

## CHAPTER II

### HUMAN VALUES ,REAL ACTION AND EDUCATION.

#### 2. NATURE OF VALUE

Every aspect of a man's life has value. In fact, values permeate the whole of human existence and are a major factor in determining the kind of human being we are. Every one of us has needs, urges and aspirations. Anything that fulfils the needs, satisfies the urges and helps us in realising those aspirations has value. According to the Oxford dictionary 'Value' means 'Worth'. The Encyclopaedia of Social Sciences refers to value as interests, pleasures, likes, preferences, duties, moral obligations, desires, wants, needs."The word value is derived from the Latin root word 'Valerie' meaning being strong and vigorous. To be of value is to have certain virtues. From an historical view point a value may be defined as a thing which is good. widely accepted concept of value in traditional philosophy is as 'Truth', Goodness,'Beauty', i.e. 'Satyam Shivam and Sundram.' "(Para 1, page, *Education in human value, Madhu Kapani, Sterling Publisher*)

#### 2.1 VALUES IN EVERY DAY LIFE

(i) In our every day life affairs our values are our principles, our guides. Values are our codes of internal conduct, the principles upon which we run our lives and make our decisions. Our first values are given to us by our parents, and these are added to by those values given to us by our peers, our teachers, and the wider community. Our moral values are often sourced from our faith. It is from these that we select the principles which rule our lives and our behaviours.

(ii) Our values often include universal principles such as truthfulness, honesty, fairness, justice, honour etcetera. These principles are often essential for our personal and social survival.

Putting things back to front, we can often work out what values are present when we analyse either ourselves or others, for behaviour reveals choices, and choices are based on our values. We always choose what is best for us and best for others. We do this when we are being selfless, putting the good of all first, ahead of our own wishes and desires. This is how social values come into existence and are known.

(iii) Our brains are hard-wired to seek the Truth. No matter what blueprints are laid down by our families, education and work, we are seekers of ultimate truth. What words we put on this varies in time and place, culture and society, but we are all seekers of peace and truth. In saying this, we are not saying we are seekers of pleasure and comfort; we are not creatures who seek to reduce others or life to units of rest, pleasure or satisfaction. Ultimate universal concepts drive our lives to discover and embody those concepts within ourselves.

### **2.3 CHARACTERISTICS OF VALUES**

(i) Values are ideas, concepts and abstractions that people think as important in life. Values are something they consider worthwhile. They are things of the mind that have to do with the vision people have of 'good life' for themselves, their relations and other colleagues.

(ii) Values cannot be seen or perceived directly but they have to be inferred from such value indicators like, what people say and do when they value 'economic justice', or 'loyalty' or 'self – aggrandisement'. The actions as well as statements of people give clues about their values.

(iii) The value which things appear to have is not their own right, but borrowed from the satisfaction of desires which they provide. In the field of values neither words nor the thoughts they express can

ever substitute for experience. The prevalent values of society significantly condition the way it conceives and goes about discharging its business.

(iv) All people have values but they may not be aware of what values are. They exist in people's mind, they are the standard of conduct, beauty, efficiency or worth that people try to maintain in life.

(v) People care deeply about things that they value. Values have emotional dimensions, a powerful emotional commitment, a strong liking for something. Values can be defined, compared, contrasted, analysed, generalised and debated. As standards, they can be used explicitly to judge the worth of things. A value is always an experience, never a thing or an object. It belongs to the inner world of mind. The mind is a social product but despite their social character are personal.

(vi) Some values have the status of ultimate existence; it is so because they are of the nature of God, who alone has ultimate and absolute existence.

**(Page 17,18, Education in human value, Madhu Kapani, Sterling Publisher)**

Values can be sourced from (a) Cultural background (b) Religious background (c) Scientific background (d) Life's experiences

## **2.4 HUMAN VALUES**

(i) What are Human Values? Human Values are those universal concepts, drivers of action which are found in all cultures, all societies, and all times and in all places where human beings eke out their lives. The five human values, which can be found in all cultures, all societies and in all religions, are **TRUTH, RIGHT CONDUCT, LOVE, PEACE AND NON-VIOLENCE**. These values

are eternal; they are eternal essences, which elevate human life to its highest expression, its highest capacity.

**TABLE 1**

**GRID OF HUMAN VALUES AND SUB VALUES**

<b>Right Conduct</b>	<b>Peace</b>	<b>Truth</b>	<b>Love</b>	<b>Non-Violence</b>
Manners	Patience	Truthfulness	Kindness	Consideration
Health Awareness	Concentration	Creativity	Friendship	Cooperation
Helpfulness	Positiveness	Honesty	Forgiveness	Global Stewardship
Responsibility	Self Acceptance	Determination	Generosity	Loyalty
Independence	Self Discipline	Fairness	Compassion	Active Citizenship
Perseverance	Thankfulness	Trust	Tolerance	Justice
Courage	Contentment	Reflection	Service	Respect

(ii) Human values have an inherent energy and dynamism. Human values do not follow the laws of physical science. They cannot be depleted. Normally, when we spend energy our resources we become drained of energy to the extent of our expenditure. But human values multiply as they are applied, used, expressed and acted out. They benefit both the giver and the recipient.

(iii) So we can understand that human values have an inherent energy that gathers strength and multiplies as they are used. We can use the metaphor of opening a bank account, a credit of energy which is built up, establishing a wealth of energy within, upon which we can make withdrawals at any time. The fruit of these withdrawals is that they attract more energy as they are spent! We could call this our value bank, which also attracts deposits in our character bank. Values are present and quickly identified when we act with unity between what we think, say and do. That unity, of thought, word and deed is called integrity.

(iv) Human values do not follow the inverse square law. They do not undergo diminution with time and space. A good action performed today remains a good action forever..

(v) There is an overlap between behaviour and values; behaviour is always based on choices; choices are based on values; i.e., guides to action and behaviour. Values are dynamic and fluid; they are not discrete units, they are multi layered, multi-contextual, and multi-faceted. They do not have rigid boundaries and apply across all compartments of behaviour, choice and motivation. Values are also linked to emotion; emotion is simply the energy, the outward going momentum of the mind expressed as feeling and action. So before we go analysing behaviour and attributing motives and choices, we know that action and behaviour are based on thoughts, which express wants and desires. Values are a dynamic force that operates on the ego, mind and will, enabling connectivity to intellect, conscience, discrimination; values empower the reflection between the impermanent and permanent aspects of action and behaviour, reality and desire, want and choice.

Thus, human values have an inherent dynamism which carries the human being forward through all the domains of the person to the exercise and application of knowledge, skill, balance, insight and identity. So we may conclude that human values are eternal essences empowering, driving, charging and informing human activity which sustain and uplift both the individual and the society.

## **2.5 DETAILED BREAK UP OF HUMAN VALUES INTO SUB - VALUES**

### **(i) LOVE**

Love is often thought of as emotion, but it is not itself an

emotion. It can produce an emotion. Love is actually a form of energy, which affects all forms of life. It is psychic force, which each individual transmits and receives. Children need love; so do animals – even plants respond to love. The absence of love inhibits, and can even kill. At the sub-atomic level, it is a force that bonds the universe. In people, it manifests as selflessness. Sathya Sai Baba says, *“Love lives by giving and forgiving, selfishness by getting and forgetting.”* Love grows with sharing. Children need to develop in a loving environment. Eventually, it should make a person realise the universal brotherhood of Man and one’s kinship with all life.

Love is the mother human value which has got intimate linkages with four other human values. It is an energy that flows like the sun from one to another. It does not refer to emotional relationships. Shakespeare describes love when he says, *“Love is not love which alters when it alteration finds.”* It is a supreme value in life. **It has the following sub-values**

**Caring, Compassion, Dedication, Devotion, Friendship, Forgiveness, Generosity, Helping, Inner happiness, Joy, Kindness, Patience, Sharing, Sincerity, Sympathy, Sensitivity, Tolerance, Patriotism, Humanism**

## **(ii) PEACE**

Peace is the end purpose of all human endeavours. Whether a person makes right decisions or wrongs, the motivation is always for achieving peace and happiness. However, this goal would be much more easily achieved if one were to understand more clearly which domain of the personality is involved. It is only when there is emotional equilibrium that one experiences peace. It is when we allow our internal emotional system to become disturbed, that we become subject to anxiety and confusion. Peace of mind is, in effect, a state of equilibrium.

Life is not plain sailing, but it is the attitude of mind with which we face the ups-and-downs that makes all the difference. With a little detachment – a stepping back from the problem – we soon find that things don't look so bad. In fact, peace is always there, as a substratum of our being; we need to find the way to access it. Learning to control the mind is the secret, and this is best learned right from a very young age. In today's world, more and more people are becoming the victims of stress. This is not a natural state, and it is not a necessary state; we need to equip our children with the means to deal with it.

Peace as a human value may be defined as a state of emotional equilibrium. It promotes self-confidence, patience, and concentration. Because of the importance of inner peace, calm and equipoise, the inclusion of silent sitting/tuning in as a teaching device has been specifically recommended and designed to remedy this tremendous loss within our environment today. **It has the following sub-values**

**Attention, Calm, Concentration, Contentment, Dignity, Discipline, Endurance, Focus, Happiness, Honesty, Humility, Inner Silence, Optimism, Patience, Contemplation, Reflection, Satisfaction, Self Acceptance, Self Confidence, Self Control, Self Discipline, Self Respect, Understanding,**

### **(iii) RIGHT ACTION**

Truth in action is Right Conduct. Sri Sathya Sai Baba explains that it is "*the disciplining of the human will to do right action always.*" All actions take place in the physical domain, but every action is a response to an inner prompting – a response to a thought. We may merely act in response to some sensual impression or desire – "I see, I want, I must have..." Or it can be undertaken in the light of knowledge and for the wellbeing of all. If

the action is appropriate, it will hurt no one and appears to be for the general good, and then it is right conduct.

Right conduct is an indispensable component of an integrated personality, and it is that which maintains the harmony in creation. In essence, it is the "Rightness" of things – that which is in accord with their true nature. Just as cancer is the result of cells ceasing to conduct themselves in conformity with their nature, so is social chaos the result of neglecting to regulate our lives according to the norms of right conduct? Right Action as a cardinal human value teaches ethical skills such as: honesty avoidance of quarrels, and the willingness to work hard. **It has the following sub-values:**

**Cleanliness, Hygienic living, Dignity of Labour, Punctuality, Self Help, Obedience, Honesty, Simple Living, Prudence, Contentment, Courage, Dependability, Duty, Ethics, Gratitude, Goals, Good Behaviour, Healthy Living, Helpfulness, Initiative, Leadership, Perseverance, Time Management ,Resourcefulness, Respect, Courage, Responsibility, Sacrifice, Self Confidence, Self -Sufficiency Simplicity, Team Work, Faithfulness, Trust**

#### **(iv) TRUTH**

In essence, Truth is that which is in perfect accord with reality, and it is the life-principle within each of us. The natural laws are that Truth in action. In the ethical sense, it manifests as truthfulness of speech and harmony between our thoughts, words and deeds. Speaking the truth is an indispensable ethical discipline, which should be regarded as a social obligation and a necessity. Untruthfulness corrupts the mind, destroys its tranquillity, and pollutes the environment and society.

The yearning to know that Truth is what is at the root of all research, and can therefore be seen as one of the driving forces of



human existence. Ultimately, it leads us to inquire not only into the wonders of the world around us, but also into the secret of who we are. What makes us tick and what is the purpose of our life? Truth as a cardinal human value helps in developing the child's intellect and teaches him to reason and discriminate. Truth develops memory and encourages self-analysis and intuition. **It has the following sub-values**

**Curiosity, General Awareness, Discrimination, Equality, Honesty, Integrity, Intuition, Optimism, Spirit of Enquiry, Quest for knowledge, Reason, Introspection /Self Analysis, Self Knowledge, Spirit of Inquiry, Synthesis, Truthfulness, Secularism,**

#### **(v) NON-VIOLENCE**

Non-Violence as a human value cultivates the students' respect for life and the elements of nature. It is the spiritual domain of existence. Here one experiences the essential oneness and unity of all creation. The practice of Non-Violence in all levels of thought, word and deed is the ultimate expression of the programme of education in human values. Non-Violence is not merely refraining from doing harm. Non-Violence manifests when love enters the deeper levels of one's consciousness. At that level, it permeates all one's thoughts, words and deeds. It leads to an all-encompassing sense of oneness with all beings and all things. It manifests as respect for all life, as care for the environment and the recognition of the rights of others. A non-violent person is a peaceful person, a loving person, and a person who will refrain from wrongdoing, because unrighteous behaviour destroys harmony and hurts others. They practise non-violence in thought, word and deed. **It has the following sub-values**

## **(a) PSYCHOLOGICAL**

**Compassion, Concern for others/Empathy, Consideration, Co-operation, Forgiveness, Good Manners, Loyalty, Universal Love, Unwillingness to Hurt,**

## **(b) SOCIAL**

**Appreciation of other Culture/ Religion, Brotherhood, Citizenship, Equality, National Awareness/Nation Building, National Unity, Untouchability, Respect for Property, Social Service, Social justice, Solidarity, Conserving Nature**

*(Reference quoted from NCERT document on universal human values [www.ncert.nic.in](http://www.ncert.nic.in))*

## **2.6 HUMAN VALUES AND THE REAL WORLD OF ACTION.**

(i) There is a famous parable which sheds light on India's rich cultural heritage and pristine human values ethos. The parable talks about the three states of human mind.

It narrates a situation where food is being served to a group of people. In first instance food is served to a hungry person sitting in a queue and he eats it to satisfy his hunger. As it is human nature to eat when hungry, this act may be termed as Prakriti (nature). In the similar situation a person who is hungry not only eats food served to him but also grabs the food of the next neighbour. This act not being as per accepted norm of social behaviour, may be defined as Vikriti (denature). In same situation a person sitting in the queue when finds person sitting next to him very hungry and decides to offer his share of food to him. This humane gesture for time immemorial has been the true hallmark of Indian culture and humanism and is referred to as 'Sanskriti' (Practice of human values in essence).

(ii) The fabric of society is held together by the standards of morality that we maintain and practice. Values are our personal set

of beliefs about what is important, unimportant, right, wrong, good and bad. In other words, values are a kind of map in our minds of how things are or should be. Just as a map is not the territory, values are only our perception of the principles of nature that govern our lives or the universe, not the principles themselves.

(iii) Throughout history, this world has seen individuals, families, societies and nations dying for want of values that sustain life—almost with the same certainty with which a plant dies for want of water. We can choose our values to be in harmony with the laws of the universe or to challenge them. Laws are fixed, so are the consequences of breaking them. We cannot break the laws of the universe; we can only break ourselves against them.

(iv) The real asset of a nation is not only its natural resources, but people with right values. Just as it is futile to fill a leaking bucket, it is futile to think of economic reforms and progress without relinking ourselves with our lost values. All over the world and more so in our country, what we need first and foremost are solutions that can be utilized on a wide scale and on a long-term basis for re-establishing human values.

**(v) Let us reflect on the role of human value in every day affairs in the real world of action. Whereas human value as a potent driver of human behaviour can enable a person do great deeds of fame, the absence of human value can on the contrary spell disaster. Reflect on the following incidents reported in last few years.**

(a) Brother of prominent politician murdered the political leader in broad day light out of feeling of jealousy for brother's financial status.

(b) In greed to earn super profits a number of financial institutions /banks lent indiscriminately in USA to borrowers

with doubtful credentials triggering a worldwide financial melt down and recession.

(c) On refusal to give way two youths riding on a motor cycle in capital city Delhi fought a pitched battle with the car owner and killed him in a fit of rage.

(d) CEO of a reputed Hyderabad based IT giant manipulated and falsified the financial accounts of the company and betrayed the trust of stakeholders for a number of years.

(vi) **Let us see how lack of human values can play havoc in the world of business as reported in AC Nielson Survey**

- **10- 30% of Cosmetics, toiletries, packaged food are counterfeit.**
- **10% of Soft Drinks are spurious.**
- **20- 30% of Electronic goods and computer peripherals are counterfeit.**
- **Rs. 4000 crore worth of spurious drugs are sold every year.**
- **40-50% Engineering goods in open market are spurious.**
- **30-40% Building Material in open market are spurious.**
- **10-20% of Degrees/Diplomas/Certificates are Fake.**

(www.nielson.com)

(vii) The rise and fall of civilisation right from Ravana's Lanka and Kaurava's Hastinapur to Caesar's Rome prove only one point that the human values of right living are timeless. The famous men like Newton, Einstein, Shakespeare, Mahatma Gandhi, Warren Buffet and Bill Gates did not achieve name and fame because of academic credentials but because of human values of heart and soul. How one

explains the extraordinary commitment of Lance Armstrong who has won consecutively two of France. Obviously the latent values when empowered by the energy of spirit can work wonders in any domain of human activity.

(viii) In the contemporary world one observes the profound and profane impact of practice and abdication of human values in sharp contrast in the following context

(a) Narayan Murthy the most respected corporate head and chief of Infosys known for practising human values in personal and professional life in contrast to discredited chief of Satyam computers Sh Ramalingu Raju who manipulated financial accounts of the company breaching the trust of millions of stakeholders.

(b) Noble traditions and excellent exhibition of human values by brother Laxman's sacrifice for elder brother Rama spending 14 prime years of life in exile in comparison to constant bickering of Ambani brothers of Reliance group in selfish motives of usurping maximum resources and power.

(c) The meteoric rise and shine story of a fisherman's son Sh Abdul Kalam as a President of India who lived a life of human values in thought, words and deeds in contrast to Late Saddam Hussain President of Iraq who possibly violated every tenet of code of human values in his long dictatorial rule.

(d) Prosperity is sustained on the bedrock of values. How do you explain the survival but also excellence of Tata group of business companies over 100 years? The human values are universal otherwise how would Mother Teresa have commanded such universal reverence.

(ix) As per research studies conducted in various parts of globe, it is firmly established that emotional intelligence (EQ) accounts for 80%

of success and happiness of a person. Whereas intelligence quotient (IQ) contributes only 20% as a contributing factor for success in career and happiness in life. Education in human values as potent behaviour modification programme is greatly instrumental in improving the EQ level of a student. EHV is recognised as a proven methodology in toning up the spiritual intelligence (SQ) of a student.

## **2.7 WE BADLY NEED VALUE EDUCATION IN OUR SYSTEM.**

(i) Emphasising the dire need to an elaborate system of education in human value Shyama Chona, principal of Delhi Public School and founder of Tamanna, a school for the disabled, says: "There is concern over the state of urban youth. The educated city youth apes his Western counterpart with pride. He is filled with ideas and attitudes unrelated to our traditions and culture. He must be taught anew to appreciate his Indianness and the glory of our past." Shyama Chona, emphasizing the need for **value-based education**, says: "Ultimately it is the morality of man that makes or breaks him. If it is true that 'the destiny of India is being shaped in her classrooms', let us change the educational pattern. Inculcating character-building values is perhaps the most meaningful contribution we can make to the lives of our children."

(ii) Our school textbooks talk more about wars than about the lives of people with exemplary values. The students look for role models from the contemporary world, as they can relate to them. However, textbooks imply that such people lived only in Sat Yuga (the spiritually evolved era according to Hinduism) or centuries ago. The media also underplays reports of exemplary people as it assumes that good deeds are uninteresting, hence unsaleable.

(iii) Dr Karthikeyan Director General NHRC, stressing the need for value-based education from the primary level, says: "Skills and knowledge are important, but far more important are attitude and

values." Textbooks should include stories of people of exemplary ethics. Parents and teachers should follow values, and convey unequivocal and confident messages on upholding right values.

(iv) **Jiddu Krishnamurti** , the real issue in education was "to see that when the child leaves the school, he is well established in goodness, both outwardly and inwardly". The child is to be open, aware and fearless. About education, Swami Vivekananda said, "Education is the manifestation of the perfection already in man."

**(References I to iv above from 'Life Positive' magazines various monthly editions)**

(v) The pristine importance of Education in human value is vindicated by the following views

(a) "Universities are turning out highly skilled barbarians because we don't provide a framework of values to young people, who more and more searching for it" says **Steven Muller, President, John Hopkins University.**

(b) **Winston Churchill** once said "The first duty of a university is to teach wisdom..., not trade; to teach character, not technicalities. ([www.saipremkijyoyi.yahoo.com](http://www.saipremkijyoyi.yahoo.com))

(c) "Children are not vessels to be filled, but lamps to be lit"

**--H.H. Swami Chinmayananda**

(d) "Every parent would like to have a child whose personality shines wherever the child goes. It is the personality that is appreciated everywhere. Such pleasing personality is what the main aim of this education is. "

**- His Holiness Sri Sri Ravi Shankar**

(e) "That civilization perishes in which the individual thwarts the revelation of the universal Values"

**- Rabindranath Tagore**

(f) "Enlightened citizenry is greatest asset of a nation. Disciplined and responsible citizens were conscious of their civic duties, followed good hygiene, and remained respectful towards nature bounty and sensitive to environmental concerns.

**-President of India Pratibha Patel 15<sup>th</sup> Aug 09**

## **2.8 EDUCATING HUMAN VALUES**

(i) The concept of education has been a subject of examination by a large number of educationists. The word education has been derived from the Latin word 'educare' which means 'to bring up'. Accordingly, education does not merely mean the acquisition of knowledge or experience but it means the manifestation of Values inherent in a child (Good habits, attitudes and skills) which help a man lead a full and worthwhile life.

(ii) As per some theorist the word "educate" comprise of 'e' means 'out of' and 'duco' means 'to lead' i.e. 'to educate' means 'to lead forth' or 'to extract out' the best in a man. This explanation presumes that all knowledge is inherent in children. Only the methods need to be found out to tap their brains and knowledge will automatically flow.

(iii) Addison supports this view believing that education "when it works upon a noble mind draws out to view every latent virtue and perfection". Mahatma Gandhi also supported this theory when he said "By education I mean an all round drawing out of the best in the child and man-body, mind and spirit". The ultimate goal of all educational effort is man-making which is the best means for the development of the inner man. Says Swami Vivekananda thus



Education in Human Value (EHV) is the process to bring forth and manifest the latent values in a human being.

**(References i to iii above from page 20 *Education in human value, Madhu Kapani, Sterling Publisher*)**

**TRUE EDUCATION IS TRAINING OF THE HEAD, THE HEART AND THE SKILLFUL HAND. LET THERE BE HARMONY, SYMPHONY AND MALODY BETWEEN THOUGHTS, WORDS AND DEEDS. HUMAN VALUES SHAPE OUR BELIEF AND ATTITUDE WHICH GIVES RISE TO GOOD FEELINGS AND THOUGHTS. THE HEART OF EDUCATION IS THE EDUCATION OF HEART. THE END OF EDUCATION IS CHARACTER. EDUCATION IS NOT FOR LIVING BUT FOR LIFE.**

**-Neha Manocha, Special Educator, Sanskriti School**

(v) The chief aim of this kind of value education is to restore respect for parents, teachers, law and order, to foster affection and harmony, and to purify the heart and head. The ultimate result is the realisation of interdependence between humans and their environment. The E.H.V. programme can be embraced by educators, behaviourists, theologians, humanists and moralists. In short, by all concerned individuals whose primary goal is to ensure a global community of peace, love, tolerance and brotherhood? '

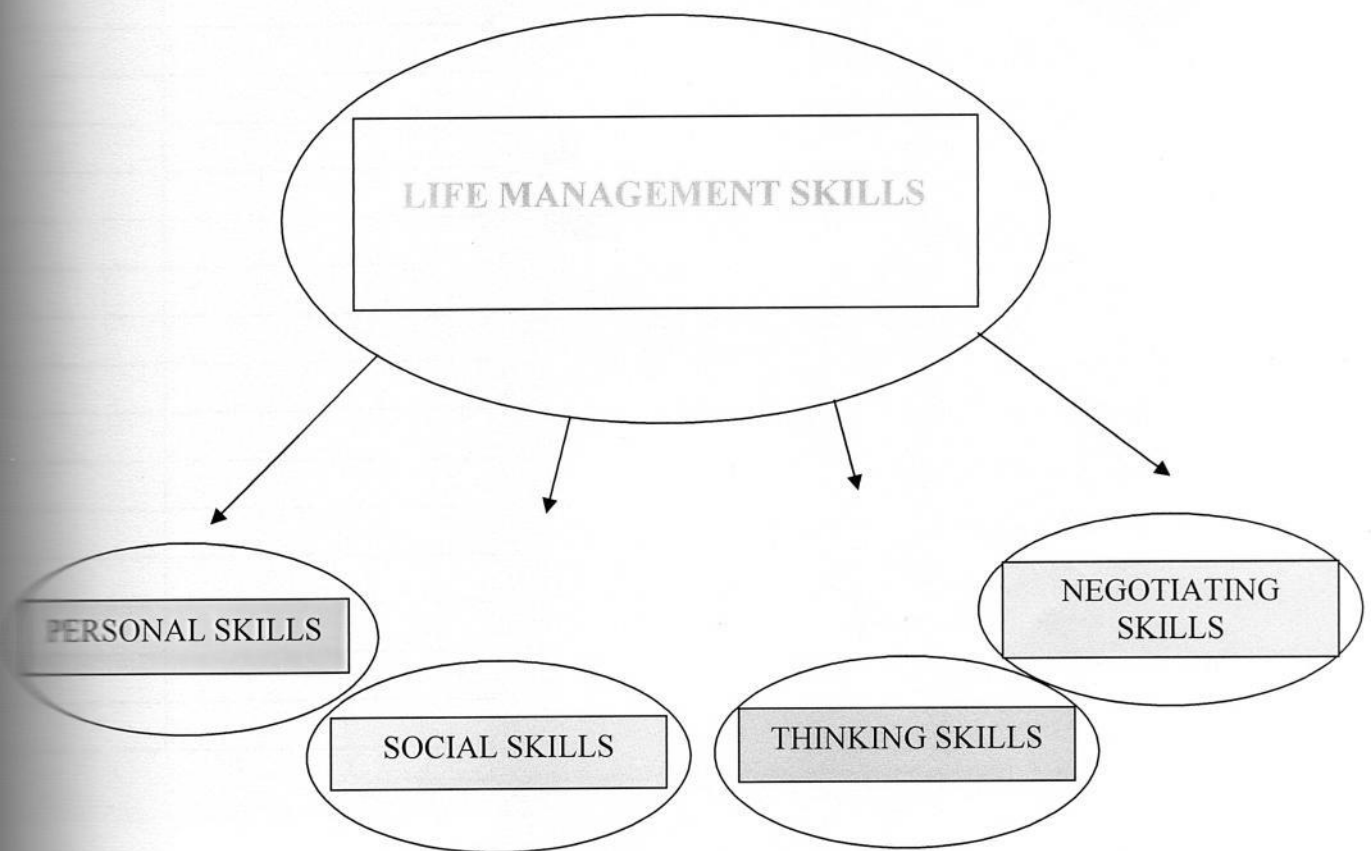
## **2.9 EDUCATION IN HUMAN VALUE AND DEVELOPMENT OF LIFE MANAGEMENT SKILLS**

"What the E.HV program does is to trigger self-actualization, enhancing creativity\_ and personal effectiveness. It sharpens life skills like intuition and decision-making, time and stress management. It also improves communication, infusing leadership qualities and change-readiness. Above all, it adds to the joy of living

and working. Life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effect timely with demands and challenges of every day life (WHO definition)“(excerpts from ***'Moral and Spiritual Education Through Sathya Sai Education in Human Values (SSEHV): a cross - cultural approach'*** Dr ***Madhavi Majmudar***)

In particular life skills are a group of psycho-social competencies and the interpersonal skills that help people make informed decisions, communities effectively and develop coping and self management skills to lead a healthy and happy life. Life skills may be directed against personal action or action towards, as well as to make the surrounding environment conducive

**FIGURE 2 LIFE SKILLS THROUGH EHV**



**A.PERSONAL SKILLS**

1. SELF AWARENESS

## 2. PROBLEM SOLVING

## 3. SELF HELP

### **B.SOCIAL SKILLS**

#### 1. EMPATHY

#### 2. INTERPERSONAL REALTIONSHIP

#### 3. EFFECTIVE COMMUNICATION

#### 4. HELPFULNESS

#### 5. COMMUNITY SERVICE

#### 6. GOOD MANNERS

### **C.THINKING SKILLS**

#### 1. CRITICAL THINKING

#### 2. CREATIVE THINKING

#### 3. DECISION MAKING

### **D.NEGOTIATING SKILLS**

#### 1. COPING WITH EMOTIONS

#### 2. COPING WITH STRESS