Curriculum for Life Skills (Jeevan Kaushal)

(For UG Courses only)

(Approved by the Academic Council meeting dated 25-01-2021 for the session 2021-21)

S. No.	Courses	Module	*Guidelines for teaching-learning process/methodology	Hours	Credits
1.	Communication Skills **(Odd Semester)**	Listening Speaking Reading Writing and different modes of writing Digital Literary Effective use of Social Media Non-verbal communication	Debate, writing session shall be organized. • The Students may be asked to speak on current national & social issue on given topic & organizing essay competition & quiz tests. • The Students should be encouraged to use social media in positive manner, opportunities for their career growth.	4 Hours 6 Hours 3 Hours 4 Hours 4 Hours 4 Hours 4 Hours	02
2.	Professional Skills A. Career Skills **(Odd Semester)**	Resume Skills Interview Skills Group Discussion Skills Exploring Career Opportunities	• Mock interview shall be organized. • Student may be asked to write their resume for different types of organizations. • Group Discussion • Student shall be encouraged to explore career opportunities, specialty establish their own business, start-up etc.	3 Hours 5 Hours 4 Hours 3 Hours	02
	Professional Skills B. Team Skills. **(Odd Semester)**	Presentation Skills Trust and Collaboration Listening as a Team Skill Brainstorming Social and Cultural Etiquettes Internal Communication	• Presentation session shall be organized. • Case Study Brain storming session for developing problem-solving skill. • Team building & student be encouraged for field visit to work in rural and slum areas to identify problems & present solutions as team-work.	5 Hours 2 Hours 2 Hours 2 Hours 2 Hours 2 Hours	
3.	Leadership and Management Skills **(Even Semester)**	Leadership Skills Managerial Skills Entrepreneurial Skills Innovative Leadership and Design Thinking Ethics and Integrity	The leadership & managerial skill • The said skill development requires class room instruction as well as through special training programme. • The help of Incubation centre may be taken to develop entrepreneurial skill & innovative leadership & Design thinking.	6 Hours 6 Hours 6 Hours 6 Hours 6 Hours	02
4.	Universal Human Value **(Even Semester)**	Love & Compassion Truth Non-Violence Righteousness Peace Service Renunciation (Sacrifice)	Special session inviting spiritual persons for the lecture.	5 Hours 5 Hours 5 Hours 5 Hours 4 Hours 3 Hours 3 Hours	02

Note:

I. * Guidelines are indicative in nature & not exhaustive- therefore, Deans, teaching faculties & trainers are at free-will to devise appropriate methodology to implement the topics.

II. The curriculum is the integral part of the syllabus (except faculty of Medical, Dental & Nursing Sciences) & mandatory to teach in each semester. The Medical, Dental & Nursing will seek advice of their Regulatory Bodies before implementation.

III. The **Training & Placement** cell will extend their help by making PPT's & conducting mock interviews Group Discussion debating competition etc.

IV. The **mentor-mentee Groups** may also act as platform for conducting various activities required in the curriculum.

V. The **controller of Exams** will issue separate directions for procedure of award of marks/Grade.

(Registrar)

Curriculum for Life Skills (Jeevan Kaushal)

Objectives of the Course :

The objectives of the course are:

1. To enhance one's ability to be fully self aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.

2. To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work.

3. To provide opportunity for realising one's potential through practical experience.

4. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.

5. To set appropriate goals, manage stress and time effectively.

6. To manage competency- mix at all levels for achieving excellence with ethics.

Learning Outcomes :

At the end of the programme learners will be able to:

1. Gain Self Competency and Confidence

2. Practice Emotional Competency

3. Gain Intellectual Competency

4. Gain an edge through Professional Competency

5. Aim for high sense of Social Competency

6. Be an integral Human Being

The Life Skills Programme will have following courses:

Course 1	:	Communication Skills
Course 2	:	Professional Skills
Course 3	:	Leadership Skills
Course 4	:	Universal Human Values

The courses with modules are mentioned below.

Course 1: Communication Skills

Context and Justification :

Communication plays an important role in shaping an individual's life, personal as well as professional. Also it is the backbone of any organisation/institution. Success in life to a considerable extent depends on effective communication skills. In today's world of computers and digital media, a strong communication skill base is essential for learners and for smooth functioning of an organisation.

Objectives :

This course has been developed with the following objectives:

1. Identify common communication problems that may be holding learners back
2. Identify what their non-verbal messages are communicating to others
3. Understand role of communication in teaching-learning process
4. Learning to communicate through the digital media
5. Understand the importance of empathetic listening
6. Explore communication beyond language.

Expected Outcome :

By the end of this program participants should have a clear understanding of what good communication skills are and what they can do to improve their abilities.

Credit: 02

Duration: 30 Hours

Number & Titles of Modules:

Total of 7 Modules

Module 1	Listening	4 Hours
Module 2	Speaking	6 Hours
Module 3	Reading	3 Hours
Module 4	Writing and different modes of writing	4 Hours
Module 5	Digital Literacy	4 Hours
Module 6	Effective use of Social Media	4 Hours
Module 7	Non-verbal communication	5 Hours

Course 4: Universal Human Values

Context with Justification :

Human civilisation is known for the values that it cherishes and practices. Across various times and places, sages, saints and seers, drawing on their experience, developed practices that placed central importance on values, though the names used by them differed, as their languages varied but the spirit was same. Universal human values are values that human beings cherish and hold in common consciously and otherwise in most of the places and times and practice them.

Renunciation is the foundational value. Renunciation or greedlessness has two preconditions: love for all living beings and absence of selfishness. Renunciation is not self-directed but other-directed and is for life in all forms and shapes, for welfare of all. Renunciation begins when selfishness ends. Renunciation to run away from the problems of life is cowardice. Renunciation without action means parasitic life. Also, service can be practised only when renunciation with action begins. Unegoistical service is inconceivable without renunciation; and true service is possible only through love and compassion. Life and death are eternal truths, so is the truth as fact and truth as value. Truth exists between the two ends of life and death and is to be pursued.

Truth, Love, Peace, Non-Violence and **Righteous Conduct** are the Universal Human Values. Renunciation (sacrifice), Compassion and Service are also commonly acceptable human values, which at the operation level have been named differently as sincerity, honesty, righteousness, humility, gratitude, aspiration, prosperity, non-violence, trust, faith, forgiveness, mercy, peace and so on. These are needed for well-being of an individual, society and humanity and ultimately Peace in the world.

This course aims at making learners conscious about universal human values in an integral manner, without ignoring other aspects that are needed for learner's personality development.

Objectives :

The present course deals with meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realise one's potentials.

Learning outcomes :

By the end of the course the learners will be able to:

1. Know about universal human values and understand the importance of values in individual, social circles, career path, and national life.
2. Learn from case studies of lives of great and successful people who followed and practised human values and achieved self-actualisation.
3. Become conscious practitioners of human values.
4. Realise their potential as human beings and conduct themselves properly in the ways of the world.

Credit: 02

Duration: 30 Hours

Number & Titles of Modules:

Module 1: Love & Compassion	5 Hours
Module 2: Truth	5 Hours

Module Outline :

Module 1: Listening   4 Hours

- Techniques of effective listening
- Listening and comprehension
- Probing questions
- Barriers to listening

Module 2: Speaking   6 Hours

- Pronunciation
- Enunciation
- Vocabulary
- Fluency
- Common Errors

Module 3: Reading   3 Hours

- Techniques of effective reading
- Gathering ideas and information from a given text
    - i. Identify the main claim of the text
    - ii. Identify the purpose of the text
    - iii. Identify the context of the text
    - iv. Identify the concepts mentioned
- Evaluating these ideas and information
    - i. Identify the arguments employed in the text
    - ii. Identify the theories employed or assumed in the text
- Interpret the text
    - i. To understand what a text says
    - ii. To understand what a text does
    - iii. To understand what a text means

Module 4: Writing and different modes of writing   4 Hours

- Clearly state the claims
- Avoid ambiguity, vagueness, unwanted generalisations and oversimplification of issues
- Provide background information
- Effectively argue the claim
- Provide evidence for the claims
- Use examples to explain concepts
- Follow convention
- Be properly sequenced
- Use proper signposting techniques
- Be well structured
    - i. Well-knit logical sequence
    - ii. Narrative sequence
    - iii. Category groupings

- Different modes of Writing -
    i. E-mails
    ii. Proposal writing for Higher Studies
    iii. Recording the proceedings of meetings
    iv. Any other mode of writing relevant for learners

Module 5: Digital Literacy   4 Hours
- Role of Digital literacy in professional life
- Trends and opportunities in using digital technology in workplace
- Internet Basics
- Introduction to MS Office tools
    i. Paint
    ii. Office
    iii. Excel
    iv. Powerpoint

Module 6: Effective use of Social Media   4 Hours
- Introduction to social media websites
- Advantages of social media
- Ethics and etiquettes of social media
- How to use Google search better
- Effective ways of using Social Media
- Introduction to Digital Marketing

Module 7: Non-verbal communication   5 Hours
- Meaning of non-verbal communication
- Introduction to modes of non-verbal communication
- Breaking the misbeliefs
- Open and Closed Body language
- Eye Contact and Facial Expression
- Hand Gestures
- Do's and Don'ts
- Learning from experts
- Activities-Based Learning

Pedagogy : Instructor-Led Training, Supplemented by Online Platform (SWAYAM)

Materials : Teaching & Learning

Assessment : Paper-Based or Online Assessment

Bibliography &Suggested Reading including audio video material :

Books
- Sen Madhucchanda (2010), *An Introduction to Critical Thinking*, Pearson, Delhi
- Silvia P. J. (2007), *How to Read a Lot*, American Psychological Association, Washington DC

Course 2: Professional Skills

Context with Justification :

One of the significant outcomes of Higher Education is to prepare an individual for entering the job/employment market. Besides knowledge and skills required for a particular job/occupation, professional skills are also required for an individual to be gainfully employed for a successful and satisfied life. Professional skills are part of life skills. An individual should be able to demonstrate professional skills involving the use of intuitive, logical and critical thinking, communication and interpersonal skills, not limited to cognitive/creative skills. These skills, behaviour and quality of output enhance employability.

The career skills empower an individual with ability in preparing an appropriate resume, addressing the necessary gaps for facing interviews and actively and effectively participating in group discussion thereof, etc. It is also of significant importance that students /individuals possess the know- how to explore career opportunities for themselves, considering their innate strengths and weaknesses.

It is important that the students/individuals are well prepared to take on new challenges and opportunities. With the increasing use of technology in the way we live, learn and work, it is critical for students/individuals to be able to utilise basic computing concepts and also have and espouse excellent Team Skills. Collaborating and working together can assist in resolving complex problems, which allow/offer individuals an opportunity to articulate new ideas and perspectives. It further allows allow learner / individuals design, develop, problem solve and to adapt to situations based on their experience and skills.

Credit: 02

Duration:30 hours

The Course Professional Skills is divided into two parts:

    a) Career Skills

    b) Team Skills

A. Career Skills

Objectives :

The Objectives of the course are to help students/candidates:

1. Acquire career skills and fully pursue to partake in a successful career path

2. Prepare good resume, prepare for interviews and group discussions

3. Explore desired career opportunities in the employment market in consideration of an individual SWOT.

Expected Outcomes :

At the end of this course the students will be able to:

1. Prepare their resume in an appropriate template without grammatical and other errors and using proper syntax
2. Participate in a simulated interview
3. Actively participate in group discussions towards gainful employment
4. Capture a self - interview simulation video regarding the job role concerned
5. Enlist the common errors generally made by candidates in an interview
6. Perform appropriately and effectively in group discussions
7. Explore sources (online/offline) of career opportunities
8. Identify career opportunities in consideration of their own potential and aspirations
9. Use the necessary components required to prepare for a career in an identified occupation (as a case study).

Duration: 15 Hours

Number & Titles of Modules:

Module 1	Resume Skills	3 Hours
Module 2	Interview Skills	5 Hours
Module 3	Group Discussion Skills	4 Hours
Module 4	Exploring Career Opportunities	3 Hours

Module Outline :

Module 1: Resume Skills   3 Hours

    i. Resume Skills : Preparation and Presentation
  - Introduction of resume and its importance
  - Difference between a CV, Resume and Bio data
  - Essential components of a good resume

    ii. Resume skills : common errors
  - Common errors people generally make in preparing their resume
  - Prepare a good resume of her/his considering all essential components

Module 2: Interview Skills   5 Hours

    i.   Interview Skills : Preparation and Presentation
  - Meaning and types of interview (F2F, telephonic, video, etc.)
  - Dress Code, Background Research, Do's and Don'ts
  - Situation, Task, Approach and Response (STAR Approach) for facing an interview
  - Interview procedure (opening, listening skills, closure, etc.)
  - Important questions generally asked in a job interview (open and closed ended questions)

ii. **Interview Skills : Simulation**
- Observation of exemplary interviews
- Comment critically on simulated interviews

iii. **Interview Skills : Common Errors**
- Discuss the common errors generally candidates make in interview
- Demonstrate an ideal interview

Module 3: Group Discussion Skills   **4 Hours**

- Meaning and methods of Group Discussion
- Procedure of Group Discussion
- Group Discussion- Simulation
- Group Discussion - Common Errors

Module 4: Exploring Career Opportunities   **3 Hours**

- Knowing yourself – personal characteristics
- Knowledge about the world of work, requirements of jobs including self-employment.
- Sources of career information
- Preparing for a career based on their potentials and availability of opportunities

Pedagogy : Besides Face to Face lectures (theory would be limited only to 20% of the component and remaining 80% would be practical oriented), the focus would be primarily on blended /hybrid learning. This could include a flipped classroom approach that leverages project-based learning, demonstration, group discussion, simulations etc.

Materials : Audio video materials, Online Platform (SWAYAM), FutureSkills Platform, Used Cases & Case Studies etc.

Assessment: Online evaluation, demonstration, assignments : Some components could be aligned to NOS (SSC/N9005) IT-ITeS Sector . The questions posed to the students would be a mix of MCQs, scenario-based, logical reasoning, comprehension, simulations, etc. Do check the assessment model and sample assessment at (http://nac.nasscom.in/)

Bibliography & Suggested Reading including audio video material :
Please check IT-ITeS Sector Skills Council readiness programs namely

- Foundation Skills In IT (FSIT) - Refer the websites like https://www.sscnasscom.com/ssc-projects/capacity-building-and-development/training/fsit/ and

- Global Business Foundation Skills (GBFS) – Refer websites like https://www.sscnasscom.com/ssc-projects/capacity-building-and-development/training/gbfs/

B. Team Skills

Objectives :

The objectives of the course is to make learners:

1. Understand the significance of Team Skills and help them in acquiring them
2. To help them design, develop and adapt to situations as an individual and as a team.

Expected Outcomes :

By the end of this course the learners/candidates will be able to:

1. Use common technology messaging tools that are used in enterprises for flow of information and transition from command and control to informal communication during an online/offline team session

2. Actively use and operate online team communication tools: Webinar, Skype, Zoom, Google hangout etc

3. Appreciate and demonstrate Team Skills

4. Participate in a digital lifestyle conversant with computers, applications, Internet and nuances of cyber security

5. Explore (online) and identify career opportunities in consideration of their own potential and aspirations.

6. Discuss and articulate the key requirements of an entrepreneurial exercise

7. Empathise and trust colleagues for improving interpersonal relations

8. Engage in effective communication by respecting diversity and embracing good listening skills

9. Distinguish the guiding principles for communication in a diverse, smaller internal world

10. Practice interpersonal skills for better relations with seniors, juniors, peers and stakeholders

11. Project a good personal image and social etiquette so as to have a positive impact on building of one's chosen career

12. Generate, share and maximise new ideas with the concept of brainstorming and the documentation of key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as MOM) in identified applicable templates.

Duration: 15 Hours

Number & Titles of Modules:

Module 1	**Presentation Skills**	5 Hours
Module 2	**Trust and Collaboration**	2 Hour
Module 3	**Listening as a Team Skill**	2 hour
Module 4	**Brainstorming**	2 Hour
Module 5	**Social and Cultural Etiquettes**	2 Hour
Module 6	**Internal Communication**	2 Hour

Module Outline :

Module 1: Presentation Skills   5 Hours

- Types of presentations
- Internal and external presentation
- Knowing the purpose
- Knowing the audience
- Opening and closing a presentation
- Using presentation tools
- Handling questions
- Presentation to heterogenic group
- Ways to improve presentation skills over time

Module 2: Trust and Collaboration   2 Hours

- Explain the importance of trust in creating a collaborative team

- Agree to Disagree and Disagree to Agree – Spirit of Team work

- Understanding fear of being judged and strategies to overcome fear

Module 3: Listening as a Team Skill   2 Hours

- Advantages of Effective Listening

- Listening as a team member and team leader. Use of active listening strategies to encourage sharing of ideas (full and undivided attention, no interruptions, no pre-think, use empathy, listen to tone and voice modulation, recapitulate points, etc.).

Module 4: Brainstorming   2 Hour

- Use of group and individual brainstorming techniques to promote idea generation.
- Learning and showcasing the principles of documentation of team session outcomes

Module 5: Social and Cultural Etiquette   2 Hour

- Need for etiquette (impression, image, earn respect, appreciation, etc)
- Aspects of social and cultural/corporate etiquette in promoting teamwork
- Importance of time, place, propriety and adaptability to diverse cultures

Module 6: Internal Communication   2 Hour

- Use of various channels of transmitting information including digital and physical, to team members.

Pedagogy : Besides Face to Face Lectures (as theory would be limited only to 20% of the component and remaining 80% would be practical oriented), the focus would be primarily on blended learning/hybrid learning. This could include a flipped classroom approach that leverage project based learning, demonstration, group discussion, simulation as well as coaching, seminars and tutorials.

Materials : Audio video materials, Online Platform (SWAYAM), Future Skills platform

Assessment: Written evaluation, demonstration, assignments:
Some components aligned to NOS (SSC/N9005) IT-ITeS . The questions posed to the students would be a mix of MCQs, Scenario-based, logical reasoning, comprehension, simulations, etc. Do check the assessment at website like (http://nac.nasscom.in/)

Bibliography & Suggested Reading including audio video material :
Please check IT-ITeS Sector Skills Council readiness program namely Global Business Foundation Skills (GBFS) in website (https://www.sscnasscom.com/ssc-projects/capacity-building-and-development/training/gbfs/),and Generic and the entrepreneurial NOS at NSQF Level 4 -7.

Course 3: Leadership and Management Skills

Context with Justification :

Leaders are foundations of the society, who face and win against adversities and odds of life. Through their words and deeds, they show path to others and transform into inspirational role models, affecting social life vividly. In the current times of cut-throat competitions, disbelief in values, techno-centric complex lifestyles, there is a dire need to emphasise the 'human' agency in community living. This can be done by cultivating and nurturing the innate leadership skills of the youth so that they may transform these challenges into opportunities and become torch bearers of the future by developing creative solutions.

Objectives :

The Module is designed to:

➤ Help students to develop essential skills to influence and motivate others

➤ Inculcate emotional and social intelligence and integrative thinking for effective leadership

➤ Create and maintain an effective and motivated team to work for the society

➤ Nurture a creative and entrepreneurial mindset

➤ Make students understand the personal values and apply ethical principles in professional and social contexts.

Expected Outcomes :

Upon completion of the course students will be able to:

1. Examine various leadership models and understand/assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision

2. Learn and demonstrate a set of practical skills such as time management, self management, handling conflicts, team leadership, etc.

3. Understand the basics of entrepreneurship and develop business plans

4. Apply the design thinking approach for leadership

5. Appreciate the importance of ethics and moral values for making of a balanced personality.

Credit: 02

Duration: 30 Hours

Number & Titles of Modules:

Module 1	Leadership Skills	6 Hours
Module 2	Managerial Skills	6 Hours
Module 3	Entrepreneurial Skills	6 Hours
Module 4	Innovative Leadership and Design Thinking	6 Hours
Module 5	Ethics and Integrity	6 Hours

Module Outline :

Module 1- Leadership Skills   6 Hours

    a. Understanding Leadership and its Importance
- What is leadership?
- Why Leadership required?
- Whom do you consider as an ideal leader?

    b. Traits and Models of Leadership
- Are leaders born or made?
- Key characteristics of an effective leader
- Leadership styles
- Perspectives of different leaders

    c. Basic Leadership Skills
- Motivation
- Team work
- Negotiation
- Networking

Module 2 - Managerial Skills   6 Hours

    a. Basic Managerial Skills
- Planning for effective management
- How to organise teams?
- Recruiting and retaining talent
- Delegation of tasks
- Learn to coordinate
- Conflict management

    b. Self Management Skills
- Understanding self concept
- Developing self-awareness
- Self-examination
- Self-regulation

Module 3 - Entrepreneurial Skills   6 Hours

    a. Basics of Entrepreneurship
- Meaning of entrepreneurship
- Classification and types of entrepreneurship
- Traits and competencies of entrepreneur

    b. Creating Business Plan
- Problem identification and idea generation
- Idea validation
- Pitch making

Module 4 - Innovative Leadership and Design Thinking   6 Hours

    a. Innovative Leadership
- Concept of emotional and social intelligence

- Synthesis of human and artificial intelligence
- Why does culture matter for today's global leaders

b. Design Thinking
- What is design thinking?
- Key elements of design thinking:
  - Discovery
  - Interpretation
  - Ideation
  - Experimentation
  - Evolution.
- How to transform challenges into opportunities?
- How to develop human-centric solutions for creating social good?

Module 5- Ethics and Integrity   6 Hours

a. Learning through Biographies
- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration
- Drawing insights for leadership
- How leaders sail through difficult situations?

b. Ethics and Conduct
- Importance of ethics
- Ethical decision making
- Personal and professional moral codes of conduct
- Creating a harmonious life

Pedagogy : Pedagogy for the modules is as follows:

1. Leadership Skills - Lectures (augmented with videos); role-plays for leadership models; team building games

2. Managerial Skills - Lectures (augmented with videos), case studies (AMUL, TESLA, Toyota, DMRC, Tata Group, Google, The Mumbai Dabbawala), SWOT analysis, Johari window

3. Entrepreneurial Skills - Lectures (augmented with videos), case studies and practicing business plans

4. Innovative Leadership and Design Thinking- Concept discussion through lecture and videos followed by role-plays and exercises for each set of intelligence, activities using 5 steps – discovery, interpretation, ideation, experimentation, and evolution (Ref.: Workbook of Design Thinking by IDEO)

5. Ethics and Integrity- Experiential learning through stories suggested list (Ahilya Bai, Holkar, Abdul Kalam, Raja Harishchandra, Mahatma Gandhi, Abraham Lincoln), audio visual augmented role plays and storytelling (leaders from varied fields like academics, corporate, social, sports, art, etc.)

Assessment : It can be combination of written evaluation and presentations, including simulations, case studies and business plan.

Bibliography and Suggested Readings :

Books

- Ashokan, M. S. (2015). *Karmayogi: A Bbiography of E. Sreedharan*. Penguin, UK.

- Brown, T. (2012). *Change by Design*. Harper Business

- Elkington, J., & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World*. Harvard Business Press.

- Goleman D. (1995). *Emotional Intelligence*. Bloomsbury Publishing India Private Limited

- Kalam A. A. (2003). *Ignited Minds: Unleashing the Power within India*. Penguin Books India

- Kelly T., Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All*. William Collins

- Kurien V., & Salve G. (2012). *I Too Had a Dream*. Roli Books Private Limited

- Livermore D. A. (2010). *Leading with cultural intelligence: The New Secret to Success*. New York: American Management Association

- McCormack M. H. (1986). *What They Don't Teach You at Harvard Business School: Notes From A Street-Smart Executive*. RHUS

- O'Toole J. (2019) *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good*. Harpercollins

- Sinek S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Penguin

- Sternberg R. J., Sternberg R. J., & Baltes P. B. (Eds.). (2004). *International Handbook of Intelligence*. Cambridge University Press.

E-Resources

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. *Forbes*. Retrieved 2019-02-15 from https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63.

- How to Build Your Creative Confidence, Ted. Talk by David Kelly - https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence

- India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta - https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention

- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam - . "A Leader Should Know How to Manage Failure" https://www.youtube.com/watch?v=laGZaS4sdeU

- Martin, R. (2007). How Successful Leaders Think. *Harvard Business Review*, 85(6): 60.

- NPTEL Course on Leadership - https://nptel.ac.in/courses/122105021/9

Course 4: Universal Human Values

Context with Justification :

Human civilisation is known for the values that it cherishes and practices. Across various times and places, sages, saints and seers, drawing on their experience, developed practices that placed central importance on values, though the names used by them differed, as their languages varied but the spirit was same. Universal human values are values that human beings cherish and hold in common consciously and otherwise in most of the places and times and practice them.

Renunciation is the foundational value. Renunciation or greedlessness has two preconditions: love for all living beings and absence of selfishness. Renunciation is not self-directed but other-directed and is for life in all forms and shapes, for welfare of all. Renunciation begins when selfishness ends. Renunciation to run away from the problems of life is cowardice. Renunciation without action means parasitic life. Also, service can be practised only when renunciation with action begins. Unegoistical service is inconceivable without renunciation; and true service is possible only through love and compassion. Life and death are eternal truths, so is the truth as fact and truth as value. Truth exists between the two ends of life and death and is to be pursued.

Truth, Love, Peace, Non-Violence and **Righteous Conduct** are the Universal Human Values. Renunciation (sacrifice), Compassion and Service are also commonly acceptable human values, which at the operation level have been named differently as sincerity, honesty, righteousness, humility, gratitude, aspiration, prosperity, non-violence, trust, faith, forgiveness, mercy, peace and so on. These are needed for well-being of an individual, society and humanity and ultimately Peace in the world.

This course aims at making learners conscious about universal human values in an integral manner, without ignoring other aspects that are needed for learner's personality development.

Objectives :

The present course deals with meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realise one's potentials.

Learning outcomes :

By the end of the course the learners will be able to:

1. Know about universal human values and understand the importance of values in individual, social circles, career path, and national life.

2. Learn from case studies of lives of great and successful people who followed and practised human values and achieved self-actualisation.

3. Become conscious practitioners of human values.

4. Realise their potential as human beings and conduct themselves properly in the ways of the world.

Credit: 02

Duration: 30 Hours

Number & Titles of Modules:

Module 1: Love & Compassion	5 Hours
Module 2: Truth	5 Hours

Module 3: Non-Violence	5 Hours
Module 4: Righteousness	5 Hours
Module 5: Peace	4 Hours
Module 6: Service	3 Hours
Module 7: Renunciation (Sacrifice)	3 Hours

Module Outline :

Module 1: Love & Compassion   5 Hours

- 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

Module 2: Truth   5 Hours

- 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

Module 3: Non-Violence   5 Hours

- 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

Module 4: Righteousness   5 Hours

- 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

Module 5: Peace   4 hours

- 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

Module 5: Service   3 Hours

- 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

Module 6: Renunciation (Sacrifice)   3 Hours

- 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

ADDITIONAL PRACTICAL MODULES or OPERATIVE ELECTIVES:

NOTE: The faculty/institution may choose any/some of the following modules keeping in mind the level and specific needs of learners.

Module Outline :

MODULE A - Integral Human Well-Being   5 Hours

Importance of well-being, inter-relatedness of different kinds of well-being and definition of well-being (state of being comfortable, healthy, happy and equanimity)

Well-being and its Kinds

(i)   Physical (physical strength and endurance)

(ii)   Emotional (ability to respond to emotions and control them)

(iii)   Aesthetic (faculty to see and appreciate beauty in all beings)

(iv)   Intellectual (rational, logical well-being)

(v)   Relational well-being (obligation to self, parents, family society, nation humanity and other beings in the universe; living with others with their acceptance)

(vi)   Moral (difference between good and evil and practicing goodness; righteousness)

(vii)   Spiritual (thinking beyond self and journey from senses to spiritual level)

Establish and recognise various states of well-being, embedded in different creatures, but consciously understood by humans

Identify the most pronounced emotions in the individual through given activities

Anecdotes/video/activity to help identify different well-beings

Discussion of related values to well-beings: Aesthetics, ethics, gratitude, forgiveness, and spiritual health i.e., thinking beyond senses and self and for the welfare of others

Importance and practice of well-being through case study/ activity

Ways to attain different kinds of well-being

Activities

MODULE B - Yoga & Pranayama   5 Hours

Importance of Yoga and Pranayama

- Yoga and pranayama for integral well-being and balance in life
- Yoga & Pranayama: Introduction
- Mind - Body – Intellect
- Difference between Yoga and Pranayama and their inter-relatedness.

- Basic Yogasans and pranayamas for students:
    a. Every morning
    b. Before bedtime
    c. Before a presentation
    d. Before examination
    e. To fight stomach cramps
    f. To fight stress
- Healthy diet
- Healthy mind
- Recommended routine for yoga and pranayama

MODULE C - Gratitude

Outlines:

1. Gratitude, a great embellishment to a person's mental quality

2. Duty versus Rights

    a. What is duty?

    b. What is right?

3. Wonderment and simplicity

4. Gratitude to one's family

5. Gratitude to one's teachers

6. Gratitude to one's society

7. Gratitude to one's nation

8. Gratitude to the universe

9. Count your blessings (activity)

10. Live in an attitude of gratitude

Pedagogy :

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused approach to education versus rote learning. In teaching and learning pedagogy of universal human values, there should be a shift from domain or conclusions-based approach to the experiential or process/es based approach.

The faculty should promote learning of values on a proportionate scale of 20:30:50 principle, where lectures constitute 20 percent of the delivery (Hear); visuals 30 percent of the learning methods (See); and experience 50 percent (Do). This ratio is subject to change as per the needs. In order to achieve its objective of focused-based learning and holistic development the faculty/ facilitators should use a variety of knowledge delivery methods: interactive lecture so that students

work with their teachers to get new insights in the subject area, and are able and build their own bridges to higher learning, Discussions of values and their practices on real life issues in groups, Simulations to provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations, Case Studies, Role Play, Team Work, and Study Visits to provide an opportunity to students to see the individuals or organisations that practice these values and contribute to their own self and the humanity.

Faculty / facilitators should make judicious use of pedagogy and andragogy in conduct of sessions.

Assessment :

Self-assessment, feedback, practical case assignments, panel discussion, individual and group activities, question and answer sessions invited motivational talks, and field visits to the places/ individuals and institutions that practice one or a set of values.

Note:

Each student will keep record of his/her daily learning after each module/session in the Reflection Journal. The faculty will maintain record of the Reflection Journal after a face to face to workshop.

Suggested Readings :

Mookerji Radha Kumud, *Ancient Indian Education*, Motilal Banarasidass ।

Saraswati Swami Satyananda, *Asana Pranayama Mudra Bandha*, Bihar School of yoga   –

Joshi Kireet, *Education for Character Development*, Dharma Hinduja Center of Indic Studies

Joshi Rokeach (1973). The Nature of Human Values. New York: The Free Press

Ghosh, Sri Aurobindo. 1998. *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram

Basham A.L., *The Wonder That was India*, London: Picador Press

Patra, Avinash (2012), *The Sprirtual Life and Culture of India*, Oxford University Press

Shantikumar Ghosh, *UniversalValues*. The Ramakrishna Mission, Kolkata, 2004.

Note:

1. Keeping in view the needs and interest of learners, books, audios, videos, and e-resources may be added by the faculty