Course 4

Universal Human Values
Course Code: CLS4T

Max. Marks: 100
External: 70
Internal: 30
Pass: 40%
Credits: 5

Objective:

The course on Life Skills and Universal Human Values aims to:

- Develop Self-awareness
- Enhance Interpersonal Skills
- Instill Ethical and Moral Values
- Strengthen Critical Thinking and Problem-solving
- Promote Emotional Intelligence and Stress Management
- Encourage Social Responsibility and Citizenship
- Foster Lifelong Learning and Self-development

Course Outcomes:

CO1: Self-awareness and Reflection: Demonstrate an understanding of personal values, emotions, and attitudes, and reflect on their influence on personal and professional decisions.

CO2: Interpersonal Skills: Apply effective communication, empathy, and collaboration skills to develop harmonious relationships in diverse social and cultural contexts.

CO3 – Ethical Reasoning: Analyze moral dilemmas and make decisions grounded in ethical principles and universal human values such as honesty, integrity, and respect for others.

CO4: Emotional and Stress Management: Develop strategies to manage emotions, stress, and conflict constructively in personal, academic, and professional settings.

CO5: Social Responsibility: Demonstrate awareness of societal issues and apply values of compassion, sustainability, and civic responsibility to contribute positively to the community.

CO6: Lifelong Learning and Self-improvement: Cultivate habits of self-directed learning, critical thinking, and continuous personal development in alignment with universal human values.

Instructions for the paper setter/ examiner:

1. The syllabus prescribed should be strictly adhered to.
2. The Question Paper will have 70 Multiple Choice questions (MCQs) and four choices of answers will be there covering the entire syllabus. Each question will carry 1 mark. All questions will be compulsory; hence candidates will attempt all the questions.
3. Paper-setters/Examiners are requested to distribute the questions from section A and Section B of the syllabus equally i.e., 35 questions from section A and 35 questions from Section B.
4. The examiner shall give clear instructions to the candidates to attempt questions.
5. The duration of each paper will be two hours.

Instructions for the students:

The question paper shall consist of 70 Multiple Choice questions. All questions will be compulsory and each question will carry 1 mark. There will be no negative marking. Students are required to answer using OMR (Optimal Mark Recognition) sheets.

Section A

Unit 1: **Love & Compassion:** Introduction: What is love? Forms of love—for self, parents, family, friend, spouse, community, nation, humanity and other beings, both for living and non-living, Love and compassion and inter-relatedness, Love, compassion, empathy, sympathy and non-violence, Individuals who are remembered in history for practicing compassion and love, Narratives and anecdotes from history, literature including local folklore, Practicing love and compassion: What will learners learn gain if they practice love and compassion? What will learners lose if they don't practice love and compassion? Sharing learner's individual and/or group experience(s), Simulated Situations, Case studies.

Unit 2: **Truth:** Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others), Individuals who are remembered in history for practicing this value, Narratives and anecdotes from history, literature including local folklore, Practicing Truth: What will learners learn/gain if they practice truth? What will learners lose if they don't practice it? Learners' individual and/or group experience(s), Simulated situations, Case studies.

Unit 3: **Non-Violence:** Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence, Ahimsa as non-violence and non-killing, Individuals and organisations that are known for their commitment to non-violence, Narratives and anecdotes about non-violence from history, and literature including local folklore, Practicing non-violence: What will learners learn/gain if they practice non- violence? What will learners lose if they

don't practice it? Sharing learner's individual and/or group experience(s) about non-violence, Simulated situations, Case studies.

Section B

Unit 4: **Righteousness:** Introduction: What is righteousness? Righteousness and *dharma*, Righteousness and Propriety, Individuals who are remembered in history for practicing righteousness, Narratives and anecdotes from history, literature including local folklore, Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it? Sharing learners' individual and/or group experience(s), Simulated situations, Case studies.

Unit 5: **Peace:** Introduction: What is peace? Its need, relation with harmony and balance, Individuals and organisations that are known for their commitment to peace, Narratives and Anecdotes about peace from history, and literature including local folklore, Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don't practice it? Sharing learner's individual and/or group experience(s) about peace, Simulated situations, Case studies.

Unit 6: **Service:** Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living, persons in distress or disaster, Individuals who are remembered in history for practicing this value, Narratives and anecdotes dealing with instances of service from history, literature including local folklore, Practicing service: What will learners learn/gain gain if they practice service? What will learners lose if they don't practice it? Sharing learners' individual and/or group experience(s) regarding service, Simulated situations, Case studies.

Unit 7: **Renunciation (Sacrifice):** Introduction: What is renunciation? Renunciation and sacrifice. Self-restrain and Ways of overcoming greed. Renunciation with action as true renunciation, Individuals who are remembered in history for practicing this value, Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation, Practicing renunciation and sacrifice: What will learners learn/gain if they practice Renunciation and sacrifice? What will learners lose if they don't practice it? Sharing learners' individual and/or group experience(s), Simulated situations, Case studies.