

Human Values and professional ethics

FIRST YEAR VALUE EDUCATION CLASSES

Course - Enabling Morals and Values

1. Aspiration, dreams, goals, clarity of vision
2. Motivation, perseverance –Organization, discernment
3. Commitment, effort
4. Commitment to reflection
5. Commitment to respect
6. Commitment to remembrance
7. Commitment to caring
8. Commitment to life
9. Commitment to fidelity
10. Commitment to sharing
11. Commitment to communication
12. Commitment to self-control, discipline
13. Commitment to integrity
14. Commitment to reverence
15. Commitment to service
16. Film – Akeelah and the bee

Course Outcome (CO)

- CO 1. How does one reach fulfilment of aspirations?
- CO 2. How does one sustain motivation & perseverance?
- CO 3. How does one better one's commitment?
- CO 4. Analyse your commitment to reflection
- CO 5. Analyse your commitment to respect to your status in gender
- CO 6. Analyse your commitment to remembrance
- CO 7. Analyse your commitment to caring, even for the environment
- CO 8. Analyse your commitment to life
- CO 9. Analyse your commitment to fidelity
- CO 10. Analyse your commitment to sharing
- CO 11. Analyse your commitment to communication
- CO 12. Analyse your commitment to self-control, discipline
- CO 13. Analyse your commitment to integrity
- CO 14. Analyse your commitment to reverence
- CO 15. Analyse your commitment to service

Programme Outcome (PO)

- PO 1. The students will be able to identify how they can ethically reach fulfilment.
- PO 2. The students will be balanced so as to persevere in motivation and perseverance.
- PO 3. The students will be able to understand the need for commitment.
- PO 4. The students will be able to honour, value their environment.
- PO 5. The students will be able to realize the value of commitment.
- PO 6. The students will be able to respect differences in gender without losing self-esteem.

Programme- specific Outcome (PSO)

- PSO 1. How does commitment to values make for happier living?
- PSO 2. How does one balance one's commitments without compromising?
- PSO 3. How does discernment and planning improve effectiveness?
- PSO 4. How do students take initiative in standing up for environmental issues?
- PSO 5. How does one grow in respect of one's gender without feeling threatened by others?

SECOND YEAR VALUE EDUCATION CLASSES

Course - Soft skills – Enabling Growth

1. The art of giving and receiving compliments
2. Shyness
3. Telephone etiquette
4. Communication skills
5. Calmness in stressful conditions
6. Group discussion participation
7. Coping with anger
8. Decision making
9. Becoming a team player
10. Setting personal boundaries
11. Giving and receiving feedback
12. Anchoring with focus
13. Learning from mistakes
14. Gender sensitivity and respect

Course Outcome (CO)

- CO 1. How does one give/receive compliments authentically?
- CO 2. How does one overcome shyness?
- CO 3. How does mobile phone etiquette make for more pleasant relationships?
- CO 4. How does proper communication make for better relationships?
- CO 5. How does one cope with stress?
- CO 6. Enumerate the steps in group discussions.
- CO 7. How does one cope with anger?
- CO 8. How does one make decisions for one's own good, that of others and for the environment?
- CO 9. How does one collaborate in a team?
- CO 10. Analyse your need for personal boundaries.
- CO 11. How does one give/receive feedback authentically?
- CO 12. How does one anchor events with focus?
- CO 13. How do mistakes transform us?
- CO 14. How does one grow in sensitivity and respect one's gender?

Programme Outcome (PO)

- PO 1. The students will be able to identify genuine compliments and be authentic in searching for compliments.
- PO 2. The students will be able to create their own model for coping with anger.
- PO 3. The students will be able to create their own strategy for coping with shyness.
- PO 4. The students will be able to create their own model for coping with stress.
- PO 5. The students will be able to create their own strategy to cope with gender bias.
- PO 6. The students will be proactive in environmental consciousness and 'reach out'.

Programme-specific Outcome (PSO)

- PSO 1. How do soft skills enable one to accept people and make for a pleasant personality?
- PSO 2. How does the skill of discernment make for wisdom?
- PSO 3. The students will hold their own and appreciate their feminism with dignity.
- PSO 4. The students will realize their responsibility in preserving and sustaining the environment.

THIRD YEAR VALUE EDUCATION CLASSES

Course - Life Skills and Values

1. Compatibility – identification
2. Marriage
3. Fidelity in marriage
4. Raising a family
5. Careers and family life
6. Gender issues
7. Euthanasia, and capital punishment
8. Abortion
9. Abuse/ rape and incest
10. Priorities in life
11. Commitment in employment
12. Adoption
13. Reach out – sensitivity
14. Gender
15. Rape / abuse / incest
16. Employability skills
17. Commitment in marriage + film
18. Progeny + film
19. Abortion + film
20. A purpose -driven life + film

Course Outcome (CO)

- CO 1. What is compatibility? How does it affect relationships?
- CO 2. How does one ensure sustained relationships in marriage?
- Co 3. Discuss how marriages are sustained through fidelity, give and take?
- CO 4. How does one discuss priorities in life?
- CO 5. How does one adjust family life with one's career?
- CO 6. Analyse the impact of gender issues on your age group.
- CO 7. What are your views on assisted suicide and capital punishment/
- CO 8. Critically analyse the impact of abortion on society.
- CO 9. Where and how does one approach for legal advice regarding atrocities to women?
- CO 10. How does maturity define priorities in life?
- CO 11. What are professional ethics in employment?
- CO 12. What are your views on adoption?
- CO 13. In the case of environmental natural and manmade calamities, how would you respond?
- CO 14. How should one train children with respect to gender differences?
- CO 15. Do you think that training at home is the answer to respect to women?
- CO 16. Analyse honing of employability skills.

Programme Outcome (PO)

- PO 1. The students will be able to understand how their grandparents lived together for 25/50 years.
- PO 2. The students will understand that generosity in marriage makes for sustainable marriages
- PO 3. The students will comprehend how children complete a family
- PO 4. The students will experience how outreach to others will bring peace to the heart
- PO 5. The students will discuss the role of in-laws in family life
- PO 6. The students will realize that they need to treat girl children in the same manner as male children

Programme-specific Outcome (PSO)

- PSO 1. Discretion in bringing up children

- PSO 2. Marriages meant to last a lifetime
- PSO 3. Opportunities for a child, irrespective of its gender, a chance to live in a normal family
- PSO 4. Marriage is a social institution
- PSO 5. Critically analyse the need of Homes for the Aged
- PSO 6. The environment: conservation versus consumption.

B.ED. VALUE EDUCATION - FIRST YEAR

1. Why are we here? – The Teacher purpose, role
2. The teacher as facilitator – Role Models / Oath
3. Perception of pupils, Teachers' point of view
4. Preparation for Value Education classes – Creativity, Commitment
5. Stories, Enactment
6. Group work / discussions
7. How does one win students over to enable them improve academically?
8. The Teacher – A Listener and observer
9. Value Education lessons planned and discussed in class
10. How to win students over?
11. The relevance of a teacher
12. Film / PPT

Course Outcome (CO)

- CO 1. Enumerate the role of the teacher.
- CO 2. How do teachers make or mar the fortune of students?
- CO 3. How do well-planned Value Education lessons impact the lives of school children?
- CO 4. How does the teacher make Value Education classes interesting and enable critical thinking?
- CO 5. Discuss the role of stories and enactment.
- CO 6. Group discussions make for interesting learning. Critique this comment.
- CO 7. Discuss motivation of students.
- CO 8. How can a teacher be a sounding board for students?
- CO 9. Formats for Value Education
- CO 10. How does one create a 'win-win' situation in classes?
- CO 11. The relevance of the teacher goes beyond the classroom. Critically evaluate the situation. Evaluate
- CO 12. Patience in the classroom

Programme Outcome (PO)

- PO 1. The trainees will be able to look in anticipation at expectations of and from teachers.
- PO 2. The trainees will be able to motivate students to choose to study.
- PO 3. The trainees will be able to reach out to students of all genders without labelling them.

Programme-specific Outcome (PSO)

- PSO 1. Preparation for staff room dynamics
- PSO 2. Teachers as role models.
- PSO 3. Classroom dynamics
- PSO 4. Dynamics for the conservation of the environment.

B.ED. VALUE EDUCATION - SECOND YEAR

Course - Professionalism in teaching

How does professionalism enable effectiveness in the classroom in the following areas:

1. Professionalism - Punctuality, dress-sense, respect
2. Professionalism - Care, prudence, discernment.
3. Professionalism - Justice, impartiality, loyalty – Judgment
4. Professionalism - Organization, planning, records, initiative
5. Professionalism - Honesty, courage, truth, sensitivity, humility, prayer
6. Professionalism - Confidentiality, integrity, concern for students - consistency
7. Professionalism - Reflection for planning, choice of values
8. Professionalism - Serenity, equanimity, fear of the Almighty
9. Professionalism - Preparation, expectations – professional v/s personal
10. Professionalism - Soft-skills, tone of voice, attitude, etiquette, country
11. Professionalism - Soft-skills, cell phone etiquette
12. Professionalism - Soft-skills - coping with anger, stress
13. Professionalism - Delegation and accountability, to trust and entrust, attachment/detachment
14. Professionalism - Teacher leadership, personal professional development
15. Professionalism - A sense of ownership, commitment to pupils
16. Professionalism - Peer-teacher collaborations
17. Professionalism – Stakeholders

Course Outcome (CO)

- CO 1. How does professionalism in discipline bring effectiveness into the classroom?
- CO 2. What is the role of prudence in the classroom?
- CO 3. Why is it important not to practice discrimination in the classroom?
- CO 4. How does practice of skills in professionalism enable teachers to make learning enjoyable?
- CO 5. Compare and contrast: professionalism and commitment.
- CO 6. What is the role of integrity?
- CO 7. Discuss: Looking back to look forward.
- CO 8. The spirituality of teaching - enumerate.
- CO 9. The importance of discretion – evaluate.
- CO 10. Compare and contrast: professionalism and soft skills
- CO 11. The use of cell phone – discuss.
- CO 12. The need for harmony – discuss.
- CO 13. Discuss the value of team-work.
- CO 14. Compare and contrast: professionalism and growth
- CO 15. The role of dedication, professionalism and self-denial - discuss.
- CO 16. The role of learning from each other – discuss.
- CO 17. The importance of feedback
- CO 18. How do teachers differ from those working in the corporate world?

Programme Outcome (PO)

- PO 1. The trainees will be able to contextualize her gleanings in the classroom.
- PO 2. The trainees will be able to rely on experience and intuition for planning lessons.
- PO 3. The trainees will realize their role in nation building.
- PO 4. The trainees will realize that synergy can be generated in the classroom.

Programme-specific Outcome (PSO)

- PSO 1. How will professionalism be valued as a base to build upon?
- PSO 2. What is the need for role models for students?

- PSO 3. How do the trainees value the need for excellence in the classroom and beyond?
PSO 4. Professionalism is doing justice to differences in gender and to the environment. Discuss.

M.A. Value Education

Course –Ethical Values in Success

1. Practising universal laws of the mind
2. Thinking accurately and positively for equity
3. Opportunities, self-image, self-esteem
4. Proactively building faith, hope
5. Love as a secret of success
6. Optimism, enthusiasm and self-motivation
7. Building self-confidence, discipline to succeed
8. Focus, concentration, concentricity
9. Win-win attitude, appreciation, active listening
10. The use of proverbs, idioms, generation of ideas, creativity
11. How to build on your dreams, with your goals?
12. Commitment to action, to build momentum
13. Living in the here and now, work-consciousness, time management
14. Down to earth, life-long learning, adapting to change
15. Perseverance, problem-solving
16. Running the extra mile
17. Negotiation, network-building
18. Role models, comfort zone, risk-taking

Course Outcome (CO)

- CO 1. How do universal laws of the mind enable you to succeed in life?
CO 2. How does logic, rational thinking and positive attitude relieve one of stress?
Co 3. How does one build self-confidence? How does one continue to be proactive?
CO 4. How does visualizing your dream take you forward?
CO 5. How does a change of disposition change difficult situations?
CO 6. Positive thinking changes situations. Discuss.
CO 7. Discipline is a key to success. Discuss.
CO 8. Sharpening one's vision transforms disposition. Discuss.
CO 9. Positive attitude. Discuss.
CO 10. Fluency in communication is a secret to success.
CO 11. Lifelong learning implies openness and growth. Comment.
CO 12. Mindfulness is invaluable. Comment.
CO 13. What are the values one can device for living in the present moment?
CO 14. Spirited problem-solving endears one to companions at work
CO 15. A never-say-die-spirit is growthful. Enumerate.
CO 16. Peace and running the extra mile. Compare and contrast.
CO 17. In tough situations, negotiation and consensus helps. Discuss.
CO 18. Daring to be different and committed. Elaborate.

Programme Outcome (PO)

- PO 1. The students will understand the ethical basis of Intellectual properties.
PO 2. The students will understand the importance of collaboration.
PO 3.. The students will understand that generosity is the key to win people over.

Programme-specific Outcome (PSO)

- PSO 1. How does one prepare for advancement in Higher Education?
PSO 2. What are the profound ethical values one has to uphold when writing papers / articles for journals and magazines?

- PSO 3. How relevant is multi-tasking in the 21st century?
PSO 4. How conducive is your environment? Discuss.
PSO 5. Do you believe that privileges, because of gender, are good?

RELIGIOUS INSTRUCTION

Course

The Gospel Reading of the following Sunday - 52 Sundays
Critically analysing the Herald
Liturgical cycles

Course Outcome (CO)

- CO 1. Identify the interpretation and the personal message of the readings of the next Sunday for you
CO 2. Critically analyse the articles in the Herald of the week.

Programme Outcome (PO)

- PO 1. Understanding of the Word of God and the ability to apply the interpretation in students' personal lives and strengthen faith
PO 2. Critical analysis of articles published in the Herald will help students be better-informed about the Christian World and be able to talk about this.

Programme- specific Outcome (PSO)

- PSO1. The students will be familiar with exegesis
PSO2. The students will be able to critique unjust issues afflicting society, the Christian world.