BP303T · B.PHARM THEORY

Ethics and Universal Human Values

Unit I — Introduction to Value Education

Pills & Python Notes

From-zero teaching standard: every technical term is defined before use.

Syllabus coverage: Unit I (3 hours).

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CHAPTER 1 — Introduction to Value Education

(Unit I · 3 hours)

1.1 Learning Objectives

After studying this chapter, you will be able to:

1. Define "value" and "value education" in simple words.
2. Explain why value education is needed in personal, social, and professional life.
3. Describe the content and process of value education.
4. Give examples of applying human values in everyday life, including pharmacy situations.
5. Distinguish between values, ethics, and morals.

1.2 Definitions

Value: Something that is important and good for us — a principle that guides how we act and decide. Example: honesty is a value.

Human values: The values that every human being naturally wants — such as truth, honesty, respect, and care for others.

Ethics: The rules of right and wrong that guide professional or work behaviour. Example: a pharmacist must not sell expired medicines — that is an ethics rule.

Morals: Personal beliefs about right and wrong that come from family, culture, and religion.

Value education: Education that helps us understand what is truly right for us (values), so we can live a happy life and make society better.

> **Key takeaway:** Values are like an inner compass. Value education teaches us how to read that compass correctly.

1.3 Terminology

Term	Simple meaning
Value	A guiding principle of what is good and right
Human values	Values all human beings naturally want (truth, honesty, respect)
Ethics	Rules of right behaviour in a profession or workplace
Morals	Personal ideas of right and wrong from family/culture
Happiness	A state of no inner conflict — feeling at peace with yourself
Prosperity	The feeling of having more than what is needed
Self-exploration	Looking honestly into yourself — your thoughts, feelings, and actions

1.4 Concept of Value Education

Imagine a pharmacy student who tops every exam by cheating. She has knowledge, but does she have values? Knowledge tells you *how* to do things. Values tell you *what is right* to do. Value education adds the second part.

Value education is not moral preaching or "good boy, bad boy" lectures. It is a clear, logical process:

1. You learn to **see** what is right through your own observation and reasoning (self-exploration).
2. You **understand** universal human values — values that are true for every human being, not just one culture.
3. You **live** them in daily life — at home, in college, and later as a pharmacist.

> **Example:** You find a wallet with ₹5,000 in the college canteen. Knowledge of the law says stealing is punishable. Value education helps you understand *why* returning it is right — because you would want the same if the wallet were yours.

> **Key takeaway:** Value education = learning to see what is right + understanding universal human values + living them daily.

1.5 Definition of Value Education

> **Value education is the education that enables human beings to understand values, choose the right values, and live by them — leading to happiness for the individual and harmony in society.**

In simple words: it is education that teaches us how to be a good human being, not just a skilled worker.

1.6 Need for Value Education

Why do we need this subject when we are studying pharmacy? Here are the reasons:

1. **Knowledge without values is dangerous.** A pharmacist who knows how to make drugs but lacks honesty can sell fake or expired medicines. That knowledge harms people instead of helping them.
2. **We want happiness, but we don't know how to get it.** Everyone wants to be happy. But many people chase only money or marks and still feel unhappy. Value education explains what real happiness is.
3. **Conflicts in society.** Families fight, colleagues fight, nations fight — mostly because people don't understand each other's feelings. Value education teaches respect and understanding.
4. **Professional pressure.** In the workplace you will face situations like: "Sell this medicine without a prescription, everyone does it." Values help you take the right decision under pressure.
5. **Harmony in nature.** We are harming the environment with pollution and waste. Values like responsibility and care help us protect nature.

> **Pharmacy example:** During your practical exams, the person next to you whispers answers. Without values, you might think, "Why not? Easy marks." With value education, you understand: marks gained by cheating don't build real skill — and a pharmacist with fake skills can harm patients.

> **Key takeaway:** Value education is needed because knowledge + skill without values can destroy happiness, relationships, and society.

1.7 Content of Value Education

The *content* (what we study) of value education covers **all levels of human living** — from the individual to the whole existence:

```
Individual  →  Family  →  Society  →  Nature  →  Existence
 (Self)      (home)     (college,     (plants,    (the whole
               parents)   village,      animals,     universe)
                          country)     air, water)
```

So the content includes:

1. **Understanding myself** — who am I, what do I really want (happiness, prosperity)?
2. **Understanding relationships** — family, friends, colleagues; values like respect and love.
3. **Understanding society** — living together with trust and cooperation.
4. **Understanding nature** — how nature works and our responsibility towards it.
5. **Understanding existence** — seeing the whole picture, from individual to universe.

> **Analogy:** Learning to drive teaches you gears and steering (skills). Value education is like learning road sense — when to slow down, when to give way, how not to hurt others on the road.

1.8 Process of Value Education

The *process* (how we learn it) of value education has three simple steps:

Step 1: Self-exploration

Look at yourself honestly. Ask: "What do I really want? Am I happy?" The answers come from within you, not from a textbook.

Step 2: Proposals, not orders

The teacher presents ideas as **proposals** — "Check this in yourself and see if it is true." You do not have to accept anything blindly. You verify it in your own experience.

> **Example:** The teacher says, "You naturally want respect." You check: yes, when someone speaks rudely to me, I feel bad. The proposal is verified in your own life.

Step 3: Living it

Once you understand a value, you practice it in daily life — in how you talk to your parents, how you behave with friends, how you handle money.

Flowchart (textual):

```
START: A question about right and wrong
   ↓
Teacher gives a PROPOSAL (an idea)
   ↓
YOU check it in yourself (self-exploration)
   ↓
Is it true in your experience?
   ↙        ↘
  YES         NO
   ↓           ↓
Accept it,    Discuss it further,
live it       test it more
```

Key takeaway: Value education never orders you to believe. It *proposes*, you *verify* in yourself, then you *live* it.

1.9 Application of Human Values in Everyday Life

Values are not for exams only. Here is how they appear in a student's daily life:

Situation	Value applied	What it looks like
Friend is sad before an exam	Kindness	You sit with her, revise together, calm her down
Shopkeeper gives you extra change	Honesty	You return the extra money
Patient in a pharmacy asks about a medicine	Care + honesty	You explain clearly, don't push an expensive brand unnecessarily
Group project	Cooperation	You do your share of work instead of free-riding
Exam hall	Integrity	You write only what you know, honestly
At home	Respect, gratitude	You thank your parents, listen to them, help in housework
Environment	Responsibility	You don't throw medicine wrappers on the road; you segregate waste

Detailed pharmacy example — patient counselling: An old patient comes to the pharmacy asking, "Beta, is this tablet safe? The doctor wrote it, but I'm scared." A pharmacist with values will:

- Speak honestly (not hide side effects),
- Speak kindly (not frighten the patient),
- Give full information (dosage, timing, what to avoid).

This is the application of **honesty, kindness, and care** in professional life.

India context: In India, the pharmacist is often the first and sometimes the only health advisor a patient meets — especially in small towns and villages. Your values directly protect people's health.

1.10 Classification: Values, Ethics, Morals — How Are They Different?

Feature	Values	Ethics	Morals
Meaning	What is important and good	Rules of right professional conduct	Personal beliefs of right and wrong
Comes from	Human nature and understanding	Profession, workplace codes	Family, culture, religion
Example	Honesty, kindness	"Do not dispense without prescription"	"I must respect my elders"
Applies to	All of life	Work/professional life	Personal life

Common confusion: Students mix up *ethics* and *morals*. Remember: **Ethics = profession's rules** (pharmacy ethics, medical ethics). **Morals = my personal beliefs.** Values are the base under both.

1.11 Infographic Concept Box — "The Value Compass"

> 🧭 **THE VALUE COMPASS — Unit I at a Glance**
>
> **Centre (you):** "I want to be happy."
>
> **North — What?** Value education = learning what is truly right.
>
> **East — Why needed?** Knowledge without values harms; values bring happiness + harmony.
>
> **South — Content:** Individual → Family → Society → Nature → Existence.
>
> **West — Process:** Proposal → Self-verification → Living it.
>
> **Outer ring (daily life):** Honesty at the counter, kindness to patients, integrity in exams, care for nature.
>
> *Remember: values are not taught — they are understood and lived.*

1.12 Key Points

1. Value = a guiding principle of what is good and right.
2. Value education teaches us to understand and live universal human values.
3. Knowledge + skill without values is dangerous (fake medicines, cheating, pollution).
4. Content of value education covers five levels: individual, family, society, nature, existence.
5. Process = proposal → self-exploration (verify in yourself) → live it.
6. Values apply everywhere: home, college, pharmacy counter, and the environment.
7. Ethics are professional rules; morals are personal beliefs; values are the base of both.

1.13 Common Confusions

Confusion 1: "Value education is the same as moral science in school." **Clear:** School moral science often told stories with a moral at the end. Value education is a *logical process* — you verify every idea in yourself; nothing is forced.

Confusion 2: "If I follow ethics rules, I have values." **Clear:** Following rules because of fear of punishment is not the same as understanding values. Values come from understanding, not fear.

Confusion 3: "Values are only for personal life, not for business/pharmacy." **Clear:** Values apply to *all* of life. In fact, a pharmacist needs values most, because her decisions affect patients' health.

1.14 Common Mistakes

1. **Writing "value education = moral education" in exams** — explain the difference (proposal + self-verification).
2. **Listing only examples without definitions** — always give the definition first, then the example.
3. **Saying ethics and morals are the same** — they are different; ethics is professional, morals are personal.

1.15 Mnemonic

"C-N-P" for the three topics of Unit I:

- **C**oncept, definition & need
- **N**... wait, better: **C-P-A**:
- **C**oncept, definition and need
- **P**rocess and content
- **A**pplication in everyday life

Mnemonic for the process: "P-V-L" — **P**roposal, **V**erify (self-exploration), **L**ive it.

1.16 Exam Summary

- Value education = education that helps us understand universal human values and live by them.
- Needed because: knowledge without values harms; everyone wants happiness; society has conflicts; professionals face pressure; nature needs protection.
- Content: five levels — individual, family, society, nature, existence.
- Process: proposal → self-verification through self-exploration → living the values.
- Applied daily: honesty, kindness, integrity, cooperation, responsibility — at home, in college, at the pharmacy counter.
- Values ≠ ethics ≠ morals: values (universal base), ethics (professional rules), morals (personal beliefs).

1.17 One-Minute Revision

> Values guide right action. Value education = understand + live universal human values. Need: knowledge without values is dangerous; we all want happiness. Content: individual → family → society → nature → existence. Process: proposal → verify in yourself → live it. Apply daily: honest counselling, integrity in exams, care for patients and nature. Ethics = professional rules; morals = personal beliefs.

1.18 Exam Questions

A. Short-answer questions

1. Define "value" and "value education."
2. State any three needs of value education.
3. What is the difference between ethics and morals?
4. Write the three steps of the process of value education.

B. Long-answer questions

1. Explain the concept and need of value education with pharmacy-related examples.
2. Describe the content and process of value education with a neat flowchart.
3. "Knowledge without values is dangerous." Discuss with examples from pharmacy practice.

C. MCQs

1. Which of the following is the correct process of value education?

   a) Memorise → Repeat → Forget
   b) Proposal → Self-verification → Living it ✓
   c) Order → Obey → Punish
   d) Read → Write → Pass

2. The content of value education covers how many levels of living?

a) Two
b) Three
c) Five ✓ (individual, family, society, nature, existence)
d) Ten

3. "A pharmacist must not dispense scheduled drugs without a prescription" is an example of:

a) A moral
b) An ethic ✓
c) A value
d) A habit

4. Value education helps a person mainly to:

a) Earn more money
b) Understand what is right and live happily ✓
c) Pass examinations
d) Get a government job

D. Viva / application-based questions

1. Your friend asks you to sign his practical record because he was absent. What would values guide you to do? Explain.
2. A customer at your pharmacy counter asks for a cheaper substitute of a prescribed medicine. How do honesty and care guide your response?

1.19 References

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4. Velasquez, M. G. *Business Ethics: Concepts and Cases*. Pearson Education.