

# **St. Charles College of Education**



## **Life Skill Education Elective B.Ed Sem IV**



# **Unit V**

# **Universal Human**

# **Values**



## *Universal Values: Love and compassion*

The word love and compassion may have different lexical meaning. A strong feeling that we have when we like somebody/ something very much is called love. For example Mothers love for her children.

***Compassion:*** Its something that propel us from deep within to do something for those who are in need .

Compassion and love do not always extend to others but may be just as important when inwardly directed. Here are five tips to feel more love and compassion for yourself and therefore reflect back to the world.

*1.If you don't feel real love for yourself, act as if.* Act lovingly towards oneself and do things that nurture us, make us stronger, make you proud of who you are and how you live your life.

2.When you feel hurt by someone else remind yourself that they are just like you. They hurt feel fear, have insecurities, and feel the need to defend and protect themselves.

3.Remember others are on their path just like you are on yours. You are both just doing the best you can.

4.Be of service in the world: Nothing will help you find compassion within yourself and for others like coming face to face with people who have much bigger problems like you.

5. Turn within ask your higher knowing to show you where you lack integrity, love, trust, compassion, forgiveness and acceptance.

**5.1.2. Truth:** Truth is the property of being in accord with fact or reality. Thiruvalluvar says ***'Truthfulness is the utterance of a word that does not cause the slightest harm to others'***

**5.1.3. Non Violence:** Avoiding causing harm to anyone or anything in our thoughts, words and deeds. Non violence allows us to appreciate diversity, cultivate tolerance, and recognize the unity of all beings and respect for all life.



**5.1.4. Righteousness:** When right conduct is associated with others, the value takes the form of a good behavior, respect for others, helpfulness and capacity to cultivate good relationships. Where are such values to be found.

**5.1.5 Peace:** Peace is a state of tranquility or harmony, characterized by the absence of violence, conflict, or disturbance. It encompasses not just the absence of war, but also a sense of wellbeing and mutual respect among individuals and communities. Peace can be both internal (within oneself) and external (among groups and nations).



***Renunciation:*** It refers to the act of voluntarily giving up or relinquishing something, often in pursuit of spiritual, moral, or personal growth. It typically involves letting go of attachments, desires, or worldly possessions that are considered unnecessary or hindrances to one's spiritual or ethical development.

***Here are a few key aspects of renunciation:***

1. Material Renunciation:

2. Desire Renunciation

3. Renunciation of Ego:


4. Renunciation in Religious Contexts:



***Service:*** Service refers to the act of helping or assisting others without expecting anything in return. It involves dedicating one's time, effort, or resources for the benefit of others or a cause.

***5.2 New Perspectives of curriculum:*** There are different types of curriculum and its types are categorized by the education theorists in so many perceptions. ***Self curriculum*** and ***Para curriculum*** are the latest off shoots in the study area of the curriculum.

***Self science curriculum:*** Its a curriculum and a process for teaching social and emotional skills. Its a flexible framework where students do activities or experiments.





## *How to do it*

Embed SEL into lesson plans

Engage students in problem solving

Model Respect:

Incorporate character education

Encourage students to share opinions:

Impart resiliency:

Prioritize caring behavior



**5.2.2 Para curriculum:** It is also a latest off shooting the study are a of the curriculum. It embraces some area of thrust from curricular activities and some area form co curricular activities laying stress to social values.

**Career paths:** It is a common opinion that the so called curricular study is not so much useful to real life. so for this purpose successful people are consulted to feed the curriculum inputs. It will not be an authentic solution. Hence such approach is earned as Para curricular.

Student the masters

The teacher as a facilitator



### ***5.3. Agencies of life skill education***

***5.3.1 UNESCO:*** It provides global and regional leadership in education, strengthens educational systems worldwide and responds to contemporary global challenges through education with gender quality as an underlying principle.

What are 21st century skills UNESCO: The skills include ***creativity and innovation, critical thinking/ problem solving/ decision making, learning to learn, meta cognition, communication, collaboration, information literacy, ICT literacy, citizenship, life and career skills and personal and social responsibility.***



***Conference, seminars, training programs:*** UNESCO has been conducting Conferences, Seminars and Training programs periodically to promote life skills online and offline

***5.3.2 UNICEF:*** It is also one of the specialized agencies of UNO which promotes the value "life skills" through its various ventures like publications, seminars and training programs across the globe

***Criteria for using life skills:*** UNICEF identifies the following criteria to ensure a successful life skills based education:



It should not only address knowledge and attitude change but more importantly behavioral change

It will work best when combined with policy development, access to appropriate health services, community development and media.

*How can life skills help young people make better choices concerning their health?*

Developing life skills helps adolescents translate knowledge attitudes and values into healthy behavior, such as acquiring the ability to reduce a special health risks and adopt healthy behavior that improve their lives in general.



What does Research say about the outcomes of life skills based education:

Programs aimed at developing life skill shave produced the following aspects.

Lessened violent behavior

Increased pro social behavior and decreased negative and self destructive behavior

Self image, self awareness, social and emotional adjustment

Increased acquisition of knowledge, improved classroom behavior, gains in self control and handling of interpersonal problems, and coping with anxiety. Improved constructive conflict resolution with peers, Impulse control and popularity.

### 6.3.3 WHO Life skills recommended by WHO:

**Problem solving:** Understanding the nature of the problem, different solutions and how to choose the best

**Decision making:** List the pros and cons and the gain and risk involved. One need not hesitate to consult the appropriate people.

**Creative thinking:** Being innovative and creative

**Critical thinking:** One has to learn to evaluate and critically look at an issue, information , situation and requirement

**Self awareness:** To have an insight into self for the best progress

**Empathy:** Understanding others views, experiences and expressions with sympathy and moving into action.

Interpersonal relationship: One should develop the skills of establishing and maintaining an appropriate , friendly relationship with most of the persons

Good communication: both verbal and non verbal are very important in day to day life.

Management and stress: Appropriate and healthy methods of managing ones stresses and go along way in the prevention of physical and mental disorders.

Management of emotions: Appropriate and healthy methods of managing ones negative emotions .






## Other things are

- ☐ Be friendly and kind to all
- ☐ Show love and affection to others without expecting anything in return
- ☐ Appreciate their good gestures and behavior
- ☐ Avoid them when they misbehave. Help them if you can.
- ☐ Share the resources. accommodate if there are differences in opinions
- ☐ Have a few common activities
- ☐ Encourage good communication.

5.3.4 NSDC: National skill development corporation. is not a for profit public limited company incorporated on July 31, 2008 under section 25 of the companies act, 1956.



***Vision:*** NSDC was set up as a part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.

***Mission:*** Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance.

Enhance support and coordinate private sector initiatives for skill development through appropriate public private partnership

Play the role of a market maker by funding funds

Prioritize initiatives that can have a multiplier or catalytic effect as opposed to one off impact.

***Objective:*** To contribute significantly to the over all target of skilling up of people in India , mainly by fostering private sector initiatives in skill development programs and to provide funding. The approach is to develop partnerships with multiple stakeholders and build on current efforts, rather than undertaking too many initiatives directly.

***It strives to :***

- Develop ultra low cost , high quality and innovative business models.
- Attract significant private investment
- Ensure that its funds are largely re circulating
- Create leverage for itself
- Build a strong corpus.

## *Three key roles are:*

Funding and incentivizing

Enabling support services

Shaping and creating

**NSDC** is a unique model created with a well thought through underlying philosophy based on the following pillars:

**Create:** Proactively catalyze creation of large ,quality and vocational training institutions.

**Fund:** Reduce risk by providing patient capital

**Enable:** The creation and sustainability of support systems required for skill development.

**Partnerships:** NSDC operates through partnerships with multiple stakeholders in catalyzing and evolving the skilling ecosystem.

- ☐ Private sector
- ☐ International engagements
- ☐ Central ministries
- ☐ State governments
- ☐ University/ school systems
- ☐ Non profit organizations
- ☐ Innovation

**TNSDC:** Tamil Nadu skill Development Corporation was formed with a vision to transform the state into skill hub by skilling the youth to enhance their employability and match the expectations of the industry.

TNSDC is the Nodal Agency for the skill development related activities in the state and it aims to converge the activities of various stakeholders including industries, industrial associations, training partners, sector skill councils, and central government bodies.

***Implementation of National Skill Qualification Framework:*** In order to have uniform curriculum standards in the country , TNSDC strictly adheres to the national skill qualification framework.. approved job roles and other standard parameters like course duration, quality standards, assessment methodology and payment milestones.



***Independent assessment and certification of training programs:*** In order to ensure the quality of training programs, third party independent assessment as well as certification is being done by State Council of Vocational Training and the concerned Sector skill Council.

***The skill registry:*** On completion of training successful candidates are part of the TN skill registry which will be the state repository of skilled candidates and accessible to the private employers who have registered in the TN Private Job Portal. This will ensure the trainees who have undergone short term skill training are immediately employed.