

Physics Group

B. Tech. First Semester

Contact Hours: 32 Hrs.

Course Code	Course Name	Load Allocation			Marks Distribution			Credits
		L	T	P	Internal	External	Total	
BTPH101	Engineering Physics	3	1	-	40	60	100	4
BTAM101	Engineering Mathematics-I	4	1	-	40	60	100	5
BTHU101	Communicative English	3	0	-	40	60	100	3
BTEE 101	Basic Electrical and Electronics Engineering	4	1	-	40	60	100	5
HVPE101	Human Values and Professional Ethics	3	-	-	40	60	100	3
BTPH102	Engineering Physics Laboratory	-	-	2	30	20	50	1
BTHU102	Communicative English Laboratory	-	-	2	30	20	50	1
BTEE102	Basic Electrical and Electronics Engineering Laboratory	-	-	2	30	20	50	1
BTMP101	Manufacturing Practice	-	-	6	60	40	100	3
Total	5Theory Courses + 4 Laboratory Courses	17	3	12	350	400	750	26

Chemistry Group

B. Tech. First Semester

Contact Hours: 34 Hrs

Course Code	Course Name	Load Allocation			Marks Distribution			Credits
		L	T	P	Internal	External	Total	
BTCH 101	Engineering Chemistry	3	1	-	40	60	100	4
BTAM101	Engineering Mathematics-I	4	1	-	40	60	100	5
BTME101	Elements of Mechanical Engineering	4	1	-	40	60	100	5
BTCS 101	Fundamentals of Computer Programming and IT	3	-	-	40	60	100	3
EVSC 101	Environmental Science	2	0	-	40	60	100	2
BTCH102	Engineering Chemistry Laboratory	-	-	2	30	20	50	1
BTME102	Engineering Drawing	1	-	6	40	60	100	4
BTCS 102	Fundamentals of Computer Programming and IT Laboratory	-	-	4	30	20	50	2
BTME103	Engineering Computer Graphics Laboratory	-	-	2	30	20	50	1
Total	6Theory Courses + 3 Laboratory Courses	17	3	14	330	420	750	27

Physics Group

B. Tech. Second Semester

Contact Hours: 32 Hrs.

Course Code	Course Name	Load Allocation			Marks Distribution			Credits
		L	T	P	Internal	External	Total	
BTPH101	Engineering Physics	3	1	-	40	60	100	4
BTAM102	Engineering Mathematics-II	4	1	-	40	60	100	5
BTHU101	Communicative English	3	0	-	40	60	100	3
BTEE 101	Basic Electrical and Electronics Engineering	4	1	-	40	60	100	5
HVPE101	Human Values and Professional Ethics	3	-	-	40	60	100	3
BTPH102	Engineering Physics Laboratory	-	-	2	30	20	50	1
BTHU102	Communicative English Laboratory	-	-	2	30	20	50	1
BTEE102	Basic Electrical and Electronics Engineering Laboratory	-	-	2	30	20	50	1
BTMP101	Manufacturing Practice	-	-	6	60	40	100	3
Total	5Theory Courses + 4 Laboratory Courses	17	3	12	350	400	750	26

Chemistry Group

B. Tech. Second Semester

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		L	T	P	Internal	External	Total	
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BTAM102	Engineering Mathematics-II	4	1	-	40	60	100	5
BTME101	Elements of Mechanical Engineering	4	1	-	40	60	100	5
BTCS 101	Fundamentals of Computer Programming and IT	3	-	-	40	60	100	3
EVSC 101	Environmental Science	2	0	-	40	60	100	2
BTCH102	Engineering Chemistry Laboratory	-	-	2	30	20	50	1
BTME102	Engineering Drawing	1	-	6	40	60	100	4
BTCS 102	Fundamentals of Computer Programming and IT Laboratory	-	-	4	30	20	50	2
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First Semester + Second Semester + General Fitness= 750 +750+100= 1600 Marks

HVPE 101 Human Values & Professional Ethics

Objective/s and Expected outcome:

To help the students to discriminate between valuable and superficial in the life. To help develop the critical ability to distinguish between essence and form, or between what is of value and what is superficial, in life - this ability is to be developed not for a narrow area or field of study, but for everyday situations in life, covering the widest possible canvas. To help students develop sensitivity and awareness; leading to commitment and courage to act on their own belief. It is not sufficient to develop the discrimination ability, it is important to act on such discrimination in a given situation. Knowingly or unknowingly, our education system has focused on the skill aspects (learning and doing) - it concentrates on providing to its students the skills to do things. In other words, it concentrates on providing "How to do" things. The aspects of understanding "What to do" or "Why something should be done" is assumed. No significant cogent material on understanding is included as a part of the curriculum. A result of this is the production of graduates who tend to join into a blind race for wealth, position and jobs. Often it leads to misuse of the skills; and confusion and wealth that breeds chaos in family, problems in society, and imbalance in nature. This course is an effort to fulfill our responsibility to provide our students this significant input about understanding. This course encourages students to discover what they consider valuable. Accordingly, they should be able to discriminate between valuable and the superficial in real situations in their life. It has been experimented at IITB, IITK and UPTU on a large scale with significant results.

PART A

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 (6)

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* (6)

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 (*Akhand Samaj*), Universal Order (*Sarvabhaum Vyawastha*)- from family to world family! (6)

PART B

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 (4)

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:
 - Ability to utilize the professional competence for augmenting universal human order
 - Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems
 - Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order:
 - At the level of individual: as socially and ecologically responsible engineers, technologists and managers
 - At the level of society: as mutually enriching institutions and organizations (6)

Recommended Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, *A Foundation Course in Value Education*.

Suggested Readings / Books:

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