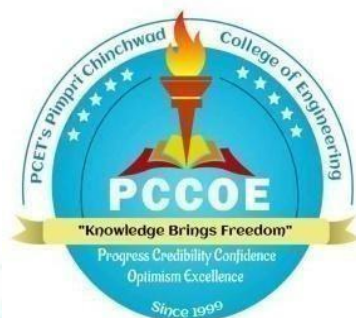


Pimpri Chinchwad Education Trust's
PIMPRI CHINCHWAD COLLEGE OF ENGINEERING
SECTOR NO. 26, PRADHIKARAN, NIGDI, PUNE 411044
(An Autonomous Institute Approved by AICTE and Affiliated to SPPU, Pune)



Curriculum Structure and Syllabus
of
Multi-Disciplinary Minor
in
Universal Human Values
(Academic Regulations 2023)



Effective from Academic Year 2024-25

Institute Vision

To be one of the top 100 Engineering Institutes of India in coming five years by offering exemplarily Ethical, Sustainable and Value Added Quality Education through a matching ecosystem for building successful careers.

Institute Mission

1. Serving the needs of the society at large through establishment of a state-of-art Engineering Institute.
2. Imparting right Attitude, Skills, Knowledge for self-sustenance through Quality Education.
3. Creating globally competent and Sensible engineers, researchers and entrepreneurs with an ability to think and act independently in demanding situations.

EOMS Policy

“We at PCCOE are committed to offer exemplarily Ethical, Sustainable and Value Added Quality Education to satisfy the applicable requirements, needs and expectations of the Students and Stakeholders.

We shall strive for technical development of students by creating globally competent and sensible engineers, researchers and entrepreneurs through Quality Education.

We are committed for Institute’s social responsibilities and managing Intellectual property.

We shall achieve this by establishing and strengthening state-of-the-art Engineering Institute through continual improvement in effective implementation of Educational Organizations Management Systems (EOMS).”

Course Approval Summary

Board of Studies - Department of Applied Sciences and Humanities

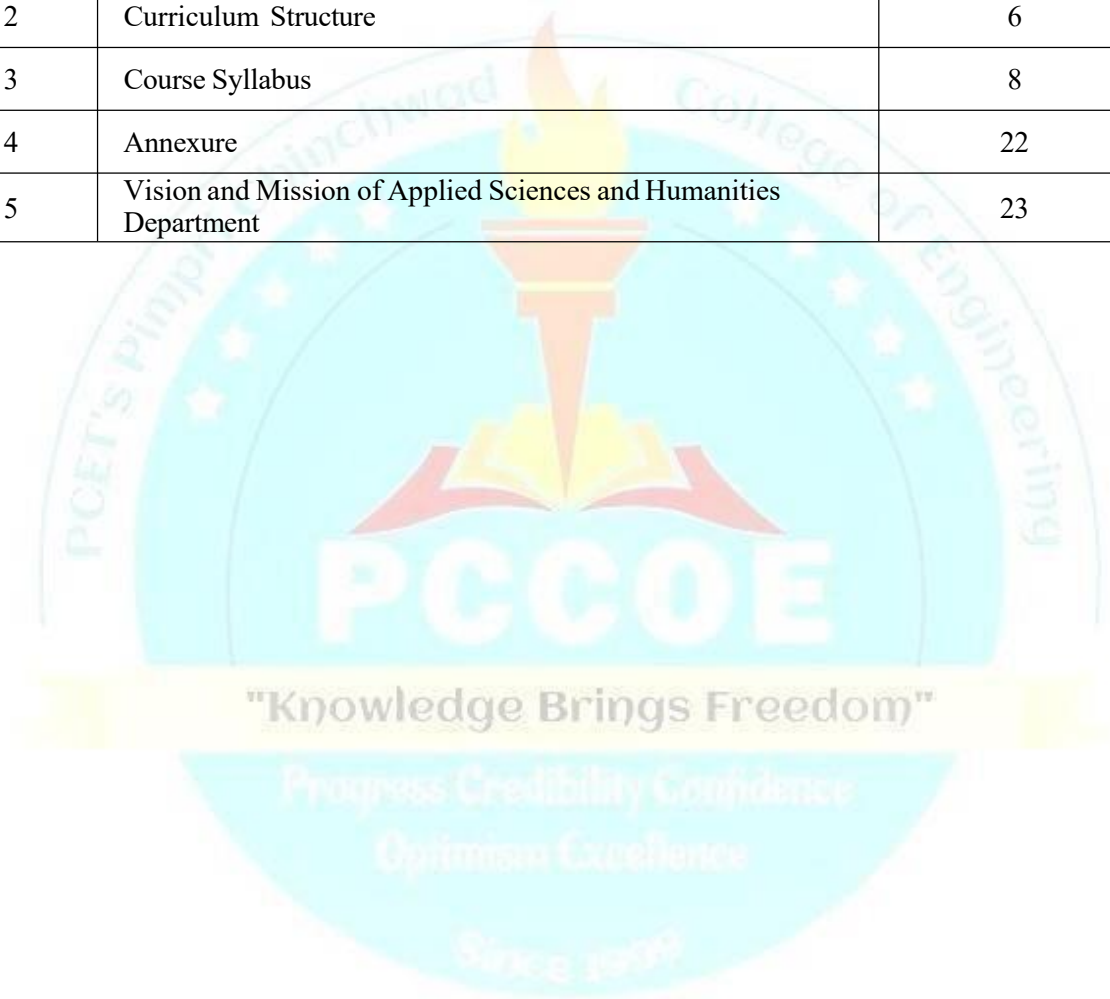
Sr. No.	Name of the Course	Course Code	Page number	Signature and stamp of BoS chairman
1	Human Psychology:Realising Human Potential	BSH23MD19	9	
2	Human Values in Madhyasth Darshan	BSH24MD20	11	
3	Vision for Humane Society (VFHS)	BSH25MD21	13	
4	Vision for Humane Society (VFHS)-LAB	BSH25MD22	15	
5	Human Economics	BSH26MD23	17	
6	Holistic Vision of Life	BSH27MD24	19	

Approved by Academic Council:

Chairman, Academic Council
Pimpri Chinchwad College of Engineering

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5	Vision and Mission of Applied Sciences and Humanities Department	23



Preface

Welcome to the exciting, multidisciplinary world of the Minor in Universal Human Values, a program that aims to enhance students' academic experiences in a variety of subject areas. This introduction explains the MDM's goals, expected results, the department that offers it, and how students with different academic backgrounds can use it.

The Multi-Disciplinary Minor in Universal Human Values is offered by the Department of Applied Sciences and Humanities, recognizing the importance of integrating the study of human values with diverse academic disciplines. The department is committed to providing a supportive and intellectually stimulating environment where students can discover what is truly and innately valuable for them- in every aspect of life.

The salient features of the courses are:

1. They present a universal approach to value education by developing the right understanding of reality (i.e., a worldview of reality “as it is”) through the process of self-exploration.
2. The courses are presented in the form of a dialogue whereby a set of proposals about various aspects of reality are presented, and the students are encouraged to self-explore the proposals by verifying them on the basis of their natural acceptance within themselves and validating experientially in living.
3. The prime focus throughout the courses is on affecting a qualitative transformation in the life of the student rather than just a transfer of information. While introducing the holistic worldview and its implications, a critical appraisal of the prevailing notions is also made to enable the students to discern the difference on their own.

Employability:

It will have a direct impact on desirable, common graduate attributes, enhancing employability in the area of the major degree.

Further, in the present state of increasing problems of human-human conflict, global warming, and climate change, it will help prepare the urgently required technical professionals for sustainable and value-based living.

Upon completion of the MDM in Universal Human Values, students will

- Demonstrate increased self- discipline, greater sense of responsibility, and reduced need for external enforcement.
- Develop a sense of commitment towards family and society.
- Cultivate a deep sense of gratitude for efforts made by elders, culture, and tradition.
- Develop the competence and commitment to live with fulfilment in every aspect of life.

The MDM in Universal Human Values is applicable to students from a wide range of academic departments, including but not limited to:

- Mechanical Engineering
- Civil Engineering
- Electronics and Telecommunication Engineering
- Computer Engineering
- Computer Engineering (Regional)
- Computer Engineering (AIML)
- Information Technology

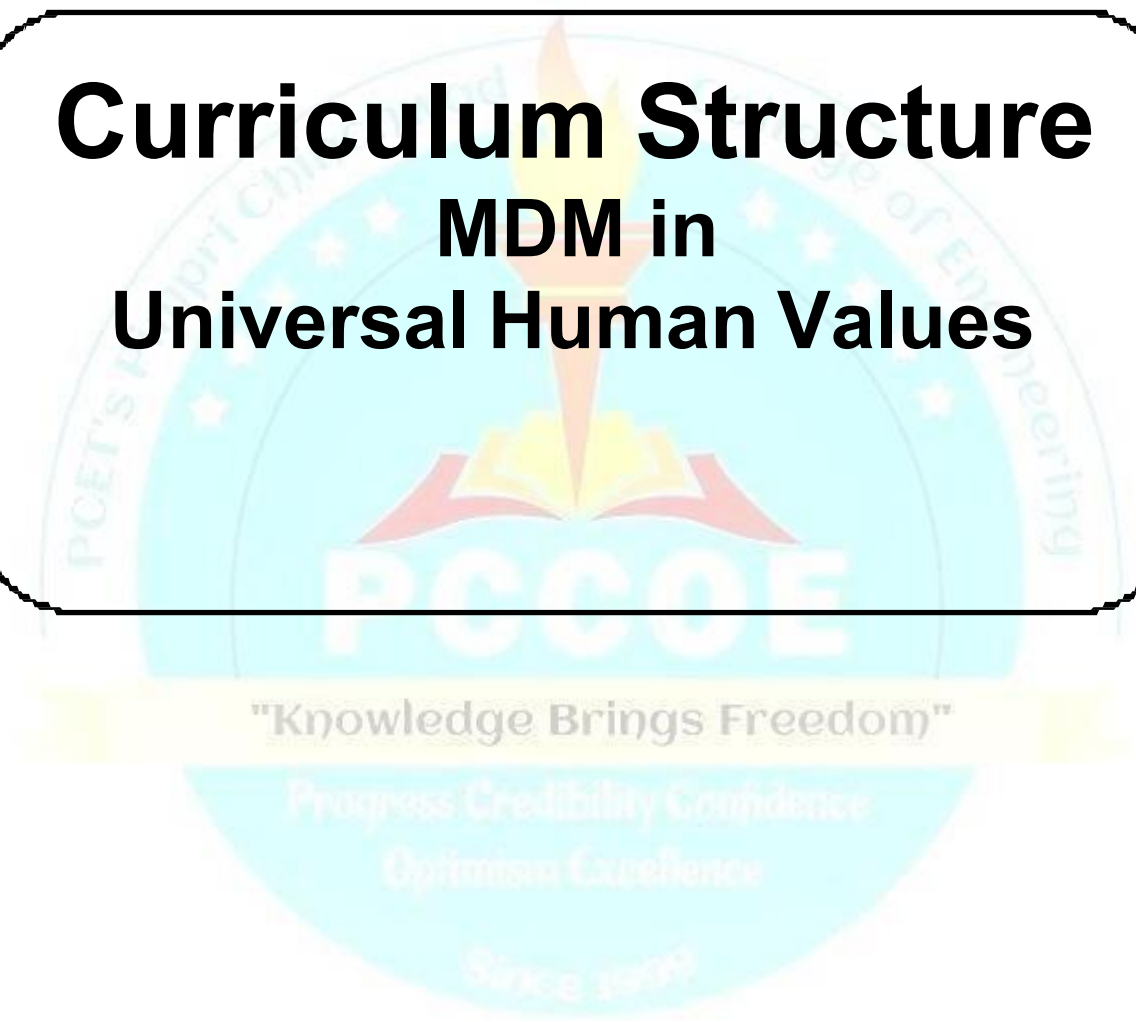
The main goal of the Universal Human Values Multi-Disciplinary Minor (MDM) is to enable students to live a fulfilling life. Along with that, students will develop the ability to contribute meaningfully to the family, society, and humanity at large.

We wish you happy exploration and an enriching learning experience!

Curriculum Structure

MDM in

Universal Human Values



CURRICULUM STRUCTURE

MDM in Universal Human Values (Academic Regulations 2023)
(With effect from Academic Year 2024-25)

Course Code	Course Name	Credit Scheme				Teaching Scheme (Hours/Week)			Evaluation Scheme and Marks						
		L	P	T	T o t a l	L	P	T	FA		SA	TW	PR	OR	Total
									FA 1	FA 2					
Semester III															
BSH23MD19	Human Psychology : Realising Human Potential	2	-	-	2	2	-	-	10	10	30	-	-	-	50
Semester IV															
BSH24MD20	Human Values in Madhyasth Darshan	2	-	-	2	2	-	-	10	10	30	-	-	-	50
Semester V															
BSH25MD21	Vision for Humane Society	3	-	-	3	3	-	-	20	20	60	-	-	-	100
BSH25MD22	Vision for Humane Society-Lab	-	1	-	1	-	2	-	-	-	-	50	-	-	50
Semester VI															
BSH26MD23	Human Economics	2	-	-	2	2	-	-	10	10	30	-	-	-	50
Semester VII															
BSH27MD24	Holistic Vision of Life	-	4	-	4	-	8	-	-	-	-	100	-	50	150
Total															
Total		9	5	-	14	9	10	-	50	50	150	150	-	50	450

L-Lecture, P-Practical, T-Tutorial, CIE-Continuous Internal Evaluation, FA-Formative Assessment, SA-Summative Assessment, TW-Term Work, OR-Oral, PR-Practical

The logo of PCCOE (Pimpri Chinchwad College of Engineering) is a circular emblem. It features a central torch with a flame, positioned above an open book. The text "PCCOE" is prominently displayed in the center. A banner below the book reads "Knowledge Brings Freedom". At the bottom, it says "Progress Credibility Confidence" and "Optimism Excellence". The outer ring of the logo contains the text "PCCOE Pimpri Chinchwad" and "College of Engineering".

Course Syllabus

MDM :	Universal Human Values					Semester :III		
Course :	Human Psychology: Realising Human Potential					Code:	BSH23MD19	
Credits	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
2	2	-	-	10	10	-	30	50

Course Objectives:

This course aims at enabling students,

1. To introduce students to the basic concepts of psychology with an emphasis on developing clarity about full human potential
2. To initiate / strengthen the process of self-exploration, to become aware of themselves and also aware socially
3. To generate interest, commitment and to make effort to realize their full human potential and become responsible global citizens

Course Outcomes:

After learning the course, the students will be able to:

1. **Explain** the basic concepts of psychology and efforts made to understand human psychology
2. **Develop** an understanding of the role of sanskar in the conduct of a human being
3. **Examine** a human being's psychology when you have the right understanding
4. **Appraise** the concepts proposed in psychology and formulate the way forward

Detailed Syllabus:

Unit	Description	Duration
I	Introduction to Human Psychology: <ul style="list-style-type: none"> • Process of Inquiry into Human Psychology-Self-Exploration, • Human Being: an Existential Reality • Role of Psychology in Day-to-Day Life. 	06
II	Understanding Consciousness (Self)—Imagination and its Expression: <ul style="list-style-type: none"> • Bases of Human behaviour, Work and Participation • Sources of Motivation in the Self • Role of Sanskar : Acceptance, Likes, and Dislikes • Higher activities of the Self 	08
III	Full Human Potential: Right Understanding and Guiding the Imagination <ul style="list-style-type: none"> • State of Imagination • Possible Sources of Imagination • Consequences of Imagination • The Way Ahead: Ensuring Harmony in the Self by way of Self-Exploration 	08

IV	Concepts in Psychology <ul style="list-style-type: none"> • Theories in Psychology • Comparative Study of Different Concepts Proposed in Psychology • Personality Structure Theory-Sigmund Freud 	08
	Total	30

Text Books:

- 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
- Passer, M.W. and Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill

Reference Books:

- Psychology, Class XII, Published by NCERT
- aron, R. and Misra G. (2013). Psychology. New Delhi: Pearson
- Chadha, N.K., & Seth S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning
- Ciccarelli, S. K. and Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education

E-Resources:

- <https://www.uhv.org.in/uhv-ii>,
- <http://uhv.ac.in>, <http://www.uptu.ac.in>
- Gandhi A., Right Here Right Now, Cyclewala Productions
- https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw
- https://fdp-si.aicte-india.org/8dayUHV_download.php

MDM :	Universal Human Values					Semester: IV		
Course:	Human Values in Madhyasth Darshan					Code: BSH24MD20		
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial 1	FA		TW	SA	Total
				FA1	FA2			
2	2	-	-	10	10	-	30	50
Course Objectives: This course aims at enabling students, <ol style="list-style-type: none">1. To help students understand the basic principles of Madhyasth Darshan2. To help students understand existential realities, including human existence, through Madhyasth Darshan3. To help them see the participation of human beings in nature and existential realities (i.e. human values) and therefore human conduct through each one of them4. To help students apply this understanding to make their lives better at different levels (individual, family, society and nature)5. To facilitate the students in applying this understanding in their profession and leading an ethical life.								
Course Outcomes: After learning the course, the students will be able to: <ol style="list-style-type: none">1. Explain the basic concepts of Madhyasth Darshan2. Develop a comprehensive understanding of the concept of the human being as an inseparable component of nature within Madhyasth Darshan.3. Interpret the human goal of realization within the context of Madhyasth Darshan.4. Apply virtues and value to real-life situations								
Detailed Syllabus:								
Units	Description							Duration (Hrs)
I	Introduction to Madhyasth Darshan and its Basics <ul style="list-style-type: none">• Need to Study Madhyasth Darshan; Introduction• Basic Formulations of Madhyasth Darshan• Natural Outcome of Living According to Madhyasth Darshan Submergence of Nature in Space <ul style="list-style-type: none">• Classification of Nature:Material and Consciousness• The Four Orders of Nature: Form, Property, Natural Characteristics and Self-Organisation• Process of Evolution in Nature or Existence							7
II	Human Being as an Indivisible Part of Nature <ul style="list-style-type: none">• Understanding Humans as Integral Components of the Natural World.• Classification of Human Beings• Integration of Self and Body: Understanding the Holistic Nature of Human Existence.• Goals of Realization and Prosperity• Behaviour and Work for Goal Attainment							8

III	Fulfilment of Human Goal of Realization <ul style="list-style-type: none"> • Understanding Realization as the Ultimate Aim of Human Existence. • Principles for Actualizing the Human Goal: Natural Principles, Social Principles and Psychological Principles • Conducive Society and Social Order • Role of Community and Institutions • Self-Study Process for Realization 	7
IV	Human Conduct based on Madhyasth Darshan <ul style="list-style-type: none"> • Characteristics of a Realized Self: Inner Peace, Harmony, and Contentment. • Continuity of Happiness, Peace, and Satisfaction • Conduct of a Realized Human Being: Ethical Conduct, Service-Oriented Mindset, Exemplary Behaviour • Present-Day Problems: Inequality, Gender Disparities, and Environmental Degradation 	8
Total		30
Text Books: <ul style="list-style-type: none"> • Nagraj, A., “Manav Vyavahar Darshan”, Jeevan Vidya Prakashan, 3rd edition, 2003 		
Reference Books: <ul style="list-style-type: none"> • Nagraj, A., “Vyavaharvadi Samajshastra”, Jeevan Vidya Prakashan, 2nd edition, 2009. • Nagraj, A., “Avartanasheel Arthashastra”, Jeevan Vidya Prakashan, 1st edition, 1998. 		
E-Resources: <ul style="list-style-type: none"> • https://madhyasth-darshan.info/introduction/background/ • http://www.youtube.com/@madhyasthdarshanjeevanvidy7260 • Al Gore, An Inconvenient Truth, Paramount Classics, USA • https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw 		

MDM :	Universal Human Values					Semester: V		
Course:	Vision for Humane Society (VFHS)					Code:	BSH25MD21	
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
3	3	-	-	20	20	-	60	100
Prior Knowledge:Understanding Harmony and Ethical Human Conduct								
Course Objectives: This course aims at enabling students, <div><div></div><div>1. To help the students understand the values ensuring justice in human-human relationship</div><div>2. To develop the competence to think about the conceptual framework of human society, which includes undivided society (relationship based) and universal human order (system based).</div><div>3. To help the students have exposure to transition from current state to humane society (an undivided society with a universal human order)</div></div>								
Course Outcomes: After learning the course, the students will be able to: <div><div></div><div>1. Construct a conceptual framework for humane society based on relationship and harmony</div><div>2. Develop the competence to work as a team based on relationship in different dimensions of life and society</div><div>3. Analyze the significance of feelings in ensuring justice in human-human relationships</div><div>4. Take part in formulating the steps for establishing a humane society (an undivided society with a universal human order)</div></div>								
Detailed Syllabus:								
Units	Description							Duration (Hrs)
I	Introduction to the Course: <ul style="list-style-type: none">Basic Aspiration of a Human Being and the Programme for its FulfilmentNeed for family and Relationships for a Human BeingHuman-Rest of Nature Relationship and Role of Work in its FulfilmentComprehensive Human Goal, Need for Undivided SocietyNeed for Universal Human OrderAn Appraisal of the Current StateAn Appraisal of Efforts in this Direction in Human History.							9

II	Understanding Human-Human Relationship & its Fulfilment: <ul style="list-style-type: none"> • Recognition of Human-Human Relationship • Recognition of Feelings in Relationships and Interrelatedness of Feelings • Established Values and Expressed Values in Relationships • Types of Relationship and their Purpose • Mutual Evaluation in Relationship • Justice in Relationship • Justice Leads to Culture, Civilization and Human Conduct. 	9
III	Justice from family to world family order: <ul style="list-style-type: none"> • Family order, continuity of culture and civilization • Universal Order on the basis of an Undivided Society • Conceptual Framework for Universal human order • Universal Human Order as continuity and expanse of order in living: from family order to world family order 	9
IV	Program for Ensuring Undivided Society and Universal Human Order: <ul style="list-style-type: none"> • Education– Sanskar • Health – Self-Regulation • Production-Work • Exchange– Storage • Justice-Preservation. 	9
V	Human Tradition <ul style="list-style-type: none"> • Scope and Steps of Universal Human Order • Human Tradition (e.g. Family Order to World Family Order) • Steps for Transitioning from the Current State • Possibilities of Students' Participation in this Direction • Present Efforts in this Direction 	9
Total		45
Text Books: <ul style="list-style-type: none"> • 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 		
Reference Books: <ul style="list-style-type: none"> • An Appeal by the Dalai Lama to the World: Ethics Are More Important Than Religion, Dalai Lama XIV, 2015. • Human Society, Kingsley Davis, 1949. • Integral Humanism, Deendayal Upadhyaya, 1965. • Science & Humanism: towards a unified worldview, P. L. Dhar & R. R. Gaur (1990), Commonwealth Publishers, New Delhi 		
E-Resources: <ul style="list-style-type: none"> • https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw • Story of Stuff, http://www.storyofstuff.com 		

MDM :	Universal Human Values					Semester: V		
Course:	Vision for Humane Society (VFHS) Lab					Code:	BSH25MD22	
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	Oral	Total
				FA1	FA 2			
1	-	2	-	-	-	50	-	50

Prior Knowledge: Understanding Harmony and Ethical Human Conduct

Course Objectives:

This course aims at enabling students,

1. To understand the significance of universal human values in promoting harmony, compassion, and mutual respect in society.
2. To cultivate self-awareness, emotional regulation, and mindfulness practices for personal well-being and societal harmony.

Course Outcomes:

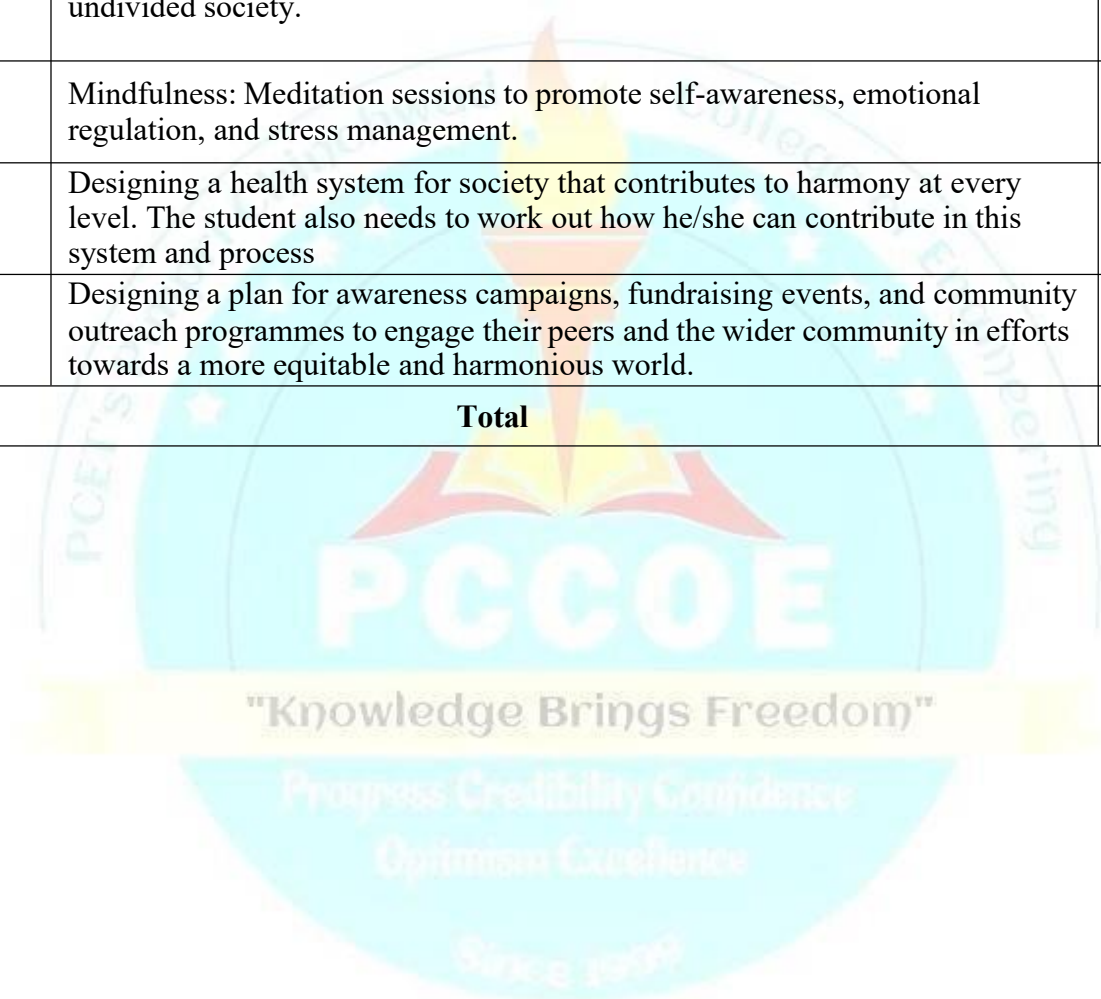
After learning the course, the students will be able to

1. **Demonstrate** increased self-awareness and accountability.
2. **Demonstrate** an understanding of environmental issues and implement sustainable living practices to contribute to environmental harmony.
3. **Apply** strategies for promoting inclusivity and equity.
4. **Analyse** historical and contemporary movements for social justice

Detailed Syllabus:

Lab Session	Activities	Duration (Hrs)
1	Role-Playing Exercises: Simulate interpersonal interactions focusing on compassionate communication, conflict resolution, and mutual respect	2
2	Group Discussions: Explore ethical dilemmas and scenarios to analyze the impact of behaviour on human relationships.	2
3	Reflective Journaling: Students will reflect on their own behaviour and its effects on their relationships with others	2
4	Nature Immersion Activities: Outdoor excursions to connect with nature and engage in conservation efforts like tree planting	2
5	Sustainable Living Workshops: Practical skills such as gardening, composting, and energy conservation to foster a harmonious relationship with the environment	2
6	Community-Building Exercises: Team-building activities to foster a sense of unity and cooperation among participants.	2
7	Dialogue Sessions: Open discussions on the societal barriers to unity and brainstorm solutions for creating a more inclusive society.	2
8	Model United Nations Simulation: Students will play roles as delegates representing different countries to discuss and negotiate global issues from the perspective of universal human values.	2

9	Documentary Screenings: Watch and discuss documentaries highlighting current social and environmental issues and efforts towards positive change.	2
10	Field Trips: Visit museums, historical sites, or community organizations dedicated to social justice and human rights to gain firsthand insights into past and present efforts for societal transformation.	2
11	Case Study Analysis: Examine historical movements and revolutions aimed at social change, such as civil rights movements or women's suffrage, to understand their successes and limitations.	2
12	Social Justice Forums: Discussions on topics related to social justice, equality, and inclusivity, providing opportunities for dialogue and advocacy for a more undivided society.	2
13	Mindfulness: Meditation sessions to promote self-awareness, emotional regulation, and stress management.	2
14	Designing a health system for society that contributes to harmony at every level. The student also needs to work out how he/she can contribute in this system and process	2
15	Designing a plan for awareness campaigns, fundraising events, and community outreach programmes to engage their peers and the wider community in efforts towards a more equitable and harmonious world.	2
Total		30



MDM :	Universal Human Values					Semester: VI		
Course:	Human Economics					Code:	BSH26MD23	
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
2	2	-	-	10	10	-	30	50

Prior Knowledge: Understanding Harmony and Ethical Human Conduct

Course Objectives:

This course aims at enabling students,

1. To introduce students to the basic ideas about economic prosperity, which they can apply in their day-to-day lives as responsible members of their family and as responsible citizens
2. To help students develop sensitivity to the economic issues in the development of the nation and commitment to participate in resolving them
3. To equip the students with basic economic measures, tools and techniques to analyse economic issues

Course Outcomes:

After learning the course, the students will be able to:

1. **Explain** the basic concepts in human economics and the efforts made to understand human economics
2. **Choose** sustainable and mutually fulfilling production and management systems
3. **Analyse** the role of economics in societal development
4. **Appraise** the concepts and notions proposed in economics and see the way forward

Detailed Syllabus:

Units	Description	Duration (Hrs)
I	Introduction to Human Economics <ul style="list-style-type: none"> • Human Economics • Vision for Universal Human Order and Role of Economics therein • Human Needs and their Fulfilment • Three Types of Economics • Efforts in the Tradition and Modern Era to Understand Human Economics • Role of Economics in Day-to-Day Life 	7
II	Sustainable Ways of Wealth Generation and Sharing <ul style="list-style-type: none"> • Meaning of Wealth • Sustainable Ways of Wealth Generation (production) • Preservation and Right Utilization of Wealth • Feeling of Prosperity • Tools and Techniques for Production and Management 	7

III	Role of Economics in Societal Development <ul style="list-style-type: none"> • Role of Different Societal Orders in Societal Development and their Interdependence • Contribution of Wealth and Economics to Overall Societal Order 	7
IV	Appraisal of the Concepts in Economics and the Way Forward <ul style="list-style-type: none"> • Evaluation of Present Day Notion of Human Needs, Natural Resources, Wealth, Economics, etc. • Inherent Contradictions and Dilemmas in Modern Day Management 	9
Total		30
Text Books <ul style="list-style-type: none"> • 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 • Macroeconomics, Textbook in Sociology for Class XII (2021–22), Published by NCERT 		
Reference Books: <ul style="list-style-type: none"> • Julien-François Gerber and Rajeswari S. Raina (eds.). 2018. Post-Growth Thinking in India: Towards Sustainable Egalitarian Alternatives, Orient Blackswan: New Delhi, ISBN: 9789352873937 • Dierksmeier, C. and M. Pirson (2009), Oikonomia and Chrematistike: Learning from Aristotle about the Future of Management, Journal of Business Ethics, 88(3): 417–430. • Introductory Microeconomics, Textbook for Class XII (2021–22), Published by NCERT 		
E-Resources: <ul style="list-style-type: none"> • Charlie Chaplin, Modern Times, United Artists, USA • IT Delhi, Modern Technology: The Untold Story 		

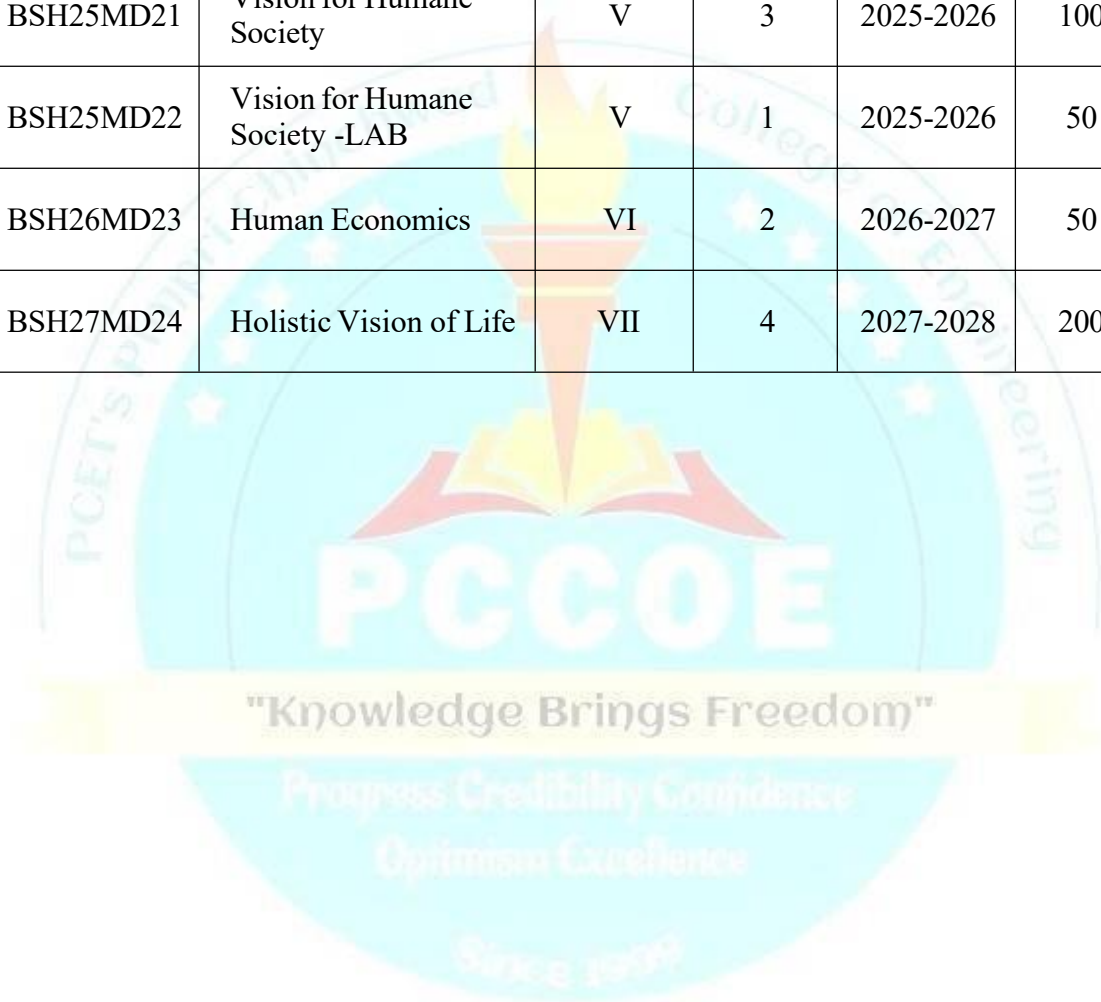
MDM :	Universal Human Values			Semester: VII			
Course:	Holistic Vision of Life			Code:	BSH27MD24		
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme			
	Lecture	Practical	Tutorial	TW	Oral	Practical/Project	Total
4	-	8	-	150	50	-	200
Prior Knowledge: Understanding Harmony and Ethical Human Conduct							
Course Objectives: This course aims at enabling students, <ol style="list-style-type: none">1. To cultivate self-awareness by exploring their beliefs, values, strengths, weaknesses, and aspirations.2. To Cultivate global awareness and intercultural competence by exploring diverse worldviews, cultures, and perspectives3. Instill a sense of environmental responsibility and sustainability by examining the interconnectedness of human society and the natural world.4. To Foster critical thinking skills by examining complex issues from multiple perspectives and questioning assumptions							
Course Outcomes: After learning the course, the students will be able to: <ol style="list-style-type: none">1. Demonstrate effective communication skills, including active listening, empathy, and assertiveness.2. Demonstrate an understanding of the connection between holistic well-being and overall quality of life.3. Demonstrate awareness of environmental issues and their impact on ecosystems and communities.4. Identify the interconnectedness of local and global communities and their responsibilities as global citizens.5. Develop strategies for personal growth and resilience in response to life's challenges.6. Analyze complex issues from multiple perspectives and evaluate evidence to form reasoned judgements.							
Detailed Syllabus:							
Units	Description						Duration (Hrs)
I	Values-Based Action Plan: Students will create a personal or group action plan focused on promoting universal human values in their everyday lives. They can set specific goals, outline strategies for achieving them, and track their progress over time, reflecting on the impact of their actions on themselves and others.						8
II	Values Reflection Journal: Students will keep a journal where they reflect on different universal human values such as empathy, kindness, honesty, and respect. Each week, they can choose a value to focus on and write about how they demonstrated or experienced that value in their daily lives.						8

III	Design Action-Oriented Projects: Students will identify specific areas for improvement within their communities and develop actionable plans for implementing positive change.	8
IV	Global Pen Pal Project: Students will connect with peers from different countries or cultural backgrounds through pen pal exchange programs. They will discuss topics related to universal human values in their letters and learn from each other's perspectives on issues like friendship, family, education, and social justice	8
V	Environmental Stewardship Project: Students will be involved in initiatives such as recycling programs, community gardening, energy conservation projects, and advocacy campaigns for environmental protection.	8
VI	Community Service Project: Students will organize a community service project that embodies one or more universal human values. This could involve volunteering at a local homeless shelter, organizing a fundraiser for a charity, or participating in a neighbourhood clean-up initiative.	8
VII	Digital Storytelling Project: Students will create digital stories (videos, podcasts, blogs, etc.) that highlight real-life examples of universal human values in action. They can interview people in their community, conduct research, and present their findings in a creative and engaging way.	8
VIII	Cultural Exchange Project: Students from different cultural backgrounds will do research and share aspects of their culture that promote universal values. This could include traditions, stories, or rituals that emphasize concepts like compassion, tolerance, or cooperation.	8
IX	Ethics in Media Analysis: Students will critically analyse media representations of ethical issues, such as advertising, news coverage, and entertainment. Students will examine the ethical implications of media messages and how they shape perceptions, attitudes, and behaviour. Students can then create their own media projects that promote ethical storytelling and representation.	8
X	Gratitude Journaling Project: Students will commit to writing daily reflections on things they are grateful for in their lives. Students will explore the positive aspects of their experiences, relationships, and surroundings, cultivating a mindset of gratitude and appreciation	8
XI	Organise community work projects that involve collective efforts to address local needs and challenges.	8

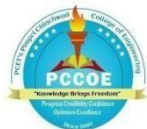
XII	Awareness Program: Students will generate awareness for the utilisation of surplus food and set up food and resource banks to facilitate the sharing and distribution of surplus food, clothing, and household items within the community.	8
XIII	Empowerment: Empower people with knowledge and resources to navigate legal systems and advocate for their rights and interests.	8
XIV	Community Service: Implement community service initiatives focused on addressing social inequalities, environmental degradation, or other pressing issues identified by students.	8
XV	Ethics in Innovation Challenge: Students will develop innovative solutions to ethical dilemmas related to technology, business, or scientific research. This project can involve interdisciplinary collaboration, design thinking workshops, and prototyping activities to create ethical products, services, or policies that contribute to the greater good.	8
Total		120
Suggested Projects: <ul style="list-style-type: none"> • Values-Based Leadership Project: Identify a social issue or problem in college or community and develop a values-based leadership project to address it. This could involve organizing awareness campaigns, advocating for policy changes, or implementing sustainable solutions that promote equality and justice • Service Learning Projects: Students can participate in service learning projects that allow them to address real-world problems while making a positive impact on their communities. This could involve volunteering at local non-profits, conducting research on social issues or organizing advocacy campaigns for social justice and equality. • Holistic Health Fair: Host a holistic health fair where students can learn about different wellness practices and holistic modalities that promote overall well-being. This could include workshops on yoga, acupuncture, nutrition, herbal medicine, mindfulness, and stress reduction techniques, providing students with practical tools for maintaining a balanced and healthy lifestyle. 		
Text Books: <ul style="list-style-type: none"> • 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 		
Reference Books: <ul style="list-style-type: none"> • Science & Humanism: towards a unified worldview, P. L. Dhar & R. R. Gaur (1990), Commonwealth Publishers, New Delhi • C. and M. Pirson (2009), Oikonomia and Chrematistike: Learning from Aristotle about the Future of Management, Journal of Business Ethics, 88(3): 417-430. 		
E-Resources: <ul style="list-style-type: none"> • https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw 		

Annexure-I

Sr. No.	Course Code	Course Title	Semester	Course Credit	Academic Year	Total Marks	Total Hours
1	BSH23MD19	Human Psychology:Realising Human Potential	III	2	2023-2024	50	30
2	BSH24MD20	Human Values in Madhyasth Darshan	IV	2	2024-2025	50	30
3	BSH25MD21	Vision for Humane Society	V	3	2025-2026	100	45
4	BSH25MD22	Vision for Humane Society -LAB	V	1	2025-2026	50	30
5	BSH26MD23	Human Economics	VI	2	2026-2027	50	30
6	BSH27MD24	Holistic Vision of Life	VII	4	2027-2028	200	120



Pimpri Chinchwad Education Trust's
PIMPRI CHINCHWAD COLLEGE OF ENGINEERING
(An Autonomous Institute Approved by AICTE and Affiliated to SPPU, Pune)



Department of Applied Sciences & Humanities

Vision and Mission

Vision:

To provide value-added quality education that promotes essential technical skills, critical-thinking, communication skills and human values to make impactful contributions to the society.

Mission:

Being a student-centric department, our mission is -

1. To develop a strong base of engineering sciences through innovative and experiential learning.
2. To provide excellent harmony of conducive environment and moral support for joyful learning.
3. To strive for overall development of students by providing the right platform to nurture all personality traits.
4. To create research attitude and endeavor innovation, creativity.

"Knowledge Brings Freedom"

Progress Credibility Confidence

Optimism Excellence

Since 1979