Human

Development Programme



PREFACE

We are happy to present this booklet "Human Values Development Programme" (HVDP) to our youth, academics and all other stakeholders who value the importance of nurturing and internalizing values in youth. The process of internalizing values starts from the womb and it continues till the end. Parents play an important role in moulding the behavior and attitudes of young ones. Our schools and colleges help develop values essential for life in a global society. While we live in a plural society, acquiring the best of human values help us to imbibe righteous conduct, truth, peace, non-violence and love, which derive from the following five personality domains - physical, intellectual, emotional, spiritual and psychic.

Human Values Development Programme (HVDP) helps to identify human values inherent in every individual and to nurture them for personal growth and for the good of fellow human beings and society. HVDP aims to cover three domains of human personality viz, self, interpersonal and social; and to incorporate in youth, specific values associated with it for personal growth and development through education and value education, in particular. This programme is historic one and this is a gift to our Nation by AIACHE. We hope to present this to the Government and the UGC so that this could be accepted like NSS in all the higher educational institutions of our country.

All India Association for Christian Higher Education (A IACHE) has been promoting 'Value Education Programmes' among member colleges and universities and it brought out a "Resource Book for Value Education" in 2002, which forms the basis of this booklet too.

As we face many challenges owing to crises in values, it is our responsibility to guide our youth to identify right human values and also to inculcate in them a sense of personal identity and growth. More than that, educating them to accept responsibilities and duties associated with it, while relating with the society is crucial. We are only presenting a module; the colleges/universities are free to make changes /innovations in the course content and methodology while implementing the Human Values Development Programme

I acknowledge the input made by all the team members involved in the preparations of this booklet. I also thank all the Principals who reviewed the booklet and for their suggestions.

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Shaping "Incredible India"

Learner Intended Outcomes

- To understand and appreciate values inherent in Indian culture and heritage
- ❖ To envisage a transformed India

Unit 1: Glorious Past - Rich values and Heritage of Ancient India

We all reminisce of a great India built on rich cultural heritage, history and values. We ought to remember that our dream of a new social order can be realized only when our young people, who form an integral part of our society, have developed firm convictions, sound morals and a sustained value system.

Educators today have the responsibility of guiding, and helping students to develop a sound value system based on our moral sensibility as well as cultural heritage. This requires a value based educational system.

Culture has wide and varied connotations. We may define culture as a system of ideas, values, beliefs, knowledge and customs, transmitted from generation to generation, within a social group. Any given culture is a growing and living tradition.

Values form an integral part of a particular culture. A cultural value is an idea shared by the people in a society about what is good and bad, right and wrong, desirable and undesirable. Values tend to be general; they are abstract ideas that shape ideals and goals of a society. Values are emotionally charged and provide the basis of justification for a person's behaviour (William, 1970). Even though different cultures have same or different values, they differ a great deal, in their emphasis and expressions.

Young people need help and guidance in the development of their values and value systems, today more than ever before. They confront far more challenges than were called upon the previous generations to meet. They are surrounded by confusing and conflicting alternatives. They are faced



