**Lesson Plan**

**Subject : UHV**

Lesson plan Duration : 15 Weeks

Work load lecture per week (in hours): Lectures:3 hours

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| **Lecture No** | **Theory** |
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| 1 | **Module 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education** |
| 2 | Purpose and motivation for the course, recapitulation from Universal Human Values-I  , |
| 3 | Self-Exploration–what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration |
| 4 | Continuous Happiness and Prosperity- A look at basic Human Aspirations |
| 5 | Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority |
| 6 | Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario |
| 7 | Method to fulfil the above human aspirations: understanding and living in harmony at various levels. |
| 8 | **Module 2: Understanding Harmony in the Human Being - Harmony in Myself!** |
| 9 | Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’ |
| 10 | Understanding the needs of Self (‘I’) and ‘Body’ - happiness and physical facility |
| 11 | Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer) |
| 12 | Understanding the characteristics and activities of ‘I’ and harmony in ‘I’ |
| 13 | Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail |
| 14 | Programs to ensure Sanyam and Health. |
| 15 | **Module 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship** |
| 16 | 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 |
| 17 | Understanding the meaning of Trust; Difference between intention and competence |
| 18 | Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship |
| 19 | Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals |
| 20 | Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family. |
| 21 | **Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Coexistence** |
| 22 | Understanding the harmony in the Nature |
| 23 | Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self- regulation in nature |
| 24 | Understanding Existence as Co-existence of mutually interacting units in all-pervasive space |
| 25 | Holistic perception of harmony at all levels of existence. |
| 26 | **Module 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics** |
| 27 | Natural acceptance of human values |
| 28 | Definitiveness of Ethical Human Conduct |
| 29 | Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order |
| 30 | 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. |
| 31 | Case studies of typical holistic technologies, management models and production systems |
| 32 | 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 |
| 33 | Sum up.  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. . |