

MAR GREGORIOS COLLEGE OF ARTS & SCIENCE

Block No.8, College Road, Mogappair West, Chennai – 37

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DEPARTMENT OF COMMERCE (ACCOUNTING & FINANCE)

SUBJECT NAME: VALUE EDUCATION

SUBJECT CODE: VAE5Q

SEMESTER: V

PREPARED BY: PROF.M.PREMA

SYLLABUS

Objective : Values are socially accepted norms to evaluate objects, persons, and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

Unit I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level- Duties and responsibilities.

Unit II : Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity , and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills- Interpersonal and Intra personal relationship – Team work – Positive and creative thinking

Unit III : Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr. A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

Unit IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

Unit V : Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women
How to tackle them
Books for Reference: 1. M.G.Chitakra: Education and Human Values, A.P.H.Publishing Corporation, New Delhi, 2003

UNIT-I

Meaning: Value education is the process by which people give moral values to others

Definition:

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:

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

NEED for Value Education

1. Preparing Our Children for Future Roles in Society:

Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.

2. Many Parents Aren't Teaching Moral Values:

If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work. The sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow:

3. There is Too Much Violence and Dishonesty in Society:

Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.

4. Moral Values Will Stick with You for Life:

The significance of moral values in our life is very important. Moral values teach us what is right or wrong. Thus, we can conduct our life in a right direction. We can understand what is good or evil. This type of learning helps us to conduct our life morally in this world.

5: To Counter Bad Influences in Society:

Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.

Culture and Civilization

It is a set of traditional belief and **values** that are transmitted and shared in a given society. **Culture** is also the total way of life and thinking patterns, speech action and artifacts that are passed from generation to generation. ... In nutshell, **culture** is a total sum of customs, rituals, artifacts, beliefs and **values**.

Definition

Culture is “that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities acquired by man as a member of society.” —Tylor.

The role of culture and civilization

The words 'culture' and 'civilization' have been often used synonymously, though they have clearly defined meanings differentiating them. 'Civilization' means the betterment of ways of living, making Nature bend to fulfil the needs of humankind. It includes also organizing societies into politically well-defined groups working collectively for improved conditions of life in matters of food, dress, communication, and so on. Thus a group considers itself as civilized, while others were looked down upon as barbarians. This has led to wars and holocausts, resulting in mass destruction of human beings. Therefore civilization by itself cannot be the goal of life. On the other hand 'culture' refers to the inner man, a refinement of head and heart. One who may be poor and wearing cheap apparel may be considered 'uncivilized', but still he or she may be the most cultured person. For 'culture' concerns itself with the inner refinement of a person. This includes arts and sciences, music and dance and various higher pursuits of human life which are

Features of Culture

(i) Culture is an acquired quality:

Culture is not innate. Traits learned through socialization, habits and thoughts are what is called culture. Culture is learned. Any behaviour which is socially acquired is called learned behaviour.

(ii) Culture is social, not individual heritage of man:

It is inclusive of the expectations of the members of the groups. It is a social product which is shared by most members of the group.

(iii) Culture is idealistic:

Culture embodies the ideas and norms of a group. It is a sum-total of the ideal patterns and norms of behaviour of a group. It is the manifestation of human mind in the course of history.

(iv) Culture is the total social heritage:

Culture is linked with the past. The past endures because it lives in culture. It is passed from one generation to another through traditions and customs.

(v) Culture fulfills some needs:

Culture fulfills those ethical and social needs of the groups which are ends in themselves.

(vi) Culture is an integrated system:

Culture possesses an order and system. Its various parts are integrated with each other and any new element which is introduced is also integrated.

(vii) Language is the chief vehicle of culture:

Man lives not only in the present but also in the past and future. This he is enabled to do because he possesses language which transmits to him what was learnt in the past and enables him to transmit the accumulated wisdom.

Civilization- Meaning

A **civilization** is generally defined as an advanced state of human society containing highly developed forms of government, culture, industry, and common social norms.

Features

1. Advanced Cities
2. Organized Central Government
3. Complex Religions
4. Job Specialization
5. Social Classes
6. Writing
7. Art and Architecture
8. Public Works

What's the difference between culture and civilization?

- (i) Civilization has a precise standard of measurement, but not culture:
- (ii) Civilization is always advancing, but not culture
- (iii) Civilization is passed on without effort, but not culture
- (iv) The works of civilization can be improved by any body but that is not possible in the case of culture
- (v) Civilization is external and mechanical while culture is internal and organic
- (vi) Civilization is borrowed without change or loss, but not culture:

Holistic Living:

Living a holistic lifestyle is a lot healthier than most styles of living.

Holistic Education

Giving our children the best shot at life means providing the best all-round education. Home schooling obviously has a big advantage in this area, as long as the parent is aware of these factors. Straight left-brain academic will not do, neither will waiting until they go to school, which is already past most of their major formative years. We need to help them develop in all of the eight intelligences or learning styles which we all have, as described by Howard Gardner, a Harvard psychologist.

It basically means you're choosing to live your life and heal your body through natural remedies.

Steps to reach holistic living.

1. PRACTICE MINDFULNESS.
2. RECOGNIZE AND RESPECT THE POWERS OF YOUR BODY.
3. EAT CLEAN FOODS.
4. FOCUS ON POSITIVE RELATIONSHIPS.
5. RECYCLE ENERGY.
6. LET YOURSELF GROW.
7. LOVE LIFE, AND BE RESPECTFUL.
8. CONNECT.
9. BE AWARE.
10. MEDITATE.
11. BE ACTIVE.

Balancing the outer and inner

The Mind-Body Connection

Since the body and mind are inextricably connected, every time we have a thought, we set off a cascade of cellular reactions in our nervous system that influence all the molecules in our body. Our cells are constantly observing our thoughts and being changed by them.

A man in a toxic work environment has incapacitating headaches that don't respond to multiple medications. A woman decides she will no longer accept her boyfriend's demeaning behavior, and her debilitating panic attacks "mysteriously" subside.

Of course, this is not to say that all illnesses are "caused" by our thoughts. The relationship between the mind and body is complex, and sometimes things happen at a physical level for which we don't have a plausible explanation. We have to acknowledge that we may have an inherent tendency for health or imbalance, and in some cases, genetic inheritance is the major factor underlying an illness. At the same time, we have amazing potential to heal and transform ourselves through our thoughts, perceptions, and choices. The body is a magnificent network of intelligence, capable of far more than current medical science can explain. Balancing the outer and inner – Body, Mind and Intellectual level

Meditation

Meditation is one of the most powerful tools for restoring balance to our mind and body. **In meditation, you experience a state of restful awareness in which your body is resting deeply while your mind is awake though quiet.** In the silence of awareness, the mind lets go of old patterns of thinking and feeling and learns to heal itself. **Scientific research on meditation is accelerating with the growing awareness of meditation's numerous benefits, including a decrease in hypertension, heart disease, anxiety, depression, insomnia, and addictive behaviors.**

Unit-II

Salient values for life

Truth

Truth is most often used to mean being in accord with fact or reality, [1] or fidelity to an original or standard.[1] Truth may also often be used in modern contexts to refer to an idea of "truth to self," or authenticity.

Commitment:

A **commitment** is to do something, you promise that you will do it.

Honesty and Integrity :

Honesty

Honesty can be defined as “*being trustworthy, loyal, fair, and sincere*”. An honest person is free of deceit, is truthful and sincere. In brief, an honest person does not tell lies; he always speaks the truth.

Honesty forms the base of all other values. Had there been complete honesty within people, the world would have been a problem-free place to live in.

Integrity:

Integrity can be defined as “*steadfast adherence to moral or ethical code*”. An honest person is truthful and openly declares what he believes in. A person with integrity is not only truthful, but he also knows the reason behind why he follows those principles. The major difference between honesty and integrity is that one may be entirely honest without engaging in the thought and reflection integrity demands. The honest person may truthfully tell what he or she believes without the advance determination of whether it is right or wrong.

Integrity in its essence means adherence to principles. It is a three-step process:

1. choosing the right course of conduct;
2. acting consistently with the choice—even when it is inconvenient or unprofitable to do so;
3. openly declaring where one stands.

Forgiveness and love

Forgiveness is a manifestation of love. People who truly love **each other**, whether in a **marital** relationship, as friends, or as family members, as examples, will forgive one another because of their outgoing concern for **each other**. Forgiveness is one way of expressing love and commitment to another human being.

Self-esteem and self-confidence:

The terms *self-esteem* and *self-confidence* are often used interchangeably when referring to how one feels about themselves. Although they are very similar, they are two different concepts. It is important to understand their roles when looking to improve your overall sense of self.

What is Self-Esteem?

Self-esteem refers to how you feel about yourself overall; how much esteem, positive regard or self-love you have. Self-esteem develops from experiences and situations that have shaped how you view yourself today.

Self-confidence is how you feel about your abilities and can vary from situation to situation. I may have healthy self-esteem, but low confidence about situations involving math (this is true). When you love yourself, your self-esteem improves, which makes you more confident. When you are confident in areas of your life, you begin to increase your overall sense of esteem. You can work on both at the same time.

Punctuality:

Punctuality is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designated time.[1] "Punctual" is often used synonymously with "on time". It is also acceptable that punctual can also, be related to talking about grammar, mean "to be accurate"

Respect

What's common between people living far off in the Western world to those living in the Eastern part of the world? It is the desire to be respected by others for who they are. It is only when you shower respect to others that you receive respect in return. By respecting others, you would be enhancing your self respect and turning into a better person with each passing day. It follows the simple rule of give and take. The more respect you give, the more respect you earn!

Discipline

Discipline is not merely routine, but accepting responsibility and more than that. The absence of routine gives way for discipline, along with becoming responsible. But the sad truth is that discipline and routine are often confused and interchangeably used. Unlike routine, wherein you have to follow a set rule of procedures repetitively, discipline offers you the opportunity of completing all work and duties, and indulging in fun and enjoyment, both at the same time. This

balance of work and pleasure helps the disciplined person to come up with flying colors and results, at professional as well as personal level.

Determination

This difficult and challenging life makes sure that nothing seems easy for you. But if you stay determined and positive, you can fight back the cruelties of this life and achieve success. Without determination, achieving goals would be difficult and most of you would easily give up to the circumstances or look out for simpler paths that proffer temporary greener pastures.

Understanding

To keep yourself happy, you need to have a caring heart and understanding mind. You may have friends who often let their anger out, despite knowing that you had a reason for expressing your thoughts or pointing out a certain thing.

TEAMWORK

Teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job. Although it may seem as if one player scored the basket, that basket was made possible by many people's planning, coordination, and cooperation to get that player the ball. • Working cooperatively.

- Contributing to groups with ideas, suggestions, and effort
- Communication (both giving and receiving)
- Sense of responsibility
- Healthy respect for different opinions, customs, and individual preferences
- Ability to participate in group decision-making

Team management

Team management is the ability of an individual or an organization to administer and coordinate a **group** of individuals to perform a task.

Task management:

Task management is the process of **managing** a **task** through its life cycle. It involves planning, testing, tracking, and reporting. **Task management** can help either individual achieve goals, or groups of individuals collaborate and share knowledge for the accomplishment of collective goals.

Resource management:

Resource management is the process of pre-planning, scheduling, and allocating your resources to maximize efficiency.

Decision Making:

Decision making is the action or process of making important decisions.

Guidelines to Problem Solving and Decision Making

Much of what people do is solve problems and make decisions. Often, they are "under the gun", stressed and very short for time. Consequently, when they encounter a new problem or decision they must make, they react with a decision that seemed to work before. It's easy with this approach to get stuck in a circle of solving the same problem over and over again. Therefore, it's often useful to get used to an organized approach to problem solving and decision making.

Steps in Decision making

1. Define the problem
2. Look at potential causes for the problem
3. Identify alternatives for approaches to resolve the problem
4. Select an approach to resolve the problem
5. Plan the implementation of the best alternative (this is your action plan)
6. Monitor implementation of the plan
7. Verify if the problem has been resolved or not

CREATIVITY AND POSITIVE THINKING:

Flood Your Mind with Creative Materials. Exceptional thinkers are exceptional learners. The creative power of your mind becomes activated in an atmosphere of constant exposures to quality and stimulating learning. Do not just immerse your mind into unhelpful readings that have no connection whatsoever with your goals. Rather, flood your mind with books, audios, videos and other materials of your most cherished and respected creative people in your field or world of passion. The genius of your mind requires heroes to emulate and constantly learn from, before its own uniqueness can emerge, position and be fully energized for maximum productivity.

Take Action on Your Creative Thoughts. This is crucial! For the growth of your creative mind and for your motivation, taking positive action is extremely important. Quality action is a key to progression. If you only think creatively, and never turn those thinking into tangible products or things that can be seen, touched or measured, your brilliance in creative thinking won't last. Your mind requires a track record of successes, no matter how small, to sustain its strength and keep progressing. Therefore, become an active agent of your own creative thinking. Bring them to life. Transform your ideas from the realm of invisibility to the physical realm of visibility. And you will keep your creative thinking alive.

A great future requires daily habits of greatness. Study the lives of great achievers in arts, philosophy, psychology, science, entertainment, sports, business, and spirituality, and you will see how they have dedicated every single day of their lives to personal growth and positive actions.

UNIT-III

HUMAN RIGHTS

Human rights are rights inherent to all human beings, regardless of gender, nationality, place of residency, sex, ethnicity, religion, color or and other categorization. Thus, human rights are non-discriminatory, meaning that all human beings are entitled to them and cannot be excluded from them. Of course, while all human beings are entitled to human rights, not all human beings experience them equally throughout the world. Many governments and individuals ignore human rights and grossly exploit other human beings.

There are a variety of human rights, including:

- Civil rights (such as the rights to life, liberty and security),
- Political rights (like rights to the protection of the law and equality before the law),
- Economic rights (including rights to work, to own property and to receive equal pay),
- Social rights (like rights to education and consenting marriages),
- Cultural rights (including the right to freely participate in their cultural community), and
- Collective rights (like the right to self-determination).

Slavery is a Violation of Human Rights

Slavery, forced labor and human trafficking are violations of human rights because these acts strip human beings of their inherent rights. In fact, the Universal Declaration of Human Rights explicitly references slavery, stating in Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Slavers and human traffickers grossly violate human rights since they claim ownership, labor and/or the humanity of another human being. The human rights most relevant to trafficking are:

- The prohibition of discrimination on the basis of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status;
- The right to life;
- The right to liberty and security;
- The right not to be submitted to slavery, servitude, forced labor or bonded labor;
- The right not to be subjected to torture and/or cruel, inhuman, degrading treatment or punishment;
- The right to be free from gendered violence;
- The right to freedom of association;
- The right to freedom of movement;
- The right to the highest attainable standard of physical and mental health;
- The right to just and favorable conditions of work;
- The right to an adequate standard of living;
- The right to social security; and
- The right of children to special protection.

Human Rights for Women and Girls

Many organizations and governments worldwide focus on improving the status of women and girls. According to the International Labour Organization, 11.4 million women and girls are

victims of forced labor in different forms – including debt bondage, trafficking and forced prostitution. As global leaders seek to improve the status of women and girls, it's critical to focus on decreasing women and girls' exploitation in forced labor, trafficking and slavery.

When women and girls are enslaved or trafficked, they do not have access to programs aimed at women's equality and development.

- Trafficked and enslaved women and girls oftentimes do not attend school. Many times these women and girls are illiterate.
- Trafficked and enslaved women and girls face gross sexual violence, whether in forced prostitution, forced marriage or during forced physical labor.
- Trafficked and enslaved women and girls are subject to domestic violence.
- Trafficked and enslaved women and girls do not have access to reproductive and maternal health. The physical and sexual abuse of their exploitation leads to many early pregnancies, forced abortions and exposure to HIV and other diseases.
- Trafficked and enslaved women and girls do not have access to healthcare.
- Trafficked and enslaved women and girls often face critical malnutrition.
- Trafficked and enslaved women and girls do not have access to anti-poverty programs, micro-loans or other economic development initiatives.

Both Rights and Obligations

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others. The Universal Declaration of Human Rights

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR):

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 General Assembly resolution 217 A as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into almost 500 languages.

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Human Rights Violations and Intractable Conflict

Many have noted the strong interdependence between human rights violations and intractable conflict. Abuse of human rights often leads to conflict, and conflict typically results in human rights violations. It is not surprising, then, that human rights abuses are often at the center of wars and that [protection of human rights](#) is central to conflict resolution.[20]

Violations of political and economic rights are the [root causes](#) of many crises. When rights to adequate food, housing, employment, and cultural life are denied, and large groups of people are excluded from the society's decision-making processes, there is likely to be great social unrest. Such conditions often give rise to [justice conflicts](#), in which parties demand that their basic needs be met.

Indeed, many conflicts are sparked or spread by violations of human rights. For example, massacres or torture may inflame hatred and strengthen an adversary's determination to continue

fighting. Violations may also lead to further violence from the other side and can contribute to a [conflict's spiraling](#) out of control.

On the flip side, armed conflict often leads to the breakdown of infrastructure and civic institutions, which in turn undermines a broad range of rights. When hospitals and schools are closed, rights to adequate health and education are threatened. The collapse of economic infrastructure often results in pollution, food shortages, and overall poverty.[21] These various forms of economic breakdown and oppression violate rights to self-determination and often contribute to further human tragedy in the form of sickness, starvation, and lack of basic shelter. The breakdown of government institutions results in denials of civil rights, including the rights to privacy, fair trial, and freedom of movement. In many cases, the government is increasingly militarized, and police and judicial systems are corrupted. Abductions, arbitrary arrests, detentions without trial, political executions, assassinations, and torture often follow.

National integration is a process by which divisive people and culture are synthesized into a unified whole. It is a process of harmony, common identity and above all national consciousness. National integration consolidates all the diverse loyalties into one national unity.

The culture of peace and non-violence is a commitment to peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, tolerance, acceptance,

mutual respect, intercultural and interfaith dialogue and reconciliation. To be able to live a peaceful and non-violent life, an individual must first have their basic survival needs met. They must have food, shelter and water. Alleviating the poverty of our people in our world is one of the first steps to creating a culture of peace and non-violence. For this to ever happen, it has to be a worldwide effort, however it can start with individuals and on a small scale. The simplest step is sharing your own time and resources to help others. This can be done in our own lives, in our homes, at our workplaces, in classrooms. If everyone contributes a small amount of their time and resources to the cause of alleviating the poverty of others, there would be a drastic change in the number of impoverished people in our world.

Another impediment to peace is intolerance of other people. Intolerance can be to differences of race, religion, cultures and lifestyles. Through education this can be changed. By educating children about different religions, races, cultures and lifestyles in our world we can help them to understand the similarities between everyone.

DR. A P J KALAM'S TEN POINTS FOR ENLIGHTENED CITIZENSHIP

10 Point pledge of Dr. APJ. Abdul Kalam-

Dr. APJ. Abdul Kalam left behind legacy of values to be imbibed by student children and grown ups too. This is one such pledge for us to follow for the betterment of the individual and the nation as a whole.

1. I will act with at most commitment towards studies or Job. I will work exemplarily in that.
2. From today onwards, I will help 10 persons who cannot read and write to read and write.
3. I will plant at least 10 trees and ensure that it grows.
4. Going to villages, I will help at least 5 people to come out gambling and drinking habit.
5. I will endlessly work hard to help my siblings who are struggling in life.
6. I will never support differences based on Caste, Religion and Language.
7. I will stay with integrity and strive hard to build a corruption free society.
8. I will work towards becoming a conscious citizen. I will also work hard towards an upright family.
9. Apart from always being friends of differently-abled persons, I will ensure that they feel like being any normal person.
10. I will celebrate with pride, the success of my nation and my country people.

Welfare and society

Social policy draws on sociology to explain the social context of welfare provision. If we are trying to improve people's welfare, it is helpful to try to understand something about the way that people are, and how welfare policies relate to their situation. Some writers have gone further, arguing that because welfare takes place in a social context, it can only be understood in that context. This has been particularly important for 'critical social policy', which begins from a view of social policy as underpinned by social inequality - particularly the inequalities of class, race and gender.

The social structure

Societies are 'structured' in the sense that people's relationships follow consistent patterns. Fiona Williams has argued that social policy is dominated in practice by the dominant values of society - the issues of family, work and nation. [1]

Family A range of policies are built around the idea of the 'family' as a man, woman and children. Examples are child benefits, education and child care. Some countries have policies built on the idea of the man as 'breadwinner', with support based on the idea that the marriage is permanent and the woman will not work. Families which deviate from the norm - for example, poor single mothers - are likely to be penalised, though there may also be anomalies in the organisation of benefits (e.g. when promiscuity is accepted and stable cohabitation is not).

Work Many systems of social protection depend on a stable work record for basic cover in unemployment, ill health and old age. Workers who misbehave - for example, by striking or being dismissed - may be penalised.

Nation Most systems discriminate against non-citizens, and many have residence rules for particular benefits or services. Immigrants are likely to have different, and often second-class, services.

Nations and welfare

Nations are seen at times as groups linked by a shared history or culture; as a collective group of people in a specific geographical location, with a common identity; or as political communities. Historically, social welfare became important shortly after the rise of "nation states", and in some views the ideas are closely associated. David Miller, for example, argues that the nation is the principal community on which welfare provision depends. [2]

Immigration and nationality

Immigrants, by definition, come from outside a community; wherever social protection depends on contribution to collective welfare, immigrants are liable to be excluded. Residual income support may be available, but it is unusual for non-contributory benefits, such as benefits for disabled people, to be available directly to immigrants; many countries have some kind of minimum residential qualification.

Much immigration consists of movements of people from poorer countries to richer ones: immigrants tend to come with relatively limited resources. Few countries offer immigrants a full range of social protection or benefits, and in the short term this is likely to lead to disadvantage. At the same time, migrants tend to be younger and more mobile than host populations. In the longer term, much depends on the economic niche occupied by immigrant groups, and their relative status and resources. Immigrant careers are highly differentiated.

Issues of immigration overlap with racism. However, there are racial minorities who are not immigrants and widely persecuted (like the Roma in central and Eastern Europe), and some immigrant groups are not disadvantaged.

Social problems

Social policies can be seen as collective responses to social problems. A problem is social when it is socially recognised: important issues like grief and emotional distress are not necessarily 'social', and there may be no social policies to deal with them. Conversely, other, seemingly minor, concerns and complaints can be elevated to the status of social problems, and acted on - dealing with 'NIMBY' protests ('not in my back yard') bedevils community care provision. Problems are 'socially constructed'. People's values, beliefs and opinions are conditioned by the society they live in, and people come to share many basic perceptions. This can shape the way people think about issues, and close off some options: so, child abuse is usually constructed as the result of parental abnormality, and not as the obvious outcome of rules which allow children to be beaten physically.

MEDIA

Johan Galtung, the founder of peace studies, discusses in his theories of war and peace journalism (Galtung 1992) the following 12 points that concerns the values of what he calls war journalism 1:

- A focus on violence as its own cause-thus decontextualizing violence, not looking at the reasons,
- Dualism, always reduces to two parts, and hereof winners-losers which makes non-violent outcome ignored
- Manicheanism; the two parts consists of the contradictions good-evil,
- Armageddon, violence is inevitable,
- Focus on individual, avoiding structural causes,
- Making confusion by only a focus on battlefield and visible effects, not on underlying forces
- Excluding and omitting the bereaved, thus never explaining why there are actions of revenge/violence spirals
- Failure to explore the causes of escalation and the impact of media coverage itself,
- Failure to explore the goals of outside interventionists,
- Failure to explore peace proposals, and offer images of peaceful outcomes
- Confusing cease-fires and negotiations with actual peace, peace is defined as victory plus ceasefire
- Omitting reconciliation; and conflicts tend to re-emerge if wounds are not healed (Galtung 1992).

Role of Media

1. When the media does its job differently, citizens do their jobs differently.
2. When you seed innovation in newsrooms, you get new ideas.
3. We live in an era today in which both journalists and the public in the United States are struggling to reach a consensus on what constitutes good journalism.
4. It's no longer enough for journalists themselves to think they are doing a good job. For journalism to continue to receive constitutional protection -- and continue to attract readers and
5. viewers -- readers and viewers have to agree that journalism plays an essential role in our democratic society.
6. Recently, though, there have been disturbing data that this is not the case. National surveys document a reservoir of resentment toward the American press and its practices. Arrogant, insensitive, biased, inaccurate, and sensational are the words the public uses to characterize the media.
7. There appears to be a growing consensus that "news" is broken. Now the big question is: do journalists know how to fix it?
8. Newspaper circulation is flat or falling. Although people are reading more, they're not reading newspapers. And TV news viewership is plummeting.
9. The Freedom Forum, a nonpartisan, international foundation, recently conducted a survey on the state of the First Amendment. Overall, the press held its First Amendment rights in higher esteem than did the general public.
10. More than half of the respondents -- 53 percent -- said they believe the press has too much freedom. This is an increase of 15 percentage points from a similar survey in 1997.
11. Only 45 percent said they believe the media protect democracy, down from 54 percent in 1985.
12. And 38 percent said the media actually hurt democracy.
13. Some 65 percent said newspapers should not be able to publish freely.

14. Disturbing numbers of people said the press should not be allowed to endorse or criticize political candidates, should not be able to use hidden cameras for newsgathering, and should not be able to publish government secrets.

UNIT-IV

ECOLOGY

Ecology – the study of Life Systems [ecosystems] – biotic and abiotic • The word ecology was coined in 1866 by the German zoologist Ernst Haeckel, who applied the term oekologie to the “relation of the animal both to its organic as well as its inorganic environment.” • “the body of knowledge concerning the economy of nature (...) the study of all those complex interrelationships referred to by Darwin as the condition of the struggle for existence” • The word comes from the Greek oikos, meaning “household,” “home,” or “place to live.” Thus, ecology deals with the organism and its environment. • “Every generation...writes its own description of the natural order, which generally reveals as much about human society and its changing concerns as it does about nature.” Worster

Order of Nature Aristotle's History of Animals classified organisms in relation to a hierarchical "Ladder of Life" (scala naturae), placing them according to complexity of structure and function so that higher organisms showed greater vitality and ability to move Aristotle believed that creatures were arranged in a graded scale of perfection rising from plants on up to man, the scala naturae or Great Chain of Being.

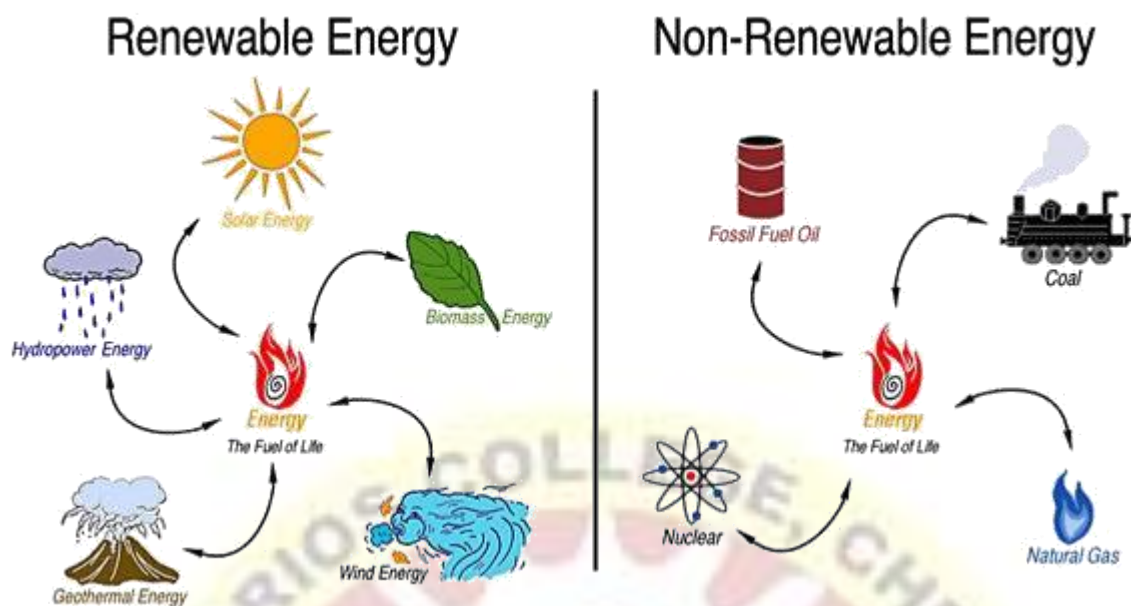
Ecological balance Having a sense of balance means you are sure of not falling. It means stability, harmony. We know that any one ecosystem contains thousands of components: there are thousands of habitats, animals, plants. And there are thousands or millions of possible relationships between these components. A component of an ecosystem could be indispensable to one or more other components in the ecosystem. Example: Many animal species have no idea where to go when a fire destroys a forest.

The Effect of Over Exploitation of Natural Resources and Industrialisation

The environment refers to natural things around us which sustain our life, such as the atmosphere of the earth, fresh and healthy air and drinkable water etc.

To define environment we may say that it is an outer physical and biological system in which man and other organisms exist with many interacting components.

The most recognised among these components include the rocks, minerals, soils and waters, the land and its present and potential vegetation, the animal life and potential for livestock husbandary and the climate etc.



There is a close interaction among these various components which seem to produce some kind of equilibrium in the scheme of nature which is termed as ecological balance.

This interaction of various components is known as ecosystem. This ecosystem is related with environmental factors. The various living organisms of this environment get heat and energy from the sun to make a closely knit ecocycle.

Organisms of this ecosystem may generally be divided into three categories:

1. Producers, 2. Consumers, 3. Decomposers.

Producers mostly belong, to the category of plants that make their food by the inorganic substances by themselves in the presence of light.

Consumers particularly include animals including human being, that depend for their food on other organism including plants, and the decomposers come in the category of bacteria and fungus etc. that decompose the organic substances present in dead plants and animals.

The system is useful to man. A perfect ecological balance cannot be expected in the wake of growing industrialisation as owing to this, pollution of environment becomes inevitable.

The environment has “carrying capacity”, or the amount of pollution or damage an environment can sustain without further degradation.

A lake that is 5 times larger than another one can carry roughly 5 times the pollution load. If the loads of pollution are not minimised or environment upgraded to an extent that it will be able to carry them, the environmental degradation will inevitably worsen.

By the misuse, abuse and uncontrolled use of resources both natural and otherwise have upset the equilibrium between human activity and nature.

Over-exploitation of natural resources in the name of industrialization is posing a great danger to the ecosystem. This danger may be understood in following two ways:

1. Physical Environment. 2. Human Environment.

Physical Environment consists of all constituents of natural origin like physiography-, climate, vegetation, soil, water bodies, wild animals and minerals.

Human Environment consists of all elements having a human touch in their origin. Such elements include all manifestations of human activities.

Of course natural resources cannot be confined to the physical manifestation of nature, it also includes the entire environmental scenario-the carrying capacity of nature, the extent up to which the nature can accommodate.

Interdependence of living and Non-living things
Interdependence of living and Non-living things

competition and niche two species in an ecosystem cannot depend on the same exact set of factors the niche of a species is the set of all factors used by that species communities change over time:

Climate change, natural events, and human impact can change a habitat over time

Ecological succession is the pattern of change in the species present in a given habitat over time succession:

primary succession begins in an area that has no plants at all the first living things to move into an area are called pioneer species (lichen) secondary succession are where soil and organisms are present in an area and have been there in the past Competition for resources adaptation is a characteristic of an organism that helps it survive in its environment a habitat is where a community lives and where species interact the living things in an ecosystem are called biotic factors the non-living things are called abiotic factors Humans and ecosystems

overfishing is the taking of wildlife from the ocean faster than the species can naturally replace itself. Native species are species that are found naturally in an area. Invasive species is an organism that is not native to an ecosystem whose introduction causes harm to native species. Humans affecting the oceans.

ENVIRONMENT CONSERVATION AND ENRICHMENT

We only have one planet and we should all do our part to ensure that it's protected by combining our modern ways of living with a deeper respect and understanding of what nature provides. Environmental conservationists understand that the way we live is a reflection of how we feel about the natural world, and our everyday habits show how much we truly value all the things that the Earth gives us.

So, What Exactly is Environmental Conservation?

There is much to do when it comes to rebuilding and protecting what's left of natural resources and the biodiversity within our ecosystems. Environmental conservation is an umbrella term that defines anything we do to protect our planet and conserve its natural resources so that every living thing can have an improved quality of life.

Conservation works in two ways. It is meant to protect nature by protecting vital resources, and it is also a way of living that works against the irresponsible practices of businesses and large corporations. Green living takes away the power from those who have no interest in using their influence to promote the greater good of our world and choose to add to the problem instead. The more money we keep out of the pockets of big businesses who don't care for the environment, the more we can do for the planet.

Environmental Conservation:

- 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 rainwater 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 upcycle. 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, be 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.

UNIT-V

SOCIAL EVILS – CORRUPTION, CYBER CRIME, TERRORISM – ALCOHOLISM, DRUG ADDICTION

Corruption in the Indian society has prevailed from time immemorial in one form or the other. The basic inception of corruption started with our opportunistic leaders who have already done greater damage to our nation. People who work on right principles are unrecognized and considered to be foolish in the modern society. Corruption in India is a result of the connection between bureaucrats, politicians and criminals. Earlier, bribes were paid for getting wrong things done, but now bribe is paid for getting right things done at right time. Further, corruption has become something respectable in India, because respectable people are involved in it. Social corruption like less weighing of products, adulteration in edible items, and bribery of various kind have incessantly prevailed in the society.

Major Factors Responsible For Corruption:

1. The most important factor is the nature of the human being. People in general, have a great thirst for luxuries and comforts and as a result of which they get themselves involved in all unscrupulous activities that result in monetary or material benefits.
2. Moral and spiritual values are not given utmost importance in educational system, which is highly responsible for the deterioration of the society.
3. The salary paid to employees is very less and as a result of which they are forced to earn money by illegal ways.
4. The punishments imposed on the criminals are inadequate.
 1. The political leaders have spoiled the society completely. They lead a luxurious life and do not even care about the society.
 2. People of India are not awakened and enlightened. They fear to raise their voice against anti-social elements prevailing in the society.

Gender Inequality

In India men are considered far superior than women in every field. From a very long period of time women are thought to be the ones who have to work at home and take care of the family. Men are supposed to protect and earn the livelihood for the family. Though this mentality has changed in the past few years but still it is practiced in many parts of the countries. Women are still not allowed to go out of the house alone. There are many religions in India which force women to cover their faces and their heads while going out. They are still treated to be lower than men.

Dowry

Dowry system is the most deep seated problem in the Indian society. Due to dowry system in Indian society many other social evils have taken birth. Girl children are neglected, sex-selective abortion is also the main result of dowry system. Parents don't spend money to teach their girl child as they think they have to pay this money in the future when their daughter will get married. Though many people have opposed this system but yet it has spread its roots deep down in the Indian society. Even in the Rig Veda it is mentioned that the bride's family have to offer the dowry to the boy's family.

Caste discrimination

Cast division is one of the social evils that is only found in India unlike the gender division. Every society in India is divided into many groups according to the family they are born in. members of the same cast have to do the same occupation, marry in the same caste and many of the lower caste were not allowed to eat with people who belongs to the upper classes. People of the lower caste are termed as untouchables and were not allowed to even touch the people from higher caste. Though there are many rules and laws made in India to eradicate the caste system but they are not very successful. With urbanization and modernization the caste system has changed a lot in some years in India

Female infanticide

Female infanticide is the most shameful social evil prevalent in India. Girl child is considered to be a burden on the family and hence people get sex selective abortions done. There are thousands of cases registered in India about female infanticide. Infanticide means to kill the child intentionally. Though female infanticide is not legal in India but still in many rural parts of the country it is practiced. This social evil is the most gruesome one.

Child labor and child exploitation.

This is the worst social evil in India. Children are exploited and are made to work in dangerous places like cracker factories. They are not treated properly. At the age where they are supposed to play and go to school they are made to work in factories and in shops. Since their parents are not rich enough to fulfil the basic needs of the family or they don't want to work so they force their child to work in small shops and factories. Like other social evils there are rules and laws made to stop the child exploitation but nothing has been ever properly implemented in India and hence you can still see teenagers and children working in the shops and factories.

Drug abuse

Drug abuse is also a very major problem in India that not only affects many of the people addicted to it but also their near and dear ones. There are more than 7.5 million drug users in India. This number is increasing at an alarming rate. Drug addicts are mainly found in the urban areas. People who are more influenced by the drugs are street workers and transportation workers. There are many social awareness programs started in India to reduce the number of drug users in India but all in vain. Due to the modern lifestyle people are getting more used to drugs and alcohols.

Domestic violence

Domestic violence Is an endemic predominantly against woman.. Around 70 percent women of india are victims to domestic violence. In almost every house woman are tortured for dowry by her in-laws. In every city of India girls are harassed and tortured in every street they walk. In every 29 minutes a case of cruelty is filed. Today girls are afraid of coming out from their houses, they are afraid of walking alone in the streets There are several acts and laws are passed bt no serious action is taken against this dispute.
