



## **Syllabus**

### **Certificate Course : Universal Human Values (UHV)**

### **UHV 2: Understanding Harmony**

(Integrated with syllabus of B. Pharm choice based credit system (CBCS), Semester V and syllabus of M.Pharm CBCS, Semester-II of Bombay College of Pharmacy-Autonomous)

**(Implemented from academic year 2021-22)**

## PREAMBLE

**This is with reference to the AICTE Initiative & University of Mumbai guidelines,** Universal Human Values [Understanding Harmony (Part 2)] is introduced into the B. Pharm Syllabus from the Current academic Year 2021-22.

The Universal Human Values Certificate Course is integrated with B. Pharm syllabus of Bombay College of Pharmacy-Autonomous from the Academic year 2021-2022.

The Certificate course will be introduced at SEMESTER V level from the academic year 2021-22.

It is mandatory for the students to complete certificate course on the subject entitled: Universal Human Values [Understanding Harmony (Part 2)]

The evaluation should be conducted out of 100 Marks and the marks shall be awarded on the basis of performance in tutorials, practicum activities and practicum project. The UHV certificate course shall be conducted at the Institute level. The institute shall conduct examination and issue certificate of completion of UHV course with credits assigned. These credits shall be entered in the marksheet separately, **however the credits shall not be considered in calculation of SGPA and subsequently CGPA.** Successful completion of UHV course is mandatory for the award of B. Pharm degree to the students from the academic year 2021-2022.

The detailed syllabus of the UHV certificate course is given below. It is in synergy with AICTE UHV guidelines. The syllabus is divided into 3 modules.

It is resolved that the subject teacher shall conduct the assignments/ tutorials/ presentations during the course of teaching the subject defined as UHV course and after the UHV course completion, the subject teacher shall certify the satisfactory completion of the course. The certificate needs to be attached with the final result.

The syllabus for the course shall be subjected to revision after every three years.

**Universal Human Values**  
**UHV 2: Understanding Harmony**

**Course Outcomes:**

- To develop understanding of the concepts of Universal Human Values
- To recognize the relevance of Universal Human Values
- To develop understanding of value systems that are shared by our culture
- To critically analyze current issues related to values
- To develop a sense of personal self in harmony with society and nature through integration of Universal Human Values.
- To explore ways to integrate human values in personal and professional life.

Course Code	Course Name	Credits
<b>PH</b>	<b>Universal Human Values UHV 2: Understanding Harmony</b>	<b>03</b>

Sr. No.	Detailed content	Hrs.
	<b>MODULE 1</b>	<b>15</b>
<b>Unit I</b>	<b>Exploring the Self</b>	<b>8</b>
	<p><b>a. Concept of Universal Human Values:</b></p> <ul style="list-style-type: none"> <li>i. Characteristics of Universal Human Values</li> <li>ii. Difference between value-based education and skill based education</li> <li>iii. Content of value education</li> </ul>	3
	<p><b>b. Self-Exploration and Basic Aspirations of Human beings:</b></p> <ul style="list-style-type: none"> <li>i. Self-Exploration– Meaning and Process</li> <li>ii. Basic Human Aspirations – Meaning and Basic Requirements for fulfilling.</li> <li>iii. Measures to fulfil basic human aspirations in the current scenario.</li> </ul>	3
	<p><b>c. Tutorials and Practicum Activities:</b></p> <ul style="list-style-type: none"> <li>i. Students practice mindfulness techniques like body scan, mindful breathing, and guided mindfulness meditation etc for strengthening self awareness.</li> <li>ii. Students reflect on the process of Natural acceptance and its experiential validation in their day-to-day life activities</li> <li>iii. Students maintain a reflective account of the times they felt happy and prosperous and the causes of that happiness and prosperity for them.</li> <li>iv. Students reflect on the process of Natural acceptance and its experiential validation in their day-to-day life activities , hospital visits, visits to community pharmacy</li> </ul>	2
<b>Unit II</b>	<b>Understanding Harmony – Self and Family</b>	<b>7</b>

	<p><b>a. Harmony with Self:</b></p> <ol style="list-style-type: none"> <li>i. Concept of Human Existence – Conscious and Material Entities</li> <li>ii. Difference between the Conscious and the Material Entities of Human Existence</li> <li>iii. Measures to ensure Harmony in the Self</li> </ol> <p><b>b. Harmony with Family:</b></p> <ol style="list-style-type: none"> <li>i. Relationship as the basis of harmony in the family</li> <li>ii. Exploring value of feelings in relationships</li> <li>iii. Measures to ensure Harmony in the family</li> </ol> <p><b>c. Tutorials and Practicum Activities:</b></p> <ol style="list-style-type: none"> <li>i. Students maintain a log of the time and money spent in satisfying the needs of the Self and the needs of the body.</li> <li>ii. Review and discussion of scenes from movies/books to critically analyse the feelings underlying the relationships issues and ways to resolve.</li> <li>iii. Students chalk out an action plan for working on their relationship issues through using communication skills and managing feelings.</li> <li>iv. Students enlist the plan of work while working in the group activities like DLLE, NSS, NCC, Public Health Office, laboratories, project work. Students may be introduced with Buddy Concept where senior student will be appointed as mentor with junior students on particular assigned work. Understand Students perspective towards team building</li> </ol>	2  3  2
	<b>MODULE 2</b>	<b>15</b>
<b>Unit I</b>	<b>Understanding harmony in Society and Professional Ethics</b>	<b>8</b>
	<p><b>a. Harmony with Society:</b></p> <ol style="list-style-type: none"> <li>i. Understanding conflict (meaning, types)</li> <li>ii. Dimensions of Human order for harmony in society</li> <li>iii. Universal value of justice, democracy, respect and gratitude</li> </ol> <p><b>b. Professional Ethics in the Context of maintaining harmony:</b></p> <ol style="list-style-type: none"> <li>i. Need for a code ethics(philosophy references for ethics)</li> <li>ii. Integrating Inclusiveness</li> <li>iii. Relevance and competence in professional ethics</li> </ol> <p><b>c. Tutorials and Practicum Activity</b></p> <ol style="list-style-type: none"> <li>i. Students choose a conflict that they observe in society and have a group discussion for possible ways to resolve the conflict.</li> <li>ii. Students engage in an interaction an expert on laws that protect.(Abortion, Euthanasia, Juvenile Justice and Sexual harassment).</li> <li>iii. Students write a reflective account on how they practice inclusion in their day-to-day life and ways to do it in their future professional</li> </ol>	3  3  2

	careers. iv. Students write a reflective report at various activities at college level, industry visits, camps etc.	
<b>Unit II</b>	<b>Understanding harmony in Nature</b>	<b>7</b>
	<p><b>a. Concept of harmony in Nature:</b></p> <p>i. Meaning of harmony in nature</p> <p>ii. Disharmony with Nature – causes</p> <p>iii. Implications of disharmony with nature</p>	2
	<p><b>b. Maintaining harmony with nature:</b></p> <p>i. Harmony through mutual fulfilment of the four orders in nature</p> <p>ii. Harmony through symbiotic relationship with nature</p> <p>iii. Achieving competence in maintaining harmony with nature in professional life.</p>	3
	<p><b>c. Tutorials and Practicum Activities</b></p> <p>i. Students can write an account of different ways of integrating three Rs (Reduce, Reuse and Recycle) in their day-to-day life</p> <p>ii. Students review of books/movies dealing with harmony with nature.</p> <p>iii. Activities like Poster competition/slogan competition/street play/activities using social media on the theme of maintaining harmony with nature may be organized.</p> <p>iv. Students can work on apps, slogans to Protect Nature, methods to reduce industrial waste, application of green chemistry as per the needs of the Pharmaceutical industry</p> <p>v. Suggest Plan to reduce Hospital waste/ Pharmaceutical Industrial waste/ Reduce Plastic waste/ E Waste Management</p> <p>vi. Students can work on the Project of Energy Conservation</p>	2
	<b>MODULE 3</b>	<b>15</b>
<b>Unit I</b>	<b>Holistic Perspective of Harmony at all levels of Existence and current issues due to disharmony Harmony with Self</b>	<b>8</b>
	<p><b>a. Existence at all levels:</b></p> <p>i. Existence as Units in space</p> <p>ii. Existence as coexistence</p> <p>iii. Application of harmony through coexistence through integration of Universal Human Values</p>	3
	<p><b>b. Holistic perception of harmony in existence:</b></p> <p>i. Development of harmony in the existential sense</p> <p>ii. Current issues leading to disharmony at all levels</p> <p>iii. Application of Universal Human Values for resolution of current issues.</p>	3
	<p><b>c. Tutorials and Practicum Activities:</b></p> <p>i. Students gather information about CSR activities carried out by various organizations</p> <p>ii. Students write a reflective account of how they can be socially relevant as in their professions.</p>	2

	<p>iii. Students may participate in a two-day residential camp and engage in community service activities.</p> <p>iv. Students can gather information on the CSR activities planned by Pharmaceutical industries, evaluate its social outcome</p>	
<b>Unit II</b>	<p><b>Practicum Project– Community Engagement</b></p> <p>Students carry out a community engagement project to benefit the local community through initiatives which can be undertaken face to face or online. They write a reflective report of how the understanding of universal human values has been integrated in their work during the community engagement.</p> <p><i>Students can work on Community Pharmacy Projects such as Training to Senior citizens, Health awareness programmes such as Diabetes Camp, Blood Donation Camp, TB awareness program, Health for all, Mental Health for all age groups etc.</i></p>	<b>7</b>
	<b>TOTAL</b>	<b>45</b>

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