



**Foundation *for* Restoration of National  
Values**

**National Value-Based Education System  
Implementation Guide**

Version 1.4  
October 7, 2010

**Knowledge without values is disastrous;  
Mind without values is weak or debilitating;  
Intelligence without values will not be delightful;  
Heart without values will not be expansive.**

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# 1 Introduction

The Foundation for Restoration of National Values (FRNV) is dedicated to creating a more ethical and value-based leadership, in all walks of life. Our work is driven by the conviction that leadership with integrity creates the most appropriate conditions in our democracy, for all-round national development, and the good of all.

**FRNV strives to restore our time-tested Values** so that **people**, individually as well as collectively find an abiding inner persuasion to be truthful, ethical, and patriotic and **committed to wholesome development of the Nation**

FRNV aims for change at the germinal level in the country by influencing the influencers. The foundation is guided by spiritual wisdom and delinked from any religion, caste, creed or other such divisions.

FRNV's main concern and attempt is restoration of the age-old values and traditions of this country, eradication of corruption and to work with the Government towards building a value-based society.

FRNV has been involved in the area of creating a National Value Education programme for the schools in our country. Based on the work done so far, the National Value Education Task Force has outlined this strategy and plan for Value Inculcation in schools.

This document is aimed at educationists, school managements and principals of schools, who have decided to embark upon value based education. This guide describes the methodology for Value inculcation in schools and how the stakeholders in the school ecosystem can live these values, thereby creating a value-based society.

## 2 Background

### 2.1 Current Scenario

Since independence, a number of high-powered Commissions and Committees on Education have highlighted the urgent need for making our educational system value-based. Accordingly, Ministry of HRD, GoI has identified NCERT, being the apex organisation in the area of school education, as the National Resource centre for Value Education (NRCVE) with a view to promoting value orientation of school education at all levels, elementary, secondary, senior secondary.

There have been various initiatives by Ministry of Human Resource Development (Min. HRD), Government of India (GoI) on value education viz.

- Creation of “National Policy on Education” 1986 as modified in 1992
- Setting up of “Programme of Action-1992” with Chapter 17 focussed on “The Cultural Perspective”
- NCERT created “National curriculum framework 2005” including
  - Curricular practices based on the values enshrined in the Constitution e.g. social justice, equality & secularism.
  - Ensuring quality education for all children.
  - Holistic approach in the treatment of learners' development and learning.
- Right to Education Bill 2005

- Article 45 of Directive Principles of the Constitution having made it the duty of the State to provide free and compulsory education to all children up to age 14 in 10 years (1960), & 86th Constitutional Amendment Act 2002 has provided for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right under Article 21A of the Constitution.
- “Scheme of Financial Assistance for Strengthening Education in Human Values”
  - Being administered by Min. HRD, GoI provides insight into various mechanisms being proposed by the GoI. The scheme also proposes “National Resource for Value Education” for all aspects/tiers of education including NCERT for school education;
    - i. NCTE for teacher education
    - ii. NIOS & IGNOU for distance education
    - iii. UGC for higher education
    - iv. IITs, IIMs and
    - v. AICTE for technical & management education

India has a rich heritage of time-tested National and Cultural Values. FRNV NVE-TF (National Value Education-Task Force) has done extensive study on the present status of Value Education in the country and has also conducted a series of workshops to bring awareness about the urgent need for Values amongst the various stakeholders in the education ecosystem and co-creating value standards & elements of a value-based teaching system which could easily be adopted, and then practiced.

## **2.2 Value Crisis in our Society**

Today money marks a person's worth and not his character. There is dearth of honest and committed citizens who are fired by the zeal of Nation-building. We see lack of ethical leadership and governance in all walks of life. India is ranked at a low level of 85<sup>th</sup> position in corruption-free index. The common man is in the grips of selfishness and there is lack of role models in society. With this we are not building a stable and strong future for the coming generation. This alarming situation calls for an immediate action to preserve these values and embody their strength and inspiration, and is the only way to save our Nation from the impending abysmal fall.

## **2.3 Need for Value Education in School: A Change in Mindset-**

Though there have been various initiatives by the central and state government in Value education, a major change in mindset is required to create a value-based teaching system which could easily be adopted by all stakeholders of education eco-system and practiced. Table below provides a comparison of conventional Value education vis-à-vis Value Based Education.

<b><u>Value Education</u></b>	<b><u>Value Based Education</u></b>
Students study it as just another subject	Integrated into the entire school curriculum
Teacher is the crucial person who implements it	It's a collective Endeavour- each stakeholder plays an important role

Its curriculum based-text book dependent	Practiced all times of the day
Confined to the walls of the school	Flows to the entire community
Common values are emphasized on	Each ecosystem identifies its needs and focuses on value
Left to the individual student to practice	Each stakeholder commits to practice
Involves passive participation	Involves active participation

#### **2.4 Unique features of this National Value Based Education System are:**

- It addresses the complete education ecosystem supported by multi level interactions and environmental changes
- It enables, supports, facilitates effective implementation and does not confront or challenge existing value education systems
- It is a long term vision for sustainable solution
- Aims to encourage creation of role models where each stakeholder lives the values and not just preach
- Each stakeholder is a participant in the co-creation of this system.

### **3 The National Value-based Education System (NVBES)**

#### **3.1 Overview**

The basic aim of this programme is that each education ecosystem decides to embark upon value based living. It then identifies the values to be lived by all stakeholders and collectively co-creates an environment which is conducive for such living. Thus encouraging each ecosystem to become a living value based system. This collectively then leads to a value based society.

#### **3.2 Benefits**

This partnership has benefits for each of its stakeholders i.e. the school management, the principal, teachers, parents, students and society at large.

- When it adopts value based living with each individual leading a value based life, each part of the ecosystem becomes a healthy one.
- Having created such an environment, establishing its collective ownership will ensure the participation of each of its stakeholders, with the help of periodic reviews, gap analysis, and required modifications, this programme will only move from strength to strength.
- This effect spreads across schools, localities, cities, states and finally the country and reaches the whole world



### **3.3 School Ecosystem Components**

The school ecosystem comprises of Policy Makers, School Management, Principal, Teachers, Parents with the Student at the centre. Each member of this system has a significant role to play in the lives of the students. Decisions taken by policy makers effect the schools' direction, functioning and effectiveness. The school management guides the school philosophy and influence decisions taken by the Principal and the programme he/she brings into the school setup. Further these decisions effect the working of teachers and the areas of their emphasis. Parents may or may not be in sync with the school's philosophy but surely have their own significant role to play in the lives of their wards. Peer group has its own major influence on the student. It is thus imperative that each member of the ecosystem be an owner and integral part of this value based living.

### **3.4 Ownership of the VBES**

This programme is looking at the participation of each stakeholder of the school, namely – the Management, the Principal, the Teachers, Students and Parents – for its implementation and success. The Principal being the binding person in this group is the owner of this programme and its success largely depends on her.

#### **Role & Responsibilities of the Process Owner:**

- As the Process owner, the Principal is expected to first understand the need of such a programme in the school.
- Take initiative to facilitate the process of bringing the different stakeholders together to fulfill this need.
- Identify the values (along with the stakeholders) that need to be focused on and then devise ways of creating the environment to inculcate these values.
- Encourage all stakeholders to be role models
- Weave this programme into existing initiatives in the school.
- Respect each stakeholder as an important part of the school ecosystem.

### **3.5 Principles**

- **Togetherness:** Since we are looking at living these values, then each stakeholder commits to being a part of this system and decides to live the values he/she wishes to see in others in society. Because we are stronger as a group when we commit to it together than when we stand alone.
- **Integrity:** Being able to live up to what we commit to.
- **Express our expectations from, and our commitments to each stakeholder:** Each one of us has certain expectations from others and we would want them to understand and respect these and we would then want them to commit to modifying their behavior based on this. Similarly as a stakeholder there are expectations from us and we too need to commit to fulfill these expectations. It is only mutual.
- **Living the values:** It is only when we commit to living these values and modifying ourselves slowly but surely that we bring about a change in ourselves and become role models for others to emulate.
- **Responsibility:** Find better ways of living rather than blaming different systems that do not work. It is our responsibility to make this programme successful. We need to believe that we will be able to make a positive change.

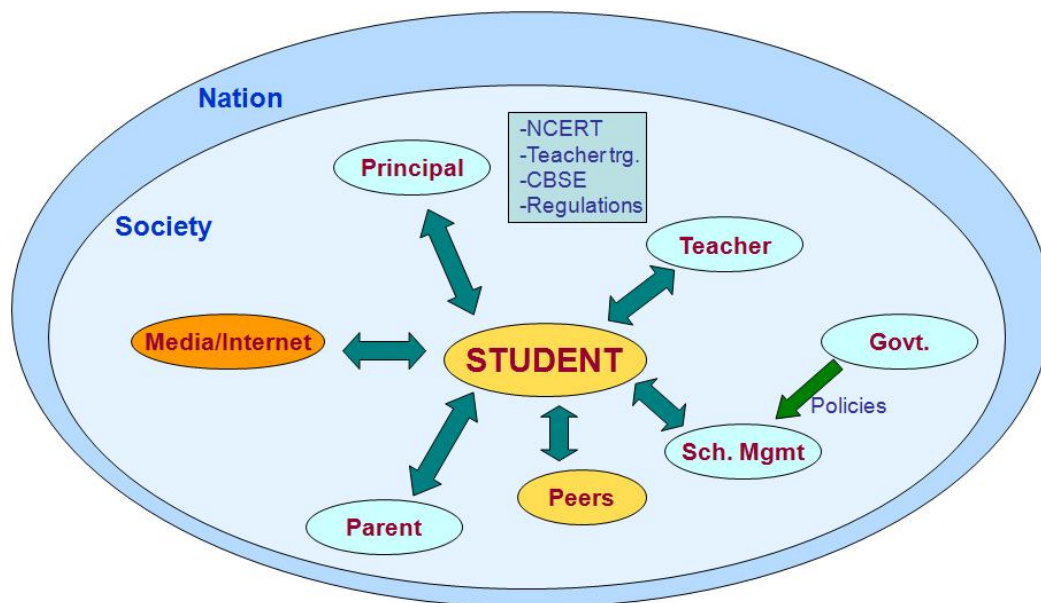
### 3.6 NVBES is Co-existential

There are various existing initiatives on values in schools. We are already celebrating different important dates i.e. Independence Day, Republic Day, & Martyr's day and birthdays of so many prophets- each a celebration of our freedom struggle, our rich value based heritage, of our being able to co-exist as different religious groups. We can rejoice each of these occasions with new meaning and with new initiative for living value based lives which bring in co-existence,

We already have the Socially Useful Productive Work (SUPW) programme being effectively run in schools, through which we introduce students to different fields like carpentry, pottery, paper making, community outreach, NSS, NCC and so on. Each of these initiatives can be given further impetus and thus be strengthened.

The PTA which is involved in supporting many school activities can be drawn in to be a part of this programme and to take it further to the entire parent body.

### 3.7 Education Ecosystem



### 3.8 Value Champions

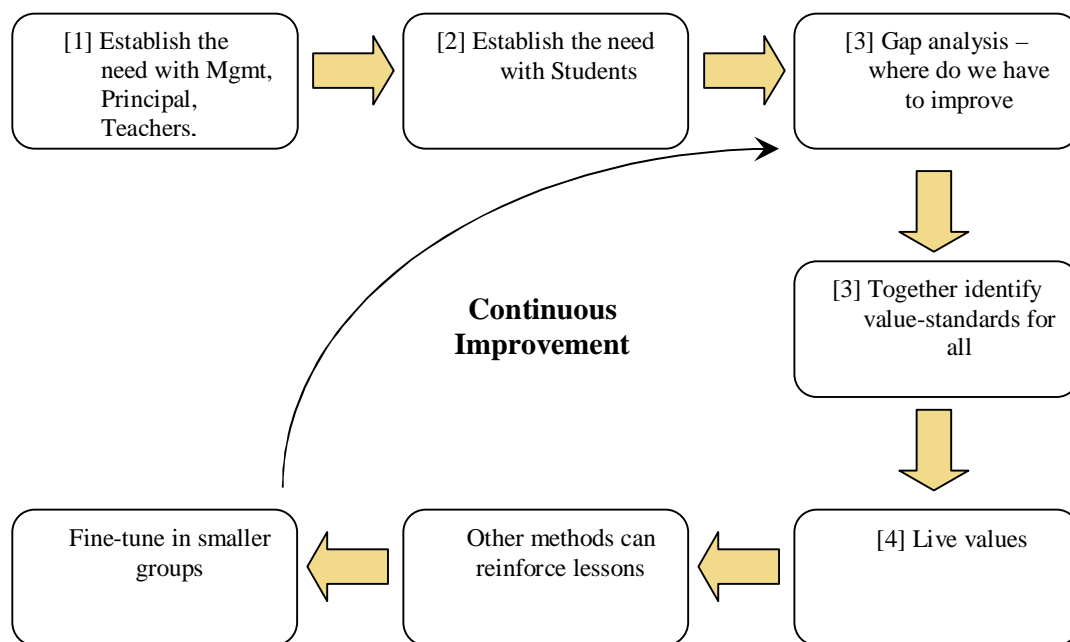
Having established NVBES in the school let each ecosystem identify those in the group who stand out in terms of their contribution to the effective implementation of this programme. Let them be recognized and appreciated for their endeavors as Value Champions and let this recognition become an ongoing process. It is recommended that Value Champions should be selected from amongst teachers, students and parents only.

## 4 Methodology for Value Inculcation & Value-based Living

### 4.1 Overview

The salient points of this Methodology are:

- It is a process of continuous improvement. This is not a onetime intervention in the school.
- Using this approach, the school can establish a ‘culture’ of value-orientation in the school, which is nurtured over time.
- All the stakeholders of the school system are involved in co-creating the value standards and establishing & sustaining this culture.



### 4.2 Step 1: Establish the need with School Mgmt, Principal, Teachers, Parents

This is the initial step where we establish the need for Value inculcation and sustenance drive in the school.

#### 4.2.1 Pre-work:

- Identify the participants (from the concerned stakeholders).
- The number of participants in each category will depend on a comfortable size for the group to interact
- The sessions will be facilitated by the Principal or a senior teacher.
- Identify a scribe (responsible for taking down notes of the session).

#### **4.2.2 Objectives:**

- At the end of this exercise, it is established unambiguously that the school wishes to embark on the journey of value inculcation/sustenance.
- Get a buy-in from all the stakeholders of the school.

#### **4.2.3 Participants:**

It is important that this decision is taken collectively, so that all the stakeholders and the complete school system take ownership of the entire effort.

The suggested number of each stakeholder is mentioned within parenthesis

- School Management (1)
- Principal (1)
- Teachers (4)
- Parents (4)
- Scribe (1)

#### **4.2.4 Activities:**

- Discuss the current Value Education methodology & its effectiveness (note down the hindrances/challenges).
- Establish the need for value-based education with the stakeholders.
- Inform participants about the 'Philosophy, Principles and Methodology' of the VBES.
- Inform all the stakeholders about their 'Roles & Responsibilities'.
- All stakeholders (Principal, Management, teachers and parents) express their commitment to the entire value-inculcation journey.
- Identify any major concerns/hindrances in implementing the VBES.

#### **4.2.5 Deliverables:**

- 'Expression of Commitment' by all the stakeholders
- A list of 'Issues and challenges' to value inculcation in the school.

- 

### **4.3 Step 2: Establish the need with Students**

This step is very similar to the earlier step and is focused on the students in the school.

#### **4.3.1 Pre-work:**

- Identify the participants (refer to ‘Participants’ section below for details).
- The sessions will be facilitated by a senior teacher (preferably a teacher who has a closer relationship with the students and is who is accepted by a large cross-section of the students.)
- Identify a scribe (A parent who has preferably attended earlier session. Also, preferably whose child is not participating in this session)

#### **4.3.2 Objectives:**

- At the end of this exercise, it is established unambiguously that the students have accepted the idea of ‘value orientation’ and wish to embark on the journey of value inculcation.

#### **4.3.3 Participants:**

- Facilitator
- Students
  - It is important that we get a good mix of students from different levels of academic and extra-curricular performance, so that we know that the students are adequately represented.
  - There should be almost equal representation from boys and girls (in the case of co-education schools).
  - Number of students: 10 – 12 (class 8 onwards; lesser numbers from class 12)
- Scribe

#### **4.3.4 Activities:**

- Discuss the current Value Education methodology & its effectiveness (note down the hindrances/challenges).
- Establish the need for value-based education with the students. Discuss the benefits of value-orientation in the school.
- Inform the ‘Philosophy, Principles and Methodology’ of the VBES.
- Inform the students about the ‘Roles & Responsibilities’ of all stakeholders.
- All participants express their commitment to the value-inculcation journey.
- Identify any major concerns/hindrances in implementing the VBES.

#### **4.3.5 Deliverables:**

- An 'Expression of Commitment' by all the participants
- A list of 'Issues and challenges' to value inculcation in the school.

#### **4.4 Step 3: Identify Value-standards**

##### **4.4.1 Pre-work:**

- Participants in each stakeholder category will be the same as the one who have attended the earlier session. For the student category, five out of the total participants from the earlier session should attend.
- The sessions will be facilitated by the Principal or one of the senior teachers (preferably a teacher who has a closer relationship with the students and is who is accepted by a large cross-section of the students.)
- Identify a scribe.
- Compile the list of hindrances/challenges (Section 4.2.5, 4.3.5)

##### **4.4.2 Objectives:**

- Identify the value standards for all the stakeholders.
- Identify the implementation plan for living values.

##### **4.4.3 Participants:**

- School Management (1)
- Principal (1)
- Teachers (4)
- Parents (4)
- Students (5)
- Scribe (1)

##### **4.4.4 Activities:**

- Reiterate Objectives of this session
- Reiterate findings from earlier steps- current challenges, gaps in value-orientation in the school.
- All stakeholders in the workshop identify 'Expectations & Commitment'.
  - Please ensure that the commitments are specific, measurable and achievable
  - Commitment to be made by each stakeholder himself
- Based on above three points, compile the list of 'Value Standards' for each stakeholder

- Compile and group in similar categories list of commitments by each stakeholder
- Compile and group in similar categories list of Expectations by each stakeholder
- Try to match the Expectation from a specific stakeholder (e.g. Teacher) with the Commitment made by Teacher
- Identify ‘Obstacles and Enablers’ to living values
- Form stakeholder teams for pursuing ongoing discussions
- All stakeholders Signoff and take a Pledge to wholeheartedly participate in the value-inculcation drive in the school and to sincerely and truthfully strive to live up to the value-standards identified.
- Identify the ‘School’s Value-Standards” (by which the school should be known)
- Discuss implementation plan
  - Identify facilitators in each category (to provide guidance to stakeholders)
  - Create a forum which can meet periodically to examine progress
  - Identify a team that will maintain all the records relating to this Value Inculcation movement in the school. (‘Records Team’)
  - Discuss how this dovetails into all the other initiatives in the school. Also discuss how we can strengthen the other initiatives.
  - Identify the next meeting to review the progress made.
  - Identify the dates and times when the stakeholder interactions will take place
  - Identify the different responsibilities
  - Identify how the entire school will be informed (specify date, time and responsibilities)
  - Plan for a notice board where the information regarding this value-inculcation drive will be shared with all.
  - Discuss how the parents will be informed (Suggestion: each child is responsible for sharing this with the family members within the next 2 days).
  - Identify a team (principal, 1 teacher, 3 students) that will meet periodically to take stock.
  - Discuss how the children in the lower classes will be informed and followed up. (Some of the senior students should take on this responsibility.)

#### **4.4.5 Deliverables:**

- List of values standards for the different stakeholders.
- School’s value standards.
- List of Facilitators for each stakeholder category is available
- Date of the next review meeting.
- Implementation plan.

#### **4.5 Step 4: Living Values**

This is not a meeting or a workshop. This is the time following the workshop (Step 3) when all the stakeholders strive to IMBIBE and LIVE THE VALUES that had been identified in 4.4.4. This is both an individual as well as a collective endeavour. This is an on-going activity, till such time all the stakeholders decide collectively to revisit the value-standards.

##### **4.5.1 Pre-work:**

- The list of value-standards for each stakeholder is available.
- The implementation plan is available and the different responsibilities have been drawn out.
- If the school already has an existing 'Value Education' curriculum, then the curriculum and the period related should be used to reinforce the value-standards identified for inculcation.

##### **4.5.2 Objectives:**

- All the stakeholders Imbibe and Live values

##### **4.5.3 Participants:**

- All the stakeholders

##### **4.5.4 Activities:**

- Execute the plan.
- Each individual stakeholder strives to imbibe and live the values identified
- Periodic meetings are held of the different stakeholder groups.
- Based on visible results, VALUE CHAMPIONS can be identified in each stakeholder category.
- Periodically update the notice board to keep the involvement of all alive.

##### **4.5.5 Deliverables:**

- All the stakeholders Imbibe and Live values

#### **4.6 Step 5: Periodic Audits of the School for Value-orientation**

##### **4.6.1 Pre-work:**

- Go through the list of all challenges that had been identified.
- Gather the list of value standards for all the stakeholders.



- Study the implementation plan.
- The core team forms an evaluation team.

#### **4.6.2 Objectives:**

- Review progress made by the school in value-inculcation and the impact of the same on the entire school and the ecosystem.

#### **4.6.3 Participants:**

- Teachers (2)
- Students (4)
- Parents (2)

#### **4.6.4 Activities:**

- Interview the stakeholders in each of the categories (as per the Evaluation checklist).
- Analyze the findings from the interviews.
- Prepare a report.

#### **4.6.5 Deliverables:**

- A report on the findings of the evaluation team is shared with the stakeholders who met in Step 3 and also is shared with the entire school.
- Share the findings with the School Management.

## **5 ANNEXURE - A. Processes**

### **5.1 Assessing the current status of Value Education.**

#### **5.1.1 Pre-work**

- Identify the stakeholders who will participate in this process and inform them.
- The person facilitating this process should be familiar with the contents of the questionnaire and how to administer it.

#### **5.1.2 Objectives**

- This is used to study the existing system of Value Education (eg. Value Education text books and a period on Moral Science or Value Education). This is to understand the effectiveness of the existing system and how it can be adapted in the context of the Value-based Education System.

#### **5.1.3 Participants**

- Principal; Teachers; Students; Parents

#### **5.1.4 Activities**

- Examine the following in discussions with principal, teachers, students and parents:
  - What has been the impact of value-education on the students?
  - What has been the impact of value-education on the school?
  - Are teachers trained in teaching ‘Value Education’?
  - What have been the benefits to the Students?
  - How has this system impacted the teachers?
  - What are the defined objectives of such a programme?
  - Does it meet the expectations?
- Make a report of the findings from these discussions with the different stakeholders.

#### **5.1.5 Deliverables**

- A report of the findings of the discussions.
- Analysis and recommendations to the core team implementing the Value-based Education System.

## **5.2 Periodic celebrations across the school**

- What are the special days that are celebrated in the school?
- What is the focus of each of these celebrations?
- In light of the values that have been identified by the stakeholders how can these celebrations be made more meaningful?
- What are the activities that come under SUPW in the school?
- In light of the values that have been identified by the stakeholders how can these activities be made more meaningful?
- What are some of the other activities based on Indian tradition and culture that are being done in the school?
- How can these activities help strengthen the Value Education programme of the school?
- What will be the role of each stakeholder in making the above successful?
- Is there something that can be introduced as a celebration to make this programme more effective? How often does this need to happen?

### **5.2.1 Pre-work**

- The periodicity of such events may be pre-defined.
- Also, on certain occasions, when the entire school has gathered (for example, school Annual day, Independence day, etc.), use the opportunity to communicate/share with the stakeholders.
- Identify stakeholders to be recognised/ rewarded.

### **5.2.2 Objectives**

- Share progress in the area of value-inculcation with all in the school.
- Recognize/reward stakeholders for demonstrating value-oriented conduct/ behavior.

### **5.2.3 Participants**

- All in the school

### **5.2.4 Activities**

- Describe the progress in the journey of value inculcation with all in the school.
- Reward/recognize stakeholders.
- Reiterate the commitment to value-inculcation.
- Take a pledge of commitment to value-orientation.

### **5.2.5 Deliverables**

- File a report of the proceedings and activities.

### **5.3 Process of co-creation of value-standards.**

- Does the school have a certain set of value-standards?
- Which are these values?
- Which are some of the values that are essential in the school environment?
- Which are the ways in which these values can be implemented?

#### **5.3.1 Pre-work**

- Identify the stakeholders who will participate in this process and inform them.
- The person facilitating should be familiar with the purpose of this process.

#### **5.3.2 Objectives**

- Identify value-standards for the school.
- Discuss different ways of implementing them.

#### **5.3.3 Participants**

- Principal
- Teachers
- Students
- Parents

#### **5.3.4 Activities**

- Describe the values that are already a part of the school value system.
- Discuss the different ways in which these values are being inculcated.
- Discuss as to which other values need emphasis and then should be a part of the value standards for the school.

#### **5.3.5 Deliverables**

- File a report of the proceedings and activities.

#### **5.4 Process for alumni involvement**

- Do we have a programme whereby alumni of the school continue to be associated with their school?
- What is the periodicity of their presence?
- How are they involved?
- In case the school does not have any alumni involvement at present do they feel the need to have it?
- What do these students value about their learning in school?
- What part of value education was effective?
- What part of the system was not effective?
- What are the changes that need to be brought in?
- What are the ways in which the alumni can help strengthen the school value education programme?

##### **5.4.1 Pre-work**

- Identify the stakeholders who will participate in this process and inform them.
- The person facilitating should be familiar with the questionnaire.

##### **5.4.2 Objectives**

- To involve the alumni of the school into the value inculcation programme.

##### **5.4.3 Participants**

- All in the school
- Alumni members

##### **5.4.4 Activities**

- Describe the progress in the journey of value inculcation with all in the school.
- Assess the existing value inculcation programme of the school.
- Understand the efficacy of this programme with respect to the alumnus who have grown in this programme and how does it affect their interactions in their college and working lives.
- Modify the existing value education programme and bring in new areas of focus
- Reiterate the commitment to value-inculcation.
- Take a pledge of commitment to value-orientation.

##### **5.4.5 Deliverables**

- File a report of the proceedings and activities.

## **5.5 Process for identifying Value Champions (in each stakeholder category)**

### **5.5.1 Pre-work**

- Identify the stakeholders who will participate in this process and inform them.
- The person facilitating should be familiar with purpose of this process.
- Record the events and exercises that have been carried out in the school to inculcate values.
- Record the roles and responsibilities of the stakeholders
- Formation of a core group from each stakeholder category who will evaluate the performance of the participant stakeholders in inculcating as well as living the values.

### **5.5.2 Objectives**

- Identify the Value Champions in each stakeholder category.
- Recognition to Value Champions from each stakeholder category.

### **5.5.3 Participants**

- Principal
- Teachers
- Students
- Parents

### **5.5.4 Activities**

- Describe the progress in the journey of value inculcation with all in the school.
- Reward/recognize stakeholders at a celebration in school.
- Reiterate the commitment to value-inculcation.
- Take a pledge of commitment to value-orientation.
- Encourage everyone to strive towards living value based lives.

### **5.5.5 Deliverables**

- File a report of the proceedings and activities.

## **6 Annexure - B. Guidelines**

### **6.1 Guidelines for identification of stakeholders (for workshop)**

- Involve teachers and students who have a flair, imagination and interest for involving themselves in activities which are in the broader context of the school.
- Involve teachers who have a good rapport with the students and parents for their teaching skills and character.
- Involve parents who have shown interest in the school and its overall health and not just in their child(ren).
- Students
  - good character.
  - good performance track record
  - Involve students who are also known among the peers for excellence and character.
- While selecting a stakeholder for participation, give importance to the interest shown in such an initiative.
- In selecting parents, choose the ones who can provide sufficient time in this initiative.
- The parents selected can also be parents of children from lower classes.
- While selecting parents, there should be involvement of both ‘mothers’ and ‘fathers’.

### **6.2 Guidelines for facilitation of the workshop**

- Preferably, parents or teachers may be considered for facilitation.
- It is preferable to avoid members of the school management or the principal from becoming a facilitator.
- If parents are chosen for involvement in the value inculcation journey, they should ensure that they have sufficient time at their disposal to devote to this noble cause.
- Ensure that all the necessary pre-work and inputs to the workshop are ready prior to the workshop.
- Ensure that all the participants in the workshop contribute to the proceedings; this is crucial to their ongoing involvement in the value-inculcation journey.

### **6.3 Guidelines for each of the stakeholder**

- ‘Integrity’ will be the guiding light for each individual stakeholder in this journey of value-based living.
- Let us not get discouraged by the environment; let us strive to make our contribution to this journey in the school. A small step taken in the context of the school is actually a major leap in the context of the Nation.
- Togetherness is the Key – the whole system revolves around the fact that we have to work as a team to ensure that the environment in the school is value-oriented and all stakeholders ‘live’ the value standards.
- This is not just a one-time programme – It is a continuous journey.
- Every moment of the day, wherever you are, strive to imbibe values and value-based living is the key.
- Value-based living does not apply to the class room or the school alone; they should be lived 24 hours a day, wherever you are.
- Set aside a certain time every day to recount situations where you faced a conflict in your mind regarding value-based living. Share these findings with the rest and work with the others in resolving this conflict.

#### **6.3.1 For Teachers**

- When conducting classes, always have the values, in mind; avoid any conflicting remarks which will sow a seed of doubt in the students’ mind regarding value-based living.

#### **6.3.2 For Principals, School Management**

- Always have the values, in mind; avoid any conflicting remarks which will sow a seed of doubt in the teachers’/students’ mind regarding value-based living.
- Whenever you are involved in tasks regarding the management of the school, do not do things or ask teachers to do things which will be a conflict to the values-standards identified.



## **6.4 Code of Conduct for stakeholders**

### **6.4.1 For all Stakeholders**

- Stakeholders must not do anything that brings disrepute to the school, society or the Nation.
- Stakeholders should not act in a manner that is conflicting with the value standards identified.
- Stakeholders should not misuse the facilities and amenities made available to them.
- Stakeholders are expected to maintain high standards of morality, dignity, decency and values in life.
- Stakeholders should not be disrespectful to any religion, caste, or creed.
- Stakeholders should always be mindful of the fundamental duties for every citizen enumerated in part IVA of the Indian Constitution.

### **6.4.2 Teachers, Principals, School Management**

- Stakeholders must utilize their position as Teachers/Principals/School Management to advance the value-orientation of the students.
- In their dealings if a stakeholder find that there is a conflict between his/her personal interests and the other stakeholder, school, society or Nation, they should resolve such a conflict in a manner that their personal interests are subordinated to that of the others.

## **6.5 Guidelines for inter-stakeholder meetings**

- These meetings are held at a periodicity that could be decided by the participants. (Preferably once in a month).
- The objective of the meetings is to share personal experiences in imbibing and living values.
- The participants should be very open in sharing their experiences so that it can benefit the others and all the other stakeholders and eventually the school.
- Individuals could also share the difficulties faced by them in imbibing and living some values and also seek inputs from others.
- The participants could also discuss any conflicts they are facing vis-à-vis other stakeholders.
- The minutes of the meeting may be captured and submitted to the 'Records Team'.
- Any findings of the meeting could be shared with other stakeholders through the notice board.
- The participants could also from time to time gather data informally from peers.

## **6.6 Guidelines for intra-stakeholder meetings**

- These meetings are held at a periodicity that could be decided by the participants. (Preferably once in a month).
- The objective of the meetings is to share personal experiences in imbibing and living values.
- The participants should be very open in sharing their experiences so that it can benefit the others and all the other stakeholders and eventually the school.
- Individuals could also share the difficulties faced by them in imbibing and living some values and also seek inputs from others.
- The participants could also discuss any conflicts they are facing vis-à-vis other stakeholders.
- The minutes of the meeting may be captured and submitted to the 'Records Team'.
- Any findings of the meeting could be shared with other stakeholders through the notice board.
- The participants could also from time to time gather data informally from peers.

## **6.7 Guidelines for identification of National values**

National values are inspired and guided by three stable pillars. These are:

- Our National Motto, satyamevjayate (which means "Truth alone triumphs").
- Our National Flag proclaims ceaselessly the message of inner sacrifice, inmost purity, and preservation of natural abundance and vitality of the earth.
- Fundamental Duties in the Constitution of India are the duties that must be and should be performed by every citizen of India.

While constructing/writing down the values, be guided by the following:

- Avoid any ambiguity in the wording of the values.
- Everyone getting to know of the values he should be able to interpret it the same way.
- Avoid making it into a motherhood statement. These become difficult to implement. Also, it becomes open to multiple interpretations.
- Preferably, identify values in terms of 'doable' actions.
- Adopt the guidelines for 'National Values' (stated above).
- The value identified should be free of any religious tinge or bias.

## **6.8 Guidelines for interoperability with other initiatives**

- The following are some of the initiatives already in practice in most of the schools:
  - Value Education syllabus
  - Socially Useful Productive Work (SUPW)
  - National Cadet Corps (NCC)
  - National Service Scheme (NSS)
  - National Scout Organisation (NSO)
  - Celebration of National Days (Independence Day, Republic Day, etc.)
  - School Annual Day
- These initiatives should be strengthened to reinforce National Values.
- These initiatives also can be used as vehicles to inculcate values. For example, love for the environment and particularly the neighbourhood can be inculcated through SUPW periods.
- The National Days could also be used to reinforce the love for country and National fervor. The teams can look into how these gatherings for the Independence Day and Republic Days can be made more inspiring and participative so that it leaves the children with a strong sense of belongingness to the Nation.
- Some innovation may also be required in organizing and managing SUPW periods. For example, different groups ('houses') can also take up the responsibility of maintenance of different portions of the school neighbourhood and maintenance of the greenery. Through a competitive feeling among the groups, the children will imbibe love for the environment.

## **6.9 Guidelines for using Notice Boards for VBES**

- Identify a Notice Board in the school premises which can be dedicated to value-based thoughts, ideas, notice, news, etc.
- Let this be managed by students.
- In the initial days of implementation, keep the information flow one-way (i.e. avoid allowing any one of the stakeholders to use it to share their thoughts and ideas.). Based on the progress and the response, the notice board may be open to multi-level communication.
- Also include interesting anecdotes and episodes which highlight value-based conduct and behaviour.
- Also use the notice board to recognize value-based conduct.

#### **6.10 Guidelines for identification of value-standards for students in lower classes**

- This can be evolved from what has been identified as value-standards for higher class students.
- Keep these simple.
- If the stakeholders feel that the different classes should have different sets of value-standards, then the team may look into having different sets.
- The primary classes, preferably may have one or two points to focus on.
- For the lower classes, posters and audio-visual presentations can be used to introduce them to values.

#### **6.11 Guidelines for identifying Value Champions (in each stakeholder category)**

- Value Champions are individuals who demonstrate value-based behaviour and character in all interactions with all stakeholders. (This includes their home environment as well).
- The Value Champions are chosen by a team of teachers and students (who will also be responsible for the audit process).
- The Value Champions can be in the category of Teachers or Students.
- Principal and School Management are not eligible for this.
- The title of the Value Champion can also be taken away by the same team which bestows it. This decision is based on behaviour that does not conform to the code of conduct.

#### **6.12 Guidelines for alumni involvement**

- Alumni base of a school is usually a very good knowledge pool to benefit from.
- Identify people who have are well placed in a variety of different professions (who will be seen as good role models) and are with a sound value-orientation.
- As and when a batch of 12th class students are about to pass out of school, we can invite volunteers to sign up for being a volunteer in the value inculcation movement of the school.
- If the school has a alumni database, then the school can write to them inviting them to join this cause.
- Depending on the kind of profession the alumnus is involved in and the kind of time commitment, he/she can make, the involvement can be worked out.
- Depending on their background and area of expertise, they can be involved in one or more of the following activities:
  - Facilitation during the different workshops.
  - Smaller intra-stakeholder or inter-stakeholder meetings
  - Some experienced alumni can be involved in giving one-on-one guidance to teachers, parents and students.
- Care should be taken to ensure the alumnus coming in as a volunteer does not dominate meeting and workshops with his/her ideas.

### **6.13 Repository of Values**

#### **Guidelines for identifying values:**

- No ambiguity in the wording of the values
- Everyone should be able to interpret it the same way
- It should not be a motherhood statement
- Preferably, identify in terms of a 'doable'
- Guidelines for 'National Values' to be adopted

#### **Values should be Universal / Eternal:**

- Integrity
- Inclusiveness
- Sustainability
- Responsibility
- Patriotism
- Innovation
- Courage
- Transparency

We need to promote the Universal ideals of 'love, peace, respect, tolerance, forgiveness, co-existence and non-violence' to the young leaders of tomorrow in addition to our National and Cultural Values

- Do not do to another, what you will not like to be done to yourself.
- Non-hurting, truthfulness, non-stealing, hygiene and sensory regulation are the epitome of our National Values and virtues, to sustain all-fold good, welfare and growth.
- Human embodiment is meant to gain the treasure of values. Preserve the body with nourishing food, exercise and rest, employing it more in the service of others than for your own needs.
- The riches of the noble are meant for helping and serving the others
- Your family does not consist of those of blood and matrimony alone. Embrace the whole society in your heart – "The whole of earth constitutes our family" is the adage
- Knowledge is the Supreme Wealth and Strength. Unbridled prosperity and ostentation debilitate the mind and intelligence.
- There is no precept greater than Truthfulness
- Do not use Nature's resources injudiciously. Guard against their undue depletion. Do not pollute earth, water, and air. Preserve and bequeath the treasure to succeeding generations.
- Earth's greenery is vital to life. Preserve forests, gardens and fields. Remember: "One tree is equivalent to ten children.