



COURSE TITLE: UHV (BUHK408)

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MODULE-5

IMPLICATIONS OF THE HOLLISTIC UNDERSTANDING A LOOK AT PROFESSIONAL ETHICS

SYLLABUS

Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)
Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

NOTES

NATURAL ACCEPTANCE OF HUMAN VALUES

- Natural acceptance implies **unconditional and total acceptance of the self, people and environment**. It also refers to the absence of any exception from others. Once we fully and truly commit ourselves on the basis of natural acceptance, we feel a holistic sense of inner harmony, tranquility and fulfillment.
- For example our natural acceptance for trust and respect does not change with age. It does not depend on the place. Whatever we have accepted, in our life, at any time of our age, does not change, even if we move from one place to another one. It does not depend on our beliefs or past conditionings.
- Natural acceptance is a mechanism of self exploration. Self exploration is a method to explore our self. Natural acceptance is process to understand our self first. Natural acceptance implies unconditional and total acceptance of the self, people and environment. It also refers to the absence of any exception from others. In other words, Natural acceptance is way to accept the good things naturally. Experiential validation is a process that infuses direct experience with the learning environment and content. It may be regarded as a philosophy and methodology in which the direct experience and focused reflection of the individual helps to increase knowledge, develop skill and clarify values. Most of what we know about our self is not only through our own opinion of our self but also because of how


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others view us. When what we already believe to be true of us is validated by some situations, phenomena or outcomes.

- It is right to say that we naturally accept Human Values in the light of our understanding of Harmony and Co-Existence. Every Human being naturally expects to be purposeful and successful. Our wisdom is the true source for realizing these expectations. This source could never be obliterated - every person naturally accepts goodness, Every person naturally expects goodness to happen. We all are waiting for goodness to happen. The place where goodness would be realized will naturally be in our relationships with other entities in existence. Recognition of a relationship in existence is essentially recognizing of its innate purpose or value. This is study in existence. Commitment in a relationship is a natural outcome of this recognition. Thereafter perfection in Harmony in that relationship becomes inevitable. Perfection naturally results in fruitfulness or success. Omni-dimensional resolution emanating from Jeevan is always connected with all our relationships.

DEFINITENESS OF (ETHICAL) HUMAN CONDUCT

- ✓ This **definitiveness of human conduct in terms of values, policies and character** is termed as Ethics. The criterion to judge whether an act of human being is ethical or unethical, and a definite way to work for ethics in life and profession are varying.
- ✓ Examples of Ethical Values = eg. **Keeping promise, honesty, loyalty, fairness, concern for others, commitment, abiding by law** etc. The Right Understanding gained through Self Exploration enables us to identify the definitiveness of human conduct, also called, the Ethical Human Conduct.1
- **Professional ethics** means to develop professional competence with ethical human conduct. Developing ethical competence in the individual (profession) is the only effective way to ensure professional ethics. The development of ethical competence is a long term process to be achieved through appropriate value education
- **Definitiveness of Ethical Human Conduct** The definitiveness of Ethical Human Conduct is in terms of values, policies and character. Ethical conduct is the foundation of professional ethics. Depends on three things, namely 1) Values 2) Policies 3) Character Values- Values are a part of our ethical conduct. They are the outcome of reason and understanding which


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are always definite. Human beings should participate in the fulfilment of these universal human values. Policies- In order to have an ethical sense and work towards harmony, we must adopt policies for human welfare and for the enrichment and protection and right utilisation of mind, body and wealth. Character- The definitiveness of character is the outcome of the definiteness of your behaviour and work. It incorporates humane behaviour and work with society and also the right production and utilisation of wealth. Sustainability and Resources Triple Bottom Line -This refers to people, planet and profit. It is related to social responsibility. By people, we refer to the employees and communities. Planet refers to the environment and profit refers to the economic value and wealth creation. The triple bottom line (TBL) is a framework or theory that recommends that companies commit to focus on social and environmental concerns just as they do on profits.

A BASIS FOR HUMANISTIC EDUCATION

Humanistic teachers believe that **students will be motivated to learn a subject if it's something they need and want to know**. The goal of education should be to foster students' desire to learn and teach them how to learn. Students should be self-motivated in their studies and desire to learn on their own.

Principles of Humanistic Education

There are five basic principles of humanistic education:

- 1) Students should be able to choose what they want to learn. Humanistic teachers believe that students will be motivated to learn a subject if it's something they need and want to know.
- 2) The goal of education should be to foster students' desire to learn and teach them how to learn. Students should be self-motivated in their studies and desire to learn on their own.
- 3) Humanistic educators believe that grades are irrelevant and that only self-evaluation is meaningful. Grading encourages students to work for a grade and not for personal satisfaction. In addition, humanistic educators are opposed to objective tests because they test a student's ability to memorize and do not provide sufficient educational feedback to the teacher and student.


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4) Humanistic educators believe that both feelings and knowledge are important to the learning process. Unlike traditional educators, humanistic teachers do not separate the cognitive and affective domains.

5) Humanistic educators insist that schools need to provide students with nonthreatening environment so that they will feel secure to learn. Once students feel secure, learning becomes easier and more meaningful.

Summary:

The five basic principles of humanistic education can be summarized as follows:

- 1) Students' learning should be self-directed.
- 2) Schools should produce students who want and know how to learn.
- 3) The only form of meaningful evaluation is self-evaluation.
- 4) Feelings, as well as knowledge, are important in the learning process.
- 5) Students learn best in a nonthreatening environment.

HUMANISTIC CONSTITUTION AND UNIVERSAL HUMAN ORDER

- Universal Human Order (Sarvabhauma Vyavastha) - **feeling of being related to every unit including human beings and other entities of nature.** Undivided society (Akhanda samaja) - feeling of being related to every human being. An undivided human centric society is one of the higher human goals
- Some examples of humanistic education in action include: **Teachers can help students set learning goals at the beginning of the year, and then help design pathways for students to reach their goals.** Students are in charge of their learning, and teachers can help steer them in the right direction.
- Good teachers are always looking for ways to improve their methods to help students thrive in their classroom. Different learning theories and techniques help teachers connect with different students based on their learning style and abilities. Teaching strategies that are


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student-centered often have great success in helping students learn and grow better. Learner-centered approaches place the student as the authority in the educational setting, helping ensure that they are the focus of education and are in control of their learning to an extent.

- The idea of student-centred learning is an example of the humanistic learning theory in action. It's valuable for current and aspiring educators alike to learn about student-centered education and other humanistic approaches to use in their classroom. These approaches can be vital in helping students truly learn and succeed in their education. Learn more about the humanistic learning theory and discover how it can be implemented in the classroom.
- In history humanistic psychology is an outlook or system of thought that focuses on human beings rather than supernatural or divine insight. This system stresses that human beings are inherently good, and that basic needs are vital to human behaviors. Humanistic psychology also focuses on finding rational ways to solve these human problems. At its root, the psychology of humanism focuses on human virtue. It has been an important movement throughout history, from Greek and Latin roots to Renaissance and now modern revivals.
- This theory and approach in education takes root in humanistic psychology, with the key concepts focusing on the idea that children are good at the core and that education should focus on rational ways to teach the "whole" child. This theory states that the student is the authority on how they learn, and that all of their needs should be met in order for them to learn well. For example, a student who is hungry won't have as much attention to give to learning. So schools offer meals to students so that need is met, and they can focus on education. The humanistic theory approach engages social skills, feelings, intellect, artistic skills, practical skills, and more as part of their education. Self-esteem, goals, and full autonomy are key learning elements in the humanistic learning theory.

COMPETENCE IN PROFESSIONAL ETHICS

HUMAN VALUES AND PROFESSIONAL ETHICS

MORALS



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- Morals are the guiding principles that every citizen should hold. It is the foundational concepts defined at both at individual and society level. At the most basic level, morals are the knowledge of difference between right and wrong.
- Moral values are relative values that protect life and are respectful of the dual life value of others.
- The great moral values such as truth, freedom, charity, etc. have one thing common. When they are functioning correctly, they are life protecting or life enhancing for all.
- Moral reasons include respecting others and ourselves, respecting the right of others, keeping promises, avoiding unnecessary problems to others and cheating them and encourage them to work.

VALUES

- Values are comprised of personal concepts of responsibility, entitlement and respect.
- Values are shaped by personal experience, may change over the span of a lifetime and may be influenced by lessons learned.
- Values may vary accordingly to an individual's cultural, ethnic and or faith-based background. Integrity is one such value.
- The human values evolve because of the following factors:
 1. The impact of norms of the society on the fulfillment of the individual's needs or desires.
 2. Developed or modified by one's own awareness, choice, and judgment in fulfilling the needs.
 3. by the teachings and practice of Preceptors (Gurus) or Saviors or religious leaders.
 4. Fostered or modified by social leaders, rulers of kingdom, and by law (government)

ETHICS

The liberalization and globalization being sweep changes in the concept of doing business, but the major by-product like corruption, favoritism, deterioration of human values, series of scam in business, government policies and society are also produced in the 21st century. There is loss of faith in instruments of society.


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Business houses are becoming big with control of large resources, human, financial and technical but their surviving purposes to society are always having doubtful values. Day by day innocent Indians are losing their faiths in laws, courts and government.

- Ethics is a set of principles or standards of human conduct that govern the behavior of individuals or organizations.
- Using these ethical standards a person or a group of persons or an organization regulates their behavior to distinguish between what is right and what is wrong as perceived by others.

Aspects of Ethics:

- 1) The first involves the ability to discern right from wrong, good from evil and propriety from impropriety.
- 2) The second involves the commitment to do what is right, good and proper. Ethics entails action.

Ethics Definition:

- A system of moral principles, rules and standards of conduct.
- The branch of philosophy that defines what is good for the individual and for the society and establishes the nature of obligations, or duties, that people owe themselves and one another.
- It involves moral principles, rules and standards of conduct.
- Ethics is doing what is right to achieve what is good.

Benefits of ethics at work place

- Ethics at work brings discipline and order. It improves and strengthens relationships among superiors, sub ordinates.
- It supports employee growth
- It promotes team work and productivity as employees feel strong alignment between their values and those of the organization.
- Ethical programs help to avoid criminal acts of omission and lower penalties.
- They promote a strong public image as employees operate integrity and self-respect.



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- Ethics at work place helps employees to maintain a moral course in the work place.

Ethical Value: A belief of principle rooted in moral behavior, based on a sense of what is right.

Unethical value: A belief of principle rooted in immoral or a moral behavior, based on a sense of what is wrong or at least of consciously disregarding what is right.

UNETHICAL BEHAVIOUR OF EMPLOYEES

Employees may behave unethically due to following reasons:

1. Pressure from the government to complete the project in time.
2. Reduction in the budget because of natural calamity.
3. An inferior material may be used under pressure of time or budget.
4. Poor working environment.
5. Employees are tempted of bribes and corruption.

DIFFERENCE BETWEEN MORALS AND ETHICS: There is always an ambiguity when we talk about Morals and Ethics because their difference is subtle. Perhaps, these two defines a personality, attitude and behavior of a person. The word Morals is derived from a Greek word "MOs" which means custom. On the other hand, if we talk about Ethics, it is also derived from a Greek word "Ethios" which means character. Now let's start learning the difference between Morals and Ethics.


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Basis for Comparison	Morals	Ethics
Meaning	Morals are the beliefs of the individual or group as to what is right or wrong.	Ethics are the guiding principles which help the individual or group to decide what is good or bad.
Governed By	Social and cultural norms	Individual or Legal and Professional norms
Applicability in Business	No	Yes
Consistency	Morals may differ from society to society and culture to culture.	Ethics are generally uniform.
Expression	Morals are expressed in the form of general rules and statements.	Ethics are abstract.
Freedom to think and choose	No	Yes

INTEGRITY

Integrity is one of the core qualities that any professional should possess. It also refers to honesty and open mindedness either with oneself or others.

Most integrity involves the discovery of truth and its communication.

Integrity is one of the self-direction virtues on commitment and putting understanding to action.

With the help of integrity, the virtues of self-respect and pride in the job can be made possible.

- Integrity prevents the attitude among the individuals that they are not responsible for their wrong doing in the job.
- It creates enthusiasm among the individuals for achieving excellent performance in their job and also makes them to ensure that the job is well done.
- Maintaining integrity is somewhat difficult and complicated because a few jobs are designed to have a perfect mesh between personal ideas and work activities of someone.
- Maintaining or practicing integrity needs courage. This courage is obtained when wisdom and integrity join hands.



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- This value will help the engineers to gain confidence from management and help him to move up the ladder. All the organizations are looking for this value in employees.

The integrity of the engineers is most essential in following works:

- i. Engineering research and testing
- ii. In the use of intellectual property
- iii. Client professional and confidentiality
- iv. Expert testimonials
- v. Failure to inform the public

TRUSTWORTHINESS

Trustworthiness is a human quality and virtue. Trustworthiness enables others to believe in us and to rely on us without reservation of fear. The following values or qualities help us develop trustworthiness: honesty, integrity, reliability and loyalty.

Honesty is a value that helps us convey the truth as best as we know it. Honesty help us to avoid communication that is misleading or deceiving. There are different ways to build honesty, these are:

- Truthfulness
- Sincerity
- Candor

WORK ETHICS

Work ethic is set of values based on hard work and diligence. It is also a belief I the moral benefit of work and its ability to enhance character. A work ethic may include being reliable, having initiative, or pursuing new skills or maintain social skills. Work ethics is defined as a set of attitudes concerned with the value of work, which forms the motivational orientation

In general, employees need some jobs and wages, but they also desire to be treated humanely with dignity. Moreover, they look for a workplace which is safe and healthy, that respects their privacy, and provides meaningful work, and offers some security during retirement periods.


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Workers exhibiting a good work ethic in theory should be selected for better positions, more responsibility and ultimately promotion. Workers who fail to exhibit a good work ethic may be regarded as failing to provide fair value for the wage the employer is paying them and should not be promoted or placed in positions of greater responsibility. Work ethic is not just hard work but also a set of accompanying virtues, whose crucial role in the development and sustaining of free markets.

The philosophy of work ethics is most popular among professional workers including doctor, professor, engineers and accountants as they get positive returns out of that and corporate governance promotes this type of work culture.

A good work ethics creates a work culture in the organization and increases the productivity. This value helps the engineer to work hard, discipline and build team in an organization.

PROFESSIONAL ETHICS

- Professional ethics is a set of standards adapted by professionals as they see themselves acting as professionals.
- It's not what you do, it's how you do
- Professional ethics is necessary to reveal, sustain and enhance certain basic human values.
- These values are kindness, care and compassion, trust and reliability, truthfulness and honesty, justice and fairness.
- Professional ethics is a codified formal system or set of rules which are adopted by a group of people.
- It encompasses how professionals should behave in their professional work and how they conduct themselves.

Main characteristics of professional ethics

1. Professional ethics is based on certain ethical values and norms which a professional is supposed to follow.
2. Professional ethics speaks about managing values and conflict among professional.



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3. Most of the ethical dilemmas faced by managers in the workplace are highly complex.

Professional ethics gives a programmatic approach to solve ethical problems.

ENGINEERING ETHICS

- The term professional ethics is interchangeable with engineering ethics. Engineering ethics deals with the moral issues and decisions confronting individual or organizations engaged with engineering.
- The questions about the moral ideals, character, policies and relationships of people and corporations involved in technological activities.
- Engineering ethics is the activity and discipline aimed at understanding the moral values that may be used to guide engineering practice, resolving moral issues in engineering and justifying moral judgments concerning engineering.

Why study Engineering Ethics?

Engineering ethics is not only teaching moral behavior but also increasing the ability of engineers and other professionals to face boldly with the moral problems arising from technological and advancement change and other related activities.

Approaches to Engineering Ethics

There are 2 approaches to engineering ethics

- i. Micro Ethics
- ii. Macro ethics

Micro Ethics: This approach addresses typical, everyday problems that the engineers face in their professional life. In other words, micro ethics describes ethical issues that may affect an engineer's personal and professional life.

Macro Ethics: this approach deals with all societal problems that engineers encounter during their career. In other words, macro-ethics discusses ethical issues concerning all societal problems that engineers might encounter.

HUMAN RIGHTS



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These should be possessed by engineers by being people or moral agents. These rights include the basic rights to pursue legitimate personal interests, right to make a living and right to privacy.

PROFESSIONAL RIGHTS

These rights are possessed by virtue of being professionals having special moral responsibilities.

Professional rights involve:

- The right to engage in the activities of professional societies.
- The right to form and express ones professional judgment freely.
- The right to protect the clients and the public from dangers that might arise from ones work.
- The right to professional recognition of ones services.
- The right to refuse to carry out illegal and unethical activity.

PROFESSION is defined as any occupation/job/vocation that requires advanced expertise (skills and knowledge), self-regulation and concentrated service to the public good. It brings a high status, socially and economically. The characteristics of profession are:

PROFESSIONAL relates to a person or any work that a person does on a profession and which requires expertise (skills and knowledge), self-regulation and results in public good. The term professional means a 'person' as well as a 'status'.

PROFESSIONALISM: It is the status of a professional which implies certain attitudes or typical qualities that are expected of a professional. It is defined as the services related to achieving the public good, in addition to the practices of the knowledge of moral ideals.

The criteria for achieving and sustaining professional status or professionalism are:

- **Advanced expertise:** The expertise includes sophisticated skills and theoretical knowledge in exercising judgment. This means a professional should analyze the problem in specific known area, in an objective manner.
- **Self-regulation:** One should analyze the problem independent of self-interest and direct to a decision towards the best interest of the clients/customers. An autonomous judgment


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(unbiased and on merits only) is expected. In such situations, the codes of conduct of professional societies are followed as guidance.

- Public good: One should not be a mere paid employee of an individual or a teaching college or manufacturing organization, to execute whatever the employer wants one to do. The job should be recognized by the public. The concerted efforts in the job should be towards promotion of the welfare, safety, and health of the public.

PRODUCTION SYSTEM AND MANAGEMENT MODELS

There are three common types of basic production systems: **the batch system, the continuous system, and the project system.**

Concept of Production System:

The production system is a part of a larger system – the business firm. The production system can be viewed as a framework or skeleton of activities within which the creation of value can occur. Briefly, the difference between the value of inputs and the value of outputs represents the value created through production activities. At one end of the production system are the inputs and at the other end are outputs. Connecting the inputs and outputs are a series of operations or processes, storages and inspections.

The concept of production system is applicable to both production of components and production of services as well. The production of any component or service can be viewed in terms of a production system. For example, the manufacture of furniture involves such inputs as wood, glue, nails, screws, paints, sand paper, saws, workers etc. After these inputs are acquired, they must be stored until ready for use.

STRATEGIES FOR TRANSITION

Here are six strategies to help with more successful transitions:

- Give a transition warning and individual support. ...
- Sing the directions. ...
- Use play and children's interests. ...
- Choose your words carefully. ...
- Use visual cues. ...


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- Give specific positive feedback after transitions.

Strategies to support transitions and opportunities to teach

- The everyday nature of transitions can sometimes result in them being overlooked as a time that offers enormous potential for enriching children's lives.
- Often in these moments there is great potential to provide opportunities for learning as well as a bit of fun. Transform wait time into learning time, which could involve singing songs, guessing games or reciting rhymes.

The early childhood blog, *The Spoke*, outlines transitions as opportunities for educators to:

- Engage and build relationships with children
- Nurture the development of children's social and emotional skills
- Communicate to children that they are in a safe, secure and predictable environment
- Understand each individual child; what they are saying through their behaviour and what they are feeling and thinking. These can offer some hints into what would support a smooth transition for them.

Here are six strategies to help with more successful transitions:
1. Give a transition warning and individual support

Most educators are already giving some type of warning that a transition is coming up such as "five more minutes until clean up". For some children these group announcements aren't enough. If you see challenging behaviour you may need to provide additional support not only for the group but by implementing some individual supports for specific children.

Try a 10-minute, 5-minute and a 1-minute warning that a transition is coming up. Put these reminders in place firstly with the whole class of children and then add extra support for the individuals who need it.


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This could be an egg timer that individual children could be in charge of. Or an educator could tell each child coming that a transition is coming up to assist them. It helps to deliver these reminders in an encouraging and motivational way to encourage children to transition to the next activity.

2. Sing the directions

Singing is already a daily activity in early childhood and singing the directions – and that's singing the same thing repeatedly, up to eight times – can be easier than speaking the directions and children not responding.

Try using 'piggyback songs', familiar tunes (like "If You're Happy and You Know It") paired with new words to suit your transition needs. Songs and repetition can help children retain information, teach comprehension and benefit oral language development and they're fun!

Songs can be sung for the whole group or with individual children who need extra support. For example when washing hands you can sing a song, "This is the way we wash our hands, wash our hand, wash our hands. This is the way we wash our hands, we get them nice and clean", and sing the directions to help move them through the transition.

3. Use play and children's interests

Children love to play. Capitalise on their love of playing to motivate them. Make transitions playful such as when you come in from the playground, you could all pretend to be airplanes, or when it's time to clean up, sing a fun clean up song.

If a child is not engaging with this transition strategy try interest-based support and focus on what may resonate for that child. Build on a specific interest that a child has, such as dinosaurs, dogs or dance, so as to engage them. This may take some observation and trials but using an interest – no matter how small it may seem – can be a powerful motivator.

4. Choose your words carefully

Educators need to choose words carefully. One common mistake is ending a sentence with the word "okay?" such as "It's time to clean up now, okay?" This implies a choice to a child. If you are not offering a choice, avoid sentences that end in a question.


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If offering choices keep it clear and try to keep it to two choices and be specific. For example, instead of asking “Are you ready to clean up now?” try something like, “Do you want to clean up the long blocks, or the little blocks?”

The phrase “you need to” can also cause some challenges but if it is working with your group of children, use it. The challenge is when it escalates into a power struggle. In this case try saying, “Let’s.” By using the phrase “Let’s hurry up and put all the blocks away so we can go outside,” is more of a community phrase to put you in partnership with the child.

Another good phrase to use is “it’s time to.” You can refer to a visual schedule or show them a clock so they can see the transition as part of their routine.

5. Use visual cues

Children respond well to bright and colourful visuals and they can be a strong support to move children through transitions. A visual reference can give children a better understanding of what is expected of them.

Use a daily schedule with explanatory images on it to represent all of the day’s fun activities, remove the image as you complete each one. When you are transitioning children to a new activity you can show them the enticing pictures of what’s coming up next and combine it with singing directions.

Another technique is to show the children something they have to look forward to. A soft toy or a puppet can be used prior to a transition to let them know that it’s going to visit them during the next activity. This should be used to excite and intrigue them.

Remember to use visuals with the words “first, then” or “now, next.” For example “First, we clean up; then, we have circle time.”

6. Give specific positive feedback after transitions

It’s important to recognise when things go well and to **praise** effort as **well** as achievement. Point out the behaviours you want to see more of, not the behaviours you hope to diminish.

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This requires giving specific feedback to signal to students they are going in the right direction with their transitions and clearly define what skills **they need to replicate.**

EXPECTED QUESTION

1. A Short notes on production system
2. Strategies for transition towards value based life and profession
3. Briefly explain implications of the holistic understanding
4. Definitiveness of (Ethical) Human Conduct. Explain
5. Explain Management tools