

St. Xavier's College (Autonomous),  
Mumbai



Syllabus of the Special courses  
Semester 1: Giving Voice to Values  
ASPC0101/SSPC0101/CSPC0101

## **Special Course: Giving Voice to Values (ASPC0101)**

**FYBA / BSc / BMM / BMS / BSc (IT)**

### **Course Objectives**

1. To critically engage with the various nuances of value systems.
2. To explore and comprehend values within contemporary contexts.
3. To understand values through academic and experiential learnings.

### **Module I : Value Identification and Clarification**

**(15 Lectures)**

#### **Learning Outcomes:**

By the end of Module I the student would have developed the ability:

- 1) To examine and interrogate one's own values objectively and rationally
- 2) To identify and explore various philosophical leanings in education

#### **a. Conceptualization of Values**

Conceptualization of Values within a target group of late teens on the verge of adulthood; the problems they face or struggle with

#### **b. Agencies of Value Formation**

The role of various institutions such as family, school or any other institution, media, etc., in the formation / inculcation of values; distinctions between 'guilt' and 'shame' cultures.

#### **c. Educational Philosophies**

Introduction to various philosophies the basis of education for example philosophy of education in Shantiniketan and Auroville, Jesuit education etc.; comparisons of brief extracts from Rousseau's '*Emile*' and Ivan Illich's '*Deschooling Society*' or Paulo Friere's '*Pedagogy of the Oppressed*'; compare and contrast with the tech revolution and how that has changed educational philosophy, practice and expected outcomes.

### **Module II: Individual Value Conflicts**

**(15 Lectures)**

#### **Learning Outcomes:**

By the end of Module II the student would have learned:

- 1) To 'own' one's values & effectively engage with other value systems in different spaces.
- 2) To understand how values materialize or where they come from.

#### **a. Relationships**

With parents, siblings and extended family, friends, partners, etc.

#### **b. Dealing with Addictions**

Drugs, Alcohol, Smoking, Internet

**c. Sustaining Values in the face of dilemmas**

The art of choosing; the moral / ethical predicaments that one has to contend with as teenagers / young adults / adults. Case studies to be used to highlight concerns such as plagiarism / ethics within any relationship (romantic or otherwise)

**Module III: Societal Value Conflicts**

**(15 Lectures)**

**Learning outcomes:**

By the end of Module III, the student would have:

- 1) Become sensitive to the dynamics of gender,
- 2) Cultivated an acceptance of religious, regional, cultural differences between people from diverse societies.

**a. Gender sensitization**

Acknowledgement of various “genders”; gender within cultural contexts, problems faced by various genders – in workplace (mention the Vishakha Guidelines)

**b. Communal Sensitivity**

Religious tolerance; tolerance of ‘other’ cultures within one’s own space – interrogating stereotypes based on religion; region or location etc.

**c. Global citizenship**

Consequences of globalization on: the individual, community, media, culture and life-styles.

**Evaluation / Assessment**

CIA I and II could:

1. Be combined as a 40 marks project based on relevant practicum components or conducted individually as assignments or presentations for 20 marks each.
2. The practicum component should incorporate innovative and ingenious assignments, presentations, paper-based test(s)

End Semester Exam will be a written assessment for worth 60 marks

**Recommended Readings:**

- i. Selections from Rousseau’s *Emile*
- ii. Selections from Ivan Illich’s *‘Deschooling Society’*
- iii. Selections from Paulo Freire’s *Pedagogy of the Oppressed*
- iv. Sheena Iyengar’s *The Art of Choosing*
- v. Noam Chomsky’s *Media Control*