PRASAD V. POTLURI SIDDHARTHA INSTITUTE OF TECHNOLOGY KANURU, VIJAYAWADA

III B.TECH – II SEM

20MC16I02

UNIVERSAL HUMAN VALUES

|  |  |  |  |  |  |  |  |
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| **CO** | **Statement** | | **Skill** | **Blooms** | **Units** | | |
| **CO1** | **Understand** the importance of universal human values and value education | | **Understand,**  **Ethics, Lifelong Learning** | L2 | 1 | | |
| **CO2** | **Understand** the Harmony in human being, Family and society | | **Understand ,**  **Ethics, Individual and team work, Communication, Lifelong Learning** | L2 | 2,3 | | |
| **CO3** | **Apply a** holistic perception of harmony at all levels of Existence | | **Apply, Ethics, Communication, Lifelong Learning** | L3 | 4 | | |
| **CO4** | **Apply** human values and professional ethics to the self, family, society, and  day-to-day activities of real life. | | **Apply Ethics, Communication, Lifelong Learning** | L3 | 5 | | |
| **Syllabus** | | | | | | |
| **Unit No.** | | **Contents** | | | | **Mapped CO** |
| **I** | | **Introduction - Need, Basic Guidelines, Content and Process for Value Education**  Purpose and motivation for the course, recapitulation from Universal Human Values-I, Self-Exploration–what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facility- the basic requirements for fulfillment 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. | | | | **CO1** |
| **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’, 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. | | | | **CO2** |
| **III** | | **Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship**  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. 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. | | | | **CO2** |
| **IV** | | . **Understanding Harmony in the Nature and Existence - Whole existence as Coexistence**  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. | | | | **CO3** |
| **V** | | **Implications of the above Holistic Understanding of Harmony on Professional Ethics**  Natural acceptance of human values, Definitiveness of Ethical Human Conduct, 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. | | | | **CO4** |

**CO-PO Mapping**

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| **Contribution of Course Outcomes towards achievement of Program Outcomes** | | | | | | | | | | | | | | |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | **PO11** | **PO12** | **PSO1** | **PSO2** |
| CO1 | **√** |  |  |  |  |  |  | **√** |  |  |  | **√** |  |  |
| CO2 | **√** |  |  |  |  |  |  | **√** | **√** | **√** |  | **√** |  |  |
| CO3 |  |  |  |  |  |  |  | **√** |  | **√** |  | **√** | **√** |  |
| CO4 |  |  |  |  |  |  |  | **√** |  | **√** |  | **√** | **√** |  |

**Strength of Correlation**

Distribution of marks weightage to PO’s through CO’s. • The strength of correlation levels is based on percentage of marks distribution towards PO.

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| **CO** | **Skill** | **Blooms** | **Units** | **Assessing Tools can be used to measure CO (CIE)**  **Marks** | **Assessing Tools can be used to measure CO (SEE)**  **Marks** |
| CO1 | **Understand,**  **Ethics, Lifelong Learning** | L2 | 1 | **Sessional Test –(10)** | **14** |
| CO2 | **Understand**  **Ethics, Individual and team work, Communication, Lifelong Learning** | L2 | 2,3 | **Sessional Test –(30)** | **28** |
| CO3 | **Apply,Ethics, Communication, Lifelong Learning** | L3 | 4 | **Sessional Test –(10)** | **14** |
| CO4 | **Apply, Ethics, Communication Lifelong Learning** | L3 | 5 | **Sessional Test –(10)** | **14** |

**Strength of Correlation**

|  |  |
| --- | --- |
| **% of questions towards PO** | **Level (Weight)** |
| >= 20% of total marks | 3 |
| >=10% and < 20 of total marks | 2 |
| < 10% of total marks | 1 |

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| **CO** | **Skill** | **Bloom's** | **Units** | **Assessing tools can be used to measure CO (CIE) Marks** | **CIE-Total** | **Assessing tools can be used to measure CO (SEE) Marks** | **Total (CIE+SEE)** | **Percentage** | **Strength of Correlation** | **PO** |
| CO1 | **Understand,**  **Ethics, Lifelong Learning** | L2 | 1 | **Sessional Test –(5)** | 2  1.5  1.5 | 4  6  4 | 6  7.5  5.5 | 6%  7.5%  5.5% | 1  1  1 | PO1  PO8  PO12 |
| CO2 | **Understand,**  **Ethics, Individual and team work, Communication, Lifelong Learning** | L2 | 2,3 | **Sessional Test –(15)** | 5  4  1  2.5  2.5 | 5  10  3  5  5 | 10  14  4  7.5  7.5 | 10%  14%  4 %  7.5%  7.5 % | 1  2  1  1  1 | PO1  PO8  PO9  PO10  PO12 |
| CO3 | **Apply,**  **Ethics, Communication, Lifelong Learning** | L3 | 4 | **Sessional Test –(5)** | 1  2  1  1 | 4  6  2  2 | 5  8  3  3 | 5%  8%  3%  3% | 1  1  1  1 | PO8  PO10  PO12  PSO1 |
| CO4 | **Apply , Ethics, Communication Lifelong Learning** | L3 | 5 | **Sessional Test –(5)** | 2  1  1  1 | 4  5  2  3 | 6  6  3  4 | 6%  6%  3%  4% | 1  1  1  1 | PO8  PO10  PO12  PSO1 |

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| **Contribution of Course Outcomes towards achievement of Program Outcomes & Strength of correlations (3:Substantial, 2: Moderate, 1:Slight)** | | | | | | | | | | | | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| **CO1** | **1** |  |  |  |  |  |  | **1** |  |  |  | **1** |  |  |
| **CO2** | **1** |  |  |  |  |  |  | **2** | **1** | **1** |  | **1** |  |  |
| **CO3** |  |  |  |  |  |  |  | **1** |  | **1** |  | **1** | **1** |  |
| **CO4** |  |  |  |  |  |  |  | **1** |  | **1** |  | **1** | **1** |  |
| **Average** | **1** |  |  |  |  |  |  | **1.25** | **1** | **1** |  | **1** | **1** |  |

Course Coordinators: **Dr A.Jaya Lakshmi**

**Mrs A.Divya**

**Dr S.Phani Praveen**

Module Coordinator:

Program Coordinator: **Dr. Lakshmi Ramani B**