanism for registration of persons eligible for teaching in schools. Freshly-appointed teachers will be administered an oath to observe a 23-point code of professional ethics to enhance the dignity of their profession. NCTE constituted a committee by keeping in view the context of the relevant sections of the Right of

children to Free and Compulsory education (RTE) Act 2009. The committee constituted twenty three point of professional ethics and also examined the code professional ethics currently in use in some countries.Ten points are given to the obligation towards students. Whereas obligation towards parents and community has given four points and nine points are given to the obligation towards the profession and colleagues.

Determining the Role of Professional Ethics in Developing the Qualities of Teacher

Meaning of Profession:-

The word profession can be defined as a job that requires high level of training or education. The purpose of which is to service of other. Responsibility, accountability, autonomy, ethical constraints are some major elements of profession.

Meaning of Ethics:-

Ethics can be defined as the study of what is right and wrong in human behaviour. It is also a belief about what is morally correct or acceptable. According to Webster third new international dictionary, ethics can be defined as-" A guiding philosophy or a consciousness of moral importance." or"A group of moral issues or a set of values."

Meaning of Professional Ethics:-

Professional ethics can be defined as the set of rules or values governing an individual or a profession. Integrity, honesty, transparency, respectfulness, truthfulness, punctuality are some key components of professional ethics. A fundamental requirement for teaching profession is Good ethics which is integrated directly not only with the individual but also with the occupation. Professional ethics generally divided into three categories or subject areas-Meta, normative and applied ethics.

- **i** **Meta Ethics**:- It is a branch of Analytic philosophy which studies the meaning of moral language and the metaphysics of moral facts.
- **ii** **Normative Ethics**:- It is the study of ethical action. In this branch of philosophical ethics set of questions are investigated that arise when considering how one ought to act, morally speaking. It examines standards for the rightness and wrongness of actions.
- **iii** **Applied Ethics**:- This branch of analytic philosophy concerns standards for right and wrong behavior.

Importance of Professional Ethics For Teachers

According to APJ Abdul Kalam "Teaching is a very noble profession that shapes the character, caliber and future of an individual". NPE describes the role of teacher as "No people can rise above the level of its teachers. Teacher is considered as a friend, philosopher and guide for students. Now a day the role of the teacher is changing along with the changing needs of the society. The responsibility depends upon the shoulders of the teacher to impart quality education to the students which will be helpful in their harmonious development. It is the prime duty of the teachers that they should lay stress on developing moral values and ethics in students to ensure that they should receive a fair and honest education. Teacher is a role model for students. As a role model every teacher should follow some professional code of ethics that profile their responsibilities towards students. The personality of teacher affects the personality of students. So, therefore it is the duty of the teacher to act in accordance to society. Teacher should encourage others to be committed to their work and to make them observe in dominant ethical principles in their professions.(Bickzad et al., 2010). teachers help the students in their intellectual and academic achievement, but they also teach precious morals and values by setting a positive example .

Principles of Professional Code of Ethics for Teachers

Teacher is the most important and responsible members of the society. They possesses a set of moral values and ethics like devotion towards teaching and students, honesty, truthfulness, impartiality, mastery over teaching subject , kindness etc. Code of Ethics for Professional Teachers adopted and promulgated by the Board for Professional Teachers through Board Resolution No. 435, series of 1997, pursuant to the provisions of paragraph (e), Article II of RA No. 7836, otherwise known as the "Philippine Teachers Professionalization Act of 1994". Therefore, the teacher must inculcate the fundamental professional ethics and values within them before entering into teaching profession. There is some significant professional code of ethics for teachers that will assist the teachers to educate the students efficiently and effectively.

Commitment to the Job

Teachers must wholly commit to the teaching profession. Your classroom should promote safety, security and acceptance, always avoiding any form of bullying, hostility, dishonesty, neglect or offensive conduct. You must accurately describe your qualifications, credentials and licenses to school boards or principals who seek to hire you. You must also fulfill all contracts; obey school policies; and account for all funds and resources at your disposal. It's your responsibility to design lesson plans to meet state standards and create a well-rounded education plan that appeals to a wide range of learners. The teachers should give stress on building cordial and reverential relationships with all the stake holders of schools. Teachers should intent to win the trust of pupils/students, colleagues, parents, school management and the public at large. As a result, it will lead towards - fairness, openness and honesty. Teachers should respect the privacy of other members of their own school and maintain confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual. Teachers should always stay away from conflict between their professional work and private interests because it could plausibly be crash unenthusiastically on pupils/students. It could demoralise the students and affects their perception towards school and teachers.

Keep Learning

A professional code of conduct demands attentiveness to continuing education requirements and career development. You must research new teaching methods, attend classes to maintain your certifications, consult colleagues for professional advice, participate in curriculum improvements and stay up to date on technical advancements for the classroom. It's your duty to ensure that your teaching methods are fresh, relevant and comprehensive. Teachers must engage in educational research to continuously improve their teaching strategies. Being a professional teacher, he/she should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment. Teachers should uphold human dignity and promote equality and emotional and cognitive development.

Obligation towards students

In addition to fostering healthy relationships with students, teachers must build strong relationships with parents, school staff, and colleagues in the community, guidance counselors and administrators. The teachers should be impartial during evaluating the students' performance related with academic and co- curricular activities. Teachers have to adopt his/ her teaching according to the individual needs of students and Transacts the curriculum in conformity with the values enshrined in the Constitution of India. The teacher should respect the basic dignity of the child and treat everyone uniformly irrespective of their caste, color, creed, gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, region, community and socio-economic status. Teacher should Maintains the secrets of the information concerning students. This positive behaviour of teacher will boost the morale and confidence of student's .The teacher should follow the principle of equality. To establish a healthy relationship with the student's teachers should show affection, care and love with student. Teacher should make a friendly relationship with the students, so that they can share their problems and difficulties and teacher should also be able to give remedial solution to them. Teacher should help students in Physical, Social, Intellectual, Emotional, and Moral Development.

Obligations towards Parents, Community and Society

Teacher should eestablishes trust with parents/guardians in the interest of all round development of students. Teacher should develop respect for the composite culture of India among students through various activities and by self behaviour. Teacher should avoid taking part in such activities as may spread feelings of hatred among different communities, religious or linguistic groups.

Conclusion

It is the prime duty of teachers at all levels of education to focus on imparting quality education, to bring optimum development among the students. Teachers' should show an equal level of dignity to his profession, institution, students, colleagues and parents. Part of the code of ethics requires you to cooperate with fellow teachers, parents and administrators to create an atmosphere that's conducive to learning. Teachers should take the liability of teaching profession seriously and perform their duties

efficiently. You might be called upon to train student teachers as they prepare to serve as educators, so a positive attitude and a team-centered mindset can make all the difference. Therefore, for successful teaching, the knowledge of professional ethics and its implementation is very essential for teachers.

References

1. NCTE (2010); Draft Code of Professional Ethics for School Teachers, New Delhi 2. NCTE (2009); National curriculum framework for teacher education, New Delhi

2. Aultman, L. P., Williams-Johnson, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher-student relationships: Struggling with "the line". Teaching and Teacher Education, 25, 636-646

3. Aristotle (1980). Nocomachean Ethics. New York: Oxford University Press.

4. Applbaum, A. I. (1999). Ethics for Adversaries: The Morality of Roles in Public and Professional Life. Princeton, New Jersey: Princeton University Press.

5. Buber, M. (1970). I and Thou. New York: Charles Scriber's Sons.

The Deprivation of Moral and Ethics in the Male Characters of Vijay Tendulikar

Netra Pal[1], Dr. Alka Mehra[2]
[1]Research Scholar
Govt. PG. College Bisalpur Pilibhit.
[2]Research Guide, Assistant Professor & Head
English Dept.
Kanya Bhood Degree College, Bareilly (UP).

The present paper deals with the analysis of Vijay Tendulkar's plays *Kamala, Silence! The Court is in Session, The Vultures, Sakharam, Kanyadaan, Encounter in Umbugland* and *His Fifth Woman* with respect to the male characters, their unrespectable issues like hollowness, cruelty, inhumanity, follies, and unsocialism. The scholar has reviewed all these plays and found that the male characters of Vijay Tendulkar are totally deprived of humanism, morality and ethics. Their attitude towards society is bitter and their merciless behaviour to women beyond the proper limit. Tendulkar has employed the fundamental themes of oppressive attitude of male members to the Indian society. In these plays there runs unconventional theme of in humanism which has been dealt with compassion and understanding. This paper also takes into account various unexplored issues related to queer identity. This study explores how these plays raise the issue of oppressive rights of man to the female, poor, helpless and down-trodden people in modern Indian society. The main aim of this research article is to throw light upon the degradation of male characters with respect to moral issues and values.

Vijay Tendulkar has created memorable both male and female characters who belong to the middle class families. They are all real life human being live in Indian society. Tendulkar exposes the hypocrisy of the male chauvinists and severely attacks the sham moral standards of the so-called civilized urban middle class society post-Independence India. The frustrated male members try to subjugate woman to prove their power in social hierarchy. The woman desperately fight their battle against the oppressive power structure. It shows how the so called modern society gangs up on these down-trodden women. There is no sympathy, no help

114

from the people of theatre group, but a sadist tendency to hurt them to somehow feel good about their own failures.

In his play *Silence! The Court is in Session,* Tendulkar portrays the agents of patriarchy as embodiments of hypocrisy, selfishness and treachery. Men like Kashikar, Sukhatme, Ponkshe and Karnik are deprived of their moral and ethics. Their words and deeps expose their inherent malice and hypocrisy. A deep psychological study of the characters reveals the reasons for their behaviour. They are men so they convict Benare who is having a child out of wedlock. They lash out against Benare in the most ruthless and inhumane manner. The court of law, the magistrate and the judge who are supposed to be honorable men, protectors and guardians of law and justice, fail in their duty to protect the innocent girls rather, convict them. They never condemn Prof. Damle who is the responsible of Benare's wretched condition, but accuses Benare as her only fault. Thus except Samant, all the members try to exercise their power on Benare. As it is clear in the words of Kashikar who is judge and punishes Benare :

"The crimes you have committed are most terrible. There is no pardon for them. You must pay for your sins. Irresponsibility must chained down…….. It is the firm opinion of this court that your behaviour puts you beyond mercy." 1

In his play *Kamala* Tendulkar portrays another character of Jaisingh Jadhav who has lost his moral values completely. He is career oriented and high paced journalist who is singularly focused on his promotion and does not care about humanity or any of its values. He tries to sensationalize his news to gain more recognition. Sarita and Kamala are two characters who are used as pawns and objects to be used for his enhancement in status and comfort. Sarita, his wife is an educated woman who looks after the household. She takes care that everything Jaisingh needs is ready. But Jaisingh has no respect for Sarita's servility and brings Kamala as merely for sexually objects from flesh market.

Jai singh is known as a modern liberal husband who lets his wife drink alcohol, but on the deeper level, Sartia is just an object of pleasure and a servant to him. She is not an equal.When he takes Kamala to the Press Conference, he does not even allow her to wash herself. It is his much cruelty on Kamala, when he returns home in drinking condition with Jain, he misbehaves with her by saying that he has seen these "Adivasi's

clawed to the bone by bears – coming to the Missionary Hospital on their own two feet....operate on them without an aesthetics....they have got natural endurance"2. Later when he gets into trouble with the police, he does not hesitate in sending Kamala away from his home. He does not think a little what will happen to her if police gets her. He talks of the "moral rot" in the society and considers himself who "up holds moral principles, moral norms, moral values" 3.

Tendulkar's *Kayandaan* reveals a Dalit poet's psychological, physical and verbal violence, which exists in his ethos, familial background, and caste – consciousness. The play depicts the want of morality and ethics in the inter-caste marriage of a Brahmin girl and a Dalit boy.

Arun Athavalae is another character, having want of good manners. He persuades a high-caste girl Jyoti by showing his poetic talent and succeeds to marry her in spite of some social and domestic restrictions. But Arun always remains conscious of his lower class origin and inflicts on Jyoti inhumane cruelties. Constant awareness of the suffering which Dalit have undergone such as eating stale, stinking bread, flesh of dead animals etc., renders him violent. Arun's consciousness of Jyoti's upper– class origin makes him feel inferior and restless. He wants to get rid of his inferiority complex and to show his manliness, he drinks the wine and beats Jyoti mercilessly. After drinking wine, he forgets everything. He becomes so inhumane and so merciless that even he kicks on her belly when she is pregnant. This merciless behavior of Arun really affects one's heart that how can one become so much cruel to his pregnant wife? He is a graduate as well as a poet. Having these poetic qualities, he does it all merely because he want to take revenge from the high-caste people, for the ill- treatment with his ancestors, married life is on verge of destroying. When Joyti's mother asks Arun, "Why do you beat Jyoti?" He replies:

What am I but the son of scavengers? We don't know the non-violent ways of Brahmin like you. We drink and beat our wives....we make love to them .... but the beating is what gets publicized...4

Arun calls barbarism his traditional way of life. He is not ready to change. He is very stubborn. His haughtiful and orthodoxy views can be seen when he says "I am what I am .... and shall remain exactly that ".5 Thus tendulkar's Arun is proved to be another moral less character.

Tendulkar's Ramakant and Umakant are another two male characters portrayed in Tendulkar's play *Vultures.* They all form a family of vultures. They are ready to cheat one another and even do not hesitate to kill one another for money. In this play they are not called by their own real names but wolves and vultures. The audiences are not only surprised but truly shocked to hear such names.

Ramakant and Umakant are the two sons of Hari Pitale who cheats his own brother Sakharam in busniness and prospers. Ramakant and Umakant inherit their culture of selfishness and greed. They frequently frighten even their father for money which they spend on liquor and luxuries. They both blackmail Raja of honour who is in love with their sister and to prevent her from disclosing their plan to him, they break her leg and Ramakant becomes so cruel that he kicks her belly. Rama is vexed with her husband who becomes important with excessive drinking and yields to Rajaninath and becomes pregnant. Unmaking informs about Ram's adultery with Rajaninath. He aborts the fetus of his wife with physical violence.

Ghasiram and Nana are two another characters who lose all their good ways of life. Gashiram is revengeful while Nana is sexual. One is Brahmin and another is Peshwa. Gashiram Savaldas is a poor Brahmin from Kanauj. He comes to Poona with his and daughter for livelihood. He gets a job of servant in Gulabi's house. There he visits Nana Phadnavis who is a chief minister of Poona.

When Nana sees Gauri, the daughter of Gashiram, he wishes to have physical pleasure from her but she steals away. Then Nana calls his servant and says:

"What a lovely figure! Did you see? Erect! Young! Tender! Ah! Ho ho! We've seen so many, handled so many, but none like that one. None her equal. We wonder who she is."6

First, Ghasiram feels some anger over Nana but after some times he is tempted by Nana to make him Kotwal of Poona then he agrees to sacrifice his daughter's maidenhood to Nana. On one side, being Kotwal, Ghasiram tortures, arrests and punishes the innocent people on a mere suspicion while on the other hand Nana makes his daughter pregnant. When Gauri's dies in the attempt of her abortion Nana marries another girl. At this Ghasiram is greatly infuriated, but he cannot do anything against

117

Nana. So he starts murdering people on the slightest suspicion. Seeing this, the Brahmins complains to Nana then he orders for the death of Ghasiram. The angry crowed beats him, shaves his head and kills him.

Conclusion

Thus Tendulkar's all male characters are found moral less. They are all unsocial human beings. They are the vices of the society like hypocrisy, vulgarity, barbarism, corruption, narrow mindedness etc. They have feudal values in place of real moral values. Pro. Damle forgets his value of a professor, makes Benare pregnant and also thrusts her into the court. Arun, being a Dalit poet, kicks on the belly of Jyoti who is pregnant. Jaisingh is a reputed Journalist but he choose a trade of buying and selling girls in the flesh market. Sakharam is a binder whose sexual desires are fulfilled not with one but seven-seven girls and Gasiram who is kotwal of Poona gives his own daughter Gauri to Nana merely for his promotion of Kotwal.

References

1. Deshmukh Jaishree, Vijay Tendulkar, *Silence! The Court is in Session:* Surjeet Publications Delhi, Second Reprint 2015.p 89

2. Dharan, N. S. The Plays of Vijay Tendulkar. New Delhi: Creative Books, 1999.p30, 24

3. Datta Nandana, *Ghasiraram Kotwal* Oxford University Press 2004 New Delhi 110001 India p 49.

4. Ramnarayan Gowri, *Kanyadaan Oxford* University Press 1996 New Delhi 110002 India.p44

Improve the Quality of Research by Inculcating Professional Ethics in Research

Noor Bano
Research Scholar,
Department of Education
S.S.J. Campus, Kumaun University Nainital

Research may be defined as the systematic and objective observation for knowledge creation. The quality of the research based on the criteria of innovation, creativity and uniqueness. The above benchmark can be achieved only by inculcating professional ethics in research. The professional ethics in research concerned with the norms follow by researcher while doing research.

In the social-science discipline the relevance of professional ethics increases gradually as compare to natural science because in the social paradigm of research we deal with the problem of human being in social setting. In this context it is mandatory the prescribed the ethical norms to conduct a research.

Whether we do a qualitative research or quantitative research we should understand the rights of participant such as Voluntary Participation of subject, Informed Consent, Debriefing Confidentiality of data etc. in the domain of research we as a researcher should follow the norms and professional code of ethics while conducting a research.
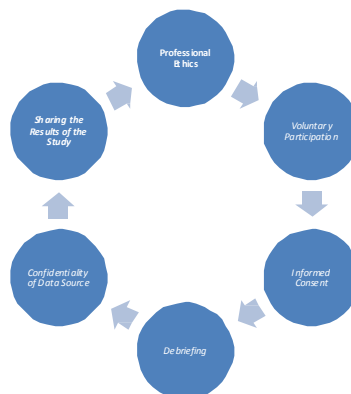
Professional Ethics: Research

As you know, education research is concerned with human behavior, the researcher is expected to follow certain ethics (or moral principles) while conducting the studies. These principles are: respect for persons' privacy and choice to participate in the study, beneficence or protecting the participants in the study from any harm, and justice or sharing the benefits of research with all participants. Some of the important aspects of these ethical principles are described as follows.

1.   **Voluntary Participation**:

This principle states that the persons on whom you want to conduct the study should have the choice to decide whether to participate or not to participate in the study. The participants should have the freedom to decide about their participation without any coercion or excessive inducement, and the freedom to withdraw from the research without penalty, once it has begun.

2.   **Informed Consent:**

It is essential that the participants in a study should understand what will happen to them during the study. The principle of informed consent states that potential participants must receive this information before data from them are collected, so that they make an informed decision about participation in the study. They may at times be required to give some private information, which is generally not shared with others. In some studies, the technique of deception is used in which the participants are given instructions to think or imagine in certain ways and are given false information or feedback about their performance. It is, therefore, important that the participants are explained the nature of the study before its actual commencement.

3.   **Debriefing:**

Once the study is over, the participants are provided with necessary information to complete their understanding of research. This is particularly important if deception has been used in the study. Debriefing ensures that participants leave the study in the same physical and mental state as when they entered. It should offer reassurance to the participants. The researcher should make efforts to remove any anxiety or other adverse effects that participants may have felt as a result of being deceived in the course of the study.

4. Confidentiality of Data Source:

The participants in a study have the right to privacy. The researcher must safeguard their privacy by keeping the information provided by them in strict confidence. The information should only be used for research purposes and, in no circumstances; it should be passed on to other interested parties. The most effective way of protecting the confidentiality of participants is not to record their identities. This is, however, not possible in certain kinds of research. In such cases, code numbers are given on the data sheet, and the names with the codes are kept separately. The identification list should be destroyed as soon as the research is over.

5. Sharing the Results of the Study:

In educational research, after collecting information from the participants, we come back to our places of work, analyze the data and draw conclusions. It is obligatory for the researcher to go back to the participants and share the results of the study with them. When you go for data collection, the participants develop certain expectations from you. One of the expectations is that you will tell them about their behavior that you have investigated in the study. As a researcher, it is our moral duty to go back to the participants. This exercise has two advantages. One, you fulfill the expectations of the participants. Second, the participants may tell you their opinion about the results, which sometimes may help you develop new insights.

Conclusion

While conducting a research we should also follow the Nobel human virtues while pursuing a research such as objectivity, honesty respect of intellectual rights of authors if we tribute these characteristics traits only then we can improve the quality of research.

Objectivity is very important. The importance of objectivity plays a crucial role in qualitative research because we should not influence by our inssner in-sight while recording of observation the threats on objectivity is maximum in the participative observation. At that time, we should be objective like an instrument.

Honesty is concern with the give respect of copyright licenses and should avoid to misconduct while doing a research. It is very contradictory that we should focus on research but we focus about the plagiarism while conducting a research. This problem can be well treated while follow the professional ethics in research.

References

1. Best & Kahn (2004) *Research in Education*, Prentice-Hall of India Private Limited, New Delhi.

2. Bharti & Richa (2016) *Professional Ethics in Research: Are Students and Teachers on the Same Page?* SRJIS JAN-FEB 2016, VOL-3/22 pp.1620-1644

3. Sawhney, N. (2015). *Professional Ethics and Commitment in Teacher Education.* DOI: 10.13140/RG.2.1.4900.1120

4. National Council for Teacher Education 2010 *Code of Professional Ethics for School Teachers*. Retrieved from www.ncte-india.org/Approved%20by%20CP%20Final%20

5. Kamat, P. V. Research Ethics. Retrieved from shttps://www3.nd.edu/~pkamat/pdf/ethics.pdf.

Professional Ethics and Professional Code of Ethics for Teachers

Pooja, Ankush
Shivalik College of Education
Mustafabad Jattan, Gurdaspur

The present paper objects the light on the Professional Code of Ethics and its need for teachers. Our values, attitudes and actions influence the impact of our work. Speaking about the profession of teacher, it is necessary to consider contemporary global ethical issues in education and educational research. This code of professional ethics may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of professional excellence and self-satisfaction. Professional Ethics contributes to controlling the expected behavior of all parties towards the profession in order to create the best moral environment that provides better learning and educational outputs.

Introduction

The strength of the educational system largely depends upon the quality of its teachers. Teachers are the instruments that can effectively bring about educational reconstruction in the country. The National Policy on education (1986) has rightly remarked, "The status of the teacher reflects the socio- cultural ethos of a society". It is in this context that today a teacher occupies a unique and significant place in a society. The efficacy of Education process depends on school ethos, classroom, climate, working style of the teacher, which enable them to be an exemplary teacher above all the professional ethics of the teachers.

Teaching is a profession laden with risk and responsibility that requires a great deal from those who enter into it." — John I. Goodlad

The American Commission rightly said, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

The teacher should feel the importance of his profession. Without an exclusive attention to his job he would fail in bringing forth a fine harvest of young men and women who are able to contribute their best for the welfare of mankind. If the teacher takes to his work just to take his living because nothing else is available, he will lack the essential zeal required by the teaching profession. He must be a teacher first and the teacher last.

Capli (2015) explains that the role of the teacher has a moral dimension, since he/she is the link between the school and the society. He/she teaches and instructs students, organizes educational activities and cooperates with the family in raising children and cultivating morals in them. A teacher qualified with moral and scientific competences can create through his practices a new developed generation

Professional Code of Ethics for Teachers

Every profession is expected to evolve a set of ethical principles to guide the conduct and behavior of its professional members. The Ethical principle provides the base to differentiate between desirable and undesirable conduct of behavior. Ethics is the word that refers to morals, values, and beliefs of the individuals, family or the society. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. A Professional code of ethics is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity. In the words of Laurie, "If a teacher has not an ideal aim he had better to take to shop keeping at once, he will there doubtless find an ideal within his capacity." The Secondary Education commission 1952-53 has stated in this connection as, "They (teachers0 will not look upon their work as an unpalatable mean of carrying a scanty living but as an avenue through which they are rendering significant social services as well as finding some measure of self- fulfillment and self- expression."

Afifi (2005) shows that a code of ethics or rules of conduct imposed on the teacher in moral terms leaves a large space for the teacher's discretion, so he/she decides what is moral or immoral under these rules. Improper implementation of these general rules empties them of their content and turns them into formal actions with no purpose.

The professional code of ethics for teachers is purposely designed to protect the rights of all the students.

According to Wynne (1995), teachers with that sense of obligation demonstrate their moral professionalism by:

➢ Coming to work regularly and on time

➢ Being well informed about their student-matter

➢ Planning and conducting classes with care

➢ Regularly reviewing and updating instructional practices

➢ Cooperating with, or if necessary, confronting parents of underachieving students Co-operating with colleagues and observing school policies so the whole institution works effectively

➢ Tactfully, but firmly criticizing unsatisfactory school policies and proposing constructive improvement.

Review of Literature

Nazzal (2001) aimed to identify the professional ethics of teaching in the light of Islamic thought, e.g. the teacher shall be an example, a giver for no interest, and consider individual differences. The study concluded that teachers' commitment to the professional ethics of teaching from the perspective of principals and supervisors was high and there were statistically significant differences due to educational qualification favoring the educationally qualified teachers.It recommended including professional ethics in the programs of preparing teachers, principals, and supervisor as well as including them as mandatory courses in colleges.

Anangisye (2010) aimed to identify the initiatives that enhance the professional ethics among teachers in teacher training colleges in a number of regions (Dar El-Salaam, Eringa and Tanzania in South Africa). Results showed.

Boon (2011) aimed to identify the quality of the professional ethics of teaching among teachers. Results showed that there are no clear items related to the Ethics of teaching during the academic years of the bachelor's degree. The results highlighted the need of including professional ethics units to teachers' training courses.

Ibrahim (2012) aims to propose a code of ethics for the profession of teaching in Saudi Arabia. The study concluded the importance of the current code of ethics No. 221 for the ethics of the teaching profession in Saudi.

Arabia (i.e. a code that covers the responsibilities of the teacher towards the students, workmates, and country) from the perspective of teachers, principals and educational supervisors. There are statistically significant differences of the sample estimations of the importance of the current code of Ethics due to gender, current work, qualification, and years of experience.

Das (2014) aimed to identify the extent of the development of professional ethics of teaching through experience among female teachers in institutions of higher education in the state of Punjab. The experimental descriptive approach utilized, in addition to PEST-2007 to record the professional ethics of the teaching experience through observation. Results showed that only 9% of the teachers have a high level of professional ethics and 60% have an intermediate level of professional ethics, while 30.5% of the teachers showed a low level of professional ethics.

Nadia (2015) identified the importance of professional ethics for teachers in educational institutions in Nanigopal, Malo. Results showed that the professional ethics of teachers help increase people's knowledge of beliefs, values and ethics, learn the good and bad of them, and practice them to maximize their well-being and happiness.

Tabachnick et al. (2016) aimed to identify the ethics of teaching through beliefs and behaviors from the perspective of psychologists as educators. Results showed that the ethics of teaching include a set of behaviors and beliefs, such as course content, evaluation of students, educational environment, disrespectful behavior, research and publication issues, financial and material transactions, social relationships with students.

The current study aims at highlighting the importance of teaching professional ethics and presenting a proposal for a code of ethics for teaching. Adherence to professional ethics contributes to controlling the expected behavior of all parties towards the profession in order to create the best moral environment that provides better learning and educational outputs.

Capley (2015) points out that various countries have begun to draft codes of ethics for the teaching profession in order to achieve the desired objectives of the teaching profession.

Need of Professional Ethics

It becomes crucial and important for the teachers to understand their work ethics and values before entering in teaching profession. There is need of professional ethics because it enable the teachers to do justice to the roles and responsibilities assigned to them. In ancient times the teacher was considered to be more important person in the teaching system. According to An Indian Prayer, "The teacher is brahma, the creator, he is god Vishnu; he is god Maheshwara. He is entire universe, salutation to him." At that time, the place of the teacher was very important than that of the students. But in modern time, education has become child centered but it does not mean that the importance of the teacher has decreased. Now-a-days place of teacher is very unique and important. Teacher works as a Friend, Philosopher and Guide. That is why Professional Ethics are valued for teachers. The absence of professional ethics in teachers will impact the development of students. The teachers should be role model; inspiration, motivation and leader for the students. It is fact that the students follow the footsteps of their teachers directly or indirectly. The teacher should possess a good behavior and positive attitude towards their profession and students. It is worth considering some of the inspiring references as given by the eminent thinkers and great educational personalities, in respect of importance of Professional Ethics in Education.

Mahatma Gandhi, (Young India, 24 January 1925) emphasized that "the teacher himself must possess the virtues that he wants to inculcate in the students. This means that the teacher must practice these virtues himself, otherwise his words will have no effect."

Tagore says, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to an end of his subject, who has no living traffic with his students, can only load their minds; he cannot quicken them."

About the ethical duties of the teacher, Sri Aurobindo says, "the teacher is not an instructor or task-master; he is a helper and guide. His business is to suggest and not to impose…. He does not impart knowledge to him; he shows him how to acquire knowledge for himself. He does not call forth the knowledge that is within, he only shows him where it lies and how it can be habituated to raise to the surface."

127

Dewey (1910) observes, "The teacher is a guide and director, he steers the boat but the energy that propels it must come from those who are learning. The more a teacher is aware of the past experiences of students, of their hopes, desires, chief interests, the better will he understand the forces at work that need to be directed and utilized for the formation of reflective habits."

On the other hand, Gandhi (1927) remarks, "A real teacher must touch the hearts of students, must share their joys and sorrows. A teacher must help the students to solve the problems faced by them and he must take along the right channel the surging aspirations of their youth".

Choosing a varied perspective Dr. Kalam (2004) states, "the aim of teacher should be to build a value based society and enlightened citizenship. If one wants to be a good teacher, one has to have a great sense of moral values. But simply to possess a sense of that kind would not be enough. One needs to play that role too sincerely. One must be well versed with moral values".

From the above discussion, it is evident that teacher educator as an architect of the nation because he is the person who is responsible to produce quality teachers. Good education is possible in the hands of good teacher only. If a teacher wants to improve the quality of life, it is imperative that he must be honest with himself every time and every moment. This is what is required of a teacher having healthy ethical orientation. It is universally felt that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a pre-requisite to ensure its dignity and integrity. It is also significant that the Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some onerous professional responsibilities to be internalized by them in the performance of their duties. Accordingly, it is considered necessary that the Code of Professional Ethics be evolved and adopted by the teaching community.

Code of Professional Ethics for Teachers

In pursuance of the recommendations of The National Policy on Education (1986), a Code of Professional Ethics for Teachers (CPET) was jointly developed by National Council of Education Research and Training (NCERT) and the All India Federation of Primary and Secondary School Teachers Organizations. The preamble of the draft code of the

professional ethics (2010) gives a professional obligation massage in the field of education that teachers should integrate their professional behavior with below mentioned qualities of professional ethics:

1. Obligations towards Students

➢ Treats all students with love and affection.

➢ Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.

➢ Facilitates students' physical, social, intellectual, emotional, and moral development.

➢ Respects basic human dignity of the child in all aspects of school life.

➢ Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.

➢ Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

➢ Adapts his/her teaching to the individual needs of students.

➢ Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.

2. Obligations towards Parents, Community and Society

➢ Establishes a relationship of trust with parents/guardians in the interest of all round development of students.

➢ Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.

➢ Strives to develop respect for the composite culture of India among students.

➢ Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

3. Obligations towards the Profession and Colleagues

➢ Strives for his/her continuous professional development.

➢ Takes pride in the teaching profession and treats other members of the profession with respect and dignity.

➢ Refrains from engaging himself/herself in private tuition or private teaching activity.

➢ Refrains from accepting any gift, or favors that might impair or appear to influence professional decisions or actions.

➢ Refrains from making unsubstantiated allegations against colleagues or higher authorities.

➢ Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.

➢ Respects the professional standing and opinions of his/her colleagues.

Conclusion

"Teachers and leaders in education are committed to the professional ethics and can never shirk their professional responsibilities" Teaching creates all other professions. A Teacher is said to be a candle that burns itself to light up the life of others; they should develop appropriate ethics among themselves so that the same values can be developed among students. A teacher can become a professional in real sense if he fulfill all the obligations and remember that a profession is above the professional and in no case he should allow his human instincts and feelings to come in the way of his profession. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. In India, it is necessary to increase ethical values, philosophical thinking, study, research and moral development in education system.

References

1. Alexander, R.(2009). Children, Their World, Their Education: Final Report and Recommendations of The Cambridge Primary Reviews. Abingdon, NY: Routledge.

2. Anangisye, W. (2010). Promoting teacher ethics in colleges of teacher education in Tanzania: practices and challenges. *AJOTE, 1*(1), 64-77.

3. Boon, H. J. (2011). Raising the Bar: The teaching profession ethics for Quality Teachers. Australian Journal of Teacher Education, 36(7).https://doi.org/10.14221/ajte.2011v36n7.2

4. Capli, F. A. (2015). The role of school principals in promoting teaching ethics among teachers from principals and teachers perspective in Makkah public schools (Unpublished thesis). Umm Al Qura University, Saudi Arabia.

5. Das, S. (2014). Professional ethics grow with teaching experience: A research of women teachers in higher education institutions in Punjab. European Academic Research, II(4).

6. Draft Code of Professional Ethics for School Teachers. National Council for Teacher Education, Wing – II, Hans Bhawan, 1, Bahadur Shah Zafar Marg, New Delhi- 110002, 2010.

7. Goodlad, John I. retrieved from http://www.slideserve.com/tommy/theteacher-as-a-professional. ,

8. G.S. and Jayamma, H.R. "Professional Ethics of Teachers in Educational Institutions", Artha J Soc Sci, Vol: 11, No: 4, (2012).

9. Halakeri, Barakatali K. "Professional Ethics and Isssues in Teaching Profession", National Journal of Multidisciplinary Research and Development, Vol:3, No:1, (2018).

10. Ibrahim. (2012). Proposed code of ethics for the teaching profession in Saudi Arabia (Unpublished MA thesis). Saudi ArabiaNadia. (2015). Professional Ethics of Teachers in Educational Institutions Nanigopal Malo. International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS), I(VI), 94-98.

11. Kumar, A. "Ethics, Accountability with Special Reference to Empowerment in 21st Century in Modern Era", Research Journal Of Human Development, Vol:2, No:1, (2015).

12. Murty, S.K. Contemporary Problems and Current Trends in Education. Ludhiana: Tondon Publications.

13. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.

14. Nazzal, M. (2001). Ethics of the teaching profession in the light of Islamic thought and the extent of teachers' commitment from principals and supervisors perspective in Palestine (Unpublished thesis). Al-Quds University, Palesti

15. Nehru, R.S.S. and Suryanarayana, N.V.S.S. (2016). Teacher Education. New Delhi: APH Publishing Corportion ne.

16. Nikose, R.L. (2013). Encyclopedia of Teacher Education. New Delhi: APH Publishing Corportion. Parkasha

17. Sachdeva, M.S. and Sharma, K.K. (2002). "Philosophical &Sociological Bases of Education". Ludhiana: Bharat Book Centre.

18. Sherpa, K. "Importance of Professional Ethics For Teachers" International Education & Research Journal, Vol: 4, No: 3, (2018).

19. Tabachnick, B. G., Keith-Spiegel, P., & Pope, K. S. (2016). Ethics of teaching: Beliefs and behaviors of psychologists as educators. American Psychologist, 46(5), 506-515. https://doi.org/10.1037/0003-066X.46.5.506

Value Education: A Boon & Key for Human Happiness:

Dr. Pratibha Srivastav
Asst: Prof. in Botany
Govt. Raza P. G. College Rampur

Value education means inculcating in the children a sense of humanism, a deep concern for the well being of others & the nation. According to C.V. Good value education is the aggregate of all the processes by means of which a person develops abilities & other form of behaviours of the positive values in the society in which he lives. Value education promotes tolerance & understanding above & beyond our political, cultural & religious differences putting special emphasis on the defence of human rights, the protection of ethnic minorities, the most vulnerable groups & conservation of environment. Value education is different from moral education as value education is a broad term while moral education denotes education in a single value i.e. morality. In India 'High level Seminar on Moral Education' 1981, was focussed on this difference Jack P. Fraenkel writes: It is rather discouraging fact that there is a little agreement among educationists today as to what value education involves.

Aims of Value Education

Value Education is the education which enables us to understand the valuable priorities of life to remain happy. It is actually a mode of transformation from animal conscious to human conscious. Value education deals with teaching & learning about the ideals that are the necessity of a society. Value education can take place at home as well as schools, colleges, universities, several voluntary youth organizations. The aim of this education is not only to understand the values theoretically but it should be reflected in our attitude, behavior & personality of an individual so that they may contribute to society as a good citizen.

Field of Value Education

Value education is concerned with the understanding of 2 types of values:-

(a) **Terminal Values: -** These are most important & most desirable that any person likes to achieve during his/her lifetime. These values include recognition in society, self respect, prosperous life, inner harmony & happiness & professional excellence etc. These values affect an individual's personality & decisions of life, how they perceive their environment, their social behaviours as well as employment selection.

(b) **Instrumental Values: -** Instrumental values are concerned with views on acceptable modes of conductor means which are helpful to achieve terminal values. These include being sincere, honest, humble, ethical & ambitious. Infact value education is based on traditional, ethnic, personal, social & innovative values which guide an individual to take judgment what good or bad, desirable or undesirable in his/her life. Value education is actually a branch of education which helps us to analyze our life critically & positively & become a real human being.

Components of Value Education

Values are principles or standards of behaviours which affect the judgments of an individual's life. They are the pillar of a developed, cultured & happy society & bring out the fundamental goodness of human being & society at large. Value education is associated with different methods, programmes & pedagogies that teachers need in order to solve value questions of students. Value education helps students to understand the values that guide them to face all challenges of their daily life & helps to modify values necessary for a healthy & happy society. Various components of value education are:

Environment Education: This component of value education enables an individual to explore environmental issues, tolerance, justice, compassion, & love which is the basic characters of a good human being should be cover into environment education. These are the values to be nurtured so that all forms of life & biodiversity of the earth can be protected.

Health Education: This type of education is aimed to provide skills, knowledge & awareness about health so that citizens of a nation remain healthy.

133

Character Education: This is the most important type of value education as it supports an individual to become well behaved, good- mannered & socially acceptable human beings.

Need & Objectives of Value Education

1. Values guide us so that we may be able to determine what is good or bad for us.

2. Values help us to interact harmoniously with others. In fact values are the part of our identity as an individual & guide our behavior.

3. They help us to choose right path when we are facing adverse conditions in life.

4. They are like a compass in our life which helps us to behave consistently regardless of the situation.

5. Value education helps us in management of self, decision making & personality development.

6. Value education contributes to changes in values held collectively by communities & personally by individuals.

Value Education: Need of Time

Value education is a necessity for the full development of child's personality in its physical, mental, emotional & spiritual aspects & it helps them to become a responsible & cooperative citizen. It also creates spirit of patriotism & national integration as well as democratic way of thinking & living. Again & again a burning question bursts in our society "Where have the values gone?" There has been a fast deterioration in the values of children. This issue becomes all the more jumbled while fixing up the responsibility of value education, who is going to inculcate these values in children? Parents, leaders, thinkers, artists, or teachers? The obvious & most easy answer comes that teacher is the prime inculcator of values because the young are under his or her formal care. The roots of value education are spread in Indian philosophy & culture & ingrained in every tradition of Indian Culture. Value education is concerned to make morality a living concern for students. It is a necessity of time & responsibility of all of us. Most recently the National Curriculum Framework & the framework on values in school has been brought out by NCERT. The idea of imparting value education is also closely linked with the educational reforms that have been introduced under the scheme of Continuous & Comprehensive Education (CCE). The National Policy on Education, 1986 has very

strongly recommended the need for Value education. In the context of Modern India which is moving towards industrialization & technology, we need education based a spirit, morality & social values. Value-oriented school education is the prime need of time to make India a technology developed & morally civilized country.

References

1. Cam. P. (2014). Philosophy for children, values education and the inquiring society. *Educational Philosophy and Theory*, 46(11), 1203-1211. *CrossRefGoogle Scholar*

2. Halstead, J.M., & Taylor, M.J. (Eds.). (1996). *Values in education and education in values*. London: Falmer Press. Google Scholar

3. Kirschenbaum, H. (1992). A comprehensive model for values education and moral education. *The Phi Delta Kappan*, 73(10), 771-776. Google Scholar

4. Peters, R.S. (1970). *Ethics and education* (2nd Ed.). London: G. Allen and Unwin. Google Scholar

5. Ryan, K. (2015). Moral education- A brief history of moral education, the return of character education, current approaches to moral education. http://education.stateuniversity.com/pages/2246/Moral-Education.html. Accessed 10 May 2015.

6. Silcock, P., & Duncan, D. (2001). Acquisition and values education: Some proposals. British Journal of Educational Studies, 49(3), 242-259. Cross Ref Google Scholar

7. Simon, B.S., Howe, W.L., & Kirschenbaum, H. (1972). *Values clarification: A handbook of practical strategies for teachers and students*. New York: Hart Publishing. Google Scholar

8. Warnick, B.R., & Silverman, S.K. (2011). A framework for professional ethics courses in teacher education. *Journal of Teacher Education*, 62, 273-285. Cross Ref Google Scholar

9. Haydon, G. (2003). What scope is there for teaching moral reasoning? In R. Gardner, J. Cairns & D. Lawton (Eds.), *Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching* (pp. 27- 37). London: Kogan Page.

10. Lickona,T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.

11. CADUTO, M. (1985a) *A Guide on Environmental Education Values Education* (Paris, Unesco-UNEP).

Importance of Professional Ethics in Higher Education

Preety Agarwal
Asso. Prof., Deptt.of Teacher Education,
D.A.V.PG. College, Muzaffarnagar

It is universally felt that the status of teaching profession requires to be raised to ensure its dignity and integrity. Accordingly, it is considered necessary that there should be a code of ethics which may be evolved by the teaching community itself for its guidance. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners. The professional ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behavior of the students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful role to play. The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. Teachers can be regarded as a guiding light as they play an important role in shaping the life of many individuals. They are strong role models and need to have a rational behavior towards the students. Following above ethics will help them in being impartial in their field and do the job honestly with professionalism.

Introduction

Teachers play a huge role in student's lives, and form a major influencing factor for them right from the childhood. They, with the help of chalk and board, can help students develop imagination that will help them to paint their own world. Regarded as the noblest profession of all, these educators can lay the foundation of your life. Apart from imparting academic knowledge, these mentors are also responsible for inculcating invaluable life lessons in their students.To set a positive example, teachers must follow an ethical code of conduct to show professionalism. Those ethics ensure that these educational guides remain unbiased while doing their job and fulfill their objective of providing uncompromising education. Professional ethics determines their responsibilities towards the students.

Teachers Should Always Impart Knowledge: For This Teacher Should Perform Following Activities

1. As objectively and factually as possible, without personal emotion, bias, malice or a political, religious, cultural, socio-economic or racial agenda.

2. Treat their pupils / students with respect, irrespective of political, religious, cultural, socio-economic or racial differences.

3. Based on the latest research and findings available.

4. Encourage and facilitate a lifelong interest in learning, life, liberty and the pursuit of happiness.

Some Basic Principles for Professional Ethics

Principle i: Ethical Conduct toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self. The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.

2. The professional educator does not intentionally expose the student to disparagement.

3. The professional educator does not reveal confidential information concerning students, unless required by law.

4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.

5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

Principle ii: Ethical Conduct toward Practices and Performance

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.

2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.

3. The professional educator continues professional growth.

4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.

5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.

6. The professional educator honestly accounts for all funds committed to his or her charge.

7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

Principle iii: Ethical Conduct toward Professional Colleagues

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.

2. The professional educator does not willfully make false statements about a colleague or the school system.

3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

Principle iv: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.

2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.

3. The professional educator manifests a positive and active role in school/community relations.

Code of Professional Ethics for Teachers Developed By NCERT, AIPTF, AISTF, AIFEA

Code of professional ethics for teacherswasalso developed by the National Council of Educational Research and Training (NCERT) jointly with All India Primary Teacher's Federation (AIPTF), All India Secondary Teacher's Federation (AISTF), and All India Federation of Educational Associations (AIFEA).There are five major areas of professional activities which encompass the work of a teacher. For each of these areas certain principles have been identified to serve as guidelines for teacher's conduct. These are preceded by a Preamble which provides a rationale for the principles identified.Preamble-Recognizing that every child has a fundamental right to receive education of good quality;

➢ Recognizing that education should be directed to all round development of human personality;

➢ Realizing the need for developing faith in the guiding principles of our polity viz., Democracy, social justice and secularism;

➢ Recognizing the need to promote through education, our rich culture

heritage, national consciousness, international understanding and world peace;

➢ Recognizing that teacher's, being part and parcel of the social milieu, share the needs and aspirations of the people;-

➢ Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;

➢ Realizing that the community respect and support for the teaching community are dependent on the quality of teaching and teacher's proper attitudes towards teaching profession;

➢ Realizing the need for self-direction and self-discipline among members of the teaching community. We, the teachers of India resolve to adopt this code of Professional Ethics.

Part–I Teacher in Relation To Students the Teachers Shall

1. Always be punctual in attending to duties in the school;

2. Always teach the curriculum after making thorough preparation for the lessons to be taught;

3. Treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth;

4. Guide the students in their physical, social, intellectual, emotional, moral andspiritual development;

5. Take notice of theindividual needs and differences among students in their socio-cultural background and adapt his/her teaching accordingly;

6. Refrain from accepting remuneration for coaching or tutoring his/her own student's except for remedial teaching under an approved scheme;

7. Refrain from divulging confidential information about students except to those who are legitimately entitled to it;

8. Refrain from inciting students against other students, teaches or administration;

9. Set a standard of dress, speech and behavior worthy of example to the students;

10. Respect basic human dignity of children while maintain discipline in the school.

Part–II Teacher In Relation To Parents/ Guardians the Teacher Shall,

➢ seek to establish cordial relations with parents/ guardians;

➢ provide information regularly to parents regarding the attainments and shortfalls of the wards;

➢ refrain from doing anything which may undermine student's confidence in their parents or guardians;

PART–III Teacher In Relation To Society And The Nation The Teacher Shall,

➢ strive to develop the educational institution as a community and human resource development center providing knowledge and information and developing skills and attitudes needed for such development;

➢ strive to understand the social problems and take part in such activities as would be conductive to meet the challenges passed by the problems;

➢ retrain from taking part in activities having potential to spread feeling of hatred or enmity among different communities, religious or linguistic groups;

➢ work actively to strengthen national integration and spirit to togetherness andoneness;

➢ respect Indian culture and develop positive attitudes towards it among students;

➢ respect and be loyal to the school, community, state and nation

Part–IV Teacher in Relation to Profession, Colleagues and Other Professional Organizations

➢ Teacher in relation to Colleagues and Prof /herself wishes to be treated;

➢ Refrain from lodging unsubstantiated allegations against colleagues or higherauthorities;

➢ Participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self-study;

141

- ➢ Avoid making derogatory statements about colleagues especially in the presence of pupils, other teachers, official or parents;
- ➢ Cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co-curricular activities;
- ➢ Accept as a professional the individual responsibility of reporting to the concerned authorities in an appropriate manner all matters that are considered to be prejudicial to the interests of the students and the development of the institution;

B. Teacher in Relation to Professional Organizations, the Teacher Shall,

- ➢ take membership of professional organizations treating it as a professional responsibility;
- ➢ participate as a matter of right in the formulation of policies and programmers of professional organizations and contribute to their strength, unity and solidarity;
- ➢ always function within the framework of the Constitution of the organization concerned;

Part–V Teacher In Relation To Management/ Administration the Teacher Shall,

- ➢ recognize the management as the prime source of his sustainable development;
- ➢ develop mutual respect and trust through his professional activities and outputs.

Thus true professional organization regulates admission of Its members, exerts control over them and fights against all odds to promote their welfare. It thus represents unified voice of its members. The professional organizations of teaches should take upon themselves the moral responsibilities to safeguard all clauses of this code by ensuring their observance by the teachers. They should accept the responsibility to evolve a suitable mechanism for its enforcement

Thus Following Moral Principles Must Be Observed by the Teachers

Being With the Students

They are entrusted with the role of providing a quality education to all students in the classroom. As a part of ethics, they cannot exhibit favoritism

towards any particular student or even show discrimination against any of them. He/she ought to interact with the pupils in an appropriate manner without taking any advantage. They must keep minimum contact with students outside the school premises, and if need arises, it must be related to some school event or function.

Safety for All Students

Apart from making the learners understand the basics of different subjects, it is the teacher's responsibility to ensure students' safety by gaining their trust. They have to understand needs of each individual student and report incidences of harassment and bullying that occur within the school premises. Also, if there is a strong doubt of neglect or abuse at home, or when a student discloses any such case, then it must be immediately notified to the right authorities even if the involved student refrains from any such action.

Commitment towards the Profession

Anyone who aspires to work in this field must understand ethics related to this profession. They must represent accurate information about their qualifications, certifications of undertaken courses or workshops and required licenses. Representing misleading information just to get entry into this profession can shatter your chances to a great extent. The teachers must report the progress of students and be fair in giving grades for assessments. Manipulating it or purposefully reconstructing student responses can land them with fraudulent charges thus leading to loss of job.

Cooperating With Colleagues

To provide a safe environment in the school, all teachers, administrators and non-teaching staff that must collaborate to give a rich learning experience for the learners. Every teacher associated with the institution must adhere to the guidelines set by administrators. They must bear in mind to follow expected rules; however, unreasonable it may occur to create a right example in front of students and not disrespect the authorities. In case of disagreement with a colleague over any trivial issue or a topic, the educators must sort out their differences in private. They should not speak negatively for their fellow employees and maintain appropriate relationships with them. In addition to this, the teachers must keep personal and professional life different and abstain from indulging

in any adult behaviors.

Interaction with Parents and Community

Apart from colleagues, the educators must engage in positive interactions with parents or guardians for the child's future. In case of troublesome parents, the meetings must be conducted under the supervision of administrator or with the help from other teachers. They must not give into unduly demands by parents.Teachers can be regarded as a guiding light as they play an important role in shaping the life of many individuals. They are strong role models and need to have a rational behavior towards the students.

Following above ethics will help them in being impartial in their field and do the job honestly with professionalism.

Conclusion

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. The professional educator acts with conscientious effort to exemplify the highest ethical standards.The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.In this world of globalization and competitive world, we are witnessing diverse changes in our educational system. Since, change is inevitable the aims and objectives of education are changing according to the need, interests and requirements of the learners, society a nation as a whole. Now, the concept of teacher and teaching also is changing day by day. A teacher in this contemporary era has many duties and responsibilities to play. Apart from having good academic and professional qualifications, they should also possess the knowledge of Professional ethics. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners. The professional ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behavior of the students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful role to play. Teacher having the sense of professional ethics will treat their learners with love, care, affection and commitment. In addition to that, they would always ensure to make specific contribution

from their angle.

References

1. Aristotle (1980). Nocomachean Ethics. New York: Oxford University Press.

2. Applbaum, A. I. (1999). Ethics for Adversaries: The Morality of Roles in Public and Professional Life. Princeton, New Jersey: Princeton University Press.

3. A.C.T.D.E.T. (2006). Teachers' Code of Professional Practice. Retrieved from http://www.det.act.gov.au/__data/assets/pdf_file/0007/17692/er_CodeProfessionalPractice.pdf.

4. Burbules, N., Densmore, K. (1991), The Limits of Making Teaching a Profession. In Educational Policy, nr. 5 (1)/1991, pp.44-63.

5. Bayles, M. D. (1989). Professional Ethics (2nd ed.). Belmont, California: Wadsworth Publishing Company.

6. Benninga, J.S. (2003). Moral and ethical issues in teacher education. ERIC Clearing house on Teaching and Teacher Education.

7. Beck, J. (2008). Governmental Professionalism: Re-professionalizing or de professionalizing teachers in England? British Journal of Educational Studies, 56(2), 119-143.

8. Colnerud, G. (1997). Ethical conflicts in teaching. Teaching and Teacher Education, 13(6), 627-635.

9. Creamers', M.B. (1994). Learning difficulties in Chemistry: An over view. Journal of Turkish Science Education, 189-205. Turkey: Permagon Press. Colnerud, G. (2006). Teacher ethics as a research problem: synthesis achieved and new issues. Teachers and Teaching: theory and practice, 12(3), 365-385.

10. Evans, L., (2008), Professionalism, Professionalism and the Development of Education Professionals, in British Journal of Educational Studies, Vol 56, 1/2008, pp.20-38

11. Fareo, D.O. (2013). Professional development of teachers in Africa: A case study of Nigeria. The African Symposium, 64(13).

12. Fenwick, T. (2008). Responsibility, Complexity Science and Education: Dilemmas and Uncertain Responses. Studies in Philosophy and Education.

13. Gholami, K., & Husu, J. (2010). How do teachers reason about their practice? Representing the epistemic nature of teachers' practical knowledge. Teaching and Teacher Education, 26, 1520-1529.

14. Glegg, A. (2003). Creating Right-Minded Teachers: British Columbia, 1872-2002. Journal of the International Society for Teacher Education, 7(1), 11-21. Australian Journal of Teacher Education Vol. 37, 9, September 2012 16

15. Higgins, E. T. (1996). Ideals, Oughts, and Regulatory Focus: Affect and

Motivation from Distinct Pains and Pleasures. In P. M. Gollwitzer & J. A. Bargh (Eds.), The psychology of action: linking cognition and motivation to behavior.

16. Lovat, T., & McLeod, J. (2006). Fully Professionalized Teacher Education: An Australian study in persistence. Asia-Pacific Journal of Teacher Education, 34(3), 287-300.

17. Lyons, M. (1990). Dilemmas of knowing: Ethical and epistemological dimensions

18. Mohammed, A.H. (2006). Creating opportunities for continuing professional development of teachers: The National Teachers Institute (NTI) Experience. Lead paper presented at the 1st National Conference of the Faculty of Education, University of Abuja. Held 17th-21st October, 2006, Abuja.

19. Mushtaq, I. & Khan, S.N.(2012). Factors affecting students' academic performance. Global Journal of Management and Business Research, 12(9), 12-22.

20. Oyinloye, G.O. (2010). Primary school teachers' perception of classroom management and its influence on pupils' activities. European Journal of Educational Studies, 2(3), 305-312.

21. Smyth, J. (1992). Teachers work and the Politics of Reflection in American Research Journal, 29, pp 267-300.

22. Wynne, E.A. (1995). The Moral Dimension of Teaching, in A.C. Ornstein (Ed), Teaching: Theory into practice (pp.190-202), Boston: Alyn and Bacon, 1995

A Study of Emotional Intelligence of Senior Secondary School Students In Relation To Their Academic Achievement

Prem Kishor Sharma
Vice Principal
Govt. S.B.V. Nand Nagri, E –Block Delhi.

The Present study titled "A study of Emotional Intelligence of Senior Secondary School Students in relation to their Academic Achievement" has been designed to investigate the relationship between EI and academic achievement. Emotional Intelligence at the most general level refers to the ability to recognize and regulate emotions in one self and others (Goleman, 2001). It has been defined as "The ability to reason validly with emotions and with emotional related information, and to use emotions to enhance thought" (Mayer et al. 2016)

Emotional Intelligence is made up of a set of skills, which can improve through nurturance and education. Home and school are the prime locations for promotion of emotional intelligence because most of the time child would either be at home or school. At school; teacher can make an effort in this direction. Hence, school is the best place where emotional and social competence may be nurtured in its natural way. This study was also attempted to determine whether students from different genders are different in Emotional Intelligent.

The specific objectives of this study were: a) To study the emotional Intelligence of class XI male and female students. b) To study the emotional intelligence of students belonging to rural and urban areas. c) To study the relationship between emotional intelligence and academic achievement of students studying in class XI.

A sample of 600 students (300 male and 300 female) of Delhi & NCR region was selected keeping in view their gender and locality. They were administered a scale of emotional intelligence developed by Mishra (2007). For measuring the academic achievement of students the marks obtained by the sample subjects in secondary CBSE Board examination were considered as their academic achievement. The collected data was analysed as per objectives of study by using statistical techniques.

The results of this study revealed that (a) there was no significant difference between emotional intelligence of male and female students. (b) Rural students were securing higher mean scores for emotional intelligence than their urban counter parts and (c) There was significant positive correlation between emotional intelligence and academic achievement of school students studying at senior secondary level.

The most important aspect of education missing today is emotional education. People of all ages need assistance to communicate their feelings in better way and this communication promotes more productive and harmonious society. By teaching emotional skills we can gift people with self-acceptance, anger management, motivation to co-operate, the ability to make and keep friends, the ability to resolve conflict, and power to express one peacefully and honestly (Lacoix, 2003). A student can perform better in society, family, in friends circle and scholastic as well as in co-scholastic fields, if he/she is comfortable in his/her self. Intelligence Quotient (IQ) may help student in understanding and dealing with the world at one level, however, he/she needs emotions to understand and deal with him/her and in turn with others. The purpose of this study is to see whether there is any relation between emotional intelligence (EI) and academic success of students.

Emotional Intelligence

Up to the early 1990s, Intelligence Quotient (IQ) was taken as the sole measure of intelligence and success of an individual. With the passage of time, the validity of IQ as the only measure of a person's intelligence and success has been formally questioned. The notion of IQ has started losing its ground because of its failure to explain real life experiences (Sternberg, Wagner, Williams & Hovarth, 1995). There have always been numerous examples of people with high IQ who failed to achieve in life what they wanted to achieve. On the other side, there are people whom we thought as dumb but they achieved a lot. A question arises how to explain the achievements and success of the people who did not have exceptional IQ. Does this means that there is something more than IQ? In a large share, one's ultimate niche in the society is determined by the non-IQ factors (Gardener, 1993).

Research shows that IQ account for only 20% of person's success in life (Stranberg, Wong, Wagner, Williams & Hovarth, 1995) the balance can be attributed to Emotional Intelligence. The term Emotional Intelligence

(EI) was made popular by Danial Goleman in his bestselling books 'Emotional Intelligence' (1996) and 'Working with Emotional Intelligence' (1998).The EI involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Mayer & Salovey, 1993). In the new modal EI defined as "The ability to reason validly with emotions and with emotional related information, and to use emotions to enhance thought (Mayer et al. 2016). The emotional intelligence (EI) at the most general level relates to the ability to recognize and regulate emotions in oneself and in others (Goleman, 2001). The EI involves abilities that may be categorized into five domains: self-awareness, managing emotions, motivating one-self, empathy and handling relationship. Thus intrapersonal and interpersonal intelligence as proposed by Gardner (1993), essentially constitute the aspects of social intelligence which have been included in EI in the form of self-awareness, empathy and handling relationship. EI involves the ability to reason using emotions and of emotion to enhance the reason.

Academic Achievement

Academic achievement is usually defined in three ways; the grades students earn in school, their performance on standardized test of academic achievement, the number of years of schooling completed (Stanburg, 1985).Most of the researchers have analysed academic achievement on behalf of the marks of students on tests designed to examine their academic progress because it is convenient and less time consuming. Therefore, in the present investigation, academic achievement has been taken as Marks obtained by the students in class X, C.B.S.E Secondary Board examination.

Need of the Study:

Goleman (1995) reported that emotional literacy programmers improve children's academic achievement and school performance. Emotional education is a fundamental need of a human being but this is missing from our academic institution. Many suicidal cases indicate that academic performance is not only important but teaching of handling the emotions in case of persistence is also very important like the capability to handle day to day problems, the ability to make and keep friends, the ability to resolve conflict, and the power to express one's self peacefully and honestly .

In India, families are migrated from rural to urban on a large scale. This migration affects the students in numerous ways. Moreover, our school system behaves differently with males and females which affects the EI and academic achievement of students. Further, EI of students is influenced by other social and demographic variables like rural and urban locations, socio- economic differences, etc.

Need for the proposed work arises from the fact that the role of EI in academic achievement of Indian students and various social variables influencing it but it has not been adequately studied as yet in India because EI is a very recent concept. Most of the researches in India are still based on western social system. The present investigation was an effort to find out the EI of students belonging to different social groups and back grounds. It was thought that it would be very useful to know the effect of different parameters like sex and locality on the EI of students. The results of this study might also be useful for suitable modifications in curriculum, teachers' training program, counseling of students and parents, and suggesting some new programs for education policy makers.

Objectives of the Study

Following are the objectives of the present study:

1. To study the emotional intelligence of class XI male and female students.
2. To study the emotional intelligence of class XI students belonging to rural and urban area.
3. To find out the relationship between emotional intelligence and academic achievement of the school students studying in class XI.

Hypotheses

The following hypotheses are formulated and tested:

1. There is no significant difference between the mean emotional intelligence scores of male and female students
2. There is no significant difference between the mean emotional intelligence scores of rural and urban students.
3. There is no significant correlation between emotional intelligence and academic achievement of senior secondary school students.

Method

The descriptive survey method was used in this study.

Sample

The subjects for this study were drawn from twelve randomly selected schools (six from rural and six from urban area) from Delhi and NCR. The sampled schools were including boy's schools, girl's schools and co-educational schools. In all, six hundred students were selected (300 male and 300 female). Further, area wise, there were 300 urban and 300 rural students in the sample.

Tool

To measure the emotional intelligence of the sampled students the test of Emotional Intelligence developed by K. S. Mishra (2007) was used. This test is valid, reliable and suitable in Indian conditions. For academic achievement, Marks percentage obtained by the students in class X CBSE Board examination was used and considered as academic achievement.

Data Analysis

As per the nature of data, the measures of central tendencies and dispersion like Mean and S.D. were employed. Further, for finding out significant difference between means of two large and independent groups,'t' test was used. For finding out the correlation between the variables emotional intelligence and academic achievement of students, the Karl Pearsons formula for computation of coefficient of correlation was used.

Hypothesis 1

There is no significant difference between the mean emotional intelligence scores of male and female students.

To verify this hypothesis Mean, S.D. and't' value have been computed and the results have been presented in the Table 1.

Table1: Mean, S.D. and 't' value for emotional intelligence scores of male and female students

Category	N	Mean	S.D	t-value	Significance
Male	300	20.90	5.641	1.159	Not significant
Female	300	20.38	5.197		

It is clear from table 1 that the mean of emotional intelligence scores of male and female are M=20.90 and M=20.38 respectively. The calculated 't'- value (t=1.159) has not been found to be significant either. 01 or. 05 level of significance. It indicates that male and female have more or less same level of emotional intelligence. Hence, the hypothesis that 'there is no significant difference between the mean emotional intelligence scores of male and female students' is accepted.

Hypothesis 2

There is no significant difference between the mean emotional intelligence scores of rural and urban students.

To verify this hypothesis Mean, S.D. and 't' value have been computed and the results have been presented in the Table 2

Table2: Mean, S.D. and 't' value for emotional intelligence scores of rural and urban students

Category	N	Mean	S.D	t-value	Significance
Rural	300	21.38	5.477	3.354	Significant
Urban	300	19.90	5.280		

It is evident from table 2 that the mean emotional intelligence scores of rural students (M=21.38) is higher than the mean emotional intelligence scores of urban students (M=19.90). The obtained 't'-value (t=3.35) is significant at .01 level of significance. On the basis of this result, it may be said that the rural students are more emotionally intelligent than the urban students. Thus the hypothesis that 'there is no significant difference between the mean emotional intelligence scores of rural and urban students' is rejected

Hypothesis 3

There is no significant correlation between the emotional intelligence and academic achievement of students.

To verify this hypothesis the correlation coefficient between the emotional intelligence and academic achievement of students has been calculated with the help of Pearson correlation coefficient. The detail has been presented in Table 3.

Table 3: Coefficient of correlation between emotional intelligence and academic achievement of students.

Sr. No.	Variables	Value of coefficients of correlation	Significance
1	Emotional Intelligence	0.212	Significant at 0.05 level
2	Academic Achievement		

Table 3 reveals that the coefficient of correlation between emotional intelligence and academic achievement is r = 0.121 which is significant at 0 .05 level of significance. Therefore, it may be concluded that the emotional intelligence and academic achievement of students are correlated to each other. Hence, the hypothesis that 'there is no significant correlation between the emotional intelligence and academic achievement of students' is rejected.

Discussion

Emotional Intelligence and Locale of the Students

The results related to EI of rural and urban students revealed that the rural students were significantly more emotionally intelligent than urban students. It appears that, living milieu has a positive effect on the development of EI; this study provides evidence that micro cultural influences have bearing on EI. One can attempt to understand the observable fact of higher emotional intelligence among rural students by explaining their day to day activities and environment. On the basis the results shown by previous studies, establishing relationship between emotional intelligence and variable similarly to the micro environment of rural/ urban students.

By looking the traditional nature of existence of rural population under study, one can assume that rural students are being brought in the environment of positively supportive social network of relatives, friends and elders. Such an environment has been found to be providing greater life satisfaction, lower stress (Mayer, Smith & Gordis, 1988) and higher empathy (Thoits, 1986). Empathy has been emphasized to be an all probabilities a central characteristic of emotionally intelligent behaviour (Salovey & Mayer, 1999).

Shanwal (2004) found that rural students are more emotionally intelligent than urban but Manhas (2005) in his study found that there is no significant difference in adolescents belonging to rural and urban area in regards to emotional intelligence.

Emotional Intelligence and Sex

The results related to EI of male and female students revealed that the male students were slightly higher EI scores than female students which were not significant at level of acceptable confidence. It can be seen in the light that the family in Indian society practices different codes of conduct for their male and female children. Hence, expected differently from male and female, the manner of sitting, speaking, language etc. is expected differently for boys and girls. A girl child starts getting instruction from very early age that she will not speak loudly, control on her expressions, behave as per expectations of the elders, etc. Hence, they are made conscious while interacting in the presence of someone else or with someone. In case of male child, the expectations are different like he has to interact with stranger visiting the home, he has to visit to neighbors or relatives helps in parental profession or business etc. Manhas and Gakhar (2005) in their study observed the insignificant difference in EI of boys and girls and the same results were found by Bar-On (1997), Pant and Prakash (2004), Upadhyay (2007), Malviya (2007), Subramanyam & Rao (2008). On the other hand many investigators found that female are more emotionally intelligent than male (Ciarrochi and Bajgar, 2001; Shanwal, 2004; Sibia & Grishwar, 2005) but Lal and Kumar (2003) found that males are more emotionally intelligent than female. Tough Indian constitution does not permit to discriminate on the basis of sex. However, Indian women generally have to face discrimination due to her being female. Now this tendency is disappearing with advancement

of the society that is why differences in EI of male and female is not observed. Boys and girls both evinced almost similar level of EI. Results also showed that intensity of the stereotypical perception of EI as a feminine attribute diminished. In this study, the rural sample was taken from C.B.S.E board affiliated schools of Noida, Greater Noida and Ghaziabad which are rapidly developing regions. It might be possible reason as development and advancement of the society impacted both sexes in similar fashion.

Emotional Intelligence and Academic Achievement

Emotions and feelings play an important role in any type of achievement in life. Following this notion, the finding of present study also verified as there is positive correlation between EI and academic achievement. It means that if a student is good at expression of his/her emotions, regulates his/her emotions, manage the emotional responses of others and try to understand the emotions of others may be good at academic area. In this regard this finding is similar to the findings of Abisamara (2000), Roly Pandey (2004), Dragan (2004), Anandmani (2005). Further studies by Bar-On (2003) and Swart (1996) also indicate the existence of a significant relationship between EI and academic achievement. Their results show that emotional social intelligence can predict who will perform well in school and who will not. Overall, it can be said that emotional intelligence and academic achievement have relationships but it should be explored further by conducting more and more studies.

Educational Implications

The findings of the present investigation may be helpful for students, teachers, parents, principals, administrative and recruiting authorities, educational planners and policy makers, curriculum developers and well-wishers of the society. As a matter of fact, adolescence period is a period of storms and challenges in human life. Emotions play important role to make the adolescents productive or distractive. It is true that the life revolve around the axis of emotion. This research indicates that level of emotional intelligence differs in rural and urban students; it means the socio-cultural milieu of society affect the emotional balance of the individual. So it has an implication for curriculum developers to have clarity about socio-cultural and economical aspects of children while developing curriculum and

155

preparing the content for different stages of school education. The finding of the study also indicates that male and female students are more or less equally emotionally intelligent. This is important for teachers and principals to think about emotional aspects of sexes. Moreover, parents and other family members should also be aware about emotionality of male and female child while dealing them in different environmental situations. Further it has an implication for teachers training program like B.Ed, M.Ed, J.B.T, N.T.T, etc. In-service teacher should also be given orientation not only in teaching methodology but also an exposure in enhancing the EI competencies of their own as well as their students. This is need of hour to start School Life Skill Programme (SLP) for student at large scale in school and concept of emotional intelligent should be incorporated in school contents.

References

1. Abisamra, N. (2000). The relationship between emotional intelligence and academic achievement in eleventh graders. Research in Education: D661. Montgomery: AuburnUniversity.

2. Anandmani, A. (2006). A study of general intelligence and emotional intelligence in relation to achievement among IX class students.Journal of Educational Studies, 4(1 & 2), 47-49.

3. Bar-On, R. (2003). How important is it to educate people to be emotionally and socially intelligent, and can it be done? Perspectives in Education, 21, 4, 3-13.

4. Chauhan, V.L. and Bhatnagar, T. (2004).Assessing emotional maturity, emotional expression and emotional quotient of adolescent male and female students.Journal of Community Guidance and Research, 20, 157-267.

5. Deepshika and Bhanot, S. (2009). Role of Family Environment in social Adjustment of Adolescent girl in Rural area of Eastern UP. *Indian Journal of social Sciences Research*, Vol. 6, No. 2, Oct 2009. ijssr.110mb.com/ index.php.

6. Deepti(2008). Impact of exposure to certain co-curricular activities on emotional intelligence, personal value and academic achievement of school students.Unpublished thesis, Dr. B.R University, Agra.

7. Drago, J. M. (2004). The relationship between emotional intelligence and academic achievement in nontraditional college students.*EI Consortium Newsletter*.

8. Dubey, R. (2007). Relationship between emotional intelligence and academic achievement of under graduate students.*Researches and Studies*, 58, 47.

9. Gardner, H. (1993). *Multiple Intelligences*, New York: Basic Books.

10. Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

11. Mangal, S.K. (2008*).SikshaManovigyan*Book, Prentice-Hall of India Private Limited, New Delhi.

12. Manhas,.D.&Gakhar, SC (2005). Cognitive Correlates of Emotional Intelligence of Adolescents K, *Ram-Eish Journal of Education,* Dec. 2005, Vol.-II, No. 2, GautamBhudhNagar, UP.

13. Mayer, J.D. &Salovey, P. (1993).*The intelligence of emotional intelligence. Intelligence*, 17, 433-442.Mayer, J.D., Caruso, D.R., Salovery, P.(2016).The ability model of emotional in intelligent :Principles and updates, Emtional review, 8, 29-30. https: 11doi.org/10-1177/1754073916639667.

14. Pandey, R. and Pandey, T.C. (2002).Emotional intelligence and attitude towards modernization of Kumaun adolescents in relation to some socio-familial and educational factors. Unpublished Ph, D. thesis. Kumaon University.

15. Pant. N. and A. Prakash (2004).Multifactor emotional intelligence Scale (MEIS) in India - An evaluation.*Psychological Studies*, 49(2-3), 128-135.

16. Shanwal, V.K. (2004). Emotional Intelligence in the Indian *Scenerio Book*, Indian Publishers Distributors, Delhi.

17. Acharya,S.R.S, (2005).*Bachcho Ka NirmanPrivar Ki Pryogshala Me,* Yug Nirman Yogena Book.

18. Sibia, A., Mishra, M. &Srivastava, A.K. (2005).Assessing Emotional Intelligence in the Indian Context*: Psychological Studies*, Vol. 50, No. 2 and 3, 263-271.

19. Singh, D. (2006). *Emotional Intelligence at work, A Professional Guide,* Response Books, New Delhi.

20. Srivastava, N. (2007). A study of emotional intelligence in relation to achievement in environmental studies.*Journal of Educational Studies.*5 (1).

21. Subramanyam, K., &Rao, K.S. (2008). Academic achievement and Emotional Intelligence of Secondary School Children, *Journal of Community Guidance & Research*, Vol. 25, No. 2, pp. 224-228.

22. Upadhyay, P. (2007). A study of emotional intelligence among student teachers in relation to academic anxiety, personality traits and teaching motivation. Unpublished doctoral dissertation, University of Allahabad, Allahabad.

Education Policy in India – Issues and Challenges

Priti Lour
Research Scholar
Department of Law
D.A.V. College, Muzaffarnagar

An education can create educated society which prepares the present generation for a bright future and enables the individual to galvanize the capacity of collective. According to ancient thinkers in India, Vidya or knowledge or learning or education is the 'third eye' of man, which gives him an insight into all affairs and teaches him how to act; it leads us to our salvation in the mundane spare it leads us to all round progress and prosperity. Education is a strong pillar of development and without education there is no development. Ancient Indian thinkers and philosophers said that education makes a man complete human being conceptual essence and commutative continuum. It is the bedrock of all happiness fame and pleasure. It is education but not money which is respected and honored in the royal assembly. Now the Right of Children to free and Compulsory Education Act 2009 has been elected by the parliament. The act provides among other things for the right of every child who has attained the age of 6 year to be admitted in a neighborhood schools

Introduction

"Why does not the Nation move? First educate the Nation. Even for Social reforms, the first duty is to educate the People." - Swami Vivekananda

An education can create educated society which prepares the present generation for a bright future and enables the individual to galvanize the capacity of collective. According to ancient thinkers in India, Vidya or knowledge or learning or education is the 'third eye' of man, which gives him an insight into all affairs and teaches him how to act; it leads us to our salvation in the mundane spare it leads us to all round progress and prosperity. Education is a strong pillar of development and without education there is no development. So education is important

need of every one. The right to education is a basic human right. The right to education is a very important part of the Human development. It's very clear that education plays the role of key component in the development of not only of a person, family or society but also of a nation. Millions of years ago Aristotle also has made it very clear that Fate of empires depends upon the education of the youth. As a legal prospects the Right to Education was initially not included as a fundamental right in the Indian Constitution and was included as directive principles as under article 45.[1]The Supreme Court observed In Re Kerala Education Bill[2], that the solemn obligation placed on the State by Article 45to provide for free and compulsory education for children can be discharged by it through government and aided schools and that Article 45 does not require that obligation to be discharged at the expense.

We accept that education is a most crucial element in improving the social, cultural, economic levels of the people and ultimately quality of the life of people in all the respect the poor people have rights to education and health to an adequate livelihood including food, water and housing to just and favorable conditions of work to security and freedom from violence education transforms the human beings from only being humans to rational human beings from adjustment with the surroundings.

The education is life for all children the right to education is essential to economic social and cultural right to life and personal liberty has got a very bad experience it includes various right of the person and education is essential for every person to live with basic human dignity education liberates man from ignorance exploitation and oppression.it promotes freedom progress and equal opportunities for all citizen therefore education has been looked upon as the most precious and meaningful investment for human development life has been treated as a precious gift of nature education signifies the enlighten of life. It bestows dignity to man and help transfigures the human personality into pattern of perfection do a synthetic process of development of the body and uplifting of the mind it supplements the emotions and illumines the spirit.

Education is keystone for self-sustaining and livelihoods and education is life insurance for all children. Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to next through teaching training or research education frequently take place under the guidance of others but many also be auto dedicated.

India has the world's oldest and largest education system its Integrity and Diversity are reflected in the youth of cultural and norms and institutions that go back to a descent and venerable past. The education history divided into three parts like ancient time is one of the oldest on earth and the education system was mediaeval time from fundamental change what about by rise of Buddhism and Jainism. There was in the mediaeval period universities in parting higher education at Nalanda, Takshila, Ujjain and Vikramshila flourished. Education in modern India refers to the period of 18th century the concept of school developed during this era.

Ancient Indian thinkers and philosophers said that education makes a man complete human being conceptual essence and commutative continuum. It is the bedrock of all happiness fame and pleasure. It is education but not money which is respected and honored in the royal assembly. It is aptly said that the process of evolution from ignorance to knowledge from knowledge to wisdom and from wisdom to understanding of consciousness take place do education regarded as a part of signified attainment it is education which teaches purity of mind righteousness of conduct and truthfulness of solve and prowess to assert for right. In the ancient days the seed of education are sown at home, by the process of education we can learn learning process of culture respect to whole human values respect for religion, faith, compassion etc. began at home.

Chanakya said- "That mothers and fathers are enemies who do not give education to their children"

It is education but not money which is respected and honored in the royal assembly it is aptly said that the process of evolution from ignorance to knowledge from knowledge to wisdom and from wisdom to understanding of consciousness takes place through education regarded as a part of signified attainment. It is education which teaches purity of mind righteousness of conduct and truthfulness of soul and prowess to assert for right.

The Latin word 'Education means to train 'E' means from inside and 'Duco' means as to draw out, to lead out to bring up. By combining the two, Education comes to mean to draw from within. Education is process which draws from within. A child is born which same innate tendencies, capacities and inheritance powers. Education draws these powers out and develop them to the full.

The right to education is a universal entitlement to education, a right that is recognized as a human right. This right to education is enshrined Article 26 of the universal declaration of Human rights and article 13 and 14 of the international convention on economic social and cultural right. The Supreme Court has implied the right to education as a fundamental right from Article 21. The word 'life' has been held to include 'Education' because Education promotes good and dignified life.

The Supreme Court first recognised the right to education as a fundamental right in Mohini Jain Vs. Union of India[3], The Supreme Court emphasized that 'Right to life' is the compendious expression for all those rights which the Courts must enforce because they are basic to the dignified enjoyment of life. It extends to the full range of conduct which the individual is free to pursue. The right to education flows directly from right to life. The right to life under Article 21 and the dignity of an individual cannot be assured unless it is accompanied by the right to education. The State Government is under an obligation to make endeavor to provide educational facility at all levels to its citizens.

In 1993 the Supreme Court narrowed the ambit of the fundamental right to education as propounded in the Mohini Jain case in the case of J P Unnikrishnan Vs. State of Andhra Pradesh,[4]The Court observed that the right to education which is implicit in the right to life and personal liberty guaranteed by Article 21 must be construed in the light of the directive principles in Part IV of the Constitution. So far as the right to education is concerned, there are several articles in Part IV which expressly speak of it.

After the judgment of J P Unnikrishnan, the Constitution (86th Amendment Act) 2002, introduced Article 21A, which declared that the right to education is a fundamental right and said Article seeks that the State to provide free and compulsory education of all children in the age group of 6 to 14 years.

The Supreme Court interpreted the Article 21A of the Constitution, in Ashok Kumar Thakur vs. Union of India & Ors.[5]That "It has become necessary that the Government set a realistic target within which it must fully implement Article 21A regarding free and compulsory education for the entire country. The Government should suitably revise budget allocations for education. The priorities have to be set correctly. The most important fundamental right may be Article 21A, which, in the larger

interest of the nation, must be fully implemented. Without Article 21A, the other fundamental rights are effectively rendered meaningless. Education stands above other rights, as one's ability to enforce one's fundamental rights flows from one's education. This is ultimately why the judiciary must oversee Government spending on free and compulsory education."

Are we providing free and compulsory education to the our Children? As per data we find out positive attitude, but real facts reveal another story. Today's Tuition Fee is very high, Private School are Collecting many funds and no proper basic facilities are available at government schools.

We remembered that an accident had occurred in a middle school Madras, a single thatched roof building with no windows and one entrance and exit was a private school that was said to have 'sprung up in response to drastic cuts in government spending on education'. The fire started in a nearby makeshift kitchen where cooks were preparing a midday meal, and killed 93 children and injured many others.

An instant writ petition was filed under Public Interest Litigation in order to protect school children against similar future tragedies and to improve the conditions of the schools in the country.

The Supreme Court issued notices to the Union of India, State Governments and the Union Territories. Twenty-seven States and Union Territories filed affidavits admitting that many schools did not meet their self -determined safety standards, which were in any event below the standards of the National Building Code of India, 2005.[6]

The Court decided[7] that there is a fundamental right to receive education free from fear of security and safety, and the right to education incorporates the provision of safe schools pursuant to Articles 21 and 21A of the Constitution. No matter where a family seeks to educate its children (i.e. including private schools), the State must ensure that children suffer no harm in exercising their fundamental right to education.

Education must be available for all sections of the our Society, To promote the educational advancement of the socially and educationally backward classes of citizen i.e. the OBC's or the Schedule Caste and Scheduled Tribes in matters of admission of students to unaided educational institutions other than the minority educational institutions parliament introduce Article 15(5) by the Constitution (93rdAmendment)

Act 2005. Parliament then passed the Central Educational Institution (Reservation in Admission) Act 2006,(5 of 2007) to provide greater access higher education including professional education to Scheduled Castes and Scheduled Tribes and Other Backward Classes. One of the challenges to the Act in Ashoka Kumar Thakur vs Union of India[8] was that the shift in priorities from primary education to higher education and the consequent diversion of resources and funds was in violation of the right guaranteed under article 21 A. Not only students, but teachers are the integral part of the education system, The Supreme Court profoundly interpreted in State of Maharashtra Vs. Sant Dnyaneshwar Shikshan Shastra Mahavidyalaya[9], that keeping the objective of article 21A in mind its provision have been literally construed allowing teachers and educational institutions to obtain benefits there under. The underline logic is that the grant of benefits to those involved in the process of education would also indirectly benefit those for whom the article was primarily intended.

The same logic persuaded the Court to hold that the service of teachers may not be requisitioned on the days on which the schools are open. However claims based on Article 21 A to compel the state to give grant in aid to control fees charged by private unaided schools for two challenge condition for grant of recognition.

Article 21A read with article 19 (1) (a) has been construed giving all children the right to higher primary education in a medium of instruction of their choice.[10]

In NDA regime, the government launched Sarva Shiksha Abhiyan to make elementary education free. However no Central legislation was enacted to make the right a reality despite the court noting in PA Inamdar[11] back it was for the central government, or for the state governments, in the absence of Central legislation, to come out with a detailed well thought out legislation on the subject and that such a legislation was long awaited.

In 2008 Honrable Justice Dalveer Bhadari directed in Ashoka Kumar Thakur vs Union of India[12], that "the UOI to set a time limit within which this article is going to be completely implemented. This time limit must be set within 6 months. In case the UOI fails to fix the time limit then perhaps this work will also have to be done by the court."

Now the Right of Children to free and Compulsory Education Act 2009

has been elected by the parliament. The act provides among other things for the right of every child who has attained the age of 6 year to be admitted in a neighborhood schools and to be provided free and compulsory education in such school. Every state is responsible for making such neighborhood school available. All schools whether state schools, added or unaided private schools will now have to provide free and compulsory education up to specified percentage of the total number of children admitted. Charging of capitation fees is prohibited nor can a child or her family be subjected to any screening procedure by a school. In keeping with Article 51 A, the Act casts a duty on every parents or garden to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighborhood school.[13]

Now The Right of Children to Free & Compulsory Education (Amendment) Act 2019 has been passed ,therefore we can say that efforts are our Government are serious but it is not a conclusion that after passed another legislation, result will be improve in this globalized era. The said Act is related to the examination or re-examination up to the primary level.

We need educational reforms for our Educational System, therefore all enacted Acts and Education policies will be discussed and interpreted.

References

1. Provision for free and compulsory education for children. ... "The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."
2. AIR 1958 SC 956
3. (1992) 3 SCC 666.
4. 1993 SCC (1) 645.
5. (2008)
6. SCC 16 Avinash Maharotra Vs. Union of India (2009) 6 SCC 398
7. Ibid
8. (2008) 6 SCC 1
9. (2006)9 SCC 1
10. Associated Managements of Primary & Secondary Schools in Karnataka Vs. the State of Karnataka by its Secretary, Deptt.Of Education &Ors. ILR 2008 Kar 2895
11. AIR 2005 SC 3226
12. (2008)6 SCC1

13. Section 10 of the Right of Children to free and Compulsory Education Act 2009

14. Biradar, swadi (2014); Significance of elementary Education to promoting quality education In India, International Journal of Management & social science, Vol.. 2 (II). PP 284-289.

15. Chowdhary& Banerjee A. (2013); Right to education of scheduled Tribe: An Indian Perspective, International Journal of Educational Adm" & Policy studies, Vol..5 (7) PP. 128- 134.

16. D. D. Basu (2015) "Introduction to The Constitution of India" 22nd edition, 2015, Lexis NexisWadhva Nagpur, ISBN 978-93-5143-446-7, Pg.124-126 4 31.

17. Desai V. (2012); Importance of Literacy in India's Economic growth, International Journal of Economics & research, Vol.. 3 (1) PP-112-124

18. Dr. Dinesh Babu(2018)" Right to education in India : Issues, challenges and solutions in human rights perspectives, Indian Bar Review, Vol. 45 (4) 2018

19. Dr. Jagdeep Singh (2012)"Right To Education :An Assessment", Indian Streams Research Journal Vol. 2, Issue 1, Feb 2012, ISSN 22330-7850 Pg. 1-4 7. Dr.S.K.Kapoor (2014) "International Law & Human Right", ", 19th edition 2014, Central Law Agency Allahabad, ISBN 978-93-84852-12-2, Pg. 899-900 15.

20. Dr. NiranjanAradhya, ArunaKashyap (2006)"The 'Fundamentals Right to Education in India", Books for Chance Publication, Nagpur, ISBN 81-8291-042-0, Pg.5

21. H. O. Agarwal (2014) "Human Rights"15th edition Central Law Publications, Allahabad, ISBN 978-93-83676-79-9, Pg.266,303 19.

22. J.N. Panday (2015) "Constitutional Law of India", 52nd edition 2015, Central Law Agency Allahabad, ISBN 978-93-84852-12-2, Pg. 273-281 34

23. Kaur R. (2013); Universalization of elementary education in India, The policy Perspective,Educationia ConfabVol..2(4) pp 205-213

24. Kaushal M.(2012); Implementation of Right To Education in India: Issues and concerns, Journal of Management & Public Policy,Vol.ume 4(1),PP 42-48Kales M, Thakar B(2014); Challenges confronting RTE Act 2009 & Implementation, Excellence international jouranal of education & research vol. 2(1) pp.21-29 Kales M., Thakur B.(2014); Challenges Confronting Right to Education Act-2009 and Implementation, Excellence International Journal of Education and Research (Multi- subject journal),Vol.ume 2(1),pp21_29

25. Kumar S. (2013); Role of Right to Education (RTE) in educational Equity & Sustainable in India. International Journal of Education, Vol. 2

26. M.P.Jain (2010) "Indian Constitutional Law"5th edition 2010, Lexis Nexis Butterworth publication"; Wadhawa& company Nagpur. ISBN 978-81-8038-263-5 Pg. 4.

27. Ms. RohiniDashrathJagtap (2015) "The Right To Education And The Constitution of India" ASM's International E-Journal on Ongoing Research in Management and IT, E-Octo. 2015, ISSN-2320-0065, Pg.153-158 26.

28. Singh J. (2014); Article 21a right to education critical analysis, Asian Journal of Multidimensional Research vol.. 3 (3) PP 45-50

29. Singh J.(2014) Article 21A (Right To Education); Critical Analysis, Asian Journal of Multidimensional Research, Vol.ume 3(3) PP 45-50

30. Sristhy Banerjee (2019)" Right to education of tribal people in India: Isolated groups and ignored claims, Indian Bar Review, Vol. 46(1) 2019

31. http://www.google.com

32. http://www.wikipedia.org

33. http://www.*jagranjosh.com › CURRENT AFFAIRS*

34. http://www.libraryindex.com

35. http://www.vedamsbooks.com

36. http://www.sawaal.ibibo.com

37. http://www.righttoeducation_12102010.pdf

38. http://www.*mhrd.gov.in*

39. http://www.vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act

40. http://www.blog.ipleaders.in › All

41. http://www.indiankanoon.org

42. https://www.socialissuesindia.wordpress.com

43. Ashok Kumar Thakur vs Union of India (2006) 6 SCC 1

44. AvinashMehrotravs Union of India, (2009) 6 SCC 398

45. BachpanBachaoAndolanvs Union of India AIR 2011 SC 3361(3379)

46. BandhwaMuktiMorchaVs Union of Indiaand Others.(1991)4 SCC 177.

47. Election Commission of India vsSantMerry's School & others AIR 2008 SC 655

48. Gaurav Jain vs Union of India AIR 1997 SC.3021.

49. Islamic Acadamy of Education vs State of Karnataka AIR2003SC 3724.

50. M.C.Mehta (Child Labour) vs State of Tamilnadu(1996) 6 SCC 756

51. Modern School vs Union of India AIR 2004 SC 2236.

52. Mohini Jain vs State of Karnataka AIR 1992 SC, 1858.

53. P.A.Inamdar& others vs State of Maharastra and others AIR 2005 SC 3226.

54. Pramati Educational and Cultural trust vs Union of India (2014) 8 SCC 1:

55. Society For Un-Aided P.School Of Rajsthanvs U.O.I &Anr (2012) SCC 1(31)

56. State of Maharastra vs Sant Dnyaneswer Shikshan Shastra Mahavidyalya (2006) 9 SCC 1(2006) 4 JT 201

57. State of TN, vs K.ShyamSunder , (2011) 1SCC 737

58. State of U.P. vsBhupendraNathTripathi (2010) 13 SCC 203(209)

59. Unni Krishnan, J.P. And Ors.Etc. vs State Of Andhra Pradesh And Ors.

Environment Conservation and Human Value

Priya Shrivastava
Asst. Professor, B.Ed. Department,
S.M. (P.G.) College, Chandausi, Sambhal

Human activity is changing the climate, depleting biodiversity, destroying habitats and poisoning the earth, the water and the air. It is increasingly understood and accepted that natural resources are limited and that their use should be sustainable. Campaigns to raise awareness and improve education have highlighted to the general public that human civilization is on an unsustainable path that could lead to ecological, economic and human disaster. Yet, humans continue to degrade the biosphere and deplete natural resources at an unprecedented rate.

There are many explanations for this apparent disconnect between knowing that our life style is unsustainable and doing nothing to change it. These include that the dominant economic model is based on continuous growth; that there is a lack of communication to stakeholders and policy makers; a lack of international coordination to address global problems; that people are reluctant to change their lifestyles; and that we do not experience the impact of global environmental problems on our daily lives. This disconnect also applies to other problems such as poverty, public health issues and hunger. Everybody dislikes the consequences, but nobody is willing to make the necessary sacrifices to address the issue.

It therefore seems legitimate to ask whether humankind as a whole is interested in preserving nature for future generations and civilizations. In other words, do we care about the future of our species? Given our current rate of exploitation of natural resources, a hypothetical alien observer might come to the conclusion that we do not.

Some commentators have suggested that perhaps humans are not yet sufficiently evolved to leave this self-destructive path and that, with time, biological and cultural evolution will remedy the problem [1]. From a biological perspective, however, there is no evidence that humans are evolving toward a more environmentally conscious state. Moreover, evolution is highly stochastic and contingent and, as a consequence, totally unpredictable. Such arguments rather seem to come from religious or moral beliefs that humans are predestined to live in harmony with nature.

167

Environmental conservation comes in many forms and reminds us to be mindful of daily choices. No matter how busy your life may be, it remains fairly easy to make small, yet necessary, changes for the good of the Earth. If we all took little steps, we would make our way towards major progress. This can be achieved by paying more attention to what we buy and not using resources unnecessarily. We must also remember to recycle and dispose of chemicals properly so that the ground and bodies of water are not poisoned.

The environment is vital to our well-being and every element should be protected

Consider every part of the environment, including the trees, the oceans and the soil. The trees that help us to breathe also isolate greenhouse gases that would cause the Earth to heat up more quickly. They hold soil in place and naturally filter water that has been absorbed into the ground.

The waters of the ocean are undeniably enchanting, but there is much more to it than visual splendor. When we look up at the clouds and feel the rain, the ocean is to thank for it. Home to countless types of marine life and plants, the ocean is both a shelter and a life source. It gives us more than half of the Earth's oxygen supply and stores large amounts of carbon dioxide to help keep the Earth cool.

Finally, the soil stands as its own supporter of life by acting as a supplier of food and a filter of water. Soil that is of good quality produces crops that feed humans and animals. Plants and flowers sprout up from the ground through the soil, helping to regulate our climate. Most of nature's water isn't made for human consumption, but soil also stores ground water and filters it, making it safe for drinking.

The trees, the seas, and the ground; these three elements are necessary for our existence, and there are still more parts of nature that we need to protect. This is why there are a large number of conservationists, many of which have dedicated themselves to protecting specific causes.

Conserve by using less energy and embracing alternative energy sources

Solar energy and wind power are two of the renewable energy options that we could use more often. Yet, a large amount of energy we exhaust comes from the burning of non-renewable fossil fuels to power cars, the

electricity in homes and much more. While we don't completely control how energy is offered to us, there's always room to live in a way that uses less of the energy that can't be replenished. Begin to conserve by making small changes to everyday routines.

Help to replenish what is being taken away by giving back to the Earth

Deforestation continues to be a major environmental issue. Many forests are losing countless acres of valuable trees, and because these trees are destroyed, the greenhouse gases they were storing go back into the atmosphere and contribute to global warming. Animals and people lose their food supply and homes, and the economic status of a region can also change because less forests often leads to less employment opportunities in the area.

Planting trees is a way to give back because it aids in the restoration of homes for wildlife, food sources, and medicinal properties that only the trees provide. As trees grow, they protect soil from harsh weather conditions and protect us from excess carbon dioxide, enabling us to live longer and more comfortably.

Help to protect the quality of soil through composting. When we feed the soil, especially by using leftover parts of food that would otherwise be thrown away, we give the soil nutrients that it craves. Enriching the soil this way sets off a positive chain of events that allows for other plants to grow naturally, leading to improved air quality and adding to the beauty of the land Practice habits that are part of conservational efforts.

Cars are constantly driven all over the world and are major contributors to pollution. Keep your vehicle in top shape to cut back on the carbon that it releases into the atmosphere. When you go car shopping or need to replace your vehicle, look beyond the outer appearance and consider the environmental impact. Decide to purchase electric or hybrid vehicles instead of gas guzzlers as a stylish and money-saving alternative. Walk, ride a bike, or use shared transportation when possible.

Start growing your own food for health purposes and to relieve the stress placed on the soil. Commercial farms tend to have a poorer quality of soil because the ground is mistreated in order to quickly produce as many foods as possible. If you grow your own food, then there is less need for the toxic chemicals that are used in industrial farming zones. Planting your own food also tastes much better as it grows naturally and in season while preserving essential nutrients.

Talk to other people about environmental conservation. There are many fun ways to do this. For example, you can have parties based on eco-themes to start important conversations. You can use holidays and, of course, Earth Day to introduce others to sustainable practices that can benefit them as well as the planet. The more people that recognize the environmental issues we face, the more likely they are to make positive changes.

Some additional ways of Environment conservations are as follow

➢ Stop smoking. If you don't smoke, you lessen air pollution and improve your lung health.

➢ Change the way you clean the house. Use sustainably made items or all-natural products that aren't made with dangerous chemicals. It's better for your health, doesn't pollute the air, and is less harsh on personal items.

➢ Conserve water. Wash your clothes and dishes only after you have a full load. Save water by turning off the faucet, taking shorter showers, and make use of nature's water by collecting rain water to water your lawn.

➢ Unplug things. If an item isn't in use, that doesn't mean it isn't requiring electricity while plugged up. When an item is unplugged, it's not using any power at all. This saves more energy for future use while being cost effective.

➢ Learn to up cycle. There are so many crafty ways to reuse things you already have. Research to learn fun new projects that can bring new life to old items so that you don't have to throw them away.

➢ If you can, avoid using plastic water bottles and paper so often. Anything you do use that is recyclable is sure to dispose of it properly.

➢ Contact government officials and support petitions and other companies that promote change.

➢ Be kind to others. Donate things that you don't use anymore instead of throwing them away. You avoid trashing valuable items while making it available to someone else for less money. On a similar note, purchase items that were gently used instead of buying new material that has been mass produced with no regard for the environment

Types of pollution

There are various types of pollution which affect our lives on daily basis. Environmental pollution is one the most significant challenges that the world is facing in our day. Without a doubt, Environmental pollution has existed for centuries. But, it began to be a severe issue following the industrial revolution in the 19th century. Pollution generally takes place when pollutants pollute the natural surroundings, and it can bring about changes that affect our everyday lifestyles unfavorably. Pollution also results in environmental degradation. Evidence suggests that since the industrial revolution, contaminants in atmosphere have been growing day by day and resulting in severe damage to the earth. Hazardous waste, toxic chemicals, suspended particles are affecting both humans and animals on daily basis. Many of the toxins, chemical and plastic have found their way in ecological food chain. Traces of such harmful substances are found in living organisms which is a serious problem.

Following are the Main Types of Pollution

The effects of pollution are undoubtedly many and extensive. Extreme levels of pollution are causing scores of harm to human health, animal health, tropical rain-forests etc. All kinds of pollution including air, water, soil pollution, etc. have an impact on the environment.

1. Air Pollution
2. Water Pollution
3. Land Pollution (soil pollution)
4. Noise Pollution

Water Pollution

One of the most common forms of pollution is water pollution. Generally, it is the contagion of any body of water including lakes, groundwater, sea, oceans, etc. A few examples include raw sewage and waste water running into the lake or streams; Industrial waste drips polluting groundwater, the illicit putting of stuff or items within bodies of water, etc. The most explicit kind of water pollution affects surface waters including oceans, lakes, and rivers which are used as drinking water. Sewage, Nutrients, Chemical waste, radioactive waste, etc. can make water polluted. Water pollution also results in death of water bodies, kill organisms and fish, crabs, birds; seagull's, dolphins, etc.

171

Air Pollution

Air Pollution is another main environmental pollution faced by our world today. It takes place when damaging stuff including particulate matter and biological molecules are dumped into Earth's atmosphere. It results in diseases, allergies or premature death in humans. Air pollution can bring harm to other living organisms such as animals and food crops that we eat. In general, it is the pollution of air by smoke and dangerous gases, chiefly oxides of carbon, sulfur, and nitrogen. Exhausting fumes from vehicles, natural gas, the burning of fossil fuels, Radiation spills or nuclear accidents, destructive off-gassing from things such as paint, plastic production, and so on can cause pollution. Such a type is generally regarded as "external pollution" only however it is not true. Pollutants outside the home are as dangerous as inside the home and offices. Such pollution which is present in a closed space of home or office space is called indoor air pollution.

Soil Pollution

Soil Pollution takes place when the existence of toxic chemicals, pollutants or impurities in the soil is in high. Soil contamination presents a high risk to plants, wildlife, humans and indeed, the soil itself. The surplus, escalating the use of chemicals such as pesticides, herbicides, insecticides, and fertilizers is one of the main contributory factors.

Noise Pollution

Noise pollution has become more of an environmental issue since the industrial age. It is disturbing or extreme noise that can harm the activity or balance of human as well as animal life. The cause of most outdoor noise globally is primarily originated from machines and transportation systems, motor vehicles engines, factory machine sounds, aircraft, and trains. Noise pollution can result from machines, construction activities, and music performances. Noise pollution can cause tinnitus, hearing loss, sleep disturbances, hypertension, high-stress levels, and other destructive effects on humans. It causes uneasiness and damage to living being's mental and physical health.

Adverse effect of Pollution

> Causes respiratory and skin disorders.
> Affects productivity of plants by damaging the leaves.
> Enters the soil and affects pH and other conditions.

➢ Enters the ground and river which causes harm to the aquatic life.

➢ Causes damage to marble and thus damages buildings and monuments like the Taj Mahal

Facts about pollution types

1. America is one of the major polluter in world, not because of the carbon emissions but because of the lifestyle. Americans use a large number of resources; generate 30 billion foam cups, 220 million tires, and 1.8 billion disposable diapers every year. (As per Green Schools Alliance)

2. Air pollution takes millions of lives every year and contributes upto 7.6% of deaths worldwide. (Source: WHO). Indoor air pollution is also becoming a major threat as in many cases indoor air has found to be more harmful as compared to ambient air.

3. The Mississippi River drains the lands of nearly 40% of the continental United States. It also carries an estimated 1.5 million metric tons of nitrogen pollution into the Gulf of Mexico each year, resulting in a dead zone each summer about the size of New Jersey.

4. Pollution in China & India has the ability to change weather patterns in the United States. This is because of the large and fast movement of winds by means of jet streams. These jet streams take less than a week to take the heavy pollution to USA which stops clouds from producing rain and snow.

5. 82.8% of the soil in China contains contaminants such as copper, lead, mercury, arsenic etc making China one of the most affected countries in the world.

6. In India, the agencies responsible for making course curricula like CBSE, NCERT, ICSE puts in special efforts to educate school students on environment.

Conclusion

If we conserve resources, we save energy, and thereby save the environment. Although it may not be obvious, there's a direct connection between your energy use and the environment. When you consume less power and fewer resources, such as water, you reduce the amount of toxic fumes released by power plants, conserve the earth's natural resources and protect ecosystems from destruction. This is important for life, ours now and that of future generations.

Over the past decades, environmental problems have attracted enormous attention and public concern. Many actions have been taken by the U.S. Environmental Protection Agency and others to protect human health and ecosystems from particular threats. Despite some successes, many problems remain unsolved and new ones are emerging. Increasing population and related pressures, combined with a realization of the interconnectedness and complexity of environmental systems, present new challenges to policymakers and regulators.

Scientific research has played, and will continue to play, an essential part in solving environmental problems. Decisions based on incorrect or incomplete understanding of environmental systems will not achieve the greatest reduction of risk at the lowest cost.

This volume describes a framework for acquiring the knowledge needed both to solve current recognized problems and to be prepared for the kinds of problems likely to emerge in the future. Many case examples are included to illustrate why some environmental control strategies have succeeded where others have fallen short and how we can do better in the future.

References

1. Environmental Law in India by Gurdip Singh
2. Law and Environment by Ashok K. Jain
3. Global Environment Change and International Law by G. Singh
4. Environment Protection, Problems, Policies, Administration & Law by P. Diwan.
5. The Environment(Protection) Act 1986, Indian Law Institute, New Delhi India (1992) by P.M. Bakshi.
6. Law on Protection on Environment and Prevention of Pollution, by R.G. Chaturvedi.
7. Environmental Law in India by S.C. Shastri.
8. The Hindu, Survey of Environment (1994-2004).
9. Environment Protection Act: An Agenda for Implementation by U. Baxi.
10. Encyclopaedia of Environment & Pollution Laws-R.S. Bedi & A.S. Bedi.
11. Commentaries on water Air Pollution and Environment (Protection) Laws-Lal's
12. State of the Environment Report Haryana, 2006.
13. Law & Practice of Environmental Law-Vikas Vashistha
14. Environmental Laws-Dr. J.J.R. Upadhaya

The Role of Human Activities in Solid Waste Management

Dr. Pushpanjali Arya[1], Dr. Archana Kukreti[2]
[1]Associate Professor Economics
[2]Ast. Professor Home science
G.D.C Barkot,(Uttarkashi)

Whether it is the process of utilization of input or production of output in both there is a waste and residue. In the initial stages of growth it was presumed that nature would provide all the resources and no one cared about the waste that was generated by the use of these resources. It was assumed that the nature would assimilate, absorb and treat all these wastages by the natural process of decomposition but the increasing pace of progress, urbanization, industrialization and growing human population the exploitation of resources has been so rapid, that it resulted in releasing enormous quantities of wastes into the environment. The environmental conditions are constantly changing and this change is not for good . Human activities are a major reason for the incredible harm dealt to the environment in the last 100 years.

Solid wastes is any material which is produced as a by-product is the normal and fundamental activities of living which has no economics value, or is not useful to its owner, the owner being the waste generator. The human activities have resulted in large amount of solid wastes into the nature. The various types of solid wastes according to their source of generation include:

1. **Municipal Wastes**
    ➢   Consists of household garbage, trash, sludge,wastes from streets and construction wastes.
    ➢   The amount of municipal waste has been rapidly increasing with rising urbanization and growing population.
    ➢   Growth of consumer markets involving packaging of items in cans, aluminum foils plastics etc.
2. **Bio-medical Wastes**
    ➢   Diagnosis, treatment, immunization of human beings and animals or research activities produce bio- medical wastes.

➤ Wastes include- discarded medicines, disposable syringes, slabs, bandages, body fluids etc.

3. Hazardous Wastes

➤ Any substance which when discarded creates danger to human health is referred to as Hazardous wastes.

➤ The waste is toxic in nature and effects human beings, flora, fauna and environment.

➤ The Hazardous wastes are; mercury, arsenic, thallium, calcium, bearing wastes, wastes from plants, pigments, glue, dyes, waste oil and oil emulsion, tarry wastes from refining tar, residues, toxic organics, phenols, asbestos, wastes from manufacturing of pesticides and herbicides, acids, alkaline etc.

4. Industrial Wastes

➤ Industrial wastes are those which arise from industrial activities and typically include rubbish, ashes, construction and demolition wastes special wastes and toxic substances.

➤ Large volume of industrial discharges add to the growing load of untreated solid wastes.

5. Plastic Wastes

➤ Today plastic has been become an important item in our daily lives. Plastic are used to manufacture every day products such as beverage container, household items and furniture.

➤ Plastic is growing segment of the municipal solid waste.

➤ Plastic include- soft drink bottles, shampoo bottles, appliances, non-degradable wastes- diapers, trash bags, cups etc.

6. Animals Wastes

These include slaughter house wastes, animal carcasses, fishery wastes, leather and wool wastes etc.

Today we have accepted the close interrelationship between man and environment. We have realized that for every action there is an equal and opposite reaction if man effects the nature adversely then the nature in its own turn effects the very existence of mankind, plants and animals. "Man many forgive but nature never forgives. Here the question is not "how to minimize solid wastes." Or" How to dispose solid wastes" The chaos has been created by the human actions so it is the sole

responsibility of human to ensure the solution to the problem of solid wastes. The problem of solid waste has become so acute that even the dilution methods of solid wastes will not work. Man as a member of the society should follow some principles and values so as to ensure that proper management of the soil

Role of Human activities

Human activities can play a major role in minimizing solid wastes and in fostering the disposal of solid waste. Following are certain possible things humans can do to ensure the proper management and disposal of solid wastes;

➢ Reduce necessary consumption.
➢ Before discharging a product as solid wastes one should confirm that it has no reuse.
➢ Dispose wastes carefully and in an appropriate place.
➢ Recycle wastes especially bio degradable ones like the kitchen wastes, for example- You can make a composite pit in your backyard.
➢ Report any problem to the relevant authorities.
➢ Start education centers to create awareness among the people about the harmful effects of solid waste and safer disposal of solid wastes.
➢ To use garbage cleaning devices.
➢ To set up biogas plants to use the cow dung.
➢ To organize rallies/marches about various environment issues.

Role of Government and Non-Government organizations

Government efforts in solid wastes management is very important. The role played by the government include:

➢ Framing policies for the problem of solid waste management.
➢ Implement laws for solid wastes management.
➢ Collect useful data and information about the solid wastes condition of a place. This will help to identify the areas which have highest solid wastes.
➢ Government should encourage the non-government organizations and involve them in the wastes management and disposal process.

177

➢ Try to develop technologies which are eco-friendly.

➢ The new rules allow the municipalities to levy user free for waste management and make individuals responsible for disposal of the garbage.

➢ Responsibilities of the waste generator have been introduced to separate waste in to three stream. Wet (Bio degradable), Dry (plastic, paper, metal etc), Domestic hazardous waste (diapers, napkins, empty containers, etc) and handover the segregate waste to authorized waste collectors or local bodies.

Techniques of solid wastes management

The treatment and disposal of solid waste has become very important in order to minimize the adverse effects of solid waste. Collection, transportation and final disposal of large amount of solid waste requires a high level of management and technical expertise. The final disposal of solid wastes can be carried out by several methods which include:

(a) Open dump-

➢ Uncovered area used to dump solid waste of all kinds.

➢ Waste remains untreated, uncovered and not segregated.

➢ Not a healthy method as the area becomes ground for flies, rats, and spreads diseases.

➢ Treatment by open dumps is to be phased out.

(b) Landfills:

➢ Located in urban areas it is a pit dug in the ground. The garbage is dumped in the pit and is covered with soil. In this way garbage is dumped and sealed every day. After the landfill is full the area is covered with a thin layer of mud.

➢ This types of waste disposal method also creates contamination of water and surrounding area, it results in leaching.

(c) Sanitary landfills:

➢ It is more hygienic methods of waste disposal.

➢ The landfill is built in a methodical manner to solve the problem of leaching.

➢ Lined with materials that are impermeable such as plastics and clay and are built over impermeable soil.

178

➢ More expensive method of solid waste disposal.

(d) Compositing:

➢ Due to shortage of space for landfills is bigger cities, the biodegradable waste is allowed to degrade or decompose in an oxygen rich medium. Presence of oxygen leads to organic waste being converted in to CO_2 and composite.

➢ This method recycles the nutrients and returns them back in to the soil as nutrients.

➢ It is clean, cheap and safe. It more over reduces the amount of disposable garbage.

(e) The concept of four -R 's:

REDUCE-

➢ Reduction in used raw materials.

➢ Reduce demand for consumption.

➢ Reduce demand for metallic product.

REUSE-

➢ Discarded items after use can be reused.

➢ Villagers make silos from waste paper and other waste materials.

RECYCLE-

➢ Recycling is the reprocessing of discarded materials into new useful products.

REFUSE-

➢ Refuse to buy new items. Instead use the ones that are already available with you.

Conclusions and Suggestions

➢ Methods of solid wastes management are unscientific like burning or incineration adopted to dispose hazardous wastes results in emission of toxic fumes in the environment.

➢ Disposal of hazardous wastes in water bodies of municipal clumps leads to leaching of toxic substance in land and water.

➢ The workers employed in unscientific hazardous wastes management are found to suffer from ailments and infections.

- ➢ There is a dire need for systematic management of solid wastes adopting practices like prevention, minimization, reuse, recycle, recovery for utilization and safe disposal of wastes.

- ➢ The problem of solid waste can be minimized but not eliminated, so scientific techniques for solid waste management should be devised.

References

1. Deswal, S and Deswal, A, (2005)-"A Basic Course in Environmental Studies" Dhanpat Rai and Company.New Delhi

2. Deswal, S.S. and Deswal, A,(2003) -" Environment Engineering " Dhanpat Rai and Company.New

3. Kumar,Satish. and Deepshikha,(2013-2014)"Environmental Science", BBP publication Pvt.Ltd.(Meerut)-Page no-133,134,135,138,139 Delhi

4. Rai,A.N. (2007)",Environment Education",Goyal Brothers Prakashan,New Delhi

5. Sharma, Archana(2017),"Environment: Ecology,Climate change,Global warming, Biodiversity and Conservation," Unique publisher (I) PVT LTD .New delhi- Page no.59,60,61

Indian Culture & Human Values

Dr. Rajesh Kumar Sharma1, Pradeep Kumar Sharma
Assistant Professors
Institute of Professional Excellence & Management, Ghaziabad

In this paper I would analyze the Human values and its Ethics being need of the day. Human values are the base of the Human beings. Human value gives meaning and strength to an individual's character. This Paper presents that teachers and parents would aware of importance of value education in children in children & there role in it. So this paper advocates that values of teacher education needs a total quality transformation as educational theory, pedagogy, training method organization & administration. This paper also points out that the essence of human values is to able children to be aware, to think and reflect, to question & to criticize. Human values and morality are the integral components of all religion. Human values and morality so closely interrelated with each other. This paper also points out that it is found that rapid deterioration of ethical and moral human values in the Indian society. At this time we have gradual erosion of values, which is reflected in day to day life. Truth, peace, non-violence, is the core universal values which can be identified as foundation. In this paper we have discussed some important values as freedom, pleasure, self respect, etc. A review of literature on value education and a critical analysis of recent trends are presented in this paper.

Introduction

The high level of development of modern science & technology the constantly increasing impact of human economic activity on the environment. The country now stands that many current problems as social, political & cultural situations resulting in violence and destruction under this circumstances, the need for human value-oriented education is emerging especially in India. The Growth & development of Ethics & values need of the day. Now at this time we have many problems in the society. Due to this reason to focus more and involve and implement the different types of tradition, customs in the society. There is more value for our culture and throughout the world. For growth of our culture will focus on Indian Ethics and values At this time we have gradual erosion of values, which is

reflected in day to day life. Our young generations have negative aspects of western culture. Truth, peace non-violence, is the core universal values which can be identified as the foundation. Indian Ethics will play a very important role in the development of culture of the country.

Objectives of the study

The objectives of the study are:-

1. To know the value and importance of the Indian ethics & Values.
2. To explain the role of social, moral, cultural values and other human values in our life.
3. To study the value education as the need of the day.
4. To examine the relevancy of value education in present education system.
5. To study the need and importance of ethics in the society.

Why important ethical values?

Indian culture plays an important role in inculcating ethical values. Indian Human values gave more importance to right to happiness for all human beings. Indian culture is different in the society & with diversity in religion and their customs we live with unity. Human values are inculcated from the Vedic teachings to lead a peaceful integrated life. Human values refer to moral, spiritual and ethical values. The Bhagawad Gita is considered as the essence of the Vedas and Upanishads. Important values that are relevant and unchanging are found in the form of spiritual text in the Indian culture.

Meaning of term Values

Values means primarily to prize, to esteem, to appraise, to estimate. A values stands for ideas men live for. The term value literally means "to be of worth" Just as Prize. We today use the term-value as literary value, democratic value, and life value. Values are abstract and multidimensional and present an ideal for the members of the society to shape their personalities. In the words of John Dewey "the value means primarily to prize, to esteem,to appraise and to estimate. It means the act of achieving something.

Categories of human values: Human values may be categorized as follows-

Intellectual values: knowledge, Divergent & Convergent thinking, Critical observation, inquiry & investigation, creative thinking, scientific attitude& Critical observation.

Moral values: Devotion to duty, Self control, honesty Sincerity, patriotism.

Personal values: Honesty, self worth, sincerity, truth co-operation.

Social values: Punctuality, good manners, art & culture respect, co-operation, tolerance. Indian Culture is one of the oldest culture in the world .Indian Civilization reflected own culture.

Unity in Diversity:-India is a land of unity .Unity is diversity has equal treatment of all the religious present in India. Unity in diversity has also become strength of India.

Secularism: The word secularism means equality, impartiality, etc. towards all religion. As we know India is a secular country which gives us equal treatment of all the religious present in India.

Panama/Namaste: Namaste is the important human values which comes from Indian culture. People say Namaste means respected word.

Fasting: In Hindu religion fasting is a important human value. Many Hindu festival like Maha-Shivratri, Diwali, Krishna-Janmasthami etc. In Muslim religion Roza/Ramzana is the important fasting day which goes to thirty days.

Atithi Devo Bhava: Atithi Devo Bhava which means "The Guest is considered equal to God". Indian culture gives great human values their guests as God.

Process of Human values education: Generally in India genuine knowledge is considered to be the result of sravana thinking or reflecting and then making it a part of one's personality. Then it is said that three ought to be a congruence between mana, vacahan and karma etc between what one thinks, what one speaks, what one does. It is said that knowledge leads to awareness, awareness builds right perception and attitude which leads to action.

Human values in ancient India &Present Scenario: In ancient India value education known as cultural education or moral education or ethical spiritual education India it was called Dharma. In ancient

India Vedas the Upanishads, the epics manifested and upheld the values of Indian society. More importance was given to morality honesty, duty, truth, friendship, brotherhood etc. But in the present scenario due to the many changes in various aspects of our civilization such as population explosion, advancement of science& technology, knowledge expansion, rapid industrialization mobilization privatization and globalization as well as the influence of western culture. Now a days present society has became highly dynamic modernization process in accompanied with multifold problems and anxieties growing global poverty, pollution, hunger, disease, unemployment unsociability, caste system child labor, gender equality, violence disability & many such evils have caused value crises on the globe.

Human values is need of the day: As we know that human value is the need of the day. If the student has to be taught values, 'first the teacher has to taught values, and the teachers value training programme should be given top priority for the success of value education. This is because the student learns values mainly from the actual behavior of the teacher who lives the values himself. The purpose of this paper as the very title suggests is to present a programmed proposal for the teaching of educating the teachers and parents with regard to the value education of students. The purpose is also to point the theory or philosophy that works behind this programme. So that we may become clear as to what are the conceptual grounds upon which the programme of value education is based.

Good teacher +Good student= Good Nation: Teacher can use the literatures to shape the lives of children with a vision for themselves and for the nation. A pupil learn more from what a teacher is and does than from what a teacher teaches. Teachers can be classified into three categories (1) complaining teacher (2) explaining teacher (3) inspiring teacher.

Conclusion

The process of identifying the social, cultural and personal challenges are important steps unless we know clearly what our obstacles are both internally and from social, political, and economic environment we cannot be realistic in our development of values. This important ingredients has

often gone missing from programmes that seek to teach values and has contributed to their luck of success. This paper set out to provide a practical frame work for the large scale implementation of a national value education programme. It has agreed that the purpose of value education is personal and social transformation and that such transformation requires both a clear vision of the kind of society we want to create and kind of individual all want to produce and an understanding of the processes of personal and social transformation. So in the end we may point out that the prospects of value equation in our country are bright. The course of value education of course solve the value crisis will not end overnight. But if sincere effort solve the value crisis will not end overnight. But if sincere effort is made in this direction and if the work is started nationwide we will soon became a change nation.

References

1. Bush,M.B (1983-88); Fourth Survey of research in education vol.published by population department by the secretary N.C.E.R.T Sri Aurobindo Marg New Delhi

2. Mondal, Ajnit; University news, 51(52)December 30,2013-January 05,2014

3. Mishra, Kamalakar; Value education,Asuggested programme for teachers and parents Journal of value education volume 3 January 20034.

4. Singh,Y.K. "Education in emerging Indian society"APH Publishing House Corporation, New Delhi 110002.

Role of Teacher in Value Education

Rashmi Yadav[1], Dr. Mohan Lal Arya[2]
Research Scholar, Department of Education
Associate Professor, Department of Education
IFTM University, Moradabad

Dr.A.P.J.Abdul Kalam, our honorable president in his book "India2020: A Vision of the New Millennium' has rightly remarked that "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation. A teacher has a higher responsibility as compared to other professionals as students look upon the teacher as an embodiment of perfection. Education has become a business today. This has changed the outlook of the students as well as the parents and it has further resulted in deterioration of respect for teachers and all those who are a part and parcel of education system. Gautama Buddha has rightly preached "Desire is the root cause of Evil". Students are told not to fulfill their desires by improper ways, by adhering to immoral activities. The present paper is an attempt to state the importance of value education in the present education system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.

Introduction

The scams, scandals, arrests, corruption, rape cases, youth unrest are part of our everyday life. A very pitiable and shameful situation in is for a long time after independence. Where are the younger generations going? Why is there so much of chaos all around, choking the entire humanity? Why does the every color of world reflect darkness? The answer lies in two words-"value crisis". "Value" has different meanings, depending on the context, in which it is used. Today we are talking of value education, value based politics and value based society. All of us feel that the values are falling and nobody is respecting them. In an enthusiasm to point fingers at others we do not realize that we too have contributed to this fall.

Meaning of Value-Education

The very purpose and main function of education is the development of an all round and well-balanced personality of the students, and also to

develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. But, nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child. Consequently, the other aspect of their personality like physical, emotional, social and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and interests among the pupils. It is here that we talk in terms of value-education. A complete description of what value-education is, could entail a study in itself. There are corroborating findings, by many researchers. After analysing and studying the descriptions (about value-education) of such researchers the definition of value-education may be started as follows:

Value-education is a many sided endeavor and in an activity during which young people are assisted by adults or older people in schools, family homes, clubs and religious and other organisations, to make explicit those underlying their own attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well-being. Value- education, is thus concerned to make morality a living concern for students. Hence, what is needed is value-education. Despite many educators and educationists description regarding value-education, it cannot be denied that continuing research will continue to making the description of value- education more adequate.

According to C. V. Good — "Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of the positive values in the society in which he lives."

Objectives of Value-Education

Traditionally the objectives of value-education were based on religion and philosophy. There was no secular value-education; but in today's modern world, this has been taken as very much essential. Accordingly, the objectives for value-education may be taken up as follows:

1. Full development of child's personality in its physical, mental, emotional and spiritual aspects,

2. Inculcation of good manners and of responsible and cooperative citizenship.

3. Developing respect for the dignity of individual and society.
4. Inculcation of a spirit of patriotism and national integration.
5. Developing a democratic way of thinking and living.
6. Developing tolerance towards and understanding of different religious faiths.
7. Developing sense of brotherhood at social, national and international levels.
8. Helping pupils to have faith in themselves and in some supernatural power that, is supposed to control this universe and human life.
9. Enabling pupils to make decisions on the basis of sound moral principles
10. Evolving the evaluation criteria on value-education.
11. Suggesting measures for better utilisation of value-education.
12. Finding out the interests of pupils in relation to different aspects and activities of value-education.
13. Clarifying the meaning and concept of value-education.

What are these values?

Values are a set of desirable behavior by following which it is good for the individual and also the society. That exactly is the reason as to why values are not taught, lectured about or professed, they are only demonstrated. Two categories of people who make maximum impact on the personality of an individual in the formative years of life which remains all through the life are the parents and the teachers. Incidentally, it is this class of people who become role models: good or bad, without their consent or knowledge. Value is that determines and directs our action. Value indicate the regard for a thing, situation or attitude which for some reason is esteemed, desired, approved, enjoyed or prized by the value holders. Values are like vehicles, modes of our being and form of behaviors' which make us supremely human, not just as ordinary human. In dictionary value means 'worth' and valueless means worthless. From a historical view point, a value may be defined as a thing that is good, operationally, the concept of values defined as 'factors' which effect 'human behavior intellectually.

Value emphasizes the development of social, moral, character values such as creativity, sense of duty, dependability, self control, honesty,

truthfulness, self discipline, democratic participation in decision making, and understanding of cultural differences, spirit of caring and tolerance and sense of obligation to environment protection.

Value crisis

In modem world, our generation is far from their values. The factor contributing to value crisis is modernization, westernization and materialization. Why is there so much of darkness all around? We herd news like rape, murder, illegal activity every day. What is happening to our society and new generation? Students do not respect their elders. So it is very serious issue raising its head in present era is nothing but value crisis. No doubt clouds of value crisis are dark in the sky of life, but there is always a silver lining in dark clouds. So education is need of hour, which will take the learners near the sea of values and in the education system, teacher have the most important role to play in the whole process.

Value Education in Schools

In today's world, where corruption, violence, unrest have become so prevalent in our society, schools have an added responsibility to ensure that value education as a subject is taken seriously as a part of the curriculum to produce not just educated but also responsible citizens with insightful minds who believe in giving back to the society. Values should be integrated in various aspects of life. It goes without saying that values go a long way in building a person's character. Education without strong character is like a ship without a captain. Good education is inconceivable if it fails to inculcate values which are indispensable for a holistic life. Qualifications and skills are essential in the success of an individual but without values he is incomplete as a person.

Values are virtues that are imbibed by the children from their surroundings, the environment in which they are brought up, the environment in which they live. The people around them play a vital role in leaving an impression on the tender minds of these young individuals. With the increasing trend of nuclear families, parents working round the clock, absence of grandparents and elderly in the family, children end up spending a lot of time with housemaids and caretakers.

Here, role of the school and particularly the teacher becomes imperative to ensure that values are interwoven in all her lessons she takes up with her students. Values should be a part of each lesson, each

189

topic taken up irrespective of the subject being taught. Here are a few ideas which can help the teachers in incorporating values while designing lessons for their class:

Languages are an integral part of any curriculum. Various skills such as reading, writing, listening and speaking require a lot of textual material. The teacher can make use of motivating excerpts from the lives of famous personalities for the same. Speeches delivered by prominent leaders can be used as audio tools. It is vital to expose the students to our rich and valuable culture, ideas and vision of our great leaders who had the courage to break away from stereotypes, narrow minded thoughts of the society.

Dramatics are an essential part in any school curriculum nowadays. Various inspiring instances from the lives of different leaders which show their determination, courage, selflessness can be staged or narrated to the students. Even inspirational movies can be shown to leave a lasting effect on the young minds.

Social sciences teach us about the society. Debates, discussions, etc are conducted frequently during these lessons. These form good tools in teaching values such as inclusiveness, positive interaction, tolerance, importance of participation and being respectful towards others despite difference of opinion.

Circle time is important as the students get a chance to express their feelings. During this time the teacher can stir the minds of the students and give them a chance to recognise and express their thoughts. For example, for teaching truthfulness, the students can be asked how do they feel when they speak the truth and how do they feel when they don't. What stops them from speaking the truth? Do they feel proud when they say – I'm truthful, I'm honest, etc. It is important on the teacher's part to create an affable environment where students share their ideas and thoughts fearlessly.

Field visits to orphanages and old age homes present a true picture of the situation of our society. This can sensitise the students towards the less fortunate individuals of the society. Students can be encouraged to donate, may be a book, a shirt or a toy and share their happiness with the less privileged counterparts in the society. This will not just teach them sharing, helpfulness but also gratitude for all that they possess.

There have been many scientists who believed the unbelievable and worked towards achieving the unachievable. Their lives display their enormous determination and tireless efforts. While teaching science, the teacher must encourage the students to try to find out about the lives of various scientists. This can be done as a part of a project too. Whenever taking up group activity, it is essential to stress on the significance of cooperation, acceptance and inclusiveness.

There can be assemblies conducted on different values where students can showcase the importance of values through dance, drama, music, etc. Games too are an important tool used by the teacher. A teacher can be as innovative as she wishes to be to create her own games which will help the students gain what she aims at. For example – as part of human nature we all tend to find faults and negativity in others. There can be a game in which students can be asked to mention one positive thing about their partner. In this way, students can be conditioned to see positivity in others. Optimism can be inculcated in the students by the efforts of the teacher. She should always keep her students motivated by her thoughts and inspired by her words and actions. The teacher must practice what she preaches as she is a role model for her students and students emulate their teachers.

Role of teacher in value education

Teacher may play an important role inculcating values among students. Teachers are the ideals and role models to their pupils. The most important aspect is that they should set good examples of conduct and behaviors, which the students may imbibe.

"No system of education, no syllabus, no methodology, no textbook can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers." V.S. Mathews.

No innovation or change can be implemented without teacher's awareness, involvement and commitment so teacher role is very vital in molding the future of country and, as such, it is considered the profession. An educational institute is considered as temple. It is consider as a place where consciousness is aroused and illumined, soul is purified and strengthened. It is the place where seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts.

Conclusion

Thus Teachers play an important role in the nation building by character building of the students. The best and the greatest profession in the world is that of a teacher, because the future of a nation depends upon the type

of teachers who shape the future generations. Every teacher plays the most important role in shaping the students as enlightened citizen. Swami Vivekananda's words should not be forgotten by the teachers- "Arise, Awake and Stop not till the goal is achieved".

References

1. Swami Nikhileshwarananda, *Teacher- As a Torch-Bearer of Change.* Papers:

2. Prof. Prasad Krishna, *Education in Values- Strategies and Challenges for Value Education.*

3. Pamela Yousuf, *Imparting Value Education.*

4. Dr.Gururaj Karajagi, *Role of Teachers and Parents in imparting Values.*

5. Jyoti Kumta, *Value Education: What can be done?*

6. www.educationhp.org/education-board-2013/ chapter 9.pdf.

7. www.sssieducare.org/valueeducation.

8. 'Arya', Mohan Lal (2014), "Teacher's Perception of Principal's Administrative Effectiveness in Govt. and Public Secondary Schools in Moradabad District", International Journal of Education and Science Research Review, Vol-1, Issue-5, October.

9. 'Arya', Mohan Lal (2017), "A Study of Relationship between Leadership Styles of Principal and Teacher Effectiveness", International Journal of Science and Research (IJSR), Vol-6, Issue-1, January.

10. 'आर्य' डॉ0 मोहन लाल (2014); 'शैक्षिक प्रशासनएवं प्रबन्धन', मेरठः आर0 लाल बुक डिपो ।

11. 'आर्य' डॉ0 मोहन लाल (2016); 'शैक्षिक प्रशासन एवं प्रबन्ध', मेरठः आर0 लाल बुक डिपो ।

12. 'आर्य' डॉ0 मोहन लाल (2017); 'अधिगम और शिक्षण', मेरठः आर0 लाल बुक डिपो ।

13. 'आर्य' डॉ0 मोहन लाल (2017); 'अधिगम के लिए आंकलन', मेरठः आर0 लाल बुक डिपो ।

14. 'आर्य' डॉ0 मोहन लाल (2017); 'शिक्षा के ऐतिहासिक एवं राजैतिक परिप्रेक्ष्य', मेरठः आर0 लाल बुक डिपो ।

15. 'आर्य' डॉ0 मोहन लाल (2017); 'सामाजिक विज्ञान का शिक्षणशास्त्र', मेरठः आर0 लाल बुक डिपो ।

16. 'आर्य' डॉ0 मोहन लाल, 'पाण्डेय', डॉ0 महेन्द्र प्रसाद, कौर, भूपेन्द्र एवं गोला, राजकुमारी (2017); 'सामाजिक विज्ञान का शिक्षणशास्त्र', मेरठः आर0 लाल बुक डिपो ।

17. 'आर्य' डॉ0 मोहन लाल (2018); 'शिक्षा के ऐतिहासिक, राजैतिक एवं आर्थिक परिप्रेक्ष्य', मेरठः आर0 लाल बुक डिपो ।

Teacher and Professional Ethics

Dr. Ravi Kant Sharma
Asst. Professor, B.Ed. Department
S.M. (P.G.) College, Chandausi, Sambhal

Today we are living in the modern world where Teacher plays an important role, Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. A professional code of ethics outlines teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and coworkers.

Teachers must model strong character traits, such as perseverance, honesty, respect, lawfulness, patience, fairness, responsibility and unity. As a teacher, you must treat every student with kindness, equality and respect, without showing favoritism, prejudice or partiality. You must maintain confidentiality unless a situation warrants involvement from parents, school administration or law enforcement, and never use relationships with students for personal gain.

Teachers must wholly commit to the teaching profession. Your classroom should promote safety, security and acceptance, always avoiding any form of bullying, hostility, dishonesty, neglect or offensive conduct. You must accurately describe your qualifications, credentials and licenses to school boards or principals who seek to hire you. You must also fulfill all contracts; obey school policies; and account for all funds and resources at your disposal. It's your responsibility to design lesson plans to meet state standards and create a well-rounded education plan that appeals to a wide range of learners.

A professional code of conduct demands attentiveness to continuing education requirements and career development. You must research new teaching methods, attend classes to maintain your certifications, consult colleagues for professional advice, participate in curriculum improvements and stay up to date on technical advancements for the

classroom. It's your duty to ensure that your teaching methods are fresh, relevant and comprehensive. Teachers must engage in educational research to continuously improve their teaching strategies.

In addition to fostering healthy relationships with students, teachers must build strong relationships with parents, school staff, and colleagues in the community, guidance counselors and administrators. You must never discuss private information about colleagues unless disclosure is required by law. Always avoid gossip, including false or mean-spirited comments about coworkers. Part of the code of ethics requires you to cooperate with fellow teachers, parents and administrators to create an atmosphere that's conducive to learning. You might be called upon to train student teachers as they prepare to serve as educators, so a positive attitude and a team-centered mindset can make all the difference.

It is universally felt that the status of teaching profession requires to be raised to ensure its dignity and integrity. Accordingly, it is considered necessary that there should be a code of ethics which may be evolved by the teaching community itself for its guidance. There are five major areas of professional activities which encompass the work of a teacher. For each of these areas certain principles have been identified to serve as guidelines for teacher's conduct. These are preceded by a Preamble which provides a rationale for the principles identified

Preamble

Recognizing that every child has a fundamental right to receive education of good quality; -

Recognizing that education should be directed to all round development of human personality; -

Realizing the need for developing faith in the guiding principles of our polity viz. Democracy, social justice and secularism

Recognizing the need to promote through education, our rich culture heritage, national consciousness, international understanding and world peace; -

Recognizing that teacher's, being part and parcel of the social milieu, share the needs and aspirations of the people; -

Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites; -

194

Realizing that the community respect and support for the teaching community are dependent on the quality of teaching and teacher's proper attitudes towards teaching profession; and

Realizing the need for self-direction and self-discipline among members of the teaching community.

We, the teachers of India resolve to adopt this code of Professional Ethics.

Responsibility of teacher towards student

1. The Teacher shall always be punctual in attending to duties in the school;
2. The Teacher shall always teach the curriculum after making thorough preparation for the lessons to be taught;
3. The Teacher shall treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth;
4. The Teacher shall guide the students in their physical, social, intellectual, emotional, moral and spiritual development;
5. The Teacher shall take notice of the individual needs and differences among students in their socio-cultural background and adapt his/her teaching accordingly;
6. The Teacher shall refrain from accepting remuneration for coaching or tutoring his/her own students except for remedial teaching under an approved scheme;
7. The Teacher shall refrain from divulging confidential information about students except to those who are legitimately entitled to it;
8. The Teacher shall refrain from inciting students against other students, teaches or administration;
9. The Teacher shall set a standard of dress, speech and behaviour worthy of example to the students;
10. The Teacher shall respect basic human dignity of children while maintain discipline in the school.

Responsibility of teacher towards Parents

1. The Teacher shall seek to establish cordial relations with parents/ guardians;

195

2. The Teacher shall provide information regularly to parents regarding the attainments and shortfalls of the wards;

3. The Teacher shall refrain from doing anything which may undermine student's confidence in their parents or guardians.

Responsibility of teacher towards Society

1. The Teacher shall strive to develop the educational institution as a community and human resource development center providing knowledge and information and developing skills and attitudes needed for such development;

2. The Teacher shall strive to understand the social problems and take part in such activities as would be conductive to meet the challenges passed by the problems;

3. The Teacher shall retrain from taking part in activities having potential to spread feeling of hatred or enmity among different communities, religious or linguistic groups;

4. The Teacher shall work actively to strengthen national integration and spirit to togetherness and oneness;

5. The Teacher shall respect Indian culture and develop positive attitudes towards it among students;

6. The Teacher shall respect and be loyal to the school, community, state and nation.

Teacher in relation to Colleagues and Profession

1. The Teacher shall treat other members of the profession in the same manner as he/ she himself/herself wishes to be treated;

2. The Teacher shall refrain from lodging unsubstantiated allegations against colleagues or higher authorities;

3. The Teacher shall participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self-study etc.

4. The Teacher shall avoid making derogatory statements about colleagues especially in the presence of pupils, other teachers, official or parents;

5. The Teacher shall cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co-curricular activities; and

6.   The Teacher shall accept as a professional the individual responsibility of reporting to the concerned authorities in an appropriate manner all matters that are considered to be prejudicial to the interests of the students and the development of the institution.

The Importance of Teacher Ethics

The code of ethics for teachers is designed to protect the rights of the students, all the students. It is important that teachers understand that when they get a teaching position they are agreeing to follow the code of ethics. I hadn't realized some the things that were in it so I am glad we went over it. Teachers are expected to be fair to all their students and not to take advantage of their position in any way. For example, you can't accept expensive gifts from students because it might appear to bias you. You can't push your personal beliefs on students because they are a "captive audience". You need to have a professional relationship with all students and not let it get too casual and familiar. Apparently, there is quite a bit of abuse that is happening in the school. You need to protect your students' safety and not believe that this is someone else's job. The main thing is not to abuse the power that your position, over your students, might give you. Think through the implications of what happens. Also, our country separates "church and state". Whether you agree with this or not, as a teacher you need to respect this and keep religious bias out of the classroom.

Education is the manifestation of perfection already in a human being" – Swami Vivekananda The ancient education was very different from the modern system. It was thought that knowledge is so sacred that no man ought to sell it. To support the teachers, wealthy families helped in turn the Guru as well as their disciples. The modern education has become highly commercial, materialistic and competitive. We find teachers to suit to today's system with a need to remind them about ethics and practices. Emphasizing the importance of fundamentals, character, integrity and responsibility now has to become a part of education. The institute having faculty, who follow ethical practices will have better disciplined engineers. Ethics in professional education is concerned with one's conduct, behavior, practices while providing any kind of services. The educator should believe in the worth of dignity, importance of truth, devotion to excellence and nurture democratic principles. It is essential to protect

197

freedom to learn as well as to teach and to provide opportunity of education to the entire population. Educators have to accept the responsibility to adhere to the highest ethical standards. The magnitude of work involved in professional teaching is increasing as well as the expectations. This has its implication in the training systems. The desire for respect from Colleagues, Students and members of community, makes teacher's role crucial.

Role of Teachers

"We want that the education by which character is formed, strength of the mind is increased the intellect is expanded, and by which one can stand on one's own feet"- Swami Vivekananda. The preaching's of Vivekananda, which were done over one and a half-century ago are still relevant in today's context. In the present situation, teachers are required to get updated quickly to the latest in their respective fields, unlearn the old or outdated concepts and be punctual to ensure that the Students are satisfied. Teachers are expected to maintain enthusiasm and invoke creative instincts among the Students through projects and assignments. Teachers have to go beyond the Classroom and practical teachings, to give inputs of significance. By considering the variety of background to which different Students belong, the teachers have to strike a balance even to satisfy their emotional needs. Impartiality and non-favoritism should be visible in every action. Teachers action should be a real motivator to all the concerned. The teaching learning process should even help the academically poor Students to get motivated and develop their self-confidence. The teacher's action should be task oriented and Students performance indicator strictly merit based.

For the teacher to play the role of a mentor following qualities are expected.

➢ Unconditional knowledge sharing

➢ Impartial and prudent action

➢ Motivation and encourage participation

➢ Walk the talk/practice what is preached

➢ Wisdom

"Teachers make a living by what they get they make a life by what they give"

198

Teacher Student relationship is very important for cordial learning. Students develop very strong bond with the good teachers. Mutual respect, admiration, affection, availability are the key factors. Teachers are practically Students guardians while on the premises. What is required to be introspected is to know do we really have adequate number of teachers with ethics we are looking for. Like any other field we may not have many. But being considered as one of the noblest professions, we can hope for having local role models, wherever possible.

Role Model Teachers have

Cheerful and pleasing personality

Should have a pleasing and cheerful personality as it develops a state of mind among Students for learning process. A lively teacher can really bring the best from every Student.

Clean Habits

To be clean is a virtue. By cleanliness individual will be free from any ill habits. Clean habits can help in maintaining mind balance.

Control on anger and forgiveness

While interacting with the Students, there may be occasions which may anger the teacher. For properly handling the situation teachers should exercise restraint and perseverance so as to avoid uncomfortable eventualities.

Conquest of mind

This can normally be achieved by experience and meditation. Of all the things in the world, human mind is the most wavering. For imparting education, we must have noble thoughts, which can be achieved only by proper control over mind.

Honesty

Teachers must be honest in whatever they think, speak and in their actions.

Character

One of the highly essential qualities to win the trust and confidence of Students that they can depend on teachers for taking care of their educational needs

Conclusion

It is observed that usually more attention has been paid to codes of professional ethics for teachers than to the ethical philosophy underlying them. Considering the ethical relations of the teacher with his followers, it is important to note at the outset that, though these relations only indirectly affect a child, ultimately they are governed by the same ethical imperative of keeping one's eye single to the best interests of the child. It will be difficult for any one teacher to continue to make this sacrifice if he observes colleagues who do not seem to restrict themselves similarly. Therefore, in order to reinforce every teacher in his high ethical resolve toward the pupil, each must owe a duty to the other not to act in any way which will make it difficult or embarrassing to maintain a high level of professional ethics. Again, most breaches of professional ethics, however, there is no infraction of any statute law. In spite of this, teachers should not get themselves embroiled in embarrassing moral dilemma defying their holy responsibility and commitment to the pupils. Teachers may resort to strike to advance their private interest, but they should not trample the interest of their students. Teachers generally maintain a high degree of morality and are always determined and cautious to uphold the value of the truth and beauty. Decency remains in the core of their heart. Sacrifice benevolence and a philanthropic feeling always guide the teachers. All the time it is the teachers who make ceaseless effort to do good for their disciples as well as other people of the society. Again, it is said that everybody cannot be teachers, but some enlightened and blessed people can. Thus the teachers are always different and teaching as a profession indicates a different dimension of honor and dignity. These tolerant and judicious people always stand by his pupils and other fellows in all their weal and woe. That's why what the teachers think and do matter and people adore them with respect and veneration. Hence teachers' ethics should be due for amendment and emulation.

References

1. Aggrwal, J.C., Teacher and Education in a Developing Society, Vikash Publishing House, Pvt., Ltd., New Delhi, 1995.
2. Aggrwal, J.C. Landmarks in the History of Modem Indian Education, Fifth' Edition, Vikash Publishing House, Pvt., Ltd., New Delhi, 2004.
3. Aggrwal, J.C., Essentials of Educational Psychology, 2nd Edition, Vikash Publishing House, Pvt., Ltd., Noida, 2009.

4. Amrtya, Sen and M. Nussbaum (eds), Quality of Life, Clarendon Press, Oxford, 1993.

5. Bose, R.N. (Ed), Environment, University of. Calcutta, Kolkata, 2000.

6. Bose, Sukumar, Sociological Foundation of Education, Distance Education Department, Tripura University, 2005.

7. Bhattacharya, Samarendra, Sammanik Nitividya, (in Bengali) Book Syndicate, Private Limited, Kolkata, 2006.

8. Bhatt, S.R. "Lecture on Professional Ethics" Delivered at the Indian Philosophical Congress, 77th Session, Udaipur, 27.10.2002.

9. Brize- Kishore, B.H., Bajaj Endowment Lecture on "Education with Ethics for Realizing a Scientific and Nonviolent Human Society" at Gujrat Vidyaoith, Ahmedabad, 19.09.2003.

10. Bondurant, V. Joan, Conquest of Violence: The Gandhian Philosophy ofConflict, Oxford University Press, Bombay, 1959.

11. Bose, N.K. Selection from Gandhi, Navajivan Publishing House, Ahmedabad, 1948.

Teacher and Professional Ethics

Shally Verma
Assistant Professor
Saraswati Institute of Management and Technology

Teaching is the noblest profession among all the professions, since all professions underwent education with a teacher. Its also a process to prepare the next generation of skilled professionals and workers like politician, engineers, doctors, policemen, educators, legislators and good citizens. In this world of globalization and competitive world, we are witnessing diverse changes in our educational system. Now the concept of teacher and teaching also is changing day by day. a teacher in this contemporary era has many duties and responsibilities to play. A part from having good academic and professional qualifications, they should also posses the knowledge of professional ethics. Professional ethics is like a guide,which facilitates the teacher to provide quality education and in calculate good values among the learners. The professional ethics will enlighten the teachers, that they have a major role in bringing desirable changes in behaviour of the students, it also help the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful role to play. Teacher having the sense of professional ethics will treat their learners with love care affection and commitment.

Introduction

A professional code of ethics outlines teachers main responsibilities of their students and defines their role in students live .above all teacher must demonstrate integrity, impartiality and ethical behaviour in the classroom and in their conduct with parents an co workers. Professional ethics is defined as the personal and corporate rules that govern behaviour within the context of a particular profession. Education is the major agency that can be used to make any changes, hence if only the teacher or management changes their mindset from commercialized ideas to value based thoughts, can be set things right. This can be accomplished by setting examples to others by living a life with values and ethics, for which

one should be taught about his profession and its ethics. Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviours of its members. Ethics deals with moral principles, which are usually accepted voluntarily by an individual or a group.

Meaning of Professional Ethics

In the term professional ethics, the word "ethics" adds to the professional obligation that a profession abides by. Professional ethics is a combination of two words-professional + ethics. Here, professional means an expert, specialized, qualified, proficient, skilled, trained,practiced, mature etc.Secondly, ethics means principles, morals, beliefs, moral values, moral code etc.ethics is derived from the word ethics which means character. Professionally accepted standards of personal and business behaviour, values and guiding principal codes of professional ethics are often established by professional organizations to help guide members in performing their job functions according to sound and consistent ethical principles. Professional code of ethics sets a standard for which each member of the profession can be expected to meet. It is a promise to act in a manner that protects the public's well-being professional code ethics informs the public what to expect of one's doctor, lawyer, teacher, and accountant or property manager.

Teacher's values and ethical principles

All teaching is founded on ethics-whether it be the teacher-student relationship, pluralism or a teacher's relationship with their work.

➢ **Dignity** means respect for humanity. Teacher must respect every person, regardless of gender, sexual orientation, gender diversity, appearance age, religion, social standing, origin opinions, abilities and achievements.

➢ **Truthfulness** is one of the core values in teacher's basic task, which involves steering learners in navigating life and their environment. Honesty with oneself and others and mutual respect in all communication is a basic aspect of teacher's work.

➢ **Fairness** is important both when encountering individual learners and groups but also in the work community. Fairness involves in particular promoting equality and non-discrimination and avoiding favours.

Importance of Professional Ethics for Teachers

Ethics are important and relevant in every profession; however, they are important and relevant to each profession in a different way. The code of ethics for teachers to designed to protect rights of the students. it is important that teachers understand that when they get a teaching position they are agreeing to follow the code of ethics. The teaching and teacher is an important key element in the schools. Without it the educational process cannot function properly. The teachers play a crucial and significant role in the educational process to impart education and bring about desirable changes in the behaviour of the students. The absence of professional ethics in teachers will impact the development of students. The code highlights that a teacher is not only a purveyor of knowledge for the cognitive development of pupils but is also a democratic and socialising agent, responsible for helping children to gain social and emotional maturity and become useful and self supporting citizens. He is expected to teach the students after making a through preparation, and refrain from accepting remuneration for coaching or tutoring his own students. He should be just an impartial to all his students irrespective of their caste, creed, sex, status, religion, language and place of birth. The teachers should be the role model, inspiration, motivator and leader for the students' .It is a fact that the students follow the footsteps of their teachers directly or indirectly.

Let us discuss some significant professional code of ethics for teachers that will assist the teachers to educate the students, efficiently and effectively-:

- ➢ The teacher should realise and understand his profession. The fulfil the aims and objectives of teaching solely dependent upon his ability, teaching aptitude, content knowledge, pedagogy and most important is the professional ethics.
- ➢ The teachers should be the role model, inspiration, motivator and leader for the students.
- ➢ The teacher should posses a good behaviour and positive attitude towards their profession and students.
- ➢ The teacher should always inculcate the fundamental professional ethics and values within them before entering in to teaching profession.

> ➢ The teachers should always be aware of his/her roles and responsibilities. He should actively provide his service to institutions and students with happiness & satisfaction. Active professional is required in teaching profession.

> ➢ It is important for teachers to be honest, reliable and dedicated towards school and students. Such actions are embodied in integrity.

> ➢ Teacher should respect the privacy of other members of their own school and maintain confidentiality of information gained in the course of professional practice.

> ➢ Being a professional teacher, he/she should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

> ➢ Teachers should uphold human dignity and promote equality and emotional and cognitive development.

> ➢ The teacher should not be biased while imparting and evaluating the student's performance related with academic and co-curricular activities.

> ➢ The teachers should have definite vision, how they will fulfil the present needs, requirements and aspiration of the leaners. Proper professionalism should be showcased by the teacher in order to meet the demands and requirements of students.

> ➢ Teachers should be fair to all their students and not to take advantage of their position anyway. For example teacher can't accept expensive gifts from students because it might appear to bias.

> ➢ The teacher should impart man-making and character-building education to his students, through his good conduct and ideal behaviour.

> ➢ A teacher's work should be guided primarily by love and not by any selfish motive, such as money or name or fame.

Educational implications

An individual code of ethics comes into play in everyday situations that teachers experience, such as when an influential parent asks for

special favours for his child, while dealing with an impudent student or an impertinent remark, while dealing with collegues,or at any point while performing the daily duties of the job. All actions and responses are a function of a personal code of ethics, which is the foundation for differences in teacher's styles of dealing with students and school-related situations .a well-defined code of ethics will help you negotiate difficult times during your career. It allows you to decipher the right thing to do based on your current perspective and to take responsibility for and stand by your decisions. Ethics in education helps regulate the education system and ensures that this practice positively contributes towards human welfare.

➢ If the teacher bears good professional ethics in relation to their profession, the ethics are automatically transformed to the coming generations.

➢ The deteriorating status of the profession will gain back its potential status.

➢ Professional ethics will help the spread of peace and international understanding across the Globe.

➢ An effective use of professional ethics has the power to stop the so called "Terrorism" in the world.

➢ Professional ethics will fight against "corruption" and lead to a hygienic life.

Conclusion

Every teacher should show an equal level of dignity to every person as an individual starting with their first common lesson. Teachers respect towards the dignity of their students should also be manifested through how they fulfil their obligations; one of which is to clarify to the students,at the very beginning,the details of their study,the criteria of evaluation,the dates their sessions,etc.teachers at all levels of education should ensure the congnitive,intellectual and moral progress of their students and show them appropriate respect and appreciation. It is the prime duty of the teacher to bring optimum development among the students. Teachers should take the liability of teaching profession seriously and perform their duties efficiently. Therefore, for successful teaching, the knowledge of professional ethics and its implementation is very essential for teachers.

References

1. Bergem, T(1990). The teacher as moral agent. *Journal of moral education, 19(2).*

2. Burbules,N.,Densmore,K.(1991).The limits of making teaching a profession.*in education policy,nr.5(1).*

3. Bayles,M.D.(1989).professional ethics(2nded.).Belmont, California: *Wadsworth global journal of management and business research, 12(9).*

4. Arora,G.L & Chopra, R.K. (2004).Professional Ethics of college teachers in J.S. Rajput (Ed).*Encyclopaedia of Indian education(Vol, I-z).New Delhi:NCERT.*

5. Namrata, (2008). Teacher Education, R.Lall Book Depot. Meerut.

6. Aloni,N.(2006).The fundamental commitments of educators. *Ethics and Education,3(2).*

Our Past and Human Values

Dr. Shilpi Sharma
Asst. Professor (Home Science Dept.)
S.M. (P.G.) College, Chandausi, Sambhal

Values are so inextricably woven into our language, thought and behavior patterns that they have fascinated philosophers for millennia. Yet they have proved so "quick-silvery" and complex that, despite their decisive role in human motivation, we remain desperately ignorant of the laws that govern them.

Initially, most of the thinking on market value and consumer values was contributed by the philosophers and religious leaders of Europe. During the late 1700's, there began to emerge various branches of philosophy which we now call the "social sciences."

Since the days of the ancient Greeks, philosophers have been concerned with values on a rather tangential basis. References to values were unavoidable as Aristotle, Kant, and others discussed aesthetics, or as Plato, Hobbes, and Rousseau deliberated over the problems of government and citizen responsibility. But, as Wekmeister points out (1967), no general theory of values was developed or enunciated by any of these thinkers.

Values are beliefs that have an inherent worth in usefulness or importance to the holder," or "principles, standards, or qualities reflected worthwhile or desirable." Values institute an important characteristic of self-concept and serve as supervisory principles for person. In literature, it is documented that values are so indissolubly woven into human language, thought and behavior patterns that they have fascinated philosophers for millennia. Yet they have proved so "quick-silvery" and complex that, despite their decisive role in human motivation, we remain desperately ignorant of the laws that govern them. (Toffler, 1969). Scott and Kluckhohn described value as a conception: explicit or implicit of desirable which influences the selection from available modes, means and end of action (1951).

Rokeach impacted with this idea and stated that value is abstract ideals, positive or negative, not tied to any specific object, or situation,

representing a person's belief about modes of conduct and ideal terminal goal. It can be represented that values are global beliefs that transcendentally guide actions and judgments across specific objects and situation (Rokeach, 1968). According to Rokeach, Rokeach (1969), value are type of belief that is "centrally located within one's total belief system, about how one ought or ought not to behave" (p. 124). On the contrary, Feather (1975) criticizes Rokeach on equating values. He claimed that values are not "neutral"; they are held with a slight degree of feeling. Feather (1975) continued to criticize Rokeach by arguing that values may be classified as prescriptive or proscriptive beliefs rather than as a descriptive or evaluative belief.

Human values are necessity in today's society and business world. Human values are the features that guide people to take into account the human element when one interacts with other human. They have many positive characters that create bonds of humanity between people and thus have value for all human beings. They are strong positive feelings for the human essence of the other. These human values have the effect of bonding, comforting, reassuring and procuring serenity. Human values are the basis for any practical life within society. They build space for a drive, a movement towards one another, which leads to peace. In simple term, human values are described as universal and are shared by all human beings, whatever their religion, their nationality, their culture, and their personal history. By nature, they persuade consideration for others.

Common human values are as under

1. Brotherhood, friendship, empathy, compassion, and love.
2. Openness, listening, welcoming, acceptance, recognition, and appreciation.
3. Honesty, fairness, loyalty, sharing, and solidarity.
4. Civility, respect, and consideration.

The function of these basic values enables every human to realize or maintain highest or human value for establishing relations of peace and yet it remains indefinable. Its understanding varies according to age (child, teen, adult), to one's education and surrounding culture. It is better assumed when combined with other values: a disposition that is deeper than graciousness, very close to consideration, and approaching appreciation. Truly, to respect someone, one must be able to appreciate

209

some of his/her human qualities, even if one does not appreciate his/her opinions or past behavior.

Several universal human values such as Truth, Righteous conduct, Peace, Love and Non- violence are directly associated to physical, intellectual, emotional psyche and spiritual facets of human personality. There is need and urgency to reinforce these values for a better and humane society. These are described below:

Co-operation: It is the procedure to work jointly to attain some goal, but many scholars visualize co-operation as a luxury and not an important human value. It is unquestionably one of the most vital assets one can have when working through a problem. Having the opinions and voice of another person will not only draw out a discussion of the topic, but also lead person to good solution. Co-operation has been under-appreciated for years in its importance and should be held in high regard. Caring: This human value is viewed as exhibiting kindness and concern for others, the true importance of this value comes from the work or practice of looking after those unable to care for themselves. Caring for others both physically and spiritually is an extremely important value to have; people will always rely on someone else for help at one point or another, but we often fail to realize how much of a difference caring for another person can make.

Honesty: Honesty is also vital human values. Presently, adopting an honest approach can often feel intimidating and impossible, but people fail to realize is that it is not the act of simply telling the truth that makes someone honest rather the quality of person who is being honest. An honest person is often straight, upright, sincere and fair and being an honest person brings more reward to the soul than the damage a lie could do.

Love: The presence of love in human life, the love they have for their families, friends, our faith and for themselves is important source of energy to lead smooth life.

Respect: Respect is a feeling of deep esteem for someone or something elicited by their abilities, qualities, or achievements.

Faith: Faith is complete trust or confidence in someone or something.

Beauty: Beauty is something that has really been spoiled by human society. The way we think about something that is beautiful is judged on a purely physical response, but the true meaning of beauty is being in balance and harmony with nature. Many researchers would argue that beauty is not a human value and, although beauty is a subjective experience, when they analyse what a subject of beauty is, it becomes anything that resonates with personal meaning, not just emotion. The prominence of this Human Value is clear when people think about the things that bring meaning into their life such as family and friends, these things become beautiful in a greater sense.

Trust: Trust can be understood in many ways, but finally it comes down to reliability and truth. Without trust, the world simply would not function.

Integrity: As a human value, integrity is imperative that people stand spiritually undivided and hold true to our integrity, the importance of which is often forgotten.

Wisdom: Wisdom is also significant human value in many ways; under-appreciated in its importance, in its value in our lives and in its true meaning. Wisdom is also very often confused with words like knowledge or intelligence but the word wisdom is defined as the quality of having experience and good judgment and the resulting soundness of that action or decision.

A value system is a continuing organization of beliefs concerning preferable modes of conduct along a continuum of importance. Therefore the importance of different values co-varies with the importance of others in the value system.

Intrinsic and Extrinsic value

An intrinsic value is a value that one has of itself, independently of other things, including its context. An extrinsic 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.

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.

Need of human values

Value education is always essential to shape one's life and to give one an opportunity of performing on the global stage. The need for value education among the parents, children, teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioral disorders and lack of unity in the society etc. Value education enables us to understand our needs and visualize our goals correctly and also indicate the direction for their fulfillment. It also helps remove our confusions and contradictions and enables us to rightly utilize the technological innovations.

There are different views that call urgent need to inculcate human values in Indian society. Numerous traditional values which have been inherited from past remain valid and true to be adapted by future citizens but many fresh values to match confronting problems in emerging Indian culture. Presently, negative human values are in upper side. It may be because of neglect of value education which created vagueness and indiscipline in the mind of people (Satya Pal Ruhela, 1996)

Role of family and society in teaching values

Bulk of literature have shown that the family and society plays a significant role in shaping moral values of child. There is a strong bonding between the parents and children, which determines the personality of child. Family is the basis on which values are built.

Moral values such as truthfulness, happiness, peace, justice are inculcated in children's thoughts, feelings and actions and they function as ideals and standards that govern their actions in their life. The value system practiced in the family becomes automatic to the young family members if they are taught moral values thoroughly. The family has a great responsibility to pass on to the children many truths and values, and competencies to accomplish their place in life, whatever the society, whatever the culture or times. The eternal values of Truth, Right Conduct, Peace, Love and Harmlessness (Non-Violence) are transmitted on first through the family. Mothers are the first teachers. Mother is foundational, central, life-bringer and life-shaper. From their mothers, children acquire self-knowledge, self-confidence; learn self-satisfaction, self-worth, the capacity for self-sacrifice.

The family, forms the child's viewpoint towards people and society, and helps in mental development in the child and supports his desires and values. Delightful and joyful atmosphere in the family will develop the love, affection, tolerance, and generosity. A child learns his behavior by demonstrating what he sees around him. Family also contribute significantly in helping a child socialize and has great influence and bearing on the progress of the child. In joint family system, the presence of elders in the family plays an effective role in social and moral development of the children. It will also aid young generation of the family to develop human values and eliminate their negative mental tendencies when they are among elders.

Children recognize themselves with their parents, other family elders and espouse them as their personal models for emulation and imitation. The behavioral problems are set correct only by the involvement of family in the child's life as they spend most of their time in adolescence with the parents. Family is the first social organization that provides the immediate closeness from which the child can learn his behavior.

Social standards and customs demarcated by a family provide the emotional and physical basis for a child. Values developed by a family are the groundwork for how children learn, grow and function in the world. These principles, transmits the way of life a child lives and changes into an individual in a culture. These values and morals guides 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. Philosophies 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.

Families values helps the child to stand strong on his views regardless of others efforts to break through with opposing views. A child has a strong sense of what is right and wrong and are less likely to become sufferers of deviant influences.

Importance of Human Life

One returns into the human form, after having wandered through other life forms. And it is also through the human form, that one is released from this cycle of wandering. If one knows how to fulfill his human birth, then he can achieve liberation but if he does not, then that life becomes a vehicle

213

for endless wandering. He dissipates his *karmas* in all other life forms, but it is only in the human form that he binds as well as dissipates *karmas*.

This human body has been acquired with great difficulty, so use it to accomplish your work. The Soul has spent endless births to acquire this human body. If only, this body spends one birth for the Soul, your work will be done in this very birth.

If as a human one meets a *Gnani Purush*, then he can acquire liberation. Even the celestial beings have an intense desire to acquire a human form. Through establishing a connection with a *Gnani Purush*, the body that had been a foe for endless previous births now becomes an absolute friend. It is through this body that you have met a *Gnani Purush,* so get your work done

Conclusion

To summarize, values are bridge between individual and social. Individual holds value but others influence the formation of those values In philosophical frameworks, values are those standards or code for conduct conditioned by one's cultural doctrines and guided by conscience, according to which human being is supposed to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideas and aims of life Families, groups and societies tend to share common values. Family has been regarded as cornerstone of society. It forms a basic unit of social organization

Any object of interest to a consumer may fall within the definition of a consumer value provided it meets the criteria mentioned above. It can involve any generalized person-centered end-state of existence, mode of behavior, pattern of ideas, grouping of people, biological condition, or direct benefit that is highly esteemed by the consumer himself, or perceived to be esteemed by others who are important to him. It is used by him as a criterion for evaluating a wide variety of other values, objects, activities, and people. It is an enduring type of belief, widely held by the consumer and by many but not all other members of his subculture or society. It is acquired and modified through personal, social, and cultural learning starting early in life, and plays a central role in his decision-making.

References

1. C. E. Ayers, "The Values of Social Scientists," Journal of Social Issues, 6, (1950).

2. H. Becker, "Supreme Values and the Sociologist," American Sociological Review,

3. S. L. Bem and D. J. Bern, "Training the Woman to Know Her Place: The Power of a Nonconscious Ideology," in H. H. Kassarjian and T. S. Robertson, eds., Perspectives in Consumer Behavior, (Glenview, Illinois: Scott, Foresman and Company, 1971).

4. P. Blau, Exchange and Power in Social Life, (New York: Wiley, 1964).

5. C. J. Clawson, "Lewin's Vector Psychology and the Analysis of Motives in Marketing," in R. Cox and W. Alder-son, eds., Theory In Marketing (Chicago: Irwin, 1950), pp. 41-63.

6. C. J. Clawson, Psychology in Action (New York: Macmillan, 1946).

7. M. T. Copeland, Principles of Merchandising (Chicago and New York: A. W. Shaw Company

Human Values and Digital India

Dr. Stuti Vashishtha
H.O.D. (B.Ed. Department)
S.M. (P.G.) College, Chandausi, Sambhal

Human values are said to be the most inevitable, guiding axiom of our lives. It falls under a huge umbrella of sociology, psychology, philosophy, anthropology, axiology and many other disciplines. According to scholar Barbara Smith, 'Values are nothing but fundamental principles of human lives, so elementary yet so irreplaceable, which acts as a dictionary for the events and our actions, to analyze simpler concepts.' Hence, this statement proves that value could be great or small, but when attributed to a man, should have to be explained in his course of actions. But as the human lives diversify, the values also tend to get mended, changed or at times even replaced. Anything that gives you peace of mind can also be a value. On those grounds, scholar Paul Roubickez, says that 'In a sphere of values, contradictions are the rule'. He also says that the value system is always to remain permanent and it is only the human who decides what to do with it. Being in the age of digital era is easy and difficult in many ways at the same time. Technology has almost transformed everything that we see, face and experience today. Human relationships have undergone a massive change in the digital age. Words have changed into emoticons, face to face communications transformed to Skype calls, giving/receiving gifts became dedicating videos and lastly physical actions malformed into sex chats. During this course of time, we must also realize the mammoth of change in the norms and morals we had previously considered to be sacred.

The introduction of digital media has undoubtedly brought in a colossal change in the value traditions of human lives. The present study shows that digital media makes the people undergo a process of mythmaking that makes them think that virtual relationships, the virality or hit rate of a video is more imperative than that of the degree of closeness a family bonding shares or the values that we are governed by. The films show that the age of information paves way too many new types of violence, but at the same time the character arcs advocates that 'no such thing is useful or useless by itself. 'Hence the manhandling or getting

addicted to the technology is where the problem escalates thus leading to a paradigm shift of human values. Further researches may be possible by conducting intensive interviews with participants of the digital age to dig deeper on the technology human conflicts.

Everything we see on the web through mobiles, the tablet PCs and obviously laptops and desktops is a part of digital media. In other words it is the electronic information shared via above mentioned technology consoles in a way so that data appears attractive and informative to the end users. The world of digital media is booming by the day and so does the urge of businesses to expand it more gaining them maximum monetary benefits. This specific urge calls for more and more advancements concerning creating and developing fresh content whether in the form of websites that aims at branding businesses or in the form of online newspapers and magazines.

How is Digital Media evolving in our Lives?

For anybody to get used to anything, it is important to adapt to it completely. With Internet almost at its peak state, digital media like domains are all set to be a part of personal lives. Whether in the form of education material like e-books for schools, universities or corporate e-learning or any kind of audio visual clips concerning a documentary film etc., among others, all act as a digital media. Even the top publication houses are entering into digital media concept to promote their books and other reading and informative stuff to their customers. Thus, inclination from old standard form of reading to the electronic one has given a drastic impact on people in terms of getting aware about the advantages of digital media.

Say Goodbye to Paper and Hard Copies

One thing that has dramatically changed with the advent of digital media is the fact that paper is not wasted anymore. People are becoming more technology oriented and keeping that fact in mind the world of digital media is booming at a faster pace.

How is Digital Media Helpful?

Digital media includes online newspapers, magazines, brochures, and e-books, collateral or as a matter of fact even white papers. Meaning, one can reach out to any of the above mentioned sources of information with just an effective computer device in hand. Read newspapers and

magazines while traveling without missing any single second news. This is how digital media advances in our daily lives and on that note prove to be a beneficial tool for the upcoming technology world.

History and Evolution of Digital Media

Any media device which can be read by a machine is called digital media. What makes the difference between digital media devices and the classical, physical is the fact that digital media is created, modified and distributed on digital electronics devices

The impact of digital media brought about a technological revolution. The Internet, personal computing, and digital media gave us a chance to handle information on a level which we could only dream about with traditional information storage devices like books. Digital media created a whole new world in the fields of journalism, entertainment, education, publishing, commerce, and politics. It brought about new challenges concerning copyrights and intellectual property.

Because digital media had such wide-ranging influence on modern society, we call this new period in industrial history The Information Age.

Early History

It may be difficult to believe, but in 1986, only 30 years back, we had as little as 1% of total media storage capacity in digital form. By 2007, this number came up to 94%, which best illustrates the speed at which digitalization came about.

Machines could read the information on computers, even though this may seem strange to modern generations. Way back in the early 1800s, people started to think about how to create machines which could process information faster than humans. The first concepts on machine-readable codes came from Charles Babbage, and he envisioned that these codes could help machines solve calculation problems. The first notion of a rudimentary computer program came from Ada Lovelace in 1823, when she wrote the first instructions for calculations performed on Babbage's machines. Other media which machines could read back then include, for example, instructions for player pianos.

Digital Era

The defining difference between the modern and the early age was the fact that early machine-readable media was analog – it needed physical, mechanical parts. The first media we could truly call digital

appeared with digital computers. They employ binary code and Boolean logic to process and store information.

This way, one machine can work on a variety of tasks, all at once. The first digital computers were the EDSAC, invented in 1949, and the Manchester Mark 1, which appeared a year earlier. The main difference between these new age machines compared to analog ones from the past was the fact they had digital software which ran their logical operations

Conclusion

The introduction of digital media has undoubtedly brought in a colossal change in the value traditions of human lives. The present study shows that digital media makes the people undergo a process of myth making that makes them think that virtual relationships, the virility or hit rate of a video is more imperative than that of the degree of closeness a family bonding shares or the values that we are governed by. The films show that the age of information paves way too many new types of violence, but at the same time the character arcs advocates that 'no such thing is useful or useless by itself. 'Hence the manhandling or getting addicted to the technology is where the problem escalates thus leading to a paradigm shift of human values. Further researches may be possible by conducting intensive interviews with participants of the digital age to dig deeper on the technology human conflicts.

Digital media is becoming the need of the hour with more and more businesses whether educational or non-educational ones entering into the domain rapidly.

References

1. Baym, N.K. (2015). Personal connections in the digital age. Cambridge: Polity press.
2. Boyd, D. (2007). The role of networked publics in teenage social life, MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume. Massachusetts: MIT Press.
3. Bell. D. (2001). An introduction to cyber cultures, Routledge, London.
4. Gavison, Ruth. (1980). Privacy and the limits of the law. Published in Yale Law Journal 89: pp: 421 471.
5. Goffman, E. (1959). The Presentation of Self in Everyday Life. New York:

Doubleday Anchor.

6. Jenkins.H (2006). Convergence culture: where old and new media collide. New York University Press, New York and London.

7. Levin, I. (2014). Cultural trends in a digital society. Article published in the Proceedings of TMCE 2014, Budapest.

8. Meinong. A. (1904). The theory of objects (Uber Gegenstandstheorie) pp.78-81

9. Roubickez, P. (1969). Ethical Values in the age of Science. London, Cambridge University Press, pp.219.

10. Smith, B. H. (1991). On Value. Chicago, University of Chicago Press, pp. 178.

11. Schwartz. S.H., (2012). Towards refining the theory of basic human values. Published by The Hebrew university of Jerusalem.

12. Thibaut.J.W., Kelley. H.H., (1959). The social psychology of groups. New York. Wiley

Hazardous of Heavy Hetal in Soil Extraction by Natural Resources

Sumedha Chauhan[1], S.S. Yadav[2]

[1]Deparetment of chemistry
R.S.M. Degree College, Dhampur, UP, India
[2]Department of Chemistry
Raza P.G. college, Rampur, UP, India.

Addressing heavy metal pollution is one of the hot areas of environmental research. Despite natural existence, various anthropomorphic sources have contributed to an unusually high concentration of toxic metal in the environment. They are characterized by their long persistence in natural environment leading to serious health consequences in humans, animals, and plants even at very low concentrations (1 or 2 µgg in some cases). The presence of heavy metals in food is a threat to human health. Exposure to heavy metals like Cu, Ni and Zn as a result of consumption of contaminated vegetables, as well as their toxicity, is a serious problem. Failure of strict regulations by government authorities is also to be blamed for heavy metal pollution. Several individual treatments, namely, physical, chemical, and biological are being implied to remove heavy metals (Cu, Ni and Zn) from the environment. But, they all face challenges in terms of expensiveness and *in-situ* treatment failure. Hence, integrated processes are gaining popularity as it is reported to achieve the goal effectively in various environmental matrices and will overcome a major drawback of large scale implementation. Integrated processes are the combination of two different methods to achieve a synergistic and an effective effort to remove heavy metals by plant.

Most of the review articles published so far mainly focus on individual methods on specific heavy metal removal, that too from a particular environmental matrix only. To the best of our knowledge, this is the first review of this kind that summarizes on various integrated processes for heavy metal removal from all environmental matrices. In addition, we too have discussed on the advantages and disadvantages of each integrated process, with a special mention of the few methods that needs more research attention. The presence of heavy metals in food is a threat to

human health. Exposure to heavy metals as a result of consumption of contaminated vegetables, as well as their toxicity, is a serious problem. To conclude, integrated processes are proved as a right remedial option which has been detail discussed in the present review. However, we believe, this review on integrated processes will surely evoke a research thrust that could give rise to novel remediation projects for research community in the future.

Introduction

Hazardous heavy metal pollution of soils is an increasingly urgent problem all over the world. Heavy metals are regarded as significant environmental pollutants due to high density and high toxicity even at low concentrations (3). According to United States Environmental Protection Agency (USEPA) compilation, eight heavy metals, namely, lead (Pb), chromium (Cr), arsenic (As), zinc (Zn), cadmium (Cd), copper (Cu), mercury (Hg), and nickel (Ni) are listed to be the most widespread heavy metals in the environment (5, 6). Many research reports have confirmed the heavy metals pollution existence in several countries, thus signifying it as a worldwide problem. Significant concentrations of toxic heavy metals (Cd, As, Fe, Cr, Zn, Cu, Mn, Pb, Ni, etc.) in soil, surface, and ground water have been reported in various countries like China, Italy, Germany, Hong Kong, India, Turkey, Bangladesh, Greece, Iran etc. (7 ;1). Above all these, lack of knowledge on the proper effluent disposal and failure to imply strict regulatory standards has added to the cause of environmental deterioration (2). Heavy metal pollution of soils is an increasingly urgent problem all over the world. Heavy metals, unlike organic contaminants, are generally immutable, not degradable and persistent in soils (8, 27-32). Although soils have a natural capacity to attenuate the bioavailability and the movement of metals through them by means of different mechanisms (precipitation, adsorption process and redox reactions), when the concentrations of heavy metals become too high to allow the soil to limit their potential effects, contaminants can be mobilized, resulting in serious contamination of agricultural products or ground water. It is necessary to take action to remediate polluted soils.

Generally, soil remediation are based on two approaches: removal/ extraction of the heavy metals from thematrix by electro kinetic and/or "washing" processes which are characterized by high costs and laborious management (18,19, 27 -32) or reduction of metal mobility with "in situ" techniques such as phytoremediation. Currently, in situ soil remediation techniques are focused in reducing heavy metals risk in soils, extremely. It was classified into six types (11,20), including:

1. Chemical stabilization method to reduce the solubility of heavy metals by adding to some non-toxic materials into the soils (21,22, 27)

2. Removal of polluted surface soils and replacement with clean soils (23, 32)

3. Covering the original polluted soil surface with clean soils (23,24, 28,29)

4. On-site chemical leaching with agents (18-20, 27)

5. Dilution method, mixing polluted soils with surface and subsurface clean soils to reduce the concentration of heavy metals (20)

6. Phytoremediation (25,26,32)

Heavy metals constitute an ill-defined group of inorganic chemical hazards, and those most commonly found at contaminated sites are lead (Pb), chromium (Cr), arsenic (As), zinc (Zn), cadmium (Cd), copper (Cu), mercury (Hg), and nickel (Ni) (7). Soils are the major sink for heavy metals released into the environment by aforementioned anthropogenic activities and unlike organic contaminants which are oxidized to carbon (IV) oxide by microbial action, most metals do not undergo microbial or chemical degradation (8),

Table 1: Sources of heavy metals resulting from anthropogenic activities.

	Metal	Industry
1	Chromium (Cr)	Mining, industrial coolants, chromium salts manufacturing, leather tanning
2	Lead (BP)	Lead acid batteries, paints, E-waste, Smelting operations, coal-based thermal power plants, ceramics, bangle industry
3	Mercury (Hg)	Chlor-alkali plants, thermal power plants, fluorescent lamps, hospital waste (damaged thermometers, barometers, sphygmomanometers), electrical appliances, etc.
4	Arsenic (As)	Geogenic/natural processes, smelting operations, thermal Power plants, fuel burning
5	Copper (Cu)	Mining, electroplating, smelting operations
6	Cadmium (Cd)	Zinc smelting, waste batteries, e-waste, paint sludge, incinerations and fuel combustion
7	Molybdenum (Mo)	Spent catalyst
8	Zinc (Zn)	Smelting, electroplating
9	Ni	Mining, vehicle emissions, fossil fuel burning, disposal of household

Metals and Their Essentiality for Life

Chemically, metals are defined as "elements, which conduct electricity, have a metallic luster, are malleable and ductile, form cations, and have basic oxides") (33). Terms usually used in relation to metals in biological and environmental studies are metal, metalloid, semimetal, light metal, heavy metal, essential metal, beneficial metal, toxic metal, abundant metal, available metal, trace metal, and micronutrient (34). Metals have very diverse applications and play an important role in the industry- dominated human society. Some metals have critically important physiological and biochemical functions in biological systems, and either their deficiency or excess can lead to disturbance of metabolism and therefore to various diseases. Some metals and metalloids are essential for (biological) life. They play important physiological and biochemical roles in the body as they may be part of bimolecular such as enzymes, which catalyze biochemical reactions in the body.

1.   Heavy Metals (HMs)

According to Csuros and Csuros (35), a heavy metal is defined as "a metal with a density greater than 5 g/ cm3 (i.e., specific gravity greater than 5)." According to Duffus (34), "the term "heavy metals" is often used as a group name for metals and semimetals (metalloids) that have been associated with contamination and potential toxicity or ecotoxicity." Very recently, we have proposed a broader definition for the term, and heavy metals have been defined as "naturally occurring metals having atomic number greater than 20 and an elemental density greater than 5 g·cm"3" (36)

2.   Essential and Nonessential HMs

Regarding their roles in biological systems, heavy metals are classified as essential and nonessential. Essential heavy metals are important for living organisms and may be required in the body in quite low concentrations. Non-essential heavy metals have no known biological role in living organisms. Examples of essential heavy metals are Mn, Fe, Cu, and Zn, while the heavy metals Cd, Pb, and Hg are toxic and are regarded as biologically nonessential (37-40). The heavy metals Mn, Fe, Co, Ni, Cu, Zn, and Mo are micronutrients or trace elements for plants. They are essential for growth and stress resistance as well as for biosynthesis and function of different biomolecules such as carbohydrates, chlorophyll, nucleic acids, growth chemicals, and secondary metabolites

(41). Either deficiency or excess of an essential heavy metal leads to diseases or abnormal conditions. However, the lists of essential heavy metals may be different for different groups of organisms such as plants, animals, and microorganisms. It means a heavy metal may be essential for a given group of organisms but nonessential for another one. The interactions of heavy metals with different organism groups are much complex (42).

3. Environmentally Relevant Most Hazardous HMs and Metalloids

Heavy metals are among the most investigated environmental pollutants. Almost any heavy metal and metalloid may be potentially toxic to biota depending upon the dose and duration of exposure. Many elements are classified into the category of heavy metals, but some are relevant in the environmental context. List of the environmentally relevant most toxic heavy metals and metalloids contains Cr, Ni, Cu, Zn, Cd, Pb, Hg, and As (43) . Heavy metal pollutants most common in the environment are Cr, Mn, Ni, Cu, Zn, Cd, and Pb (44) . In 2009, China has suggested four metals, i.e., Cr, Cd, Pb, Hg, and the metalloid As, as the highest priority pollutants for control in the "12th 5-year plan for comprehensive prevention and control of heavy metal pollution" (45) . Some other heavy metals are also hazardous to living organisms depending upon dose and duration of exposure. For example, Mansouri et al.(46) have found Ag as more toxic than Hg to a freshwater fish.

4. Sources of Heavy Metals in the Environment

Sources of heavy metals in the environment can be both natural/geogenic/lithogenic and anthropogenic. The natural or geological sources of heavy metals in the environment include weathering of metal-bearing rocks and volcanic eruptions. The global trends of industrialization and urbanization on Earth have led to an increase in the anthropogenic share of heavy metals in the environment (47) . The anthropogenic sources of heavy metals in the environment include mining and industrial and agricultural activities. These metals (heavy metals) are released during mining and extraction of different elements from their respective ores. Heavy metals released to the atmosphere during mining, smelting, and other industrial processes return to the land through dry and wet deposition. Discharge of wastewaters such as industrial effluents and domestic sewage add heavy metals to the environment. Application of chemical fertilizers and combustion of fossil fuels also contribute to the anthropogenic input of heavy metals in the environment. Regarding

contents of heavy metals in commercial chemical fertilizers, phosphate fertilizers are particularly important.

In general, phosphate fertilizers are produced from phosphate rock (PR) by acidulation. In the acidulation of single superphosphate (SSP), sulfuric acid is used, while in acidulation of triple superphosphate (TSP), phosphoric acid is used (48). The final product contains all of the heavy metals present as constituents in the phosphate rock (49). Commercial inorganic fertilizers, particularly phosphate fertilizers, can potentially contribute to the global transport of heavy metals (50). Heavy metals added to agricultural soils through inorganic fertilizers may leach into groundwater and contaminate it (48). Phosphate fertilizers are particularly rich in toxic heavy metals. The two main pathways for transfer of toxic heavy metals from phosphate fertilizers to the human body are shown below (48) :(i)Phosphate rock, fertilizer, soil, plant, food, human body (ii) Phosphate rock, fertilizer, water, human body.

Combustion of fossil fuels in industries, homes, and transportation is an anthropogenic source of heavy metals. Vehicle traffic is among the major anthropogenic sources of heavy metals such as Cr, Zn, Cd, and Pb (51) . Higher concentrations of environmentally important heavy metals have been reported in soils and plants along roads in urban and metropolitan areas. Regarding anthropogenic sources of heavy metals, emissions from coal combustion and other combustion processes are very important [5]. During coal combustion, Cd, Pb, and As are partially volatile, while Hg is fully volatile.

The anthropogenic sources of Cr include electroplating industries, leather tanneries, textile industries, and steel industries (52). Globally, about 50,000 t/year of Cr may be emitted from coal combustion, wood burning, and refuse incineration [5]. Fertilizers also usually contain significant contents of Cr (53). Globally, about 60,000 t/year of Ni may be generated from coal combustion; its greater portion remains in the ash [5]. The natural sources of Cd in the environment are volcanic action and weathering of rocks, whereas an anthropogenic source is nonferrous metal mining, especially processing of Pb-Zn ores (54). Globally, about 7,000 t/ year of Cd may be emitted from coal combustion, and sewage sludge incineration is also a source of Cd [5]. Anthropogenic increases in Cd concentrations are also caused by excessive application of chemical fertilizers (55). P-containing fertilizers contain Cd as a contaminant at concentrations ranging from trace quantities to 300 ppm on dry weight basis and hence may be a main source of input of this metal to agricultural

systems (56) . Pb is released to the environment from different sources including acid batteries, old plumbing systems, and lead shots used for hunting of game birds. Combustion of leaded gasoline is also a source of Pb in the environment. Although use of the tetraethyl lead as an antiknock agent in gasoline has been banned, it is still used in some developing regions of the world.

Experimental- Study site and sample collection- Sampling of soil-

Soil samples were collected from six different sites of the paddy fields. Out of these one was the control site where no crop cultivation was done and other five sites (S-1, S-2, S-3, S-4, and S-5) were selected from plants fields. At each sampling site, a composite of five soil samples was collected separately by a random selection, from each field, from surface (0–15 cm soil layer) with a small core sampler and mixed to make one composite sample. Samples were collected from centre of the fields in order to avoid the edge effect. Each soil sample of about 500 mg was collected from the 0–15 cm layer.

Plant samples were collected from the corresponding soil sampling site of the field for computing correlations between heavy metal concentrations of soil and plant. All soil and plants along with grain samples were kept in clean polyethylene bags and brought to the laboratory for analyses. During plant sampling, it was ensured that plant samples were of the same physiological age and identical size. Crop plants were collected and washed thoroughly with deionized water. Plant was cut and separated into root, shoot, and grain subsamples. All sub-samples were oven-dried at 60°C for 24 h, and the dried samples were weighed, then pulverized, and stored in Petri dishes. The soil samples were air-dried at room temperature for several days, then pulverized, and sieved through a 01 mm stainless steel mesh.

Sample Analysis-

Soil pH and conductivity were determined by using a digital pH meter. For heavy metal analysis, one gm of soil and 1 g of samples were digested after adding 15 mL of triacid mixture (HNO_3, H_2SO_4, and $HClO_4$ in a 5 : 1 : 1 ratio) with three replicates at 80°C until a transparent solution was obtained [8]. After cooling, the digested sample was diluted up to 30 mL with 2% HNO_3 and concentrations of Cu, Ni and Zn were determined by AAS. FYM, SSP, $CaCo_3$, and combination of $CaCo_3$ + FYM for each pots samples. Each pot samples were added with urea and KCl for N, for the potash KCl will be add in the form of KCl. Sample pots were used to prepare a samples.

For plant samples, 1 g of dried sample was digested with HNO3 and HClO4 in a 5 : 1 ratio until a transparent solution was obtained, and the plant digests were filtered and diluted to 30 mL, with distilled water (Reddy et al.) [9]. The filtrates of plant were then assessed by using atomic absorption spectroscopy (AAS; GBC make—Model Avanta PM) for analysis of Cu, Ni and Zn. The AAS value of blank (without sample) of each metal was deducted from the sample value for final calculations [10]. All the analyses were done with three replications mixed with fertilizer solution and N,P, and K nutrient were applied as per the set

Apparatus- AAS (Atomic adsorption spectrophotometer) for metal analysis. p H mettry, mental heater, sample collection bottle, What man filter paper, Conical flask.

Result and Discussion

FYM, SSP, CaCo3 and CaCo3 + FYM achieve heavy metal in plant the concentration were shown in table -1

S.N.	Treatment Composition	Mean metal Uptake(µggpot-1)	Using treatments
1	Cu	5681	4Kg soil+Cu
2	Cu+FYM	6257	4Kg soil+Cu+FYM
3	Cu+SSP	5460	4Kg soil+Cu +SSP
4	Cu+CaCo3	1629	4Kg soil+Cu+CaCo3
5	Cu+CaCo3+FYM	3560	4Kg soil+Cu+CaCo3FYM +
6	Ni	5690	4 Kg soil+Ni
7	Ni+FYM	6570	4Kg soil+Ni+FYM
8	Ni+SSP	2060	4Kg soil+Ni+ SSP
9	Ni+CaCo3	2440	4Kg soil+Ni+ CaCo3
10	Ni+CaCo3+FYM	2920	4 Kg soil+Ni+CaCo3FYM +
11	Zn	8690	4Kg soil+Zn
12	Zn+ FYM	8860	4Kg soil+Zn+FYM
13	Zn+ SSP	6151	4Kg soil+Zn+SSP
14	Zn+CaCo3	8570	4Kg soil+Zn+CaCo3
15	Zn+CaCo3+FYM	6100	4 Kg soil+Zn+ CaCo3+FYM

Interaction effect of amendments ad metals on metal uptake in Mays (Zeya Mays) (µg g pot-1)- table-2

S.N.	Amendments	Cumetal	Nimetal	Znmetal	mean
1	FYM	61370	26303	88604	58759
2	SSP	25641	15247	15762	18884
3	CaCo3	64783	48961	24562	46102
4	CaCo3+FYM	24561	47521	75242	49108
	Meanvallue	44089	34508	51042	

Metal uptake

In soil sample compost in soil raises the metal uptake in plants, with the highest value for Zn, Ni and Cu (in shoots). Widely varying differences

in metal uptake rate are observed for different metals, indicating a particular absorption capacity depending on the metal. According to Yusuf et al. (2011) observed increases in the Ni uptake by plant in the presence of Ni+ and acidic PH soil, while high PH value in soil diminished Ni uptake due to the formation of less soluble complexes.

Plant sample

Soil were mixed with different manner like Cu, Cu + FYM, Cu+ SSP, Cu + CaCo3 and Cu + CaCo3 + FYM, and for Ni metal Ni, Ni + FYM, Ni+ SSP, Ni + CaCo3 and Ni + CaCo3 + FYM, and also for Zinc metal Zn, Zn + FYM, Zn+ SSP, Zn + CaCo3 and Zn+ CaCo3 + FYM. In plant sample pots metal were mixed at the range of 0 and 20 Zn + 10 Cu + 25 Ni (mg/ kg) soil. In different compression mean amendments and metals interaction metal uptake were Cu (5681), Ni (5690) and Zn (8690) μg g pot-1 for the sample mixture of Mays (Zeya Mays).

Conclusion

Toxic heavy metal contamination of arable soil showed several problems including phototoxic effect of elements like Cd, Zn and Cu and different amendments were use in this experiment with to study subsequent accumulation in soils. As well as the metal uptake, and bioaccumulation in different maize plant parts. Mays are the best plant species to carry out phyto-extraction of Cu in the presence of SSP amendments. Metal uptake by plants differs depending on the metal and plant parts in question; Ni, Cu and Zn present translocation ability from root to different plant parts. In mays plant highest metal concentration are Ni, Cu and Zn, respectively.

The indiscriminate use of bio solids to improve agricultural yields without caring about any possible negative effects may be a major concern; thus, the management of agricultural soils amendments must also consider plants nutritional needs and metals content.

References

1. Kaonga, C. C., Kosamu, I. B., Lakudzala, D. D., Mbewe, R., Thole, B., Monjerezi, M., et al. (2017). A review of heavy metals in soil and aquatic systems of urban and semi-urban areas in Malawi with comparisons to other selected countries. *Afr. J Environ. Sci. Technol.* 11, 448–460. doi: 10.5897/ AJEST2017.2367

2. Khalid, S., Shahid, M., Khan, N., Murtaza, N. B., Bibi, I., and Dumat, C. (2017). A comparison of technologies for remediation of heavy metal contaminated soils.*J. Geochem. Explor.* 182, 247– 268. doi: 10.1016/ j.gexplo.2016.11.021

3. Lenntech Water treatment and Air purification (2004). *Water Treatment.* Lenntech, Rotterdamseweg, Netherlands.

4. Lim, J. M., Salido, A. L., and Butcher, D. J. (2004). Phytoremediation of lead using Indian mustard (Brassica juncea) with EDTA and electrodics. *Microchem. J.* 76, 3–9. doi:10.1016/j.microc.2003.10.002

5. Moore, J. W., and Ramamoorthy, S. (1984). *Heavy Metals in Natural Waters-Applied Monitoring and Impact Assessment.* (New York, NY: Spring Series on Environmental Management; Springer-Verlag), doi: 10.1007/978-1-4613-9538-6

6. Wang, J. L., and Chen, C. (2006). Biosorption of heavy metals by *Saccharomyces cerevisiae*: a review. *Biotechnol. Adv.* 24, 427–451. doi: 10.1016/j.biotechadv.2006.03.001

7. Wuana, R. A., and Okieimen, F. E. (2011). Heavy metals in contaminated soils: a review of sources, chemistry, risks and best available strategies for remediation. *ISRN Ecol.* 402647:20. doi: 10.5402/2011/402647

8. D.C. Adriano, W.W. Wenzel, J. Vangronsveld, N.S. Bolan, Role of assisted natural remediation in environmental cleanup, Geoderma 122 (2004) 121–142.

9. H.M. Chen, C.R. Zheng, C. Tu, Z.G. Shen, Chemical methods and phytoremediation of soil contaminated with heavy metals, Chemosphere 41 (2000) 229–234.

10. A. Chlopecka, D.C. Adriano,Mimicked in-situ stabilization ofmetals in a cropped soil: bioavailability and chemical form of zinc, Environ. Sci. Technol. 30 (1996) 3294–3303.

11. E.M. Fawzy, Soil remediation using in situ immobilisation techniques, Chem. Ecol. 24 (2008) 147–156.

12. N.F. Andres, M.S. Francisco, Effects of sewage sludge application on heavy metal leaching from mine tailings impoundments, Biores. Technol. 99 (2008) 7521–7530.

13. J.F. Peng, Y.E. Song, P. Yuan, X.Y. Cui, G.L. Qiu, The remediation of heavy metals contaminated sediment, J. Hazard. Mater. 161 (2009) 633–640.

14. H.J. Cotter, S. Caporn, Remediation of contaminated land by formation of heavy metal phosphates, Appl. Geochem. 11 (1996) 335–342.

15. D.M. Hamby, Site remediation techniques supporting environmental restoration activities—a review, Sci. Total Environ. 191 (1997) 203–224.

16. A. Garcia-Sanchez, A. Alastuey, X. Querol, Heavy metal adsorption by different minerals: application to the remediation of polluted soils, Sci. Total Environ. 242 (1999) 179–188.

17. S. Raicevic, T. Kaludjerovic-Radoicic, A.I. Zouboulis, In situ stabilization of toxic metals in polluted soils using phosphates: theoretical prediction and experimental verification, J. Hazard. Mater. 117 (2005) 41–53.

18. J. Virkutyte, M. Sillanpaa, P. Latostenmaa, Electrokinetic soil remediationcritical overview, Sci. Total Environ. 289 (2002) 97–121.

19. D.M. Zheng, C.E. Dong, C. Long, Electrokinetic remediation of a Cu contaminated red soil by conditioning catholyte pH with different enhancing chemical reagents, Chemosphere 56 (2004) 265–273.

20. Z.S. Chen, D.Y. Lee, Evaluation of remediation techniques on two cadmium polluted soils in Taiwan, in: A. Iskandar, D.C. Adriano (Eds.), Remediation of Soils Contaminated with Metals: Book Chapter of Special Volume of Second International Conference on the Biogeochemistry of Trace Elements, Taipei, Taiwan, Sci. Rev. (London) (1997) 209–223.

21. S.B. Chen, Y.G. Zhu, Y.B. Ma, G. McKay, Effect of bone char application on Pb bioavailability in a Pb-contaminated soil, Environ. Pollut. 139 (2006) 433–439.

22. Z.S. Chen, G.J. Lee, J.C. Liu, The effects of chemical remediation treatments on the extractability and speciation of cadmium and lead in contaminated soils, Chemosphere 41 (2000) 235– 242.

23. M.H. Wong, Ecological restoration of mine degraded soils, with emphasis on metal contaminated soils, Chemosphere 50 (2003) 775–780.

24. Y.M. Wang, T.C. Chen, K.J. Yeh, M.F. Shu, Stabilization of an elevated heavy metal contaminated site, J. Hazard. Mater. 88 (2001) 63–74.

25. P. Alvarenga, A.P. Goncalves, R.M. Fernandes, A. de Varennes, G. Vallini, E. Duarte, et al., Evaluation of composts and liming materials in the phytostabilization of a mine soil using perennial ryegrass, Sci. Total Environ. 406 (2008) 43–56.

26. C.L. Luo, Z.G. Shen, S.D. Li, A.J.M. Baker, Enhanced phytoextraction of Pb and other metals from artificially contaminated soils through the combined application of EDTA and EDDS, Chemosphere 63 (2006) 1773–1784.

27. J. Sunarso, S. Ismadji, Decontamination of hazardous substances from solid matrices and liquids using supercritical fluids extraction: a review, J. Hazard. Mater. 161 (2009) 1–20.

28. P.J. Li, X. Wang, G. Allinson, et al., Risk assessment of heavy metals in soil previously irrigated with industrial wastewater in Shenyang, China, J. Hazard. Mater. 161 (2009) 516–521.

29. W. Liu, Y.S. Yang, P.J. Li, et al., Risk assessment of cadmium-contaminated soil on plant DNA damage using RAPD and physiological indices, J. Hazard. Mater. 161 (2009) 878–883.

30. J.F. Peng, Y.H. Song, P. Yuan, et al., The remediation of heavymetals contaminated sediment, J. Hazard. Mater. 161 (2009) 633–640.

31. E. Silva, P.S. Roldan, Simultaneous flow injection preconcentration of lead and cadmium using cloud point extraction and determination by atomic absorption spectrometry, J. Hazard. Mater. 161 (2009) 142–147.

32. X.W. Lu, L.J. Wang, K. Lei, et al., Contamination assessment of copper, lead, zinc, manganese and nickel in street dust of Baoji, NW China, J. Hazard. Mater. 161 (2009) 1058–1062.

33. Csuros and C. Csuros, *Environmental Sampling and Analysis for Metals*, Lewis Publishers, Boca Raton, FL, USA, 2002.

34. Ali and E. Khan, "What are heavy metals? Long-standing controversy over the scientific use of the term' heavy metals'-proposal of a comprehensive definition," *Toxicological & Environmental Chemistry*, vol. 100, no. 1, pp. 6–19, 2018.View at: Publisher Site | Google Scholar

35. R. Ramírez, "The gastropodOsilinus atrataas a bioindicator of Cd, Cu, Pb and Zn contamination in the coastal waters of the Canary Islands," *Chemistry and Ecology*, vol. 29, no. 3, pp. 208–220, 2013.View at: Publisher Site | Google Scholar

36. M, Joviæ, A. Onjia, and S. Stankoviæ, "Toxic metal health risk by mussel consumption," *Environmental Chemistry Letters*, vol. 10, no. 1, pp. 69–77, 2012.View at: Publisher Site | Google Scholar

37. M. Rahim, I. Ullah, A. Khan, and M. R. H. M. Haris, "Health risk from heavy metals via consumption of food crops in the vicinity of District Shangla," *Journal of the Chemical Society of Pakistan*, vol. 38, no. 1, pp. 177–185, 2016.View at: Google Scholar

38. M. Türkmen, A. Türkmen, Y. Tepe, Y. Töre, and A. Ateº, "Determination of metals in fish species from Aegean and Mediterranean seas," *Food Chemistry*, vol. 113, no. 1, pp. 233–237, 2009.View at: Publisher Site | Google Scholar

39. K.-J. Appenroth, "What are "heavy metals" in Plant Sciences?" *Acta Physiologiae Plantarum*, vol. 32, no. 4, pp. 615–619, 2010.View at: Publisher Site | Google Scholar

40. O. Chalkiadaki, M. Dassenakis, and N. Lydakis-Simantiris, "Bioconcentration of Cd and Ni in various tissues of two marine bivalves living in different habitats and exposed to heavily polluted seawater," *Chemistry and Ecology*, vol. 30, no. 8, pp. 726–742, 2014.View at: Publisher Site | Google Scholar

41. M. A. Barakat, "New trends in removing heavy metals from industrial wastewater," *Arabian Journal of Chemistry*, vol. 4, no. 4, pp. 361–377, 2011.View at: Publisher Site | Google Scholar

10. 42- T. Khan, S. Muhammad, B. Khan, and H. Khan, "Investigating the levels of selected heavy metals in surface water of shah alam river (a tributary of River Kabul, Khyber Pakhtunkhwa)," *Journal of Himalayan Earth Sciences*, vol. 44, no. 2, pp. 71–79, 2011.View at: Google Scholar

43. Z. Fu, W. Guo, Z. Dang et al., "Refocusing on nonpriority toxic metals in the aquatic environment in China," *Environmental Science & Technology*, vol. 51, no. 6, pp. 3117-3118, 2017.View at: Publisher Site | Google Scholar

44. B. Mansouri, R. Baramaki, and M. Ebrahimpour, "Acute toxicity bioassay of mercury and silver on *Capoeta fusca* (black fish)," *Toxicology and Industrial Health*, vol. 28, no. 5, pp. 393–398, 2012.View at: Publisher Site | Google Scholar

45. P. C. Nagajyoti, K. D. Lee, and T. V. M. Sreekanth, "Heavy metals, occurrence and toxicity for plants: a review," *Environmental Chemistry Letters*, vol. 8, no. 3, pp. 199–216, 2010.View at: Publisher Site | Google Scholar

46. C. B. Dissanayake and R. Chandrajith, "Phosphate mineral fertilizers, trace metals and human health," *Journal of the National Science Foundation of Sri Lanka*, vol. 37, no. 3, pp. 153–165, 2009.View at: Publisher Site | Google Scholar

47. J. J. Mortvedt, "Heavy metal contaminants in inorganic and organic fertilizers," *Fertilizer Research*, vol. 43, no. 1–3, pp. 55–61, 1996.View at: Publisher Site | Google Scholar

48. L. G. de López Carnelo, S. R. de Miguez, and L. Marbán, "Heavy metals input with phosphate fertilizers used in Argentina," *Science of the Total Environment*, vol. 204, no. 3, pp. 245–250, 1997.View at: Publisher Site | Google Scholar

49. M. Ferretti, E. Cenni, F. Bussotti, and P. Batistoni, "Vehicle-induced lead and cadmium contamination of roadside soil and plants in Italy," *Chemistry and Ecology*, vol. 11, no. 4, pp. 213–228, 1995.View at: Publisher Site | Google Scholar

50. H. Z. Tian, L. Lu, J. M. Hao et al., "A review of key hazardous trace elements in Chinese coals: abundance, occurrence, behavior during coal combustion and their environmental impacts," *Energy & Fuels*, vol. 27, no. 2, pp. 601–614, 2013.View at: Publisher Site | Google Scholar

51. P. R. Palaniappan and S. Karthikeyan, "Bioaccumulation and depuration of chromium in the selected organs and whole body tissues of freshwater fish *Cirrhinus mrigala* individually and in binary solutions with nickel," *Journal of Environmental Sciences*, vol. 21, no. 2, pp. 229–236, 2009.View at: Publisher Site | Google Scholar

52. O. Krüger, F. Fiedler, C. Adam, C. Vogel, and R. Senz, "Determination of chromium (VI) in primary and secondary fertilizer and their respective precursors," *Chemosphere*, vol. 182, pp. 48–53, 2017.View at: Publisher Site | Google Scholar

53. M. Hutton, "Sources of cadmium in the environment," *Ecotoxicology and Environmental Safety*, vol. 7, no. 1, pp. 9–24, 1983.View at: Publisher Site | Google Scholar

54. D. Wang, Z. Dang, H. Feng, and R. Wang, "Distribution of anthropogenic cadmium and arsenic in arable land soils of Hainan, China," *Toxicological & Environmental Chemistry*, vol. 97, no. 3-4, pp. 402–408, 2015.View at: Publisher Site | Google Scholar

55. C. A. Grant and S. C. Sheppard, "Fertilizer impacts on cadmium availability in agricultural soils and crops," *Human and Ecological Risk Assessment: An International Journal*, vol. 14, no. 2, pp. 210–228, 2008.View at: Publisher Site | Google Scholar

Human Values and Value Based Education

Dr. Sunita Sharma
Head & Associate Professor
Teacher Education Department,
DAV (PG) College Muzaffarnagar

Introduction

There is no denying the fact that the present society is facing a lot of crises of human values, crises human values crises are known fact of the modern society in India, value based education is the real need of the hour as we see how the society is diminishing in case of values day by day. It is necessary to develop the progrmmes for inculcating values in the society. Life without value education is like ship without rudder. Mere teaching, learning, improving knowledge & skills without building character and mind may not contribute to the holistic development of children.

Since every person belongs to the family of humanity certain basic values which are accepted universally. Without these basic values the character would be lacking in certain primary traits. The basic value are essential to profound a character just like the foundation to the building. Without foundation the building would not stand, so also without basic values we cannot build a sound character. Education has a fundamental role to play in personal and social development.

Concept of Human Values

Human value are for example brotherhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, honesty, fairness, loyalty, sharing, solidarity, civility, respect and consideration. The function of most of these basic value is to make it possible for every human to realise or maintain the very highest or most basic universal core values of life, love and happiness.

Concept of value Education

Value education means inculcating in the children a sense of humanism, a deep concern for the well being of others and nation. Value education does not mean value imposition or value indoctrination. Value education teaches us to preserve what is good and worthwhile in what

we have inherited from our culture Value education has capacity to transform a diseased mind into fresh, young, innocent healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. It helps us to accept respect the attitude and behaviour of those who differ from us. The term values of often used to refer to the principles and beliefs which act as general guides to behaviour and enable the individual to judge what is desirable and what is not. It is necessary to teach values in the formative years and no child is born with such knowledge. The phrase 'Value Education' as used in the area of school education refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. In its full range meaning, value education includes developing the appropriate sensibilities moral, cultural, spiritual and the ability to make proper value judgment internalize them in one's life. It is an education for 'becoming' and involves the total personality of the individual. Value education is essentially 'Man Making' and 'Character Building'.

Need for value based Education

The National Curriculum Frame work for school education (2000) placed importance on the need to develop qualities as regularity, punctuality, cleanliness, self control, industriousness, sense of duty, desire to serve, responsibility, enterprise, and creativity, sensitivity to greater equality, fraternity democratic attitude and sense of obligation to environmental protection. Education that builds these fundamental values is essential. Value- based education promotes a thought provoking and interactive environment for the students through the value incorporated in the curriculum. It promotes quality education and holistic development of each child for a bright future.

Value education is always essential to shape one's life and to give one an opportunity of performing on the global stage. The need for value education among the parents, children, teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioural disorders and lack of unity in the society etc. Value education enables us to understand our needs and visualize our goals correctly and also indicate the direction for their fulfillment. It also helps remove our confusion and contradictions and enables us to rightly utilize the technological innovations.

Role of Human values in Family and Society

The family and society is important in developing the moral values of student. 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 value system members if they are taught moral values systematically.

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. A child learns his behaviour by modeling what he sees around him.

Role of Human Values in Educational Institutions

In institutions, students are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in institution. They play a major role in inculcating their ethical behaviour.

Peers at Institutions, students are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in institution. They play a major role in inculcation their ethical behaviour.

Peers at Institution 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 students in an informal way. They play a major role in developing ethical behaviour in Student. General Steps are:

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

Role of Teachers in Imparting value Education

Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. There is a saying "as the teacher, so as thought" and "as the school so the student"

is something which cannot be disputed. Teacher responsibility in this national task in tremendous. They can make a modest beginning by helping and guiding children to keep their school premises clean, instilling them a sense of punctuality and a sense of duty. Many of these qualities can be inculcated by teachers themselves through personal examples. There is a good deal that can be done by united efforts of efforts teachers and parents. Student learn values from what the teachers are rather than from what they say.

Conclusion

Value education help students find their place in the world and build their self-confidence. Values in a school curriculum add a dimension to that promote holistic development of the students and benefits their academic achievement. Teachers feel a need to introduce experiential approaches to values education ad means to counter an overly cognitive national curriculum and to address issues of behaviour, discipline and social attitude. The role of teachers cannot be deemed minor in developing good character among students.

Human values and value education may be treated as keys to the solution of global problems. It's a great achievement to present and next society and educational institutions.

References

1. Dr. Karajagi Gururaj (2001). Role of Teachers and Parents in Imparting Values, Ramakrishna Institute of Moral and Spiritual Education Yadavagiri. Mysore iin collaboration with National Council for Teacher Education (NCTE), New Delhi Two Four -day Residential courses in values Orientation in Teacher Education 18-21 and 26-29 December 2001.

2. Ms. S Barathe Yagini (2014). Role of a Teacher in imparting Value, IOSR Journal of Humanities and Social Science (IOSR- JHSS), PP 13-15.

3. www.wikipedia.org.

4. Narayan, R.S., A Text Book on Professional Ethics and Human Values, New Age International Publishers, New Age International (P) Ltd, New Delhi, 2006.

5. Tripathi A.N., Human Values, New Age International (P) Ltd, New Delhi, 2008.

Assessment of Water Quality in terms of Water Quality Index and Various Parameters of All IM 1 and IM 2 Hand Pump at Hasanpur, UP, India

Mohd Swadeqeen[1], Desh Deepak[2]
Avinash Kumar Sharma[3] Pradeep Kumar[4]
[1]Research Scholar
Shri Venkateshwara Univeristy, Gajraula, Uttar Pradesh
[2]Head &Associate Professor, Department of Botany
JLPG College, Hasanpur, Amroha
[3]Head &Associate Professor, Department of Physics
JLPG College, Hasanpur, Amroha
[4]Associate Professor
Shri Venkateshwara Univeristy, Gajraula, Uttar Pradesh

Water (H_2O) is most Important Substance in Our Evolution and our daily lives. Without water we cannot imagine Life on earth Water plays an important role in the life cycle of a human being.Supply of drinking water is a major problem in underdeveloped as well as in some developing countries. Along with food and air, water is the basic necessity for men. Nowadays fresh and drinking water is not available in the towns and cities due to the sewage and industrial Effluent.In 1986 the Rajeev Gandhi National Drinking Water Mission suggests for the IM2 hand pumps in rural &urban areas to provide uninterrupted water supply.In this report we will discuss about the water quality in a class C city (Hasanpur) On the basis of WQI (Water Quality Index).Water Quality Index is the best way for analysis of water quality by means of nine different parameters.

Introduction

As we know that water is very much important for us so it is very much important to check out the drinking water quality. For this purpose we are selecting a class C city of Uttar Pradesh i.e. Hasanpur, Amroha, UP, India this city is near an Industrial Area Gajraula the Holy River Ganga is situated at 9 km far away from the city. The population of Hasanpur is 61243 (32133 Male &29110 Female). Geographical Region of Hasanpur

is (28°43'12"N 78°16'48"E) covered by Moradabad, Sambhal and Hapur.The major industries of nearby town Gajraula are chemical, Fertilizers and paper plants. These Industries plays an important role to contaminate ground water and they also affect the ground water of Hasanpur. Now we will analyses the water quality at different areas (civilian) of Hasanpur by means of WQI.

What Is Water Quality Index

The main objective of Water Quality Index is to turn complex water quality data into information that is understandable and useable by the public. Water Quality Index based on some very important parameters e.g. pH, Fluoride, Residual Chlorine, Phosphorous [1] etc. It gives the public a general idea of the possible problems in water of a particular region. The indices are among the most effective ways to communicate the information on water quality trends to the public or to the policy makers and water quality management [2]. It is also defined as a rating reflecting the composite influence of different water quality parameters on the overall quality of water .the concept of indices to represent gradation in water quality Finally, Water Quality Index is a single number that expresses overall water quality at a certain location and time, It is based on several Water Quality Parameters [3]

Wqi Value	Water Quality	Grading
0-25	Excellent Water Quality	A
26-50	Good Water Quality	B
51-75	Poor Water Quality	C
76-100	Very poor Water Quality	D
Above 100	No use for drinking purpose	E

Water Quality Index Performance coefficient

Experimental Discussion

We will test water quality by using eleven different parameters of WQI. In fresh water sample from IM 1 and IM 2 hand pump of different regions of Hasanpur city.The standards of testing water are based on WHO parameters (APHA, AWWA, WPCF, 1995) . Eleven parameters are listed below.

1. Temperature
2. pH

239

3. TDS
4. Electric Conductivity
5. Nitrate
6. Phosphate
7. Hardness
8. Iron
9. Turbidity
10 Chloride
11. Floride
12. Residual Chlorine

The WQI can be calculated by using four equations these are given in four equations. [4]

1. Quality Rating -

$$Qn = 100 [(Va-Vs)/(Vs-Vi)]$$

Where,

Va = Actual amount present of nth parameter

Vi = Ideal Value of this parameter

V10 = for all parameters except for pH and dissolved Oxygen.

Vi = 7.0 mg/l for pH;

Vi = 14.6 mg/l for dissolved oxygen.

Vs = Standard of this parameter.

2. Unit weight, Wn for various parameters is inversely proportional to the recommended standard. Sn for the corresponding parameters. [5]

$$n1 = K/Sn1jk$$

N=13

$\sum$ Wn = 1, (Consider)

N=1

3. Sub-indices

$$(s1) n = (Qn) Wn$$

4. N=13   N=13

$$WQI = \quad \sum (s1) = \quad \sum (Qn)Wn$$
$$N =1 \qquad N=1$$

Or   N=13

$$WQI = antilog_{10} \sum Wn \, log_{10} Qn$$

240

Table 1: Various Parameters,[6]Experimental and Non Experimental WHO standards and their assigned units weights: in mg/l)

Parameter	WHO Standards
Microbial	
E. *coli*	must not be detectable in any 100ml sample
Coliform Organisms	0 in 95% of samples examined throughout the year. In the case of quantities of water needed for distribution throughout the year, when not less than 50 samples are examined for each period of 30 days, 3 in an occasional sample , but not in consecutive samples
Physico-chemical	
pH	6.5-8.5
Total dissolved solids	500 mg/l
Turbidity	5 NTU
Organoleptic	
Colour	20 Pt-Co
Taste and Odour	not objectionable
Trace metals	
Aluminium	0.2 mg/l
Arsenic	0.01 mg/l
Cadmium	0.003 mg/l
Copper	1 mg/l
Lead	0.01 mg/l
Mercury	0.001 mg/l
Total chromium	0.05 mg/l
Zinc	3.0 mg/l
Nickel	0.02 mg/l
Anions	
Chloride	250mg/l
Fluoride	1.5 mg/l

Experimental Analysis

Water samples are collected from various areas of Hasanpur city as previously described and tested by ISI mark Instruments at JL PG college, Hasanpur, Amroha and at Vanketeshwara University, Gajraula, Amroha.

Experimental data is listed below-

S.No.	Name of Location	Seasons	Temp. (°C)	pH	TDS	Electrical Conductivity (μS/cm)	Nitrate (mg/L)	Phosphorous (mg/L)	Hardness (mg/L)	Iron (mg/L)	Turbidity (NTU)	Chloride (mg/L)	Floride (mg/L)	Residual Chlorine (mg/L)
1.	Nagar Palika (Site 1)	Before Rain	28.1	6.8	646	1293	45	0.3	480	>0.3	>10	779	0.6	<0.2
		After Rain	31	6.6	640	1306	45	0.2	480	>0.3	>10	744	0.6	<0.2
2.	Reliance Petrol Pump (Site 2)	Before Rain	28.4	6.4	420	848	10	0.1	336	>0.3	>10	638	0.6	<0.2
		After Rain	31.2	6.6	390	812	10	0.2	320	>0.3	>10	602	0.6	<0.2
3.	Opposite Gadi Masjid (Site 3)	Before Rain	28	6.5	800	1855	45	0.3	600	>0.3	>10	992	0.6	<0.2
		After Rain	31	6.3	570	1141	45	0.2	500	>0.3	>10	957	0.6	<0.2
4.	B. Aarbi Girls, College (Site 4)	Before Rain	28.2	6.6	560	1124	45	0.2	480	>0.3	>10	744	0.6	<0.2
		After Rain	31	6.6	530	1067	10	0.2	480	>0.3	>10	709	0.6	<0.2
5.	Junior HS, Kaysdham (Site 5)	Before Rain	28	7.3	680	1361	45	0.2	560	>0.3	>10	815	0.6	<0.2
		After Rain	31	6.5	686	1347	45	0.2	520	>0.3	>10	779	0.6	<0.2
6.	Hanuman Mandir (Site 6)	Before Rain	28	7.0	540	1088	45	0.2	480	>0.3	>10	709	0.6	<0.2
		After Rain	31	6.6	530	1091	10	0.2	480	>0.3	>10	673	0.6	<0.2
7.	Shiv Mandir, Rahna Road (Site 7)	Before Rain	28.4	7.1	780	1459	45	0.3	600	>0.3	>10	850	0.6	<0.2
		After Rain	31	6.5	755	1500	45	0.3	600	>0.3	>10	815	0.6	<0.2
8.	Near Green Garden School (Site 8)	Before Rain	28	6.4	810	1656	45	0.3	540	>0.3	>10	957	0.6	<0.2
		After Rain	31.5	6.5	560	1164	45	0.2	480	>0.3	>10	921	0.6	<0.2
9.	Chand Masjid Bustand (Site 9)	Before Rain	28	6.9	740	1436	45	0.3	556	>0.3	>10	779	0.6	<0.2
		After Rain	31	6.7	729	1435	45	0.3	556	>0.3	>10	744	0.6	<0.2
10.	Madeena Masjid (Site 10)	Before Rain	28	6.8	595	1366	10	0.2	480	>0.3	>10	744	0.6	<0.2
		After Rain	31	6.5	495	1039	10	0.1	440	>0.3	>10	709	0.6	<0.2
11.	Kanfarwala Kuvran (Site 11)	Before Rain	28	6.9	480	992	10	0.1	420	>0.3	>10	709	0.6	<0.2
		After Rain	31	6.8	440	963	10	0.1	400	>0.3	>10	663	0.6	<0.2
12.	Shaane Mustafa Masjid (Site 12)	Before Rain	28	6.2	870	1618	45	0.2	600	>0.3	>10	850	0.6	<0.2
		After Rain	31.3	6.5	835	1622	45	0.3	600	>0.3	>10	815	0.6	<0.2
13.	Near Power House (Site 13)	Before Rain	28	6.7	257	505	10	0.1	280	>0.3	>10	567	0.6	<0.2
		After Rain	31.1	6.7	245	499	10	0.1	280	>0.3	>10	531	0.6	<0.2
14.	Jama Majid, Hasanpur (Site 14)	Before Rain	28	6.6	302	545	10	0.1	280	>0.3	>10	602	0.6	<0.2
		After Rain	31	6.8	302	590	10	0.1	280	>0.3	>10	567	0.6	<0.2
15.	Opposite Aayesha Masjid (Site 15)	Before Rain	28.4	6.7	365	808	10	0.1	320	>0.3	>10	638	0.6	<0.2
		After Rain	31.3	6.7	365	809	10	0.1	318	>0.3	>10	602	0.6	<0.2

242

Experimental Calculation for Various Parameters:-Analyzed data [7] is now ready for calculation taking various sites as references:

Sites		pH	Turbidity	Phosphorous	Hardness	Chloride	Fluoride	TDS	Residual Chlorine	Iron	Nitrate	Electrical Conductivity
Site 1	Vn	7.7	3.1	0.3	480	35	0.4	646	0.2	0.1	45	1293
	Qn	7.4	62	0.2	390	17.5	0.3	640	0.1	0.2	45	1306
Site 2	Vn	6.4	4.1	0.1	336	75	0.4	420	0.2	0.1	45	848
	Qn	6.9	70	0.4	413	25	0.2	390	0.1	0.2	45	812
Site 3	Vn	7.7	2.6	0.3	600	37.5	0.3	800	0.2	0.1	10	1855
	Qn	7.5	55	0.8	332	65	0.4	570	0.1	0.2	10	1141
Site 4	Vn	6.5	4.4	0.2	480	17.5	0.3	560	0.2	0.1	45	1124
	Qn	7.5	73	0.5	213	19.3	0.4	530	0.1	0.2	45	1067
Site 5	Vn	7.8	2.6	0.2	560	18.1	0.2	680	0.2	0.1	45	1361
	Qn	6.5	55	0.2	123	37.2	0.3	686	0.2	0.2	10	1347
Site 6	Vn	6.4	4.4	0.4	480	17.5	0.2	540	0.2	0.1	45	1088
	Qn	6.9	72	0.2	123	75	0.3	530	0.1	0.2	45	1091
Site 7	Vn	7.7	4.5	0.3	555	37.5	0.3	755	0.1	0.2	24	1459
	Qn	7.5	69	0.3	600	24	0.4	780	0.2	0.1	45	1500
Site 8	Vn	6.5	5.6	0.3	540	65	0.4	810	0.2	0.1	45	1656
	Qn	7.5	80	0.2	234	17.5	0.4	560	0.1	0.2	45	1164
Site 9	Vn	7.8	3.1	0.3	556	75	0.4	740	0.2	0.1	10	1436
	Qn	6.5	62	0.3	556	25	0.3	729	0.1	0.2	10	1435
Site 10	Vn	7.7	4.1	0.1	480	17.5	0.2	595	0.2	0.1	45	1366
	Qn	6.9	70	0.2	440	73	0.3	495	0.1	0.2	45	1039
Site 11	Vn	7.5	2.6	0.1	400	37.5	0.3	440	0.1	0.2	45	992
	Qn	6.5	55	0.1	555	25	0.4	480	0.2	0.1	10	963
Site 12	Vn	7.5	4.4	0.3	600	75	0.2	835	0.1	0.2	45	1622
	Qn	7.8	73	0.5	600	65	0.4	870	0.2	0.1	45	1618
Site 13	Vn	6.5	2.6	0.1	280	22	0.4	257	0.2	0.1	45	505
	Qn	6.4	55	0.3	280	17.5	0.2	245	0.1	0.2	10	499
Site 14	Vn	7.7	4.4	0.1	280	75	0.3	302	0.2	0.2	45	545
	Qn	7.5	72	0.1	280	21	0.4	302	0.1	0.1	45	545
Site 15	Vn	6.5	4.5	0.1	423	74	0.4	365	0.2	0.1	45	808
	Qn	7.5	69	0.1	318	22	0.2	365	0.1	0.2	45	809

From above discussion and calculation it's clear that WQI range at Hasanpur is 26 to 51 in some areas which is quite ok for Drinkable purpose, while its more than 51 in some areas which is not good for drinkable purpose or one can say its poor quality. Hence underground drinking water is found to be very contaminated in some areas in civil areas. The status of present study has more importance to minimize the adverse impacts likely to occur.

Conclusion

With this analysis, it may concluded that Underground drinking water at Hasanpur is nearly contaminated it is curable by using normal RO Technique at some areas. If we ignore this water problem, people dependent on it will bear the very harmful problems due to this type of contaminated water. All the parameters are taken on the basis of WQI standards. Assessment of water quality on the basis of WQI values has once again proved to be an effective tool.

References

1. APHA, 1998, Standard Methods for water and waste water analysis 20th American public Health Washington DC.

2. Sharma Avinash Kumar Acta, Vol XXXV Pno 03, 523 (2009)

3. Pollution Status of River Ramganga Water, Desh Deepak, Asian Journal of Micro biology, Biotechnology &Env. Sciences Vol 14/2 P.277-280 (2012)

4. Bilgrami,KS,1986,Imapct of abiotic factors on bacterial population of river Ganga, India Proc Indian nati.sci,aced Biol,c.52(4)

5. Hiwarei C.J. &Jadhav B.V. 2001: biological studies of manjra river Distt. Osamabad, Maharastra, India. J. of bio.16(2):11-13

6. Khobragade K. 2003 lonar, lake A great mouments on the verge of depthJ. aqua. Che, 18(2): 65-68

7. Abu-Qudais, Md., Abu- Huleh, B., and Othman, O.N., Experimental study and numerical simulation of a Water still using an external condenser, *Energy,*21,851 (1996).

The Role of Yoga in Education and Human Values

Dr. Vandana Rathore
Assistant Professor
Department of Zoology
Government Degree College, Bilaspur(Rampur)

Yoga education is required to uphold the dignity of human beings and it recommends different values which safeguard of the whole humanity. It takes the responsibility to device a System, method and aims to attain peace. Yoga education aimed the development of proper attitudes, emotions and character in society. Yoga education is primarily concerned with the questions of value, with issues of ethics and social philosophy. Yoga is one of the Indian philosophical systems that emphasize the importance of the work with the body to develop healthy behaviors and thoughts. Among all its techniques the physical postures, called asanas in Sanskrit, are the ones that got. It is necessary to remember that sports and gymnastics belong to the scope of physical education. Both Yoga and Physical Education in their origin use the body as a tool for developing attitudes and abilities that are important to achieve physical and mental health.

Introduction

Yoga is a practice with historical origins in ancient Indian philosophy. Yoga is distinctly different from other kinds of exercise as it generates motions without causing strain and imbalances in the body. Yoga exercises recharge the body with cosmic energy and facilities. Yoga in modern education system in order to make all round development relating to body, mind and spirit harmoniously and thereby prevent the erosion of human values. The integration of yoga education in the present study of education can promote human values reform attitude and behavior, relieve from stress and strain, build up healthy life style, shape high moral character. Yoga is the union of the individual soul with the universal spirit in Indian context. As Patanjali says yoga based and well explained scientific principles. Now yoga has become asset to the mind and body to

the well practitioners. The assimilation and coordination is possible through yoga. Yoga is the best instrument for the development of personality. The main aim of value education is to reform attitude and behaviors, to promote healthy life style, to shape the high moral character and to develop refined personality of younger generation. Yoga education is one of the most powerful ancient agencies in molding the character and personality of the individual and in determining the future of individuals and nations. It is a process of acquiring skill and dexterity in walks of life, true sense is a process of aiding the all round development of an individual physical, intellectual, social, moral and spiritual. It is one of the strong instrument of social change.

Role of yoga in education from various angles, including the type of education that was being provided to children throughout the world as well as the different levels of stress that the children face in the classroom environment. Yoga is of great relevance to mind body medicine because of the way it looks at life. Yoga plays a vital role as the ancient Indian healing art. Classical Yoga is a science of human psychology. It works on three facet etc. mental, physical, and social states resulting in improved health, lasser greed for possession and efficient management of human life. In fact, Yoga is a bridge between body, mind and spirit. Since its practices smoothly coordinate the functions of the bones, muscles, blood, brain etc; which help to improve health and as they train human mind, which is immaterial and intangible, for modifying proper attitude, behavior and values may establish mental peace.

Yoga developed as a science, philosophy and psychology. The yoga practices that arose out of these system of thought were designed to facilitate development and integration of the human body, mind and breath to produce structural, physiological and psychological effects. The aims of the yoga are the development of the following :(1) a strong and flexible body free of pain; (2) a balanced autonomic nervous system with all physiological systems, e. g; digestion, respiration, endocrine, functioning optimally; (3) a calm, clear and tranquil mind. Beyond these specific outcomes, yoga practices are intended to facilitate self-transformation at every level of functioning, with the goal of improving the overall quality of life.

Conclusion

Yoga can play a pivotal role in bringing up the child as a good human being to the self and society. By yoga the very purpose and meaning of education will be realized in its true sense. Yoga should be integrated in the present system of education and human values as a subject of study so that it can fill up the gap of inner development of personality. Yoga contributes to maintain one's health related fitness and Patanjali Yoga is more inclined towards enriching one's health and values education, whereas hathayoga practices are found useful to enrich one's health related fitness. Yoga theory and practice should be included in national school curriculum. This will go a long way in creating a value based consciousness in our nation's children. Thus, the ideal may become real through the practice of yoga.

References

1. Aahperd VA. American Alliance for Health, Physical Education Recreation and Dance. Physical Fitness Test Mannual. Reston, 1989.

2. Karambelkar, P. V. (1984). Patanjali Yoga Sutras-Commentaries, Lonavla (India), Kivalyadhama SMYM Samiti.

3. Siddappa, Naragatti ; (2018) Central Council for Research in Yoga and Naturopathy; New Delhi.

4. Kalish L, editor. Yoga Fitness for kids: Ages 3-6. VHS: Gaiam/Living Arts; 2002.

5. Moorthy, A. M. (1983). Muscular fitness survey and the influence of selected yoga exercises on school children. Yoga Mimamsa, 21, 3 and 4, 55-62.

Education and Human Values

Varsha Pant
Assistant Professor (Education Department)
Saraswati Institute of Management and Technology
Gadarpur, Rudrapur (U.K.)

With the begning of modern education in the country, there has been a gradual erosion of values in our society. This is because character traning and value education have been ignored altogether in our education system. This stress on habit formation, attitude development and value incalculation as goal of education were totally discounted. This led to erosion of values clouding have in our society. The rapid degradation of values in the Indian context has posed a great challenge before our education system, because education without values is not beneficial to anyone. Education devoid of values may be deterimental to society in the long run. The Global task of promoting and protecting all human values and Fundamental freedoms so as to secure full and universal enjoyment of these rights cannot be fullfilled without mass awarness and sensitivity to human values. Right to education has also been incorporated. The childreen as well as the other people are indispensable to the full realization of the responsibility under this constitutional directive. Education is a methodical effort towards learning basic facts about huminity and the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. Once, everyone has understood their values in life they can examine and control the various choices they make in their life. Values based education bring quality and meaning to life and give a person his identity and character. Children imbibe values all the time from their parents, teachers and peers. But it is also necessary that we deliberately teach them the right values right from their childhood. What they learn at this tender age stays with them all through their life. Hence, it has become imperative for our education system to impart value-based education in order to preserve and feel proud of our thousand years old value-based cultures. The present paper attempts to deal with the degredation of human values and how education is to cultivate essential values in human's life.

Introduction

Education is important for us as well as also important for any country to promote the knowledge, skills, habits and values. The learning does not only come from the teacher, it comes from anywhere. The most common way to get educated is to attend schools/colleges/university. Education also gives them a speialized training they may need to prepare for a job or career. The central idea behind value education is to develop essential values among the students and it teaches to manage complexities that can be continued and further developed. The rise of science education leads to the decline of humanities education, hindering comprehensive human development. The students all over the world, many a times, encounter the question – is education costs worth the degree? No, education does not mean only degree, it's all about the knowledge, communication skills, etiquette, body language as well as a degree. When all these things combined equally or in a proper manner it's called true education.

Education should aim at multifaceted development of a human being his intellectual, physical, spritual and ethical development. Education is a methodological effort towards learning basics facts about humanity and the core idea behind value education is to cultivate essential values in the students, so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various medium like society and government.

There are two types of education. One type is worldly education and the second type is what reffered to as "Educare". Education will equip a person with knowledge that will enable him/her to earn a living. Education can help that person to become great with name and fame. However "Educare" will bring out the latent human values from within and will transform the person into a good person with charater. Education is related to educating the head whereas Educare is related to education of the Heart. Both Education and Educare are necessary. However, education in human values takes a holistic approach to educating the child and recognizes five values as an integral part of the human being. These values are recognized by all major religions, adopt a multi faith apporach, allow and encourage each child to follow his or her faith and are simply conducive

249

to application in diverse cultural conditions. These values are love, peace, truth, right conduct and non-violence. These five values define five aspects of human personality: the intellect, the physical, the emotional, the psyche and the spritiual. Each of these five aspects corresponds to one basic human value.

Human values are necessity in today's society. *According to Sathya Sai " If human values take root in the educational system, the emerging individuals will have the following attributes: they will want peace and justice in a world that acknowledges the rule of law and in which no nation or individual need live in fear; freedom and self reliance to be available to all. The dignity and work of every person to be recognised and safeguarded. All people to be given an opportunity to achieve their best in life and they will seek wquality before the law and the equality of opportunity for all."*

Human values are the features that guide people to take into account the human element when one interacts with other human. They are strong positive feelings for the human essence of the other. These human values have the effect of bonding, comforting, reassuring and procuring serenity. Human values are the basis for any practical life within any society. They build space for a drive, a movement towards one another, which leads to peace. In simple term, human values are described as universal and are shared by all human beings, whatever their religion, their nationality, their culture and their personal history. By nature, they persude consideration for others. Several universal human values such as Truth, Righteous conduct, Peace, Love and Non-violence are directly associated to physical, inntellectual, emotional psyche and spiritual facets of human personality. There is need and urgency to reinforce these values for a better and human society.

The education in human values is a multi-cultural, multi-faith development programme designed for children and young people all over the world. It is a simple educational tool designed to help develop positive values in the young so that children and young adults become fit for life and not just for earning a good living. There are many definitions, modules and programmes that have been designed in educating the human values. The education in human values programme originated in India. Sathya Sai Baba is the founder of this program.

Values and Future of Humankind

People today are living in the midst of uncertainty, change, confusion and discomfort because of rapid change in the value system. An individual has an experience of "Physical discomfort" if he is denied of physical facilities, e.g. when he passes through scorching heat of summer months, or in the midst of material discomfort and disorder.

Similarly he has a feeling of confronted with injustice, cruelty, violence, hatred and other in human acts. Like wise he has an experience of "intellectual discomfort", if he gets fragmentary and confused views of the world because of inadequate value system. Physical discomfort can be removed with the help of science and technology.

Moral discomfort can be removed by achieving an inner integration by imbibing a set of values which will enable the individual to distinguish between right and wrong, just and unjust and there by gain a sense of meaning of human existence. In order to eliminate intellectual discomfort, there is a need to develop deeply in finding the spirit of oneness among individuals throughout the globe.

Values and Education

Moral crises have become a part of everyday news. Infact, the world is not so much threatened by a nuclear holocaust, rather by a state of valuelessness, which may swamp and destroy the entire mankind. Under such circumstances education for inculcation of values is needed. The National Education Policy, 1986, gave importance on agencies of education for inculcation of values among students. "Catch them young" is a slogan of educationists for inculcation of values. The stability of a social system depends upon the inculcation of values like honesty, sincerity, dutifulness, obedience, fellow feeling etc.

Education must be imparted in such a manner that an individual is able to think, feel and communicate his ides with clarity and precision. The function of the educational institutions is to equip the individual with the most excellent technological proficiency so that he may function with clarity and efficiency in the modern technological advanced world. The values like co-operation, self-direction, inner-discipline and open mindedness are to be developed so that an individual becomes receptive to new ideas. Education should give the individual an opportunity to flower in goodness, so that he is rightly related, to people, things and ideas and to the whole of life.

Need of Human Values

Human values such as trust, respect, honesty, dignity and courtesy are the building blocks of any free and advanced society. Human values are the virtues that guide us to take into account human element when one interacts with one other human beings. They are our feelings for the human essence of others. It's both what we expect others to do to us and what we aim to give to others human beings. These Human values give the effect of bonding, comforting and reassuring. Human values are the principles, standard, convictions and beliefs that people adopt as their guidelines in daily activities. Human values are the foundations on which professional ethics are built. They are a set of consistent measures and behaviors that individuals choose to practice in the pursuit of doing what is right or what is expected of them by society. Human values are passed by parents to their offspring soon after childbirth and are instilled throughout the children's upbringing. As they grow, children learn more values from their peers, religious leaders, teachers, friends and society at large. Generally, human values are highly encouraged in society, while negative attributes are discouraged and condemned. These values are passed from one generation to another. People with excellent human values are usually held in high esteem, admired and rewarded.

When you ask for someone about values that one need to be a good human each one of us suggest many values that we follow in our life, many values that we see other successful people have, but according to me values are the things that makes a man into a real human. The difference between a human and other species in this world it's the values and the senses that we human have to make our life a worth. Human values are not important to those peoople who consider their life to be a course and blame others for their carelessness and curse everything and everyone surrounded to them and totally loose control of their life. Values doesn't give you money, it doesn't make you richer and a successful man overnight but values make sure that you are always what you are, it leads you always to your growth not just to show off to people that you have something in life but those values hidden in you will always keep roaring inside you, that you are the best and you can make your life matters to many even though there is not a single person to appereciate you and say that you are something to this world. So cultivation of value can be fostered in young children through education. Educated persons view

human existence and the world from the rational and asthetic point of view to their value consciousness. In ancient India a practical strategy for education of the complete man evolved with moral values at its base as well as the apex.

But in present circumstances we are passing through a period of value crisis. A drastic change is visible in all values, behaviour and etiquettes of educated ones. Money has become the all important criteria for them but the right means to get it have lost some of its importance. They are in a hurry to earnloads of money but the values are the casualty in the process. Truly speaking, the present life pattern is full of discontent and frustration due to prevalent designs of corruptions, exploitation, hypocrisy and what not. It is all due to loss of human values. Values determine human behaviour in a significant way. Value crises is not only a problem at the national level but it is also felt globally.

The National Policy on Education(1986) highlights the urgent need for value education in view of the growing erosion of essential values and increasing cynicism in society. With a well-designed system of curriculum, it is possible to make education a forceful tool for the cultivation of desirable ethical, moral, spritual and social values. Education should foster universal and eternal values. Value education should help to eliminate obscurantism, religious fanatism, violence, superstition and fatalism. Education which inculcates universal and eternal values like compassion, courage, honesty, tolerance and truthfulness etc., will help in developing balanced individuals and in creating a humane society.

Value education is always essential to shape one's life and to give one an opportunity of performing on the global stage. Value education enables us to understand our needs and visualize our goals correctly and also indicate the direction for their fulfilment. It also helps remove our confusions and contradictions and enables us to rightly utilize the technological innovations. There are diferent views that call urgent need to inculculate human values in Indian society. Numerous traditional values which have been inherited from past remain valid and true to be adapted by future citizens but many fresh values to match confronting problems in emerging Indian culture.

It is of urgent necessity now that new decision- making has to be done for framing educational policies for the future intellectual, moral and

aesthetic development of humankind and in keeping with spirit of the contemporary period.

Education as important driver to enhance value

The kothari Commission has rightly observed, "The expanding knowledge and the growing power (science) which it places at the disposal of modern society must, therefore, be combined with strengthening and deepening of the sense of social responsibility and a keener apperecation of moral and spiritual values."

In school, children are affilates of a small society that exerts a great influence on their moral development. Teachers serve as role model to students in school. They play a major role in inculcating their ethical behaviour. Peers at school diffuse confidence about cheating, lying, stealing and consideration for others. Through there are rules and regulations, the educational institution to the children in an informal way. They play a key role in developing ethical behaviour in children.

General steps are as under

➢ *Accountability-* the children should be exhilarated to be accountable for their own actions and should learn to respect and treat others kindly.

➢ *Role Models-* 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 behaviours.

➢ *Appreciation-* The teacher should appreciate the children for developing pro-social behaviour, especially for any specific action they have done to help others. It is appraised that human values enhances person's life but in present scenario, these values are deteriorated in several countries . This trend of weakning in human values does not only pose serious threat to the future course of development of the nation but even for its survival, respect and authority itself. However, change in social/human values in younger

group is unavoidable with time but the decline in Indian youth group is disturbing rate as compares to other country around the globe.

So values are bridge between individual and social. Individual holds value but others infulence the formation of those values. Four most important human values to be developped in students: 4 D'S

- ➢ Determination
- ➢ Devotion
- ➢ Discrimination
- ➢ Discipline

So the basic aim of education is to produce men of knowledge as well as of culture. Value oriented has to be integral part of entire educational process. Every teacher must become responsible for imparting value education. Education is a methodical effort towards learning basic facts about humanity and the core idea behind value education is to cultivate essential values in the students so the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and continued in schools.

Conclusion

A good and comprehensive education system is expected to create the necessary human capital and knowledge workers who will bring the country to greater heights. In this regards, a holistic education programme is needed which can equip students with both the hard and soft skills required as well as human values. However, the main emphasis in education today lies in acquiring large amounts of information passing examinations and securing qualification for future employment. So there is a need of implementation of a programme called the "Education in Human values". This programme seeks to improve the teaching-learning environment that will foster character building through the incorporation of basic universal values, thus, contributing towards academic excellence. The stress of an ever-increasing workload and a working environment dominated by social problems will continue to make a teacher's profession more difficult and satisfying. The many behavioral problems in society are vividly mirrored in schools, through bullying, drug abuse, theft and vandalism and scores of criminal acts. With so many external influences, demands and constraints, it can be easy to lose hold of the values that make up a civilized society. This education in human values

programme seeks to help teachers, parents and children to re-focus on the basic positive values that underlie all aspects of a moral society. This is done through what is called a "Triple Patnership For Education" between teachers, parents and students, meaning that all three groups play key roles in reversing current trends and in reaching towards the goal of truly sucessful value based education.

References

1. Bhattacharya, S. [2003]. Philosophical foundation of education. New Delhi: Atlantic Publishers and Distributors.

2. Dutta, S. [2007]. Educational and Emerging Indian Society. Jain Prakashan Mandir.

3. Goel, A. and S.L. [2005]. Human Values and Education. New Delhi: Deep & Deep Publication Pvt. Ltd.

4. Gupta N.L. [1986]. Value Education, Theory & Practice. Ajmer: Krishna Brothers.

5. Pandey, K.P. [2003]. Sociology of education. New Delhi: Atlantic Publishers and Distributor.

6. Mphanty, J. (1990). Values in education and strategies for their Inculcation in Indian Education in the Emerging society. New Delhi: sterling Publishers Pvt. Ltd.

7. Gulati, S., & Pant, D. (2003). Education For Values. New Delhi: National Council Of Educational Research & Traning.

8. https://www.valuescentre.com

9. https://www.civilserviceindia.com

10. https://www.researchgate.net

11. www.sathyasaiehv.org.uk

12. www.yourarticlelibrary.com

A study of the Values, Adjustment and Academic Achievement of Students Studying inSenior Secondary Schools of Meerut

Yogesh Kumar
Research Scholar, Department of Education
D.J.College, Baraut (Baghpat)(U.P.)

The concept of values cannot be defined specifically. Every individual has some experiences which increase with the lapse of time, individuals form a few principles of their own conduct, based on the experiences which convert the whole life into a model of Philosophy which originates a specific art of living and provides guidelines for action. Every individual form his beginning days in first grade until secondary grade and later makes a long series of adjustment between the whole unique personalities he is and the program of schools, atmosphere at home with peer group etc.Creativity has been defined variously, but all tell the same story. It consist uniqueness, novelty in ideas. It moves away from the beaten path, from responses already known, defined and expected. Academic Achievement means education is a regulate curriculum in the field / place and to which the named 'Academy' Achievement is defined as performance.

Introduction

Values of an Individual are very important determinants of his behavior. They are the part of an individual's inner life expressed through behaviour. Different type of values like religious, theoretical, aesthetic etc. act as a motivating force in the behavior of an individual. The concept of values cannot be defined specifically. Every individual has some experiences which increase with the lapse of time, individuals form a few principles of their own conduct, based on the experiences which convert the whole life into a model of Philosophy which originates a specific art of living and provides guidelines for action. Adjustment is the process by which a living organism maintains balance between its needs and the

circumstances that influences the satisfaction of these needs. Adjustment is a process to understand a person and his behavior. Every individual form his beginning days in first grade until secondary grade and later makes a long series of adjustment between the whole unique personality he is and the program of schools, atmosphere at home with peer group etc. Each boy and girl is seeking to become an individual person having a healthy physique a growing intellectual ability a degree of emotional poise an increased participation in social group. Creativity has been defined variously, but all tell the same story. It consist uniqueness, novelty in ideas. It moves away from the beaten path, from responses already known, defined and expected. It is thinking in different directions. Creativity suggested utmost freedom human thought. The creative individual is free to choose any path that is open to him. It is viewed as involving the production of as many answers as possible to a given problem.Academic Achievement means education is a regulate curriculum in the field / place and to which the named 'Academy' Achievement is defined as performance. Thus the world achievement or performances means the end gain or level of success attained by an individual or group on completion of task whether it is academic named personal or social. Annual examinations marks is considered as Academic Achievement.

Review of Related Literature

Sharma, S.k.(2015)Investigated the relationship between low and high creative students of IX standard in Gorakhpur District of U.P.

Sharma, B.N. (2008) Conducted a study of achievement on scheduled caste sr. sec. school students of Himanchal Pradesh and observed its relationship to their locus control, anxiety, adjustment and values. Sample of 392 boys and girls were selected by cluster random sample technique.

Kaur, Parvindra.(1992) Studied relationship among creativity intelligence achievement In different subjects of X grades problem is concerned With the prediction of achievement in different schools subjects on the basis of different dimensions of creativity, composite creativity and intelligence.

Irudayaraj,M (1989) Investigated the relationship between creativity and scholastic achievement in science of standard X students in Devakottai Educational District.

Brar,S.S.(1986) A Comparative study of the performance in bachelor of Education Examination of High Creative and Low Creative Boys and Girls at different Levels of General Intelligence and Socio - economic Status.

Objectives of the Study

1. To study the significant difference in values among low and high creative students studying in senior secondary schools of Meerut.
2. To study the significant difference in overall adjustment among low and high creative students studying in senior secondary schools of Meerut.
3. To study the significant difference if any in academic achievement among low and high creative students studying in senior secondary schools of Meerut.

Hypotheses

1. There is no significant difference in values among low and high creative students studying in senior secondary schools of Meerut.
2. There is no significant difference in overall adjustment among low and high creative students studying in senior secondary schools of Meerut.
2. There is no significant difference if any in academic achievement among low and high creative students studying in senior secondary schools of Meerut.

Research Methodology of the Study

In the present study descriptive survey method was used.

Variables

Dependent Variables

1. Values
2. Adjustment
3. Academic Achievement

Moderator Variables

Gender

Independent Variables

Low creative and High creative

Sampling

A sample of 570 students of (both sex) senior secondary school studying in government, government aided and public schools of Meerut. Schools was selected randomly and random cluster sampling technique was used.

Tools used in Research

1. Verbal Test of Creative Thinking ----------Dr. Baquer Mehdi
2. Personal Value Questionnaire----------------Dr.(Mrs.) G.P. Shery and R.P. Verma
3. Adjustment Inventory for School Students---Dr.A.K.P.Sinhaand and R.P. Singh
4. Academic Achievement ----------------------11th Class annual examination scores

Statistical Technique

The obtained data were analyzed by using descriptive statistical technique such as mean, standard deviation and t-test.

Result and discussion

Table-1: Significance in Values between Low and High Creative Senior Secondary Students of Meerut

Values	Low Creative N=243		High Creative N=327		t-Values	Level of Significance
	Mean	SD	Mean	S D		
Religious	12-83	3-17	13-34	3-29	1-88	N.S.
Social	13-02	3-14	15-60	3-39	8-67	0-01
Democratic	14-75	3-47	15-60	3-50	2-87	0-01
Aesthetic	10-83	2-92	11-67	3-41	3-17	0-01
Economic	11-58	3-37	11-10	3-81	1-60	N.S.
Knowledge	12-55	3-41	12-79	3-35	4-33	0-01
Hedonistic	11-21	3-12	11-35	3-53	0-48	N.S.
Power	10-42	2-78	10-25	3-40	0-65	N.S.
Family-Prestige	11-76	3-25	11-58	4-13	0-60	N.S.
Health	10-88	3-50	10-93	3-14	0-18	N.S.

Table 1 reveals that t- value of low creative students and high creative students for religious value is 1.88 which is not significant even at 0.05 levels of significance. So the null hypothesis, There is no significant difference in religious value between low and high creative students is

accepted. The obtained difference in religious value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in religious value of low and high creative students in senior secondary schools of Meerut.

Table 1 also reveals that t- value of low and high creative students of social value 8.67 which is significant at 0.01 levels of significance. So the null hypothesis. There is no significant difference in social value between low and high creative students is rejected. The obtained difference in social value of low and high creative students is rejected. The obtained difference in social value of low and high creative students is real and is not due to sampling error. Further the mean score in social value of high creative students 15.60 which is higher than the mean score of 13.02 in social value of low creative students. Hence, it can be interpreted that social value of high creative students is more significant that social value of low creative students in senior secondary schools of Meerut.

It is evident table from table 1 that t - value of creative students for democrat tic value 2.86 which is significant at 0.01 levels of significance. So the null hypothesis. There is no significant difference in democratic value between low and high creative students is rejected. The obtained difference is democratic value of low and high creative students is real and is not due to sampling error. Further the mean score in democratic value of high creative students 15.60 which is higher than the mean score of 14.75 in democratic value of low creative students.Hence, it cat can be intercepted that democratic value of high creative students is more significant than democratic value of low creative students insenior secondary schools of Meerut.

It is clear from Table 1 that t-value of low creative and high creative students for knowledge value which is significant at 0.01 levels difference. So the null hypothesis. There is no significant difference in knowledge value between low and high creative students is rejected. The obtained difference in knowledge value of low and high creative students is real and is not due to sampling error further the mean score in knowledge value of high creative students 13.79 which is higher than the mean score of 12.55 knowledge value of low creative students. Hence, it cat can be intercepted that knowledge value of high creative students is more significant than knowledge value of low creative students in secondary schools of Meerut.

Table no. 1 reveals that t-value of low creative students and high creative students for power value is 0.65 which is not significant even at 0.05 levels of significance. So the null hypothesis. There is no significant difference in power value between low and high creative students is accepted. The calculated difference in power value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in power value of low and high creative students in senior secondary schools of Meerut.

It is clear from 1 table that t-value of low and high creative student for family - prestige value is 0.60 which is not significant even at 0.05 levels of significance. So the null hypothesis. There is no significant difference in family-prestige value of low and high creative students is accepted. This is calculated difference in family -prestige value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in family -prestige value of low and high creative students in senior secondary schools of Meerut.

An inspection of the Table 1 reveals that t-value of low and high creative students for health value is 0.18 which is not significant even at 0.05 levels of significance. So null hypothesis. There is no significant difference in health value between low and high creative students is accepted. This is calculated difference in health value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in health value of low and high creative students in senior secondary schools of Meerut.

Table-2: Significance in Adjustment Low and High Creative Senior Secondary Students of Meerut

Adjustment	Low Creative N = 243		High Creative = 327		t-Value	Level of significance
	Mean	S D	Mean	S D		
Emotional	5-28	3-24	5-04	3-46	0-88	N.S.
Social	9-48	2-95	8-72	3-04	2-97	0-01
Educational	8-27	3-47	8-03	3-49	0-81	N.S.
Overall	23-03	6-25	21-79	7-25	2-20	0-05

Table no-2 reveals that t-value of low creative students and high creative students for emotional adjustment is 0.88 which is not even significant at 0.05 levels of significance. So the hypothesis is null. There

is no significant difference in emotional adjustment between low and high creative students , is accepted The calculated difference in emotional adjustment of low and high creative is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in emotional adjustment of low and high creative students in senior secondary schools of Meerut.

Table no-2 reveals that t- value of low creative students and high creative students for social adjustment is 2.97 which is significant at 0.01 level of significance. So the null hypothesis, There is no significant difference in social adjustment between low and high creative students, is rejected. The obtained difference in social adjustment of low and high creative students is real and is not due to sampling error. Further the mean score in social adjustment of high creative students is 8.72 which is lower than the mean score of 9.48 in social adjustment of low creative students. Hence, it can be interpreted that social adjustment of high creative students is less significant than social adjustment of low creative students in senior secondary schools of Meerut.

Table no.-2 also reveals that t- value of low creative students and high creative students for educational adjustment is 0.81 which is not significant even at 0.05 levels of significance. So the null hypothesis, There is no significant difference in educational adjustment between low and high creative students, is accepted. The calculated difference in educational adjustment of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in educational adjustment of low and high creative students in senior secondary schools of Meerut.

Table no. 2 also reveals that t-value of low creative students and high creative students for overall adjustment is 2.20 which is significant at 0.05 levels of significance. So the null hypothesis, There is no significant difference in overall adjustment between and high creative students, is rejected. The obtained difference in overall adjustment of low and high creative students is real and is not due to sampling error. Further the mean score in overall adjustment of high creative students is 21.79 which is lower than the mean score 23.03 in overall adjustment of low creative students.Hence, it can be interpreted that overall adjustment of high creative students is less significant than overall adjustment of low creative students in senior secondary schools of Meerut.

263

Table-3: Significance in Academic Achievement Low and High Creative Senior Secondary Students of Meerut

Academic Achievement	N	Mean	S.D.	t- Value	Level of Significance
Low Creative	243	53-51	17-40	7-48	0-01
High Creative	327	59-83	12-27		

Table no-3 reveals that t-value of low creative students and high creative students for academic achievement 7.48, which is significant at 0.01 levels of significance. So the null hypothesis. There is no significant difference in academic achievement between low and high creative students, is rejected. The obtained difference in academic achievement of low and high creative students is real and is not due to sampling error. Further the mean score in academic achievement of high creative students is 59.83 which is higher than the mean score 53.51 of low creative students. Hence, it is interpreted that academic achievement of high creative students is more significant than academic achievement of low creative students in senior secondary schools of Meerut.

Conclusion

1. The high creative students of Meerut are social democratic, aesthetic and better in knowledge than low creative students.

2. Male high creative students are religious democratic, aesthetic, economic, knowledge and hedonistic than male low creative students.

3. Female low creative students are social, economic than female low creative students. No significant difference in rest of the values.

4. The high creative students are better in academic achievement than the low creative students of Meerut.

References

1. Navita,2008 "An investigation into The Relationship Between Personal Values, Teaching Attitudeand socio economic Status of Teacher Trainees. Ph.D.G.G.SIndraprastha University , Delhi."

2. Sharma,B.N. 2008 "A Study of Achievement of S.C. Students of Himachal Pradesh In Relation to Locus of Control, Anxiety, Adjustment and Values, M.D. University, Rohtak."

3. Wang, Amber Yayin, 2007 "Contexts of Creative Thinking: Learning and Creative in Taiwan and The United States. Dissertation Abstracts International Vol.68no.5 November 2007".

4. Wolfolk, A 2006 "Educational Psychology. Doring Kindersley, New Delhi".

5. Sharma, R.A.2006 "Fundamental of Educational Psychology. Surya Publication, Meerut"

6. Ngaraju, C.S. 2003"Indian Educational Abstract NCERT. Delhi. Vol. 3 No. 1, Jan. 3"

7. Howell, David.C 2002 "Statistical Methods for Psychology. Duxbury Thomson learning.5 ed.U.S.A."

8. Breakwell et.al. 2000"Research Methods in Psychology, Sage Publication, Delhi."

9. Stemberg, R.J. 1999 "The Concept of Creativity. Prospects and Paradigms in Education."

10. Stemberg, R.V.(Ed.) " Handbook of Creativity, Cambridge University Press."

Human Values in Educational Organizations

Dr. Yogeshver Prasad Sharma
Associate Professor, Department of Education,
Shri Venkateshwara University, Rajabpur, Amroha (UP)

The present Paper is an attempt to explore the importance of human values in the Educational organizations. Human society may not significantly sustain without human values. Hence, it is necessary to talk on the subject and bring about awareness of human values into the present educational organizations. There is no denying the fact that the present society is facing a lot of crises. Human values crises are a known fact of the modern society.

Introduction

Human Values are things that have an intrinsic worth in usefulness or importance to the possessor, or principles standards, or qualities considered worthwhile or desirable. Human 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 them any 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 other studious and what we aim to give too their human beings. These human values have the eûect 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 lead stope ace. 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

Human values are for example brotherhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance,

recognition, appreciation, honesty, fairness, loyalty, sharing, solidarity, civility, respect and consideration. The function of most of these basic values is to make it possible for every human to understand 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 deferent values co-varies with the importance of others in the value system. For example one may value honesty over success.

Intrinsic and extrinsic value

An intrinsic value is a value that one has of itself, separately 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 itself 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.

Needs of Human values

Value education is always essential to shape one's life and to give one an opportunity of performing on the global stage. The need for value education among the parents, children, teachers etc., is constantly increasing as we continue to witness increasing violent activities, behavioral disorders and lack of unity in the society etc. Value education enables us to understand our needs and visualize our goals correctly and also indicate the direction for their fulfillment. It also helps remove our confusions and contradictions and enables us to rightly utilize the technological innovations.

There are diﬀerent views that call urgent need to inculcate human values in Indian society. Numerous traditional values which have been inherited from past remain valid and true to be adapted by future citizens but many fresh values to match confronting problems in emerging Indian culture. Presently, negative human values are in upper side. It may be because of neglect of value education which created vagueness and indiscipline in the mind of people.

Difference Between Human Values, Ethical Values And Moral Values

Human 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" tous.

hese 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. The recognition of these universal values by many countries in the world is the first step toward their implementation, calling for everyone to respect them. These texts aim in the first place at guaranteeing the integrity (both physical and psychological) of every human being, precisely because he/she is human:

each person holds the right not to be abused, whatever form those abuses may take. But the ultimate goal is to promote a positive and concrete practice (attitudes, behaviors and acts) establishing those human universal values as the basis of human relationships, in a spirit of reciprocity and mutual respect of those values. Human values inspire us to better put into practice our moral values, especially in conflict situations, when we tend to put them aside and become confrontational.

Role of Human Values in Family and Society

The family and society is important in developing the moral values of student. 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 value system practiced in the family becomes automatic to the young family members if they are taught moral values systematically. 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, ejection, tolerance, and generosity. A child learns his behavior by modeling what they sees around him.

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 elective 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.

Student identifies themselves with their parents, other family elders and adopts them as their personal models for emulation and imitation. The behavioral problems are set correct only by the involvement of family in the child's life as they spend most of their time in adolescence with the parents.

Family is the first social organization that provides the immediate proximity from which the kid can learn his behavior. 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

269

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. Families values helps the child to stand strong on his views despite others eûorts to break through with opposing beliefs. A child has a strong sense of what is right and wrong and are less likely to become victims of deviant influences.

Role of Human Values in Educational Organizations

In organizations, Students are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in institution. They play a major role in inculcating their ethical behavior. Peers at Institution diûuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational organizations infuse the value education to the Students in an informal way. They play a major role in developing ethical behavior in Student. General Steps are: Accountability: The Student should be encouraged to be accountable for their own actions and should learn to respect and treat others kindly.

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

Helping: The student is taught basic morals and values in the institution. 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 lecturer should appreciate the student for developing pro-social behavior, especially for any specific action they have done to help others. It is appraised that human values enhances person's life but in present scenario, these values are deteriorated in several countries. This trend of weakening in human values does not only pose serious threat to the future course of development of the nation but

even for its survival, respect and authority itself. However, change in human values in younger group is unavoidable with time but the decline in Indian youth group is at disturbing rate as compared to other country around the globe. It devolves on the parents, teachers and society to imbibe the desired human values in young age group.

To summaries, values are bridge between individual and social. Individual holds value but others influence the formation of those values. In philosophical frameworks, values are those standards or code for conduct conditioned by one's cultural doctrines and guided by conscience, according to which human being is supposed to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideas and aims of life. Families, groups and societies tend to share common values. Family has been regarded as cornerstone of society. It forms a basic unit of social organization.

Conclusion

Human Values play a very leading role in Present Educational Organizations. Human values take precedence over social values. Human values are now withering very fast for which we humans are most responsible. Value based education should be emphasized ranging from school to university level of education. Human value is generally known to be a moral standard of human behavior. Therefore, human values should be preserved and protected. 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 postmodern era. Human values may be treated as keys to the solution of the global problems. Already some universities prescribed human values and moral values syllabus for improve the humanity of the students. It's a great achievement to present and next society and educational organizations.

References

1. Narayan, R.S., A Text Book on Professional Ethics and Human Values, New Age International Publishers, New Age International (P) Ltd, New Delhi, 2006.

2. Norman, R., the Moral Philosophy-An Introduction to Ethics, Oxford University Press, Oxford, 1998.

3. Pradeep Kumar, Raman Charla, Human Values & Professional Ethics, Paramount Publishing House, Hyderabad,2013.

Sri Aurobindo's Philosophy of Education: Transforming Man into an Integral Man

Manik Rastogi[1], Deepak Kumar Sharma[2]
[1]Asst. Prof., B.Ed., Govt. Raza P.G. College, Rampur (U.P.)
[2]Asst. Prof., B.Ed., Govt. Raza P.G. College, Rampur (U.P.)

Aurobindo's educational system can be summed up in two words: "Integral Educaion". Education to be complete must have five principal aspects relating to the five principal activities of the human being- the physical, the vital, the mental, the psychic and the spiritual. Usually, these phases of education succeed each other in a chronological order following the growth of the individual. This, however, does not mean that one should replace another but that all must continue, completing each other, till the end of life. In nutshell, education is a process of transforming man into an integral man.Aurbindo observed:"There will be needed a change of the habitual and normal nature of man as he is now to a supreme and divine spiritual nature. There will be needed in a word a Yoga which shall be at once a Yoga of integral knowledge, a Yoga of the inte-gral will and its works, a Yoga of integral love, adoration and de-votion and a Yoga of an integral spiritual perfection of the whole being and of all its parts and states and powers and motions." An important characteristic of integral education is its insistence on simultaneous development of knowledge, will, harmony and skill as also various parts of the being to the extent possible from the earliest stages of education. And since each individual child is unique in the composition of its qualities and characteristics, its capacities and propensities, integral education in its practice tends to become increasingly individualized. Again, for this very reason, the method of education become increasingly dynamic, involving active participation of the child in its own growth.

Principles of Teaching

The methods and techniques of teaching should be determined by the objectives. In this connection Sri Aurobindo has enunciated three principles of teaching in his book "A system of National Education". His principles of teaching are discussed below:

1. Nothing can be taught – But everything can be learnt!The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master; he is a helper and guide. The teacher's work is to suggest and not to impose on the mind of the students. He does not actually train the mind of his student but helps him to perfect his mind, the instrument of knowledge and encourages him every way in this process. Thus he does not impart knowledge, but shows the way how knowledge can be acquired. Knowledge is within the pupil and the pupil has to help himself to bring it out, but he needs help. The duty of teacher is to tell them where it is and how it can be 'habituated to rise to the surface'.

2. The second principle is that the mind has to be consulted in its growth. The idea of hammering the child into the shape desired by the parent or teacher is a barbarous and ignorant superstition. It is he himself who must be induced to expand in accordance with his own nature. There can be no greater error than for the parent to arrange beforehand that his son shall develop particular qualities, capacities, ideas, virtues, or be prepared for a prearranged career. It is a selfish tyranny over a human soul and a wound to the nation, which loses the benefit of the best that a man could have given it and is forced to accept instead something imperfect and artificial, second-rate, perfunctory and common.

3. The third principle of teaching is to work from the near to the far, from the known to the unknown. Take the mind from (work from) what is near to what is far, from that which is to that which shall be. Man's nature is moulded by his soul's past, his heredity and his environment. The past is the foundation, the present is the material and future is the aim – and each must find its due and natural place in any national system of education.

Aurobindo's three domains of Education

A constant insistence of Sri Aurobindo and the Mother has been on detailed perfection of the human mind, life and body.

1. Mental Education: In regard to mental education, the processes and methods can best be determined by understanding the mind. Mind is concerned largely with the activities of understanding, and all understanding is a discovery of a centre around which the ideas or things

in question are held together. Mental education is a process of training the mind of students to arrive at such central conceptions around which the widest and most complex and subtle ideas can be assimilated and integrated. Multiplicity of ideas, richness of ideas, and totality of view – these should be made to grow by a developed power of observation and concentration and by a wideness of interest. Care should be taken to see that the central ideas are not imposed upon the growing mind – that would be the dogmatic method, which tends to atrophy the mind. The mind should grow towards central ideas which should come as a discovery of the mind made through rigorous exercise of the rational faculty. Thinkers alone can produce thinkers and unless teachers are constantly in the process of building up great thoughts and ideas, it is futile to expect a sound or vigorous mental education.

2. Vital Education: Vital education aims at training the life-force (that normally vibrates in emotions, desire and impulses) in three directions: to discover its real function and to replace its egoistic and ignorant tendency so as to become the master by willingness and capacity to serve higher principles of the psychological constitution. A great lesson in vital education is to develop the will of the individual and to encourage the exercise of the will in which what is valued most is not the result but application and doing one's best.

3. Physical Education: Of all the domains of human consciousness, the physical is the one most completely governed by method, order, discipline, process. The lack of plasticity and receptivity in matter has to be replaced by a detailed organization that is both precise and comprehensive. In this organisation, one must not forget the interdependence and interpenetration of all the domains of the being. However, even a mental or vital impulse, to express itself physically, must submit to an exact process. That is why all education of the body, if it is to be effective, must be rigorous and detailed, far-sighted and methodical. This will be translated into habits; the body is a being of habits. But these habits should be controlled and disciplined, while remaining flexible enough to adapt themselves to circumstances and to the needs of the growth and development of the being. All education of the body should begin at birth and continue throughout life. It is never too soon to begin

nor too late to continue. Physical education has three principal aspects: (1) control and discipline of the functioning of the body, (2) an integral, methodical and harmonious development of all the parts and movements of the body and (3) correction of any defects and deformities.

Role of Teacher

A teacher is a true Yogi who acts as a philosopher and guide to the students. He nourished the students as plants. According to Sri Aurobindo the duty of the teacher, "is to suggest not to impose". He does not actually train the pupil's mind; the only shows how to perfect his instrument of knowledge and helps & encourages him in the process. He does not call for knowledge that is written. He only shows the student where it lies and how it can be habituated to rise to the surface. The Mother says "One must be a saint, Yogi and a hero to be a good teacher".

The Aims of Education

Aurobindo was perfectionist, pragmatist, naturalist and humanist. He therefore suggested his integral yoga as a solution to all problems. It also led to aims of education,

1. To grow into fullness of physical and vital energy and utmost breadth, depth and height of emotional, intellectual and spiritual being.

2. Sri Aurobindo searches for harmony in individual and community and aims at its realization through education. The harmony of individual can be achieved by the growth and evolution of his different aspect such as physical, vital, mental, psychic and spiritual. He also seeks harmony among different individuals living in the community.

3. Sri Aurobindo aims at nothing less then supramental education. This goes with his theory of evolution, he says, is spiral and will continue.

4. He said, every child, is born with certain innate powers of the mind, the body, the vital and the spirit. The aim of education is therefore, to develop these powers to their full potential.

5. Education should be provided through mother tongue so that children can develop power to think clearly and in a better manner.

6. The aim of education should not be merely to pass the exam.

References

1. The Mother (1978). On Education,Pondicherry:SriAurobindo Ashram Publication Department.
2. Sodhi,T.S(2005). Philosophical and Sociological Foundations of Education,Patiala:Bawa Publications.
3. Seetharmu,A.S. (2004).Philosophies of Education,Ashish Pub. House.
4. Joshi, Kireet (2012), Educational Philosophy of Sri Aurobindo,Popular Media, New Delhi.

Reflecting Human Values during a pandemic COVID-19

Dr. Pravesh Kumar[1], Dr. Suniti Lata[2], Miss Jyati Saxena[3]
[1]Asst. Professor Dept. of Teacher - Education,
Govt. Raza P.G. College, Rampur
[2]Lecturer of Education, B.A.K.Ic, Moradabad

Values are an important and unique construct in social psychological research. In many ways they offer insight into human belief and behavior that other concepts, particularly attitudes, cannot provide. The COVID-19 pandemic poses an exceptional challenge for humanity. Because public behaviour is key to curbing the pandemic at an early stage, it is important for social psychological researchers to use their knowledge to promote behaviours that help manage the crisis. Here, we identify human values as particularly important in driving both behavioural compliance to government guidelines and promoting prosocial behaviours to alleviate the strains arising from a prolonged pandemic. It aims to be a unifying theory for the field of human motivation, a way of organizing the different needs, motives, and goals proposed by other theories. In this paper, we demonstrated that groups defined on the basis of religious affiliation or political orientation exhibited contrasting value priorities on the same bipolar dimension.The abstract nature of values, and cross-cultural agreement on their importance, suggests that they are ideally suited to developing and tailoring effective, global interventions to combat this pandemic.

Introduction

The COVID-19 pandemic presents humanity with an extraordinary challenge. The rapid spread of the virus and the necessity of waiting for effective treatments or vaccines highlights the importance of changing human behaviour to contain the pandemic. Accordingly, governments across the world have introduced measures that severely impact individuals' personal and social lives, including closing institutions (e.g., schools, restaurants) and urging people to stay at home, stay away from public places and social gatherings, and work remotely where feasible. Individuals are also strongly advised to wash their hands regularly and

thoroughly, avoid touching objects that others may have touched (e.g., elevator buttons), and keep a 2m distance from others.

Given that the behaviour of the general public is key to curbing the pandemic at this stage, it is important for social psychological researchers to use their knowledge to promote behaviours that help manage the crisis. Here, we argue that two types of behaviours are of particular significance. First, it is crucial to understand and increase compliance with the guidelines. Many individuals may comply out of a concern for their personal health, but compliance often requires individuals to make sacrifices for the sake of the greater societal good.Second, it is important to help others who are struggling to cope with the crisis. Such prosocial behaviours include doing voluntary work for health services, grocery shopping for vulnerable people, donating to food shelters, and offering support to those who feel overwhelmed. The COVID-19 pandemic threatens people's sense of well-being in multiple ways. In addition to the physical threats of possible infection, postponement of non-urgent (but important) medical treatment, and lack of access to food and other essentials, there are psychological threats posed by (potential) loss of employment, loneliness stemming from isolation, worries about the health of loved ones, and coping with bereavement. Moreover, people who are already struggling with harsh living conditions may be among the worst hit.

Understanding Personal values

Values are typically defined as abstract goals or guiding principles in people's lives and have been shown to predict outcomes such as prejudice, environmental behaviour and protest action.Each of us holds numerous values with varying degrees of importance. A particular value may be very important to one person, but unimportant to another. Each of the ten basic values can be characterized by describing its central motivational goal:

1. Self-Direction. Independent thought and action; choosing, creating, exploring.
2. Stimulation. Excitement, novelty, and challenge in life.
3. Hedonism. Pleasure and sensuous gratification for oneself.
4. Achievement. Personal success through demonstrating competence according to social standards.

5. Power. Social status and prestige, control or dominance over people and resources.

6. Security. Safety, harmony, and stability of society, of relationships, and of self.

7. Conformity. Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.

8. Tradition. Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self.

9. Benevolence. Preserving and enhancing the welfare of those with whom one is in frequent personal contact.

10. Universalism. Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.

Turning to prosocial behaviour in the context of COVID-19, such behaviour can also be expected to occur more frequently in individuals higher in self-transcendence values and lower in self-enhancement values. This prediction is based on the underlying motives of these values, as discussed above, and on evidence linking these values to a range of prosocial behaviours. For instance, individuals higher in self-transcendence values are more likely to volunteer to help others, donate money to a prosocial cause, and cooperate rather than compete with others. Given this evidence on increased macrolevel worries, individuals higher in self-transcendence and conservation values may be more willing to support others struggling with the pandemic, and perhaps not only those others in their immediate community or society, but also those in areas that are particularly badly affected by the crisis. Building on this, research is urgently needed to identify ways of motivating individuals with higher openness or self-enhancement values to comply with governmental guidelines in order to enhance protection for vulnerable others. Interventions aimed at changing people's values are likely to be successful but might be short-lived. Consequently, even among those who attach very high importance to self-enhancement and openness values, it may be beneficial to activate self-transcendence and conservation values in attempts to motivate behaviour in support of mitigating the pandemic.

➢ Background Variables Influence Value Priorities-

➢ Typically, people adapt their values to their life circumstances. They upgrade the importance they attribute to values they can readily

attain and downgrade the importance of values whose pursuit is blocked. People's age, education, gender, and other characteristics largely determine the life circumstances to which they are exposed. These include their socialization and learning experiences, the social roles they play, the expectations and sanctions they encounter, and the abilities they develop. Thus, differences in background characteristics represent differences in the life circumstances that affect value priorities. Values may also be relevant to the COVID-19 pandemic through the extent to which they are shared by others. For instance, seeing others ignoring guidelines by gathering in a public place may lead individuals to assume that others assign lower importance to self-transcendence (e.g., responsibility) or conservation values (e.g., security) than they themselves do. Perceiving others as having different values may reduce people's willingness to self-sacrifice for the greater societal good because tackling the crisis requires a collective effort. Conversely, perceiving others as sharing one's values may validate them and facilitate collective behaviour, thereby encouraging greater compliance with the guidelines and more prosocial behaviour.

➢ Another interesting issue is whether the effects of such similarities on behaviour apply to all values or only to certain values that are more obviously linked in people's minds to COVID-19. On the one hand, there is reason to believe that similarity effects should occur across all values, because perceptions of similarity should elicit feelings of common purpose, social connectedness, and validation, regardless of the motive underlying the value. On the other hand, individuals may not spontaneously perceive values such as power or achievement to be particularly relevant to the COVID-19 context. Hence, although perceived similarities in such values may elicit a feeling of validation and connectedness, this feeling may help tackle the pandemic only if the feeling of interconnection per se, and not also its underlying values basis, is the primary determinant of collective behaviour mitigating the pandemic.

➢ Finally, value similarity effects may also depend on factors such as the comparison group. Individuals could consider how their values compare to those in their local community, their city, their country, all of humanity, or to those of a range of outgroups, including immigrants, and religious, political, or age groups. Hence,

interventions aimed at mitigating the spread of COVID-19 by highlighting value similarities may benefit from considering the role of ingroup identification.

Conclusion

Existing evidence suggests that human values, and the extent to which they are shared by fellow citizens, are likely to be important factors for tackling the COVID-19 crisis. Individuals who attach higher importance to self-transcendence (e.g., responsibility) and conservation (e.g., security) values are likely to be more compliant with COVID-19 behavioural guidelines. Moreover, perceiving that others share one's values is likely to elicit a sense of connectedness that may be crucial in promoting collective efforts to contain the pandemic.

Building on this evidence, communications to promote COVID-19 mitigating behaviours could seek to tailor messages to the motives underlying people's values. For instance, highlighting how individuals can pursue openness values such as stimulation (e.g., online music concerts) or self-enhancement values such as achievement (e.g., online courses) while adhering to COVID-19 guidelines might be particularly effective among individuals attaching higher importance to such values. Similarly, interventions may also encourage individuals to reflect on links between their own values and COVID-19 mitigating behaviours themselves, thereby embedding the behaviours more deeply in their values and facilitating long-term commitment.

Values influence most if not all motivated behaviour. The values theory provides a framework for relating the system of ten values to behaviour that enriches analysis, prediction, and explanation of value-behaviour relations. It makes clear that behaviour entails a trade-off between competing values. Almost any behaviour has positive implications for expressing, upholding, or attaining some values, but negative implications for the values across the structural circle in opposing positions. People tend to behave in ways that balance their opposing values. Moreover, the media and policymakers could consider ways in which people's misperceptions of value differences with fellow citizens can be corrected. Reports of the public's compliance with guidelines may elicit higher feelings of social connectedness when they accurately emphasise the relatively high prevalence of compliers, rather than accentuating the minority of non-compliers. Further, initiatives that promote exchanges among individuals across society may also be beneficial for correcting such biases, and such work already exists. Overall, the abstract nature of

values, and cross-cultural agreement on their importance, suggests that they are well placed for developing and tailoring effective, global interventions to combat this pandemic.

References

1. Harper, R., Rodden, T., Rogers, Y., and Sellen, A. Being Human: Human-Computer Interaction in the Year 2020. Microsoft Research, Cambridge, U.K., 2008. Copies available on request at bhuman@Microsoft.com

2. Card, S., Moran, T., and Newell, A. The Psychology of Human-Computer Interaction. Lawrence Erlbaum Associates, Hillsdale, NJ, 1983.

3. Cockton, G. A development framework for valuecentered design. In Proceedings of CHI '05, Extended Abstracts. ACM Press, NY, 2005

4. Dourish, P. Where the Action Is: The Foundations of Embodied Interaction. MIT Press, Cambridge, MA, 2001.

5. Friedman, B. and Kahn, P. H., Jr. Human values, ethics, and design. Handbook on Human-Computer Interaction, Jacko, J. and Sears, A., eds. Lawrence Erlbaum Associates, Mahwah, NJ, 2003, 1177—1201. (Revised second edition, 2008, 1241—1266.)

6. Friedman, B., Kahn, P. H., Jr., and Borning, A. Value-sensitive design and information systems. Human-Computer Interaction in Management Information Systems: Foundations. Zhang, P., and Galletta, D., Eds. M.E. Sharpe, Armonk, NY, 2006, 348—372.

7. Greenfield, A. Everyware: The Dawning Age of Ubiquitous Computing. Preachpit Press, NY, 2006.

8. Grudin, J. A moving target: The evolution of human computer interaction. Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies, and Emerging Applications, Sears, A., and Jacko, J. Eds. Lawrence Erlbaum Associates, Mahwah, NJ, 2007, 1—24

9. Harrison, S., Tatar, D., and Sengers, P. The three paradigms of HCI. In Alt. chi. Proceedings of CHI '07. ACM Press, NY, 2006.

10. McCarthy, J. and Wright, P. Technology as Experience. MIT Press, Cambridge, MA, 2004.

11. Norman, D.A. Emotional Design: Why We Love (or Hate) Everyday Things. Basic Books, NY, 2004

12. Peters, J.D. Speaking into the Air: A History of the Idea of Communication. University of Chicago Press, Chicago/London, 1999

13. Sproull, L. and Kiesler, S. Connections: New Ways of Working in the Networked Organization. MIT Press, Cambridge, MA, 1991.

14. Wendell, J., Wood, S., and Holtzblatt, K. Rapid Contextual Design: A How-To Guide to Key Techniques for User-Centered Design. Elsevier, 2004