

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23UGVE	UGC JEEVAN KAUSHAL - VALUE EDUCATION	Value Education	30	-	-	-	2	2	100	-	100
Year		I									
Semester		I									
Prerequisites		Basic Understanding of Values									
Learning Objectives											
1	To enrich the knowledge about ethics and values.										
2	To instil Moral and Social Values and Loyalty and to appreciate the rights of others.										
3	To explain the role of ethics in the operation of human conduct										
4	To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.										
5	To build excellent citizens and leaders for the country										

Course Outcomes and Cognitive Level Mapping

On the successful completion of the course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	To understand the importance of values and ethical issues at micro, mezzo and macro level of the society and the workplace.	K1, K2
CO2	To apply values and ethics in the daily life.	K3
CO3	To exhibit Ethical Leadership in the workplace and in the society.	K4
CO4	To think logically and reasonably and to handle moral issues with greater clarity	K5
CO5	To Engage in ethical debate and formulate ethical justification.	K6

Syllabus

NIT	CONTENT	HOURS
I	Value education: Meaning, Definition, purpose and significance in the present world. Human Values for Life: Truth, commitment, honesty and integrity, humility, forgiveness, love, empathy, ability to sacrifice, care, unity, inclusiveness, Self Esteem, self-confidence, punctuality – Time, task and resource management.	6
II	Ethics: The Essence of Ethics, Determinants and Consequences of Ethics in Human Interaction. Dimensions of Ethics. Ethics in private and public relationships. Role of family, society and educational institutions in inculcating moral and ethical values	6
III	Theory & Approaches in Ethics: Kohlberg's theory, Gilligan's theory, Damon's View of Moral Identity, & Deontology. The Utilitarian Approach, The Rights Approach, The Fairness or Justice Approach, The Common-Good Approach, The Virtue Approach & Ethical Problem Solving approach.	6

IV	Moral Thinkers & Philosophical Schools of Thought and their contribution: Socrates, Plato, Aristotle, Epicurus, Stoicism. Thomas Aquinas, Contractarianism, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Rawls, John Stuart Mill, Emanuel Kant and Hegel, Mother Teresa, Chanakya, Kautilya, Sarojini Naidu, Thiruvalluvar, Rabindranath Tagore, Mahatma Gandhi and Dr. Ambedkar,	6
V	Values and Ethics in Public administration: ethical concerns and dilemmas in government and private institutions; laws, rules, regulations and conscience as sources of ethical guidance; accountability and ethical governance; ethical issues in international relations and funding; corporate governance. Information sharing and transparency in government, Codes of Ethics, Codes of Conduct, Citizen's Charters, Quality of service delivery, Utilization of public funds, challenges of corruption.	6
VI	Self Study for Enrichment Learners need to list ways of practicing human Values. Group Discussion needs to be conducted on strategies to promote human values at various levels – family, community, society, nation and global.	-

Text Books:

1. ETHICS, INTEGRITY & APTITUDE (Prabhat Prakashan). (2021). (n.p.): Prabhat Prakashan.
2. Political Parties and Administrative Reforms in India: At the Centre, in the States and in the Local Bodies. (2019). (n.p.): Notion Press.
3. Sharma, P. D. (2015). Ethics, Integrity and Aptitude: Foundational Values for Civil Service in India. India: Rawat Publications.
4. Vozzola, E. C. (2014). Moral Development: Theory and Applications. United Kingdom: Taylor & Francis.
5. Thinkers and Theories in Ethics. (2011). Ukraine: Britannica Educational Pub..

Reference Books:

1. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
2. Ethics in Governance. (2021). (n.p.): K.K. Publications.
3. Maheshwari, S. (2002). Administrative Reforms in India. Germany: Macmillan India.

Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.

4. Saxena, N. C. (2019). What Ails the IAS and Why It Fails to Deliver: An Insider's View. India: SAGE Publications.
5. Xavier Alphonse S.J (2008) We Shall Overcome – A Textbook on life coping skills ICRDCE Publication, Chennai

Web References

1. <https://publicintegrity.org>
2. <https://www.ethicssage.com>
3. <https://darp.gov.in>
4. <https://www.ethics.org>
5. <https://ethicsunwrapped.utexas.edu/glossary/integrity>

Pedagogy

Chalk& Talk, Seminar, PPT Presentation, Group Discussion, Blended Method, and Case Study.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) I : VALUE EDUCATION (23UGVE)

Assessment Rubrics for 100 Marks

1. Designing Posters / video making / preparation of Album – **20 marks**
2. Case study presentation / Narration of stories / Writing stories – **20 Marks**
3. Writing essay based on the individual life experience following human values personal, family and society level (minimum 10 pages) – **20 Marks**
4. **VIVA VOCE** – **40 Marks**

S.NO	RUBRICS FOR VIVA VOCE	MARKS
1.	Theoretical Knowledge	20
2.	Values Practiced	10
3.	Attitude & Commitment	10
Total		40

Pedagogy: Field study, Individual Conference and Report Writing

Course Designer: **Dr.G.Mettilda Buyaneswari**