

Universal Human Values Course		Semester	IV
Course Code	BUHK408	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	(1:0:0:0)	SEE Marks	50
Total Hours of Pedagogy	25	Total Marks	100
Credits	01	Exam Hours	01
Examination nature (SEE)	Theory		

**Course Objectives:**  
This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

**Teaching-Learning Process (General Instructions)**  
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. The course is in the form of 20 lectures (discussions)
3. It is free from any dogma or value prescriptions.
4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous selfevolution.
6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

**Module-1**

<b>Introduction to Value Education (4 hours)</b> Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations
<b>Module-2</b>
<b>Harmony in the Human Being (4 hours)</b> Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health
<b>Module-3</b>
<b>Harmony in the Family and Society (4 hours)</b> Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order
<b>Module-4</b>
<b>Harmony in the Nature/Existence (4 hours)</b> Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence
<b>Module-5</b>
<b>Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)</b> Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession
<b>Course outcome (Course Skill Set)</b> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> </ol> <p>Therefore, the course and further follow up is expected to positively impact common graduate attributes like:</p> <ol style="list-style-type: none"> <li>1. Holistic vision of life</li> <li>2. Socially responsible behaviour</li> <li>3. Environmentally responsible work</li> <li>4. Ethical human conduct</li> <li>5. Having Competence and Capabilities for Maintaining Health and Hygiene</li> </ol>
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% ( 18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together
<b>Continuous internal Examination (CIE)</b> Three Tests (preferably in MCQ pattern with 20 questions) each of 20 Marks (duration 01 hour) <ol style="list-style-type: none"> <li>4. First test at the end of 5<sup>th</sup> week of the semester</li> </ol>



5. Second test at the end of the 10<sup>th</sup> week of the semester
6. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

3. First assignment at the end of 4<sup>th</sup> week of the semester
4. Second assignment at the end of 9<sup>th</sup> week of the semester

Quiz/Group discussion/Seminar, any two of three suitably planned to attain the COs and POs for **20 Marks**  
(duration 01 hours)

The sum of total marks of three tests, two assignments, and quiz /seminar/ group discussion will be out of 100 marks and shall be **scaled down to 50 marks**

### **Semester End Examinations (SEE)**

SEE paper shall be set for 50 questions, each of 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour**. The student has to secure minimum of 35% of the maximum marks meant for SEE.

### **Suggested Learning Resources:**

#### **Books**

#### **-READINGS:**

#### **Text Book and Teachers Manual**

- a. The Textbook A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034- 47-1
- b. The Teacher"s Manual  
Teachers" Manual for A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G

#### **Reference Books**

1. JeevanVidya: EkParichaya, A Nagaraj, JeevanVidyaPrakashan, 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 - Pandit Sunderlal
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. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
15. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth - Club of Rome's report, Universe Books.
16. A Nagaraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
17. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
18. A N Tripathy, 2003, Human Values, New Age International Publishers.
19. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
20. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
21. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
22. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
23. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

#### **Web links and Video Lectures (e-Resources):**

- Value Education websites, <https://www.uhv.org.in/uhv-ii>, <http://uhv.ac.in>, <http://www.uptu.ac.in>
- Story of Stuff, <http://www.storyofstuff.com>
- Al Gore, An Inconvenient Truth, Paramount Classics, USA
- Charlie Chaplin, Modern Times, United Artists, USA
- IIT Delhi, Modern Technology – the Untold Story
- Gandhi A., Right Here Right Now, Cyclewala Productions
- [https://www.youtube.com/channel/UCQxWr5QB\\_eZUnwxSwxXEKQw](https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEKQw)
- [https://fdp-si.aicte-india.org/8dayUHV\\_download.php](https://fdp-si.aicte-india.org/8dayUHV_download.php)
- <https://www.youtube.com/watch?v=8ovkLRYXljE>
- <https://www.youtube.com/watch?v=OgdNx0X923I>
- <https://www.youtube.com/watch?v=nGRcbRpvGoU>
- <https://www.youtube.com/watch?v=sDxGXOGYEKM>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Quizzes
- Assignments
- Seminars

  
H.O.D.

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