

VAC Session: 2023-24	
Part A – Introduction	
Subject	Philosophy
Semester	First
Name of the Course	Human Values and Ethics
Course Code	B- VAC 101
Course Type: (CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	VAC
Level of the course (As per Annexure-I	100-199
Pre-requisite for the course (if any)	N.A

Course Learning Outcomes (CLO):	After completing this course, the learner will be able to know/understand: 301.1. the Need, Content and Process for Value Education. 301.2. the Human Values and Ethics 301.3. the theories of Integrated Personality and Well-being 301.4. the Professional Ethics and Global Citizenship		
	Theory	Practical	Total
Credits	02	00	02
Contact Hours	02	00	02
Max. Marks:-50 Internal Assessment Marks:-15 End Term Exam Marks:-35		Time:-3 hrs.	
Part B-Contents of the Course			
<u>Instructions for Paper- Setter</u> The paper-setter is requested to set Nine questions in all i.e., One Compulsory Objective Type Question (7x1) without any choice, equitably distributed over the whole syllabi and Two Questions from Each Unit equitably spread over the concerned unit. The examinees will have to attempt Five questions in all, selecting one question from each unit. All questions carry equalmarks.			
Unit	Topics		Contact Hours
I	Course Introduction - Need, Content and Process for Value Education - Understanding the need, content and process for Value Education. (Students should be aware of the difference among skills, values and ethics and their respective needs in life.) - Classification of Value Education: understanding Personal Values, Social Values, - Moral Values & Spiritual Values; Understanding the difference between ideology and values. - Understanding Harmony with self, Society and Nature. - Practical: Debate and discussion on the need and nature of value education; - Students should be encouraged to find and analyze suitable case studies to - Understand various types of values.		8

II	Human Values and Ethics • Meaning and nature of human values; Significance of human values in life; • Relation between values and ethics. • Relevance of Human values: Integrity Empathy, Loksangrah, Brahmvihara. • Theory of Naya (Jainism), Deontology, Virtue Ethics, Utilitarianism • Practical: Students should be divided in small groups and should be motivated to reflect upon their values. Teacher should make an environment to make them realize that everyone has a set of values arisen from their family, social, cultural, religious, and political contexts, some of which correspond to more “human” and “universal” frameworks. This exercise is to encourage students to articulate their values and put them into conversation with values from other contexts.	8
III	Integrated Personality and Well-being • Understanding the relationship among: Self, Identity and Personality. • Understanding Integrated Personality – with the three gunas theory of Sankhya, the four • Antah-karanas (inner instruments) in Yoga, and Panchkosha (five sheaths) in Upanishad. • Approaching comprehensive understanding of well-being and its relation to Happiness. • Practical: Bhramadhyana Dhyana, Chakra Dhyana, Preksha Dhyana, Sakshi Bhava Dhyana, Vipassana, Yog Nidra, Partipakshabhava (yogic way of cognitive restructuring)	7
IV	Professional Ethics and Global Citizenship • Nature, characteristics and scope of professional ethics; Types of Professional Ethics • Professional Values: Trusteeship, Inclusiveness, Commitment, Sustainability, Accountability, Transparency, Impartiality. • Values for Global Citizenship: Equality, Justice, and Human Dignity. • Nature and need of competency based education; Types of Competencies, Core • Competencies: communication, teamwork, planning and achieving goals, Functional • Competencies: analytical thinking, knowledge sharing and learning, decision making, partnership building.	7

Suggested Evaluation Methods	
Internal Assessment: ➤ Theory • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.:4 • Mid-Term Exam: 7 ➤ Practicum • Class Participation: • Seminar/Demonstration/Viva-voce/Lab records etc.: • Mid-Term Exam:	End Term Examination: 35
Part C-Learning Resources	
Recommended Books/e-resources/LMS: 1. R. R. Gaur R Sangal G P Bagaria (2009): A Foundation Course in Human Values and Professional Ethics,Excel Books. 2. D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India). 3. Happiness and Well-Being, NIOS Module V (Health and well-being) 4. Kiran Kumar K. Salagame (2016): Meaning and Well-Being: Indian Perspectives, Journal of Constructivist Psychology 5. Dan P. McAdams, Kali Trzesniewski, Jennifer Lilgendahl, Veronica Benet-Martinez, Richard W. Robins (2021) Self and Identity in Personality Psychology, Personality Science, 2021, Vol. 2, Article e6035, https://doi.org/10.5964/ps.603 6. S. K. Kiran Kumar (2003): An Indian conception of well being, in Henry, J. (Ed) European PositivePsychology Proceedings 2002. Leicester, UK: British Psychological Society. 7. Vivian L Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social Psychology (2nd ed.), edited by Kay Deaux and Mark Snyder. 8. Wong, S.-C. (2020). Competency Definitions, Development and Assessment: A Brief Review.International Journal of Academic Research in Progressive Education and Development, 9(3), 95–114.	