

EDN-CC 500: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Learning Outcomes:

At the end of the course students are able to:

- reflect on the importance of the philosophy of education
- explain how to use the philosophical approaches in education
- create knowledge values and curriculum from philosophical content in education
- enable students to acquire knowledge of the application of social philosophy of education

Course Outline:

Unit 1: Introduction to Philosophy of Education

- Concept & Scope of Philosophy of Education
- Determinants of Aims of Education
- Functions of Philosophy of Education: Speculative, Normative & critical
- Information and Communication Technology and Philosophy of Education

Unit II: Philosophical Approaches in Education

Indian & Western Philosophies and their educational implications

- Vedanta
- Buddhism
- Logical Positivism
- Dialectical Materialism

Unit III: Knowledge, Values & Curriculum

- Concept of Knowledge, methods of Acquiring Knowledge– Rationalism, Empiricism and Criticism
- Theories of Knowledge. (Correspondence, Consistency & Consequent theories).
- Meaning of Values, Hierarchies of Values and Theories of Values (Subjective & Objective), Education for Value Formation
- Philosophical Bases of Curriculum: Ethical, Aesthetical & Logical.

Unit IV Social Philosophy of Education

- Democracy and its Educational Implications
- Socialism and its Educational Implications
- Social Institutions and Multicultural Education
- Equality and Equity in Education

Internal Assessment

- | | | |
|-----|------------|----------|
| i) | Tests | 15 Marks |
| ii) | Assignment | 10 Marks |

Activities (Anyone)

- (i) Book Review (Any Book on Philosophy of Education)
- (ii) Educational thoughts of any philosopher
- (iii) Write up on the celebration of birthday of any one educational philosopher

EDN- DSEC 508 Environmental Education

Course Learning Outcomes:

At the completion of the course students are able to:

- describe the ecological and environmental concepts
- identify the environmental hazards and waste management
- explain the major national and global environmental education rationales
- identify environmental ethics and conduct research in environmental education

Course Outline:

Unit I: Ecology and Environment

- Concept-Environment, Ecology and Ecosystems, Major ecosystems of the world.
- Natural System: Earth and Biosphere; Biodiversity: Levels, Services, Value of biodiversity, Hotspots of biodiversity; Threats and Conservation.
- Human Population and the Ecological aspects: Concept of population and community ecology, impact of population growth on Environment.
- Technological Systems: Industrial Growth, Scientific and Technological Inventions and their impact on Environment.

Unit II: Environmental hazards and Waste Management

- Environmental pollution: Air, water, soil, noise pollution: types, causes, effects and controls.
- Ozone layer Depletion: Phenomenon, Causes, effects and measures to check depletion of ozone layer; Global warming and climate change: Causes, effects and measures to combat the problem
- Integrated solid waste management; Types of solid waste, waste generation, waste handling and segregation, collection, transportation and disposal. Reduce, Reuse, Recycle. Role of Government Non-governmental Agencies.
- Electronic waste (E-waste): Sources and types, constituents of E-wastes, recycling of e-waste and its environmental consequences.

Unit III: Environmental Education for Sustainable Development

- Environmental Education: Evolution and development of Environmental education, Importance, Objectives. Rationale of Environmental Education at different stages of education as per NEP 2020
- Environmental Awareness: Concept, developing environmental awareness in students. Role of Education in developing environmental awareness.
- Pedagogy of Environmental Education at different stages of Education. Approaches to Environmental Education: Multidisciplinary & Interdisciplinary. Methods: Problem Solving, Field Survey, Project Method.
- Education for Sustainable Development (ESD) : Genesis, Concept of ESD, pedagogical approaches in ESD, Global Action programmes for ESD, Ramifications of implementation of ESD

Unit- IV: Environmental Ethics and Behaviour

- Environmental Ethics: Concept, Characteristics, Foci of Environmental Ethics
- Environmental Behaviour: Concept, Areas of Environmental Behaviour, Influence of human behaviour on the Environment
- Environmental Education as an Academic Discipline: Need of Environmental Education Discipline, Objectives of the study, Non-formal Agencies/programmes and Environmental Education
- Research in Environmental Education: Need of Research, Types of Research in Environmental Education, Areas of Research.

Internal Assessment

- | | |
|----------------|----------|
| i) Tests | 15 Marks |
| ii) Assignment | 10 Marks |

Activity (Any one):

- (1). Field Trip: Visit to an area to document environmental assets and their related issues.
- (2). Eco-friendly activities (a) plantation activities for Awareness, cleaning drive (b),preparation of slogans, charts , recycling wastes, (c) study of simple ecosystems (lakes, ponds, streams, etc)

- (3). Community Service Learning: Engagement of students in local community service projects (University or neighborhood).
- (4). Preparation of list of Endangered and Endemic species of Meghalaya (Flora and Fauna) and measures for its protection.
- (5). Role of local bodies and individuals in solid waste management

EDN-RM 509 RESEARCH METHODOLOGY AND PROPOSAL WRITING

Course Learning Outcomes:

At the end of the course, student's are able to:

- acquire knowledge of educational research problems and hypothesis
- understand the application of sampling and tools of data collection
- develop the skill in the use of the use of probability distribution in research
- review the related literature systematically and select research problem
- write research proposal

Course Outline:

Unit I: Educational Research

- Methods of Acquiring Knowledge: Experience, Authority, Logical Reasoning and Scientific Method of Inquiry
- Meaning and Scope of Educational Research;
- Types of Educational Research: Fundamental, Applied & Action Research
- Hypothesis: Concept, Characteristics, Types, Formulation and Testing

Unit II: Sampling and Research Tools

- Concepts of Universe and Sample, determining samples size, Characteristics of a good sample, sampling errors and how to reduce them.
- Methods of Sampling I: Probability Sampling-Random, Systematic, Stratified & Cluster
- Methods of Sampling II: Non-Probability Sampling-Purposive, Quota, and Incidental
- Tools of research for Data Collection :Questionnaire, Observation schedule, Interview Schedule, Checklist and Rating Scale

Unit III: Methods of Educational Research

- Quantitative-Survey, Experimental (Two-group and four group Design) and Non-experimental Research (Causal-comparative and Correlational Research)
- Qualitative-Ethnography, Case Study Research, Phenomenological Research, Grounded Theory
- Mixed Method-Sequential and concurrent designs
- Action Research, Program Evaluation Studies

Unit IV: Research Proposal

- Review of Related Literature
- Formulation of Research Problem (Selection, Definition and Delimitation)
- Preparation of Research Proposal
- Ethical Issues in Educational Research

Internal Assessment

- | | | |
|------|------------|----------|
| iii) | Tests | 15 Marks |
| iv) | Assignment | 10 Marks |

Activity (Any one):

- (i) Preparing a Research Proposal on a topic of your choice.
- (ii) Prepare a research proposal for an experimental study
- (iii) Prepare proposal for action research

REVISED SYLLABUS – 2012

ENVIRONMENTAL STUDIES

Unit 1: Introduction to environmental studies & Natural Resources

- Definition, scope and importance of Environmental Studies
- Multidisciplinary nature of Environmental Studies
- Need for public awareness
- Natural resources and associated problems
- (a) Forest resources: Use and over-exploitation, Causes and effects of deforestation: timber extraction, dams, & mining, case studies from NE region.
- (b) Water resources: Use and over-utilisation of surface and ground water, floods, droughts, conflict over water, dams-benefits and problems, Water conservation, rain water harvesting, watershed management
- (c) Mineral resources: Uses and exploitation, environmental effects of extraction and using mineral resources.
- (d) Food resources: World food problem, changes caused by agriculture and overgrazing, effects of modern agriculture: fertilizer-pesticides problems, water logging, salinity.
- (e) Energy resources: Growing energy needs, renewable and non renewable energy sources.
- (f) Land resources: Land as a resource, land degradation, soil erosion and desertification, Wasteland reclamation
- Role of individual and traditional institutions in conservation of natural resource
- Equitable use of resources for sustainable lifestyles

(16 lectures)

Unit 2: Ecosystems, Biodiversity and Its Conservation

- Concept of an ecosystem
- Structure and function of an ecosystem: Producers, consumers and decomposers, Energy flow in an ecosystem and Nutrient cycling: Carbon and Nitrogen Cycle
- Food chains and food webs
- Ecological succession
- Examples of different types of Ecosystems.
- Introduction to biodiversity: Definition- genetic, species and ecosystem diversity
- Value of Biodiversity: Consumptive value, productive use, social, aesthetic & ecological values.
- Hot-spots of biodiversity, India as a mega-diversity nation.
- Threats to biodiversity
- Man-wildlife conflicts
- Endangered and endemic species of India
- In-situ and ex-situ conservation of biodiversity

(16 lectures)

Unit 3: Environmental Pollution and Environmental Laws

- Definition, causes, effects and control measures of:
 - (a) Air pollution
 - (b) Water pollution (including marine pollution)
 - (c) Soil pollution
 - (d) Noise pollution
- Climate change (Greenhouse effect & Global warming), Acid rain, Ozone layer depletion.
- Solid waste management: Causes, effects and control measures of urban and industrial wastes
- Role of an individual in prevention of pollution
- Environmental Legislation Environmental Protection Act, 1986; Forest Conservation Act, 1980; Air (Prevention & Control of Pollution) Act, 1981; Water (Prevention & Control of Pollution) Act, 1974; Wildlife Protection Act, 1972.
- Issues involved in enforcement of environmental legislations.

(14 lectures)

Unit 4: Social Issues, Human Population and the Environment

- Sustainable development
- Urban problems related to energy
- Resettlement and rehabilitation of people: its problem and concern
- Environmental ethics: Issues and possible solution
- Consumerism and waste products
- Population growth, variation among nations
- Population explosion-Family Welfare Programme
- Environment and human health
- Human rights
- Value education
- Role of Information Technology in Environment and human health
- Disaster management: Floods, earthquakes, cyclone and landslides

(14 lectures)

Suggested Reading

Agarwal, K. C. 2001. Environmental Biology, Nidhi Publication Ltd. Bikaner

Basak, A. 2009. Environmental Studies, Pearson Education India

Bharucha, E. 2004. The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad- 380013, India.

Bharucha, E. 2004. A Textbook for Environmental Studies, Universities Press (India) Private Limited, Hyderabad.

- Botkin, D.B and Keller, E.A. 2004. Environmental Science: Earth as a living Planet. John Wiley & Sons, New York.
- Brunner, R.C. 1989, Hazardous Waste Incineration, McGraw Hill Inc, 480 p
- Dave, D and Katewa, S.S. 2012. Textbook of Environmental Studies, Cengage Delmar Learning India Pvt Ltd
- De, A.K, 2003. Environmental Chemistry, Wiley Eastern Ltd, 5th Edition
- Down to Earth, Centre for Science and Environment, New Delhi
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment and security, Stockholm Env. Institute Oxford University Press. 473 p
- Hawkins, R.E. 1986. Encyclopedia of Indian History, Bombay Natural History Society, Bombay, Oxford University press.
- Heywood, V.H and Waston R.T. 1995. Global Biodiversity Assessment. Cambridge University Press 1140 p.
- Jadhav, H and Bhosale, V. M. 1995. Environmental Protection and Laws. Himalaya publication house, Delhi, 284 p
- Kaushik, A. and Kaushik, C.P. 2009, Perspective in Environmental Studies, New Age International Pvt. Ltd. India.
- Mishra, D.D. 2010. Fundamental concepts of Environmental Studies, S. Chand Group, New Delhi
- Mohapatra, A.C., Barik, S.K., Roa, C.S., 1999, Man and Environment, Star Publishing House Shillong.
- Odum, E.P. 1996. Fundamentals of Ecology. Natraj Publisher, Dehra Dun.
- Sharma, B.K. 2001. Environmental Chemistry, Geol Publication House, Meerut
- Wanger, K.D. 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA. 499p

Model Question Paper Structure

Short Answer Type	$1.5 \times 10 = 15$ marks
Long Answer Type	$4 \times 5 = 20$ marks
Essay Type	$4 \times 10 = 40$ marks

Short answer type

There will be 10 questions of 1.5 mark each ($1.5 \times 10 = 15$ marks). Two questions should be set from each unit.

Long answer type

There will be 5 questions of 4 mark each ($4 \times 5 = 20$ marks). Two questions should be set from each unit.

Essay type

There will be 4 questions of 10 marks each ($4 \times 10 = 40$ marks). Six questions will be set taking at least one from each unit. The question can have parts. There can be short essay or short notes type questions. The student will need to answer 4 out of 6 questions at least 1 question from each unit.



ST. ANTHONY'S COLLEGE, SHILLONG

DEPARTMENT OF VALUE EDUCATION

SYLLABUS

Value Education in St. Anthony's College

Since inception, several batches of students have passed out from the college after completing the various courses and syllabi prescribed. Though the college was forming intellectually competent persons there was a lacuna in two other aspects of its mission which are moral uprightness and social commitment. It may be noted that such issues are not addressed by the university syllabi. Therefore, in 2009 the college made a conscious decision to initiate and address these pressing issues. Initially, in 2010 the college informally started some value based sessions for the final year students on areas like character building, self-esteem, social responsibility, integrity, appreciation of life etc. Seeing the positive impact that the programme was having on the student community, the college decided to make such sessions available for all students. Subsequently the department of value education was started in 2012.

The college was fully alive to the burning issues that plague the individuals, families and the society as a whole. The whole country has been grappling with instances of corruption, insensitivity to the poor and marginalized, loss of respect and concern for women and children, dwindling family values, conflicts arising out of ethnic diversity, varied religious persuasions and preferences etc. Young people are particularly vulnerable to a lot of vices, allurements and unhealthy influences. The challenges in implementing such a practice require commitment, faculty, curriculum, infrastructure, finance and aligning the course with the existing curriculum that is already a burden to the student community. Furthermore, since this course is not linked with the academic performance, there is a greater challenge to motivate the students to reap the benefits offered by this course.

The curriculum for this course was developed internally by the department as there was no standard for such a course in the university or neighbouring institutions. The department decided to focus on three crucial areas that it felt were necessary for developing the person of the student during the course of their study. In the first year the focus is on Character building. Coming from a different environment in schools, there is a tendency to be influenced by a lot of undesirable forces. In the second year, the crucial area introduced is Life and relationships. Here the focus in relationship in covers topics of love, sex and relation with family members, respect and concern for others, appreciating life in its totality, etc. In the final year, the third crucial area introduced is on Understanding the self and social responsibility. This dwells on topics such as complexes of the person, ego, personalities, self and society etc. At the time of framing the college routine, classes for value education are assigned. Apart from the fact that attendance in value education sessions being compulsory, the college ensures that the students do not merely attend the classes but also participate in discussions and sharing on pertinent and pressing issues. The department

was started with only 1 full-fledged faculty while the expertise of personnel in other departments was utilized as adjunct faculty.

A unique feature of this course is that it has no examination component. However, each student is expected to attend classes aggregating at least 15 hours in an academic year. Counselling and follow-up programmes form part and parcel of the curriculum in value education. The sessions are made lively, interesting and participative through video clips, power point presentations, case studies and group discussions. A platform is provided wherein students have the opportunity to ask questions and clarify doubts pertaining to their personal life, relationship and other issues of concern. One of the unique interventions of the department is the orientation and interactive programme it conducts for students of all departments at the Transformational and Leadership Centre of the college at Siloam. This programme has provided an opportunity for self-awareness, bonding and fellowship among the students.

Syllabus for 1st Year Degree students

(The modes of teaching in all the classes are through Power point presentations, video clips, lecture and discussion)

Topics

1. Introduction

This class is used as an opportunity by the department to welcome the students to the college. Students are briefed about the department and the faculty members are also introduced. They are also informed about the importance of the class and the need for compulsory attendance.

2. Getting to know:

In this class the students are asked to take part in some activities in the class room which are used as a means of helping them to associate and familiarize with each other.

3. Character building

- Introduction : meaning and importance of character
- Importance of being a helpful individual
- Simple things in life that can help us build character. Example: Care for others, Helping others- the right kind of help, honesty, kindness

4. Honesty

- Introduction
- Being truthful to oneself
- Being truthful to others
- Being truthful to God

5. Success and failure

- Meaning of Success and Failure
- Short stories of people who failed but never gave up
- Problems in life- why are they important?
- Failure what it means and does not mean

6. Handbook

The handbook is an important tool which the college uses as a means of providing important information to students. In this class the students are briefed about the importance of the Handbook with special reference to the following:

- The life of Don Bosco- An Educator Saint
- The Vision and Mission of the college
- A brief History of the College
- General Norms
- Library rules

7. Attitude

- Introduction to attitude- meaning and importance
- Difference between Positive and Negative attitude
- Steps to Developing a positive attitude

8. Motivation

- Reflection on Steve Job's motivational tips

9. Discipline:

- Meaning and importance of discipline
- Discipline as a means towards a healthy life
- Disciple in the professional fields

10. Gratitude

- Introduction: Meaning of Gratitude
- Simple things in life that we need to be thankful- a Reminder
- Gratitude towards parents

11. Patriotism

This class is specially held one week before India's Independence Day, as a mark to celebrate this important event and also to create among the students a sense of Love and Pride for the Country

- A brief History on the Struggle for freedom
- The History of Indian Culture and its Uniqueness
- A brief introduction to the Legends and Heroes of India
- Importance of the National Anthem and Respect for it

12. Time management

- Introduction to importance of Time
- Students Procrastination test- self test Questionnaire
- Where does time go?
- Importance of Value and Goal in Time management
- Worth of time- a short story

13. Tips for healthy living

- Introduction to healthy living
- Everyday be kind to a stranger
- Practice tough love
- Keep a journal
- Develop an honesty philosophy
- Honour your past

14. True heroes

- A number of heroes we look up to
- They are heroes because they have done something for others
- We can also be heroes by doing something for others- that is by saving life through blood donation
- For us it may just be a unit of blood but for the beneficiary it means life

15. Team work

- Introduction
- Benefits of team work
- How to build a team
- Characteristic of an effective team

Syllabus for 2nd Year Degree students

(The modes of teaching in all the classes are through Power point presentations, video clips, lecture and discussion)

1. Recap
 - Welcoming students to a new academic year
 - A short recap on the topics discussed in the previous year
2. Appreciation for life
 - i. Life as a gift : Presentation on the 99 balloons and beginning of life
 - How we can celebrate life- short video clip
 - Understanding the beginning of life- documentary (in the womb)
3. Life – Abortion
 - Introduction- meaning
 - Different types of abortion
 - Consequences- Physical, Psychological, Social
 - The right to live
4. Person as a gift
 - Introduction – the gifts we get out of life
 - The gift of being yourself
 - The gift of listening
 - The gift of speaking
 - The gift of believing you are loved
 - The gift of sensitivity
 - The gift of affirmation
 - The gift of patience and forgiveness
 - The gift of confrontation
 - The gift of service
 - The gift of creativity
 - The gift of happiness
5. True heroes (same as 1st year)
6. Forgiveness
 - Introduction
 - Situations in life and forgiveness
 - Steps to seek, ask and give forgiveness
 - Benefits of forgiveness
 - Difference between forgiving and forgetting
 - Failing to forgive
 - Experiencing the power of forgiveness

7. Handbook

The handbook is an important tool which the college uses as a means of providing important information to students. In this class the students are reminded again about the importance of the Handbook with special reference to the following

- The life of Don Bosco- An Educator Saint
- The Vision and Mission of the college
- A brief History of the College
- General Norms
- Library rules

8. Stress and ways of coping

- Introduction: Definition
- Positive and Negative stress
- Symptoms of stress
- Stress and Anxiety
- Causes of stress
- Ways of coping with stress

9. Depression

- Introduction: meaning and definition
- Signs of depression
- Myths about depression
- Ways of coping with depression
- Suicide and depression

10. Tips for healthy living - continuation from previous year

- A brief recollection of the points dealt with in the previous year
- Say no gracefully
- Model a child
- Genius is 99 percent inspiration
- Learn to be silent
- Get up early
- See your trouble as blessings
- Take more risk
- Develop your talents

11. Patriotism - 2

- This class is specially held one week before India's Independence Day, as a mark to celebrate this important event and also to create among the students a sense of Love and Pride for the Country

12. Gratitude – parents love

- Importance of showing gratitude
- Significant people in our life's- how we take them for granted
- Unconditional love of parents
- Being grateful to our parents

13. Simple life

- Meaning of life
- Happiness is a choice
- Simple things in life that can make us happy- a reminder

14. Love

- Introduction: Meaning and definition (According to different age groups)
- Love triangle by Robert Sternberg
- Different types of love
- Different ways and means of showing love and care
- Chemistry of love- hormonal reaction when you are in love
- Spiritual Love

15. Cancer awareness

- Introduction: meaning and definition and statistical data
- Scenario in Meghalaya
- Causes of cancer
- Tobacco the main cause of death
- Different forms of tobacco and their effects
- Benefits of quitting

16. Team work (continuation from previous year)

Syllabus for 3rd Year Degree students

(The modes of teaching in all the classes are through Power point presentations, video clips, lecture and discussion)

1. Recap

- Welcoming students to a new academic year
- A short discussion on the topics dealt in the previous year

2. Tips for healthy living- continuation from previous year

- Recollection of the points discussed in the previous two year
- Get serious about setting your goals
- Practice forgiveness
- Stop condemning
- Be humble
- Don't be so hard on yourself
- Don't worry about things that you can't change
- Love your work
- Rewrite your life story
- Live fully so you can die happy

3. Goal setting

- Introduction: meaning, definition
- Importance of having a Goal
- SMART Goals
- Tips for Goal setting
- Goal Setting and three kinds of people
- Life of William Carey- with special reference to his Goal
- Life of Billy Graham- with special reference to his Goal

4. Study skills

- Learning – styles of learning, reflective learning, study time, CREAM Strategy
- Memory – individual memory style, stages of memory process, tools to improve memory, chunking information
- Revision and exams

5. Handbook

The handbook is an important tool which the college uses as a means of providing important information to students. In this class the students are reminded again about the importance of the Handbook with special reference to the following:

- The life of Don Bosco- An Educator Saint
- The Vision and Mission of the college
- A brief History of the College
- General Norms
- Library rules

6. Leadership

- Introduction
- Leadership is everyone's business
- Everyone is a leader
- What is leadership
- What leaders are not
- Skills alone cannot produce effective leaders
- Three foundational elements of leadership

7. Conflict management and Problem solving

- Introduction: meaning and definition
- Advantages and disadvantages of conflict management
- Types of conflict
- Sources of conflict
- How to make conflict healthy
- Tools for conflict management
- Discovering your conflict management style- questionnaire

8. Anger management

- Introduction: meaning and definition
- Anger a secondary emotion
- Common mistakes that can lead to a person getting angry
- Beliefs and anger
- Effects of anger on the body
- Common ways of venting anger- assertive and aggressive
- Ways to deal with anger

9. Patriotism

- Recall the struggle of freedom fighters
- Appreciate the spirit of sacrifice, commitment and perseverance
- Recognizing the achievements of the country and appreciating its unique culture, tradition and diversity
- Being inspired by the prominent persons of our country, past and present

10. Social responsibility

- Life has given us much, what can we give back to the society?
- Some tips of how we can make our life meaningful for others.

11. Tips for life

- Special reference to Azim Premji's "Shaping Young minds programme"

12. Gender differences

- Introduction: communication and gender differences
- Different forms of communication
- Conversational style and gender
- Gender differences in language use
- How to accept and respect the differences
- Tips for effective communication

13. Happiness- who moved my cheese

- Change happens
- Anticipate change
- Monitor change
- Adapt to change quickly
- Change
- Enjoy change
- Be ready to change quickly and enjoy it again

14. Talent code

- Talents can be created
- The myelin world
- Deep practice

WELCOME



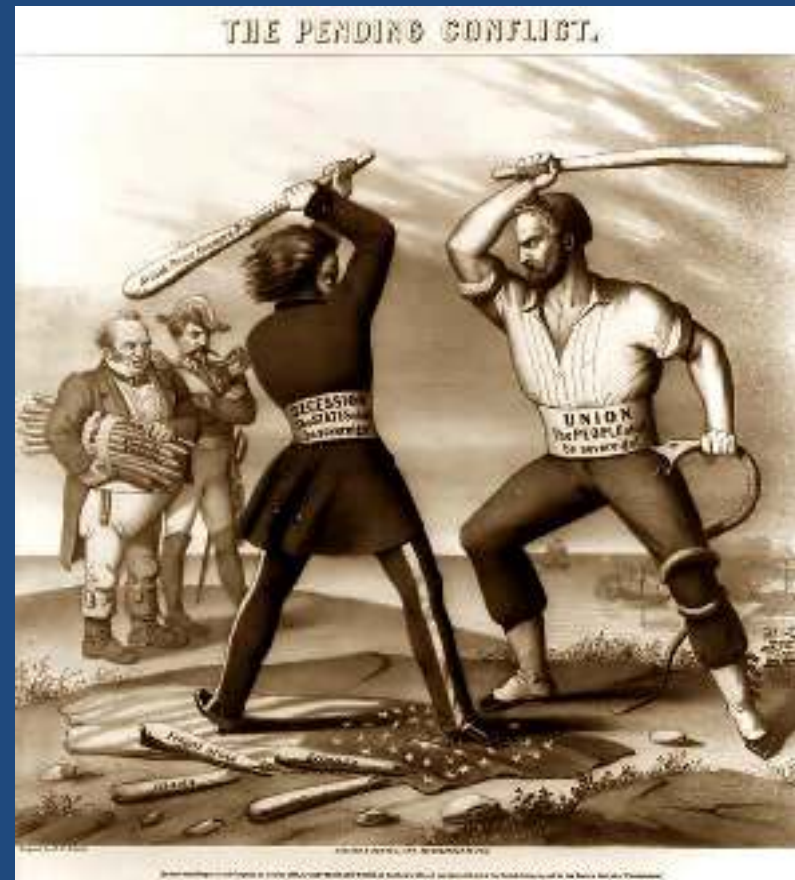
Conflict Management



Conflict is...

The interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals.

-Hoerster & Wilmot



What is Conflict?

Conflict is...

- Perceived difference
 - needs, values and goals
- Part of a relationship
- Consequence of
 - growth
 - change

Conflict is not...

- Sign of a bad relationship
- Negative experience
- Mistake
- Struggle between right and wrong

Advantages of Conflict



- Diffuse more serious conflicts
- Stimulate search for new facts or solutions
- Enhance relationships
- Increase cohesiveness

Conflict should be managed not eliminated

Disadvantages of Conflict



- Time consuming
- Disrupts progress/ problem solving
- Detracts from job at hand
- Keeps people apart; if unresolved
- Poor quality, lowers productivity
- Reduces team effectiveness

Types of Conflict



Intrapersonal

Interpersonal

Intragroup

Intergroup

Sources of Conflict

- Fear
- Dishonesty
- Boundaries
- Negligence
- Need to be right
- Miscommunication
- Mishandling conflict in the past
- Hidden agenda
- Revenge
- Fighting the “last war”

How can conflict be healthy

9

Conflict can be understood at two levels, emotional or thinking level

Example

Event: If you ask your parents to buy you a new cell phone and they deny you.

Reaction 1: my parents don't love me and they don't care for me (emotional)

Reaction 2: Ask them why they don't want to buy for you a phone (thinking/ cognitive)

Tools for Conflict Management

10

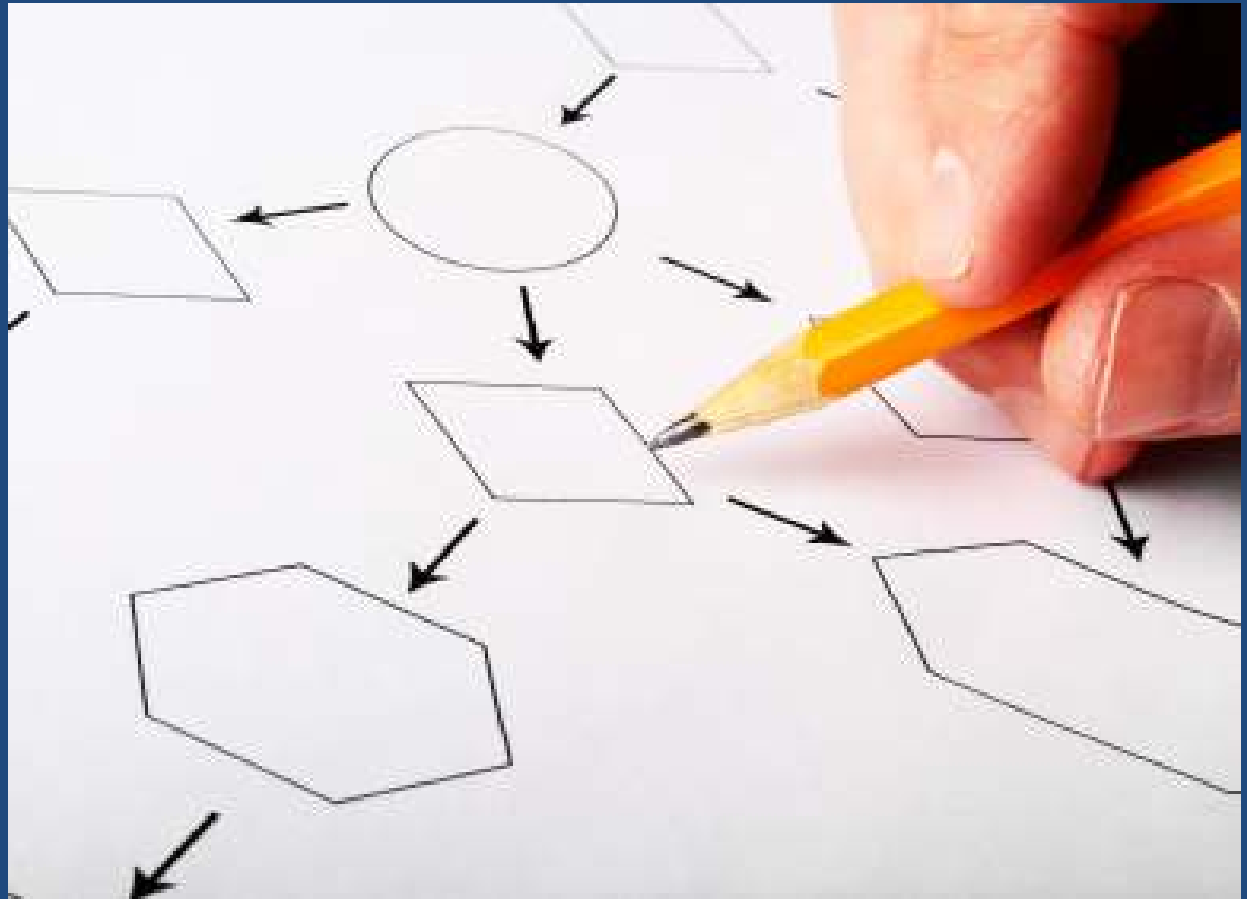


What
does
work



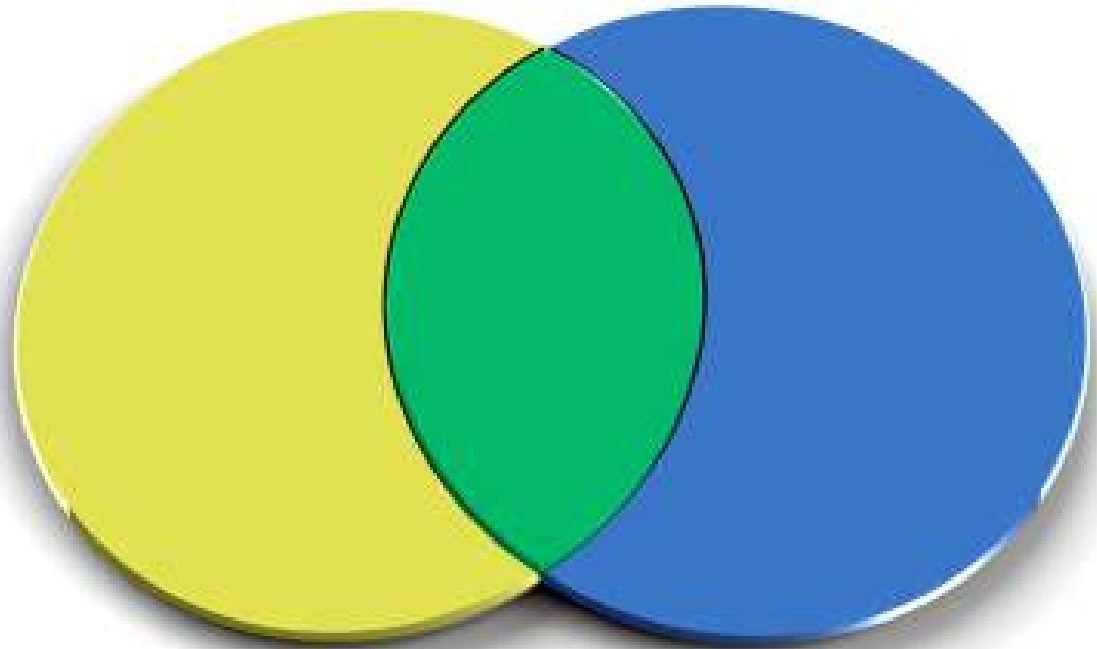
That's true *and...*

**What
does
work**



Contribution Mapping

**What
does
work**



The “third story”

**What
does
work**



**Match and lower,
match and raise**

What
doesn't
work



That's true *but...*

**What
doesn't
work**



BLAME

What
doesn't
work



You get the picture...

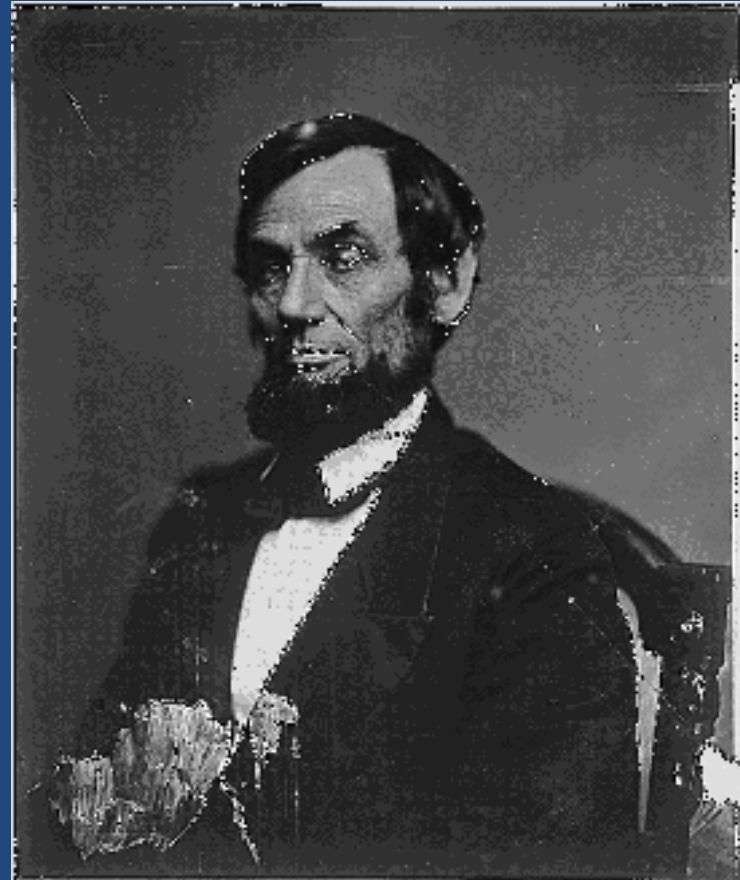


“Faced with the choice between changing one’s mind and proving that there is no need to do so, almost everybody gets busy on the proof.”

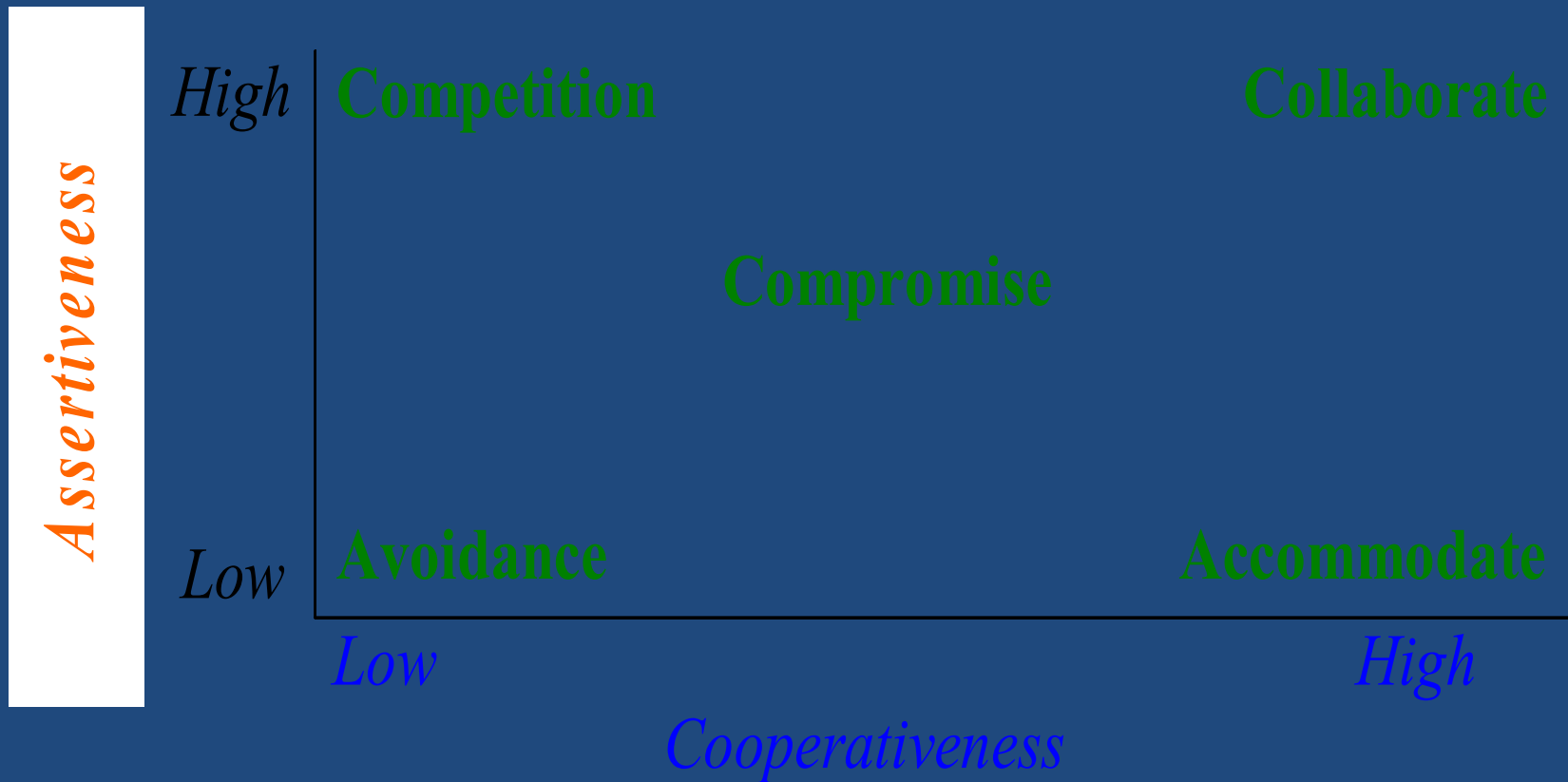
John Kenneth Galbraith

Styles of Conflict

Successful leaders know their own preferred style of handling conflict, but vary their style to meet the needs of the situation..



Styles of conflict



What's Your Conflict Management Style?

21

Instructions: Listed below are 15 statements. Each strategy provides a possible strategy for dealing with a conflict.

Give each a numerical value: 1=Always, 2=Very often, 3=Sometimes, 4=Not very often, 5=Rarely, if ever

Don't answer as you think you should, answer as you actually behave.

1=Always, 2=Very often, 3=Sometimes, 4=Not very often, 5=Rarely, if ever

_____ a. I argue my case with peers, colleagues and coworkers to demonstrate the merits of the position I take.

_____ b. I try to reach compromises through negotiation.

_____ c. I attempt to meet the expectation of others.

_____ d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.

1=Always, 2=Very often, 3=Sometimes, 4=Not very often, 5=Rarely, if ever

_____ e. I am firm in resolve when it comes to defending my side of the issue.

_____ f. I try to avoid being singled out, keeping conflict with others to myself.

_____ g. I uphold my solutions to problems.

_____ h. I compromise in order to reach solutions.

1=Always, 2=Very often, 3=Sometimes, 4=Not very often, 5=Rarely, if ever

_____ i. I trade important information with others so that problems can be solved together.

_____ j. I avoid discussing my differences with others.

_____ k. I try to accommodate the wishes of my peers and colleagues.

_____ l. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.

1=Always, 2=Very often, 3=Sometimes, 4=Not very often, 5=Rarely, if ever

_____ m. I put forward middle positions in efforts to break deadlocks.

_____ n. I accept the recommendations of colleagues, peers, and co-workers.

_____ o. I avoid hard feelings by keeping my disagreements with others to myself.

Scoring: The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each statement. Calculate the total under each category. Style

				Total
Competing/Forcing Shark	a. _____	e. _____	g. _____	_____
Collaborating Owl	d. _____	i. _____	l. _____	_____
Avoiding Turtle	f. _____	j. _____	o. _____	_____
Accommodating Teddy Bear	c. _____	k. _____	n. _____	_____
Compromising Fox	b. _____	h. _____	m. _____	_____

Results: My dominant style is _____ (Your
LOWEST score)
and my back-up style is _____ (Your second
LOWEST score)

The Competing Shark

27

- ✓ Sharks use a forcing or competing conflict management style
- ✓ Sharks are highly goal-oriented
- ✓ Relationships take on a lower priority
- ✓ Sharks do not hesitate to use aggressive behavior to resolve conflicts
- ✓ Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating
- ✓ Sharks have a need to win; therefore others must lose, creating win-lose situations

Advantage: If the shark's decision is correct, a better decision without compromise can result

Disadvantage: May breed hostility and resentment toward the person using it

The Competing Shark

28

Appropriate times to use a Shark style

- o when conflict involves personal differences that are difficult to change
- o when fostering intimate or supportive relationships is not critical
- o when others are likely to take advantage of non-competitive behavior
- o when conflict resolution is urgent; when decision is vital in crisis
- o when unpopular decisions need to be implemented

The Avoiding Turtle

29

- ✓ Turtles adopt an avoiding or withdrawing conflict management style
- ✓ Turtles would rather hide and ignore conflict than resolve it; this leads them uncooperative and unassertive
- ✓ Turtles tend to give up personal goals and display passive behavior creating lose-lose situations

Advantage: may help to maintain relationships that would be hurt by conflict resolution

Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them

Appropriate times to use a Turtle Style:

- o when the stakes are not high or issue is trivial
- o when confrontation will hurt a working relationship
- o when there is little chance of satisfying your wants
- o when disruption outweighs benefit of conflict resolution
- o when gathering information is more important than an immediate decision
- o when others can more effectively resolve the conflict
- o when time constraints demand a delay

The Accommodating Teddy Bear

30

- ✓ Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships
- ✓ Teddy bears ignore their own goals and resolve conflict by giving into others; unassertive and cooperative creating a win-lose (bear is loser) situation

Advantage: Accommodating maintains relationships

Disadvantage: Giving in may not be productive, bear may be taken advantage of

Appropriate times to use a Teddy Bear Style

- o when maintaining the relationship outweighs other considerations
- o when suggestions/changes are not important to the accommodator
- o when minimizing losses in situations where outmatched or losing
- o when time is limited or when harmony and stability are valued

The Compromising Fox

31

- ✓ Foxes use a compromising conflict management style; concern is for goals and relationships
- ✓ Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs
- ✓ Compromise is assertive and cooperative-result is either win-lose or lose-lose

Advantage: relationships are maintained and conflicts are removed

Disadvantage: compromise may create less than ideal outcome and game playing can result

Appropriate times to use a Fox Style

- o when important/complex issues leave no clear or simple solutions
- o when all conflicting people are equal in power and have strong interests in different solutions
- o when there are no time restraints

The Collaborating Owl

32

- ✓ Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships
- ✓ Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win)

Advantage: both sides get what they want and negative feelings eliminated

Disadvantage: takes a great deal of time and effort

Appropriate times to use an Owl Style

- o when maintaining relationships is important
- o when time is not a concern
- o when peer conflict is involved
- o when trying to gain commitment through consensus building
- o when learning and trying to merge differing perspectives

Source: Mastering Human Relations, 3rd Ed. by A. Falikowski 2002 Pearson Education <http://www.pearsoned.ca>

WELCOME

The 7 Social Sins According to Gandhi



Mohandas Karamchand Gandhi published in his weekly newspaper Young India on October 22, 1925. Later he gave this same list to his grandson, Arun Gandhi, written on a piece of paper on their final day together shortly before his assassination.

SEVEN SOCIAL SINS

POLITICS WITHOUT
PRINCIPLES

WEALTH WITHOUT
WORK

PLEASURE WITHOUT
CONSCIENCE

KNOWLEDGE WITHOUT
CHARACTER

COMMERCE WITHOUT
MORALITY

SCIENCE WITHOUT
HUMANITY

WORSHIP WITHOUT
SACRIFICE

सात सामाजिक बुराईयां
सिद्धान्त रहित राजनीति

परिश्रम रहित धनोपार्जन

विवेक रहित सुख

चरित्र शून्य ज्ञान

सदाचार रहित व्यापार

संवेदना रहित विज्ञान

धैर्याग्य विहीन उपासना

Gandhi's 7 social sins are a comprehensive list of behaviors that cause serious harm to society.

Convinced that **morality is a superior force**, the spiritual and political leader created a list of factors that degrade it in order to warn against them.

Morals are a set of values that include religious, civic, and family virtues.

Gandhi exhibited a combination of these virtues as an ethical guide for society to follow.

*“Strength does not come from physical capacity.
It comes from an indomitable will.”*

-Mahatma Gandhi-

Gandhi's social sins refer to behaviors that go against this ethical code and thereby weaken society.

When *values are not strongly held*, people *respond weakly to crisis* and *difficulty*. The following are the biggest social sins that Gandhi warned against.

1. Politics without principles

When you see the word politics, you automatically think of politicians. It's common to criticize politicians and label them as corrupt, and to use this as an excuse to not participate in politics.



However, we often forget that we're part of that group of people ourselves. If the system is maintained, it's because of our own action or inaction. We're all involved in politics either actively or passively. The question is whether our participation contributes to strengthening values in politics or not.

2. Business without morals

Ambition is another factor associated with social sins. When you only think about your own well-being, you can justify almost any action. Personal success becomes an excuse to take horrific actions.

Even people who think they're "good" end up hiding behind the excuse that they "have to be practical." They label people who bring up morals and values as idealistic and naive. But all this does is blur the line between right and wrong and uphold the law of the jungle

3. Well-being without work

Work is not just a way to earn an income; it also gives you dignity. Living off of other people's work, however, degrades your character and turns you into a social parasite.



Your well-being should be a product of your own effort. And in fact it is. When people live without purpose, they don't tend to feel very good about themselves. It's usually quite the opposite: they feel insatiable, unsatisfied, meaningless.

4. Education without character

Education is an comprehensive process, and denying that fact can lead to another social sin. Educating is more than just instructing, training, cramming knowledge into people's minds, and making them an expert as if they were a machine.

Those in charge of educating and training people should be firm in the values that they ingrain. Inconsistency is a terrible message for someone in training to receive

5. Science without humanity

While science serves humanity in principle, there are many cases in which it does not.

Examples are when inexact or false information is spread, hiding behind fraudulent research, or when unethical experiments are done on people and animals.

6. Fun without responsibility

It's completely legitimate to seek pleasure. Everybody has the right to do things that are pleasing to their senses and their soul. But if they occur in excess, the same pleasures can cause a lot of harm.

Gandhi had a stoic view on the matter. He believed moderation to be one of the greatest virtues. Having fun responsibly means maintaining balance, rather than letting it become a vice that messes with all your other values.

7. Religion without sacrifice

Although Gandhi talked exclusively about religion, in this case the principle can also be applied to any type of spiritual belief, religious or not. When you profess a belief, you should be prepared to turn what's in your mind and heart into action.



Religion without sacrifice is a social sin because beliefs without action lose most of their value. When you truly believe in something, you should be prepared to give up a lot for it..

These are the seven social sins that Gandhi warned against. It's important to spend your life fighting against these behaviors.

And even more importantly, everything you achieve should be done by putting your principles into action and using their moral strength like a suit of armor.

Gandhi's 7 Sins of Society.mp4

Mahatma Gandhi Concept of 7 Social
Sins.mp4

Thank you

Welcome

Let's be like the Geese!!!

If between friends and partners
we were geese...
Ah!

Wisdom of Geese
(Motivational).mp4

Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way.

Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

[The Power Of Team Work- Good TeamWork.mp4](#)

good teamwork and bad
teamwork.mp4

Teamwork can make a Dreamwork - best ever motivational short film on youtube - YouTube (360p).mp4

Teamwork helps solve problems.

Collaboration within a group can help solve difficult problems. Brainstorming is a good opportunity for the team to exchange ideas and come up with creative ways of doing things. By working together, teams can find the solutions that work best.

Team players are not only those who play on sports teams; they are also people who work for an organization. A team player is a person who plays or works well as a member of a team or group. Teams in organizations need strong team players to perform well and reach their goals.

**The Cart - The 4 Types of Team Members You Can
have or Hire**

**The Cart - Performia - YouTube
(360p).mp4**

Productive & Destructive Team

Bridge's Story - A Teamwork
Aniboom Animation by Tony
Hoang.mp4

Alone we can do so little
Together we can do so much,

[Team work motivational video.mp4](#)

Thank You

WELCOME

TIME MANAGEMENT



There is an appointed time for everything. And there is a time for every event under heaven -A time to give birth and a time to die; A time to plant and a time to uproot what is planted.

Ecclesiastes 3:1-2



Time Management for College Students Procrastination Self-test

- Read each statement and choose the word below ("never," "occasionally," "often," or "always") that best describes your behavior. Write the corresponding number in the blank space before each statement.

- **Never, Occasionally, Often, Always, 1 2 3 4**

1. ___ I feel I have to "cram" before an exam.

2. ___ My assignment is turned in on time.

3. ___ I think I get enough sleep.

4. ___ I pull all-nighters before my exams.

5. ___ I plan activities with friends or family for a couple of nights a week and spend that amount of time that I planned, with them.

6. ___ When I'm working on a paper, I put off writing until a few days before it's due.
7. ___ I cancel social activities because I feel I don't have enough time.
8. ___ I get my papers in on time.
9. ___ I find myself making a lot of excuses to my instructors about why my work isn't done.
10. ___ I feel comfortable about how I use time now.
11. ___ I feel that something is hanging over my head, that I'll never have enough time to do the work assigned.
12. ___ I feel tired.

- Score A: Add up the numbers for questions 1, 4, 6, 7, 9, 11, and 12.
- Score B: Add up the numbers for questions 2, 3, 5, 8, and 10.

- If Score A is greater than Score B, you are probably a procrastinator. If Score A is less than Score B, you manage your time well. If the scores are equal, you may procrastinate at times, but procrastination is not a habit.

Better Time Management- Good
Student vs Bad Student.mp4

Time Management



Where does time go?

- During an 80 year life span, it is estimated that we spend:
 - ✓ 7 years in the bathroom;
 - ✓ 6 years eating;
 - ✓ 5 years waiting in line;
 - ✓ 4 years cleaning the house;
 - ✓ 3 years in meetings;
 - ✓ 2 years playing telephone tag
 - ✓ 1 year searching for things;
 - ✓ 8 months opening junk mail; and
 - ✓ 6 months sitting at red lights



Where does time go?

- During an average day, it is estimated that we will:
 - ✓ Spend half of it sleeping, eating, grooming, and commuting;
 - ✓ Be interrupted seventy-three times;
 - ✓ Take an hour's worth of work home;
 - ✓ Spend less than five minutes reading;
 - ✓ Talk with your spouse for four minutes;
 - ✓ Exercise less than three minutes; and
 - ✓ Play with your child for two minutes.

The Value of Time-Inspirational
Video.mp4

Have you ever found yourself in situations like these?

*Time is
Running
Out*



Stressed out?



*Always in a
hurry?*





Time management skills is an important personality trait of successful people. People who manage their time effectively generally get better results.

Effective time management reduces stress and generally helps us to be more effective.

Time management does not mean that you should work round the clock to achieve your goals. It means that most of your time is spent focusing on the goals rather than on less productive activities.



What is Time Management?



Time Management

- Time Management refers to managing time effectively so that the right time is allocated to the right activity.
- Effective time management allows individuals to assign specific time slots to activities as per their importance.
- Time Management refers to making the best use of time as time is always limited.



What is Time Management?



Time Management

- Proper time management is *more* than keeping a schedule....It is life management!
- Your time management skills should always be grounded in your:
 - ✓ Values and
 - ✓ Goals

*General outline incorporates many of Steven Covey's ideas.



Values

- Identify your governing values:
 - ✓ Values are the principles that govern your conduct;
 - ✓ Values are the attributes and qualities you most want to be developed and exhibited on a daily basis

- Examples of governing values:

Love

Joy

Gentleness

Honesty

Teamwork

Faithfulness

Integrity

Patience

Professionalism

Peace

Service

Responsibility

Kindness

Goodness

Self-control



Identify your goals

Time Management

- ✓ Your goals are your “dreams with deadlines”
- ✓ Your goals should be:
 - **S**pecific
 - **M**easurable
 - **A**ttainable
 - **R**ealistic
 - **T**imely
- ✓ Your goals should be consistent with:
Your VALUES...



- [What Stephen R. Covey Taught .mp4.mp4](#)

How do I manage time?

Time Management

URGENT AND IMPORTANT

Examples: a crying baby, cramming for tomorrow's examination, finishing an assignment due today, dealing with emergencies.

NOT URGENT BUT IMPORTANT

Examples: quality time with family, planning, improving skills to increase productivity, preventative maintenance, counseling, starting to study for the final examination on the first day of class.

URGENT BUT NOT IMPORTANT

Examples: a one day sale that ends "today," interruptions while you are planning or studying, some phone calls, some meetings, some projects, and some popular activities, etc.

NOT URGENT AND NOT IMPORTANT

Examples: worthless television shows, trivial pursuits, gossiping, sleeping in, playing video games, and chatting on the phone...

Time Management



Example of a weekly time table

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00AM	Barn Chores - feed , groom, medical check,etc.						
7:00AM	Breakfast						
8:00AM	House	Commute					Trail Ride
9:00AM		Office Hours					
10:00AM		Office Hours					
11:00AM		Class Time					
12:00PM	Lunch	Class Time					Lunch
1:00PM	Relax	Lunch					Cut Grass
2:00PM		Commute					
3:00PM		Commute					
4:00PM							
5:00PM	Workout - run, resistance training, etc.						
6:00PM	Barn Chores - feed , groom, medical check,etc.						
7:00PM	Dinner						Dinner
8:00PM	Class Preparation					Movie	
9:00PM	Class Preparation						
10:00PM	TV News					Movie	Dinner
11:00PM	SLEEP TIME						
12:00AM							
1:00AM							
2:00AM							
3:00AM							
4:00AM							
5:00AM							



How do I manage “LIFE”?



Summing up your new “life management” skills:

Life Management

- ✓ **C**onsider your goals.
- ✓ **H**ow will your goals best be accomplished?
- ✓ **O**rder your priorities according to your goals.
- ✓ **I**nscribe your scheduling decisions in your planner.
- ✓ **C**arry out the plan you have made.
- ✓ **E**njoy being in control of your time!

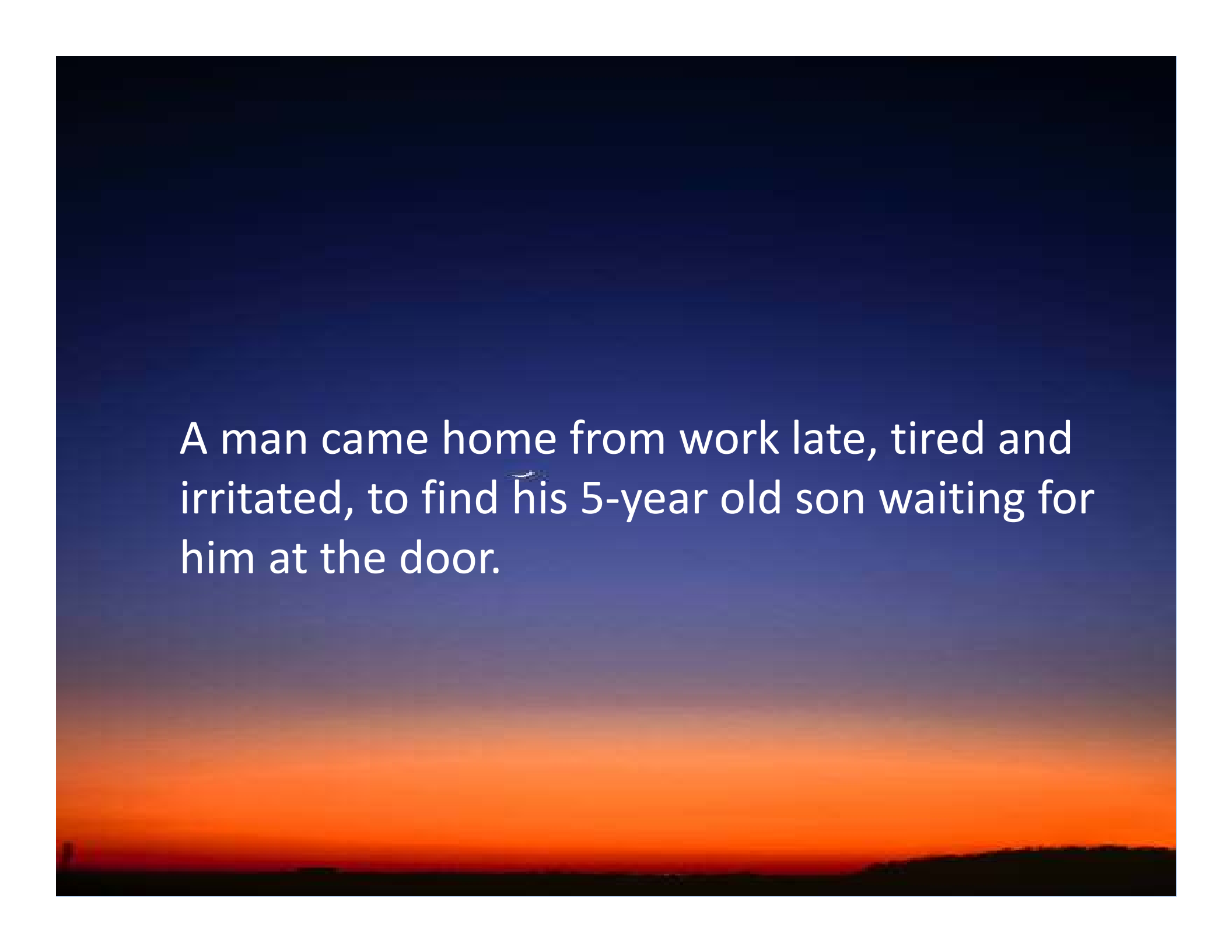
WHAT SOME GREAT PEOPLE SAY ABOUT TIME



- 1. ‘Take care of your minutes, and the hours will take care of themselves’.** *(Lord Chesterfield – English Author)*
- 2. ‘Time stays long enough for those who use it’.**
(Leonardo Da Vinci – Painter, architect, sculptor)
- 3. ‘Better three hours too soon, than one minute too late’.**
(William Shakespeare – English Poet, dramatist)
- 4. ‘I wish I could stand on a busy corner, with a hat in hand, and beg people to throw me all their wasted hours’**
(Bernard Berenson – American art critic)
- 5. ‘We cannot do everything at once, but we can do something at once’**
(Calvin Coolidge – 30th President of USA)
- 6. ‘Until you value yourself, you will not value your time. Until you value your time, you will not do anything with it’.**
(M. Scott Peck – American Psychiatrist)

A photograph of a paved path winding through a dense forest. The path is dark grey and curves to the right. The trees are tall and thin, with green foliage. The lighting is soft, suggesting a shaded forest environment. The text "USD 20 Worth of Time" is overlaid in the center of the image.

USD 20 Worth of Time



A man came home from work late, tired and irritated, to find his 5-year old son waiting for him at the door.

“Daddy, may I ask you a question?”

“Yes sure, what is it?” replied the man

“Daddy, how much do you make an hour?”

“that’s none of your business, why do you ask such a thing?” the man said angrily.

“I just want to know, please tell me, how much do you make an hour?” pleaded the little boy.

“if you must know, I make \$20 an hour”

“Oh,” the little boy replied, with his head down,

looking up, he said, “dad, may I please borrow \$10?”

The father was furious,

“if the only reason you asked that is so you can borrow some money to buy a silly toy or some other nonsense, then you march yourself straight to your room and go to bed, think about why you are being so selfish.”

“I work long hard hours everyday and don't have time for such this childish behavior.”

The little boy quietly went to his room and shut the door.

The man sat down and started to get even angrier about the little boy's questions.

How dare he ask such questions only to get some money?

After about an hour or so, he had calmed down, and started to think he may have been a little hard on his son.

Maybe there was something he really needed to buy with that \$10 and he really didn't ask for money very often.

The man went to the door of the little boy's room and opened the door.

“are you asleep, son?” he asked.

“no daddy, I'm awake” replied the boy.

“I've been thinking, maybe I was too hard on you earlier,” said the man.

“It’s been a long day and I took out my aggravation on you. Here’s the \$10 you asked for.”

The little boy sat straight up, smiling. “Oh, thank you daddy!” he yelled.

Then, reaching under his pillow he pulled out some crumpled up bills.

The man, seeing that the boy already had money, started to get angry again.

The little boy slowly counted out his money, then looked up at his father.

“Why do you want more money if you already have some?” the father grumble.

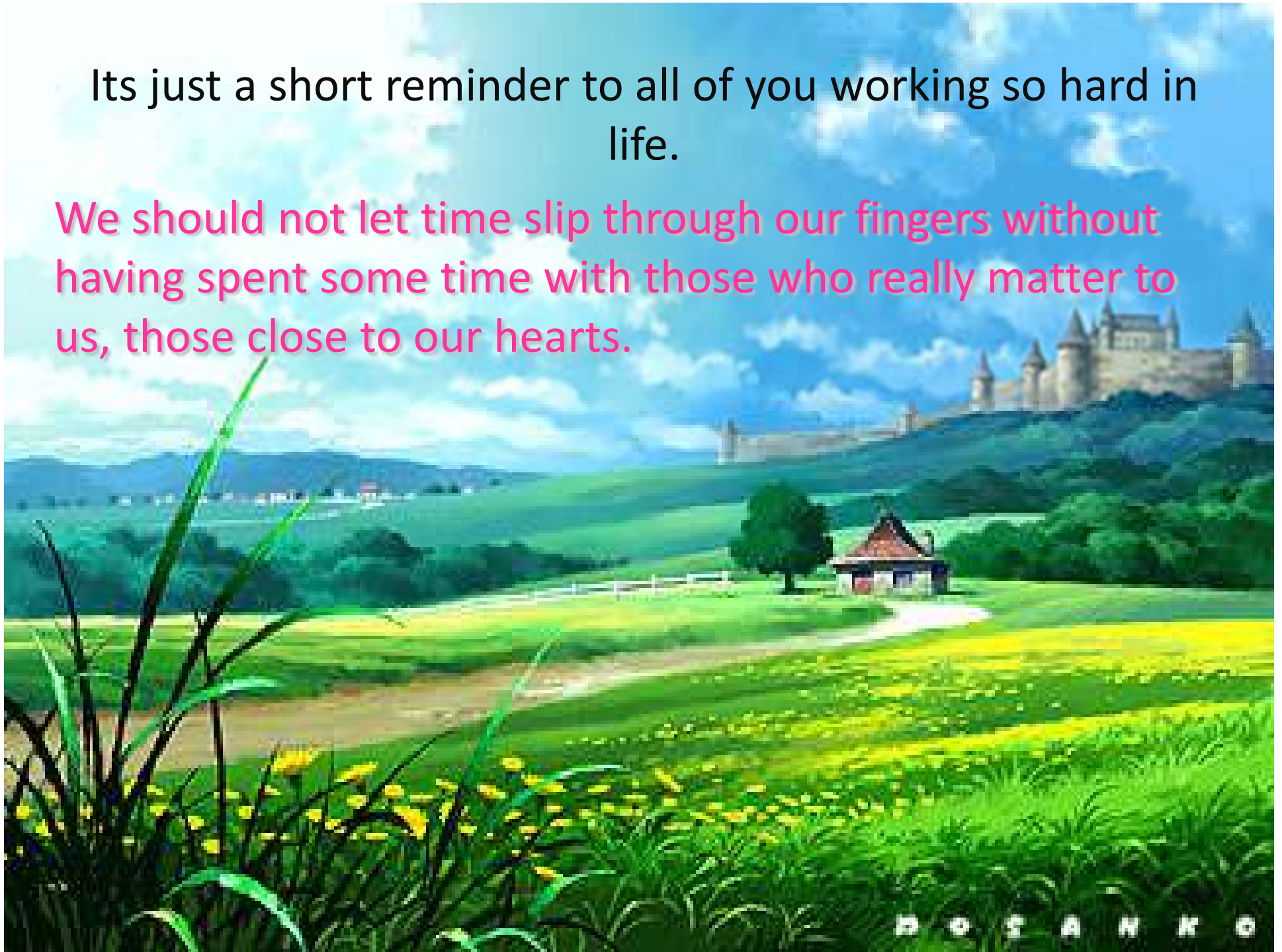
“because I didn’t have enough, but now I do,”
the little boy replied.

“daddy, I have \$20 now,
can I buy an hour of your time?

Please come home early tomorrow, I would
like to have dinner with you.”

Its just a short reminder to all of you working so hard in
life.

We should not let time slip through our fingers without
having spent some time with those who really matter to
us, those close to our hearts.





WELCOM
E

Just count all
that you have
which money
can't buy

How Rich
are you?

Pauper?

Poor?

Middle Class?

High class?

Millionaire?

Billionaire?

We are called not to be “ QUALIFIED
MONSTERS”

... but persons of :

CHARACTER

Some time ago, at the Seattle Olympics, nine athletes, all mentally or physically challenged, were standing on the start line for the 100 m race. The gun fired and the race began. Not everyone was running, but everyone wanted to participate and win.



They ran in threes, a boy tripped and fell, did a few somersaults and started crying. The other eight heard him crying. They slowed down and looked behind them. They stopped and came back... All of them...

A girl with Down's Syndrome sat down next to him, hugged him and asked, "Feeling better now?" Then, all nine walked shoulder to shoulder to the finish line.



The whole crowd stood up and applauded. And the applause lasted a very long time...

**People who witnessed this still talk about it.
Why?**



Because deep down inside us, we all know that the most important thing in life is much more than winning for ourselves.

The most important thing in this life is to help others to win. Even if that means slowing down and changing our own race.

First Lesson



... after some months at the faculty of medicine, the professor gave us a test.

Being a good student, I quickly answered all the questions... all, but the last: “What is the baptism name of the maid of our institute?”

First Lesson



I handed over my test paper, leaving the last question unanswered. Just before the lesson ended, another student inquired if the last question would be marked.

“Certainly!”, the professor replied. “You will meet many people in your life. All of them will have some degree of importance.”

First Lesson



They will deserve your attention, even if it is a simple smile or a simple hello".

I never forgot this lesson... and went on to learn that the baptism name of our maid was Marianna.

[Make it Happen - YouTube \(360p\).mp4](#)

[Character.mpeg](#)

Second Lesson



On a rainy, tempestuous night a “coloured” woman was standing on the roadside.

Her car had broken down and she desperately needed help.

Wet to her core, she signalled to the passers by.

Second Lesson



A white young man, as if unaware of the racial conflicts that tore apart America in the 60s, stopped to help her.

He conducted her to a safe place, called a mechanic and hailed a taxi for her. The woman seemed too much in a hurry, but did not forget to thank him and take down his address on a piece of paper.

Second Lesson

Seven days had already passed when someone knocked at the door of the young man.



To his enormous surprise, it was a courier with a huge packet to deliver – a big colour TV along with a note: “Many thanks for helping me on the road that night.”

Second Lesson



The rain had completely
drenched me and my soul
when you appeared.
Thanks to you I was able to
reach my dying husband just
in time.
God bless you for having
helped me.
Sincerely,
Mrs. King Cole"

HAPPY TO HELP

NO ONE DESERVES TO GO HUNGRY REAL
SHARING(480P).mp4

Third Lesson

Sometime ago, when the ice-creams were not so expensive, a ten-year old boy went to an ice-cream parlour. While sitting at the table, he asked the waitress, “How much does a Sundae cost?” “50 cents,” she replied.

The boy took out his money from the pocket and began counting it.



Third Lesson

“Well, how much does a simple ice-cream cost?”.

There were other people waiting to be served, so the waitress began to get a little impatient.

"35 cents!" she replied abruptly. The boy counted his money again and said: “Please get me a simple ice-cream!”



Third Lesson

The waitress served him the ice-cream and his bill. The boy ate his ice-cream, paid his bill at the cash counter and left.

When the waitress went to clean the table she began to cry... for there, in the corner of the plate, were 15 cents... her tip.

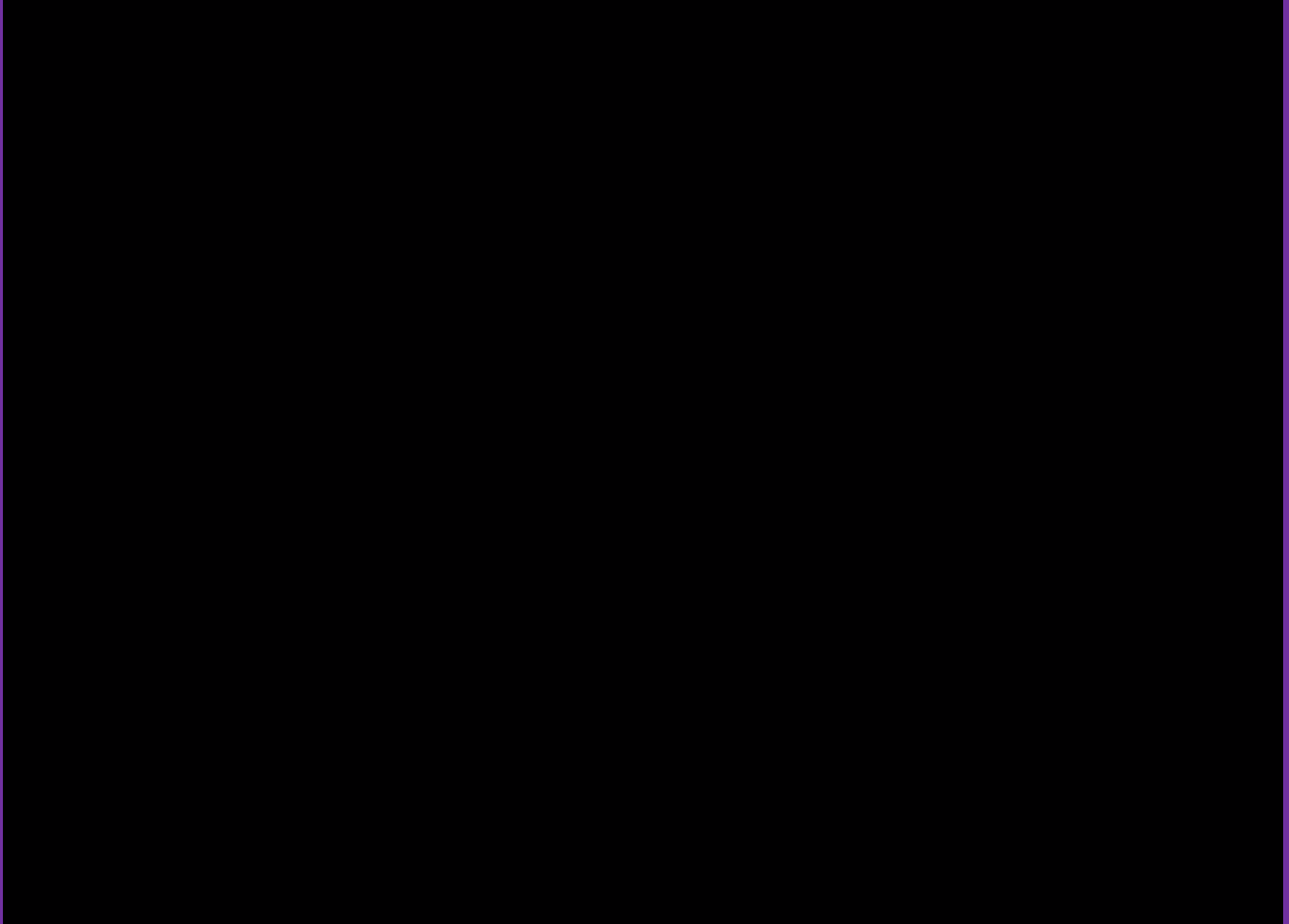
The boy took a simple ice-cream instead of a Sundae so he could leave a tip for her.



Kindness is contagious



Be Honest



Now, think and try to answer these questions:

Name the 5 richest people in the world.

Name the last 5 Miss Universe winners.

Name the last 10 Nobel Prize winners.

Name the last 10 winners of the Best Actor Oscar.

**Can't do it? Rather difficult, isn't it?
Don't worry, nobody remembers that.**

- **Applause dies away!**
- **Trophies gather dust!**
- **Winners are soon forgotten**

Now answer these questions:

Name 3 teachers who contributed to your education.

Name 3 friends who helped you in your hour of need.

Think of a few people who made you feel special.

Name 5 people that you like to spend time with.

- **More manageable? It's easier, isn't it?**
- **The people who mean something to your life are not rated "the best", don't have the most money, haven't won the greatest prizes...**
- **They are the ones who care about you, take care of you, those who, no matter what, stay close by.**

“Things have a price and can be for sale, but people have a dignity and that is priceless and that worth far more than things”

Pope Francis.

**Become a
Wonderful
person**

God Bless you



WELCOME

WHAT does it mean...?



forgiveness



- ▣ Forgiving is possible...mp4



To forgive is to
set a prisoner free
and discover
that the prisoner
was you.

- Lewis B. Smedley

TYPES OF FORGIVENESS

- ▣ **Decisional forgiveness:** Making a wilful decision to no longer seek revenge towards the other
- ▣ **Emotional forgiveness:** Replacing negative unforgiving emotions with positive other-oriented emotions like empathy, sympathy, compassion and love
- ▣ **Personal forgiveness:** Restoration of fellowship with God & another human being



FORGIVENESS
is not something
we do for **OTHER PEOPLE.**
We do it for **OURSELVES**
-to **GET WELL** and
MOVE ON.

THE NEED TO FORGIVE

- ▣ Do you wish someone were dead because of something he or she did to you?
- ▣ Do you lose sleep because of something someone has done to you?
- ▣ Do you day dream of ways to hurt someone for something?
- ▣ Do you make inquiries to get rid of the other person in secrete ways?

If your answer is yes to any of these, it is likely that you have an unforgiving attitude toward someone & you are...

NOT FREE...



Opens the prison door and sets you free from your past

o



A TRUE APOLOGY HAS 3 PARTS:

1. I am sorry.

2. It is my fault.

3. what can i do
TO MAKE IT RIGHT?

Most of us miss the 3rd part!

Just think about it...

greet2k.com

HOW TO FORGIVE

- ▣ Be open to the reality
- ▣ Make a decision to forgive
- ▣ When images of the hurt flash in your mind, distract yourself from dwelling on those thoughts
- ▣ Accept that you may never know the reason for the wrong doing
- ▣ Remember that forgiveness doesn't mean you ignore the hurtful behavior
- ▣ If you continue to be unable to forgive, seek counseling to help you let go and forgive

WHAT DO YOU WISH TO CHOOSE? TO-PUNISH/FORGIVE

- When you see that people make it difficult to live up to and become inhuman in their acts....
 - Victim of child abuse/sexual abuse
 - Divorces (other relationships/adultery)
 - Cheated by friends/others
 - Misunderstanding, injustice, oppression
 - Harassment, betrayal, criticized by others
 - Murder.....



VEDIO-1
THE POWER OF
FORGIVENESS -
GARY RIDGWAY.MP4



- ❑ **Makes us happier**
- ❑ **Improves our health**
- ❑ **Sustains our relationships**
- ❑ **Boosts connectedness**
- ❑ **Heals the wounds of war**
- ❑ **Brings us peace**

“Forgiving act should be initiated by the victim”

BECAUSE

“The power of forgiveness comes not from us but from our experience of being forgiven”



What do you mean
when you say
I FORGAVE ?

FORGIVE

FORGET



DIFFERENCE

FORGIVING

- ▣ Willful act (choice) based on emotion
- ▣ Giving another chance for the better life
- ▣ No longer attach feelings to the past offense

FORGETTING

- ▣ Not an voluntary act
- ▣ Linked to memory which is physical
- ▣ Thinking that event ever happened

**YOU CAN CHOOSE
TO FORGIVE**

BUT

**YOU CAN'T ALWAYS
CHOOSE
TO FORGET**



- ▣ No matter how much we might try to forget the greatest wrongs committed against us, it is impossible
- ▣ “Often the harder we try to forget the stronger the memory gets”
- ▣ There will be always trouble by the things saying “I can forgive but can never forget”
- ▣ We are forgotten how to forgive

WHY PERSONS FAILS TO FORGIVE

Because WE...

- ❑ **Don't value the relationship**
- ❑ **Think that we are perfect**
- ❑ **See the offender as unworthy of forgiveness**
- ❑ **Focus on the wrong image instead of leaving the past behind**
- ❑ **Fail to recognize the damage caused**

“The weak can never forgive Forgiveness is the attribute of the strong” (Mahatma Gandhi)

WHAT IS...

WEAKNESS

- ▣ Hatred
- ▣ Rejection
- ▣ Fear
- ▣ Pride
- ▣ Revenge

STRENGTH

- ▣ Love
- ▣ Acceptance
- ▣ Courage
- ▣ Humility
- ▣ Compassion

DANGER OF UNFORGIVENESS

A man was walking with his best friend, someone he had known for a very long time. As they walked, they began to argue about some issue. As they argued, they began to be very angry at one another. The more they argued, the angrier they became. They got so angry at each other that the man lost his temper and shoved his friend away from him. His friend stumbled and fell upon a board, which had a loose, rusty nail sticking up from it. The nail pierced the man's friend in the back.

The man, immediately said sorry for what he had done, picked his friend up and took him home to wash his wound and remove the rusty nail. "I'm so sorry," he kept saying. "I don't know what came over me. Please forgive me!"

"That's your problem," his friend said. "You've always had a bad temper. I'm going to teach you a lesson. I'm going to leave this rusty nail in my back so that every time you see it you will remember what your bad temper do to me." Even when the rust nail eventually began to infect the wound in the friend's back, the friend refused to remove it and continued to remind the man of what he had done and how wrong he was, right up until the day that the infection from the nail finally killed him.

NOTE

- ❑ It is so easy to look at this story and say, “How foolish!
- ❑ No one should keep a wound open in their body just so they can hold it over the person who caused it!
- ❑ But it continue to hurt oneself
- ❑ In the world, people are doing just like the man in the story
- ❑ The rusty nail pierce and drain the happiness of person away is called **UNFORGIVENESS**



- ❑ **Makes us angry, cold, bitter and hard**
- ❑ **Keep the hurt wounds from healing till the end**
- ❑ **It erodes our ability to love & trust**
- ❑ **Kills our ability to develop relationships and fellowship with others ,Finally...
It leads to self destruction**

**"Forgiveness is not an occasional act, it is an attitude"
(Martin Luther King)**

So When You Can't Forgive

Stop saying.....

- ❖ It's so hard to forgive!
- ❖ You don't know what he/she did to me!
- ❖ I just can't seem to let it go, even though I know I have to!

& Remember that.....



THOUGHTS FOR OUR JOURNEY

- ❑ You do not have to forget after you forgive; you may, but your forgiving can be sincere even if you remember.
- ❑ You do not overlook people's faults by forgiving them; you must forgive them because you do hold them to account and refuse to agree with their faults.
- ❑ Forgiveness offers a chance at reconciliation; it is an opportunity for a life together instead of death together.
- ❑ Forgiveness moves us away from a past moment of pain and creates a new situation in which both the wrongdoer and the wronged can begin a new way.



- Do we keep grudges against our family members, friends...?
- How long we go on...?
- Do we take chance to forgive and love them...?
- Sometime we may be too late and no chance to forgive because the person is!!!!!!

**“ DO NOT WAIT
BEGIN TO FORGIVE ”**



Forgiveness

VEDIO-2
WATCH THIS
TO FORGIVE
SOMEONE -
SHAYKH HASAN
ALI.MP4



“We are not responsible for what others do to us- only for what we do to them”

**THE FIRST TO APOLOGIZE
IS THE BRAVEST.
THE FIRST TO FORGIVE
IS THE STRONGEST.
AND THE FIRST TO FORGET
IS THE HAPPIEST...**

QUOTEDIARY.COM

INVITATION

REMEMBER

“One cannot
FORGIVE
when they are
constantly
trying to
FORGET”

So
Go
Forgive
&
EXPERIENCE





VEDIO-3
MATTHEW WEST -
FORGIVENESS

(LYRICS).MP4



THANKYOU

A close-up photograph of a smooth, light-colored rock with the word "Gratitude" written on it in a black, serif font. The rock is surrounded by other smooth, rounded rocks of various colors, including shades of blue, grey, and brown. The lighting is warm, suggesting a sunny day outdoors.

Gratitude



Gratitude comes from a grateful heart

Gratitude = means being “appreciative” or “thankful” for the benefits received ...

Research studies have been done with people high on Gratitude and amazing results have been found...

Gratitude... produces gratefulness.

- **Gratefulness produces a culture of Honor and Thanksgiving toward others! It is Radical.**
- **TODAY I am thankful for:**
 - **Everyone! For my Family, Parents, Brothers and Sisters and all my dear ones! For all my teachers, friends and well-wishers.....**
- **I am thankful for:**
 - **Our SOLDIERS, who have given of their time, physical efforts, risking their lives for this nation and for us! We want to Honor you today!!**



**Gratitude... will produce a
right attitude.**

- **Gratitude – rocks.. and requires something–**
 - **Requires humility.**
 - **Requires a little effort.**
 - **Submits to the idea of indebtedness.**
 - **Children need to have a heart of thankfulness to parents, teachers, older adults.**
 - **Young people need to remember to be indebted to parents for all they receive.**



**Gratitude... will produce a
right attitude.**

- **Gratitude is a condition of the Heart and the Mind!**
 - **It glorifies God. It defeats the devil.**
 - **It opens up the heavens for miracles.**
- Gratitude will open Heaven
for you!**



**Decide today to get your
attitude over into gratitude!**

- **To whom do you need to express gratefulness to today?**
- **When will you do that?**
- **Challenge: Can you be thankful and write down 5 things each day. Watch what happens!**

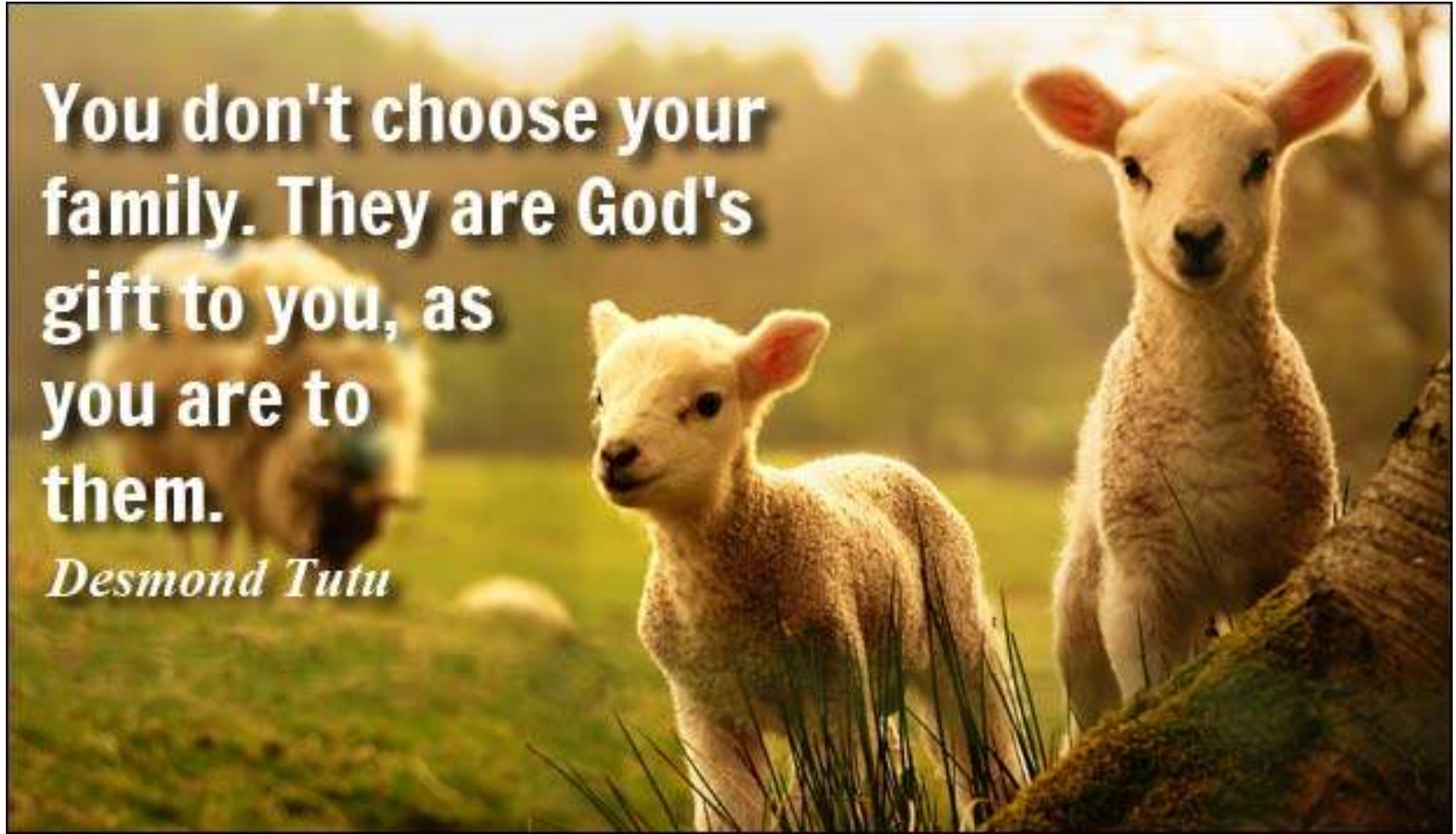


GRATEFUL- A Love Song to the World - Empty
Hands Music - nimo feat. daniel nahmod.mp4



**You don't choose your
family. They are God's
gift to you, as
you are to
them.**

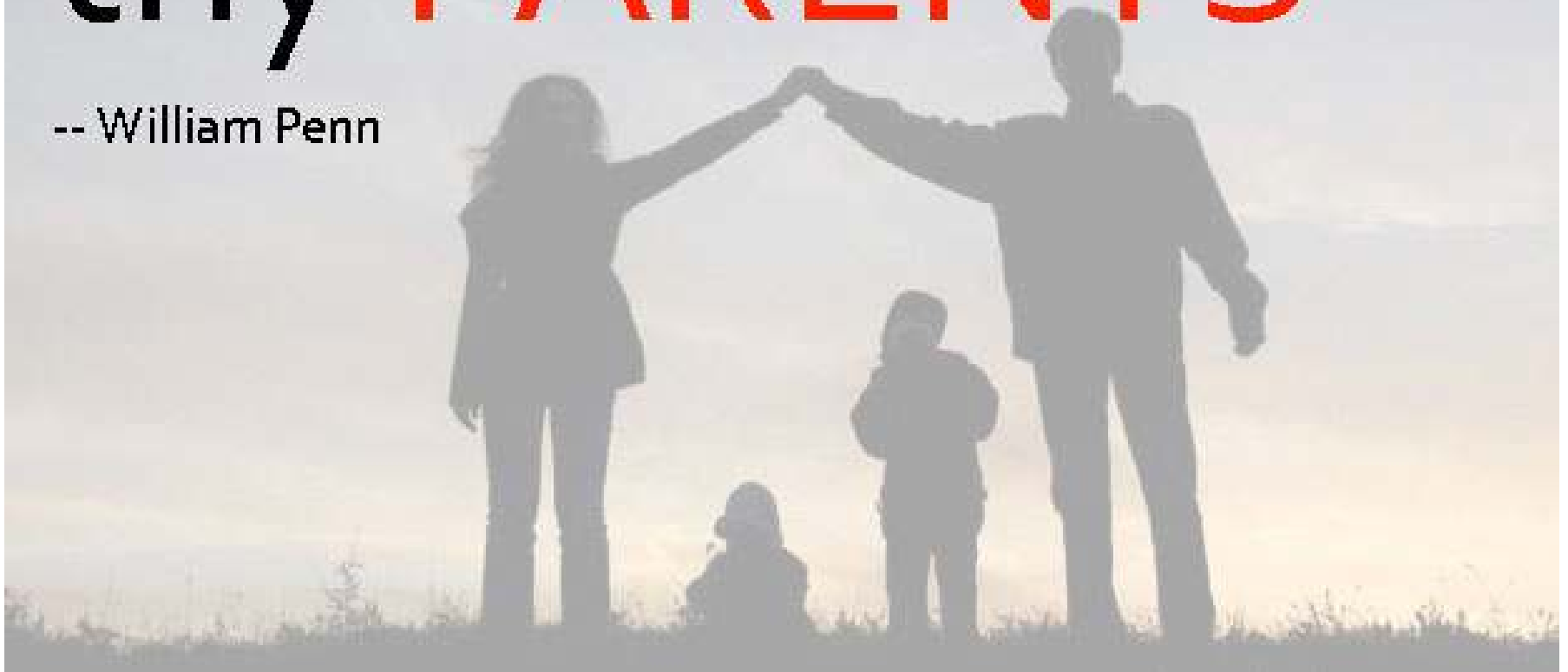
Desmond Tutu



Next to GOD

thy PARENTS

-- William Penn



Nobody on Earth
can ever *love* you
more than your
parents.

- [A one eyed mother.mp4](#)

no love is greater
than mom's love



no care is greater
than dad's care



**WE NEVER KNOW
THE LOVE OF A
PARENT TILL WE
BECOME PARENTS
OURSELVES.**

HENRY WARD BEECHER

A red heart-shaped balloon is shown floating against a blue sky with a yellow sun and clouds. The balloon is on the left side of the image, and its string extends downwards. The background is a gradient of blue and green, with a yellow border around the entire image.

DEAR GOD
THANK YOU FOR
everything

[The Power of Gratitude.mp4](#)

GodNine.com

- [Gratitude - short film.mp4](#)


Thank You!







WELCOME




**AMONG EVERYTHING THAT YOU HAVE IN YOUR FAMILY,
WHAT/WHO DO YOU CONSIDER AS THE MOST
PRECIOUS?**




**I believe, for most of us, it is our
PARENTS!**



Our **mother and our **father**
have been given by God to us...not by chance, but by
design.**




**Our parents may not be the most educated, the richest,
the most famous or superheroes...but let us remember,
their love for us is unequal.**



**Of course, our parents will make mistakes, they
have a lot of flaws, they are not perfect...
after all they are**



HUMAN!



**In whatever circumstance they
may be in, let us not doubt their
love and concern for us.**

- [1 -first Love!.mp4](#)

- 5 - Mother's Love.flv

- 3 -What is that.fly

- [VID-20170621-WA0010.mp4](#)

- [4 - A Parent's Love - Letter.flv](#)



WELCOME

**HOW SIMILAR OR
DIFFERENT ARE WE?**

DO YOU AGREE WITH THE FOLLOWING STATEMENT

Men and women have evolved differently because they had to. Men hunted, women gathered. Men protected, women nurtured. As a result, their bodies and brains evolved in completely different ways

In modern language

Men will provide financially and women will take care of household need and members of the family. We look up to men for physical protection and to women for emotional protection

NATURE VS NURTURE

The wiring of our brain in the womb and the effect of hormones will determine how we think and behave.

OR

We are who we are because of our parents' and teachers' attitudes which, in turn, reflected the attitudes of their society



HAVE WE EVER HEARD SOMEONE SAYING THESE STATEMENTS?

1. Women can see problems with minute details but still hits the garage door when they park their car, men can see things at a distant but cannot find keys that are right at their nose

2. Men are better drivers at night
3. Women have sixth sense
4. Men can hear directions
5. Women are multi-tasker while men can do one thing at a time



Her Packing

Start
a month
early

Make a ton of lists.
Packing for yourself
and all the kids.

Worry about
what you
forgot

Stage
things

Plan activities
for kids

Fit it all in

Remember
all random
items

His Packing

Five minutes before
departure:

And ... done.

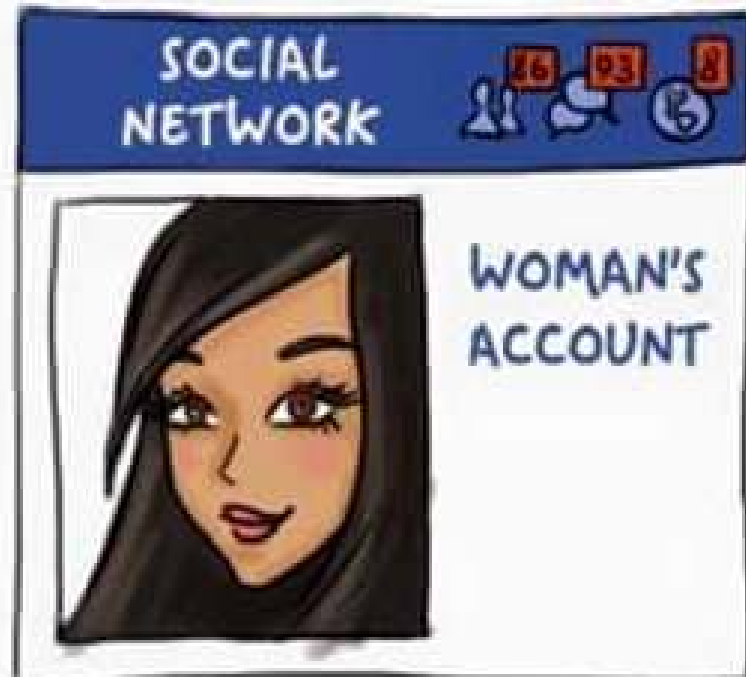


SEE THEMSELVES IN THE MIRROR



SOCIAL NETWORKS

WHAT HAPPENS WHEN YOU HAVEN'T CHECKED YOUR FACEBOOK FOR A WEEK



HOW WE SEE COLORS

WOMEN



MEN



- SCARLET ●
 - DARK RED ●
 - WINE RED ●
 - PLUM ●
 - EGGPLANT ●
 - GRAPE ●
 - PURPLE ●
 - LAVENDER ●
 - CARNATION ●
 - STRAWBERRY ●
 - FUCHSIA ●
 - SALMON ●
 - ORANGE ●
 - MELON ●
 - YELLOW ●
 - LEMON ●
 - LIME ●
 - FRESH GRASS ●
 - GREEN ●
 - DARK GREEN ●
 - MOSS ●
 - GREEN-YELLOW ●
 - SEA GREEN ●
 - BLUE-GREEN ●
 - SKY BLUE ●
 - TURQUOISE ●
- RED
- VIOLET
- PINK
- ORANGE
- YELLOW
- GREEN
- BLUE

GOING TO A HAIRDRESSER

MEN

BEFORE



AFTER



COST: 50\$

WOMEN

BEFORE



AFTER



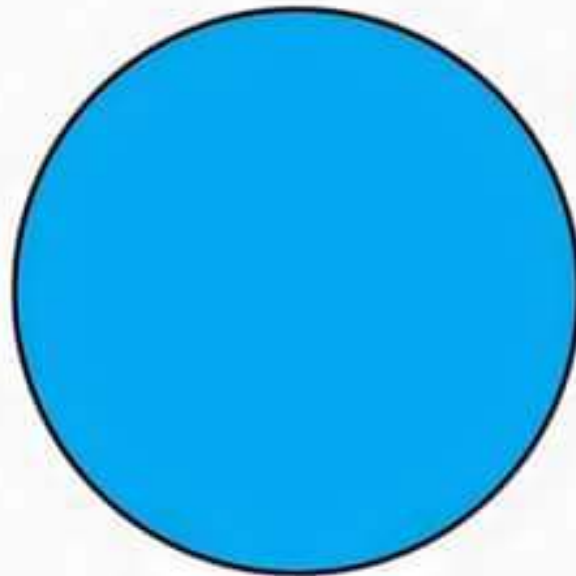
COST: 500\$

HOW WOMEN PICK A SHAMPOO



- EFFECTIVENESS
- BRAND
- AROMA
- EFFECT ON HAIR
- INGREDIENTS
- BOTTLE'S COLOR
- QUALITY
- DESIGN
- FRIEND'S ADVICE
- INTERNET REVIEW
- AMOUNT
- POPULARITY

HOW MEN PICK A SHAMPOO



- I THINK IT HAD 'SHAMPOO' WRITTEN ON THE LABEL, NOT SURE THOUGH...

DRESS

WOMEN



I'VE GOT NOTHING
TO WEAR... AGAIN!

MEN



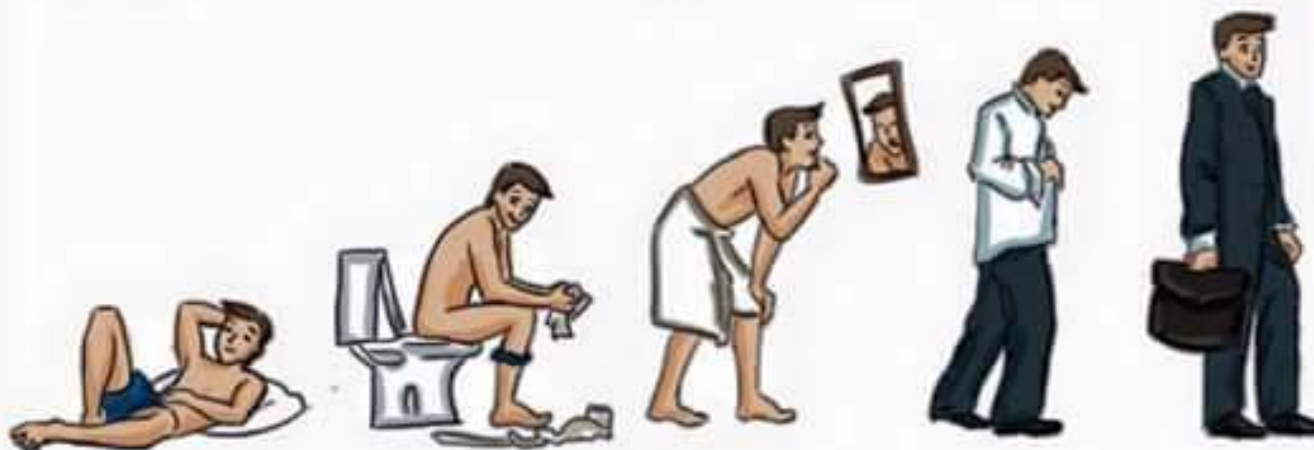
WELL, THAT'LL DO
ME FOR A WEEK!

GETTING READY FOR WORK

7:00

MEN

7:10



7:00

WOMEN

9:30



AFTER A BREAKUP

MAN

WOMAN



FIRST
DAY



IN
A WEEK



IN
A MONTH

SHARING A BED



One Change

❖ Women:

– **Get to the point !!**



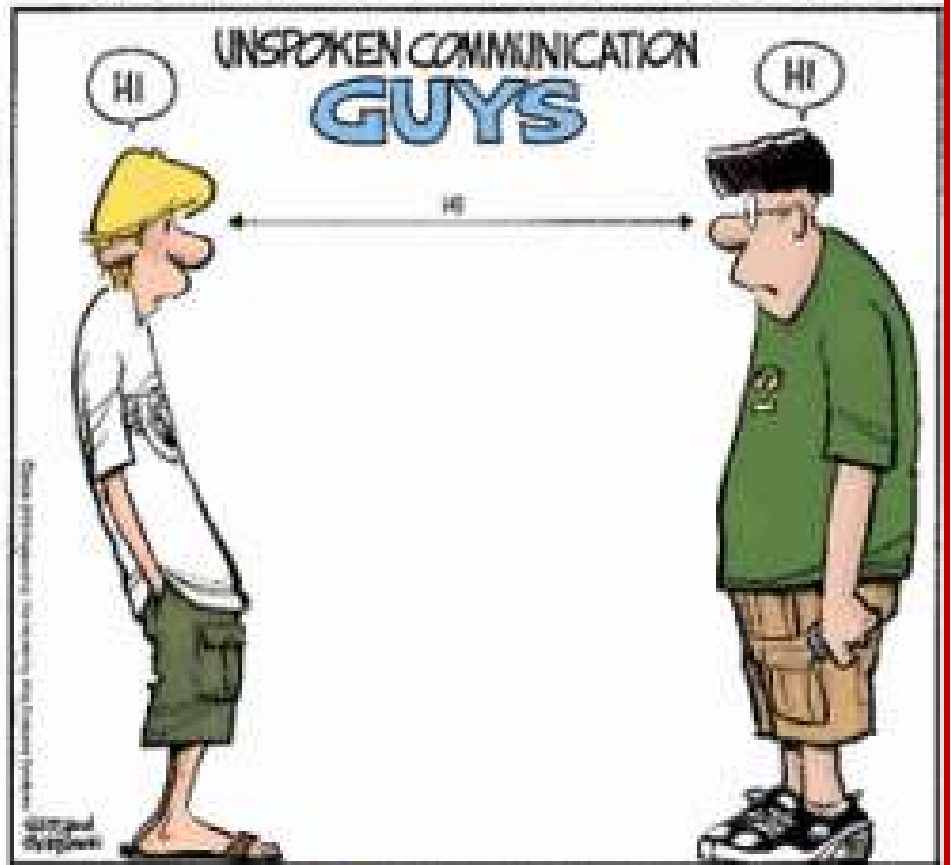
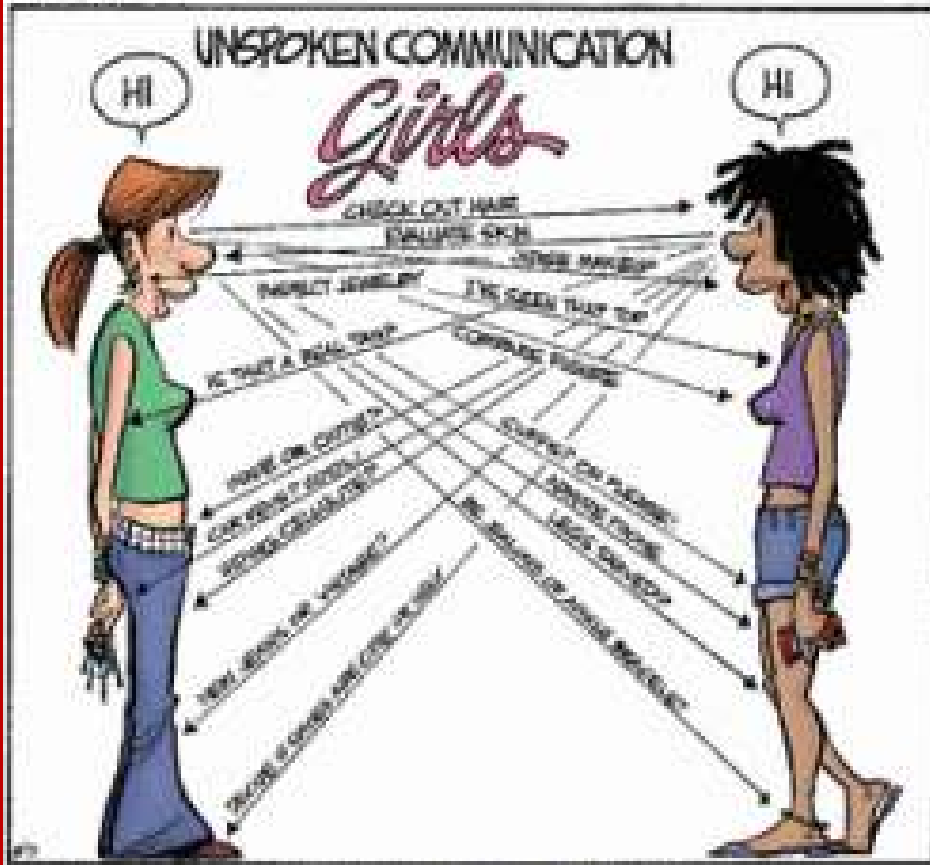
❖ Men:

– **Listen !!**



ZITS

BY JERRY SCOTT AND JIM BORGMAN



SOME OF THE WAYS IN WHICH
WE USE OUR SENSES
DIFFERENTLY



WATCHING A MOVIE/GAME

Men: Usually have very less conversation among themselves.

Women: Tend to use these occasions as an excuse to chat.



**Men talk
silently to
themselves...
while women
think aloud.**



SOLVING PROBLEMS

After a day full of problems, a mans' brain mono- tracking can file them all away whereas for a women she can get rid of her problem by talking about them to acknowledge them

Eg . 5 or 6 tasks to carry out:

Men : I've got somethings to do, see you later

Women : Will verbalize all the items out loud in random order, mentioning all options and possibilities

THE WORDS WE USE

Men: Feel the need to be able to communicate the most amount of information with the least number of words

Women: uses words to show participation and build relationships .

For a woman if she is talking to you a lot, she likes you. If she's not talking to you, your in trouble

WOMEN ARE INDIRECT, MEN
ARE DIRECT



5 DEADLY TERMS USED BY A WOMAN

- 1) FINE: This is the word women use to end an argument when she knows she is right and you need to shut-up.
- 2) NOTHING: means something & you need to be worried.
- 3) GO AHEAD: this is a dare, not permission, do not do it.
- 4) WHATEVER: A woman's way of saying screw you.
- 5) THATS OKAY: She is thinking long and hard on how and when you wil pay for your mistake.

BONUS WORD: WOW!

This is not a compliment. She's amazed that one person could be so stupid.

HOW WE LISTEN

Typically a woman can use an average of six listening expressions in a ten second period to reflect, and then feedback the speaker's emotions.

Her face will mirror the emotions being expressed by the speaker.

To someone watching it can almost look as if the events being discussed are happening to both women



Men generally have an emotionless mask which they use while listening.

This allows them to feel in control of the situation, but does not mean that a man does not experience emotion.

‘Boys Don’t Cry!’



CONVERSATIONAL STYLE AND GENDER

Listening style

Male	Female
Irregular eye contact	Uninterrupted eye contact
Infrequent nodding	Frequent nodding
Infrequent use of “UH-HUH”	Frequent use of “UH-HUH”
May continue another activity while speaking	Usually stops other activities while speaking
Interrupts in order to speak	Waits for pauses in order to speak
Questions are designed to analyze speaker’s information	Questions are designed to elicit more information

Speaking style

Male	Female
Few pauses	Frequent pauses
May abruptly change topic	Connect information to previous speaker's information
Speaks until interrupted	Stops speaking when information is delivered
Speaks louder than previous speaker	Uses same volume as previous speaker
Frequent use of "I" and "ME"	Frequent use of "US" and "WE"
Personal self disclosure rarely included	Personal self disclosure often included
Humor delivered as separate jokes or anecdotes	Humor interwoven into discussion content
Humor often based on kidding or making fun of others	Humor rarely based on kidding or making fun of others

ALL BOYS / GIRLS DISCUSSION GROUPS

Girls groups: usually cooperative and you cannot visually identify a leader

Boys groups: have a hierarchy with leaders who can be identified by their superior or assertive talk and body language.



Men : more interested in things/ actions and
how they work

Women : more interested in people and
relationships



WOMEN VALUE
RELATIONSHIP, MEN
VALUE WORK.



IF A WOMAN IS UNHAPPY IN
HER RELATIONSHIPS, SHE CANT
CONCENTRATE ON HER WORK.
IF A MAN IS UNHAPPY AT WORK
HE CAN'T FOCUS ON HIS
RELATIONSHIPS



Have you ever watched the body language or the use of hands when men and women communicate?



A WOMAN IS FOUR TO SIX TIMES
MORE LIKELY TO TOUCH
ANOTHER WOMAN IN A SOCIAL
CONVERSATION THAN A MAN
WOULD TO ANOTHER MAN.



The different ways in which men and women behave are linked to, but not necessarily determined by, their physical sex, or gender. Individuals are identified as male or female on the basis of physical structure, which are determined by chromosomes, gonads and hormones. This labelling occurs at birth and is the first step in the process of developing Gender Identity- a sense of being male or female and what that means in one society (Cook, 1985)



IF WE ARE TO BE THE
SAME CAN YOU
IMAGINE WHAT CAN
HAPPEN?



BRAIN

Male brain: is highly specialized, using specific parts of one hemisphere or the other to accomplish specific tasks.

Female brain is more diffused and utilizes significant portions of both hemispheres for a variety of tasks.

- ◉ Men are able to focus on narrow issues and block out unrelated information and distractions. Women naturally see everyday things from a broader, "big-picture" vantage point.
- ◉ Men can narrowly focus on one thing at a time. Women are better equipped to divide their attention among multiple activities or tasks.

BRAIN

- ◉ Men are able to separate information, stimulus, emotions, relationships, etc. into separate compartments in their brains, while women tend to link everything together.
- ◉ Men see individual issues with parts of their brain, while women look at the holistic or multiple issues with their whole brain (both hemispheres).



BRAIN

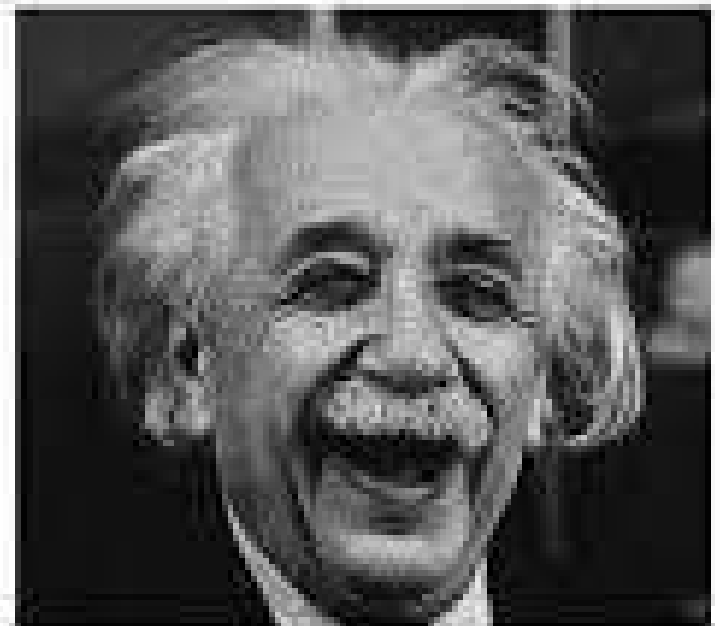
- ◉ Men have as much as 20 times more testosterone in their systems than do women. This makes men typically more aggressive, dominant and more narrowly focused on the physical aspects of sex.
- ◉ In men, the dominant sense is vision, which is typically not the case with women. All of a woman's senses are, in some respects, more finely tuned than those of a man.



**Women Always Worry
about the things
that Men Forget;**

**Men Always Worry
about the things
Women Remember**

- Albert Einstein



GIRLS CHECKING OUT MEN



MEN CHECKING OUT GIRLS



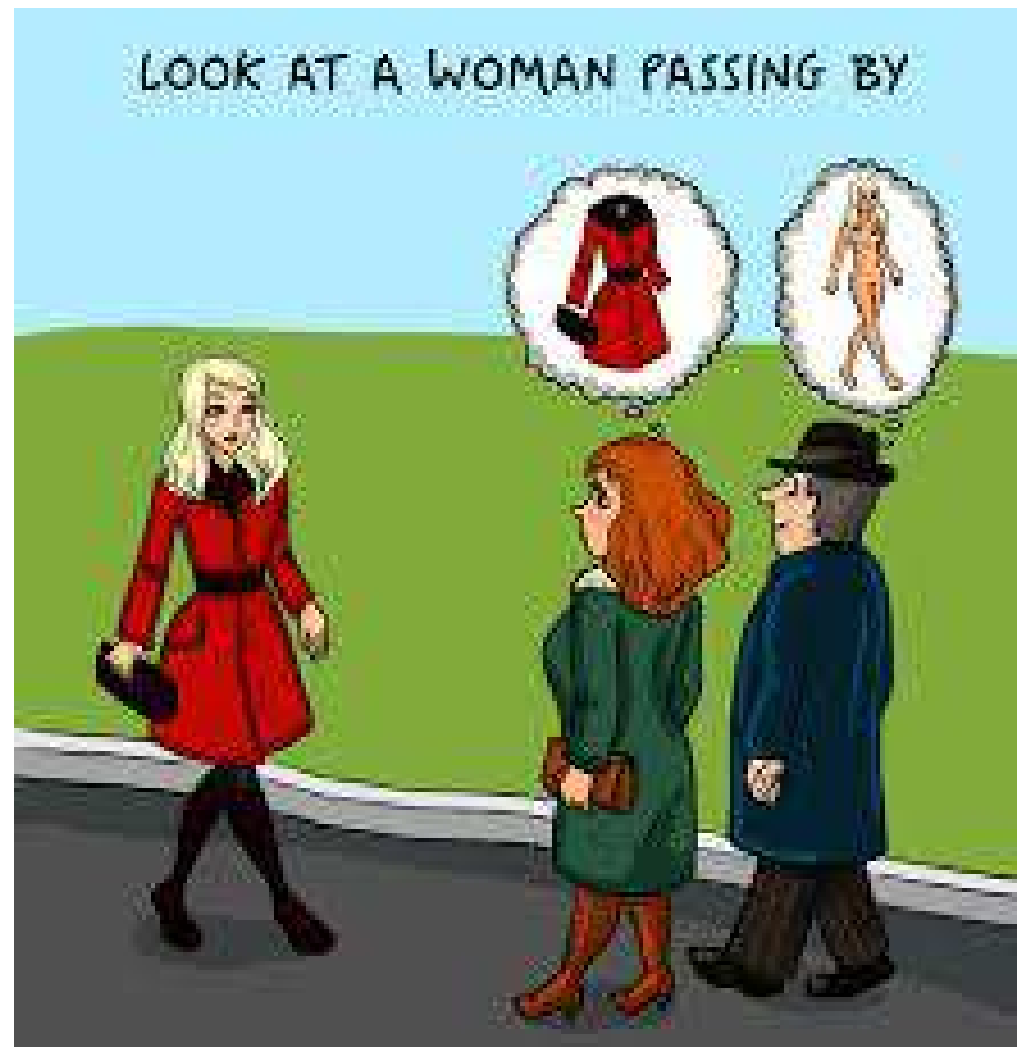
SEX

- ⊙ First, men are primarily aroused by visual stimulation. They are excited by feminine nudity or partial nudity.
- ⊙ Women : typically much less visually oriented than men.
- ⊙ -they are interested in attractive masculine bodies, but the mechanism of sex is usually not triggered by what they see;
 - women are stimulated primarily by the sense of touch and by romantic allure.

Thus, we encounter the first common source of disagreement in the bedroom: He may want her to appear unclothed in a lighted room, and she wants him to caress her in the dark.

Men are not very discriminating in regard to the person living within an interesting body.

A man can walk down a street and be sexually stimulated by an approaching female, even though he knows nothing about her personality.



SEX

- ◉ Women: Less excited by observing a good-looking male body...their desire is usually focused on a person whom they respect or admire.
 - A woman is stimulated by the romantic aura that surrounds her man and by his character and personality. She is drawn to a man who appeals to her more emotionally less physically.



Though there are exceptions, but the fact remains: **Sex for men is a more physical phenomenon; sex for women is a deeply emotional experience.**

Men want sex, and women want relationships.
Men want flesh and women want love.



SEX

- ◉ Research seems to indicate that the intensity of pleasure and excitation at the time of orgasm in women and ejaculation in men is about the same, although the pathway to that climax takes a different route.
- ◉ Most men can become excited more quickly than women. They may reach a point of finality before their mates get their minds off the evening meal and what the kids will wear tomorrow morning.
- ◉ It is a wise man who recognizes this feminine inertia, and brings his wife along at her own pace.
- ◉ **Man is like a microwave oven, woman is like a heater coil.**

END OF A RELATIONSHIP

Men

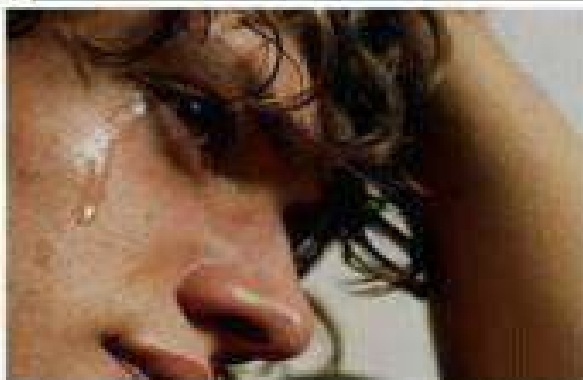
woman



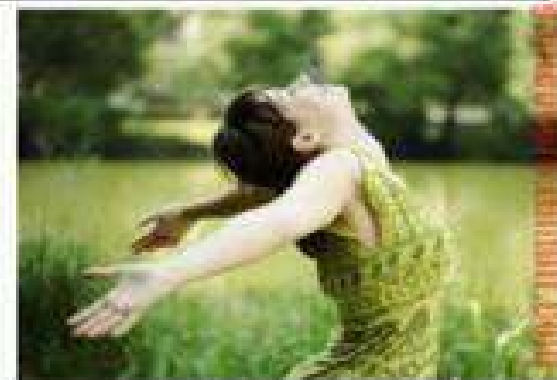
first day



one week later



months later



SEX

- ◉ Implications: Women should understand how their husbands' needs differ from their own. When sexual response is blocked in males, they experience an accumulating physiological pressure that demands release. Two seminal vesicles (small sacs containing semen) gradually fill to capacity; as maximum level is reached, hormonal influences sensitize the man to all sexual stimuli. Whereas a particular woman would be of little interest to him when he is satisfied, he may be eroticized just to be in her presence when he is in a state of deprivation.
- ◉ A less passionate wife may find it difficult to comprehend this accumulating aspect of her husband's sexual appetite, since her needs are typically less urgent and pressing. Thus, she should recognize that his desire is dictated by definite biochemical forces within his body, and if she loves him, she will seek to satisfy those needs as meaningfully and as regularly as possible. I'm not denying that women have definite sexual needs that seek gratification; rather, I am merely explaining that abstinence is usually more difficult for men to tolerate.

EMOTIONAL EMPATHY - FEELING WHAT OTHERS FEEL

- ◉ If the other person is upset, or the emotions are disturbing:

Women: their brains tend to stay with those feelings.

Men: their brains sense the feelings for a moment, then tune out of the emotions and switch to other brain areas that try to solve the problem that's creating the disturbance.

Thus women's complaint that men are tuned out emotionally, and men's that women are too emotional - it's a brain difference.

EMOTIONAL EMPATHY - FEELING WHAT OTHERS FEEL

Neither is better - both have advantages.

- The male tune-out works well when there's a need to insulate yourself against distress so you can stay calm while others around you are falling apart - and focus on finding a solution to an urgent problem.
- And the female tendency to stay tuned in helps enormously to nurture and support others in emotional trying circumstances.
- It's part of the "tend-and-befriend" response to stress.

EMOTIONAL EMPATHY - FEELING WHAT OTHERS FEEL

- ◉ Women: more aware of their own feelings as well as those of others and relate much better interpersonally than do men.
- ◉ Men: score more highly on self regard and independence than women and also do better on dealing with events that are immediately stressful. So they occupied top positions in corporates
- ◉ Implications at work place:
- ◉ Today people skills are becoming more important as a culture of team working and partnerships takes effect. Women score high in this.
- ◉ Women's can reach higher levels in the corporate world if they also develop high stress tolerance.
- ◉ Men need to develop their empathy to balance their strong independence scores.

CONTEMPORARY VIEW

Today, it is more commonly assumed that both genders are capable and can be successful in a variety of roles at home and at work.

Women can be independent, strong, logical and task oriented. Men can be nurturing , sensitive, cooperative, and detail oriented.



Androgyny is a concept that bridges the gap between masculinity and femininity, suggesting that individuals are free to create a personality based on their personal needs and beliefs



Carl Jung a Psychologist emphasized the need for all individuals to recognize and integrate both capacities. Jung believed the integration of masculinity and femininity was essential to the development of personal wholeness.



We exist side by side not to compete
each other but rather to complement
each other

