

Dr. D. Y. Patil Unitech Society's

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SANT TUKARAM NAGAR, PIMPRI, PUNE-411018, (MAHARASHTRA) INDIA RE-ACCREDITED BY NAAC WITH CGPA OF 3.28 ON A FOUR POINT SCALE AT 'A' GRADE (AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY AND RECOGNIZED BY GOVT. OF MAHARASHTRA ID NO. PU/PN/ACS/111/1995, ISO 9001: 2008 AND 14001: 2004 CERTIFIED RECIPIENT OF BEST COLLEGE AWARD OF SPPU FOR ACADEMIC YEAR 2016-17)

Faculty: B.Sc.Animation

Education: Definition, Need, Content, Process and relevance to present day. Concept of Human Values, self introspection.

1. Introduction

- According to T. Roosevelt, "To educate a man in mind and not in morals is to educate a menace to society." The supreme end of education is expert discernment in all things – the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit.
- The Hindu vision of life gives four goals, ideals and core values for a better quality of human life. They are artha (economic values of wealth), kama (psychological values of pleasure), dharma (moral values) and moksha (liberation). These four goals embody the formulation of human values.
- Right living is reached only through value education which only stands against cardinal sins as Mahatma Gandhi has cautioned us: "Pleasure without conscience; Politics without principles; Prayer without devotion; Education without character; Wealth without work; Science without humanity; And commerce without morality."

2. The Context

Today youngsters are confused because of the change in value system in the society and lead them to many dilemmas. Due to liberalization, industrialization and globalization rapid changes are occurring in almost all social sciences. The so called philosophical foundations of India are declining day to day with the country in a state of social turbulence, the goals and functions of formal education need to be reassessed and updated.

3. What are Values?

- Values are principles, fundamental convictions, and ideals, standards of life which act as general guide to behaviour or as a reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. Value literally means something that has a price, precious, dear and worthwhile, one is ready to sacrifice for.
- It is a set of principles which guide the standard of behaviour. Values are desirable and held in esteem. They give strength to a person's character by occupying a central place in his life. It reflects ones attitudes, choices, decisions, judgments, relationships, dreams and vision.

- The guiding principle of life which are conducive to all value development. It is like the rails which keep the train on track. Without values, life will be chaotic.
- Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding
 principles that shape our world outlook, attitudes and conduct. The moral values present a true
 perspective of the development of any society or nation. They tell us to what extent a society or
 nation has developed itself.

4. Definitions of VE:

- According to Perry (1968), "Value means the relation of an object to a valuing subject."
- According to Hindzay (1966), "By values we mean a person's idea of what is desirable, what he actually wants"
- In the words of John Dewey (1966), "Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else".

5. Need for Value Education

Mahatma Gandhi found that there is a great deal of moral degradation in the society. The main causes of moral degeneration are:

- Lack of respect for the sanctity of human life.
- Breakdown of parental control of children in families
- Lack of respect for authority, seen through the brazen breaking of the law and total disregard for rules and regulations
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children, and other vulnerable members of society.
- Lack of respect for other people and property.

Other reasons for the need of VE are:

- to teach the values of the culture and society
- to enable them to distinguish between right and wrong
- to form the conscience of youngsters
- to continue the traditions of the society
- to make meaningful the practices and beliefs
- to connect to every human being in the right way

To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. In Gandhiji's opinion education is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things.

The main object of the study is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral values.

6. Objectives of VE

The following objectives of VE are identified:

- 1. Full development of child's personality in its physical, mental, emotional and spiritual aspects.
- 2. Inculcation of good manners and responsibility and cooperative citizenship.
- 3. Developing respect for individual and society.
- 4. Inculcating 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 faith.
- 7. Developing a sense of human brotherhood at social, national and international levels.
- 8. Helping children to have faith in themselves and in some supernatural power and order that is supposed to control this universe and human life.
- 9. Enabling children to make moral decision on the basis of sound moral principles.

7. Types of Values

Values however are either innate or acquired.

Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

Acquired values are those external values adopted at your "place of birth" or "place of growth" and are influenced by the immediate environment. Examples of acquired values are one's mode of dress, cultural customs, traditions, habits and tendencies.

8. Categorization of Values

There are a number of different categories into which values can be placed.

- **Personal values:** Personal values are those you take for yourself and which constitute acritical part of your values and are apparent in attitudes, beliefs, and actions. Personal values may be prioritized, such as honesty then responsibility then loyalty and so on.
- Social values: Social values are those which put the rights of wider groups of people first. This may include equality, justice, liberty, freedom, and national pride. These are often instilled into us when we were young.
- **Political values:** Political values are ideological beliefs about the best way to govern a country or organization, for example through welfare, democracy and civic responsibility.
- Economic values: Economic values are those around money, and may include beliefs around ownership of property, contributing to the common good (taxes!), the balance of supply and demand and so on.
- Religious values: Religious values are spiritual in nature and include beliefs in how we should live.

Factors Influencing the Learning of Values:

Hogan (1973) believes that moral behavior is determined by five factors:

(1) Socialization: becoming aware as a child of society's and parents' rules of conduct for being good.

(2) Moral judgment: learning to think reasonably about our own ethics and deliberately deciding on our own moral standards.

(3) Moral feelings: the internalization of our moral beliefs to the degree that we feel shame and guilt when we fail to do what we "should."

(4) **Empathy:** the awareness of other people's situation, feelings, and needs so that one is compelled to help those in need.

(5) Confidence and knowledge: knowing the steps involved in helping others and believing that one is responsible for and capable of helping.

9. Value Education in India

In the history of VE we see rather a slow development of the system in India. In the 1980s, the government was more responsive to the needs of VE in our schools.

- Ancient India. Value Education in India from the ancient times has held a prime place of importance. From the gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its impermanence. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge.
- In the modern school system value education, was termed moral education or moral science.
- British were absolutely neutral in their policy towards religion and value education.
- CABE (1943-46) emphasized spiritual land moral education. It was the responsibility of home and community.
- Committee on Emotional Integration (1961) pointed out that the science students should have at least some background of humanities; it opined that there should be a compulsory paper on India's cultural heritage.
- Education Commission (1964-66) recommended moral, social and spiritual values at alllevels.
- UNESCO (1972) felt that the education system should promote values of world peace and international understanding and unity of mankind.
- National Policy on Education (NPE 1986) proposed readjustments in curriculum to make education a forceful tool to inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy and fatalism.

The National Policy on Education (NPE), 1986 envisages a national system of education based on a National Curricular Framework containing a common core along with other components that are flexible.

The common core includes the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity.

These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, etiquette, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper.

10. Implementing the above in the school systems under the Central control.

On the basis of the guidelines given in the National Curricular Framework (NCF) for Elementary and Secondary Education, brought out by NCERT in 1988 after adoption of NPE, 1986, the NCERT revised the entire school syllabi and brought out revised textbooks for classes I to XII. The main focus of the revised syllabi of the NCERT for different stages of school is on the development of knowledge, values and attitudes conducive to actualising the student's potential, for enabling effective participation in the national development endeavour.

Keeping in view the NCERT textbooks and curricular guidelines, the State Governments are expected to undertake measures to revise their school syllabi/ textbooks for introduction in their school system in a phased manner.

11. Initiatives from the Planning Commission:

- As recommended by the Planning Commission's Core Group on Value Orientation of Education, a Standing Committee was set up for promotion and coordination of value orientation of education at the school and higher education stages.
- This standing committee further constituted sub-groups, one of them for schools and education, to formulate plans of action to implement various recommendations made in the core group report
- The plan of action of the school sub-group broadly covers the following areas i. e. integration of elements of value education into:
- Textbooks/textual material
- Non-textual educational materials such as audio- visual materials, posters, charts, stories, picture books, etc.
- Extra-curricular activities.
- In-service and pre-service training of teachers.

12. Approaches to teaching VE:

Broadly there are two approaches to teaching VE:

- 1. Integrated approach and
- 2. Curricular Approach.

Integrated approach: is also known as indirect method. This is adopted by many public schools. In this approach, values are integrated and taught through various subjects and activities. For example, physical education imparts values of health, strength, agility, grace etc.

- Sports teach the values of courage, initiative, rapid decision, action, perseverance, leadership,self control, acceptance of failure and victory.
- Work Experience: Manual skills, utilizing materials, avoiding wastage, creativity, live inharmony with nature, appreciating art and music
- Social studies: lives of great men will instruct on courage, patriotism, citizenship, civic sense,hard work, diligence etc.
- It also makes use of leisure periods, reading books on values, by organizing discussions anddebate by eminent scholars,
- Further it is expected use the incidental method of relating the life of students to various events that take place in the surrounding.
- Further it depends on the morning assembly, celebration of festivals and other occasions toimpart values.

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Curricular approach: It is also known as the direct method or formal method. It is adopted by many private schools. In this approach, text books are identified for various levels for teaching the values. It is carried out by teachers through specified number of periods and specified syllabus.

<u>Assignment- 1</u>

Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? What have been your achievements and shortcomings in your life?

What is Ethical Value

1. **Value**s which serve to distinguish between good and bad, right and wrong, and moral and immoral. At a societal level, these **value**s frequently form a basis for what is permitted and what is prohibited

What are the examples of ethical values?

- Integrity, including. Exercising good judgment in professional practice; and.
- Honesty, including. Truthfulness;
- Fidelity, including. Faithfulness to clients;
- Charity, including. Kindness;
- Responsibility, including. Reliability/dependability;
- Self-Discipline, including.

What are ethical values life?



Honesty, caring and compassion, integrity, and personal responsibility are values that can help you behave ethically when faced with ethical dilemmas in your personal life. The following illustrates the application of these values and ethical reasoning in real life issues and issues you may face personally

Professional ethics

Professional ethics are **principles that govern the behaviour of a person or group in a business environment**. Like values, professional ethics provide rules on how a person should act towards other people and institutions in such an environment.

Mass Media ethics

Media ethics is the best of <u>applied ethics</u> dealing with the specific ethical principles and standards of <u>media</u>, including <u>broadcast media</u>, film, <u>theatre</u>, the <u>arts</u>, <u>print media</u> and the internet. The field covers many varied and highly controversial topics, ranging from <u>war journalism</u> to <u>Benetton</u> ad campaigns

Importance of Media Ethics:

It is main duty of media to supply accurate and fair news, data, entertainment, discussion on legal,

political, economic information to peoples in society.

1.Responsibility: It is responsibility of media to provide accurate and fair information

for public welfare. A reporter who misuse media power for any selfish reason is not

trustworthy and held responsible.

2.Freedom of the Press: Media is having freedom of collecting information, asking questions

on related matters, conducting survey and discussion etc. Media ethics carries a legal

framework for the protection of the right to freedom of expression.

3.Independence: Media should be free to express their views. Media should be independent but

should be loyal to country and country people.

4. The media ethics reflects Sincerity, Truthfulness, Accuracy by connecting with people

through efficient and effective information delivery. 5.Impartiality: Media people should be impartial about news, and expression of opinion

of any kind.

6.Fairplay: Media ethics guides about fair play. The matter related to religion , pubic and private rights should be handled fairly by media. 7. Protect cultural heritage and social values: It is important for media to preserve and

promote our cultural heritage and social values.

8. Social approval: For Social approval and respect media ethics are important.

9. Minimizing harm and maximizing benefits for social welfare and public.

Media Ethics in India:

Ethics is a speculative science. The tradition, religious beliefs and social customs are pillars of ethical codes. The Indian ethics are built on certain religious principles, values and traditions of India. The Indian Ethics are based on culture, families, traditions, worships, rules and regulations for individual in society for wellbeing of people and society. The word 'dhr', means to clutch together. Dharma is society dharma is very important.

influence of ethics on family life

These beliefs, transmits the way of life a child lives and changes into an individual in a society. Ideas passed down from generation to generation make up a family values. ...

Children who are influenced by **strong moral values** identify them in others quickly which then produces a new generation with similar beliefs

Who influences ethics in our life?

1 **Family**. The earliest time people learn ethics from society is through their interactions with family. The parents, siblings and other family members are parts of society, and the way they interact with a child can have a profound influence on the child's ethical standpoint

What are family ethics?

"the moral and ethical principles traditionally upheld and passed on within a family, as fidelty, honesty, truth, and faith." ... "values held to be traditionally taught or reinforced within a family, such as those of high moral standards and discipline."

psychology of children and youth

Youth psychology, or child psychology as it is often called, is a discipline of psychology that **focuses on the mental, emotional, and behavioral needs of children** and adolescents. Youth psychology is a field that specifically addresses the development, well-being, and functioning of youth.

What psychology says about child?

Child psychology is one of the many branches of psychology. This particular branch focuses on the mind and behavior of children from prenatal development through adolescence. 1 Child psychology deals not only with how children grow physically, but with their mental, emotional, and social development as well.

What is youth in terms of psychology?

Youth, in a very general definition, is **a period of life in-between childhood and adulthood**. ... 2 Youth since has become an object of pedagogical and psychological expertise

What are the goals of child psychology?

The three goals of developmental psychology are **to describe**, **explain**, **and to optimize development** What are the characteristics of youth? Youth is the time of life when one is young, and often means the time between childhood and adulthood (maturity). It is also defined as "**the appearance, freshness, vigor, spirit, etc.**, characteristic of one who is young

Leadership Qualities

When thinking about the concept of leadership, many individuals assume that it is the same thing as management. This couldn't be further from the truth - a leader is anyone who wants to be, regardless of their position with an organization. Similarly, many managers do not actually possess the leadership qualities that would make them true leaders.

Leadership can mean many things to different people. One good definition of an effective leader is "a person who does the following:

- Creates an inspiring vision of the future.
- Motivates and inspires people to engage with that vision.
- Manages delivery of the vision.
- Coaches and builds a team, so that it is more effective at achieving the vision."

When considering what strong leadership looks like, there are a few qualities of a great leader that tend to be true across the board - these are traits that every good leader has, or should strive for.

The Top 10 Qualities of a Great Leader

1. Vision

Perhaps the greatest quality any leader can have is vision - the ability to see the big picture of where the organization or team they are working within is headed, what it's capable of, and what it will take to get there.

2. Inspiration

Equally as important as having a vision is the ability to convey that vision to others, and get them excited about it. This means maintaining a positive yet realistic presence within the organization helping team members stay motivated and engaged, and remember what it is that they are working for.

3. Strategic & Critical Thinking

A good leader will be able to think critically about the organization or team they work within, and develop a clear understanding of its strengths, weaknesses, opportunities, and threats (and how they as an individual can work to support or overcome these). They'll be able to course-correct when necessary, and be able to assess the work they do to determine how it fits into overall organizational strategy and goals.

4. Interpersonal Communication

Good leaders must be able to interact with other people in a way that feels genuine. This does not mean you have to be an extrovert or a people-person to be a leader - there are many excellent leaders who self-identify as introverts! Rather, it means being able to demonstrate empathy, engaging in active listening, and building meaningful working relationships with those around you, whether they are a peer or a direct report.

5. Authenticity & Self-Awareness

One of the key ways to become a great leader is to be self-aware enough to understand your strengths and your flaws, and to build an authentic leadership style that's true to who you are and how you do your best work. You want to be the best possible leader you can be, not try to fit into a mold set by someone else. Try to embrace the things that make you who you are, and that will naturally translate into you developing an authentic leadership style.

6. Open-Mindedness & Creativity

Being a good leader means being open to new ideas, possibilities, and perspectives, and understanding that there's no "right" way to do things. Leadership involves the knowledge that success comes with a willingness to change how things are done and to bring in fresh eyes to inspire new ideas, in addition to trying to think outside the box as much as possible. Leaders must be able to listen, observe, and be willing to change course when necessary.

7. Flexibility

Leadership also means being adaptable and nimble when the situation calls for it. Nothing ever goes according to plan - whether you encounter minor roadblocks or large obstacles, you will need to be prepared to stop, reassess, and determine a new course of action. Good leaders will embrace the everchanging nature of business and meet challenges with a flexible attitude - and be able to build inspire that same willingness to adapt in those around them.

8. Responsibility & Dependability

One of the most important qualities a leader can have is a sense of responsibility and dependability. This means displaying those traits in your individual work, but also demonstrating them in your interactions with others. Your team members need to know that they can depend on you to take on your fair share of work and follow through, support them through tough times, and help them meet both shared and individual goals.

9. Patience & Tenacity

A good leader knows how to take the long view, whether it's of a strategy, a situation, or a goal. Being able to take on any bumps in the road and persist on without getting frustrated or defeated is key—from small projects to corporate vision, patience is a trait that is essential to strong leadership.

10. Continuous Improvement

True leaders know that perfection is a myth - there is always room for improvement on all levels, from the personal to the team to the overall organization. They'll always be willing to help team members find ways to develop new skills or improve upon a weakness, be able to identify and implement strategies for helping the organization as a whole grow, and, perhaps most importantly, be able to look inward and identify the areas they would like to work on - and then act on them.

Ethics in advertising

Ethics means "Good Conduct" or "Conduct which is right in view of the society and the time period". By common consent, various modes of behaviour and conduct are viewed as "good" or "bad".

In other word, we can say that Ethics are moral principles and values that govern the actions and decisions of an individual group. Ethics is a choice between good and bad, between right and wrong. It is governed by a set of principles of morality at a given time and at a given place and in a given society. Ethics is related to group behaviour in ultimate analysis, thus setting norms for an individual to follow in consistence with the group norms.

A particular action may be within the law and still not be ethical; Target Marketing is a good example for this. There is no law to restrict tobacco companies from promoting their brands to Africans & American, though it is in India but for Doordarshan only. Similarly the alcoholic – beverage companies promote their brands & target not only college students but underage drinkers as well. These advertisements have increased alcohol related problems. Advertisements exposing pornography is another serious issue in advertising industry today. Advertisements promoting permissiveness & objectifying women are heavily criticized in the society.

Therefore, even advertising has ethical value. The mixing of Art and facts in advertising communication are subservient to ethical principles. In today's competitive and buyer's market, an advertisement have to be truthful and ethical. If an advertisement is misleading, the credibility of the organization is lost. To view the truth in advertisement, it has to be seen from to consumer's point of view rather than from legal point. The advertising industry has been frequently criticized for putting out misleading or exaggerated claims in respect of product, goods and services advertised. It is also perceived as guilty of glorifying certain habits or tendencies regarded as undesirable and encouraging consume rest culture. However, it is very difficult to demarcate a clear line of difference between what is true and what is untrue. But the advertisement as such is judged by its impact, and by its acceptance by the consumers. The product must fulfill its advertised claims. Advertisements should be decent and not be obscene. It must be truthful. Gambling is also unethical. Sometimes, celebrities endorsing the product and spreading falsehood is also criticized. Advertising is a social process, thus it must follow the time-tested norms of social behaviour and should not affront our moral sense.

In short ethics are rules of conduct or principles of morality that point us towards the right or best way to act in a situation. Ethics vary from person to person, society-to-society point of view. Remember that the various people have different backgrounds, values and interests. You may see nothing wrong with the advertisements for cigarettes or beer or sexually suggestive ads, but other students, many oppose these actions on moral and ethical grounds. You will have to draw your own conclusions as to what is right and what is wrong!

Social criticism and responsibility of advertising

Advertising is the most visible activity of business. Advertising is the most popular mass communication channel that has made mass selling possible. Advertising made mass selling possible. Advertising is Omni present. Advertising creates brand for the products or services advertised. It allies, invites and involves consumers along with itself. To creates images for the products advertising professionals uses variety of things like drama, music, action, romance, emotion, sex, animated & functions characters and so on. It not only invites consumer's to try their products or services but also invite public criticism. Much of the controversy stems from the ways many companies use advertising as a selling tool and from its impact on society's tastes, value and lifestyles. Mike Huges, president and creative director of the Martin Agency, said that, "Ads help establish what is cool in society; their message contribute to the public dialogue. Gapads show Black, White & Hispanic kids dancing together. Hilfiger ads showed it's cool for people to get along. "He argues that advertising professional law a social & ethical responsibility.

Advertising contributes to have both negative & positive influence on society. It is criticized for encouraging materialism, manipulating consumer to buy things they do not need; stereotyping, fraudulent & so on. Let's discuss the various criticisms concerning the influence of advertising on society

The role of media in value building.

The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet.

In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

Purposes:

Mass media can be used for various purposes:

The original idea behind the creation of various 'media means' was to entertain masses. Radio, TV, cinemas and magazines spend most of their resources targeting on entertaining items and programs. Because of the growing population and developing lifestyle, the demand for more entertainment is increasing. Every year billion of dollars is traded in entertainment industry.

News & Current Affairs:

One of major duties of media today is to inform the people about the latest happening around them and the world. They cover all aspects of our interest like weather, politics, war, health, finance, science, fashion, music, etc. The need for more and more news has evolved into creation of dedicated TV & radio channels and magazines. People can listen, watch and read latest news whenever and wherever they want.

Political Awareness:

Media is the overseer of the political system. If it plays its role honestly, it will be a great force in building the nation. It plays a great role in bringing common man close to their leaders. The media focuses in bringing details of all major political situations, decisions and scenarios. Hence people can better understand their rights and make better decisions.

Education:

Because of the power of media is so extensive and huge, it can be used to educate people with very little cost. Imagine a classroom in every city with thousands of students being taught by just one teacher. But unfortunately, because of moneymaking approach of media and lack of interest by government, very less work is done in spreading the education.

Public Announcements:

Various authorities and agencies utilize the power of media to spread informative messages to public. This may include warning against a storm or epidemic, delay in arrival or departure of flights and trains, etc. In some cases, it is legally binding to publish notices in newspaper like tenders, change of property ownership, etc.

Advertisement:

Almost all business concerns uses the power of media to sell their products.

They advertise in media for the enhancement of business purposes. Huge amounts of money are invested in media for marketing of a product. The more attractive the advertisement, the more people will follow it.

Disadvantages:

Even though there are lot of plus points for use of media but there are also many disadvantages associated with it. Media has the bad effect of inducing baseless ideas through advertisements. People are forced to buy harmful or substandard products. Sometimes, the Media develops unnecessary sensation and distortion of truth to attract attention. Because of its power to build public opinion, the influence of media can make or break the government.

Conclusion:

The media has the power of educating people, the good and the bad. Since it affect the eyes, the ears and the mind simultaneously nothing can overcome the influence of the media. The media in the advanced society should perform a noble mission of enlightening people and discourage sectarian, communal and divisive trends.

UNIT 3: Human Rights

UNIVERSAL DECLARATION OF HUMAN RIGHTS:

Simplified Version:

This simplified version of the 30 Articles of the <u>Universal</u> <u>Declaration of Human Rights</u> has been created especially for young people.

1. We Are All Born Free & Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

- 2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
- 3. The Right to Life. We all have the right to life, and to live in freedom and safety.
- No Slavery. Nobody has any right to make us a <u>slave</u>. We cannot make anyone our slave.

- 5. No Torture. Nobody has any right to hurt us or to torture us.
- 6. You Have Rights No Matter Where You Go. I am a person just like you!
- 7. We're All Equal Before the Law. The law is the same for everyone.It must treat us all fairly.

8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly.

9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

10. The Right to Trial. If we are put on trial this should be in public.The people who try us shouldnot let anyone tell them what to do.

11. We're always Innocent Till Proven Guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true. 12. The Right to Privacy. Nobody should try to harm our good name.Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.

14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. Right to a Nationality. We all have the right to belong to a country.

16. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. **The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. **The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22. **Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

23. Workers' Rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24. **The Right to Play.** We all have the right to rest from work and to relax.

25. Food and Shelter for All. We all have the right to a good life.Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26. **The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.

30. No One Can Take Away Your Human Rights.

What is the RTI Act?

The RTI Act was introduced with the sole objective of empowering people, containing corruption, and bringing transparency and accountability in the working of the Government. The Right To Information Act mandates that timely response be given to any citizen who asks for it. This was an initiative taken by the Ministry of Personnel, Public Grievances and Pensions to ensure a portal for citizens who searched and needed quick information. Here are a few things you need to know about the Act and filing an RTI appeal.

Every public authority is obligated to maintain computerized versions of all records in such a way that it can be accessed over a network anywhere in the country and issued to the person who has requested for information.

Every public authority should provide essential information to the public through various channels of information (including internet) at frequent intervals so that the use of the RTI Act to obtain information can be kept to a bare minimum.

Any person who desires to obtain information shall submit a written or electronic request in English or Hindi or in the official language of the area to the Central Public Information Officer or his/her counterpart at the state level.

No applicant will be required to give any reason for application for request or to provide any personal information except for contact details where it is necessary for the authorities to contact the applicant. In case an appeal is rejected, the Central Public Information Officer or his/her equivalent will communicate the reason for rejection, period within which an appeal against the rejection can be made and particulars of the appellant authority.

Under normal circumstances, the information requested for will be provided in the form sought for - if a citizen asks for some information in the form of an email attachment, it will be provided unless it causes damage to the original document itself.

The authority will be under no obligation to provide such information that might hurt the sovereignty and integrity of India, information that has been forbidden to share by any court of law, information received under confidence by a foreign Government and cabinet papers.

History of Mass Media in India

Back

Indian Media consist of several different types of communications: television, radio, cinema, newspapers, magazines, and Internet-based Web sites/portals. Indian media was active since the late 18th century with print media started in 1780, radio broadcasting initiated in 1927, and the screening of Auguste and Louis Lumière

moving pictures in Bombay initiated during the July of 1895. It is among the oldest and largest media of the world. Media in India has been free and independent throughout most of its history, even before establishment of Indian empire by Ashoka the Great on the foundation of righteousness, openness, morality and spirituality. The period of emergency (1975–1977), declared by Prime Minister Indira Gandhi, was the brief period when India's media was faced with potential government retribution.

The country consumed 99 million newspaper copies as of 2007 - making it the second largest market in the world for newspapers. By 2009, India had a total of 81,000,000 Internet users - comprising 7.0% of the country's population, and 7,570,000 people in India also had access to broadband Internet as of 2010 - making it the 11th largest country in the world in terms of broadband Internet users. As of 2009, India is among the 4th largest television broadcast stations in the world with nearly 1,400 stations. Snapshot of evolution of media in India is as below:

Mass media in India - Bengal: The Bengal Gazette was started by James Augustus Hicky in 1780. The Gazette, a two-sheet newspaper, specialised in writing on the private lives of the Sahibs of the Company. He dared even to mount scurrillious attacks on the Governor-General, Warren Hastings', wife, which soon landed "the late printer to the Honourable Company" in trouble.

Hicky was sentenced to a 4 months jail term and Rs.500 fine, which did not deter him. After a bitter attack on the Governor-General and the Chief Justice, Hicky was sentenced to one year in prison and fined Rs.5,000, which finally drove him to penury. These were the first tentative steps of journalism in India. Mass media in India - Calcutta: B.Messink and Peter Reed were pliant publishers of the India Gazette, unlike their infamous predecessor. The colonial establishment started the Calcutta Gazette. It was followed by another private initiative the Bengal Journal. The Oriental Magazine of Calcutta Amusement, a monthly magazine made it four weekly newspapers and one monthly magazine published from Calcutta, now Kolkata.

Mass media in India - Madras Chennai: The Madras Courier was started in 1785 in the southern stronghold of Madras, which is now called Chennai. Richard Johnson, its founder, was a government printer. Madras got its second newspaper when, in 1791, Hugh Boyd, who was the editor of the Courier quit and founded the Hurkaru. Tragically for the paper, it ceased publication when Boyd passed away within a year of its founding.

It was only in 1795 that competitors to the Courier emerged with the founding of the Madras Gazette followed by the India Herald. The latter was an "unauthorised" publication, which led to the deportation of its founder Humphreys. The Madras Courier was designated the purveyor of official information in the Presidency. In 1878, The Hindu was founded, and played a vital role in promoting the cause of Indian independence from the colonial yoke. It's founder, Kasturi Ranga Iyengar, was a lawyer, and his son, K Srinivasan assumed editorship of this pioneering newspaper during for the first half of the 20th century. Today this paper enjoys the highest circulation in South India, and is among the top five nationally.

Mass media in India - Bombay: Bombay, now Mumbai, surprisingly was a late starter - The Bombay Herald came into existence in 1789. Significantly, a year later a paper called the Courier started carrying advertisements in Gujarati.

The first media merger of sorts: The Bombay Gazette, which was started in 1791, merged with the Bombay Herald the following year. Like the Madras Courier, this new entity was recognised as the publication to carry "official notifications and advertisements". 'A Chronicle of Media and the State', by Jeebesh Bagchi in the

Sarai Reader 2001 is a handy timeline on the role of the state in the development of media in India for more than a century.

Bagchi divides the timeline into three 'ages'. The Age of Formulation, which starts with the Indian Telegraph Act in 1885 and ends with the Report of the Sub-Committee on Communication, National Planning Committee in 1948.

State of Modern Mass Media: After Independence, the Indian media had evolved, realigned and reinvented itself to a large extent, and now-a-days you can see a clear division between commercial and aesthetic expressions of our Media Giants, sometimes arbitrary. Modern mass communication media is poles apart relative to any aesthetic feeling: vulgarity and arrogance nullify any hypothesis of meaning. Aesthetics is the more powerful answer to violence of modern mass communication. Today's mass communication media seems to elude every determination, exposing its message to all possible variants, it finishes to abolish it. Goal of mass communication is always the unbiased dissipation of any content, and the world wide web is no exception, and surely is the most efficient media tool.

It's also very interesting to observe how the old media are becoming more and more permeable to blogs and D.I.Y. information. This phenomenon is not due to a fascination in more democratic information sources. On the contrary - the pressure is rising due to the growth of the eyes' (cameras and new digital devices) that are watching the same events that mainstream media are reporting to us: the possibility of being uncovered are too many and broadcast journalists are forced to tell the truth (or at least a plausible version of it). As a consequence, blogs have become the major source of news and information about many global affairs. We also have to consider that bloggers are often the only real journalists, as they (at their own risk) provide independent news in countries where the mainstream media is censored, biased or under control.

What is social values in simple words?

Definition: Social values are a set of moral principles defined by society dynamics, institutions, traditions and cultural beliefs. These values are implicit guidelines that provide orientation to individuals and corporations to conduct themselves properly within a social system.

What are example of social values?



Social values include justice, freedom, respect, community, and responsibility

What is value education psychology?

1. instruction that is focused on principles, moral standards, or ethical qualities that are considered desirable, in addition to academic instruction. 2. education focused on socially acceptable or correct living.

What are the 5 basic approaches to values education?



Superka, Ahrens, & Hedstrom (1976) state there are five basic approaches to values education: **inculcation, moral development, analysis, values clarification, and action learning**

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

Value education also **helps the students to become more and more responsible and sensible**. It helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen. It also helps students to develop a strong relationship with family and friends

What are the two approaches to value education?

According to Douglas Supreka, there are eight approaches to value education. They are: **Evocation**, **Inculcation**, **Awareness**, **Moral Reasoning**, **Analysis**, **Value Clarification**, **Commitment and The Union Approach**

What is the strategy of value education?

The strategies are: 1. **Incorporating Values through the Existing Curriculum** 2. Value-Inculcation through Co-Curricular Activities 3. Development of Value-Consciousness through Story 4. Inculcation of Values through Discussion on Slogans 5

What is the relationship between values and education?

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 I people, things and ideas and to the whole of life

How was value education taught in the early days?

The activities such as listening a story made for someone else, reading books, listening the sounds of other people are the overview specified in values and attitudes learning of cognitive theory. ... Giving place to the discussion after the story provides a child to acquire new skills about what is right and wrong.

What are the characteristics of value education?



Value Education is a **process of increasing the overall character of a student**, it also includes character development, personality development and spiritual development, it develops a sensible person with strong character and values

What are the basic guidelines of value education?

Whatever is studied as value education **needs to be universally applicable to all human beings** and be true at all times and all places. It should not depend on sect, creed, nationality, race, gender, etc. - Rational It has to be amenable to logical reasoning. It should not be based on blind beliefs

Why is value education important to happy life?

Value education **promotes social and national integration for making our world better**. Value education helps to create the culture of peace where people learn within themselves about fundamental freedom, uniqueness, and human rights of others to live together in a peaceful manner

What is human values value education?

Value Education is the **education which enables to understand 'what is valuable' for human happiness**. It is all about enabling a transformation in the human beings to help them move from Animal Consciousness to Human Consciousness.

What is the real value of education?

The true value of education lies **in the way it enriches the mind**, by providing knowledge that enables the individual to make proper choices. He or she does this with full knowledge of the consequences.