

## HUMAN VALUES & PROFESSIONAL ETHICS

**Paper Code: ETHS-109**

**Paper : Human Values & Professional Ethics**

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Non-University Examination Scheme (NUES)

Note: There will be no End-Term External University Examination. Marks are to be given on the basis of two internal sessional test of 30 marks each and one final Viva-voce project report Examination of 40 marks.

### **Objectives:**

This introductory course input is intended

- a. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- b. To facilitate the development of a holistic perspective among students towards life, profession and happiness, based on the correct understanding of the Human reality and the rest of the Existence. Such a Holistic perspective forms the basis of value-based living in a natural way.
- c. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually satisfying human behaviour and mutually enriching interaction with Nature.

### **UNIT-1: Introduction to Value Education**

**No. of**

**lectures: 03+1**

1. Understanding the need, basic guidelines, content and process for value education.
2. Basic Human Aspirations: Prosperity and happiness
3. Methods to fulfil the human aspirations – understanding and living in harmony at various levels.
4. Practice Session – 1.

[T1], [R1], [R4]

### **UNIT-2: Harmony in the Human Being**

**No. of lectures: 05+1**

1. Co-existence of the sentient "I" and the material body – understanding their needs – Happiness & Conveniences.
2. Understanding the Harmony of "I" with the body – Correct appraisal of physical needs and the meaning of prosperity.
3. Programme to ensure harmony of "I" and Body-Mental and Physical health and happiness.
4. Harmony in family and society: Understanding Human-human relationship in terms of mutual trust and respect.
5. Understanding society and nation as extensions of family and society respectively.
6. Practice Session – 02

[T2], [R1], [R2]

### **UNIT-3: Basics of Professional Ethics**

**No. of lectures: 04+1**

1. **Ethical Human Conduct** – based on acceptance of basic human values.
2. **Humanistic Constitution and universal human order** – skills, sincerity and fidelity.
3. **To identify the scope and characteristics of people** – friendly and eco-friendly production system, Technologies and management systems.
4. Practice Session – 03.

[T1],[R4]

### **UNIT-4: Professional Ethics in practice**

**No. of lectures: 04+1**

1. **Profession and Professionalism** – Professional Accountability, Roles of a professional, Ethics and image of profession.
2. **Engineering Profession and Ethics** - Technology and society, Ethical obligations of Engineering professionals, Roles of Engineers in industry, society, nation and the world.
3. **Professional Responsibilities** – Collegiality, Loyalty, Confidentiality, Conflict of Interest, Whistle Blowing
4. Practice Session – 04

[T1], [T2], [T3], [R3]

### **Text Books:**

[T1] Professional Ethics, R. Subramanian, Oxford University Press.

[T2] Professional Ethics & Human Values: S.B. Srivastha, SciTech Publications (India) Pvt. Ltd. New Delhi.

[T3] Professional Ethics & Human Values: Prof. D.R. Kiran, TATA Mc Graw Hill Education.

**References:**

- [R1] Success Secrets for Engineering Students: Prof. K.V. SubbaRaju, Ph.D., Published by SMARTstudent.
- [R2] Ethics in Engineering Mike W. Martin, Department of Philosophy, Chapman University and Roland Schinzinger, School of Engineering, University of California, Irvine.
- [R3] Human Values: A. N. Tripathy (2003, New Age International Publishers)
- [R4] Value Education website, <http://www.universalhumanvalues.info>[16]
- [R5] Fundamentals of Ethics, Edmond G. Seebauer & Robert L. Barry, Oxford University Press.
- [R6] Human Values and Professional Ethics: R. R. Gaur, R. Sangal and G. P. Bagaria, Eecel Books (2010, New Delhi). Also, the Teachers' Manual by the same author.

**\*PRACTICAL SESSIONS OF 14 HOME ASSIGNMENTS** will be followed by the students pursuing this paper. (Ref: Professional Ethics & Human Values: S.B. Srivastava, SciTech Publications (India) Pvt. Ltd. New Delhi. )

### CONTENT OF PRACTICE SESSION

#### **Module 1: Course Introduction – Needs, Basic Guidelines, Content and Process of Value Education**

**PS-1:** Imagine yourself in detail. What are the goals of your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcoming in your life? Observe and analyze them.

**Expected Outcome:**

The students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

**PS-2:** Now a days there is lot of voice about techno-genie maladies such as energy and natural resource depletion, environmental Pollution, Global Warming, Ozone depletion, Deforestation, etc. – all these scenes are man-made problems threatening the survival of life on the earth – what is root cause of these maladies and what is the way out in your opinion?

On the other hand there is rapidly growing danger because of nuclear proliferation, arm race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression and suicidal attempts, etc - what do you think the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

**Expected Outcome:**

The students start finding out that technical education with study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all the problems and the sustained solution could emerge only through understanding of human values and value based living. Any solutions brought out through fear, temptation or dogma will not be sustainable.

**PS-3:** 1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of following:

- a) What is naturally acceptable to you in relationship – feeling of respect or disrespect?
- b) What is naturally acceptable to you - to nurture or to exploit others? Is your living the same as your natural acceptance or different?

2. Out of three basic requirements for fulfillment of your aspirations, right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time and efforts you devote for each in your daily routine.

**Expected Outcome:**

- 1. The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify the right or wrong, and referring to any external source life text or instrument or any other person cannot enable them to verify with authenticity, it will only develop assumptions.
- 2. The students are able to see that their practice in living is not in harmony with their natural acceptance at most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.

3. The students are able to see that lack of right understanding leading to lack of relationship is the major cause of the problems in their family and the lack of physical facilities in most of the cases; while they have given higher priority to earning of physical facilities in their life ignoring relationship and not being aware that right understanding is the most important requirement for any human being.

## **Module 2: Understanding harmony in human being – Harmony in myself!**

**PS-4:** Prepare the list of your desires. Observe whether the desires are related with self “I” or body. If it appears to be related with the both, see which part of it is related to self “I” and which part is related to body.

### **Expected Outcome:**

The students are able to see that they can enlist their desires and the desires are not vague, also they are able to relate their desires to “I” and “body” distinctly. If, any desire appears to be related with both, they are able to see that feeling is related to “I” while the physical facility is related to the body. They are also able to see that “I” and “body” are two realities, and most of their desires are related to “I” and not with the “Body”; while their efforts are mostly connected on the fulfillment of the need of the body assuming that it will meet the needs of “I” too.

### **PS-5:**

1. {A}. Observe that any physical facilities you use, follows the given sequence with time; Necessary and tasteful – unnecessary & tasteful – unnecessary & tasteless.  
{B}. In contrast, observe that any feelings in you are either naturally acceptable or not acceptable at all. If, naturally acceptable, you want it continuously and if not acceptable, you do not want it at any moment.
2. List Down all your activities. Observe whether the activity is of “I” or of “body” or with the participation both “I” and “body”.
3. Observe the activities with “I”. Identify the object of your attention for different moments (over a period say 5 to 10 minute) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

### **Expected Outcome:**

1. The students are able to see that all physical facilities they use are required for limited time in a limited quantity. Also they are able to see that cause of feeling, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable eve for a single moment.
2. The students are able to see that activities like understanding, desires, thoughts and selection are the activities of “I” only; the activities like breathing, palpitation of different parts of the body are fully the activities of the body. With the acceptance of “I”, while activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs, etc. are such activities that require the participation of both “I” and “body”
3. The students become aware of their activities of “I” and start finding their focus of attention at different moments. Also they are able see that most of their desires are coming from outsides (through preconditioning or sensation) and are not based on their natural acceptance.

- PS-6:**
1. Chalk out the program to ensure that you are responsible to your body – for the nurturing, protection and right utilization of the body.
  2. Find out the plants and shrubs growing in and your campus. Find out their use for curing different diseases.

### **Expected Outcome:**

The students are able to list down activities related to a proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildy growing in and around the campus which can be beneficial in curing the different diseases.

### Module 3: Understanding harmony in the family and society - Harmony in Human – Human relationship

**PS-7:** Form small groups in the class and in that group initiate the dialogue and ask the eight questions related to trust. The eight questions are-

S.No.	Intention (Natural Acceptance)	S.No.	Competence
1.a.	Do I want to make myself happy?	1.b.	Am I liable to make myself always Happy?
2.a.	Do I want to make the other happy?	2.b.	Am I liable to make the other always happy?
3.a.	Does the other want to make him happy?	3.b.	Is the other able to make him always happy?
4.a.	Does the other want to make me happy? What is answer?	4.b.	Is the other able to make me always happy? What is answer?

Let each student answer the question for himself and everyone else. Discuss the difference between intention and competence.

#### Expected Outcome:

The students are able to see that the first four questions are related to our natural acceptance i.e. intention and the next four to our competence. They are able to note that the intention is always correct, only competence is lacking. We generally evaluate ourselves on the basis of our intention and other on the basis of their competence. We seldom look at our competence and other's intention as a result we conclude that I am a good person and other is a bad person.

#### PS-8:

1. Observe that on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasion you are disrespecting by way of under evaluation, over evaluation or otherwise evaluation.
2. Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

#### Expected Outcome:

The students are able to see that respect is right evaluation and only right evaluation leads to fulfilment of relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect) like gender biasness, generation gap, caste conflicts, class struggle, and domination through poor play, communal violence, and clash of isms and so on so forth.

All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for him and for others though he may have different body, physical facilities or beliefs.

#### PS-9:

1. Write a note in the form of a story, poem, skit, essay, narration, dialogue, to educate a child.  
Evaluate it in a group.
2. Develop three chapters to introduce "social science", its needs, scope and content in the primary education of children.

#### Expected Outcome:

The students are able to use their creativity for educating children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

#### **Module 4: Understanding harmony in the nature and existence – Whole existence as Co – existence -**

**PS-10:** Prepare the list of units (things) around you. Classify them into four orders. Observe and explain the mutual fulfilment of each unit with other orders.

**Expected Outcome:**

The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfilment among them. They are also able to see that human beings are not fulfilling to their orders today and need to take appropriate steps to ensure right participation (in term of nurturing, protection and right utilization) in the nature.

**PS-11:**

1. Make a chart for the whole existence. List down different courses of studies and relate them to different or levels in the existence.
2. Choose any one subject being taught today. Evaluate and suggest suitable modifications to make it appropriate and holistic.

**Expected Outcome:**

The students are confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are liable to make out how these courses can be made appropriate and holistic.

#### **Module 5: Implication of the above Holistic Understanding of Harmony at all Levels of Existence.**

**PS-12:** Choose any two current problem of different kind in the society and suggest how they can be solved on the basis of the natural acceptance of human values. Suggest the steps you will take in present conditions.

**Expected Outcome:**

The students are liable to present sustainable solutions to the problem in society and nature. They are also able to see that these solutions are practicable and draw road maps to achieve them.

**PS-13:**

1. Suggest ways in which you can use your knowledge of engineering / technology / management for universal human order from your family to world family.
2. Suggest one format of humanistic constitution at the level of nation from your side.

**Expected Outcome:**

The students are able to grasp the right utilization of their knowledge in their streams of technology / engineering / management to ensure mutually enriching and recyclable production systems.

**PS-14:** The course is going to be over now. Evaluate your state before and after the course in terms of-

- Thoughts
- Behavior
- Work and
- Realization

Do you have any plan to participate in the transition of the society after graduating from the institute?  
Write a brief note on it.

**Expected Outcome:**

The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for happy and prosperous society.