

BOARD OF INTERMEDIATE EDUCATION:HYDERABAD

ETHICS AND HUMAN VALUES

for

INTERMEDIATE FIRST YEAR

ANNEXURE

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Syllabus of Ethics and Human Values for Intermediate First Year

Unit – 1: Ethics and Human Values – Definition – Good Behaviour, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society.

Unit – 2: Indian Constitution and Values – Fundamental Rights and Duties -Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.

Unit – 3: Individual and Society – Desirable Basic Human Characters - Honesty, Truthfulness, Respect, Punctuality, Responsibility, Courtesy, Discipline, Kindness, courage, Character, Forgiveness, Friendship, Compassion, Consideration, Contentedness, Simplicity, Empathy, Avoiding Greed; Family responsibilities; Duties as a Member of the Society; Social Concerns – Evils of Dowry, Caste System, Racial Discrimination; Participation in NCC, NSS, Scouts & Guides, NGC.

Unit – 4: Life Skills – Goal-setting; Self-esteem and Self-Confidence; Problem Solving; Decision Making; Time Management; Stress Management; Positive Thinking; Assertiveness; Teamwork; Interpersonal Relationships; Coping with Life Stresses; Suicidal Tendencies; Peer Pressure; Substance Abuse and Addiction.

Unit – 5: Environmental Concerns – Respect for Natural Environment – Land, Trees, Air, Water, Animals; Unethical Practices – Depletion of Natural Resources (Soil Erosion, Pollution, Mining, Deforestation); Use of Plastics and Pesticides; EcoClubs.

Unit – 6: Religious and Cultural Values–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family, Guidance to youngsters, Morals of *Bharthruhari*, *Shukra*, *Vidura*; Gender Equality.

Unit – 7: Professional Ethics–Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Business, Teaching, Civil Services, Politics, Medicine, Policing, Judiciary.

Unit – 8: Health and Nutrition: Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.

Unit – 9: Ethics in Media and Technology – Impact on Youth; Cyber Ethics and Etiquette; Mobile Phones, Social Networking; Correct and Judicious Use

Unit – 10: Ethics, Values and Thinking–Right Thinking, Right Understanding, Reflective Thinking, Rational / Critical Thinking, Creative Thinking.

PROJECT WORK IN ETHICS

The aim of project work is to sensitize students about some of the issues that are dealt with in the textbook through field trips, interviews and discussions, and to encourage them to reflect on these issues as responsible citizens of the nation.

The list of ideas given below serves merely as a guideline and is by no means either exhaustive or binding. It is left to the discretion of junior colleges to choose projects which are suitable for their students, depending on the location of the college, the background of the students etc. **The only prerequisite is that teachers should not dictate essays but encourage students to actually participate in a project, no matter how small or simple it is.**

GROUP PROJECTS (20 Marks)

Students could go on a local field trip and submit an account in about 5 pages. Students can be divided into groups of 5 and one written account can be submitted per group. Different groups can undertake different projects so that the logistics are manageable and there is also sharing of experiences/ ideas. Students are advised to prepare a list of questions before hand so that they are more focussed. Some suggestions:

1. A field trip/ visit to **any place in the town, village or district** (in which the college is located) that is **associated with a person of noble ideals**. The person need not be famous. He/She could be a philanthropist/ educationist/ social worker. For eg. students in Hyderabad can be taken to Bapu Ghat, Langar Hauz.
2. A visit to the **Gram Panchayat / Mandal Parishad Office / Zilla Parishad Office / Municipal Corporation or any local governing body**. (Talk to some of the officials and find out about various aspects related to the functioning of that institution - meet members of the public - reason for visit - e governance or paper files)
3. A visit to a **local government school** (strength of classes—mid-day meals—whether provided— - whether more girls or boys (if co-ed)—reasons for drop outs— talk with teachers, students)
4. A visit to a **place of worship** (when constructed— is there a deity—mode of worship— rituals—festivals- talk to priest). 2 persons or more, of different religions (they could be parents), can be invited to give a talk about beliefs, traditions. It would be interesting if people following less known religions such as Buddhism, Jainism and Sikhism are invited.
5. A visit to a **cyber café** (talk to owner and users— how often users visit— primary purpose – is it to check email, jobs, surfing— social networking—their opinion about need for government control—parental supervision)
6. A visit to a **gymnasium/vyayamshala** (how many members—purpose of joining—regularity— which exercises—types of machines— any women—talk to trainer and members)
7. A visit to a **government hospital or dispensary** (how old—facilities—strength of staff—talk to doctors/nurses/ patients— problems—suggestions)

8. A visit to an **old age home/ vrudhashram** (how many inmates—why are they staying there—where are their children—voluntary choice or forced—are they happy—facilities)
9. A visit to a **zoo/park** (preservation of environment—species of animals/plants—area—number of visitors per day— maintenance— talk to animal keepers/ gardeners)
10. A visit to a **Mee Seva Centre** (different services offered— structure of fees for services— talk to some members of public— why they have come— are they satisfied—time/transparency/charges)
11. A visit to a **Fair Price Shop/Ration Shop** (size of shop—hours of functioning—what items available— difference in price compared to open market— talk to customers—are they satisfied with service— easy availability or not— do they prefer this system or direct cash transfer)
12. A visit to the **Pension Office** (where located—categories of pensioners—National Social assistance programme—amount given on an average to different categories— talk to old age pensioners, widows, disabled people— any complaints—happy with service/ amount or not— do they prefer direct credit in accounts or coming physically—why)
13. A visit to a **Hotel** (how big—items served—hygiene— whether small children being employed— talk to owner / waiters / cleaners — pay — living conditions)
14. A visit to a **Raitu Bazaar/ Sabji Mnadi** (how big—variety of vegetables—cost—from where brought—profits—problems)
15. A visit to an **Industry** (what is being manufactured—number of workers—safety precautions—working conditions—pay protection)
16. A visit to the **Institute of Nutrition** (types of research being done—indigenous foods—genetically modified crops—information displayed—how useful for teenagers)
17. A visit to a **Food Processing Unit** (items being made—chemical additives and preservatives—shelf life of products—work place—hygiene measures)
18. **Invite elders of the locality** (including parents) to give talks about social evils like dowry, caste system, gender discrimination and also about the generation gap/ need to take care of elders/ duties as a member of society.
19. Set aside half a day for **cleaning the premises** of the college and **planting a few saplings**. The saplings should be taken care of and watered every day by the students themselves.

INDIVIDUAL PROJECT WORK (20 Marks)

Students are expected to complete a small project on their own. They can be assigned different projects for the sake of variety and creativity. They can either submit an essay in about 5 pages or draw a chart. The best charts can be kept on display. Some suggestions are given below:

1. Write an essay about your favourite TV serial/ movie in terms of the ethical values that are portrayed by various characters.
2. Have a talk with a person who is more than 60 years old. Ask him/her to describe how life was in their youth and the changes over the decades (food/life style/ mode of transport/ entertainment/ work culture/ family relationships). Write an essay.
3. Find out from books or the internet about 5 foods that are healthy and 5 that are not, in terms of nutritive value, and submit your findings in an essay/ a chart.

4. Interview a tailor/plumber/construction worker/sweeper/ shop assistant or a person in any other vocation. Find out how ethical practices can be observed by them/ their problems/ suggestions. Write an essay.
5. Draw a chart to show the advantages and disadvantages of the internet/mobile phones/ social networking.
6. Draw a chart to show the benefits of regular exercise.
7. Draw a chart to enumerate some prominent beliefs/practices in any religion.
8. Draw a chart to highlight the ethical norms that should be followed in a particular profession (teaching/ medicine/ law/ business etc or any other even if not given in the text).
9. Draw a chart about ways of preventing communicable diseases/ avoiding risk behaviour/ substance abuse.
10. Draw a chart highlighting the various aspects of any social evil like dowry/ untouchability/ gender discrimination/ religious intolerance.
11. Draw a chart pertaining to any aspect of life skills.
12. Draw a chart about the harmful effects of pesticides/ plastic.
13. Draw a chart pertaining to the need for conservation of the environment (eg protection of forests/ protection of animal species especially those in danger of extinction/protection of water bodies)
14. Draw a chart highlighting any aspect of the Indian Constitution (Fundamental Rights/Duties/ Directive Principles/ National Emblem.
15. Draw a chart highlighting the useful work being done by organizations like the NCC/NSS/NGC.

EXAMINATION PATTERN

General Instructions to Lecturers: The Examination in the subject of ETHICS comprises a total of 100 marks. The break-up of marks is as follows:

- | | |
|---------------------------------------------------------------|------------|
| 1. Theory Examination consisting of 4 essays of 15 marks each | : 60 marks |
| 2. Group Project | : 20 marks |
| 3. Individual Project | : 20 marks |

For the purpose of the written examination, in order to provide wide choice to the students, the 10 chapters are being placed under 4 sections. Two/Three questions will be given under each section. The student has to answer one question from each section.

Section A—— chapters 1,3,10

Section B—— chapters 2,4,9

Section C—— chapters 5,7

Section D—— chapters 6,8.

(The division of chapters has been done in a random manner and does not reflect the relative importance of any chapter/chapters)

MODEL QUESTION PAPER**Max marks: 60**

Answer **ANY FOUR** of the following in 150-250 words, choosing **ONE QUESTION** from Each Section. 4x15= 60

SECTION – A*(Chapters 1, 3, 10)*

1. Give an account of the nature, definition and scope of Ethics.
2. Write an essay about any three social evils that are prevalent today.
3. Differentiate between Critical Thinking and Creative Thinking.

SECTION – B*(Chapters 2, 4, 9)*

1. Write an essay about the Fundamental Rights and Fundamental Duties of Indian citizens.
2. What are some of the warning signs and causes of suicide? Discuss how positive thinking and developing assertiveness can help in preventing suicidal tendencies.
3. Describe how privacy and personal safety can be compromised unknowingly by users of the internet. What precautions should one take to avoid becoming a victim of cyber crime?

SECTION – C*(Chapters 5, 7)*

1. Describe some unethical practices which have led to the degradation of natural resources.
2. Write an essay on ethical practices that should be followed in general by people of all professions.

SECTION – D*(Chapters 6, 8)*

1. Discuss the need for religious tolerance. Enumerate some of the important concepts of any religion you admire.
2. Discuss the effects of substance abuse. How can substance abuse be prevented?
