

# Universal Human Values

## CDLU/VAC/104

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**Credits: 2 (Theory)**

**Lectures: 30**

**Duration of Exam: 2 Hrs.**

**Max. Marks: 50**

**Final Term Exam: 35**

**Internal Assessment: 15**

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### **COURSE OBJECTIVES**

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.

### **LEARNING OUTCOMES**

- Develop integral life skills with values.
- Inculcate and practice them consciously to be good human beings.
- Realize their potential as human beings.

#### **Unit-1**

**Love and Compassion (Prem and Karuna):** Introduction, love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living. Love and compassion and inter-relatedness; The faculty member needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence. Individuals who are remembered in history or collective memory for practising compassion and love; (such as the Buddha, and Jesus Christ) Narratives and anecdotes from history, literature, including local folklore.

**Truth (Satya):** What is truth? A Universal truth, truth as value (artha), truth as fact (satya) (veracity, sincerity, honesty among others), Individuals who are remembered in history for practising this value; (Raja Harishchandra, Dharmaraja Yudhishtira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others), Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

**Non-Violence (Ahimsa):** What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence. Ahimsa is non-violence and non-killing. Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature including local folklore.

**Righteousness (Dharma):** What is righteousness? Righteousness and dharma, righteousness and propriety. Individuals who are remembered in history for practising righteousness. Narratives and anecdotes from history and literature, including local folklore.

#### **Unit-2**

**Peace (Shanti):** What is peace and its need? Peace, harmony and balance. Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations). Narratives and anecdotes about peace from history and literature including local folklore.

**Service (Seva):** What is service? Forms of service: for self, parents, spouse, family, friends, community, persons in distress, nation, humanity and other living and non-living things. Individuals who are remembered in history for practising this value. Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

**Renunciation Sacrifice (Tyaga):** What is renunciation? Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation. Individuals who are remembered in history for practising this value\* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama, Bhishma, Gautama Buddha, Mahavira, Jesus Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi.) Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

**Constitutional Values, Justice and Human Rights:** contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India. comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948), Enumerates the Fundamental Duties of Indian Citizens, Patriotism, pride and gratitude for the nation.

**Suggested Readings:** Follow Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 at UGC website: [https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20\(Jeevan%20Kaushal\)%202.0.pdf](https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20(Jeevan%20Kaushal)%202.0.pdf)

**Note for the Paper Setter:** *The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question** and **two more questions** selecting at least one question from each unit.*

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