

**VEER BAHADUR SINGH
PURVANCHAL UNIVERSITY
JAUNPUR, UTTAR PRADESH**



***7.1.9 Sensitization of students and employees of the
Institution to the constitutional obligations: values,
rights, duties and responsibilities of citizens***

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Constitution in curriculum

BALLB(H)- 3rd Semester

PAPER-IV

Constitutional Law –I

- 1 Nature of Constitution of India, Its salient features and pre-amble
- 2 Citizenship
- 3 Union and State Executive
- 4 Parliament and State Legislature-General, Officers of parliament, disqualification of members, powers privileges and immunities of parliament, state legislatures and its members, legislative procedure
- 5 Union and State Judiciary; Appointment of Judges, Jurisdiction, Independence of Judiciary
- 6 Centre-State Relations
- 7 Trade, Commerce clause
- 8 Services under Union and States
- 9 Elections
- 10 Official Language

Reference:

- 1 Constitutional Law of India by M.P.Jain
- 2 Constitutional Law of India by V.N.Shukla
- 3 Constitutional Law of India by D.D. Basu
- 4 Constitutional Law of India by J.N. Pandey

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BALLB(H)- 4th Semester

PAPER-IV

Constitutional Law -II

- 1 Fundamental Rights-State, Equality, freedom and social control, personal liberty, changing dimensions of personal liberty, cultural and educational rights, Right to constitutional remedies .
- 2 Directive Principles of State Policy, Inter relationship between fundamental rights and directive principles.
- 3 Fundamental Duties
- 4 Special Provisions relating to certain classes
- 5 Emergency-National, President Rule and Financial
- 6 Amendment of the Constitution
- 7 Right to property

References:

- 1 Constitutional Law of India by M.P.Jain
- 2 Constitutional Law of India by V.N.Shukla
- 3 Constitutional Law of India by H.M. Seervani
- 4 Constitutional Law of India by D.D. Basu
- 5 Constitutional Law of India by J.N.Pandey

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B. Tech. 2nd Year Syllabus for all branches

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
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Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

- On completion of this course, the students will be able to
1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
 2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
 3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
 4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
 5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

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- UNIT-1** **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**
Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration-what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.
- UNIT-2** **Understanding Harmony in the Human Being - Harmony in Myself**
Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.
- UNIT-3** **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**
Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyavastha*)- from family to world family!.
- UNIT-4** **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**
Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.
- UNIT-5** **Implications of the above Holistic Understanding of Harmony on Professional Ethics**
Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, 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

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production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, 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.

Text Books:


1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam


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