Curriculum analysis of Teacher Education Programme (B.Sc.Ed./B.Ed./M.Sc.Ed.) at RIE, Mysore for sustainable Development (ESD) NCF – 2005

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Introduction

The starting point for ESD was Agenda 21 & multicultural stake-holders approach to local problems and good governance.

The ESD resulted in certain sustainable development goals, which are stated as MDGs. They are:

- To reduce the proportion of living in extreme poverty by half between 1990 and 2015.
- To enroll all children of school age in primary schools by 2015.
- To make progress towards gender equality and empowering women by eliminating gender disparities in the enrolment in primary and secondary schools by 2005.
- To reduce infant and child mortality ratios by two-thirds between 1990 – 2015.
- To provide access for all who need reproductive health services by 2015.
- To implement national strategies for sustainable development by 2005 so as to reverse the loss of environmental resources by 2015.

Agenda 21 emphasised that education is critical for promoting sustainable development and improving capacity of the people to address environment and developmental issues. Ever since sustainable development has been a common concern in all UN Conferences and there has been a common consensus that education is a driving force for the change needed. It has also been pointed out that peace, health and democracy are mutually reinforcing prerequisites for sustainable development.

1. Dr G V Gopal, Reader in Botany, DESM, Regional Institute of Education, Mysore – 6
2. Dr V D Bhat, Profession in Education, Regional Institute of Education, Mysore – 6
It is defined that sustainable development is “improving the quality of human life while living within the carrying capacity of supporting ecosystems” stated by IUCN/ UNEP/ WWF in “Carrying the Earth”. A strategy for sustainable living is the ultimate. With this preamble our Institute is doing many activities for sustainable development as it is basically an educational Institute and a Teacher Training Institute. The goals and objectives are more oriented towards Teacher Training and preparation of human resources development.

Background Information
Name of the Researcher : Dr G V Gopal, Reader in Botany, RIE, Mysore-6

What is your understanding of EDS?
The word ESD stands for Education for Sustainable Development and it emerged from the United Nations Conference on the Human Environment in Stockholm in 1972 which helped us to focus attention on environmental concerns and the needs. Following are the global community needs and the interpersonal relationship between environment and socio-economic issues of poverty and underemployment. These are the major concerns of ESD. Thus the concept of Sustainable Development emerged in 1980s in response to a growing realisation of the need to balance economic and social progress with concern for the environment and the stewardship of natural resource management in a judicious manner.

1. Name of the Country : India
2. Name of the Institution : Regional Institute of Education, Mysore – 6 (A Southern Unit of NCERT, New Delhi, India)
3. Languages used in medium of Instruction : English, Telugu, Tamil, Kannada, Malayalam and Hindi
4. Is there a national curriculum on Teacher Training in your country ?
   Yes, NCTE is the body which prescribes the National Curriculum on Teacher Preparation in India. The latest was brought out in 2006.

5. Level of Education that your Institution trains teachers for :
Regional Institute of Education caters to the needs of the Teacher Preparation of Southern India. It produces both Teachers at secondary level graduate teacher i.e. (TGT) in Science, Mathematics, Social Sciences and Language and also teacher education through M.Ed. (Master of Education). Institute had an M.Sc.Ed. programme for preparing teachers for senior secondary college level teaching (Teacher Education and Research) till 1994. In addition, we train international students are trained through a Master's Programme for South East Asian Countries. At present, a group of students from Maldives are undergoing this programme.

6. How many Teacher Training Institutes does your country have?
Approximately 5000 Institutes spread over different states in India.

7. Does your country have a National Policy on Sustainable Development?
Yes, India has a National Policy on Sustainable Development with reference to environment and forests.

8. Does your country have a National Policy on Education for Sustainable Development?
So far, we do not have. Recently in Ahmedabad Declaration, Centre for Environmental Education has taken certain initiatives for bringing a National Policy of Education for Sustainable Development in collaboration with NCERT in NCF 2005.

9. Does your country have programs on Education for Sustainable Development in its Teacher Education Institution?
Not specifically for Sustainable Development. No separate programs exist. Inputs are provided in the existing teacher education programmes.

10. Does your country have programmes in Education for Sustainable Development in its schools?
Upto some extent, along with Environmental Education from class III onwards. But not as a separate discipline.

11. Is ESD featured in your Institute? Describe how your Institute gives attention to ESD?
Yes, ESD (Education for Sustainable Development) is featured in my Institute’s curriculum in a broad manner. Mainly the Institute renders its services through
i) Pre-service training
ii) Inservice training
iii) Working with community
iv) Textbook writing and curriculum preparation.

1. **ESD features at RIE, Mysore in pre-service Training**

4-year Integrated Course B.Sc.Ed. curriculum of Botany of V Semester Unit 4, Unit 5, Units 1, 2 and 3 broadly deals with some of the sustainable development of ecosystem features.
Similarly in VII semester, Unit 4, Unit 3, Unit 5 broadly tells about natural resources utilization and conservation.

Similarly in V Semester Zoology also, Unit 1, Unit 2, Unit 3, Unit 4 and Unit 5 broadly deal about population dynamics. Mutualism, Habitat Ecology and Behavioural Ecology are covered.

2-year B.Ed. Curriculum features some of the ESD concepts like Man and Environment. Environmental Sciences curriculum deals with all aspects of concern to Man and Environment, Population, Water Conservation, Global Warming and many other aspects of Ecosystem in detail.

As part of the curriculum, every year B.Ed. students go to live with the community and help them. Recently one such endeavour has been taken up by RIE, Mysore students.

- Disaster Management has been included in school curriculum.
- Faculty presented papers in National Seminars on Plant Resource Utilization for Backward Area Development, 28 – 29 December 2002, RRL, Bhubaneswar.
- A project approach to conservation and bio-diversity of Lake – Biota for understanding the concept of Environmental Education at school level by G.V.Gopal and S.P.Kulkarni.
- Lake Biodiversity of Macrophytic Plant Groups – A Case Study (Kukkarahalli) by G V Gopal, N Rajashekar and R Geeta

12. Has your Institute attempted to consciously build in ESD (either in terms of its contents, approach and pedagogy, or any one of them) in its curriculum? What are the difficulties and barriers encountered if there is such an attempt?

Yes. Partially in some part of the curriculum, ESD component has been taken care of through the content and pedagogy. But approach was not given much importance. There are many barriers to implement it because time duration of the course is short, financial constraints and the formal school system does not give any scope for ESD practice.

c) Aims and Objectives

1. What is the overall mission of your Institution’s Training Curriculum?

The overall mission of my Institute is training curriculum to prepare quality teachers for the Southern Region and support quality of School Education in general.
2. What are its official explicit aims and objectives?

The official explicit aims and objectives are

i) Offer quality teacher training programmes

ii) Give the preservice/ inservice – training of Teachers to maintain quality at threshold.

iii) Update, recent and modern concepts to teachers as per the changes that are occurring in curriculum.

iv) Textbook preparation, curricular analysis and thereby contribute to the Human Resource Development.

v) Develop school curriculum in various subject areas for adoption by the States.

vi) Provide educational consultancy to States in the Region.

3. Do any of these objectives cover the concerns of SD/ESD? If yes, explain/ clarify how these aims and objectives deal with?

Yes, some of these objectives concern SD/ESD sustainable development, wherein deprived groups of children, socially disadvantaged groups have been given preference to read and get a special consideration like Schedule Cast / Schedule Tribe/ Backward Class groups – Spastic children – Special Education for children with dyslexic disabilities. Thereby all groups are taken care of in equal manner so that there is no socially disadvantaged group with reference to education and they can also come along with other into the main stream of thinking and work-force.

Provide training/ extension support for Education for All upto the age of 14 through programmes such as SSA.

To produce curricular material and develop approaches to ensure gender equality in education, adolescence education and women empowerment.

Provide inputs/ consultancy support to Adult Education programmes of States.

4. Are the ESD/SD related objectives implemented?

As it was mention in the answer to Question (11), some topics deal with ESD.

D. Approach

1. How would you describe your Institution’s approach to including ESD in its curriculum?

Yes, institution approach is not direct, but indirectly contributes to trained manpower which can bring a cascade mode of attitudinal change of the pupils towards ESD in curriculum and society partially.

2. Is the whole school/ Institution approach adopted?

No, the whole Institution approach is not completely adopted.
3. How far does the community, parents, religious and social groups get involved in the work of your Training Institute vis-à-vis ESD? Elaborate briefly and comment on the relevance and effectiveness of such liaisons?

Not directly, only on some occasions where the students work with community, they learn the problems of the community and help them to a great extent and it is relevant.

4. How does your Institution involve/use the resources of related organizations (eg. environmental / training activities)?

Yes, our Institute involves and uses the resources of related organisations like CES i.e. Central for Environmental Studies in training activities and books developed by them are like “Joy of Learning” related to concepts of ESD. It also takes the help of Women’s organisation and Human Rights organisation also.

5. Are there opportunities for staff and students to engage in research during training. If so elaborate?

Yes, it gives ample opportunities for Teachers and students to take up some research. It was elaborated in question No.11, where students went on Biological tour to Aruku Valley, where they have collected the native plants and the livelihood practice of the population which became a Research Paper later on. See.....Annexure (I)

6. Does your Institution continue to provide follow up support or/ and containing professional development to teachers after graduation?

Yes, Institution continues to provide follow-up support containing professional development to teachers after graduation under its inservice programmes.

E. Content

1. Indirectly.

ESD curriculum has been elaborated in a detailed way in Question No.11 and NCF 2005 clearly emphasizes.

**Social Perspectives**: Health and Population Education, Diseases, Malnutrition, AIDS/ HIV.

**Environmental Perspective**: Natural Heritage and resources, air and water quality, optimal use of renewable energies, environmental and land degradation, preserving bio-diversity, conservation of ecosystems, protection of natural heritage, sustainable environmental protection under social forestry.

**Climate Change**: Greenhouse gas emissions, Global warming, Coastal regions and small Islands.
**Sustainable Urbanisation:** Population, pollution of air – water, chemical, noise, waste reduction.

**Cultural and Linguistic Diversity:** Indigenous knowledge, Ethnobotanical Studies, Respect for Diversity through a programme called “Kalasangama” a Drama / cultural festival takes place annually in the Institute.

**Gender Equality:** Gender roles, women studies, empowerment of women in concepts in textbooks and curriculum. In NCF 2005, there is lot of mention about it.

**Economic Perspective:** Social and environmental responsibility.

2. Is your training curriculum subject centred or are these opportunities for cross-disciplinarity?
   Our training curriculum though subject centred provides opportunities for cross-disciplinary approach also.

3. Describe what is covered in the cross-disciplinary areas and its mode/mechanisms of delivery.

   In subjects like Geography, Sociology, the concept of Environment and Global issues of society are highlighted in social environment whereas it has also linking with cross-curricular/ cross-disciplinary areas of science like Botany, Zoology, Chemistry, Physics and Mathematics in a broad way.

4. Do these cross-disciplinary opportunities include coverage of ESD? If so, elaborate on the rationale for its inclusion. List the main content/topics covered and skills taught in these ESD related areas. Describe in detail what students learn from this part of the curriculum. (Do not limit this to content knowledge only if other aspects only achieved).

   Yes, they cover the broad area of ESD. Areas covered in ESD are
   i) Bio-diversity of flora and fauna
   ii) Water safety and management (effective) which includes water harvesting.
   iii) Perma-culture (soil management), organic farming for farmers.
   iv) Global warming – air pollution, water pollution, pesticidal effect, chemical fertilizers. Use of bio-fertilizers are vermi composting.
   v) Agro-forestry or community forestry.
   vi) HIV/AIDS Awareness and primary health tips.
   vii) Value inculcation to bridge the gap between rich and poor.
   viii) Energy Utilisation – solar energy and alternative energy like wind.
   ix) Community living is a programme wherein they have to live with community and understand the problems of the community and help them (Working with the community). Recently they have helped the Tsunami hit areas of Tamil Nadu. **see.......... (Annexure – II)** 
   x) Children from DMS (Demonstration Multipurpose School) and B.Ed. students are taken every year on a biological trip and every year
students put up exhibition on various aspects of sciences which they have learnt, how they can use it in their daily life.

5. It was explained like other subject areas, but in case of community living, exhibition, the students are left free for incorporating their original creative ideas in tackling the problems specified. They are partially practical oriented. Sample items 1, 2 and 3 are given as research assignment to school children and B.Ed. teacher trainees.

6. Is ESD offered as a separate specialization? If so, explain why and how did this come about?

No, ESD is not offered as a separate specialization, but as a part of the Environmental Education and concern of human society. As Teachers they role in protection of Environment and bring in attitudinal change in children.

7. Does your Institute’s curriculum address wider global issues e.g. International Understanding, climatic changes, pollution, sustainability/ sustainable development, peace, poverty, human rights, gender equality etc? Comment on the extent of its coverage and how these topics are being taught? What do students learn from this part of ESD related curriculum?

Yes, they are addressed as Global issues in curriculum but more emphasis was given to local problems of relevance.

   i) Water sharing of river waters of Cauvery.
   ii) Water conservation, rainwater harvesting.
   iii) Water sanitation, purification. Extension lectures are arranged in RIE Mysore. Experts are invited to address the gathering of students.

Recently representing Indian Women (1875-1947) a visual documentary programme has been conducted in our Institute in collaboration with Centre for Women’s Development and Studies, New Delhi.

   a) The tree as habitat for many organism.
   b) Plants as resources
   c) Water cycle
   d) Diversity (plants and animals)
   e) Air pollution
   f) Permaculture/ vermi composting/ organic farming
   g) Project based Survey for identification of flora and fauna of RIE Campus (Diversity of plants and animals). (Data Resource Pack prepared).

Educational Awareness: Students will learn from this part of ESD, Environmental Education, its significance with ESD, its uses in both formal and non-formal methods to promote conservation awareness and environment education among teachers and students and school children. The major outreach components of the programmes are Teacher Training Workshops, PAC programmes, conducted periodically for all the States of Southern India.
Teacher Training workshops develop necessary capacity building of Staff and Institutional strength. The educational programmes also create awareness about various issues of concern, broaden the involvement of students and society by the programmes like Working with Community.

8. Are local issues and concerns reflected in the teaching and learning? If so, what are the main local issues covered and elaborate where possible, their relevance to pupils and teachers? Comment on the extent of its coverage and how these topics are being taught? What do students learn from this part (ESD related) of the curriculum?

It was discussed briefly in the earlier case. More local issues were given importance so that students are aware of local problems and the concern and the issue based strategies to be adopted.

F. Pedagogy and Assessment

1. List of Teaching Methodologies:
   - Direct Teaching
   - Practical approach for theoretical inputs
   - Hands on experience
   - Research based inferential learning
   - Practice teaching/ Micro teaching
   - Interactive learning/ ICT through Web based learning

In the curriculum, the following types of teaching methodologies are employed in presenting the curriculum to students.


Upto some extent, mixed mode of delivery is followed. They are teacher dependent and topic dependent. There is no uniform model for all.

3. If ESD is included in the curriculum, what teaching and learning styles are being employed? Why are these styles of learning adopted? Describe each of them emphasizing on learning process and pedagogical principles. Are there some styles of learning more effective than others? Why? Which of these are more effective?

ESD is included in the curriculum. Situational – Practical approach to problem is adopted as a major learning style along with basic approaches of Theory and Practicals. Action research is encouraged so that the problems can be identified and plugged effectively by going through the process. Research based, inferential learning not only gives a good insight into the ESD as a component, the various lacuna also can effectively be understood in practical ways. We cannot prescribe a general kind of format for this because the situations are not same at all places, the problems are not common.
The psycho-motor, affective domain learning process lasts for long and more effective than only cognitive domain process of learning.

4. Elaborate on how teacher trainees are assessed monitoring during training both inside and outside the institution (i.e. during the practicum)?

The teacher trainees are assessed on the basis of terminal semester end examination conducted by the University. An outside body conducts the examination. There is also internal assessment which periodically done in Continuous and Comprehensive Evaluation (CCE) where the weightage is 20% (80% is given to external evaluation.

During practicum i.e. internship, they are graded as poor, very poor, average, good, excellent. It is 10 point scale where the marks are awarded in practicum.

5. To what extent is student self assessment practiced? Specify where possible. Describe the self-assessment methods used.

The students are assessed by a discussion method. Self assessment is done through by giving a feedback of his performance at examination in internals. This feedback will help him/her to assess the self or individual potentialities and weaknesses.

G. Resources

List the resources/ materials that you/ your Institute has used and found useful in teaching ESD. Are resources found more effective than others and why?

The following books and resource materials we have used in our Institute.

4. VIKSAT – A Journey towards Sustainable Future.
5. Centre for Environmental Future Education, Ahmedabad booklets on EVS Teaching.
7. Caring the Earth – A Strategy for Sustainable living, published by IOCN, UNEP and WWF.
10. Sustainable is more than able. – Viewpoints on Education for Sustainability.
18. Karnataka State Pollution Control Board, Bangalore. Email: kspcb@kar.ni.cin.
29. Restoration of Lake and Wetlands, Indian Institute of Science, Bangalore.

Some are more effective because of their application to solve the needs of the people and their adaptability fit into formal pattern of educational objectives of the system. (Formal education, non-formal education, adult education, health education, Nutrition and Child Development, Women Education are the areas where it can get merged well with the ESD component.

2. Has your Institute/staff developed any material resources that are useful/effective in the teaching and learning of ESD areas?
Yes, Our staff has developed many resource material that are useful and effective which were discussed earlier in content (Answer to Question No.5). They are appended along with this report.

H. Outcomes

1. What outcome does your Institute expect from ESD related parts of the curriculum?

The major outcomes that the Institute expect the Teacher Trainees to have this ESD related parts to be used in daily life situation and also through community work at large to help the society.

To bring in women empowerment, bring all socially deprived classes and groups to main focus of work force of the country.

These outcomes in Adolescent Education in controlling HIV/AIDS have not reached the targetted goals in spreading the awareness through curricular transaction, though the planning was very elaborate.

2. From your observation/ assessment, what capabilities and skills are fostered in the ESD part of the curriculum?

From our observation, and objective assessment the students could essentially gain some skills through community interaction, living together, help the needy and many useful skills like road building to a village, permaculture technique, vermicomposting organic farming. Rain water harvesting, safe drinking water, water conservation, health and community hygiene are some aspects where skills will be acquired by the students. RIE students took part in the recently “Pulse Polio” programme of primary health education concern to eradicate polio permanently from the country.

3. What are/ would be the main barriers in developing ESD as (a) separate discipline?

a) As a separate discipline, we cannot offer because the course duration is short and it does not have a formal approval in the course of the University system. Henceforth it is not possible to offer as a separate discipline and no expertise to offer as a course. After the course, what job market or life process?

b) As a part of an interdisciplinary curriculum in your Institute?
Yes, As part of an interdisciplinary curriculum in Environmental Education, Working with Community, Health Education, Adult Education is being practiced in my Institute.

4. Describe the kind of sustainability literacy you think, your Institute is addressing in the current curriculum.
Sustainable learning has little to do with schools in a conventional sense. Applying green topics in schools in pedagogical framework up to some extent, we sensitize the youth about the environmental concern, which immediate and around them. The classic, age segregated class need to be replaced by Interest-based learning communities.

Our Institute tells how a model school should be in school planning i.e. a sustainable school does not primarily consist of buildings with too many students, crowding in too little space. Learning environment and facilities should exist. It cannot be a case of Kumbakonam school episode of Tamil Nadu where seven children died in fire accident because of faulty school building design.

So, our students can desire a better school for future.

The ecological concept included in curriculum make them think individually as partners of the system. Learning by doing is the motto of the students at my Institute. This is practiced in Agricultural classes and National Service Scheme wherein “Earn While you Learn” Scheme which fetches some pocket money for doing some good contributory work for agricultural garden. This is where “Living and Learning” are taken care from the time of this education.

5. Would your Institute be interested to incorporate ESD (more if there is already) into its present curriculum?

Institute would be interested to incorporate ESD in a selective manner wherever it can be merged into the present curriculum if it is very much needed. Existing efforts are already discussed earlier. The initiatives are also discussed earlier. They can further consolidate by dialogue and discussion and mutual co-operation, training and material and financial help to the organisation involved in their programmes. This can be expanded by exchange of idea of success stories of different initiatives of ESD in a common forum.

6. What programmes/ actions can be initiated to foster further interest in ESD in your Institute?

The programmes related to community work, bio-diversity parks creation, which is already on and similar programmes like Science Clubs, Eco-Clubs have to be developed which in due course can not only take care of the campus environment in future, we should see that this can gradually get into the curriculum of ESD teacher preparation/ Green Teacher Preparation. The values determine human behaviour in significant way which humans can change the behaviour for a concern which is global in nature like, poor nutrition. So in schools mid-day meals is made compulsory, but there are associated problems which can be tackled early so that every school going child not deprived of 2 square meals, when he attends a school. It takes care of learning and living simultaneously.
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<td>Harmlessness</td>
<td></td>
</tr>
<tr>
<td>Sympathy</td>
<td>National awareness</td>
<td></td>
</tr>
<tr>
<td>Thoughtfulness</td>
<td>Perseverance</td>
<td></td>
</tr>
<tr>
<td>Tolerance</td>
<td>Respect for property</td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td>Social justice</td>
<td></td>
</tr>
</tbody>
</table>
