



LIBERAL LEARNING COURSES (LLC)

First Year Engineering **(Sem. I and Sem. II)**

REVISION: FRCRCE-2-26

Effective from Academic Year 2026-27

Board of Studies Approval: **05/03/2026**

Academic Council Approval: **27/03/2026 & 5/4/2026**



Dr. D. V. Bhoir
Dean, Academics

Dr. Sapna Prabhu
Principal



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Preamble:

Government of Maharashtra has directed Autonomous Colleges to revise their curriculum in line with National Education Policy (NEP) 2020 through Government Resolution dated 4th July 2023. As per this Government Resolution, 04 (Credit) Co-curricular Courses (CC) courses should be offered such as Health and Wellness, Yoga education, sports and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/ Visual/Performing Arts etc.

NEP states that *“Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. **The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values**, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.”*

For effective implementation of UGC Regulations and NEP 2020 in its spirit, we have introduced several choice based Liberal Learning Courses (LLC) in the curriculum to make learning a joyful experience for students. We believe that this curriculum will raise the bar of academic standards with the active involvement and cooperation from students, academic and administrative units.



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Salient Features of Liberal Learning Courses (LLC):

- Student must verify the life skill art course offered by the institute in a particular semester and the timing of the course before registration
- These courses will be offered on first cum first serve basis to the students. Once registrations for a particular liberal learning course is full then students will have to take course from the remaining available course from the list or it may be directly allotted by Dean Academics.
- Every LLC is of two hours duration in a week and of one credit
- There is only continuous evaluation for the course only through ISE components.
- **ISE-:** The assessment will be based on different activities carried out throughout the semester. Minimum four activities need to be organized with well-defined rubrics for evaluation.

Note:

There is no extra fees or payment for these courses. However, if any course is being offered by external professionals/agencies with cost associated with it, college will offer it to students as an optional course on payment basis. Fees for such courses will be decided mutually by external professionals/agencies and college management.



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Indicative List of Co-curricular Courses (CC):

- ✓ Min 15 to Max 60 students in each course; Except Social Activities
- ✓ Course will be offered based on student choice and availability of resources to conduct a course.
- ✓ College will offer any of the following courses at the start of Sem-I and Sem-II.
- ✓ If any other course which is not listed can be offered with approval of Dean academics
- ✓ Syllabus for each course is designed to provide a comprehensive overview, but it can be adapted and expanded based on the specific needs & interests of the students and professional experience of the instructor.
- ✓ As each course is unique in its nature and content, course instructor can adopt their own teaching methodologies and there are no hard constraints from the college as far as expected learning outcomes delivered.

Course Code	Course Name
26LLC01	Sketching
26LLC02	Aerobics and Fitness
26LLC03	Electrical Safety
26LLC04	Mentoring of School Children
26LLC05	Personality Development & People Management
26LLC06	Work Life Balance
26LLC07	Universal Human Values
26LLC08	Health and Wellness



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC01	Sketching	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100

Sketching is about generating and communicating ideas. This course is intended for student who wishes to get better at sketching and recording information graphically. This course can teach student the fundamentals to developing sketching skills. This course focuses on using traditional materials, pencil and paper. This course is also a great starting point for other areas of visual thinking, like graphic facilitation or sketch noting. Students can self-practice and learn to sketch user interfaces, user flows, UI animations and storyboards. Improving your sketching skills is going to be a great addition to your workflow as a UX, UI or product designer.

Pre-requisite Course Codes			---
Course Outcomes	CO1	Use sketching as a means of communication	
	CO2	Demonstrate skills of traditional sketching techniques	
	CO3	Demonstrate creativity while sketching	
	CO4	Apply knowledge of sketching for basic shapes required in product design	

S.N.	Topics
1	Understanding Sketching: The Psychology of Sketching. Defining Sketching. Orientation. Registration. Form. Line. Exploring Forms in space and time.
2	Basics of Sketching: Drawing materials and skills, Perspective terminology, Perspective drawing technique, creating grids, Ellipses and rotations, working with volume, drawing environments, Drawing wheeled vehicles, Sketching styles and mediums.
3	Sketching Techniques: Side View Sketches, Perspective Drawing, Simplifying Shape, Elementary Geometrical Shapes
4	Sketching for Product Design: Special attention for Ellipses, Rounding, Cross Sections, Ideation, Explanatory drawings, Surface and Textures, Emitting Light, Context. Basics of Digital sketching

Self-Learning:

Topics	CO addressed	References
Visual Perception and Observation Skills, Symbolic vs Observational Drawing, Memory Drawing and Imagination	1	1,2,3,4
Advanced Perspective Techniques: 2-Point and 3-Point Perspective in Complex Forms, Curvilinear Perspective, Fish-eye View Construction	2	1,2,3,4
Multi-View Sketching (Front, Top, Isometric Views), Two-Point and Three-Point Perspective Techniques,	3	1,2,3,4



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Constructing Complex Forms from Basic Shapes		
Complex Surface Transitions (Blends and Fillets), Form Hierarchy and Visual Weight, Controlled Line Quality & Line Weight Variation	4	1,2,3,4

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester.
Minimum four activities need to be organized with well-defined rubrics for evaluation.

References:

- 1) Sketching: Drawing Techniques for Product Designers by Koos Eissen and Roselien Steur
- 2) Drawing for Product Designers (Portfolio Skills: Product Design) by Kevin Henry
- 3) How to Draw: Drawing and Sketching Objects and Environments by Scott Robertson
- 4) How to sketch: A Beginner's Guide to Sketching Techniques, Including Step By Step Exercises, Tips and Tricks by Liron Yanconsky



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC02	Aerobics and Fitness	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100

This course is designed to offer the students a wide variety of cardiovascular fitness activities in order to physical wellness. Aerobics can be defined as group exercise to music, using large, continuous, rhythmic movements to elevate the heart rate and produce a training effect, enhancing cardiorespiratory endurance. This course will teach students knowledge of fundamental skills and techniques related to aerobics.

Pre-requisite Course Codes		---
Course Outcomes	CO1	Apply knowledge of aerobic and strength routines that will enhance lifetime fitness.
	CO2	Demonstrate an understanding of the strategies, current research, safety and etiquette associated with aerobics.
	CO3	Describe an understanding of the mental and physical health benefits to be derived from aerobics.
	CO4	Identify the significance of nutrition and components of Nutrient
	CO5	Draft personal fitness plan

S.N.	Topics
1	Introduction: 1.1 Meaning and definition of fitness and wellness and its components. 1.2 Factor affecting physical fitness and values of physical fitness. 1.3 Means of fitness development - Aerobic and anaerobic exercise. 1.4 Warming up and cooling down – Methods, Duration & components of warming up and calculate target heart rate zones for various aerobic exercise intensities.
2	Contemporary Health Issues 2.1 All-Around best balanced diet plan 2.2 Food guide pyramids and food guide labels(Nutrition facts) 2.3 Weight Management: Factors influencing obesity, winning strategies for weight-loss success, 2.4 Alcohol and other drugs of abuse.
3	Stress maintenance guidelines
4	Workout and physical activities



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Self-Learning:

Topics	CO addressed	References
Energy Systems in Physical Activity: ATP-PC System, Glycolytic System, Oxidative System, Cardiorespiratory Adaptations to Training	1	1,2
Lifestyle Disorders and Non-Communicable Diseases (NCDs): Diabetes Mellitus, Hypertension, Cardiovascular Diseases, Cancer (lifestyle-related risk factors), Metabolic Syndrome	2	1,2
Mental Health and Well-being: Stress, Anxiety, and Depression, Impact of Lifestyle on Mental Health, Stress Management Techniques, Mindfulness and Emotional Wellness	3	1,2
Types of physical activities: Aerobic activities, Anaerobic activities, Strength training	4	1,2
Fitness Goals (SMART Goals) Short-Term Goals (4–6 weeks): Improve stamina by jogging 20 minutes continuously, Reduce body weight by 2 kg, Improve flexibility (touch toes without bending knees), Long-Term Goals (3–6 months): Achieve healthy BMI range, Increase muscle strength, Improve cardiovascular endurance.	5	1,2

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester. Minimum four activities need to be organized with well-defined rubrics for evaluation.

Recommended Books:

- 1) Kravitz, Len “Anybody’s Guide to Total Fitness”, Kendall Hunt Publishing Co.10th Ed.
- 2) Kenneth H. Cooper, “The New Aerobics”, M. Evans and Company



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		L	T	P	SL	L	T	P	Total
26LLC03	Electrical Safety	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100

This course is introduced to help students in building up knowledge and skill on electrical safety. Students will learn importance of earthing and guidelines for providing earthing arrangements, Protection of the electrical equipment for safe use of electricity, Important electricity rules related to safety etc. This course will also give students opportunity to interact with experts from electrical safety industry.

Pre-requisite Course Codes			---
Course	CO1	Recognize electrical hazards	
Outcomes	CO2	Follow best practices to create an electrically safe working environment	

S.N.	Topics
1	Elementary Electrical - Basics of Electricity
2	Risks and electrical hazards
3	Electrical testing. Exposure to general tools and tackle.
4	Electrical protection. Earthing
5	Important electricity rules and safety standards
6	Electrical accident prevention and first aid
7	Metering devices. Safety while doing electrical work
8	Study of electrical network in the campus

Self-Learning:

Topics	CO addressed	References
Common Electrical Hazards, Signs of Electrical Hazards, Lack of Protective Devices	1	1,2
Preventive Measures, Personal Protective Equipment (PPE), Effects of Electrical Hazards	2	1,2

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester. Minimum four activities need to be organized with well-defined rubrics for evaluation.

Recommended Books:

- 1) Shashikant Bakre, "Electrical Safety: A Handbook for Everyone", Kindle Edition
- 2) John Cadik, Mary Capelli-Schellpfeffer, Dennis Neitzel, "Electrical Safety Handbook", McGraw-Hill Education, Third Edition



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC04	Mentoring of School Children	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100

Fr CRCE students are regularly involved in mentoring school children through IIC or other social activities/clubs. This course is created to streamline school connect programs and appreciating students involved in such programs by giving them due credits. A student in a college mentors a student of school on a subject or topic which of relevance for the school student. The objective is to make peer to peer learning easy and effective. Through the mentoring of young children, college students can acquire valuable knowledge and social skills. Connecting science, technology and innovation with societal outcomes through such courses, will drive strong economic and social progress for India.

Pre-requisite Course Codes			---
Course Outcomes	CO1	Collaborate with schools and engage school children by conducting various activities for them	
	CO2	Build a bond with a community of children, work with them to drive them to their potential, provide incessant guidance and motivation and nurture their creativity and innovative spirit.	
	CO3	Develop a vision to give back to the country, and play a significant role in building a new India	

S.N.	<i>Students are expected to get involved in the following indicative activities with schools on regular basis; however they can work with schools on their specific needs</i>
1	Get involved in Institution's Innovation Council (IIC) school connect programs and ATAL labs set-up across various schools. Collaborate regularly with Fr. Agnel School or any other school and plan for activities with the school. Students will have to dedicate time on a regular basis. These students are expected to spend 1 - 2 hours per week during / after school hours (based on mutual availability).
2	Help in regular teaching learning to the school or conducting activities or setting-up laboratories or practice future skills such as design thinking at school
3	Be instrumental in engaging students by joining in experimenting, innovating, and bringing their knowledge to practice.
4	Creating models, animations, films, storyboards and creative games for children
5	Identify various competitions and motivate/prepare/teach/guide school child to participate in competitions and showcase their innovations at prestigious platforms
6	Provide support, review specific student-projects and give constructive feedback to school management or individual student to allow further improvement.
7	Support the school in reaching out to communities in neighboring areas.



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Self-Learning:

Topics	CO addressed	References
Activities: Academic Enrichment Programs (Study Skills & Time Management), Health & Wellness Programs (Nutrition and Balanced Diet, Physical Fitness & Yoga), Skill Development Workshops (Communication Skills, Creative Writing), Environmental & Social Responsibility (Climate Change Awareness, Water Conservation)	1	1
Trust-Building & Bond Formation Activities (My Story – My Dream activity, Buddy/Mentorship pairing system), Vision board creation, Success story discussions	2	1
Activities: Civic Responsibility (Road safety, Cleanliness campaigns), Environmental Sustainability (Tree plantation drives, Energy conservation awareness)	3	1

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester. Minimum four activities need to be organized with well-defined rubrics for evaluation.

Recommended Books:

- 1) Buckley Maureen A., “Mentoring Children and Adolescents”, Bloomsbury Publishing PLC



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC05	Personality Development and People Management	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100

Personality development is an important aspect of human development. To be a more charismatic person, one has to develop your inner self as well as your outer self. The importance of personality development is undisputed in personal and professional life, as it helps candidates to gain a competitive edge during placement and job interviews. Every individual has unique skill sets and their potential is multi-faceted. The program focuses on individual personality development which will help them to enhance their capabilities and help them convert their dreams and aspirations into a reality.

This course is used to remove public speaking as one of their biggest fears of a student. Good public speaking is more than a performance. It is the result of: Critical thinking, Well-organized narrative, Reasoning, Research and Preparation. In this course, methods that help to reduce anxiety, build confidence, and customize a process which will results in successful speaking experiences shall be taught.

Pre-requisite Course Codes		---
Course Outcomes	CO1	Demonstrate readiness to work on the weaknesses and transform them into strengths to make the right decisions wisely.
	CO2	Develop behavioral capabilities of managing self and people resulting in better outcome in personal and professional life
	CO3	Prepare clear and impactful speech for various purposes, occasions and audiences
	CO4	Demonstrate a level of confidence and presence as a dynamic speaker
	CO5	Use tools and methods for controlling public speaking anxiety

S.N.	Topics
1	Develop Presentation Skills
2	SWOT Analysis (Strengths / Weaknesses / Opportunities / Threats)
3	Identifying and co-creating success oriented behavioural patterns
4	Learn to stay Self-Motivated
5	Develop Self Understanding
6	Assertiveness Skills
7	Positive Attitude Building
8	Leadership Skills
9	Optimism and Positive Thinking
10	Developing Agility
11	Self-Organization
12	Relationship Management
13	Presentation skills
14	Crisis management & Decision making



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15	Develop belief system
16	Develop Self Alignment

Self-learning component:

Sr. No	Name	CO addressed	Reference Book
1)	SWOT Analysis	CO1, CO2	1, 4
2)	Self-Organization	CO2, CO4	1, 5
3)	Assertiveness Skills	CO2, CO3, CO4	2, 3
4)	Develop Self Understanding	CO1, CO2, CO5	3, 7

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester.
Minimum four activities need to be organized with well-defined rubrics for evaluation.

Sr. No

Reference Book

- 1) Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Free Press.
- 2) Carnegie, D. (1936). *How to Win Friends and Influence People*. Simon & Schuster.
- 3) Goleman, D. (2005). *Emotional Intelligence*. Bantam Books.
- 4) Tracy, B. (2014). *Maximum Achievement*. AMACOM.
- 5) Robbins, S. P., & Judge, T. A. (2018). *Organizational Behavior*. Pearson Education.
- 6) Cuddy, A. (2015). *Presence: Bringing Your Boldest Self to Your Biggest Challenges*. Little, Brown and Company.
- 7) Peale, N. V. (2003). *The Power of Positive Thinking*. Prentice Hall.



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC06	Work Life Balance	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100

Establishing a balance at work and in our personal life can be challenging. Individuals who live lives out of this balance are at greater risk for burnouts, ill-health, and absenteeism. And those employees with better-balanced life live a happier, satisfied, and more productive life at work and in their families.

This course explores the concept of work-life balance and provides practical strategies for achieving harmony between professional responsibilities and personal well-being. Students will learn to identify sources of imbalance, develop time management skills, set boundaries, and cultivate habits that promote overall health and fulfilment.

Pre-requisite Course Codes			---
Course Outcomes	CO1	Define work-life balance and explain its importance	
	CO2	Create a healthy lifestyle that supports a good work-life balance	
	CO3	Manage their time effectively and prioritize their tasks.	
	CO4	Develop a comprehensive work-life balance plan	

S.N.	Topics
1	Understanding Work-Life Balance Defining work-life balance and its importance Historical context and changing dynamics in the modern workplace Exploring the impact of imbalance on health, relationships, and productivity
2	Assessing Personal Priorities Reflecting on personal values and goals Identifying priorities in various life domains (career, family, health, leisure) Assessing current levels of satisfaction and alignment with priorities
3	Time Management and Organization Principles of effective time management Tools and techniques for prioritizing tasks and managing deadlines Strategies for minimizing time-wasting activities and increasing productivity
4	Setting Boundaries Establishing boundaries between work and personal life Communicating boundaries effectively with colleagues, supervisors, and family members Handling requests and interruptions assertively
5	Stress Management and Self-Care Understanding the relationship between stress and work-life balance Stress management techniques (e.g., mindfulness, relaxation exercises) Prioritizing self-care practices to maintain physical and emotional well-being
6	Flexible Work Arrangements Exploring options for flexible work arrangements (e.g., telecommuting, flextime)



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	Benefits and challenges of flexible work arrangements for employees and employers Strategies for negotiating flexible work arrangements with employers
7	Nurturing Relationships Balancing professional and personal relationships Strategies for maintaining quality time with family and friends Enhancing communication and connection in relationships
8	Creating a Sustainable Work-Life Balance Plan Integrating course concepts into a personalized work-life balance plan Setting SMART goals for achieving balance in various life domains Implementing strategies for ongoing self-assessment and adjustment

Self-Learning Component:

Sr. No	Topics	COs Addressed	Ref
1.	Time Management and Organization	CO2, CO3, CO4	3
2.	Nurturing Relationships	CO1, CO2, CO4	2

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester.
 Minimum four activities need to be organized with well-defined rubrics for evaluation.

Reference Books:

**Sr.
No.**

- Greenhaus, J. H., & Allen, T. D. (2011). *Work–Family Balance: A Review and Extension of the Literature*. Journal of Management.
- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. New York: Free Press.
- Tracy, B. (2014). *Time Management*. New York: AMACOM.
- Kabat-Zinn, J. (2005). *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. Hyperion.
- Friedman, S. D. (2014). *Leading the Life You Want: Skills for Integrating Work and Life*. Harvard Business Review Press.
- Clark, S. C. (2000). Work/Family Border Theory: A New Theory of Work/Family Balance. *Human Relations*, 53(6), 747–770.
- Robbins, S. P., & Judge, T. A. (2018). *Organizational Behavior*. Pearson Education.
- Goleman, D. (2005). *Emotional Intelligence*. Bantam Books.



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC07	Universal Human Values	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100
This foundation course is designed for First Year students to help them understand the importance of values in personal, academic, and social life. The course introduces students to the concepts of self-awareness, harmony in relationships, responsible behaviour, and sustainable living. Through reflection, dialogue, and practical activities, students will explore how human values contribute to happiness, mutual respect, and ethical decision-making in daily life									

Pre-requisite Course Codes		---
Course Outcomes	CO1	Understand the meaning of universal human values and their relevance in daily life.
	CO2	Recognize the importance of harmony within oneself and in relationships.
	CO3	Apply basic ethical thinking in simple real-life and academic situations.
	CO4	Develop responsible habits for sustainable and balanced living.

S.N.	Topics
1	Introduction to Universal Human Values
2	Understanding Myself: Aspirations and Goals
3	Harmony between Mind and Body
4	Trust and Respect in Family and Friendships
5	Understanding My Role in Society
6	Responsible Behavior in College and Community
7	Basic Ethical Decision Making (Everyday Situations)
8	Managing Conflicts through Dialogue
9	Sustainable Living and Environmental Responsibility
10	Developing Good Habits and Self-Discipline
11	Balancing Academic and Personal Life
12	Building Character and Integrity
13	Reflection on Personal Values
14	Simple Case Studies on Ethical Situations Developing a Personal Value-Based Life Plan
15	Crisis management & Decision making
16	Develop belief system
17	Develop Self Alignment



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Self-Learning Component

Sr. No	Name	COs Addressed	Ref
1	Personal Reflection Journal (Weekly)	CO1, CO2	1, 4
2	Relationship & Harmony Observation Activity	CO2, CO3	1, 2
3	Simple Ethical Dilemma Case Study	CO3	3, 4
4	Personal Sustainable Lifestyle Plan	CO4	1, 4

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester. Minimum four activities need to be organized with well-defined rubrics for evaluation.

Reference Books:

- 1) R. R. Gaur, R. Sangal, G. P. Bagaria (2009). A Foundation Course in Human Values and Professional Ethics. Excel Books.
- 2) NCERT (2019). Values and Life Skills Education (Selected Modules).
- 3) Velasquez, M. (2012). Business Ethics: Concepts and Cases. Pearson (Selected simplified case studies).
- 4) Government of India (AICTE). Universal Human Values - Student Induction Program Manual.



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Course Code	Course Name	Teaching Scheme (Hrs/week)				Credits Assigned			
		L	T	P	SL	L	T	P	Total
26LLC08	Health and Wellness	-	-	2	2	--	--	2	2
		Examination Scheme							
		ISE							Total
		100							100
Rationale: The transition to engineering education introduces academic pressure, lifestyle changes, irregular food habits, and mental stress. This course equips first-year students with foundational knowledge and practical skills in yoga, nutrition, and mental health to build resilience, discipline, and holistic well-being.									

Pre-requisite Course Codes		---
Course Outcomes	CO1	Understand the fundamentals of yoga, nutrition, and mental health for holistic well-being.
	CO2	Practice basic yoga techniques and apply healthy dietary habits in daily life.
	CO3	Demonstrate stress management and self-care strategies for maintaining mental balance.

Sr. No	Modules
1	Yoga and Physical Well-being
	Introduction to Yoga: Meaning, importance for: students Basic Asanas: Surya Namaskar, Tadasana, Bhujangasana, Vajrasana Pranayama & Relaxation: Anulom Vilom, Deep Breathing, Shavasana
2	Nutrition and Healthy Lifestyle
	Basics of Balanced Diet: Macronutrients & hydration Student Lifestyle: Sleep hygiene, junk food impact, screen habits
3	Mental Health and Stress Management
	Understanding Stress: Academic & social stress Emotional Awareness & Peer Pressure Building Resilience: Gratitude, positive thinking, time management
4	Work–Rest Balance
	Importance of breaks Study–exercise balance Burnout prevention



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Self-learning component:

Sr. No	Activity	CO addressed
1	5-Day Yoga Practice Log	CO2
2	Personal Diet & Sleep Analysis Report	CO2
3	Stress Reflection & Coping Plan	CO3
4	Personal Wellness Habit Plan	CO1, CO3

Course Assessment

Practical:

ISE-: The assessment will be based on different activities carried out throughout the semester.
Minimum four activities need to be organized with well-defined rubrics for evaluation.

Reference Books

1. Iyengar, B.K.S. (2005). Light on Yoga. HarperCollins.
2. Mudambi, S.R., & Rajagopal, M.V. (2007). Fundamentals of Foods and Nutrition. New Age International.
3. World Health Organization (2022). Mental Health and Well-being Guidelines. NIMHANS (India). Basic Mental Health Awareness Manual.