

As Per NEP 2020

AC – 04/12/2024
Item No. – 8.31 (N) (3)

University of Mumbai



Syllabus for Basket of VES

Syllabus for Basket of VES	
Board of Studies in Value Education	
UG First Year Programme _____	
Semester	I & II
Title of Paper	Universal Human Values
Credits	2
From the Academic Year	2024-25

Sr. No.	Heading	Particulars
1	Description of the course :	<p style="text-align: center;">Universal human Values</p> <p>This course addresses the urgent need to integrate ethical principles and self-awareness into the educational journey, enabling learners to deal with life's complexities while maintaining harmony within themselves, with other people and the environment. By exploring the interconnectedness of individuals, families, societies, and nature, the course aims to cultivate a sense of responsibility and coexistence. By promoting self-reflection, value-based decision-making, and actionable strategies for a harmonious life, the course nurtures well-rounded individuals who are not only skilled but also compassionate and socially responsible.</p>
2	Vertical :	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √)
3	Type :	Theory and Practical
4	Credit:	2 credits
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives:</p> <p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> • Develop a strong ethical base, rooted in universal human values. • Promote harmonious relationship of the individual with self, family, community, society and nature for a peaceful co-existence • Integrate universal human values in higher education for individual growth and collective wellbeing. 	
8	<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Analyze the significance of fundamental human aspirations and design strategies for their fulfilment for harmony with the self • Examine how harmony can be achieved in various spheres—self, family, community, society, nature, and existence—as coexistence. • Practice self-reflection techniques to explore methods for integrating human values into both personal and professional life. • Integrate the universal values into one's personal and professional environments. • Apply acquired knowledge to demonstrate commitment and cultivate the courage to take meaningful action aligned with values. • Appreciate the need for universal human values 	

9	Modules:- Outlined below
	Module 1: Credit : 1
	Unit I. Value Education, Basic Human Aspirations and programme for its fulfillment, Harmony in the Human being: Exploring the Self.
a.	Universal Human Values <ol style="list-style-type: none"> i. Holistic development and role of education ii. Self-exploration as the process of value clarification, natural acceptance, right understanding iii. Exploring basic human aspirations in relation to values and their role in maintaining harmony with self.
b.	Understanding Human being <ol style="list-style-type: none"> i. Human being (the physical and emotional being) as coexistence of self and body ii. Ways towards achieving harmony with the self -Distinguishing between needs and wants, sources of imagination (Precondition, sensation and self-verification on the basis of natural acceptance) - iii. Programme for health and prosperity (Basic self-care, positive mental health – causes and prevention of suicide and depression, mindfulness as a pathway to positive mental health)
c.	Tutorials and Practicum Activities: <ol style="list-style-type: none"> i. Students write a reflective analysis on value-based skill education. ii. Students write a reflective account, identifying three to five values which are important to them, and recounting the incidents where they have taken actions to align with their values. iii. Students describe their physical self-care routine iv. Students develop a self-care routine for wellbeing of adults (teachers, parents working professionals). v. Students write a letter of gratitude to the universe earth/ parents/teacher/someone significant) vi. Students analyze case studies/scenarios to make value-based decisions. vii. Students reflect on the process of Natural acceptance and its experiential validation in their day-to-day life activities. viii. Students make a list of desires and relate them to self and body. ix. Students prepare and discuss programme for physical and mental health (healthy food habits, physical exercise, maintaining good physical health and seeking help, identifying signs of poor mental health and seeking help , maintaining positive mental health) x. Students chalk out an action for ensuring prosperity in the family
Unit ii. Understanding Harmony in the family	
a.	Exploring Relationship, trust and Respect <ol style="list-style-type: none"> i. Relationship as the basis of harmony in the family, disharmony in relationships and its causes. ii. Trust -foundational value in relationship iii. Respect as right evaluation (Treating individuals with dignity)
b.	Exploring emotions feelings in relationship <ol style="list-style-type: none"> i. Other salient values in relationship: Understanding the dynamics of relationships (friendships, family, dating) ii. Love as the complete value iii. Justice in the relationship (recognizing red flags in all relationships, learning how to resolve conflicts)

c.	<p>Tutorials and Practicum Activities</p> <ol style="list-style-type: none"> i. Students engage in an interaction with an expert on laws that protect. (Abortion, Euthanasia, Juvenile Justice and Sexual harassment) ii. Students engage in an interaction with a mental health specialist on the theme of mental trauma in the context of close relationships, ways to deal with traumatic experiences and developing resilience in adversity iii. Students write a reflective account of working on a conflict in a close relationship analyzing their own and others' emotions, aspirations, what strategies did not work and what worked for conflict resolution. iv. Students create an action plan for anticipating, identifying and responding with appropriate actions to issues in a relationship. v. Students create a data-base of mental health services available including NGOs, Government support system, and social groups for such support to the individual in need.
<p style="text-align: center;">Module 2: Credit : 1</p>	
<p>Unit i. Understanding harmony in Society, Nature</p>	
a	<p>Harmony in the Society</p> <ol style="list-style-type: none"> i. Exploring the human goals in the current scenario- ii. Systems for fulfillment of the human goal, consequences of not being in harmony with nature. iii. Visualizing a universal harmonious order in society- from family to world family.
b	<p>Harmony in the Nature</p> <ol style="list-style-type: none"> i. Exploring design of nature focusing on the four orders in the nature (Physical order, bio order, animal order and human order) ii. Harmony through mutual fulfillment of the four orders in nature iii. Role of human being in the fulfilling relationship with nature
c	<p>Tutorials and Practicum Activity</p> <ol style="list-style-type: none"> i. Students choose a conflict that they observe in society and have a group discussion for possible ways to resolve the conflict. ii. Students note the carbon footprint in their home and society. iii. Students organize a collection of E waste, tree plantation, recycling of old clothes shoes books paper iv. Students can prepare a plan for fulfilling the relationship with nature. (Students keep a track of their online hours, minimising screen time etc.) v. Students write an account of different ways of integrating three Rs (Reduce, Reuse and Recycle) in their day-to-day life vi. Students organise poster competition/slogan competition/flash mobs/street plays on the theme of maintaining harmony with nature in public spaces with requisite permissions. vii. Students carry out an awareness program on conservation of nature in less privileged schools or villages close to the areas or slums
<p>Unit ii. Realizing the Existence as Coexistence, and Professional Ethics, Practicum Project</p>	
a	<p>Holistic perception of harmony at all levels of existence</p> <ol style="list-style-type: none"> i. Existence as coexistence ii. Application of harmony through coexistence: Integration of human values
b	<p>Professional Ethics</p> <ol style="list-style-type: none"> i. Professional ethics, universal ethical principles in the context of maintaining harmony, appreciation of diversity and inclusion ii. Definitiveness of ethical human conduct leading to harmony at all levels, humanistic education leading competence to live with right understanding, humanistic constitution

	<p>leading to undivided society and humanistic universal order in which human goal is achieved.</p> <p>iii. Competence in professional ethics:</p> <ol style="list-style-type: none"> a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for people friendly and eco-friendly production systems.
c	<p>Tutorials and Practicum Activity</p> <ol style="list-style-type: none"> i. Students gather information about CSR activities carried out by various organizations. Students create a CSR project for NGOs/their own college, society, adopt a Basti. ii. Organize expert discussions on <ol style="list-style-type: none"> a. Surrogacy laws b. Euthanasia c. Drinking and Driving d. Corruption e. Disability (Inclusion)
11	<p style="text-align: center;">REFERENCES</p> <ol style="list-style-type: none"> 1. Dr R. R. Gaur, Sh. Rajul Asthana, Sh G.P. Bagaria, A textbook of Human Values and Professional Ethics, Excel books, New Delhi 2. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2 3. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010 4. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008 5. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Purblishers. 6. Susan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991 7. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and HarperCollins, USA 8. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome’s Report, Universe Books 9. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati 10. A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak 11. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain 12. A.N. Tripathy, 2003, Human Values, New Age International Publishers. 13. A.P.J. Abdul Kalam. Wings of Fire, Universities Press, 2003.

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18. Frankl, Viktor E. *Yes to Life In spite of Everything*, Penguin Random House, London, 2019.
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Swami Srikantananda (compiled) *Youth, Arise, Awake* (Set of six books), Advaita Ashrama, Kolkata. *Values : The Key to a meaningful life*. (Compilation). Sri Ramakrishna Math, Chennai.
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29. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2010). *A Foundation Course in Human Values and Professionals Ethics*. New Delhi: Excel Books India.
30. Gergen, K. J. (2009). *Relational Being: Beyond Self and Community*. United Kingdom: Oxford University Press.
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Articles

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2. Jordan, K., & Kristjánsson, K. (2017). Sustainability, virtue ethics, and the virtue of harmony with nature. *Environmental Education Research*, 23(9), 1205-1229.
3. Kagitcibasi, C. (2005). Autonomy and relatedness in cultural context: Implications for self and family. *Journal of cross-cultural psychology*, 36(4), 403-422.
4. Ryan, R. M., & Deci, E. L. (2000). The darker and brighter sides of human existence: Basic psychological needs as a unifying concept. *Psychological inquiry*, 11(4), 319-338.
5. Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of human values?. *Journal of social issues*, 50(4), 19-45.
6. Schwartz, S. H., & Bilsky, W. (1987). Toward a universal psychological structure of human values. *Journal of personality and social psychology*, 53(3), 550.

Websites, movies and documentaries

1. Story of Stuff, <http://www.storyofstuff.com>
2. Al Gore, An Inconvenient Truth, Paramount Classics, USA
3. Charlie Chaplin, Modern Times, United Artists, USA
4. IIT Delhi, Modern Technology – the Untold Story
5. Gandhi A., Right Here Right Now, Cyclewala Productions

12	Internal Continuous Assessment: 50% - 25 marks	Semester End Examination : 50% 25 marks
13	Continuous Evaluation through: Tutorial and practicum activities for modules	<ol style="list-style-type: none"> a. Reflective journal of learning through the course – 10 marks b. Project Work– Community Engagement <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. Viva Voce to be conducted.- 15 marks</p>
14	Format of Question Paper: for the final examination	

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