

IV

Guidelines for Implementation and Evaluation

We now turn our attention to the process and steps involved in planning and implementation of value initiatives in schools. It is not our intention to endorse a particular programme but to help schools integrate values more explicitly and effectively in school curriculum and thus evolve and innovate their own framework in the process. It is not justifiable to propose a single framework for a multicultural society like ours, having a variety of systems, each having its own needs, priorities, level of functioning, resources, etc. Following the guidelines provided here, the 'home made' framework, the one created by the school where it will be used, will facilitate its ownership.

The Five Cs

There are certain encompassing principles underlying the successful implementation of value education in schools which are discussed here.

1. Connection

We need to connect the values prioritized for a particular school with the curriculum and activities. We need to connect teachers with students, students with students and teachers and students with parents and community. We need to connect value education initiatives with other school interventions. We need to demonstrate to students how to connect the content of what they learn in one subject with the content learned in other subjects. We need to help students learn how to connect learning with living and how to connect in positive ways with teachers, parents, friends and others in their lives. Teachers and administrators need to connect with one another in new and better ways if value education efforts are to be successful.

2. Caring

Similarly the principle of caring has to permeate the entire school from principal to students and other staff. The underpinning of value education is that all

Source : For the concept of Five Cs and related ideas see DeRoche, E.F. and Williams, M.M. (1998). *Educating Hearts and Minds*. California : Corusin Press.

efforts to foster values simply will not work without a caring school' and this comes through by developing meaningful relationships from pre-primary to higher secondary school. Students should learn and be encouraged to practise why caring, sharing, helping are good behaviours. So the important question for school is to consider that if people do not care, the exercise of implementing value education is futile and it cannot be done without the spirit of caring.

3. Critical

School personnel need to be critical about what they say, what they do, how they model the values that they are trying to foster. They need to make judgements about their plans and practices. They need to be critical to find out and promote practices and strategies that work and discard those that do not work.

4. Communication and Collaboration

Communication is vital to build confidence, gain support and encourage participation in work. Collaboration is based on the premise that there are people in schools who willingly work together to create a common bond and who willingly share responsibility and hold themselves accountable for the result of their efforts. Collaboration requires clarifying roles, building trust, refusing to participate in the actions that detract from organisational unity, efficiency and effectiveness.

5. Conviction, Commitment and Courage

Efforts towards implementation are likely to bring fruits with conviction to change and to take risk. School personnel need to develop conviction to say that we want our students to learn values and pro-social behaviour. Without conviction, commitment and courage, it is not possible for the schools to be prepared for the sacrifice for time, energy and resources.

Sense of commitment and conviction conveys the message that situations, conditions, events ought to change in the school by opening up to new experiences and meeting challenges. The change then will be a kind of learning experience for further improvement, empowerment, and collaboration.

The points discussed above are the basic principles which can serve as criteria for implementation of education for values in schools. These principles are not mutually exclusive but are connected.

Preparing and Implementing the School Plan

It is important that every school prepares an annual plan for implementation during the year. We realize that there will be variety of ways for planning and implementing value education in schools. Some of the basic assumptions and broad steps involved in initiating the process of planning, focusing on the values within the existing curriculum by a team of teachers and principal are highlighted here.

Assumptions

- Education for values is a continuous process; we cannot say that positive attitudes and values have reached a final stage, and that no more efforts are needed after a particular period.
- The process of value education is not direct and simple. Values are not static, there is continuous change taking place and the change may or may not be visible until there is an opportunity or motivation to express.
- Fostering values is a gradual and subtle process which takes time. There are no quick fixes. The influence of values education activities or efforts need time to get reflected in the school ethos, attitude and values of the principal, teachers, students, and other stakeholders. Therefore, evaluation has to focus primarily on the process of value development taking place in the system at many levels.
- Proper planning for resource and time management is essential. Planning helps develop appropriate actions for nurturing values, corresponding to the efforts.
- Planning and evaluation of value education is a collaborative effort. Since teachers, principal, staff, parents and community are all expected to be partners in the process, they too are expected to provide feedback on a regular basis about what they are doing, why they are doing, and how effective the progress is. Even a small success provides motivation to the team members.
- Care has to be taken that the process does not turn into a threatening and anxiety provoking exercise.
- The focus of assessment is on changes in consciousness among students, teachers, principal, staff, parents and community. It is about observing and recording the changes in perceptions, attitudes and behaviours of the students, teachers, staff and parents as well as the changes in overall school organisation.
- Values development depends on efficiency and seriousness of efforts for nurturing values. Feedback regarding the process of nurturing or efforts made must be taken from the person being assessed as well as the person making assessment.

The Process of Planning

The first step is to explore and agree on the values the school would like to foster in students, affirming the needs and priorities of the school. Values are prioritised and are described. For example, if equality is a chosen value, it is described as “Affirming the equal worth and basic rights of all persons, regardless of differences in race, gender, ability and religious belief.” The next step is to determine whether there is some explicit reference to chosen values in the policy or mission statement of school. It helps in concretising the purpose and focus in operational terms. The school may find that school policy

document has not clearly stated the values they wish to focus in the school. The school would thus examine their position on chosen values. 'Development of value' words, phrases and statements can be rewritten more explicitly in schools' aims, objectives, policies, and codes of ethics, etc. This exercise will help incorporate value statements in the existing policy documents. If this exercise is done in consultation with teachers, school staff, there is likely to be greater consciousness about bringing values into the fore.

Following this, the principal, teachers/school personnel will look into the barriers in all the domains. They begin to review the existing ethos, relationships, activities, programmes, syllabi, content across different stages and concerns of school. This will help analyse how and where values already fit in and where there are obvious value conflicts in schools and where these would be better integrated. Teams are created to review the whole realm of curriculum activities that exist in schools. This team would review and workout strategies to reorient the existing curricular activities with deliberate focus on concerned values. Similarly a team of subject teachers, for example, Science, Social Sciences, Languages, Mathematics, get together to decide the values to be integrated into the teaching of textual material in different subject areas. They identify themes and related values, develop exemplar questions and exercises to use with students, with deliberate attempts to engage them to understand, appreciate and reflect on values embedded in the contents. Each teacher develops a lesson idea to share with the colleagues. The Principal provides support to the teachers to develop and compile such lesson ideas for transaction in classroom. In-house workshops are organised according to school's convenience which may include vacation period.

Whatever plans are prepared, it is important to ensure that these are workable and are not considered to be an add-on or extra work. Instead, it should be perceived as giving a fresh perspective to the existing curriculum. Principal and teachers discuss the progress, reflect and examine what is working, what is not working, why it is not working and learn from each other during the year.

Some of the broad questions that should be kept in mind while preparing and evaluating the school plan are:

- What does the school propose to achieve in terms of value education? (Goal)
- What educational experiences would be provided? (Inputs)
- How could these be meaningfully integrated with the entire curriculum? (Process)
- How does the school ensure that these are being achieved? (Evaluation)

The Implementation and Evaluation Process

Evaluation is intrinsic to the process of implementation and is an integral part of any deliberately planned initiative. It reveals the effectiveness of

implementation and the resulting changes. It thus helps in tracking progress, helps us know what works, and what does not and why. The process contributes to self-appraisal, self-reflection and self-education.

Three types of assessment plans have been suggested: (a) assessment of the actions taken and executed at school and classroom levels; (b) assessment of the changes in the perceptions, attitudes and behaviour of self, students, staff and parents as well as overall school ethos; and (c) the overall appraisal at the school level.

Evaluation of the Actions Taken

The first relates to whether the planned activities have actually been executed/implemented and the extent of their implementation. A detailed checklist of possible action points at the levels of school and teacher is provided here.

Checklist of Action Points

This exemplar checklist includes action points which are both proactive as well as remedial for providing value based education. The checklist is not exhaustive. Every school has to review and arrive at its own checklist of possible action points. While preparing a checklist, school has to be careful that the proposed action points are achievable with reference to their own conditions and resources. Also, these are meaningfully integrated into the school curriculum and the schedule.

School Level

- Prioritisation of values, attitudes and behaviour to be urgently addressed as per the need of the school and local context, and their inclusion in school mission statement.
- Orientation meetings with teachers, students, staff and parents to ensure that they clearly and adequately understand schools' priority of values.
- Examining school policy, practices, activities and resources from the chosen/identified values beginning from physical and medical facilities for health, nutrition and safety for general as well as special needs children.
- Identifying the factors that are the cause of stress and conflict among teachers, students and parents that detract from desirable values practices.
- Working out achievable goals in respect of values and actions required at different levels to meet those goals. For example, in order to develop a sense of responsibility among students towards environment, the students could be made to develop consciousness for preserving resources like water, electricity, plants on school campus, etc. through morning assembly, slogans/reminders, bulletin boards, energy (electricity/water) audit in schools; creating appropriate ambience, highlighting value concerns during transaction of subjects, etc.

- Delineating responsibilities and accountability of different school personnel for taking action.
- Planning and prioritising action and management of time and resources.
- Ensuring participation of students and parents in the framing of disciplinary practices and making them explicit in the classroom, school premises, libraries, etc. and to parents.
- Developing mechanisms to report and curb the use of corporal punishment in the school and working out alternatives.
- Banishing all kinds of discriminatory practices on caste, socio-economic or gender basis and institutionalizing the practices that are fair and give equal treatment for empowering the disadvantaged.
- Organising mentoring sessions for students, particularly for disadvantaged students, to share and discuss their problems and evolve strategies of remediation.
- Ensuring that problems of teasing, bullying, violence, rowdism, sexual abuse, child abuse, etc. are handled appropriately and proactively in all kinds of schools including residential schools.
- Ensuring that art, music, sports, yoga/meditation, NSS/NCC, etc. get their due place as part of the curricular activities, and students get opportunities to do social and community service, visit old age homes, heritage sites, etc. to understand their social responsibilities.
- Developing welfare/support/guidance and counselling services to help meet the academic, social-emotional needs of different groups of students, including children with special needs.
- Introducing special class periods or sessions at appropriate stages/levels for holding story telling sessions/workshops/group discussions/talks, value clarification sessions on personal-social-academic-career related concerns and special training on conflict resolution related skills.
- Identifying strategies of dealing with resources related problems of the school in collaboration with students and parents, like shortage of water, cleanliness, books for poor students, etc.
- Developing awareness among senior students about the needs and problems of the school and local community, and involving them in framing school policies, improving school ethos, handling issues of truancy, absenteeism, punctuality, peer teaching, taking care of school property, managing canteen, organising PTA meetings.
- Opportunities for teachers for their professional development through in-service teacher training in areas like conflict resolution, communication skills, pro peace attitude and peace building, empowerment of self, pedagogy of value education, etc. Development of such competencies through pre-service teacher education must also be attempted.
- Organising programmes for creating awareness and developing respect for manual work and developing attitudes and competencies to lay the foundation for entry into vocational stream.

- Emphasis on curricular activities and campaigns for promoting harmony, team work, rights and responsibilities and so on.
- Infusing the spirit of enthusiasm and initiation to check cynicism about the feasibility and success of value education.
- Reinforcing acts of honesty and exemplar behaviour by way of certificate of merit/recognition/appreciation.
- Organising workshops for subject teachers to develop exemplar lessons, ideas, questions, exercises for transaction of different subjects/topics with a focus on values.
- Creating mechanisms for listening to the complaints of teachers, parents, students, staff, etc.
- Networking of organisations/schools engaged in providing value education for mutual learning and enrichment.
- Emphasis on humane considerations in learning and evaluation procedures under control of school, particularly excessive competition, constant threat of evaluation, labeling failures, low achievers, etc.

Teacher and Classroom Level

- Modelling the desirable attitudes and behaviour, like patient listening, flexibility, being kind, caring and forgiving, acknowledging one's mistakes, respect for dignity of the child, being constantly aware of its impact on students.
- Developing a set of rules and democratic practices for classroom management in consultation with the students and displaying them, like waiting for one's turn to speak, listening to others carefully, etc.
- Creating non-threatening atmosphere in the classroom and maintaining positive communication and relationships with students and colleagues.
- Being knowledgeable and appreciative of the cultural diversity, constitutional values and upholding democratic structures and processes that stabilize peace within the country.
- Sharing focus of values education with students at opportune time.
- Developing a folder including news items, photographs, episodes from biographies/autobiographies, relevant pictures, anecdotes, sayings, humorous stories, etc, to be used as pedagogical tool for upholding the related value concerns of the subject and topic.
- Using stage and subject appropriate pedagogical strategies, like discussion, role play, drama, composing poems, songs, debates, seminars, story telling, etc. for providing experiential learning followed by reflection.
- Using silent sittings for enhancing concentration and reducing restlessness before each class period particularly for younger students.
- Adopting teaching practices to develop critical perspectives on existing socio-cultural realities.
- Adopting counselling approach and being a facilitator for children enabling them to solve their day-to-day problems related to education, personal, and social life.

- Following proactive student friendly classroom practices, like flexibility, freedom of expression, recognition of disparity and diversity.
- Encouraging in students the habit of writing diaries for planning daily schedule, recording observations, questions, expressing feelings, likes and dislikes, rights and wrong doings from their point of view, changes in their attitudes, etc.
- Maintaining a reflective journal to record one's own thoughts, feelings and reflection on significant events and episodes influencing one's own attitudes, behaviour, practices, relationships, etc.
- Sharing with other teachers the experiences of implementing healthy classroom practices.
- Keeping in constant touch with parents about the overall development and progress of their wards.

Every school principal and teacher has to develop a checklist at the level of school and classroom respectively. The following table provides a way of listing down the action points planned and executed followed by making an entry in terms of percentage and in terms of the levels of implementation. The implementation would be high if most of the planned activities have been carried out. If only very few planned actions have been carried out it will be low implementation. It would be helpful if the principal gives her observations/reasons in case of low implementation and also suggests future course of action/strategies to take care of pitfalls and challenges.

<i>Action Points</i>		<i>Levels of Implementation</i>			<i>Remarks</i>
<i>Planned</i>	<i>Executed</i>	<i>High</i>	<i>Average</i>	<i>Low</i>	<i>Reasons and future plans for improvement</i>

Assessment of the Change Process

The second focus of assessment partly is self-appraisal by the principal and teachers and partly appraisal of students, staff and parents. Self appraisal helps to analyse and become aware of one's own way of perceiving, thinking, acting and reacting to self, situations and events. The process helps to understand oneself better and sets in motion the process of growth and change, and its awareness. A useful tool for self monitoring and appraisal is checklist. Checklists contain lists of expected attitudes, values, behaviour, and practices which provide a template to review own progress with regard to the expected attitudes and behaviour. These are by no means exhaustive. Exemplar checklists for principal and teachers have been given below followed by the guidelines for writing a reflective journal which is a tool for developing consciousness about change and its consolidation.

Checklist includes statements about requisite attitudes, values, behaviours and skills that are needed to practice and promote values among students. The given statements have to be read and a tick mark (✓) has to be placed against them if these are true of the person. The greater the total count of ticked statements, better will be the changes taking place in the person in the positive direction.

Checklist for the Principal

- Clarity about the goals, mission, expectations of value education.
- Better clarity about role and responsibility to lead value education initiatives in the school.
- Having planned time for reflection and writing diary on daily basis.
- Better clarity of own value conflicts and dilemmas.
- Preparing to help resolve conflicts amicably.
- Increased concern and consciousness about modelling ethical decision making in solving problems.
- More involvement in resolving issues and problems destabilizing the values and peace.
- Preparing all personnel in the school to take up their respective responsibilities for the school.
- Satisfied with the goal of providing complete education in the school.
- More aware/conscious of upholding values of democracy, secularism, justice, equality, freedom, etc. in the school.
- Realising the negative effects of punishment, ridicule, humiliation and endeavoring to banish all kinds of corporal punishment in the school
- Becoming aware of positive change in perceptions of self, others, events and situations.
- Developing greater consciousness in dealing with teachers and students with dignity and trust.
- More conscious of own biases and prejudices towards others.
- More conscious and concerned for building healthy relationships among self, teachers and students.
- Demonstrating empathy in listening to teachers, students, parents and others.
- Receptivity to new ideas and suggestions tendered by teachers, staff and parents in improving school ethos and practices.
- Readiness to support parents and teachers to resolve/address issues/concerns.
- Flexibility to view situations and ideas from multiple perspectives.
- Paying attention to seeking involvement of marginalized groups in decision making.
- Sensitivity to creating an environment marked by mutual trust and respect during staff, teachers, parents meetings.
- Delegating responsibility to teachers, students and parents and others to collaborate, help and share.

- Developing consciousness in organising existing school programmes with a fresh perspective focusing on values and peace .
- Giving more attention to teachers' professional development programmes.
- Discovering best practices that other schools follow.

Checklist for the Teacher

The teacher needs to put a tick mark (✓) on the statements true of him/her.

- Practises/models the values which students need to emulate.
- Aware of the illegality of corporal punishment and the harm it does to the psyche of children
- Conscious to set rules for the classroom in consultation with the students and display them in the class.
- Receptive to students' concerns and allow time to discuss these during teaching.
- Conscious of the students' emotional and social needs while teaching academic subjects.
- Uses proactive ways to make children follow discipline, regularity and punctuality in attending and doing school work.
- Develop listening skills to understand students' feelings.
- Aware of the need to constantly update knowledge and skills of teaching with a view to develop values and reflectivity.
- Aware of own important prejudices, biases towards students.
- Constantly aware of need for positive communication with students and colleagues creating non-threatening classroom climate.
- Realised the need to give importance to the concerns of students, to make them interested and motivated to engage with class activities.
- Consciously use different strategies to interact with students for assessing and accelerating their academic, social and emotional development.
- More open to discuss conflict among students during class periods
- Provide support to students to enhance their involvement in classroom activities and participate with them.
- Aware of the need to understand children's life outside school to help them or discuss their concerns.
- Conscious of the importance of all subjects including art, music, drawing, painting, sports, etc.
- Encourage children to discuss their career related concerns and future plans.
- Develop awareness of the needs of the disadvantaged and special need children with regard to their socio economic/gender or other disadvantages.
- Aware of the need to reduce competitiveness by allocating and rewarding group performance and spirit of cooperation.
- Aware of the need to lay emphasis on group work and create opportunities for cooperative projects or collaborative learning.

- Conscious of highlighting values and the core concern prioritized by the school whenever opportunity arises while teaching subjects.
- Realised the importance of holding frequent consultations with parents to discuss general progress of the children, and to identify source of stress, if any, in child's life.
- Conscious of the need to involve students, parents and community in resolving issues and concerns of peace and value education facing the school.

The list can be extended by the teacher. This self-assessment must be made available for discussion with the principal. It should be perceived as feedback and strategy for improvement.

Principals and teachers could maintain a reflective journal for self assessment and appraisal. Maintaining a Reflective Journal helps in recording of changes in one's own attitudes, values and behaviours taking place. It is different from a diary used to record one's daily tasks and reminders, etc. It involves using the notebook or diary to record one's significant thoughts and feelings or the events/interactions during the day which reveal the way the persons' experiences are shaping his/her behaviour. One may observe and record how experiences or engaging with particular activities or people, situations are changing the thoughts. Self-reflections regarding important experiences facilitate consolidation and perpetuation of the positive change process by making us more conscious about it. Reflection also reveals the areas which need to be further worked upon. Reflections on a regular basis enable one to consciously take stock of the learning, deal with failures and prepare for the future growth and development. An entry in the reflective journal by principal and teacher will reveal to them the thoughts and perception, communicate styles and actions that were effective and valid, that bring facilitation and resolution of conflicts and problems, and the interaction strategies that need to be changed. A few entries in the reflective journal are shown as exemplars.

I thought appreciation would make students complacent, however, when one day I just appreciated the senior students for cooperation with school during a school function, I found this led to their continuous and sincere involvement in the school activities afterwards. This incident made me rethink about my attitude towards appreciating others.

I used to believe in the dictum 'spare the rod and spoil' the child. Once I did not punish a child, just let him go when I found him coming late to the school and jump over the gate. This act of forgiveness made him a changed person. He became more punctual and respectful towards me after the incident.

Students

Ultimately, the impact of values education has to be ascertained with regard to changes in the behaviour of students. This will help school personnel to know the impact of values education on students. Changes need to be observed in terms of whether the negative behaviours, like shouting, disregard for discipline and disrespect towards teachers and school properties, etc. have got

reduced and positive behaviours with reference to core values like regularity, punctuality, responsibility for own attitudes, work, and relationship with others, caring attitudes towards people, school property, environment, etc. have got increased. The observation must be made throughout the year in the classroom/morning assembly/ playground, etc. The focus of observation must be the entire class, particularly those who need improvement (the observations made for each student under the CCE programme could be dovetailed). Senior students in secondary and senior secondary classes may be asked to reflect upon their own behaviour and carry out self-appraisal for their own progress and development. They may be asked to maintain school diaries.

In order to make observations, some expected behaviours from students have been delineated on the basis of developmental understanding of the elementary and secondary stages. Although there is continuity and even overlap in the expected behaviour across stages, these are not to be taken as strict categories but only as guiding points. The teachers in different types of schools spread across regions, viz. north, south, east, etc. may find variations in these behaviours depending on the stress laid on development of some of these behaviours. These need to be considered as reference points only.

Expected Attitudes and Behaviours

Primary Stage

The behaviours expected will depend on the opportunities and experiences provided to children in view of the age/class before any attempt is made at assessment.

- Good eating habits, cleanliness, avoiding indulgence, etc.
- Experience joy on engaging in physical activities, exercise and integration of healthy practices in the lifestyle.
- Enjoying recreational activities like reading, singing, gardening, etc. in groups.
- Engaging in silent sitting and other activities leading to health, fitness and right posture.
- Appreciating what is good in oneself, others and surroundings, like positive manners, courtesy, politeness, aesthetic quality, etc.
- Exploring one's strengths and reinforcing/affirming them through engagement in a variety of activities, like reading, drawing, painting, craft, gardening, singing, etc.
- Accepting failures/weaknesses and trying to overcome.
- Striving for developing excellence and to compete with oneself.
- Describing events, things and situations rather than passing judgements and opinions. For example, instead of saying "This is a dirty toy," say "There is dust on this toy," or "This toy is broken," etc.
- Speaking softly and politely without shouting, yelling and hitting, complaining, and using alternative ways to express negative emotions and feelings.

- Taking initiative in group situations and taking responsibility for completion of assigned duties and tasks in time.
- Regularity and punctuality in doing work.
- Taking initiative in maintaining order, doing one's share of work in group situations, completing the tasks assigned and taking pleasure in completing tasks.
- Doing one's own work and engaging in manual work as well.
- Skills of attending and listening to each other carefully.
- Skills of asking relevant questions for enhancing comprehension during interpersonal interaction and sharing experiences.
- Restraint over moods, emotions and an optimistic orientation.
- Knowledge of cultural differences – different food habits, spoken languages, dresses, religious festivals, etc.
- Awareness of own and others' rights and responsibilities.
- Comprehension of others' perspectives (upper primary).
- Ability to express their own feelings and listen to other's feelings.
- Willingness and skills to analyse causes of conflicts with others – peers, family members, etc.
- Joy in giving and sharing one's belongings.
- Caring for sick, needy and other less fortunate people.
- Expression of feelings of love, and appreciation for family, friends and neighbours.
- Acts of honesty, truthfulness, compassion, etc.
- Appreciating the need for austerity, preservation and caring for environment.
- Habits of being vigilant towards resources – water, electricity, school property, own belongings.
- Skills in focusing attention and concentration on the tasks/activities in hand.
- Ability to grasp the reason why some behaviours are right or wrong (upper primary).
- Accuracy in observation and describing the events and feelings.
- Generating alternative choices and decision making (upper primary).
- Interest, curiosity and observations of natural phenomenon.
- Appreciation and enjoyment of the beauty, balance and harmony in the surroundings, classroom, school and other places.
- Pondering over the mysteries of the world (upper primary).
- Visualizing consequences of different actions (upper primary).
- Verifying facts, ideas and discern truth from falsehood (upper primary).
- Discovering and seek answers themselves by reading and exploring.
- Observing and questioning assumptions about the concern prevailing in the society (elementary).

Secondary Stage

This is the stage when capabilities for abstract thinking and creative manipulation of ideas have been developed. Attitudes towards moral-ethical

issues are developing. Some expected behaviours at this stage are:

- Ability to avoid risky behaviour like smoking, drugs, etc.
- Enjoying regular and active participation in physical exercise/sports/games/meditation, etc.
- Knowledge of own special talents and acceptance of weaknesses
- Engagement in variety of curricular activities in addition to academics like hobbies/sports/music/art, etc.
- Respecting other's talents and weaknesses.
- Exploring and respecting own rights and responsibilities in class, at home and during conflict situations/or other episodes.
- Developing personal skills of active listening, helping and mediating in conflicts
- Expression of own opinions, ideas and perceptions without offending others.
- Self-discipline to take right decisions, resist temptations in the face of peer pressure or media influence.
- Skills to discuss own aspirations, fears, weakness and seeking help and support from others.
- Optimism and hope to stay calm and poised in the face of difficulties and crisis of different kinds.
- Restraint on obsession with academic achievement and not indulging in excessive competition.
- Ability to take on and complete tasks in an appropriate manner.
- Willingness to assume own share of responsibility in group work.
- Skills for setting realistic goals for future planning well in advance and take responsibility for achieving targets with excellence.
- Cooperation and team spirit during group activities and programmes with a spirit of enjoyment and fun rather than just winning alone.
- Resourcefulness and management of time to deal with challenges and achieve goals.
- Positive attitudes to work and use of skills.
- Setting realistic goals for future, planning well in advance and taking responsibility for achieving targets with excellence.
- Willingness to identify one's own mistakes and courage to accept and improve.
- Sensitivity and sense of responsibilities for living in family, society, and global society.
- Skills for conflict resolution with peers, family members and others.
- Knowledge and understanding of Indian Constitution and its values – justice, equality, secularism, freedom, etc.
- Awareness of Indian history and culture.
- Understand the importance of peace movements and initiatives.
- Appreciation of cultural diversities in religion, culture, language, caste, etc.
- Freedom from prejudice and bias towards other cultural identities.

- Sensitivity for the problems and concerns of others – needy, weak and old.
- Reflection on issues and problems related to own life events – current and future.
- Own responsibility to analyse, seek solutions and respond appropriately to the challenges facing school, community and society.
- Critical attitudes towards the positive and negative role of media and its effect on their life.
- Positive attitudes and skills for dealing with generation gap.
- Positive thinking, optimism and skills for adaptability.
- Positive and innovative ways to identify and mobilize resources for common good.
- Thinking and reflecting on issues of violence and arriving at alternatives ways of dealing with it.
- Rejection of violence, vulgarity and aggressive attitudes at different levels in the society.
- Information handling skills like where to look for answers and how to select and reject information, or effectively weighting up evidence to hypothesised eventual outcomes and consequences in order to be able to choose the most appropriate action.
- Recognize, acknowledge and appreciate differences of opinion.
- Ability to distinguish facts, opinion and beliefs.
- Recognize bias and prejudice to identify issues and problems as well as the assumptions in an argument and to reason correctly.
- Compassion towards all fellow beings and nature.
- Attitudes of respect and trust for all others irrespective of age, class, caste, religion, etc.
- Sharing and giving to others in need without discrimination.
- The skills to cope with otherness and the ability to think for others and help them.
- Express oneself and behave in logical and ethical ways without trespassing on other's rights and freedom.
- Skills for aesthetic appreciation – balance, harmony, beauty and expression in day-to-day activities and living, like surrounding, classroom, school campus, art work, etc.
- Participation and engagement in creative pursuits, like music, art, painting, dance, etc.
- Developing preference for living life with simplicity and austerity.

The expected behaviours described above are exemplars only. The school may compile their own list of expected behaviours. The existing curricular activities of the school could also be revisited from the above perspective.

Senior Secondary Stage

- Aware of the importance of adopting positive attitudes, values and behaviour.
- Conscious of the rationale to follow rules and disciplinary practices.

- Know the importance of expressing gratitude and respect for school/ teachers and staff.
- Provide support to others and do not hesitate to seek help.
- Aware of the need to support teachers and school for implementation of rules and mechanisms for improvement of discipline.
- Comfortable to discuss personal concerns regarding home/ achievement with teachers.
- Developing greater receptivity to discussions and talks on values.
- Willing to accept and implement core values in day-to-day life and activities of the school.
- Need to uphold the Constitutional values in day-to-day life.
- Conscious of personal responsibility for resolving conflicts with others.
- Willingness to join in school initiatives to help poor and needy students in school and community.
- Accept responsibility for peers and junior students as well as classmates.

Appraisal of Staff and Parents

The awareness in the school system about attitudes, values and skills needs to be validated by other stakeholders who are not directly involved at the school level, particularly parents and the staff. However, the principal/teachers must be clear about the expected behavioural change in the attitudes and values of these groups. The teachers must also observe and note the changes in the perceptions of parents at the time of PTA or other consultation meetings or as revealed in the occasional comments of the staff. The observation of the changes taking place and the results of the review and improvement must also be recorded in the reflective journal. Both the principal and teachers may interview parents or record incidental observations made by them during parent-teacher meetings or on other occasions. The observations must be systematically compiled chronologically and incorporated as an evidence in support of the principal's/teacher's appraisal of efforts for values education. Questionnaires could be used for assessment of the perceptions of other staff and parents towards values education by school.

If the changes are not taking place as expected, review of action points must be done and appropriate measures need to be taken to make values education effective. As revealed in the feedback on the draft framework taken from schools across the country, reporting and paper work should be minimised. As a result the accountability of each member of the school becomes very important for observing, recording and making efforts for improvements.

Overall Appraisal at the School Level

Another kind of assessment is overall school appraisal. Principal being the key functionary in the school, he/she is able to look at the entire school from a special vantage point and make an evaluation of the implementation of values education in line with the goals. This will reveal if the proposed actions have been initiated and these actions are resulting in any change in the school

system at all. If yes, how to sustain and accelerate the change, if not, which efforts are useful and the ones that need to be readjusted. It will enable the school to identify the barriers that have been successfully overcome and the challenges yet to be met. The evaluation will facilitate future plans to be made realistically. The principal could compile information on various aspects of evaluation and maintain a portfolio containing the progress or achievement of the school so that documentation process is initiated and is available for future sharing and planning with stakeholders.

The portfolio is a tool that helps document efforts, progress and achievement with regard to the goals. His/her observations/perceptions of changes in the attitudes and values at different levels – teachers, students, parents, staff, etc. must be recorded in the portfolio. The principal may record significant observations, entries, self appraisal through the reflective journals/diaries of students and teachers, and perceptions of the staff and parents. His/her own critical reflections and self appraisal report also must be entered. The evaluation of the school must be done in terms of challenges to overcome, improvements, barriers yet to be overcome and future targets. The overall ratings of the school must also be arrived at and entered.

Some of the suggested entries in the portfolio are:

- Prioritisation of values in your school programme
- Time frame for evaluation to occur at different levels.
- Entries on actions planned and actions initiated taken at different levels.
(Include other evidences like, photographs, parents, reactions/ comments, etc.)
- Entries on change process at different levels
 - Excerpts from self-report of students' diaries
 - Teachers' perceptions in reflective journal/self reports
 - Teachers' reports on students' check lists/student observation
 - Staff/Parents reactions/perceptions
- Critical reflection by the principal in reflective journal/self report
- Challenges met
- Barriers to overcome
- Areas of improvement
- Overall school ratings in terms of progress/Overall school ratings under Mentoring and Monitoring Scheme under CCE.
- Future Plans
- Remarks

The portfolio compiled along the lines suggested above will serve as a tool for monitoring the progress of the programme as it would track the changes taking place at various levels in the school – the priority of values, the focus of the activities initiated, the changes in perceptions of the teachers, parents and other stakeholders. It would serve as a ready reckoner in the hands of the principal, and provides cues for steering the programme in the right direction by mentoring the teachers and staff. It also enables the school to showcase its programme for stakeholders.

Summary

It serves as a blueprint or a template with a possibility for variations in different types of schools that may use it. The framework is a reminder to stakeholders in schools to attend to the hitherto neglected areas of concern at the school level. It is expected that the framework will help them improve their existing practices to provide education for holistic development of students in a systematic and focused way.

The framework document opens with the section on Concepts and Concerns, giving a brief overview of certain landmarks and directives reflected in government reports/documents from time to time. It highlights the concern for education for peace reflected in the National Curriculum Framework, 2005. Education for peace seeks to nurture ethical development, inculcating values, attitudes and skills required for living in harmony with oneself, with others including nature. Value education is subsumed in education for peace.

This section also calls for re-examination of the current practices generally followed in schools, which contribute to the lop-sided personality development. It advocates re-appraisal of the vision of education, purpose of schooling and the concern for quality education which is not only in terms of employability and economic progress but individual's holistic development as a human being so that he/she lives creatively and happily, and also contributes to the welfare of the society. Concerns for peace and values need to be viewed as core component of quality and not merely as value premises. It makes a point that schools have to make conscious efforts to meet the goal of providing complete education.

This section further discusses the need for education in values due to the fast erosion of values in our country and the state of growing up of children and youth in the age of instant gratification, shortcuts, insecurities, fear-based survival and existence. The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialisation of education, negative impact of media, misuse of information technology, globalisation, consumerism, etc. are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating students and the role of value education in meeting the challenges of the present times.

It emphasizes that value education is not a separate domain. No education is value-free and goals of education include the goals of value education itself. Therefore, value education is not to be taken as burden or as an add on programme/activity. It does not have to be perceived as yet another task by schools already busy with the hard work of improving retention and academic achievement of students. Much of the work can be done in the context of what schools are already doing despite the constraints under which they are

working. The skepticism and lack of faith in schools as a potential source for fostering values need to be dispelled.

No doubt, value education is the responsibility of both parents and public but schools' as organised institutions ought to take the major responsibility in fostering values in students. The endeavour is to be seen as an investment in building the foundation for lifelong learning, promoting human excellence as well as promoting social cohesion, national integration and global unity.

This section also addresses certain misnomers and ambiguities about what values are, how are these acquired and what helps in internalisation of values. The process of value formation with reference to different stages of development and cultural contexts, highlighting the relationship of the individual and the society in ecological perspective, is presented.

This section is also devoted to discussion of 'Core Value Concerns at School Stage'. Raising a question about what kind of individuals/citizens we want our students to develop into, it put, forward the rationale that key value concerns at school stage must be anchored in the framework of student's holistic development as a human being and as a responsible member/citizen of the society. It also argues that value concerns must be rooted in the contemporary contexts, various social issues and concerns like environmental conservation, inter-faith harmony, gender equality, appreciation for multiple identities in the era of globalisation, inclusivity, increasing influence of science and technology, mass media and so on. Schools are the microcosm of the world. The disorder of the world surfaces in schools in many ways. So the question of, what values, must be rooted in the context of schools in which they are placed and in the light of problems and issues being faced by them.

The Constitution provides the baseline in working out the framework of values to be nurtured in students. It is an enabling and promising document, leading individuals and society towards the process of transformation. The Constitution encompasses values for living in harmony with oneself and one's natural and social environment, as well as the universal human values, inherent in the human nature, which have stood the test of time.

The core value concerns suggested in the framework revolve around health and hygiene; responsibility for self-development; responsibility towards one's work/duty; social responsibility; love, care and compassion; critical and creative thinking; appreciation for beauty and aesthetics. Under each of these core value concerns are listed a cluster of attitudes and skills which are required to put those values in practice. The grouping is illustrative rather than exhaustive, is overlapping rather than mutually exclusive. These core value concerns provide a frame of reference for schools to prioritize the values to be nurtured in their schools depending on the cultural contexts, needs, resources, background, etc. of the schools. There are diversity of contexts in which schools are placed. There are variations in terms of conditions, resources, ideologies, orientation, governance and management systems, etc.

The second section deals with the 'Pedagogy of Values' with focus on whole school approach and the underlying assumptions. The pedagogy of values requires shift from conventional pedagogy based on the Banking

Model of Education where students are considered as empty vessels into which knowledge must be poured in. Attitudes, values and skills cannot be developed by forcing students to memorise words nor by impositions. Concrete experiences and opportunities to think about, to reflect, critically evaluate, appreciate one's own values and those of others, can help internalisation of values. Some general pedagogical strategies such as silent sitting, role plays, group activities and projects, group discussions, value clarifications, diary writing, reflective practice, etc. have been suggested. The stage specific focus and significance of using stage appropriate strategies from primary to secondary/senior secondary levels have been emphasized.

Within the framework of mapping the whole school approach, the third section on 'Mapping Value Contexts in Schools', discusses strategic factors for success of value education. It highlights how school leadership has impact on the effectiveness of fostering values. What a school needs is not just leaders in the conventional sense but people who are willing to 'show the way', who can take the responsibility to create the right environment and allow others to feel empowered. True leadership requires the act of facilitation, creating positive environment and relationships in schools. Those who are in power at various levels must make a difference. Some strategies which can be helpful for effective leadership are discussed. This section encourages re-examination of one's own school policies and practices, particularly related to handling discipline and creating positive school climate imbued with values of caring which is central to any effort and is a precursor to value education. Discussion, on reviewing existing school policies which have inherent violence, discrimination and repression against the principles of democracy, the importance of having written policies and clarifications to each member of the school after coming to consensus on priority values, is emphasised.

The whole realm of activities and programmes traditionally known as co-curricular activities conducted in schools can have tremendous impact on the learning of values by students. Values are integral to the way these are organised. It is important to critically review the kind of activities carried out in schools and the expected outcomes these are likely to yield. The objective must be to provide experiential learning in not only knowing values but also practising values. Some innovative ideas which are practised in some schools across the country have been presented. It is also important to actively involve students in efforts towards value education in schools.

Special attention is focused on the importance of relationships which comprise the human ambience of school life. The importance of modeling the values and awareness of own values, attitudes, behaviour and its impact on students has been highlighted. Certain classroom practices conducive for encouraging desirable attitudes and values, as well as handling students' destructive behaviour have been discussed. There are multiple ways of handling student's behaviour which would vary with the nature and intensity of the behaviour and different stages of student development. Teachers need to exercise the choice as to how they respond to student's behaviour/misbehaviour. Some proactive classroom strategies have been discussed.

Intervention programmes for students related to sustainable development, caring for the aged, inter-faith communication, issues of violence, conflict resolution, anger management, media literacy, career awareness, vocational education, etc. need to be planned by schools not as isolated programmes but as complementary to value education efforts. Schools can prioritise programmes and can also earmark some days or class periods. Experts, resource persons could be invited to have workshops with students and teachers wherever they deem fit. Some programmes like life skill training are already in existence in some schools. Schools have to decide as to which programmes and activities need to be strengthened and which need to be redesigned or initiated. Every activity has to be organised as an experience. Feelings generated by that experience and reflection on that experience can make the activity or intervention purposeful and meaningful. Ultimately, it is the interplay of school climate, positive relationships, modeling of the desirable values by adults, transaction of subjects as well as other curricular activities in schools which result in a healthy amalgam of education in values.

One of the major areas of concern in this section relates to teaching of different school subjects with such perspectives that students not only gain insight into the nature of the subject but also appreciate and imbibe the attitudes and values associated with the particular subject. Every subject is a repository of values. Examples from different subject areas have been given. During transaction, it is important that teachers find effective ways of putting across the thrust of values inherent in lessons which are sometimes given directly or sometimes lie hidden. For this, appropriate teaching methods have to be applied for transaction. The variety of strategies would be useful which could be carefully selected according to the maturational level of students but overall it is important to realize that a deliberate attempt needs to be made to integrate values while teaching subjects. The task of integration is a challenging one. It may be difficult to begin with but with patience and practice, teachers will find it motivating. The framework includes some exemplar lesson ideas in different subject areas.

Evaluation, an essential component of teaching-learning process, must be based on humane considerations. It is usually taken as an end in itself rather than the means. Some reforms in the examination system and procedures like Continuous and Comprehensive Evaluation (CCE) are already in the offing. Our approach to evaluation and examination must begin with concerns for belief in the dignity and worth of all students, providing constructive feedback, encouraging students to know and understand their mistakes, ensuring some amount of success experiences necessary for motivating students, understanding contexts, background, reasons of students' failures, avoiding harsh reactions, comparisons and labeling students, etc.

The framework also highlights some critical concerns like the need for strengthening home-school and community partnership, concern for parents' involvement in school and education of children. It discusses certain barriers which come in the way of partnership between home and school and also puts forward certain suggestions to empower, involve and support parents in value-oriented education of their wards. Opportunities to the teachers for

their professional development, and networking with other organisations and schools engaged in similar endeavours, would be useful for mutual learning and enrichment. Schools must also plan for on-going staff orientation/development. Any effort for education in values should benefit from the rich variety of resources, if available in the community. Schools may also try to provide support services to students like guidance and counselling services for better learning and adjustment of students.

The fourth section is on 'Guidelines for Implementation and Evaluation'. It outlines certain basic assumptions and steps involved in initiating the process of planning in a school by the principal and teachers. Every school needs to evolve its own framework of values, create own goals, action plans and assessment criteria.

It is suggested that every school prepare an annual plan highlighting the value concerns, activities/strategies to be adopted, mechanisms to be created for each grade level. It is imperative to find out whether what was planned has been implemented in the school and whether the efforts have made any impact in positive ways in terms of changes in school ethos, classroom climate, students' and teachers' attitudes, etc. Evaluation is, therefore, aimed at ascertaining the level of implementation of plans by the school and changes taking place at different levels.

The first kind of assessment is in terms of actions initiated at different levels in the school system vis-à-vis the action plans. A detailed checklist of actions a school can take has been provided in the framework which can serve as a guide to evolve criteria of assessment. The second level of assessment and evaluation is in terms of changes in attitudes and values of different stakeholders and overall school functioning. Change is a gradual and subtle process. It takes time to get reflected in attitudes and values. Since nurturing values takes time, all the stakeholders in the school would be continuously involved in assessing what they are doing, how effective their efforts are in bringing about change.

Exemplar checklists have been provided for self-appraisal by principals and teachers. Reflective journal can help them record their reflections. Teachers will observe students on core value concerns over a period of time and keep track of changes and the efforts made through use of observations. Students will not be graded in terms of values and attitudes as such.

It is proposed that a portfolio will be maintained by the school principal to record overall progress on implementation of education in values which constitutes third level of assessment. The portfolio is intended to enhance visibility, accountability, communication and sharing of the efforts with others. An outline of the likely entries in the portfolio has been provided. The principal, in consultation with teachers, will compile the records on the basis of data from his/her own and teachers' self-reports/observations/perceptions and checklists. Other supporting records, documents, photographs, figures, anecdotes, etc. will also be part of the portfolio.

The framework concludes with the remarks that education for values has the potential to set in motion the process of growth and change of mindsets

likely to result in improved school practices. The challenges entailed in the RTE Act, particularly related to the consideration for all round development of the child, making the child free from fear, trauma and anxiety, teaching and learning in friendly and child-centred manner, the development of physical and mental abilities to the fullest, conformity to values enshrined in the Constitution, etc. can best be met with the whole school approach to education for values. The ideas presented in the framework need to be viewed as generalised guidelines which can be customised to fit into different types of schools. Lack of success with some strategies indicates the need to look back, reflect and review one's own ways of approaching the task and the situation. Education for values needs to be pursued with will, commitment and the hope for transformation and change.

Epilogue

It is a formidable task to enter into the realm of values in a tangible manner but education has to take on this task. A holistic and integrated approach to education for values may seem to be unrealistic but only this approach is likely to retain the essential meaning of education. The focused attempt on values are to be viewed as a part of quality education and not as an added curricular intervention. Education for values contributes to quality education. Both are in fact mutually reinforcing. If education promotes all-round development, including ethical/moral aspects, education for values gets reinforced. On the other hand, the challenges of education in general, and for instance those entailed in the RTE Act, which have a bearing on all round development of the child, making the child free from fear, trauma and anxiety, teaching and learning in a friendly and child-centered manner, the development of physical and mental abilities to the fullest, conformity to values enshrined in the Constitution, etc. can best be met with the proposed whole school approach to education for values.

An eminent scientist and educationist, Dr. D.S. Kothari* (1990) said, "If the social, moral values are not respected, cultivated and enriched in educational institutions, where else can there be a place for them?" (pg 17-21) School is the first formal educational institution in the life of the child. School curriculum itself is a manifestation of values. It is true that influences affecting the school system, its governance and functioning are many and varied and pressures of various kind may offset their efforts, but the urgent need is to undertake critical appraisal of every aspect of school by themselves and take concrete action to renew their efforts. This is an exercise which schools have to undertake within their own local specific cultures.

While schools must take initiative themselves, the educational bodies, both Government and non-Government, and key decision makers concerned with school education at central and state level, need to motivate and support schools under their charge to take a fresh look into their current educational practices and capacities of systems in various micro contexts. There are a large number of NGOs who have attempted innovations in pedagogy and classroom practices with a focus on value education. They need to act as facilitators to enable schools follow the Whole School Approach. Cooperation between the non-government organisations and government agencies would synergize efforts as has been asserted by NCF (2005). Collective decision making and reflective thinking are very important for bringing about reforms. The reforms are required in practice, and in the factors and conditions necessary to bring about change; otherwise there would remain disconnect between the policy

* Kothari, D.S. (1990) 'Education and Values', *India Magazine* (April-May)

recommendations and outcomes achieved. The accreditation of schools with regard to their potential and performance for delivering quality education should include value orientation as an important component.

The conviction is that the contents of this document will arouse contemplation and trigger the imagination of school personnel at all levels to revisit their own attitudes, behaviours, practices and commitment to nurturing of values. This belief in the contents draws its validity from the research insights and experiences of the experts and practitioners who have been able to transform the schooling experience conducive to nurturing of values. Belief in one's own potential with renewed enthusiasm is likely to yield positive results. School personnel have to believe that value education is needed and it is possible, only then would they find time and resources. Psychologists call it 'Self-fulfilling Prophecy', i.e. if you believe in something, it comes true.

A word of caution to those who try but get disappointed due to overarching difficulties and systemic pressures. They must remember that structures are important but will not guarantee success without will and enthusiasm, and that change is a gradual process. Many a time it may go unnoticed if we are not sensitive and aware of changes taking place, however small they may be. Resilience, hope and persistence pay in the long run. There is a saying, "If we hold an idea for a long time, it becomes a reality". Valuing the spirit of holistic education and generating in ourselves the will and capacity to distinguish the 'essential from non-essential' will help us move ahead.

The document is not the final word in the area, rather it is a dialogical instrument to enable the school personnel examine, review and renew their own efforts for promotion of values. Feedback on the framework would be more than welcome.

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Notes