

**UNIVERSAL HUMAN VALUES-UNDERSTANDING HARMONY**

|                                        |          |                                 |       |                      |        |
|----------------------------------------|----------|---------------------------------|-------|----------------------|--------|
| <b>Course Code</b>                     | 23HS1301 | <b>Year</b>                     | II    | <b>Semester(s)</b>   | I      |
| <b>Course Category</b>                 | HSMC     | <b>Branch</b>                   | EEE   | <b>Course Type</b>   | Theory |
| <b>Credits</b>                         | 3        | <b>L-T-P</b>                    | 2-1-0 | <b>Prerequisites</b> | -      |
| <b>Continuous Internal Evaluation:</b> | 30       | <b>Semester End Evaluation:</b> | 70    | <b>Total Marks:</b>  | 100    |

**Course Outcomes**

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| <b>Upon successful completion of the course, the student will be able to</b> |                                                                                                                                                                                          |
| CO1                                                                          | Students are expected to become more aware of themselves, and their surroundings (family, society, nature)                                                                               |
| CO2                                                                          | They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind                              |
| CO3                                                                          | They would have better critical ability                                                                                                                                                  |
| CO4                                                                          | They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society)                                              |
| CO5                                                                          | It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction |

**Contribution of Course Outcomes towards achievement of Program Outcomes & Strength of correlations (3:High, 2: Medium, 1:Low)**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 |     |     |     |     |     | 2   |     | 2   |     |      |      |      |      | 2    |
| CO2 |     |     |     |     |     | 2   |     | 2   |     |      |      |      |      | 2    |
| CO3 |     |     |     |     |     | 2   |     | 2   |     |      |      |      |      | 2    |
| CO4 |     |     |     |     |     | 2   |     | 2   |     |      |      |      |      | 2    |
| CO5 |     |     |     |     |     | 2   |     | 2   |     |      |      |      |      | 2    |

**SYLLABUS**

| <b>Unit No.</b> | <b>Contents</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Mapped CO</b> |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| I               | <p><b>Course Introduction - Need, Basic Guidelines, Content and Process for Value Education</b> Purpose and motivation for the course, recapitulation from Universal Human Values-I.</p> <p>Self-Exploration–what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration.</p> <p>Continuous Happiness and Prosperity- A look at basic Human Aspirations.</p> <p>Right understanding, Relationship and Physical Facility- the basic requirements for fulfillment of aspirations of every human being with their correct priority.</p> <p>Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario Method to fulfil the above human aspirations: understanding and living in harmony at various levels.</p> <p>Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on</p> | <b>CO1</b>       |

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|     | liking-disliking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
| II  | <p><b>Understanding Harmony in the Human Being - Harmony in Myself!</b><br/> Understanding human being as a co-existence of the sentient 'I' and the material 'Body' Understanding the needs of Self ('I') and 'Body'-happiness and physical facility Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer) Understanding the characteristics and activities of 'I' and harmony in 'I'.<br/> Understanding the harmony of 'I' with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail Programs to ensure Sanyam and Health.<br/> Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease.</p>                                                                                                                                                                                                                                                                                                                 | CO2 |
| III | <p><b>Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship</b><br/> Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfillment to ensure mutual happiness; Trust and Respect as the foundational values of relationship.<br/> Understanding the meaning of Trust; Difference between intention and competence.<br/> Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship.<br/> Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals.<br/> Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.<br/> Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives.</p> | CO3 |
| IV  | <p><b>Understanding Harmony in the Nature and Existence - Whole existence as Coexistence</b><br/> Understanding the harmony in the Nature. Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature. Understanding Existence as Co-existence of mutually interacting units in all- pervasive space Holistic perception of harmony at all levels of existence.<br/> Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CO4 |
| V   | <p><b>Implications of the above Holistic Understanding of Harmony on Professional Ethics</b><br/> Natural acceptance of human values Definitiveness of Ethical Human Conduct. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order.<br/> Competence in professional ethics: (a) Ability to utilize the professional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | CO5 |

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| <p>competence for augmenting universal human order (b) Ability to identify the scope and characteristics of people friendly and eco- friendly production systems, (c) Ability to identify and develop appropriate technologies and management patterns for above production systems.</p> <p>Case studies of typical holistic technologies, management models and production systems Strategy for transition from the present state to Universal Human Order: At the level of individual: as socially and ecologically responsible engineers, technologists and managers, At the level of society: as mutually enriching institutions and organizations Sum up.</p> <p>Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc</p> |  |
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### Learning Resources

#### Text Books

1. R R Gaur, R Asthana, G P Bagaria, “A Foundation Course in Human Values and Professional Ethics”, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. R R Gaur, R Asthana, G P Bagaria, “Teachers’ Manual for A Foundation Course in Human Values and Professional Ethics”, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

#### Reference Books

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantak, 1999.
2. N. Tripathi, “Human Values”, New Age Intl. Publishers, New Delhi, 2004. The Story of Stuff (Book).
3. Mohandas Karamchand Gandhi “The Story of My Experiments with Truth”
4. E. FSchumacher. “Small is Beautiful” Slow is Beautiful –Cecile Andrews
5. J C Kumarappa “Economy of Permanence” Pandit Sunderlal “Bharat Mein Angreji Raj” Dharampal, “Rediscovering India”
6. Mohandas K. Gandhi, “Hind Swaraj or Indian Home Rule” India Wins Freedom - Maulana Abdul Kalam Azad Vivekananda - Romain Rolland(English)
7. Gandhi - Romain Rolland (English)

#### MODE OF CONDUCT

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them. Tutorial hours are to be used for practice sessions.

While analyzing and discussing the topic, the faculty mentor’s role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one’s own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up “ordinary” situations rather than” extra-ordinary” situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practicals are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignments and/or activities are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.