

## Lesson Plan

### **B. Com 1<sup>st</sup> Semester 2024-2025**

Human Values and Ethics B-VAC 101

Course Type: VAC

#### **Contents of the Course**

<b>Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
I.	Introduction-Need, Comment 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 need ) Classification of Value Education understanding Personal Values, Social Values, Moral Values & Spiritual Values, Understanding the difference between ideology and Society and Nature Understanding Harmony with self, Society Practical: Debate and discussion on the need and nature of value education; Students should be encouraged to find and analyze suitable Understand various types of values studies to understand various types of values	08
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 (Jainismi, Deomulogy, Virtue Ethics, Utilitarianism Practical: students should be divided in small groups and should be motivated to reflect upon values Teacher should 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 "Shuman" and "universal frameworks. This exercise to encourage students to articulate values and put them into conversation with values from different content	08
III.	Integrated Personality and Well-being Understanding the relationship among Self, Identity and Personality Understanding Integrated Personality with the three gunas theory of Sankhyn, theline Antah-karanas (inner instruments) in Yoga, and Panchkosha (five sheatha) in	07

	Upanishad Approaching comprehensive understanding of well-being and its relation to Happiness. Practical Bhramadhyas Dhyana, Chakra Dhyana, Prakashas Dhyana, Sakshi itava Dhyana, Vipassana, Yog Nidra, Partipakahabhava (yogic way of cognitive restructuring)	
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, communication, teamwork, planning and achieving goals, Functional Competencies: analytical thinking, knowledge sharing and learning, decision making partnership building.	07

### Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

- The Need, Content and Process for Value Education
- The Human Values and Ethics
- The theories and curricula of Integrated Personality and Well-being the Professional Ethics and Global Citizenship

	Theory	Tutorial	Total
Credits	2	0	2
Internal Assessment Marks	15	-	15
End Term Exam Marks	35	-	35
Exam Time	3 Hrs.	-	3 Hrs.

The paper-setter will 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 will have to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks

### **Recommended Books/E-Resources/LMS:**

1. IRIR. Gaur R Sangal GP Bagaria (2009) A Foundation Course in Human Values and Professional Ethics, Excel Hooks
2. DR. Kaan (2014) Professional Ethics and Human Values, McGraw Hill Education (India).
3. Happiness and Well-Being, NIOS Module V (Health and well-being)  
In Personality Psychology, Personality Science, 3021, Vol 1, Article eb035,  
<https://doi.org/10.5964/ps.603>
4. Kiran Kumar K. Salagame (2016): Meaning and Well-Being: Indian Perspectives, Journal of Constructivist Psychology
5. Dun P. McAdams, Kali Trzoniewski, Jennifer Liigendahl, Veronica Benet-Martinez, Richard W. Robins (2021) Self and Identity
6. S. K. Kiran Kumar (2003): An Indian conception of well being, in Henry, 1. (Ed) European Positive Psychology Proceedings  
2002. Leicester, UK: British Psychological Society. Vivian L. Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social  
Psychology (2nd ed.), edited by Kay Denus 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

### **Tentative Lesson Schedule**

Months	Topics	Contact Hours
July 2024	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 need ) Classification of Value Education understanding Personal Values,	03 Hours

	<p>Social Values, Moral Values &amp; Spiritual Values, Understanding the difference between ideology and</p> <p>Society and Nature Understanding Harmony with self, Society</p>	
August 2024	<p>Human Values and Ethics</p> <p>Meaning and nature of human values</p> <p>Significance of human values in life Relation between values and ethics.</p> <p>Relevance of Human values: Integrity Empathy, Loksangrah, Brahmvihara. Theory of Naya (Jainismi, Deomulogy, Virtue Ethics, Utilitarianism Practical: students should be divided in small groups and should be motivated to reflect upon values Teacher should 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 "Shuman" and "universal frameworks. This exercise to encourage students to articulate values and put them into conversation with values from different content</p>	09 Hours
September 2024	<p>Integrated Personality and Well-being Understanding the relationship among Self, Identity and Personality</p> <p>Understanding Integrated Personality with the three gunas theory of Sankhyn, theline Antah-karanas (inner instruments) in Yoga, and Panchkosha (five sheatha) in Upanishad Approaching comprehensive understanding of well-being and its relation to Happiness. Integrated Personality and Well-being Understanding the relationship among Self, Identity and Personality</p> <p>Understanding Integrated Personality with the three gunas theory of Sankhyn, theline Antah-karanas (inner instruments) in Yoga, and Panchkosha (five sheatha) in Upanishad</p>	08 Hours

	<p>Approaching comprehensive understanding of well-being and its relation to Happiness.</p> <p>Practical Bhrumadhya Dhyana, Chakra Dhyana, Prokaha Dhyana, Sakshi itava Dhyana, Vipassana, Yog Nidra, Partipakahabhava (yogic way of cognitive restructuring)</p>	
October 2024	<p>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.</p> <p>Nature and need of competency based education, Types of Competencies, Core Competencies: communication, communication, teamwork, planning and achieving goals, Functional Competencies: analytical thinking, knowledge sharing and learning, decision making partnership building</p>	08 Hours
November 2024	<p>Practical: Debate and discussion on the need and nature of value education; Students should be encouraged to find and analyze suitable Understand various types of values studies to understand various types of values</p>	04 Hours

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