



ST. ALOYSIUS' COLLEGE

AUTONOMOUS
JABALPUR- 482001
MADHYA PRADESH, INDIA

Inclusivity
and
Equity



CRITERION-1

4 QUALITY
EDUCATION



CURRICULAR ASPECTS

Key Indicator – 1.3

Curriculum Enrichment

Metric No.: 1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and other value frameworks enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Document Name

Value Education Development Program



ST. ALOYSIUS' COLLEGE

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Reaccredited 'A+' Grade by NAAC (CGPA 3.68/4.00)

College with Potential for Excellence (CPE) by UGC

DST-FIST Supported & Star College Scheme by DBT.

SYLLABUS FOR VALUE EDUCATION

Conscience, Compassion, Competence

HUMAN VALUES DEVELOPMENT PROGRAMME



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First & Second Semester

DAY	TOPIC
1 st Friday	Me- College – Life and Values
2 nd Friday	Indian Constitution and Human Values
3 rd Friday	Be Yourself (Sustain Your Identity)
4 th Friday	Mass Media Ethics
DAY	TOPIC
1 st Friday	Stress Management
2 nd Friday	Emotional Management
3 rd Friday	Building Relationships
4 th Friday	Conflict Management in Relationship
DAY	TOPIC
1 st Friday	Corruption
2 nd Friday	The Internet and its Addictions
3 rd Friday	Indian Thinking on Peace and Conflict
4 th Friday	Sustainable Environmental Development



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HUMAN VALUES DEVELOPMENT PROGRAMME

Third & Fourth Semester	
DAY	TOPIC
1 st Friday	Joy of Giving
2 nd Friday	Teachings of Mahatma Gandhi
3 rd Friday	Spirituality
4 th Friday	Human Rights
DAY	TOPIC
1 st Friday	Life Style Diseases
2 nd Friday	Science and Religion
3 rd Friday	Challenges Confronting the Modern Youth
4 th Friday	Say No to Addiction
DAY	TOPIC
1 st Friday	Perseverance
2 nd Friday	Patriotism
3 rd Friday	Do small Things in a Great Way
4 th Friday	Mother Nature



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HUMAN VALUES DEVELOPMENT PROGRAMME

Third Year	
DAY	TOPIC
1 st Friday	Caring for Parents and Elders
2 nd Friday	Water Conservation
3 rd Friday	Global Warming
4 th Friday	Altruism (Unselfishness), Sensitiveness and Inclusiveness
DAY	TOPIC
1 st Friday	Fundamental Rights and Duties
2 nd Friday	Civic Sense and Public Property
3 rd Friday	Happiness
4 th Friday	Marriage and Commitment
DAY	TOPIC
1 st Friday	Hard Skills and Soft Skills
2 nd Friday	Conflict of Cross-Cultural Influences
3 rd Friday	Our Cultural Values
4 th Friday	Social and Professional Ethics



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Facilitating Values:
A Topic wise Practical Guide for Value Education
Sessions



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First & Second Semester

1. Me- College – Life and Values (1st Friday)

Introduction: Begin by asking students, "What are your values?" Explore their existing value systems and how they might have changed since entering college. Discuss the importance of aligning values with life choices.

Activity: Divide students into small groups. Each group creates a collage representing their ideal college life, incorporating images and words that reflect their values. Groups present their collages, sparking discussions about shared values and potential conflicts.

Reflection: Prompt students to consider how their values will guide them throughout college and beyond. Encourage them to identify their goals in college and career aligned with their values.

2. Indian Constitution and Human Values (2nd Friday)

Introduction: Discuss the importance of the Indian Constitution in upholding human rights and values. Explore fundamental rights and freedoms enshrined in the constitution.

Activity: Organize a debate on a contemporary issue related to human rights in India. Students research opposing viewpoints and present arguments. After the debate, have a class discussion analyzing how the Constitution can address the presented issue.

Reflection: Ask students to identify instances where they witnessed or experienced violations of human values. Encourage them to reflect on how they can uphold these values in their daily lives.



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3. Be Yourself (Sustain Your Identity) (3rd Friday)

Introduction: Discuss the pressures faced by college students to conform. Explore the importance of self-awareness and maintaining one's identity in a new environment.

Activity: Facilitate a "Who am I?" activity. Students brainstorm words and phrases that describe their values, interests, and aspirations. Encourage them to create a personal mission statement reflecting their unique identity.

Reflection: Ask students to consider potential challenges to maintaining their identity in college. Encourage brainstorming strategies to overcome those challenges and stay true to themselves.

4. Mass Media Ethics (4th Friday)

Introduction: Discuss the influence of mass media on shaping values and perceptions. Explore ethical considerations in media reporting and responsible media consumption.

Activity: Divide students into groups. Each group analyzes a specific news article or social media post, identifying potential biases, ethical concerns, and the message conveyed. Groups present their findings and engage in a class discussion about responsible media engagement.

Reflection: Challenge students to critically evaluate the information they consume through media. Encourage them to consider the source, potential bias, and the impact of media on their values.



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1. Stress Management (1st Friday)

Introduction: Discuss the prevalence of stress in college life. Explore different types of stress and their impact on well-being. Introduce healthy coping mechanisms for stress management.

Activity: Facilitate a guided meditation or relaxation exercise to help students become more aware of their stress levels. Discuss various stress management techniques such as time management, exercise, and mindfulness practices.

Reflection: Encourage students to identify their personal stress triggers. Guide them in creating a personalized stress management plan incorporating coping mechanism discussed in class

2. Emotional Management (2nd Friday)

Introduction: Discuss the importance of emotional intelligence and navigating emotions effectively. Explore strategies for identifying, understanding, and regulating emotions.

Activity: Provide students with hypothetical scenarios that evoke different emotions. Encourage them to analyze how different people might react to these scenarios and discuss healthy ways to manage those emotions.

Reflection: Challenge students to self-reflect on their emotional responses to situations. Guide them to identify personal strategies for managing difficult emotions constructively.



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3. Building Relationships (3rd Friday)

Introduction: Discuss the importance of healthy relationships in college and throughout life. Explore key elements of positive and supportive relationships.

Activity: Divide students into pairs and have them brainstorm qualities of a good friend or partner. Then, have them share their findings with the class, creating a comprehensive list of desired qualities in relationships.

Reflection: Encourage students to identify personal strengths and areas for improvement related to building and maintaining positive relationships. Challenge them to set goals for fostering deeper connections with their peers.

4. Conflict Management in Relationships (4th Friday)

Introduction: Discuss the inevitability of conflict in relationships. Explore constructive ways to navigate conflict resolution and maintain healthy communication.

Activity: Divide the class into small groups and assign each group a specific conflict scenario commonly faced by friends or roommates (e.g., borrowing and not returning items, messy shared spaces, differing study habits). Groups brainstorm strategies for resolving these conflicts constructively, focusing on maintaining positive communication and respecting each other's needs. Each group presents their scenario and proposed solutions to the class.

Reflection: Prompt students to reflect on their personal conflict management styles. Encourage them to identify areas for improvement and consider situations where they could have used more constructive approaches.



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1. Corruption (1st Friday)

Introduction: Begin by discussing the concept of corruption and its various forms, including bribery, nepotism, and misuse of power. Highlight the negative impact of corruption on society and the economy.

Activity: Divide the class into small groups and assign each group a specific type of corruption (e.g., academic cheating, political corruption, environmental corruption). Students research their assigned topic, exploring the causes, consequences, and potential solutions.

Reflection: Facilitate a class discussion where each group presents their findings on their assigned type of corruption. Encourage a debate on the following questions:

- What are the root causes of corruption in India?
- What are the challenges in tackling corruption?
- What roles can individuals play in promoting ethical behavior and accountability?

Activity: Invite a guest speaker, perhaps a social activist or journalist working on anti-corruption initiatives, to share their experiences and insights.



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2. The Internet and its Addictions (2nd Friday)

Introduction: Discuss the undeniable benefits of the internet in today's world. Then, shift the focus to the potential downsides, particularly internet addiction and its negative effects on physical and mental well-being.

Activity: Facilitate a brainstorming session on the positive and negative aspects of internet use. Create a mind map on the board, listing benefits (e.g., communication, learning, entertainment) and potential downsides (e.g., time management issues, social isolation, cyberbullying).

Reflection: Introduce the concept of internet addiction and its symptoms. Challenge students to reflect on their own internet usage patterns. Encourage them to consider questions like:

- How much time do I spend online each day?
- Do I feel anxious or stressed when I cannot access the internet?
- Does my internet use interfere with my studies, social life, or sleep schedule?

Activity: Guide students in exploring online resources and apps designed to help people manage their internet usage and promote healthier digital habits.



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3. Indian Thinking on Peace and Conflict (3rd Friday)

Introduction: St. Aloysius College, rooted in Indian philosophy, provides a unique opportunity to explore concepts of peace and conflict resolution from an Indian perspective. Introduce students to key figures like Mahatma Gandhi and their philosophies on non-violent resistance and achieving peace.

Activity: Divide the class into small groups and assign each group a specific philosophical or religious text from India that emphasizes peace and harmony (e.g., excerpts from the Bhagavad Gita, teachings of Buddha). Groups analyze the text and prepare a presentation highlighting its message on achieving peace.

Reflection: Facilitate a class discussion on the relevance of ancient Indian wisdom in addressing contemporary conflicts. Encourage students to consider:

- How can principles of non-violence and compassion be applied to resolve conflicts in everyday life?
- What role can individuals play in fostering peace within their communities and beyond?

Activity: Organize a field trip to a local peace-building organization or a place of worship known for promoting interfaith dialogue.



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Sustainable Environmental Development (4th Friday)

Introduction: Begin by highlighting the importance of sustainable environmental development in addressing global challenges such as climate change, pollution, and biodiversity loss.

Activities:

1. Environmental Impact Assessment: Introduce students to the concept of environmental impact assessment (EIA) and its role in sustainable development projects. Provide case studies to analyze the positive and negative impacts of various initiatives.
2. Eco-friendly Practices Workshop: Organize a workshop where students learn practical tips for reducing their ecological footprint, such as waste reduction, energy conservation, and sustainable transportation options.
3. Community Engagement Project: Encourage students to initiate a sustainability project within the college or local community. This could involve tree planting, waste management initiatives, or advocating for renewable energy adoption.
4. Guest Lecture: Invite an expert in environmental science or sustainability to discuss current challenges and opportunities in sustainable development. Encourage students to ask questions and engage in dialogue.

Conclusion: Emphasize the importance of individual and collective action in achieving sustainable environmental development. Encourage students to integrate environmentally conscious practices into their daily lives and become advocates for positive change in their communities. By fostering a sense of environmental stewardship, St. Aloysius College can contribute to a more sustainable and resilient future for generations to come.



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Third and Fourth Semester

1. Joy of Giving (1st Friday)

Introduction

Begin by asking students: "Think back to a time when you received a gift. How did it make you feel?"

- Shift the focus from receiving to giving. Ask: "What about giving? Have you ever experienced the joy of giving to someone else?"
- Briefly introduce the concept of philanthropy and its positive impact on society.

Activity

- Divide the class into small groups.
- Prompt them to brainstorm different ways one can practice giving, beyond just money (e.g., volunteering, donating time or skills, acts of kindness).

Reflection:

- As a class, discuss the various forms of giving.
- Encourage students to reflect: "Can you think of a moment when you experienced the joy of giving? How did it make you feel?"



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2. Teachings of Mahatma Gandhi (2nd Friday)

Introduction:

- Briefly introduce Mahatma Gandhi and his philosophy of Satyagraha (truth force).
- Discuss his role in India's independence movement and his lasting legacy as a champion of non-violent resistance.

Activity:

- Present a scenario involving a conflict situation (e.g., roommate disagreement, student protest).
- Divide the class into small groups and ask them to discuss: "How would Gandhi approach this conflict using his principles of non-violence and Satyagraha?"

Reflection:

- Have each group share their proposed approach to the conflict scenario.
- Facilitate a class discussion: "Can Gandhi's teachings be applied to conflict resolution in our daily lives? How?"

3. Spirituality (3rd Friday)

Introduction:

- Begin by acknowledging the diverse ways people define and experience spirituality.
- Discuss the concept of spirituality as a sense of connection to something bigger than oneself, something that gives life meaning and purpose.

Activity:

- In a silent reflection exercise, invite students to consider: "What does 'spirituality' mean to me?" Encourage them to explore their own beliefs and practices without judgment.



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Reflection:

- Briefly discuss the value of respecting diverse spiritual traditions.
- Encourage students to reflect: "How does your definition of spirituality, if you have one, influence your life choices and values?"

4. Human Rights (4th Friday)

Introduction:

- Begin by asking students: "What are some fundamental rights everyone should have?" Discuss these rights might include freedom of speech, education, and healthcare.
- Briefly introduce the Universal Declaration of Human Rights, a document outlining basic human rights for all people.

Activity:

- Divide the class into small groups and assign each group a specific human right (e.g., freedom of assembly, right to a fair trial).
- Groups research their assigned human right, exploring its importance and potential challenges in its implementation.

Reflection:

- Have each group present their findings on their assigned human right.
- Facilitate a class discussion: "What are some ways we can promote and protect human rights in our own communities and on a global scale?"



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1. Life Style Diseases (1st Friday)

Introduction:

- Begin by asking students: "How do your daily habits impact your health?"
- Briefly discuss the increasing prevalence of lifestyle diseases like diabetes, heart disease, and obesity.

Activity:

- Divide the class into small groups.
- Assign each group a specific lifestyle disease (e.g., diabetes, heart disease).
- Groups research their assigned disease using reliable sources (e.g., health websites, medical journals). They should focus on:
 - **Causes:** What factors contribute to developing the disease?
 - **Risk Factors:** Who is more likely to develop the disease?
 - **Preventive Measures:** How can we prevent or manage this disease through healthy lifestyle choices?

Reflection:

- Have each group present their findings on their assigned lifestyle disease.
- Facilitate a class discussion: "Based on today's session, what changes can we make to our daily habits to promote a healthier lifestyle?"



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2. Science and Religion (2nd Friday)

Introduction:

- Spark a discussion by asking: "Can science and religion coexist?" Explore different perspectives on this relationship. Briefly mention historical conflicts (e.g., Galileo Galilei) and contemporary examples of science and religion working together (e.g., bioethics).

Activity:

- Divide the class into two groups.
 - Group 1: Historical Examples of Conflict:
 - Research a historical example where scientific discovery challenged religious beliefs.
 - Prepare a presentation outlining the discovery, the religious belief it challenged, and the societal impact of this conflict.
 - Group 2: Examples of Cooperation:
 - Research a scientific discovery that aligns with or supports religious ideas.
 - Prepare a presentation outlining the discovery, the relevant religious idea, and how they connect.

Reflection:

- Have each group present their findings.
- Facilitate a class discussion: "How can science and religion contribute to each other and create a more complete understanding of the world?"



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3. Challenges Confronting the Modern Youth (3rd

Friday)

Introduction:

- Begin by asking students: "What are some of the biggest challenges young people face today?" (e.g., peer pressure, mental health issues, social media addiction).

Activity:

- Brainstorm a list of challenges facing modern youth on the board.
- Divide the class into small groups and assign each group a specific challenge (chosen from the brainstormed list).
- Groups discuss the causes and potential solutions for their assigned challenge. They should consider:
 - **Causes:** What factors contribute to this challenge? (e.g., social media algorithms, academic pressure, lack of access to resources)
 - **Solutions:** What can individuals do to overcome this challenge? What role can institutions (e.g., schools, communities) play in supporting youth?

Reflection:

- Have each group share their chosen challenge, its causes, and proposed solutions.
- Facilitate a class discussion: "What are some practical steps we can take, individually and collectively, to address the challenges faced by young people today?"



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4. Say No to Addiction (4th Friday)

Introduction:

- Begin with a real-life story or a short video clip highlighting the dangers of addiction (e.g., substance abuse, technology addiction). Ensure the chosen material is age-appropriate and avoids graphic content.

Activity:

- Divide the class into small groups.
- Assign each group a specific type of addiction (e.g., drug addiction, social media addiction).
- Groups research their assigned addiction using reliable sources. They should focus on:
 - **Warning Signs:** What are some early indicators of developing this addiction?
 - **Consequences:** How does this addiction impact individuals, families, and society?
 - **Prevention and Recovery:** What strategies can help prevent addiction? What resources are available for those struggling with addiction and seeking recovery?

Reflection:

- Have each group present their findings on their assigned addiction.
- Facilitate a class discussion: "What can we do as a community to promote awareness of addiction and offer support to those who need it?"



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1. Perseverance (1st Friday)

Introduction:

- Begin by asking students: "Think of a challenging goal you achieved. What qualities helped you persevere and reach your goal?" Discuss the importance of persistence in overcoming obstacles.

Activity:

- Divide the class into small groups.
- Assign each group a famous historical figure known for their perseverance (e.g., Nelson Mandela, Marie Curie, Malala Yousafzai).
- Groups research their assigned figure, focusing on a specific challenge they faced and how they overcame it through perseverance.

Reflection:

- Have each group present their chosen historical figure and their story of perseverance.
- Facilitate a class discussion: "What can we learn from these examples? How can we develop our own perseverance to achieve our goals?"



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2. Patriotism (2nd Friday)

Introduction:

- Begin by asking students: "What does patriotism mean to you?" Explore different ways people express their love for their country.

Activity:

- Divide the class into small groups.
- Assign each group a specific way people demonstrate patriotism (e.g., voting, volunteering in the community, celebrating national holidays).
- Groups research their assigned topic, exploring its significance and how it contributes to a strong nation.

Reflection:

- Have each group present their chosen way of expressing patriotism.
- Facilitate a class discussion: "Beyond traditional symbols, how can we demonstrate responsible and inclusive patriotism in today's world?"



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3. Do Small Things in a Great Way (3rd Friday)

Introduction:

- Share a quote or story about the power of small actions creating a significant impact.
- Discuss the concept of making a difference in your community and the world.

Activity:

- Divide the class into small groups.
- Brainstorm a list of small, positive actions individuals can take in their daily lives (e.g., conserving energy, recycling, helping a classmate).
- Groups then choose a specific action and brainstorm ways to implement it as a larger-scale project within the St. Aloysius College community.

Reflection:

- Have each group present their chosen small action and their proposed project for implementing it at St. Aloysius College.
- Facilitate a class discussion: "How can we translate the idea of 'doing small things in a great way' into our daily lives on campus and beyond?"



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4. Mother Nature (4th Friday)

Introduction:

- Begin with a captivating image or video showcasing the beauty and fragility of nature.
- Ask a thought-provoking question, such as: "Imagine a world where humans live in harmony with nature. What would that look like?"

Activity:

- Divide the class into small groups.
- Assign each group a specific environmental challenge facing our planet today (e.g., climate change, deforestation, pollution).
- Groups research their assigned challenge, exploring its causes, consequences, and potential solutions. They should consider individual and collective actions that can contribute to a more sustainable future.

Reflection:

- Have each group present their findings on their assigned environmental challenge.
- Facilitate a class discussion: "What is our responsibility towards protecting Mother Nature? How can we make sustainable choices in our daily lives?"
 - Encourage students to connect this discussion to the Jesuit value of care for creation.



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Final Year

1st Friday - Caring for Parents and Elders

Introduction:

- Spark a conversation by asking: "Think back to a time you felt grateful for your parents or elders. How did they show their love and support for you?"
- Briefly discuss the concept of filial piety, a core value in many cultures, emphasizing respect, care, and appreciation for one's parents and elders.

Activity:

- Divide the class into small groups.
- Present a scenario: "Imagine you're a busy college student living in a different city from your parents. You know they miss you, and you want to find ways to stay connected and show you care, even from a distance."
- Challenge the groups to brainstorm creative and thoughtful ways students can express care and support for their parents or elders, considering both traditional methods (phone calls, letters) and ideas relevant to the younger generation (video calls, online games they might enjoy together).

Reflection:

- Invite each group to share their ideas for staying connected and showing care.
- Facilitate a class discussion that goes beyond the activity scenario. Encourage students to reflect: "What are some additional ways we can demonstrate respect and care for our parents and elders in our daily lives, even when we're not physically together?"



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2nd Friday - Water Conservation

Introduction:

- Capture attention with a short video or image highlighting the beauty and importance of water as a vital resource.
- Ask a thought-provoking question: "Imagine a world where clean water is scarce. How would this impact your daily life?" Briefly discuss the global water crisis and the critical need for conservation efforts.

Activity:

- Divide the class into small groups, assigning each group a specific area in daily life where water conservation is crucial (e.g., showering, brushing teeth, laundry).
- Groups then embark on a research mission! Their goal is to discover and compile water-saving tips and best practices for their assigned area. Encourage them to get creative and think beyond the obvious. They can present their findings in a visually engaging way, such as an infographic or a short poster summarizing their water-saving hacks.

Reflection:

- Have each group present their water-saving tips and visuals to the class.
- Facilitate a discussion that delves deeper: "What are some practical ways we can integrate these water conservation practices into our daily routines at home, on campus, and even in our local communities? How can we inspire others to join us in this effort?"



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3rd Friday - Global Warming

Introduction:

- Begin with a captivating image or video showcasing the dramatic effects of climate change, such as rising sea levels or extreme weather events.
- Spark curiosity by asking: "What do you understand about global warming? What are some potential consequences for our planet if we don't take action?"

Activity:

- Divide the class into small groups, each assigned a specific aspect of climate change to delve into (e.g., causes, consequences, potential solutions).
- Groups then embark on a research journey to gather information on their assigned topic. Encourage them to consult reliable sources and explore different perspectives. The goal is to create a short presentation that outlines key facts and ideas related to their assigned aspect of climate change.

Reflection:

- Have each group present their findings on their assigned aspect of climate change.
- Facilitate a class discussion focused on solutions and individual responsibility: "What can we do, both as individuals and collectively, to reduce our carbon footprint and fight climate change? How can we advocate for sustainable practices on campus and inspire action in our communities?"



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4th Friday - Altruism, Sensitiveness & Inclusiveness

Introduction:

- Set the tone by sharing a real-life story or a short video clip that showcases an act of altruism (putting others' needs before your own), kindness, or inclusivity.
- Discuss the meaning of these values: altruism, the act of selflessly helping others; sensitivity, the ability to understand and respect the feelings of others; and inclusivity, the practice of creating a welcoming and respectful environment for everyone, regardless of background or differences.

Activity:

- Divide the class into small groups.
- Present them with different scenarios where someone might experience exclusion or prejudice based on factors like race, religion, ability, or any other aspect of their identity.
- Challenge the groups to brainstorm ways to promote sensitivity and inclusivity in these situations. Encourage them to consider how to intervene as bystanders and suggest strategies for creating a more welcoming environment within the St. Aloysius College community.

Reflection:

- Invite each group to share a scenario and their discussion points on promoting sensitivity and inclusivity.
- Facilitate



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1st Friday - Fundamental Rights and Duties

Introduction:

- Begin with a brainstorming session. Ask students: "What are some basic rights you believe everyone should have?" (e.g., freedom of speech, education, healthcare). Briefly introduce the concept of fundamental rights as universal entitlements that protect human dignity.

Activity:

- Divide the class into small groups and assign each group a specific fundamental right (e.g., freedom of assembly, right to a fair trial).
- Groups research their assigned right, focusing on its importance, potential challenges to its implementation, and real-life examples of how this right has been protected or violated.

Reflection:

- Have each group present their findings on their assigned fundamental right.
- Facilitate a class discussion: "Beyond the rights we've discussed, what are some fundamental duties we all share as citizens of a democracy?" (e.g., obeying laws, voting, paying taxes). Explore the connection between rights and responsibilities in a well-functioning society.



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2nd Friday - Civic Sense and Public Property

Introduction:

- Begin with a photo or video depicting a scenario that reflects either responsible or irresponsible civic behavior (e.g., someone littering in a park vs. someone volunteering at a community center).
- Ask students: "What does 'civic sense' mean to you? How does it impact our communities?" Discuss the importance of responsible citizenship and respect for public property.

Activity:

- Divide the class into small groups.
- Present a real-life situation: "Imagine your neighborhood park is littered and vandalized. How can you demonstrate civic sense and take action to improve the situation?"
- Groups brainstorm ideas for promoting civic responsibility and taking care of public property. They can consider both individual actions and potential community outreach projects.

Reflection:

- Invite each group to share their ideas for improving the situation in the presented scenario.
- Facilitate a class discussion: "What are some ways we can cultivate a stronger sense of civic responsibility in ourselves and encourage others to do the same? How can we ensure respect for public property on campus and in our communities?"



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3rd Friday - Happiness

Introduction:

- Spark a conversation by asking: "What makes you happy?" Explore different perspectives on happiness and what brings fulfillment to people's lives.

Activity:

- Divide the class into small groups.
- Present different quotes or sayings about happiness. Each group analyzes a quote, considering its meaning and how it relates to their own understanding of happiness.
- Encourage them to discuss whether happiness is a destination or a journey, and how our choices and actions can influence our happiness levels.

Reflection:

- Invite each group to share the quote they analyzed and their key takeaways.
- Facilitate a class discussion: "Beyond the activity, what are some practices or habits we can cultivate to promote greater happiness and well-being in our lives?" Explore concepts like gratitude, mindfulness, and building positive relationships.



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4th Friday - Marriage and Commitment

Introduction:

- Begin with a thought-provoking question: "What are some important qualities for a strong and healthy relationship?" Discuss the concept of marriage as a lifelong commitment based on love, trust, and respect.

Activity:

- Divide the class into small groups.
- Present different scenarios related to marriage (e.g., communication challenges, managing finances, resolving conflict).
- Groups brainstorm strategies for couples to navigate these challenges and strengthen their commitment within a marriage.

Reflection:

- Invite each group to share a scenario and their proposed strategies for navigating the challenge.
- Facilitate a class discussion: "Beyond marriage, what does the concept of commitment mean in different areas of life (e.g., friendships, education, careers)? How can we develop and maintain strong commitments throughout our lives?"



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1st Friday - Hard Skills and Soft Skills

Introduction:

- Begin by asking students: "Think about your future careers. What skills do you think will be essential for success?"
- Introduce the concepts of hard skills (technical skills specific to a job) and soft skills (transferable interpersonal skills). Briefly discuss the increasing importance of both in today's job market.

Activity:

- Divide the class into small groups.
- Assign half the groups to research in-demand hard skills for specific career fields (e.g., coding for programmers, graphic design for marketing professionals).
- Assign the other half to research essential soft skills for workplace success (e.g., communication, teamwork, problem-solving).
- Groups create presentations highlighting key examples and the importance of their assigned skill set.

Reflection:

- Have each group present their findings on either hard skills or soft skills.
- Facilitate a class discussion: "How can we develop both hard and soft skills throughout our academic journey to prepare ourselves for future careers?"
 - Consider ways to integrate skill development into existing coursework and extracurricular activities."



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2nd Friday - Conflict of Cross-Cultural Influences

Introduction:

- Begin with a short video or image showcasing the beauty and diversity of global cultures.
- Ask students: "Have you ever experienced a situation where cultural norms or expectations clashed? How did you navigate it?"
- Briefly discuss the concept of cultural relativism, understanding and respecting different cultural practices.

Activity:

- Divide the class into small groups.
- Present different scenarios involving potential cultural misunderstandings (e.g., greetings, gift-giving customs, communication styles).
- Groups analyze the scenarios from the perspectives of characters from different cultural backgrounds.
- Encourage them to brainstorm solutions for effective communication and navigating cultural differences respectfully.

Reflection:

- Invite each group to share a scenario and their proposed solutions for overcoming cultural misunderstandings.
- Facilitate a class discussion: "In today's interconnected world, how can we develop intercultural competence and navigate situations where cultures might clash? How can we celebrate diversity while fostering mutual respect?"



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3rd Friday - Our Cultural Values

Introduction:

- Begin by asking students: "What are some core values that define your cultural background or family traditions?"
- Discuss the importance of cultural heritage and the values passed down through generations.

Activity:

- Divide the class into small groups, encouraging diversity within each group.
- Each group brainstorms and creates a mind map showcasing the core values they identify within their own cultural backgrounds.
- Encourage them to consider both traditional and contemporary values.

Reflection:

- Invite each group to present their mind map of cultural values.
- Facilitate a class discussion: "While cultures have distinct values, are there any universal values that seem to resonate across different backgrounds? How can we appreciate the richness of cultural diversity while fostering shared values like human rights and mutual respect?"



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4th Friday - Social and Professional Ethics

Introduction:

- Begin with a real-life case study or news story that highlights an ethical dilemma (e.g., plagiarism, workplace discrimination).
- Ask students: "What does it mean to act ethically? How do we make ethical decisions in complex situations?"

Activity:

- Divide the class into small groups.
- Present different scenarios involving ethical challenges in social or professional settings (e.g., witnessing cheating on an exam, facing pressure to compromise quality in a workplace project).
- Groups discuss the ethical considerations involved and brainstorm potential solutions for responding to these challenges in a way that upholds ethical principles.

Reflection:

- Invite each group to share a scenario and their proposed approach for handling the ethical dilemma.
- Facilitate a class discussion: "What resources can help us navigate ethical dilemmas? How can we develop a strong moral compass to guide our choices in social and professional settings?"