



**B. Tech.**  
**Semester I & II**

**UNIVERSAL HUMAN VALUES**

**CV3009**

**EFFECTIVE FROM Jan-2025**

**Syllabus version: 1.00**

Subject Code	Subject Title
CV3009	Universal Human Values

Teaching Scheme				Examination Scheme			
Hours		Credits		Theory Marks		Practical Marks	Total Marks
Theory	Practical	Theory	Practical	Internal	External	CIE	
3	0	3	0	0	0	50	50

### Objectives of the course:

- 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.
- 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.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

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

### Course Outcomes:

Upon completion of the course, the student shall be able to

- CO1: Become more aware of themselves, and their surroundings (family, society, nature)
- CO2: Become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
- CO3: Have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
- CO4: 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.
- CO5: Grasp the right utilization of their knowledge in their streams of Technology/Engineering/Management/any other area of study to ensure mutual fulfilment. E.g. mutually enriching production system with rest of nature.
- CO6: Positively impact common graduate attributes like:
  1. Holistic vision of life
  2. Socially responsible Behaviour

3. Environmentally responsible work
4. Ethical human conduct
5. Having Competence and Capabilities for Maintaining Health and Hygiene
6. Appreciation and aspiration for excellence (merit) and gratitude for all

Sr. No.	Topic	Hours
<b>Unit – I</b>		
<b>1</b>	<b>Introduction to Value Education</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 Fulfill the Basic Human Aspirations.	<b>9</b>
<b>Unit – II</b>		
<b>2</b>	<b>Harmony in the Human Being</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>7</b>
<b>Unit – III</b>		
<b>3</b>	<b>Harmony in the Family and Society</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>7</b>
<b>Unit – IV</b>		
<b>4</b>	<b>Harmony in the Nature/Existence</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>7</b>
<b>Unit – V</b>		
<b>5</b>	<b>Implications of the Holistic Understanding – a Look at Professional Ethics</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.	<b>9</b>

Unit – VI		
6	<b>Implementation and Practice Session</b> Sharing about Oneself, Exploring Human Consciousness, Exploring Natural Acceptance, Exploring the difference of Needs of Self and Body, Exploring Sources of Imagination in the Self, Exploring Harmony of Self with the Body, Exploring the Feeling of Trust, Exploring the Feeling of Respect, Exploring Systems to fulfil Human Goal, Exploring the Four Orders of Nature, Exploring Co-existence in Existence, Exploring Ethical Human Conduct, Exploring Humanistic Models in Education, Exploring Steps of Transition towards Universal Human Order.	6

**Text books:**

1. R R Gaur, R Asthana, G P Bagaria – “A Foundation Course in Human Values and Professional Ethics”, Excel Books, New Delhi.
2. R R Gaur, R Asthana, G P Bagaria – “Teachers’ Manual for A Foundation Course in Human Values and Professional Ethics”, Excel Books, New Delhi.

**Reference books:**

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

**Course objectives and Course outcomes mapping:**

- 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: CO1, CO3, CO4
- 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: CO2, CO5, CO6
- To highlight plausible implications of such a Holistic understanding in terms of ethical

human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature: CO2, CO3, CO4

**Course units and Course outcome mapping:**

Unit No.	Unit Name	Course Outcomes					
		CO1	CO2	CO3	CO4	CO5	CO6
1	Introduction to Value Education	✓					
2	Harmony in the Human Being		✓				
3	Harmony in the Family and Society			✓			
4	Harmony in the Nature (Existence)				✓		
5	Implications of the Holistic Understanding – a Look at Professional Ethics					✓	
6	Implementation and Practice Session						✓

**Programme Outcomes:**

- PO 1: Engineering knowledge: An ability to apply knowledge of mathematics, science, and engineering
- PO 2: Problem analysis: An ability to identify, formulates, and solves engineering problems
- PO 3: Design/development of solutions: An ability to design a system, component, or process to meet desired needs within realistic constraints
- PO 4: Conduct investigations of complex problems: An ability to use the techniques, skills, and modern engineering tools necessary for solving engineering problems.
- PO 5: Modern tool usage: The broad education and understanding of new engineering techniques necessary to solve engineering problems.
- PO 6: The engineer and society: Achieve professional success with an understanding and appreciation of ethical behaviour, social responsibility, and diversity, both as individuals and in team environments.
- PO 7: Environment and sustainability: Articulate a comprehensive world view that integrates diverse approaches to sustainability.
- PO 8: Ethics: Identify and demonstrate knowledge of ethical values in non-classroom activities, such as service learning, internships, and field work.
- PO 9: Individual and team work: An ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO 10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give/receive clear instructions.
- PO 11: Project management and finance: An ability to demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO 12: Life-long learning: A recognition of the need for, and an ability to engage in life-long learning.

**Programme Outcomes and Course Outcomes mapping:**

Programme Outcomes	Course Outcomes					
	C01	C02	C03	C04	C05	C06
P01						
P02						
P03						
P04						
P05						
P06	✓	✓	✓	✓	✓	✓
P07	✓	✓	✓	✓	✓	✓
P08						
P09						
P010						
P011						
P012	✓	✓	✓	✓	✓	✓