**20MC16I02**

**UNIVERSAL HUMAN VALUES**

**MICRO SYLLABUS**

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| **Offering Branches** | | CSE | | | | |
| **Course Category:** | | Mandatory course | **Credits:** | 0 | | |
| **Course Type:** | | Theory | **Lecture-Tutorial- Practical:** | 2-0-0 | | |
| **Prerequisites:** | | ----- | **Continuous Evaluation:** | 30 | | |
| **Semester End Evaluation:** | 70 | | |
| **Total Marks:** | 100 | | |
| **Course Outcomes** | | | | | | |
| Upon successful completion of the course, the student will be able to: | | | | | | |
| **CO1** | | **Understand** the importance of universal human values and value education | | | | L2 |
| **CO2** | | **Understand** the Harmony in human being, Family and society | | | | L2 |
| **CO3** | | **Apply a** holistic perception of harmony at all levels of Existence | | | | L3 |
| **CO4** | | **Apply** human values and professional ethics to the self, family, society, and day-to-day activities of real life. | | | | L3 |
| **Micro Content** | | | | | | |
| **Unit-1**  **Introduction - Need, Basic Guidelines, Content and Process for Value Education** | Purpose and motivation for the course, recapitulation from Universal Human Values-I | | | | CO1 | |
| Self-Exploration–what is it? - Its content and process | | | |
| ‘Natural Acceptance’ and Experiential Validation- as the process forself-exploration, | | | |
| Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facility | | | |
| The basic requirements for fulfilment of aspirations of every human being with their correct priority | | | |
| Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario | | | |
| Method to fulfill the above human aspirations: understanding and living in harmony at various levels. | | | |
| **UNIT-II :**  **Understanding Harmony in the Human Being - Harmony in Myself!** | Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’ | | | | CO2 | |
| 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’ | | | |
| 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. | | | |
| **Unit-III**  **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship** | Understanding values in human-human relationship | | | | CO2 | |
| Meaning of Justice(nine universal values in relationships) and program for its fulfilment to ensure mutual happiness | | | |
| Trust and Respect as the foundational values of relationship | | | |
| Understanding the meaning of Trust; Difference between intention and competence, | | | |
| Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship | | | |
| Understanding the harmony in the society (society being an extension of family): Resolution | | | |
| Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals | | | |
| Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family. | | | |
| **Unit-IV**  **Understanding Harmony in the Nature and Existence - Whole existence**  **as Coexistence** | Understanding the harmony in the Nature | | | | CO3 | |
| 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. | | | |
| **Unit-V**  **Implications of the above Holistic Understanding of Harmony on**  **Professional Ethics** | Natural acceptance of human values, Definitiveness of Ethical Human Conduct | | | | CO4 | |
| Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order | | | |
| Competence in professional ethics: a. Ability to utilize the professional 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 | | | |
| Case studies of typical holistic technologies, management models and production systems | | | |
| Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers | | | |
| b. At the level of society: as mutually enriching institutions and organizations. | | | |

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| **Learning Resources** |
| **Text Books** |
| 1. R R Gaur, R Sangal, G P Bagaria - Human Values and Professional Ethics by, Excel Books, New Delhi, 2010. 2. A Nagaraj, Jeevan Vidya Prakashan, Amarkantak - Jeevan Vidya: Ek Parichaya, 1999. |
| **Reference Books**   1. A.N. Tripathi, Human Values, New Age Intl. Publishers, New Delhi, 2004. 2. Mohandas Karamchand Gandhi - The Story of My Experiments with Truth |
| **e- Resources & other digital material** |
| 1. https://[www.youtube.com/channel/UCQxWr5QB\_eZUnwxSwxXEkQw](http://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw) |

**HOD , DEPT. OF CSE**