

## **UNIVERSAL HUMAN VALUES – 2 UNDERSTANDING HARMONY**

[This course is offered for all branches of engineering.

**This is a compulsory subject with 3 Credits for all UG Branches in Final year.**

**Department of Civil Engineering should take this course in place of IPR & Patents and other departments also should take this course only in place of HSSE.]**

### **Human Values in the AICTE Model Curriculum for Engineering 2018**

In 2018, AICTE included UHV in the Model Curriculum. UHV-II (Understanding Harmony) is to be offered as an essential 3-credit course (H-102) in 3rd/4th semester after an orientation to values in UHV-I, which is a prominent module in the Student Induction Program.

### **UHV-I: Student Induction Program (mandatory)**

Pages related to Induction Program "Guide to Induction Program" pages 31-38 of Volume I (see [https://www.aicte-india.org/sites/default/files/Vol.%20I\\_UG.pdf](https://www.aicte-india.org/sites/default/files/Vol.%20I_UG.pdf))

### **UHV-II: 3-credit Course (H-102)**

**(mandatory)LTPC 2-1-0-3**

Pages related to Course H-102 "Universal Human Values 2: Understanding Harmony" pages 166-170 of Volume II (see <https://www.aicte-india.org/sites/default/files/Vol.%20II%20%20AICTE%20UG%20%20Curriculum.pdf>)

Please see AICTE Web Page: <https://www.aicte-india.org/>

Model Curriculum (from Home Page > Education > Model Curriculum & Sugg. Books (UGEngg.) <https://www.aicte-india.org/education/model-syllabus>)

### **I. Induction Program**

(Please refer **Appendix-A** for guidelines. Details of Induction program also available in the curriculum of Mandatory courses.)

**Induction program (mandatory) 3 weeks duration**

## **UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY**

**Course Code:** .....

Credits: 2-1-0-3

### **Curricular Structure**

#### **Semester L-T-P-C Course No. & Title**

3 or 4 2-1-0-3 H-102 Universal Human Values 2: Understanding Harmony

### **Human Values Courses**

This course also discusses their role in their family. It, very briefly, touches issues related to their role in the society and the nature, which needs to be discussed at length in one more semester for which the foundation course named as “H-102 Universal Human Values 2: “Understanding Harmony” is designed which may be covered in their III or IV semester.

During the Induction Program, students would get an initial exposure to human values through Universal Human Values – I. This exposure is to be augmented by this compulsory full semester foundation course.

### **Universal Human Values 2: Understanding Harmony**

Course code : .....

Credits : L-T-P-C 2-1-0-3 or 2L:1T:0P 3 credits

Pre-requisites: None. Universal Human Values 1 (desirable)

### **OBJECTIVES:**

The objective of the course is four fold:

1. To train the student for Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
2. To understand (or develop clarity) the harmony in the human being, family, society and nature/existence
3. To strengthen self-reflection.
4. To infuse a sense of commitment and courage to act.

## **COURSE TOPICS:**

The course has 28 lectures and 14 practice sessions in 5 Units:

### **UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

1. Purpose and motivation for the course, recapitulation from Universal Human Values-I
2. Self-Exploration—what is it? - Its content and process; Personality Traits- Self Excellence, ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration, Adaptability, Belief and Understanding- Self discipline
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfil the above human aspirations: understanding and living in harmony at various levels.
7. Myers-Briggs Type Indicator (MBTI) Personality test

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 liking-disliking.

### **UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!**

1. Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’
2. Understanding the needs of Self (‘I’) and ‘Body’ - happiness and physical facility
3. Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer)- Habits and Hobbies, SWOT Analysis (Activity)
4. Understanding the characteristics and activities of ‘I’ and harmony in ‘I’ – Dalai Lamas’ Tibetan Personality Test – Dr. Menninger’s Psychometric Test.
5. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
6. Programs to ensure Sanyam and Health.
7. Epidemiology- Definition of health, Social and Preventive Medicine, Personal hygiene and handling stress, WHO Guidelines

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

### **UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

1. Understanding values in human-human relationship; 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
2. Understanding the meaning of Trust; Difference between intention and competence
3. Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship, Friends and Foes, Empathy, False Prestige.
4. Concept of an Ideal family- Marriage as an Institution
5. Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
6. Visualizing a universal harmonious order in society- Undivided Society, Universal Human Order- from family to world family.

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

#### **UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Coexistence**

1. Understanding the harmony in the Nature and its Equanimity, Respect for all, Nature as Teacher
2. Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature
3. Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
4. Holistic perception of harmony at all levels of existence.  
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.

#### **UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics**

1. Natural acceptance of human values
2. Definitiveness of Ethical Human Conduct
3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
4. 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.
5. Case studies of typical holistic technologies, management models and production systems
6. Vision for the Holistic alternatives, UHVs for entrepreneurship
7. 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 – Right understanding and dilemmas of professional ethics in today's world.

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.

#### **Text Book**

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

#### **Reference Books**

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)
14. Life Skills by KVSG Murali Krishna

### **MODE OF CONDUCT (L-T-P-C 2-1-0-3 or 2L:1T:0P 3 credits)**

Lectures 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 practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity 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.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department, including HSS faculty. Teacher preparation with a minimum exposure to at least one 8-day FDP on Universal Human Values is deemed essential.**

### **ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self- assessment, peer assessment etc. will be used in evaluation.

**Total Internal marks: 30** [Assessment by faculty mentor: 5 marks, Self-assessment: 5 marks, Assessment by peers: 5 marks, Socially relevant project/Group Activities/Assignments: 15 marks]

**Semester End Examination: 70 marks.**

### **OUTCOME OF THE COURSE:**

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). 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.

This is only an introductory foundational input. It would be desirable to follow it up by

- a) faculty-student or mentor-mentee programs throughout their time with the institution
- b) Higher level courses on human values in every aspect of living. E.g. as a professional