
 **Value Based Education and Evaluation**
Concepts, Tools & Techniques for Children & Teenagers



A
Presentation
For
Pakistan's 2nd National Conference
on
Quality Assurance in Education
By
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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جہل خرد نے دن یہ دکھائے
گھٹ گئے انسان، بڑھ گئے سائے

Let us try to look for the poverty in our intellect and care for the masses who live below the line.

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1. Nature, Scope & Importance

1.1 Traditional concept of education:

- Natural and unforced evolution.
- Every experience has a long lasting impression on child's psyche.
- Needs to be relaxed in ambiance of love and affection.
- Education be aimed at developing a child, physically, mentally, socially and spiritually too.
- The education should provide codes of behaviours, initiation to value system and an understanding ultimate aim of life.
- Combination of knowledge with compassion and efficiency with moral excellence.

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1. Nature, Scope & Importance ...

1.2 Radical change in content, method and structure of education

- ❑ Traditional concept changed to cover provisions for skills development to manage material growth
- ❑ Value system changed
- ❑ Criteria to evaluate was selected on relative desirability or correctness or merit
- ❑ "Survival of the fittest" is regarded spirit of competition
- ❑ Present school systems emphasize these value in the content method and structure
- ❑ Important values of freedom, quality and justice have been ignored
- ❑ Careful use of resources and conservation are main things
- ❑ Total materialistic approach

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1. Nature, Scope & Importance ...

1.3 The challenges of the change

- ❑ Age of information and communication has netted us into a global village
- ❑ Greed for material resources has brooked no limits
- ❑ Immense need for culture of peace
- ❑ Deforestation, global warming, air pollution has made the earth more un hospitable
- ❑ Concern for environmental protection has never been so important
- ❑ Development of bio-technology and bio-informatics raising complex ethical problem of "gene cloning" and "surrogate motherhood"

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1. Nature, Scope & Importance ...

1.4 Urgent Call: Incorporate human values in education system

- ❑ Don't neglect to make a connection between basic ethics and technological progress
- ❑ Make value-based education an essential component of educational programmes to change the attitudes, and behaviour of the human race
- ❑ Listen to "UNESCO" "since war begins in the minds of men, it is in the minds of man that the defences of peace must be constructed"
- ❑ The human values in our day to day life are more conspicuous by their absence. Unless they become part of our life and way of living, the situation will continue to worsen at the peril of mankind
- ❑ To correct the situation is to incorporate the human values in our education system right from pre-primary, primary and higher education
- ❑ Spirituality provides the human beings with the moral base and ethical values which are so sacrosanct for the survival of the world

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1. Nature, Scope & Importance ...

1.5 A Comprehensive Value System: The Inevitable need

- ❑ Based on spirituality, a complete and comprehensive set of values defining a complete code of life is required inevitably
- ❑ Different philosophies advocate different values. Some philosophers consider values as temporary and subject to change
- ❑ The nature of man is also unchangeable. Hence values which are mainly for guidance/ benefit of man in universe must be permanent
- ❑ Islamic values are aligned with the nature of the man and are conducive to his moral and spiritual evolution whatever blocks this path or acts as a hurdle is considered an un-Islamic value.
- ❑ Islam already defines the duties of individual towards ALLAH and fellow beings. The duties towards fellow beings include parents, spouse (s), kinsmen, neighbours, orphans, needy and indigent, non-believers, believers among themselves, minorities, prisoners and diplomats.

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1. Nature, Scope & Importance ...

1.5 A Comprehensive Value System: The Inevitable need ...

- The set of values directly related to man himself may be called the "Code of Ethics" of Islam. The code provides principles covering almost all aspects of human conduct in the universe.
- Some of the significant moral values of Islam are:
 - Truthfulness
 - Chastity
 - Honesty
 - Keeping promises
 - Meekness
 - Politeness
 - Mercifulness
 - Justice
 - Love for children
 - Respect for elders and scholars
 - Patience and steadfastness
 - Goodness
 - Courage and forbearance
 - Self-sacrifice
 - Moderation
 - Morality
 - Humility
 - Righteousness
 - Fortitude
 - Optimism
 - Self confidence
 - Fearlessness

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2. A Structured and Systematic Value Based Educational Programme

A systematic and structured value based programme of study may be introduced as an integral part of school education for the two segments. The characteristic of ages and development phases should be synchronized with bench marks of competencies derived from value system.

Segment-1: Primary education for 5 to 10 years (children)

Segment-2: Secondary education for 11 to 18 years (teenagers)

2.1 For Segment-1: The characteristics of the ages between 5 to 10 may be carefully identified in terms of physical, social, emotional and cognitive to be linked with the target values:

- Sharing with others
- Respecting the rights of others
- Caring for self
- Understanding the interdependence of people
- Helping others
- Respecting parents, teachers and other elders
- Turn-taking and waiting for turns
- Accepting the authority of adults
- Caring for personal and group properly
- Taking responsibility to complete assignment
- Developing positive self image
- Being proud of national and Islamic heritage

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2. A Structured and Systematic Value Based Educational Programme ...

2.2 For Segment-2: Physiologically children enter the stage of adolescence between age 11 to 12.

The developmental characteristics and phases during adolescent years will be focused to incorporate values fairly linked and infused at each phase and aspect of adolescence.

Following are the areas to be targeted:

2.2.1 Physical Development:

2.2.3 Physiological Aspect:

2.2.5 Adolescent Egocentrism:

2.2.7 Social and Emotional Development:

2.2.2 Maturation:

2.2.4 Cognitive Development:

2.2.6 Moral Development:

2.3 Curriculum Deliverables and Applications

The Curriculum contents will be developed in to the series of activities administered through:

2.3.1 School assembly proceedings

2.3.3 Series of events designed as per POS

2.3.5 Camping and tours

2.3.7 Publication of activity books for each class

2.3.2 Class-room deliveries

2.3.4 Announcements of pitch calls and themes

2.3.6 Competitions

2.3.8 Publication of articles and special columns in newspapers and students magazines

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3. Tools and Techniques

To implement VB-Ed programme through management of deliverables mentioned at 2.3 above, following tools and techniques will be introduced and applied to achieve VB-Ed objectives:

3.1 Tools:

3.1.1 Mission statement of the students

3.1.2 Briefing sheets for group assignments

3.1.3 Guide lines for group leadership and consultation processes

3.1.4 Monitoring and support check list for group assignments

3.1.5 Class-room rules

3.1.6 Health and safety rules

3.1.7 Code of communication and conduct

3.1.8 Key Performance Indicators for educators

3.1.9 Competency Models for Educators

3.1.10 Competency Models for children of different age groups

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3. Tools and Techniques ...

Students Mission Statement
(Tool Exhibit)

MY PRIME OBJECTIVE

**My greatest accomplishment will be
to seek the pleasure of
ALLAH (Subhana Wa Ta'ala)**

**I will meet the expectations of my family
to be an obedient son and the helpful, kind brother,
and earn good name and honour for my family**

**I will meet the expectations of my teachers
to be a good student**

**I will meet the expectations of the Ummah
to play my role transnationally**

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3. Tools and Techniques ...

3.2 Techniques:

Attainment targets can only be achieved when educators fully understand the objectives and operational mechanism of the whole process. Their commitment level sets the tone of students performance, coupled with parental participation.
To ensure VB-Ed system a success, three training techniques have been suggested (At Suffah, we have a success story to tell in the context).

3.2.1 Role Modeling: Sharia'a based competency model
3.2.2 Mentoring: Role and responsibilities
3.2.3 Group Synergy: All for one and one for all

Strategic considerations are to be made to ensure effective VB-Ed applications of techniques, in terms of selection and training of the educators. It involves expertise and professional approach to resourcing and developing the educators.

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3. Tools and Techniques ...

3.2.1 Role-Modeling:

- ❑ Role-Modeling is one of the traditional successful approaches for transmission of values as compared to direct inculcation thereof.
- ❑ The role-modeling technique has merit in that it offers concrete alternative for young people to think, ponder, consider and act.
- ❑ Living examples have strength and clarity as compared with bookish deals.
- ❑ A teacher enjoys great authority, some pupils will bear traces of his influence throughout his life.

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3. Tools and Techniques ...

- ❑ Shared competencies
 - Educators at Suffah are expected to assume the role of models for their students. A firm follower of Shariah of a high moral character and students should have great confidence in him. A model for students in personality and character.
 - All his actions should bear testimony to the fact that he is Allah-fearing, for he is custodian of the trust that Allah has entrusted to him.
 - will possess sound personal character. A teacher with bad morals can never perform prophetic role of teacher.
 - An exemplary behaviour of the teacher inside the class and outside as well should be consistently demonstrated.
 - The dress, manners, speech, actions, interactions, showing pleasures and displeasures; all become source of inspiration when a teacher intends to teach his student without saying it.
- ❑ Specific Competencies:
 - Knowledge of age-specific characteristics and respective values
 - Capabilities to handle specific age group

The competences are to be developed separately in relation with assignments.

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3. Tools and Techniques ...

3.2.2 Mentoring:

- ❑ This technique has been successfully implemented for children above 12, who need guidance of a Mentor, either selected by the student himself or a Mentor is assigned to him.
- ❑ The "Mentor" helps the students to achieve their individual as well as group objectives.
- ❑ Mentor's role is that of a care-taker and facilitator. He enables the individuals and group to develop alternatives for decision making or problem solving.
- ❑ At Suffah, we have working groups consisting of 5 students each, with an assigned Mentor to help them attainment levels of their qualitative profile.
- ❑ Mentor's responsibilities:
 - To know each student of his group in details.
 - To offer counselling in terms of qualitative as well as quantitative problems.
 - To encourage group members to share their opinions through Consultation process and make decisions.
 - To develop leadership skills through inculcation of principles and practices of "leadership". Group leaders will be appointed by rotation through consultation. Each group member will lead the group for a fortnight.
 - To look after the group assignments such as "Assembly Proceedings" and other assignments assigned to a particular group.
 - To keep a close contact with Coordinator Counselling & Training.

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3. Tools and Techniques ...

3.2.3 Group Synergy:

- ❑ The technique is well tested and tried to enable individuals to enhance their performance through group support. It is based on the premise that peer influence can play a substantial role in student success, age differences, skills differences, personality differences, can be utilized to produce positive results if we can get the students to work with one another.
- ❑ "All for one and one for all" is the Sharia'ah value, on which the group synergy is based. Contrary to the present value "Survival of Air fillers".
- ❑ Performance objective of a group is defined as:
"Each member has to cross the bottom line, if a member fails in a group, the group is declared fail."
The group is encouraged to set specific goals for themselves throughout the academic year in terms of their leadership and what responsibilities they are going to undertake.
Groups are assigned with responsibilities of conducting assembly proceedings, sports activities, event management, monitoring and control management, health and safety checks, house-keeping and cleanliness.
- ❑ Class-room tests will be displayed group wise showing secured marks by :
 - Individual
 - Group Total
 - Group Average
- ❑ Results are interpreted to show above average / below average. The donors and he donees are identified to encourage performance achievements or realization for improvement.
- ❑ It has brought a tremendous impact on individual performances. Sharing and carrying was noticeably enhanced. Every group member feels he is responsible for taking care of other members. None should remain below the line.

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4. Value Based Evaluation (VB-Ev)

VB-Ed has broadly been reviewed as the intellectual and moral training of individuals through which their potentialities are developed. The competencies as per defined bench marks have been inculcated in them through a structured scheme of studies.

To evaluate attainment levels a continual assessment mechanism is required. The assessment system should mark the place where a student stands after the milling practice.

For the purpose to describe the assessment system, the following components will be regarded as essentials:

- 4.1 Periodical Performance Reviews
- 4.2 Bench Marks for Qualitative Profile
- 4.3 Performance Ratings
- 4.4 Reporting
- 4.5 Monitoring and Parental Supporties

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4. Value Based Evaluation (VB-Ev)

4.1 Periodical Performance Reviews

Students progress will be assessed and reviewed under two categories:

Category-1: Quantitative Assessment

Category-2: Qualitative Assessment

Under Category-1, performance attainment of all subjects will be assessed and reported without ranking. However, highest scores will also be reported alongwith group averages, so that a student may compare his position for.

Under Category-2, the Qualitative Reviews. The performance of a student will be reviewed for the period of review. It will cover the personal traits of students behaviour, social skills and attitudes. The bench marks are ascertained to gauge the training and grooming under VB-Ed, PoS. These appraisals will enable, teachers, students and parents:

- I. To evaluate and review the training and grooming effort to find out answers to questions:
 - a. How effective the PoS was?
 - b. Where does a boy stand qualitatively?
- II. To identify needs and areas for improvement and corrective steps to be taken to work together as per agreed improvement plans.

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4. Value Based Evaluation (VB-Ev) ...

4.2 Bench Marks for Qualitative Profile

Age-specific bench marks for competencies have been suggested to ascertain students qualitative profile. These are:

4.2.1 Respecting the rights of others:

- Keeping class-room clean
- Keeping noise level down
- Be willing to share teacher time and attention with others
- Taking care of property of other children
- Respecting others point of view
- Avoiding pushing and pulling
- Making room for others to join line of prayers

4.2.2 Sharing and Caring:

- Sharing desk, paper, crayon in class-room
- Turn taking and waiting for turns
- Playing in the play ground

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4. Value Based Evaluation (VB-Ev) ...

4.2 Bench Marks for Qualitative Profile ...

4.2.3 Caring for self:

- Cleanliness of body, clothes and belongings
- Taking showers and performing Wudu
- Playing, exercising, resting
- Eating and finishing right food
- Going to bed
- Washing hands before/ after meals

4.2.4 Punctuality:

- Observing schedules
- Attendance
- Coming to school in time

4.2.5 Accepting the authority for adults:

- Listening to teachers and following his directions
- Understanding and following class-room rules and routines
- Seeking teachers approval when not sure of established rules

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4. Value Based Evaluation (VB-Ev) ...

4.2 Bench Marks for Qualitative Profile ...

4.2.6 Caring for personal and group:

- Putting away papers, pencils and toys, etc. after using them
- Keeping the house corner clean
- Taking care of equipment in the class-room
- Keeping one's own cubby neat and tidy
- Keeping the clothes neat and clean
- Avoiding writing on the desks and walls of the class-room or hallways
- Throwing garbage in the trash basket, not on the floor

4.2.7 Understanding the interdependence of people:

- Living in the family: roles of mother, father, grandparents, brothers and sisters, cousins and other relatives.
- Relating with neighbours: seeing Muslims and their neighbours living and sharing together in a peaceful and harmonious community.
- Relating with community workers: Seeing how we depend on each other in our community and appreciating the roles of postman, milkman, garbageman, policeman, fireman, judge, nurse, schoolteacher and others.

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4. Value Based Evaluation (VB-Ev) ...

4.2 Bench Marks for Qualitative Profile ...

4.2.8 Taking responsibility to complete an assignment:

- Completing tasks during art work.
- Taking time to finish a puzzle and put it away.
- Communicating in complete sentences.
- Finishing the food on the plate, milk in the cup.
- Washing their hands soap after using the washroom and drying them with a paper towel.

4.2.9 Helping others:

- Doing small deeds of kindness such as collecting money for the victims of some natural disaster.
- Helping the poor and the needy of their neighbourhood through a food and clothing distribution programme.
- Learning the different of helping others, through money, labour and sharing our belongings.
- Helping our friends when they need help in doing something.
- Helping our parents by doing some chores around the house.
- Helping the teachers in the class-room by taking up the responsibility of some chores.

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4. Value Based Evaluation (VB-Ev) ...

4.2 Bench Marks for Qualitative Profile ...

4.2.10 Developing a positive self-image:

- Drawing posters of "My house, My family, My school" and "Things I like to eat."
- Learning to write names in English and Urdu.
- Recognizing his own name and names of some friends.
- Sharing favourite toys.
- Writing stories told by the children and displaying them in the class-room.

4.2.11 Respecting parents, teachers and other elders:

- Talking to adults with respect.
- Not raising the voice or whining.
- Accepting their advice
- Using proper language and expression while conversing with adults.

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4. Value Based Evaluation (VB-Ev) ...

4.3 Performance Ratings:

For qualitative as well as quantitative performance reviews, following performance ratings will be used:

- | | | | |
|--------------------------|------------------------------------|--------|--------------|
| <input type="checkbox"/> | Does Not Meet Expectations | (DNME) | (Below 60%) |
| <input type="checkbox"/> | Meets Expectations | (ME) | (60% to 79%) |
| <input type="checkbox"/> | Exceeds Expectations | (EE) | (80% to 89%) |
| <input type="checkbox"/> | Exceptionally Exceeds Expectations | (EEE) | (above 90%) |

4.4 Reporting:

The performance reviews will be conducted at the end of each term end. Assessment Reports will be shared with parents on one to one basis.

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4. Value Based Evaluation (VB-Ev) ...

4.5 Parental Participation for Monitoring and Support:

4.5.1 At the start/ close of the academic term, parents feed back (Pre and Post) is obtained with a view to :

- Identify areas and need for improvement and take remedial steps
- Monitor the pace of progress as per defined behavioral standards required for a balanced personality

4.5.2 Besides the formally structured feed back, parents are requested to report sudden changes in behaviour and complaints immediately to the "Counselor" who has an exclusive responsibility of VB-Ed and VB-E-v. The counselor takes up the issue and arranges for remedial therapies individually or on group basis or through assembly proceedings concerted effort is made by the counselor and his team to relieve the child of the negative feeling and reactions.

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Thank You

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We remain available!

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