



**MANGALMAY**

INSTITUTE OF MANAGEMENT TECHNOLOGY

—Greater Noida—



# Value Added Course

variables  
**ethical**  
learning performance connected  
systems accountability **culture** messages human holist

On

**Ethics & Cultural  
Development**

**Resource Person  
Mr. Tejendra Kumar**

**28<sup>th</sup> Nov 2022 to 16<sup>th</sup> Dec 2022**

**Toll Free : 1800 103 3797 | [www.mangalmay.net.in](http://www.mangalmay.net.in)**

**Plot No. 8 & 9 Knowledge Park -II, Greater Noida, Delhi-NCR, India**



## **Value Addition Course Syllabus**

### **Certification Course on “Ethics and Cultural Development”**

**Duration: 30 Hours**

#### **Course Objectives**

- The course aims to help students explore the ethical and cultural dimensions of their lives.
- The course provides a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions, and actions.
- It allows the students to express themselves and inquire into their decision-making processes. This will enable them to cultivate ethical values and participate in creating a society based on acceptance, compassion, and justice.

#### **Learning Outcomes**

- Explore perspectives on ethics in thoughts, words and actions
- Evolve ethical decision-making practices
- Understand the need for an ethical society and culture
- Introspect, become conscious of and assess one’s stance in life
- Cultivate empathy, tolerance and compassion
- Apply the values learnt in the course to everyday life.



## Syllabus

<b>Unit I: Introduction   The Basis of Ethics</b>	<b>Lectures</b>
<ul style="list-style-type: none"><li>● Getting to Know Each Other</li><li>● What to Expect from the Course?</li><li>● Recognition of Our Common Humanity</li><li>● Empathy, Compassion and Justice</li></ul>	<b>3</b>
<b>Unit II: The Role of Intelligence, Reason and Emotions</b>	
<ul style="list-style-type: none"><li>● Discernment: What Is The Right Thing To Do?</li><li>● The Art of Conflict Resolution</li><li>● Destructive and Constructive Emotions</li><li>● The Need for Emotional Balance</li></ul>	<b>4</b>
<b>Unit III: Cultivating Inner Values   Ethics in the World of Work and Play</b>	
<ul style="list-style-type: none"><li>● Training the Mind: Mindfulness and Kindness</li><li>● Meditation</li><li>● Discovering your Vocation and Interests</li><li>● Self-discipline, Integrity, Commitment, Creativity</li><li>● Work-Life Balance</li></ul>	<b>4</b>
<b>Unit IV: Striving for a Better World  </b>	
<ul style="list-style-type: none"><li>● Means and Ends</li><li>● Debate and Dialogue</li><li>● Culture as Shared Values</li><li>● Creating and Sustaining Ethical Cultures: The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media</li></ul>	<b>4</b>

**Practical/ Practice Component**

**(15 sessions of 2 hours each 30 hours)**



## **Unit 1**

- 1.** The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
- 2.** After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
- 3.** The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.
- 4.** The teacher may ask students to think of people who they think have lived an ‘ethical life’. These may be people who they know from their personal lives or people known for upholding ethical values in the face of adversity
- 5.** Students are encouraged to identify what are common human values necessary to realise shared common humanity—the feeling of interconnectedness/interdependence.
- 6.** Class to be divided in small groups to discuss how each would make an effort to cultivate new morals/ethical values for betterment of their local environment.
- 7.** Celebrating ‘Sharing and Caring’ based on regional diversity can be encouraged.
- 8.** Engage students to do activities of ‘being in the shoes of others’ (peers, parents, siblings, house help/support or in any local community grappling with problems) to understand the problems empathetically.
- 9.** The students can be asked to make bookmarks/cards to remind them about virtues pertaining to empathy versus sympathy, need versus greed, just versus unjust or compassion versus insensitivity.
- 10.** Compassion is about cultivating it as a daily value so students can in small groups undertake compassion-based activities of looking after animals, birds, the needy, elderly, differently abled, non-privileged, etc., and share their thoughts in the class.

## **Unit 2**



1. Make the student think of a hard decision they have made. What made it hard? How did you make the decision? How do you assess it retrospectively?
2. Encourage students to think of judgments and decisions based on the dilemmas and challenges they face. How do they go about making these decisions?
3. The teacher may introduce any well-known story and ask the students to discuss the story from the point of view of the different characters.
4. Ask students how willing they are to deal with a conflict when it occurs. What strategies do they adopt to resolve the conflict?
5. The teacher may ask students to prepare posters with captions like “avoidance”, “competition”, “cooperation” and “adaptation” and then may ask students to identify with one of these styles which according to them best represents their style of dealing with conflict.
6. The students may be asked to discuss different such similar situations that they may have encountered and a discussion may be initiated on how they resolve those conflicts.
7. The students can be asked to write down certain destructive emotions that they are experiencing presently. How would they work to make them constructive? A classroom discussion could follow around this.
8. Ask the students to note down a list of constructive emotions experienced by them recently. Were the constructive emotions less powerful as compared to the destructive ones experienced by them? Discussion in class can follow.
9. How do you (i) express, (ii) handle anger/ disgust/ distress/ fear ( any destructive emotion can be taken up). A healthy discussion in the class can take place around this.
10. Students may be asked to practice a simple breathing exercise. They can sit straight with eyes opened or closed in a comfortable position to just observe their breathing. They can repeat this exercise six to eight times and share (if they like) their experience of silence.
11. To identify your interests and develop a meaningful hobby.
12. Have an open conversation in the class about happiness.

### **Unit 3**



1. The students could observe various emotions that bottle up in their minds and be asked to watch the flow of emotions non-judgmentally.
2. Students may be asked to recall their journey to the college that morning. Do they remember road signs, faces of people they crossed, the roads that they took, the people they interacted with, the sights and smells around them, or anything else?
3. Students could be asked to cultivate the habit of simple greeting as practice of gratitude and celebrate a day of joyful giving.
4. The students can close their eyes for 2-3 minutes and be asked to observe their thoughts, list them, and categorize them into 'to be kept' or 'to let go'.
5. The teacher may ask students to close their eyes and imagine a situation in which they are truly happy. Students could wish for the well-being of two students in the same classroom in their meditative state.
6. Students could meditate on who has been their inspiration and the qualities of the person who has inspired them and then express gratitude to the person concerned.
7. The teacher may ask the students to think retrospectively about what they thought they would take up as a vocation when they were younger. How and why their choices were influenced and changed, if at all?
8. The teacher may ask the students to imagine and chart a journey and destination for themselves. They may also talk about the challenges they foresee.
9. The teacher may encourage the students to maintain a daily diary of their scheduling of time or a work log and see how much time they effectively give to their work. The teacher may help the students identify the distractors and where they may be 'wasting' time and energy. The activity is designed to help students understand the value of effective time utilization.
10. In this lesson, the teacher may ask the students to draw up a list of team ethics. They may build this based on their experiences of working with each other in groups.
11. The teacher may ask the students to share an incident where they felt pressured/bored to complete some work. How did they deal with the stress and monotony of work?

#### **Unit 4**





1. Students will be asked to work in pairs and develop situations that pose ethical dilemmas and how to resolve them.
2. Students may be asked to look at a film or at an advertisement and discuss what they think about the question/s posed in them. The teacher may ask them if they can think of an alternative ethical approach to the problem posed.
3. Students will be asked to think of situations in which they lost their temper. Have they ever felt that in a fit of emotion they said something that they regretted later? If they had paused to listen and then respond, what would the other person have said? How would the outcome of the situation have been different?
4. A debate on any relevant topic may be conducted in the class. After the first round the students may be asked to adopt and argue their opponents point of view. At the end of this exercise the students can have an open discussion on which position finally appealed to them.
5. The teacher may give a short story to the students and ask them to change the ending. They may be asked to observe how characters and their views may have undergone change in the process.
6. There can be a discussion around a topic such as, the idea of corporal punishment, euthanasia etc. Students can be given a sheet of paper and can be asked to write for or against the theme. The idea is to enable them to understand that the positions they have taken vis-a-vis the theme are a result of different value orientations
7. Popular foods from many parts of India can be discussed. Their origins can be traced to chart a kind of food history.
8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Cinema, and Media to highlight that the choices people/characters make are grounded in their culture.
9. The students can discuss classical/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded) and costumes. 3. The role of oral traditions and literature in indicating the importance of ethics in our everyday lives can be discussed.
7. Popular foods from many parts of India can be discussed. Their origins can be traced to chart a kind of food history.



8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Cinema, and Media to highlight that the choices people/characters make are grounded in their culture.

9. The students can discuss classical/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded) and costumes. The role of oral traditions and literature in indicating the importance of ethics in our everyday lives can be discussed.

### **Suggested Activities for Outreach: Social/ Community Engagement and Service**

In the weeks that follow, students will be expected to engage in outreach activities that shall enable them to put into practice some of the ethical considerations deliberated upon and imbibed in the previous modules. A list of suggested outreach activities is as follows:

- Adopt a village with the aim of cultural and ethical learning
- Discussing health and hygiene issues in a community
- Tutoring students
- Gender sensitisation
- Working on environmental issues
- Working with Child Care Centres such as Anganwadis and Balwadis
- Working with differently abled students
- Preserving cultural and heritage sites
- Spending time with senior citizens including in a Senior Citizens Home
- Extending care to animals in animal welfare shelters
- Addressing issues relating to Reproductive Health
- Spreading awareness about adolescent health
- Addressing issues relating to mental health
- Health and nutrition awareness
- Swacchata Abhiyaan
- Sensitisation towards disease awareness
- Vriksharopan
- If required, students can share their experiences in the form of a Project Report





- Any other Practical/Practice as decided from time to time.

**Suggested Readings:**

- Aristotle. Nichomachean Ethics. London: Penguin Classics, 2004
- Swami Vivekananda. The Complete Works of Swami Vivekananda. Advaita Ashrama, 2016. --  
-[https://www.ramakrishnavivekananda.info/vivekananda/complete\\_works.html](https://www.ramakrishnavivekananda.info/vivekananda/complete_works.html)
- Panch Parmeshwar in English translation as The Holy Panchayat by Munshi Premchand
- The Silas Marner by George Eliot
- We are Seven by Wordsworth
- The Chimney Sweeper by William Blake

**Assessment Methods Internal Assessment: 25%**

**End Semester Theory Exam: 25%**

**Practical: 50%**

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**Value Addition Course “Ethics and Cultural Development”**

**Duration:30 hours**

<b>Sr.No.</b>	<b>Resource Person</b>	<b>Topic Covered</b>	<b>Date &amp; Time</b>
1.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● The Basis of Ethics</li></ul>	28 <sup>th</sup> November,2022 2:00 p.m.-4:00 p.m.
2.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Getting to Know Each Other</li><li>● What to Expect from the Course?</li></ul>	29 <sup>th</sup> November,2022 2:00 p.m.-4:00 p.m.
3.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Recognition of Our Common Humanity</li><li>● Empathy, Compassion and Justice</li></ul>	30 <sup>th</sup> November,2022 2:00 p.m.-4:00 p.m.
4.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● The Role of Intelligence, Reason and Emotions</li></ul>	1st December,2022 2:00 p.m.-4:00 p.m.
5.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Discernment: What Is The Right Thing To Do?</li><li>● The Art of Conflict Resolution</li></ul>	2 <sup>nd</sup> December,2022 2:00 p.m.-4:00 p.m.



6.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Destructive and Constructive Emotions</li></ul>	5 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
7.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● The Need for Emotional Balance</li></ul>	6 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
8.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Cultivating Inner Values   Ethics in the World of Work and Play</li></ul>	7 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
9.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Training the Mind: Mindfulness and Kindness</li><li>● Meditation</li></ul>	8 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
10.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Discovering your Vocation and Interests</li></ul>	9 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
11.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Self-discipline, Integrity, Commitment, Creativity</li><li>● Work-Life Balance</li></ul>	12 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
12.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Striving for a Better World</li></ul>	13 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
13.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Means and Ends</li><li>● Debate and Dialogue</li></ul>	14 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
14.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Culture as Shared Values</li></ul>	15 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.



15.	Mr. Tejendra Kumar	<ul style="list-style-type: none"><li>● Creating and Sustaining Ethical Cultures: The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media</li></ul>	16 <sup>th</sup> December,2022 2:00 p.m.-4:00 p.m.
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**Report**  
**Value Addition Course on “Ethics and Cultural Development”**  
**28th November 2022 to 16th December 2022**

**Venue:** Seminar Hall, Block C

**Organised by :** School of Education, MIMT

**Beneficiaries:** Students of B.Ed. II year (90)

**Coordinated by** Mr. Ashish Mishra

**Resource Person:** Mr. Tejendra Kumar

On completion of the Certification Course on “Ethics and Culture Development”, the prospective teacher educator will be able to:

- Develop a strong foundation in ethical principles
- Enhance critical thinking skills for ethical decision-making
- Foster empathy and cultural sensitivity
- Promote personal and professional responsibility
- Develop strategies for building and sustaining ethical cultures

**Planning & Execution:**

Mr. Ashish Mishra was assigned the responsibility to conduct the course. The proposal was forwarded to the Management to get it approved. It was accepted on 24th November 2022. Thereafter, Mr. Tejendra Kumar (Assistant Professor, MIMT) was approached to conduct the course. They were convinced and sent the course schedule. The Plan of Action was prepared.

**Day-wise Activity:**

**Day 1 (28th November 2022)**

On the First day of Session 1, Mr. Tejendra Kumar discussed the significance and variations of modern ethical values. Their basic Ethics and Culture and other varieties.

**Day 2 (29th November 2022)**

On the Second day of Session 2, Mr. Tejendra Kumar trained the students in The Role of Intelligence, Reason, and Emotions.

**Day 3 (30th November 2022)**

On the Third day of Session 3, Mr. Ashish Mishra explained The Art of Conflict Resolution by enjoying the session.

**Day 4 (1st December 2022)**



On the Fourth day in Session 4, he discussed how to respond by using language in various contexts/situations he told the ways of how to talk about oneself and others. In addition to that, he too explained the process of how to attend an interview.

**Day 5 (2nd December 2022)**

On the Fifth day in Session 5, Mr. Tejendra Kumar discussed Destructive and Constructive Emotions.

**Day 6 (5th December 2022)**

On the Sixth day of Session 6, MrTejendra Kumar discussed The Need for Emotional Balance.

**Day 7(6th December 2022)**

On the Seventh day in Session-7, Mr. Tejendra Kumar talked about Cultivating Inner Values | Ethics in the World of Work and Play.

**Day 8 (7th December 2022)**

On the Eighth day of Session 8, Mr. Tejendra Kumar talked about Training the Mind: Mindfulness and Kindness.

**Day 9(8th December 2022)**

On the Ninth day in Session-9, he helped students clear their doubts about Meditation.

**Day 10 (9th December 2022)**

On the tenth day in Session-10, MrTejendra Kumar discussed the effective way of Self-discipline, Integrity, Commitment, and Creativity.

**Day 11 (12th December 2022)**

On the eleventh day in Session 11, MrTejendra Kumar discussed Work-Life Balance.

**Day 12 (13th December 2022)**

On the Twelfth day in Session-12 MrTejendra Kumar discussed Striving for a Better World and Debate and Dialogue.

**Day 13(14th December 2022)**

On the next day in Session 13, MrTejendra Kumar made students understand Culture as Shared Values.

**Day 14 (15th December 2022)**

In the fourteenth session, he discussed preparing project proposals. Students actively participated in it.

**Day 15 (16th December 2022)**

On the last day of Session 15 Mr. Tejendra Kumar told them about Creating and Sustaining Ethical Cultures and The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media.

**The learning outcomes** of the Certification Course on “Ethics and Culture Development” are:

- Students were able to articulate key ethical frameworks and principles.
- Students demonstrated the ability to apply ethical frameworks to real-world scenarios.
- Students exhibited increased empathy and sensitivity towards diverse viewpoints.
- Students identified personal and professional ethical boundaries and held themselves accountable.
- Students developed strategies for promoting ethical behaviour within teams, organisations, or communities.





# Mangalmay Institute of Management Technology Greater Noida (U.P.)



90 students of B.Ed.IInd Year year had done this course. The course was highly interactive and extremely motivated the students.

Picture1.1



**Mr.Tejendra Kumar taking a session**



**Mangalmai Institute of Management Technology**  
Greater Noida (U.P.)





**Value Addition Course on “Ethics and Cultural Development”**

**Time: 25 min.**

**M.M. 10**

**Name:**

**Father’s Name:**

**Read the following questions carefully and answer them questions:**

**Choose the correct option. (1×10=10)**

Choose the correct option:

1. Ethics is the science □□.....

- a) Beauty b) Truth c) Conduct d) Mind

2. Ethics is .....

- a) Positive b) Applied c) Systematic d) Normative

3)What does care mean?

- a) Making sure we carry out instructions correctly  
b) Always arriving at work on time  
c) Supporting and looking after someone  
d) None of the above

4)What do you mean by Empathy?

- a) Liking everyone b) Being friendly with strangers  
c) The ability to share the feelings of others d) None of the above

5)For Empathy which of the following statements is true?

- i) Empathy and Sympathy both are equal  
ii) The ability of a person to understand the feelings of others, is called empathy  
a) i only b) ii only c) i and ii both d) Neither i nor ii

6. What does kindness mean?

- a) Not hurting people especially those we do not like  
b) Being friendly, welcoming, and wanting to help  
c) Always giving/fulfilling people what they want  
d) All of the above

7) Social justice is related to the following issues :

- a) Social and economic change b) Political democracy  
c) Personal freedom d) All of the above

8) The idea of justice is usually traced back to the ancient philosophy of:



- a) Rawls and David Muller b) Plato and Aristotle
- c) J.R. Feagin & Martin Powell d) Ambedkar, Jost and Kay

9) Emotional intelligence is characterized by -

- a) Proficient in problem-solving b) Better interpersonal relationship
- c) High abstract thinking ability d) Good sense of humour

10) Which of the following is the characteristic feature of the emotional development during adolescence?

- a) Jealousy towards brothers/sisters in the family
- b) Conflicts in motivations
- c) Showing curious towards environmental objects
- d) Tendency to evince worries concerning school or personal-related matters.



## **2.TOPICS FOR EXTEMPORE**

1. Beyond Introductions: How Can We Build a Sense of Community in this Course?
2. Common Humanity vs. Individual Differences: Can We Have Both?
3. Is Empathy Enough? The Role of Justice in Building a Better World.
4. Head vs. Heart: How Can We Balance Reason and Emotions for Ethical Decision-Making?
5. The Art of Disagreement: How Can We Resolve Conflict Constructively and Ethically?
6. Can Negative Emotions Ever Be Productive?
7. Mindfulness in Action: How Can We Use Mindfulness to Improve Our Ethical Choices?
8. Finding Your Passion: Does a Job Need to be Ethical to be Fulfilling?
9. The Importance of Work-Life Balance: How Can We Achieve It in Today's World?
10. The Ends Justify the Means? When Does Good Intent Lead to Bad Decisions?
11. Debate vs. Dialogue: Can We Have Productive Conversations on Difficult Issues?
12. The Power of Culture: How Do Shared Values Shape Ethical Behavior?
13. Beyond Philosophy: Can Art, Music, and Media Promote Ethical Living?
14. The Role of Technology: Is Tech a Help or Hindrance to Ethical Progress?
15. Building an Ethical Future: What Can We Learn from the Past?

### **Details of the Extempore Competition**

The extempore competition topics were disseminated to students using a lottery system to maintain fairness. Each student was assigned a specific topic, serving as the representative for their respective groups.

The competition followed the outlined format:

1. Each group was allotted 60 seconds for collective discussion on the assigned topic.



2. Subsequently, a representative from each group addressed the assigned topic for 3 minutes.

**Nine groups were made consisting of ten students, who actively participated in the event.**

### **3. QUESTIONS SELECTED FOR GROUP DISCUSSION**

- How can getting to know each other in a diverse group foster ethical discussions?
- What are your expectations from this ethics course, and how can we create a positive learning environment for everyone?
- Beyond shared biology, what aspects of human experience create a sense of common humanity?
- Can empathy and compassion be learned, or are they inherent traits? Describe.
- How can we balance the pursuit of justice with the need for social order?
- When faced with an ethical dilemma, how can we discern the right course of action?
- What strategies can be used to effectively resolve conflict in a respectful manner?
- Can emotions ever be a force for good in ethical decision-making? How?
- How can we achieve emotional balance to avoid letting our feelings cloud our judgment?
- In your opinion, is pure reason or a combination of reason and emotions more important in ethical decision-making? Describe?
- How can mindfulness and kindness practices help us cultivate ethical behavior?
- What role can meditation play in developing our ethical compass?
- How can we discover our true vocations and align them with our ethical values?





- Discuss the importance of self-discipline, integrity, commitment, and creativity in leading an ethical life.
- How can we achieve a healthy work-life balance that allows us to be ethical in both spheres?
- When considering ethical dilemmas, how do the means we use affect the ends we seek?
- What are the key differences between debate and dialogue in addressing ethical issues?
- How do shared values contribute to building a strong culture within a community or organization?
- Discuss the role of philosophy, religion, literature, and the arts in shaping and sustaining ethical cultures.
- How can media be a force for good in promoting ethical behavior in society?
- Share a personal experience where you faced an ethical dilemma. How did you navigate the situation?
- What qualities do you admire in ethical leaders?
- How can we hold ourselves and others accountable for ethical behavior?
- Discuss the ethical implications of technological advancements such as artificial intelligence.
- What are some challenges we face in promoting global ethics in an interconnected world?
- Is complete honesty always the best policy, or are there situations where a "white lie" is justified? How?
- To what extent should personal ethics influence professional decisions?
- Should artificial intelligence be programmed with ethical principles? Explain?
- Can a society function effectively without a shared set of ethical values? How?

### **Details of the Group Discussion**



The discussion followed the outlined format:

1. Each group was allotted 60 seconds for collective discussion on the assigned topic.
2. Subsequently, a representative from each group addressed the assigned topic for 3 minutes.

**The group discussion took place concurrently in two classrooms, with each classroom accommodating a total of 18 groups, each consisting of five students.**



**Mangalmai Institute of Management Technology**  
Greater Noida (U.P.)



B.Ed II Year (Session: 2021-2023), Examination-2022

**Value Addition Course on "Ethics and Cultural Development"**

Time: 25 min.

Name: Anomika Rao

Father's Name: Sanjay Rao

Read the following questions carefully and answer them questions:

Choose the correct option. (1×10=10)

Choose the correct option:

1. Ethics is the science of.....  
a) Beauty b) Truth c) Conduct d) Mind ✓
2. Ethics is .....  
a) Positive b) Applied c) Systematic d) Normative ✓
- 3) What does care mean?  
a) Making sure we carry out instructions correctly  
b) Always arriving at work on time  
c) Supporting and looking after someone ✓  
d) None of the above
- 4) What do you mean by Empathy?  
a) Liking everyone b) Being friendly with strangers  
c) The ability to share the feelings of others d) None of the above ✓
- 5) For Empathy which of the following statements is true?  
i) Empathy and Sympathy both are equal  
ii) The ability of a person to understand the feelings of others, is called empathy  
a) i only b) ii only c) i and ii both d) Neither i nor ii ✓
6. What does kindness mean?  
a) Not hurting people especially those we do not like ✓  
b) Being friendly, welcoming and wanting to help  
c) Always giving/fulfill people what they want  
d) All of the above ✓
- 7) Social justice is related to the following issues :  
a) Social and economic change b) Political democracy ✓  
c) Personal freedom d) All of the above ✓
- 8) The idea of justice is usually traced back to the ancient philosophy of:

M.M. 10

08  
10

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- a) Rawls and David Muller b) Plato and Aristotle X  
c) J.R. Feagin & Martin Powell d) Ambedkar, Jost and Kay

9) Emotional intelligence is characterised by -

- a) Proficient in problem solving b) Better interpersonal relationship X  
c) High abstract thinking ability d) Good sense of humour

10) Which of the following is the characteristic feature of the emotional development during adolescence?

- a) Jealousy towards brothers/sisters in the family  
b) Conflicts in motivations  
c) Showing curiosity towards environmental objects  
d) Tendency to evince worries in respect of school or personal related matters.



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Greater Noida (U.P.)



## Expert Profile



### **Mr. Tejendra Kumar**

**Core Skills:** Ethics & Cultural Development Trainer

**Qualification:** M.A. (Political. Science.), M.Ed., M.B.A. and NET

**Experience:** 8 years

**Research Area:** Cultural Trainer & Educator.



# Mangalmay Institute of Management Technology

Knowledge Park II, Greater Noida (U.P.)



## CERTIFICATE

Certified that

**Mr./Ms..... KM BEAUTI**

of B.Ed.IInd year of Mangalmay Institute of Management Technology, Greater Noida,

has successfully completed 30 Hours Add- On Certification Program course on Ethics and Cultural Development

conducted from 28/Nov/ 2022 to 16/Dec /2022

**Associate Dean**

Mangalmay Institute of  
Management & Technology

**Convener**

Mangalmay Institute of  
Management & Technology