



EIU Best Practices Series **No. 41**

EIU Best Practices 2016

Student Empowerment Through Values in Action (SEVA)

A Case from India



APCEIU

United Nations
Educational, Scientific and
Cultural Organization

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

국제연합
교육과학문화기구

유네스코 아시아태평양 국제이해교육원

Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) was established in 2000, the International Year for the Culture of Peace, under the agreement between the Government of the Republic of Korea and UNESCO. As a category 2 organization, APCEIU is mandated to promote EIU towards a Culture of Peace in collaboration with the governments, National Commissions for UNESCO, academia, and civil society of UNESCO Member States in the Asia-Pacific region.

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This case was awarded by APCEIU as one of the EIU Best Practices in 2016.

Published by
Utak Chung (Director of APCEIU)

Case reported by
Himanshu Sharma (Principal, Him Academy Public School, India)

Edited by
Yeonwoo Lee (Assistant Programme Specialist, Office of Education and Training of APCEIU)

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Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO

120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289

Tel: (+82-2) 774-3933, Fax: (+82-2) 774-3958

E-mail: ent@unescoapceiu.org, Website: www.unescopaceiu.org

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Foreword

Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has widened its reach beyond the Asia-Pacific region to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED), which has gained a great momentum with the adoption of Education 2030 and Sustainable Development Goals (SDGs) in 2015. With increasing calls for APCEIU's more active involvement and collaboration around the world as an organization with accumulated experiences and expertise, APCEIU continues to enhance pedagogical approaches and practices related to EIU and GCED through its programmes and activities.

The EIU Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices and approaches to promote EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities and educational programmes on EIU and GCED. Although we are living in a world of information abundance, where a considerable bulk of research literature, policy guidelines, teaching and learning resources are available, it is significant to identify and disseminate materials that can provide practical ideas and insights. In this regard, the EIU Best Practices aims to introduce locally-driven but globally resonant initiatives taken by educators on the ground.

A total of 40 EIU Best Practices has been published and disseminated around the Asia-Pacific region since 2006. Recently, the programme has been closely linked to APCEIU's EIU/GCED capacity-building programmes and networks, in order to generate a synergy effect. This approach has not only helped to identify and disseminate good practices, but has also brought positive results in encouraging participants of APCEIU's training workshops to continue their efforts to

promote EIU and GCED after the completion of the workshops. This year, three new cases submitted by the participants of APCEIU's capacity-building workshops are introduced with series number 41, 42 and 43.

The following case, "Student Empowerment Through Values in Action (SEVA)", was contributed by Ms. Himanshu Sharma from Him Academy Public School in India, who participated in APCEIU's Asia-Pacific School Leadership Academy in 2015 as a school leader. Inspired and informed by GCED related themes and principles, she initiated a programme in her school to encourage her students to put values of respect, responsibility, care, integrity, resilience and cyber-wellness into day to day actions. The programme has been successful in motivating the school staffs to enthusiastically participate in the programme as they witnessed the impact of the programme on the students. The programme sends out important messages to the school education system, where evaluation of success tends to be heavily based on academic performance.

I hope that the EIU Best Practices will continue to serve as a useful reference for educators, policy makers and practitioners in the Asia-Pacific region and beyond, who share a strong commitment for EIU and GCED.

Lastly, I would like to extend my heartfelt appreciation to Dr. Himanshu Sharma for sharing her outstanding case and the Indian National Commission for UNESCO for lending their support.

December 2016



Utak Chung
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes, and behaviours that can be taught, developed, and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms

and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars, and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

Contributor



Himanshu Sharma
Principal
Him Academy Public School

Dr. Himanshu Sharma is an engineer turned educational entrepreneur. She has been working in a privately managed school in India since 2002. She has been training teachers in her school on educational issues such as effective classroom pedagogies and using questioning as a teaching technique. She has conceptualized and developed supplementary study packages for kindergarten to primary grade students in English, Hindi and Mathematics. In her school, she has also been instrumental in adding an international dimension to school curriculum by building international school partnerships with schools in UK, Australia, Republic of Korea, Russia, and Malaysia. As an innovative and passionate educationist, she is a recipient of Endeavour Executive Award-2008 from Australian Government for studying Educational Measurement and Assessments. She is also an alumna of 6th Asia-Pacific School Leadership Academy (APSLA) held from 26 to 30 October 2015 in Seoul, Republic of Korea. She has published research papers and articles in journals and magazines of repute.

Acknowledgement

It gives me immense pleasure and privilege to offer my sincerest appreciation to APCEIU for providing Him Academy Public School an opportunity to disseminate its practices at an international platform. We hope that this publication will serve as a useful contribution and a source of valuable insights for other educational institutions. I would also like to record my gratitude to the chairman of our school, Prof. R. C. Lakhanpal, for his valuable suggestions and guidance for the "Student Empowerment Through Values in Action (SEVA)" programme, thus giving this practice a pragmatic shape. I am deeply thankful to the director of our school, Engr. Pankaj Lakhanpal, for mentoring this programme at every step. I feel grateful to Vice Chairman Mrs. Chander Prabha and Principal Mrs. Naina for supporting the SEVA programme with full interest and for boosting up my moral at all stages. Thanks are also due to Mr. T. R. Sharma, a member of the school management committee, for editing my work. I would like to convey special appreciation to all my teacher colleagues especially Ms. Pooja Sharma, Ms. Sushma, Ms. Suman Jamwal and Ms. Rajni for their collaborative efforts and continuous support in implementing the programme in true spirit. My sincere appreciation also goes to Mr. Vipin, Mr. Jitender, Ms. Nisha and Ms. Ritu for their untiring efforts and technical support. Special thanks are due to all the students of our school for participating in the SEVA programme with full zeal and interest. Finally, I humbly thank Ms. Yangsook Lee, Head of the Office of Education and Training of APCEIU, and Ms. Yeonwoo Lee, Assistant Programme Specialist at the Office of Education and Training of APCEIU for observing the SEVA practice in our school and for giving useful feedback that gave my report its present shape.

Summary

Despite globalization, the tensions and conflicts among populations continue to prevail. We need to prepare our learners to face social, economic and environmental challenges of the 21st century which have become global in scope. The responsibility of educating our children by transforming and empowering them to face the world of tomorrow lies in schools too. To live together peacefully and sustainably in this diverse world, we need our children to learn to be respectful, responsible, resilient and caring. We also want them to learn how to use available resources wisely and sustainably as well as technological innovations. To meet this requirement, Him Academy Public School in India initiated a programme called SEVA or Student Empowerment through Values in Action. The six values included in this programme are respect, responsibility, care, integrity, resilience and cyber-wellness. This programme encourages children to put these six values in day to day actions thereby making them conscious of the consequences of their actions. The main idea is to quantify those value-based actions by attaching a fixed score of 10 to each value-oriented action. Thus, each child gets the motivation to do good in the desire to obtain a high SEVA score. This type of positive feedback motivates children to repeat value-based actions so as to convert those actions into habits (life skills). Good habits practiced at the local level have an impact at the global level.

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Student Empowerment Through Values in Action (SEVA)

1. Introduction and Background

General background

India is a country located in South Asia and is one of the oldest civilizations in the world. It is the seventh largest country by area and the second most populous country in the world. India's glorious reputation of being the land of values (virtues) and spiritualism still supersedes the impression of its current progress and development.

Stories from the Indian historical texts "Ramayana" and "Mahabharata" have been widely used as tools to impart values by Indian parents and teachers. We see the real glimpse of Indian education system in the ancient period when the purpose of education was to transform human mind into a virtuous soul with noble thoughts and actions. However, the present day education being carried out in schools is mostly "informing" the minds. Educational outcomes are acknowledged and awarded by schools in terms of academic achievements only while neglecting character and attitude building.

Today, we live in a highly globalized world of technology, advancements and virtual realities. On one side, the globalization is bringing the world together, but on the other side, it is posing a threat to our family values, local practices, traditional culture and beliefs. Similarly, the negative side of technological innovations is that of human disconnect leading to fast deterioration in our value systems.

In this context, we need our children to become valuable global citizens. We want them to learn to be respectful, responsible and caring. We also want them to learn how to use available resources and technology wisely and sustainably. The communities within as well as beyond national boundaries are becoming

inevitably more heterogeneous. Thus it is important for us to inculcate intercultural and international understanding among our learners.

In 1974, UNESCO had recommended schools to impart education for intercultural understanding so as to train the human mind for “Learning to Live Together” irrespective of region, nation, religion, culture and lifestyle. Therefore, schools need to develop a value-based education system that works to empower children to practice the required values in their local contexts. Only then the children will learn to apply and appreciate these values in global contexts.

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highlighting and implementing values as an important curricular item in the schools is a challenge, especially when the outcome of school education is rated in terms of academic success in the name of career building.

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However, highlighting and implementing values as an important curricular item in the schools is a challenge, especially when the outcome of school education is rated in terms of academic success in the name of career building.

To meet this challenge, Him Academy Public School initiated a practice named “Student Empowerment Through Values in Action (SEVA)”.

Him Academy Public School

Him Academy Public School is a residential-cum-day school, located in the lap of picturesque Shivalik Hills in the state of Himachal Pradesh, India. It was founded by a great visionary and an eminent educationist Prof. R. C. Lakhanpal on 1st May 1998. It has two campuses separately affiliated to Himachal Pradesh Board of School Education Dharamshala (Kangra) and Central Board of Secondary Education (CBSE), New Delhi respectively. Currently, the school has about 2,000 students enrolled in both the campuses. Out of this, nearly 500 students reside in the school hostels. The school caters to students of all districts of the state and neighboring states as well.

The school is well known for its quality infrastructure, high academic standards, pedagogical innovations, holistic curriculum and value based education. The vision of the school is to develop and implement curriculum based on global needs and to make learning an enjoyable experience. The school has achieved the prestigious Computer Literacy Excellence Award presented by the Government of India. The school became a certified member of the UNESCO Associated Schools Project Network (ASPnet) in May 2009. Since then, the school has been conducting activities on the theme of Education for Sustainable Development (ESD) as an integral part of its curriculum.

The school offers a strong and well-established platform to educate students for international understanding through various international exchange projects with partner schools in countries namely, UK, South Korea, Malaysia and Russia. The school is also an authorized center to operate the International Award for Young People (IAYP).

Programme initiation and development

Even though the parents and the teachers emphasize the academic achievements of children, they certainly realize the value of a good and moral behavior. In our school also, teachers and parents have been showing similar concern for the declining value system from time to time. They were often heard lamenting about the children becoming disrespectful, undisciplined, intolerant and above all disconnected from them.

In school, we used to follow a widely accepted procedure for behavior management. We had a set of behavior rules for students to keep them in order. When children did not obey any of the rules, teachers used to reprimand them, issue warnings or sometimes impose monetary fines.

There is no problem with such procedure except that it focuses on informing and not on transforming children minds, whereas, we

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What used to bother us more was that many times the children used to treat student behavior rules as hurdles imposed by adults to cut short their liberty.

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wanted children to internalize values. What used to bother us more was that many times the children used to treat student behavior rules as hurdles imposed by adults to cut short their liberty. Probably this is so because moral development is not a matter of absorbing the rules of behavior. Research on changing behavior says that we cannot simply lecture young minds or simply urge them to show values. For making them internalize values, we have to create a positive environment and culture of open and frequent dialogue among students, teachers and parents. We also need to create a platform of opportunities for children which helps them to demonstrate values. Not only this, but the children must also be acknowledged and appreciated for doing so.

With this background in mind, to highlight the importance of student involvement in the interconnected world and to develop among them a sense of appraisal for their self, their society, and the environment, we coined the term SEVA: ***Student Empowerment Through Values in Action***. The main purpose of this initiative was to create a whole school practice that could educate children to put essential values into practice in the context of personal, social and environmental domains.

Him Academy Public School has been recognized by UNESCO as one of the leading ASPnet schools. Taking help and ideas from UNESCO ASPnet themes and Global Citizenship Education (GCED) values, we drafted the basic conceptual framework of the SEVA. We also had discussions in this context with members of school management, teachers and parents. Character and Citizenship Education literature for Singapore Schools, developed by the Ministry of Education Singapore, also served as an effective resource. After in-depth sessions of review, the final draft of SEVA programme was developed. Following values were included in the draft:

- Respect
- Responsibility
- Care

- Integrity
- Resilience
- Cyber-wellness

The value of cyber-wellness was added to address the menaces of ever changing trends in the cyber world.

Here, I must mention that at the very right time of the developmental phase of our project, I received an invitation from APCEIU to participate in 6th Asia-Pacific School Leadership Academy. This visit provided useful insights and ideas for developing the SEVA programme as a unique school practice by linking it to Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) themes. The main learning outcome of the APCEIU workshop was a better understanding of the need for GCED. Consequently, the SEVA programme emerged as an effective tool to promote GCED among the school students.

The financial resources required for creating SEVA bulletin boards, posters, caps, presentations, logbooks and badges were provided by the management of the school.

2. Description of the Programme

Objectives

The general objective of the SEVA programme is to transform children in the context of an ecosystem of personal, social and environmental domains by enabling them to put six SEVA values into practice within real life situations. The specific objectives of the programs are as follows:

- *To inculcate six core values among the student community:*
 - a. The value of respect so that the students believe in their own self-worth, the intrinsic worth of all other people and environmental resources.
 - b. The value of responsibility so that the students recognize that they have a duty towards their own self, their family, community, nation, environment and they must fulfill their responsibilities with love and commitment.
 - c. The value of integrity so that the students uphold ethical principles and imbibe moral courage to stand up for what is right.
 - d. The value of care so that the students act with kindness and compassion and contribute to the betterment of their own self, community, the world and the environment.
 - e. The value of resilience so that the students develop emotional strength and perseverance, manifest courage, optimism, adaptability and resourcefulness required to live in the global world.
 - f. The value of cyber-wellness so that the students understand and practice the norms of appropriate responsible behavior with regard to the use of technology as well as on how to protect themselves and other internet users in the cyber world.

- *To expose students and teachers to the themes of GCED by creating awareness about global issues of sustainable development as well as to multiculturalism.*

- *To enhance the English speaking skills of students through interaction with students from partner countries.*

Main stakeholders

Students, teachers and parent community of Him Academy Public School and partner schools in the Asia-Pacific region (Seoul Konghang Elementary School, Republic of Korea; Gymnasium 1529, Russia; Sekolah Menengah Seri Badong, Malaysia) are the main stakeholders in this programme. They are a heterogeneous community that belongs to different socio-cultural backgrounds in respect of religions, regions and nations. They may have different cultures

and value systems, but they all understand the need and relevance of universal values and agree to adopt and practice the six core values recognized in the SEVA programme.

The role of teachers as one of the main stakeholders is very crucial. They are instrumental for the effective implementation of the whole programme. So, all the teachers teaching a particular grade meet weekly for a brief meeting for reviewing the extent of implementation of the SEVA programme. The principal and the head teachers interact with teachers and the members of student council every month so as to assess the weak and strong points of this programme.



▲ *Video conferencing with Gymnasium School, Russia*



▲ *Students exchanging intercultural experiences with delegates from Seoul Konghang Elementary School*

Pedagogical approach

The pedagogical approach underlying the SEVA programme can be understood through the famous quote by Benjamin Franklin: “Tell me and I forget; Teach me and I remember; Involve me and I learn.”

This programme follows a participatory approach which is aligned with the principles of GCED, for empowering students to put values in action. Students are involved in reading the description of the SEVA programme along with the examples of value-based actions mentioned in their logbooks. They are made to express their opinions and experiences through the SEVA talks and meets. The annual cultural presentations of all classes also highlight the SEVA values. The curricular events and activities based on the themes of GCED and the SEVA values provide experiential learning to the students.



▲ “Time to show values in action”

Relevance to GCED

In today's rapid phase of globalization, a developing country like India is also not left unaffected by the culture of modernization. People are increasingly adopting self-centered lifestyles dominated by materialism, sowing the seeds of insecurity, jealousy, frustration, discontentment and cut-throat competition for money and power in the minds of people. This phenomenon may eventually disturb the

peace and happiness of our nation and may pose a threat to the development of a culture of sustainable living in the global world. Hence, schools remain as the only hope to educate young generations about the concept and consequences of globalization so as to empower them to face the upcoming challenges as responsible citizens of the global world.

In this context, the SEVA programme is instrumental in transforming the mindset of children during their impressionable years. The objectives of the SEVA programme wholly match with the principles and themes of GCED such as sustainable living, compassion, fairness, equality, human rights and responsibilities. Inculcation of values of respect, responsibility, care and resilience can help in creating a culture of peace, compassion and sustainable living. Values like integrity and cyber-wellness lead to fairness and promote social justice and human rights.

To make children ready with the values they would ultimately need to demonstrate at the global level, firstly, they must be trained to acquire and apply these values at the local level. To children, their home is an epitome of the global world. If they begin showing values at home such as respecting another family members' opinion, being responsible towards the environment, saving paper, saving water, reducing pollution, then they are very likely to demonstrate these values in the outside world also. If they can identify and adopt a fair practice at the local level (in school or home) then they will learn to be fair in their practices at the global level too. Thus the acquisition of six core SEVA values by children would ultimately be preparing them to be valuable global citizens of tomorrow.

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To make children ready with the values they would ultimately need to demonstrate at the global level, firstly, they must be trained to acquire and apply these values at the local level.

”

Main activities

SEVA Score

GCED Theme: Peace, Compassion, Rights, Citizenship, Environment, Sustainable Development, Cultural Diversity

Value(s) in Action: Respect, Responsibility, Care, Integrity, Resilience, Cyber-wellness.

The main objective of the SEVA programme is to motivate and enable children to practice more and more value-based actions so as to imbibe values as life skills in their personality. For this to happen, examples of value-based actions related to all the six SEVA values are detailed in the student logbooks, enabling them to learn better because the examples of value-based actions are presented in the contexts familiar to them. They are thus, able to recognize what values look like when put into practice.

To further motivate students, each SEVA value is assigned a score equal to 10. Thus, the six values generate a score equal to 60 to quantify the behavior of students because numbers are likely to be more interpretable just like academic scores. So, all students are awarded 60 SEVA points per week i.e. 10 points for each value to recognize or acknowledge the SEVA attributes being followed by all the students unless otherwise reported. Whenever a student is observed to show an undesirable behavior, he/she is given a frowny (☹) in the school values card provided in the student logbook. The SEVA score of that student also gets reduced by 10 points for each frowny. Also, the student is subjected to a brief counseling session using a self-reflection worksheet. The teachers give a smiley (😊) to students on school values-cards whenever they observe them showing some appreciable behavior. They are even giving smileys to students for showing improvement in their academic scores or handwriting. Students get smileys for showing values through actions such as helping their classmates, resolving conflicts, volunteering for school cleanliness programme, maintaining plants, saving water, accompanying international guests, giving solo performances on stage, optimizing the use of electronic gadgets at home, etc. The parents can also give smileys to students in their logbooks whenever they observe them doing some virtuous action at home. The school verifies the action by contacting the

parent, and if found authentic, the smiley is confirmed. The SEVA score of the student is also boosted by 10 points for each smiley earned in school or at home. Suppose, the cumulative SEVA score of a student at the beginning of a particular week is N_0 , and the student gets N_s smileys and/or N_f frownys during that week, then the SEVA score of that student in the beginning of the next week will be:

$$N = N_0 + (N_s \times 10) - (N_f \times 10) + 60$$

After each quarter, merit lists of SEVA scores are generated for each class. The students acquiring top positions are appreciated through certificates and SEVA badges. The students of Grades 5 and 6 share their values practiced through actions with the students of similar grades from Konghang Elementary School through video conferencing sessions.



▲ Video conferencing with Seoul Konghang Elementary School, Republic of Korea

SEVA Oath

GCED Theme: Leadership, Compassion, Human Rights and Responsibilities, Equity, Sustainable Development.

Value(s) in Action: Respect, Responsibility, Care, Integrity, Resilience, Cyber-wellness.

Every year at the beginning of the new session, the selected members of school student council take pledge on six core values. They take up the roles of SEVA ambassadors and promise to demonstrate and promote SEVA values among their peers. They keep a record of the values acted upon by them in their logbooks which are to be signed by the Principal every month.



▲ Student Council taking SEVA oaths

SEVA Talks

GCED Theme: Peace, Human Rights, Sustainable Development.

Value(s) in Action: Respect, Responsibility, Care, Integrity, Resilience, Cyber-wellness.

For all of the six working days of the school, a value for each day is fixed as follows:

Day 1: Respect

Day 2: Responsibility

Day 3: Care

Day 4: Resilience

Day 5: Integrity

Day 6: Cyber-wellness

Teacher talk/student talk related to the “value of the day” is organized in morning assembly.

So, every day in the morning assembly teachers and students take turns to speak on the value of the day. While the teacher speaks for sensitizing the students about the value of the day, the student confesses for *whether or not he/she was able to show the values through actions and if yes then to what extent.* This process also helps in strengthening the confidence of students as well as teachers for public speaking.

It is heartening to hear students' confessions mixed with the feelings of pride or guilt. A student leader once confessed with guilt that on seeing littering in the corridor she did not take the trouble to remove it since no one else was around. Another student once quoted the instance when she got her marks reduced that the teacher had mistakenly awarded to her in a test. Many of them recall instances from their memories when they either showed or could not show the desired value through their actions.

SEVA MEETS

GCED Theme: Leadership, Compassion, Human Rights and Responsibilities, Equity, Sustainable Development.

Value(s) in Action: Respect, Responsibility, Care, Integrity, Resilience, Cyber-wellness.

Every month a SEVA meet is organized based on a particular value. Students volunteer themselves to participate in SEVA meets in which they share experiences and conduct group discussions using certain guiding questions and real life situations related to the theme value. For example, when the theme for SEVA meet is “Respect,” they would discuss how they show respect towards family members, teachers, peers, school property, their country or the environment. When “Integrity” is the theme, they discuss how they deal with situations where their integrity is challenged such as when one wishes to engage in an activity which parents may disapprove or when one can misuse parent’s confidential information such as passwords and credit card numbers. The schedule of various SEVA meets along with the theme value to be conducted in an academic year is as follows:

May	Respect
June	Responsibility
August	Care
September	Integrity
December	Cyber-wellness
January	Resilience



▲ Students participating in the SEVA MEET

3. Platforms for SEVA: Co-scholastic Events

The school organizes some co-scholastic events throughout an academic session. These events act as a platform for enabling students to put SEVA values into practice. Such activities are also aligned with one or more GCED themes. Some of these events are listed below:

Event	Activities	Date/ Month	GCED Themes	Values in Action
Seven Days Special Service Camp	Community Service in adopted village	October	Sustainable living, Fairness, Equality, Human Rights	Responsibility, Care, Resilience
World Earth Day	Declamation, Group Discussion, Painting, Role Plays	April 22	Sustainable Living	Responsibility, Care
World Labour Day	Honoring assistants through greeting cards and messages	May 1	Fairness and Equality, Human Rights	Respect, Resilience
International Bio-Diversity Day	Exhibition, Speeches, Quiz	May 22	Sustainable Living	Responsibility, Care
World Environment Day	Quiz, Painting, Declamation	June 5	Sustainable Living	Responsibility, Care
International Literacy Day	Donating books, students teaching children from nearby slums and orphanages	September 8	Identity and Belonging, Rights and Responsibilities	Respect, Care
International Education Week	Fancy dress show, Exhibition	16 Nov-21 Nov	Identity and Belonging	Respect, responsibility
Tree Plantation Week	Planting Saplings and Plants	August	Sustainable Living	Responsibility, Care

The students who actively participate in these events are given smileys. Each smiley adds 10 points to their SEVA score.



▲ *“The way to demonstrate how much we care about the future of our planet”*



▲ *“Our gratitude to the people who work for us”*

Distinctive features of SEVA programme



It emphasizes internalization rather than lecturing and memorization of values. Children listen as well as speak about the good little actions and feel sensitized for the values. It regularly reminds them to be conscious of their actions, whatever good or bad they do.



- The SEVA programme applies to the whole school, irrespective of the age and grade of students. It emphasizes internalization rather than lecturing and memorization of values. Children listen as well as speak about the good little actions and feel sensitized for the values. It regularly reminds them to be conscious of their actions, whatever good or bad they do.
 - The smiley given to a child by teachers or parents confirms the value-based action demonstrated by the child. The boosting of SEVA score works as positive feedback and increases the likelihood of child repeating the action. Repeating good actions helps in the formation of attitudes and life skills.
- All the activities organized by the school to promote SEVA values get linked up to the themes of GCED and ESD. They further highlight the need and importance of values in the minds of students by influencing their cognitive domain.

4. Reflection and Evaluation

The SEVA programme reaches out to a large number of people including students, teachers, parents and the students and teachers of partner schools. It is successful in making them sensitized towards values being promoted by GCED.

Impact on the school community as a whole

- The SEVA programme is enabling the school community to impart transformative education to its students which can be reviewed and further improved continuously.
- The Self-Reflection Worksheet is being used by teachers as a frequent counseling tool for the students.
- The teachers are motivated to mobilize the students towards showing values through actions. They have started experiencing the impact of the SEVA programme. The smileys awarded to students by them confirm a value based action and work as a positive motivation for the students.
- The SEVA programme encapsulates all the curricular and co-curricular programs of the school. We can highlight the value associated with each programme and thus the children can understand the varied contexts of the six core values. They can understand the role of six SEVA values in developing them as a valued citizen of the global world.
- Implementation of this programme is motivating children to relate their actions with the values. Junior students are very eager towards showing values through their actions as they are excited to seek smileys and boost their SEVA score. The SEVA score is as important to them as their academic score.
- Sharing of value-based actions with the students of partner schools through video conferencing made the students of both countries realize that the six SEVA values are universal and must be acquired irrespective of country and culture.
- Sharing real life experiences in SEVA talks is helping students to assess their weaknesses and strengths in terms of value-based actions.
- Exploring and debating through a set of guiding questions during SEVA meets are training them to express their opinions, to reflect, critically evaluate, appreciate one's own values and those of others.
- Activities related to the theme of sustainable development are generating awareness of global issues among the students.
- International activities such as video conferencing sessions with partner schools, the voice of global citizens, the celebration of International Education Week and exchange visits with partner schools, help to develop

intercultural understanding among the students. They are experiencing what it means to be a global citizen. The video conferencing sessions leave a deeper impact on the children and break many of their apprehensions about the citizens of other nations as evident from their feedback. They are looking forward to more such sessions.

- Students act as an interface between the school and the homes. The role of home and parents cannot be denied as far as the inculcation of values is concerned. The concept of SEVA, when explained to parents during Parent-Teacher Meetings, was always happily accepted by parents as one of the crucial needs of the hour.
- Many parents have reported a visible positive change in the behavior of their children at home after the launch of the SEVA programme. Parents have also appreciated WhatsApp communication between their children and their E-pals from Konghang Elementary School, Seoul for building international understanding, respect for cultural diversity and also for improving English communication skill of their children.



**Whatever is
carried out in school
sends a message to the
society.**



- Whatever is carried out in school sends a message to the society. Activities like tree plantation, maintaining plants, waste management and celebration of important days are helpful in raising awareness of the social environmental issues among the school community. IT Literacy camp for children from the nearby orphanage and the seven-day special service camp organized in nearby village leaves a very positive impact on the community.
- Teachers have also become reflective of their own actions in terms of six core SEVA values. This change of attitude is evident from the monthly staff meetings where they are frequently heard extending and referring to SEVA as Staff Empowerment through Values in Action.

Success factors and constraints

So far, the programme has been observed to be very effective in fulfilling GCED principles as it is helping to groom the students into valuable global citizens. It is teaching them to cherish the impact of demonstrating core values on their own self on their society, environment and the people of other countries.

Initially, the teachers were skeptical about the results of this programme. It took a while for them to understand the what, why and how of the programme. Gradually, as the programme began, children, as well as teachers, started to appreciate the impact that was quite visible in the school environment. Teachers and students started generating ideas and strategies to get it implemented in true spirit. Educational outcomes are measured and rewarded in terms of academic achievement only so highlighting values and implementing them as an important curricular item is a challenge. We need more efforts to increase the strength of the programme so as to put it on the natural priority list of parents, students and teachers.

5. Way Forward

To make this programme more meaningful, we will be sharing the success stories with stakeholders like the education department of our district, parents and students on a regular basis. We have made it a regular curricular activity in the school and work to improve it by taking feedback from teachers, students, parents and visitors. We will suggest our partner schools in the Asia-Pacific Region to fit the SEVA programme in their school activities so that it becomes a bridge to connect the students residing in different cultural contexts.

To make it more effective and to enable the students to internalize the values, we will be introducing the SEVA debate to be conducted immediately after an event based on SEVA values and GCED themes. For example, after celebrating world environment day, children in different classes will be divided into two groups namely Questioners and the Responders. The first group raises questions while the other answers to the questions asked. Since students will be responding on the spot without any prior preparation, we will be able to know their original thoughts on the topic. The teachers will play the role of mediators or facilitators.

Appendix A

Sample Lesson Plan

Activity: SEVA MEET

GCED Theme: Leadership, Compassion, Human Rights and Responsibilities, Equity, Sustainable Development

Value(s) in Action: Respect, Responsibility, Care, Integrity, Resilience, Cyber-wellness

Class : Mixed grades (Grade 5 to Grade 10)

Time Required : 120 minutes

Frequency : Once a month (Six times in a year)

Objectives

1. To enable children to believe in their own self-worth and the intrinsic worth of other people.
2. To make children confident to express their opinions freely.
3. To make children realize the need of Learning to Live Together.

Resources: Internet, SEVA caps, SEVA Badges, Smartboard for showing videos and presentations

Methodology: The students are divided into groups. Each group selects their student leader. Each group is given a set of questions for brainstorming on the theme of the SEVA MEET for that month. The themes can be one of the SEVA values namely, Respect, Responsibility, Care, Integrity, Resilience or Cyber-wellness.

Procedure:

Warming up: Students attend SEVA meets wearing SEVA caps. A video clip is shown on the particular theme of SEVA MEET followed by a discussion by students.

Brainstorming: The groups brainstorm to find the answers to the questions distributed to them.

Self-Introspection: Students review their SEVA score and make self-reflections about the extent to which they can demonstrate values through their actions.

Appreciation: High SEVA scorer students are appreciated and awarded with SEVA badges.

Evaluation: A randomly written feedback is taken from students and SEVA coordinators. The brainstorming questions for various themes are given below:

Theme: Respect

- What is self-respect?
- How can self-respect be harmed?
- Why is it important to appreciate members of my family? Why is it important to appreciate my friends?
- Why is it important to appreciate my teachers? How can I appreciate my family members?
- Why do I need to be aware of the likes and dislikes of others? How do I live up to the expectations of my school?
- How should I interact with others?
- What are the social etiquettes of communicating with others? What can I do to make my nation feel proud of me?
- What do I love about my country?
- What makes us Indians or what are Indian values?
- Why do we need to be aware of the beliefs and traditions of people from other cultures and countries?

Theme: Responsibility

- What are my responsibilities as a child, grandchild, and sibling? What is self-discipline?

- Why is self-discipline important? How can we strengthen family ties?
- Why is familial responsibility important?
- How can I be a good team member/team leader?
- Why is it important for adolescents to learn the responsibility of dealing fairly with peers of the opposite gender?
- What are my social responsibilities?
- How can I be an active citizen of my country?
- How can one show responsible behavior towards people of other countries and cultures?
- What does it mean to be an active and responsible citizen in the globalized world?
- How would I use my strengths and abilities to meet the needs of a globalized world?

Theme: Integrity

- What is honesty?
- Why must I be honest?
- What is trustworthiness? (Being reliable) Why must I be trustworthy?
- What is integrity? What is fairness?
- How can I be fair to others?
- How do we deal with the following situations where our integrity is challenged?
 - a. When one wishes to engage in an activity which parents may disapprove
 - a. When one can misuse parent's confidential information e.g. password/credit card number/ personal belongings
 - a. When one can cheat during a test
 - a. When one can disobey the laws of copyright e.g. plagiarism
- How can I be a trustworthy citizen of my country?
- What could be the impact of our trustworthiness and honesty on the people from cross-cultural contexts?

Theme: Care

- How do I look after myself?
- What can I do at my end to save water?
- What can I do at my end to save paper?
- How can I contribute towards saving trees?
- To what extent can I help in saving electricity?
- Why do I need to show love and care for my family?
- How can I demonstrate care for my family?
- What can I do to demonstrate care for my family?
- What are the little things I do to keep my home and neighborhood clean?
- What are the qualities of a good friend?
- How can I show care for my school?
- What can I do to keep public places clean?
- How can I show care for my country?
- What could be the consequences of good sanitation habits? What can I do to show care towards plants and animals?
- How should I interact with the people in a globalized world?
- How can I be of help if I come across cross-cultural contexts in my country?

Theme: Resilience

- What are the characteristics of a good student? What is optimism?
- How can I be optimistic?
- Why is it important to be determined for the task?
- What can I do to achieve my goals?
- How can I cope with situations where I fail?
- What are some situations where I lose confidence? How do I feel about losing a game?
- How can I develop resilience to face some changes in my life, changes

in the family (e.g. arrival of a newborn sibling, death and separation, going to a new school, coping with peer pressure?)

- From where and when can I seek help to cope with changes in my life? What are good study habits? Do I possess them all?
- Can I express my opinion in a group? If no, then who can help me in doing this?
- What are my fears?
- What are the ways to manage uncomfortable emotions and impulsive behavior?
- From where can I learn the ways to control impulsive behavior? Who can help me in overcoming my fears?
- What can be the impact of being resilient in cross-cultural contexts?

Theme: Cyber-wellness

- What is ICT? What are its benefits?
- What would a balanced use of ICT look like in real life?
- How can technology be a good slave but a bad master? What are the negative effects of over-usage of ICT?
- How can I express myself online appropriately?
- What are the consequences of inappropriate self-expression online? How dependent am I on online relationships?
- How able am I in developing and maintaining a healthy balance between online and face-to-face relationships?
- What is internet addiction?
- How can I diagnose my addiction to the internet?
- How does e-waste affect the environment?
- How can e-waste be prevented?
- How can technology help in fostering global relations?

Appendix B

Examples of Value Based Actions Having Global Relevance

Respect

- Greeting elders
- Listening to elders' instructions
- Using words like please, sorry and thank you
- Talking politely with elders and younger ones at home
- Visiting friends house or attending parties with friends with proper permission from parents
- Respecting the thoughts and feelings of others Coming to school in proper uniform
- Being always neat and tidy Speaking softly with teachers Not teasing or bullying others
- Using proper words while communicating with peers Following class rules
- Following school rules
- Abiding by teacher's instructions
- Respecting other person's cultures and religious beliefs
- Taking pride in my national identity, symbols, languages and songs
- Participating in the flag raising ceremony and national days of one's own country with enthusiasm
- Participating in International Education Week and celebrating International Days with zeal and interest

Responsibility

- Taking care of my belongings
- Asking permission from teachers wherever needed in school
- Being always punctual
- Doing work neatly
- A few age appropriate actions to show responsibility are as follows:

4-5 years old

Brushing to sweep the beddings
Filling water in the glass/tumbler
Placing washed utensils in the right place Watering the plants

6-7 years old

Collecting washed clothes
Laying out the salad plate
Setting up the school bag

8-9 years old

Dusting off the furniture
Taking out grocery items out of the bag

10-11 years old

Cleaning the bathroom after taking a bath
Doing domestic chores in the kitchen (under the supervision of elders)

12 years and above

Ironing clothes Making tea
Warming the milk Replacing a light bulb
Helping out with the home celebrations

Integrity

- Not misusing parents' confidential information, passwords, codes, etc.
- Not making excuses
- Speaking the truth without hiding any information from parents Not being involved in gang-like activities
- Not cheating during tests
- Not plagiarizing assignments

Care

- Being careful when consuming water for various day-to-day activities in school and at home (drinking, watering plants, using toilets, water for bathing, washing, and laundry)
- Not using electric lights when there is enough daylight
- Switching off electric appliances when not in use
- Doing my part in saving paper (printing paper only when necessary)
Searching opportunities to gift a plant instead of materialistic presents
- Not wasting food and only taking as much as required
- Taking care of younger ones Taking care of pets at home Getting up early in the morning
- Spending quality time with grandparents
- Maintaining plants
- Using school property (fans, switches, desks, fluorescent light bulbs, wall clock, cooler, door, faucet, glass panes) with care
- Taking care of walls and desks (do not scribble on them)
- Showing concern to others and looking beyond our own interests to those of others in the family, school, society, nation and the world
- Offering own time and efforts to serve the community Being concerned about what affects my country
- Being concerned about what affects the world

Resilience

- Not losing temper when things do not happen according to one's choice and convenience Doing home assignments independently
- Not complaining or back biting
- Sitting attentively in the class
- Coming to school with proper study material
- Completing my work on time
- Taking part in school programmes and events
- Working hard to excel
- Resisting negative peer pressure Being a good role model to juniors

- Making decisions based on a sound value system Reflecting on how my actions can affect others
- Standing up for what is right despite the challenges faced
- Recognizing when one has acted impulsively
- Considering possible options and consequences in making decisions
- Asking help from others when faced with challenges
- Planning and organizing school events
- Representing school in interschool events
- Participating in international exchange programmes and adapting to new cultures and situations positively

Cyber-wellness

- Not using the phone while charging
- Requesting elders/parents not to talk on the phone while driving
- Being safe online and not bullying others on the internet
- For every 20 minutes spent on a digital device, spend 20 seconds looking at something 20 feet away
- Using no electronic gadget at least once a week and utilizing that time for useful activity
- Not bringing one's mobile phone, pen drive, CDs, and other gadgets to school
- Not teasing others on the internet
- Being careful about privacy while online Managing online bullying and abuses

Appendix C

Sample Page of the Student Logbook My School/Home Values Card

Date	April			May		
	 	Approved by		 	Approved by	
		Name	Sign		Name	Sign
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Appendix D

Self-Reflection Worksheet

Name of the Student:

Class:

Date :

Q.1 What behavior did I show? (Self-awareness)

Ans. _____

Q.2 What was the value/life skill shown by my behavior? (Self-awareness)

OR

Which value/ life skill can be derived from my behavior?

Ans. _____

Q.3 How does it make an impact on me? (Self-awareness)

Ans. _____

Q.4 What is its impact on others? Choose the appropriate ones from the category or others: (parents, friends, teachers, elders, the environment, the cross-cultural community) (Social Awareness)

Ans. _____

Q.5 Do I need to improve my behavior? If yes, how? (Responsible Decision-Making)

Ans. _____

Q.6 How can I monitor my own behavior? (Self-Management)

Ans. _____

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EIU Best Practices 2016 Case Presentation and Award Ceremony



▲ Best practice case presentation at the International Conference on GCED: Platform on Pedagogy and Practice (held on 24-25 October 2016 in Seoul, Republic of Korea)



▲ *Conferring of EIU Best Practices Award (from L-R: Dr. Himanshu Sharma, the case contributor and Dr. Utak Chung, Director of APCEIU)*

The awardees of 2016 EIU Best Practices Award were invited to present their best practice case to international workshops and conferences organized by APCEIU in 2016. Ms. Himanshu Sharma was invited to present her best practice case on the following occasions: 1) the 7th Asia-Pacific School Leadership Academy, where she shared her experience of participating in the same Academy one year ago and establishing international school-to-school exchange network with school leaders from the Asia-Pacific region; 2) the International Conference on GCED: Platform on Pedagogy and Practice co-organized by APCEIU, Ministry of Education of the Republic of Korea and JoongAng Ilbo, in partnership with UNESCO HQ, on 24-25 October 2016 in Seoul, Republic of Korea, where she contributed a presentation on whole-school approach to GCED during one of concurrent sessions.

Field Visit

On behalf of APCEIU, Ms. Yangsook Lee, Head of the Office of Education and Training of APCEIU, and Ms. Yeonwoo Lee, Assistant Programme Specialist at the Office of Education and Training of APCEIU undertook a field visit to Him Academy Public School in Hamirpur, India on 17 September 2016 to carry out the following missions: 1) to learn more about the best practice case through field observation and interview and 2) to provide consultation and comments on the development of the best practice report.



▲ Ms. Yangsook Lee (Head of the Office of Education and Training of APCEIU) explaining about Global Citizenship Education to the students of Him Academy Public School) during the field visit



हमीरपुर : हिम अकादमी पब्लिक स्कूल के सेवा कार्यक्रम का निरीक्षण करने पहुंची यूनेस्को की टीम का वृं हुआ स्वागत

हिम अकादमी पहुंची यूनेस्को की टीम



हमीरपुर। यूनेस्को से आए मिस यांग सूक ली व मिस योतूली बच्चों से मिलती हुई।

हमीरपुर। देश के प्रमुख स्कूलों में से हिम अकादमी स्कूल को जीवन मूल्यों के बेहतरीन शिक्षण के लिए चना गया है।

हिम अकादमी पहुंची यूनेस्को टीम

सेवा कार्यक्रम का लिया जायजा

दिव्या हिमालय न्यूज़, हमीरपुर

मुख्यालयियों से अवगत करवाया।

हिम अकादमी पब्लिक स्कूल की जीवन मूल्यों के बेहतरीन शिक्षण के लिए चना गया है। इसका निरीक्षण यूनेस्को के अंतर्गत एशिया पैसिफिक सेंटर ऑफ एजुकेशन एंड इंटरनेशनल अंडरस्टैंडिंग की तरफ से चीफ ऑफ एजुकेशन एंड ट्रेनिंग मिस यांग सूक ली एवं असिस्टेंट प्रोग्राम स्पेशलिस्ट मिस योतूली ने पूरे सेवा कार्यक्रम का जायजा लिया। मुख्यालयियों का स्कूल पहुंचने पर भयमस्वागत किया गया। अकादमिक प्रधानाचार्या डा. हिमांशु शर्मा ने प्रार्थना सभा में स्वागत भाषण दिया तथा सभी छात्रों को

निरीक्षण के इंतजामना, सामाजिक-विकास प्रयोगशाला, न्यायिक रूम, डांस रूम व आर्ट एंड क्राफ्ट रूम का भ्रमण किया। अध्यापिका पूजा, सुमन, सविता व शैली धीमान व विपिन शर्मा ने सेवा कार्यक्रम से संबंधित प्रमाणों सहित प्रस्तुति दी, जो कि दोनों स्कूलों में लागू किया गया है। इसके बाद छात्रों की सेवा मीट में छात्रों ने अपने जीवन से जुड़े अनुभव साझा किया कि कैसे वह जीवन मूल्यों को अपना रहे हैं। मंच संचालन कार्यक्रम को-आर्डीनेटर चेतना कूपर ने किया। समस्त क्रम में को-आर्डीनेटर चेतना कूपर, शशि बास्ता, बैंड हेड कंचन



स्वागत है आपका

हमीरपुर। हिम अकादमी पहुंची यूनेस्को टीम का स्वागत करती छात्राएं।

लखनपाल, बैंड हेड सुपमा ठाकुर, समन्वयक अमित शर्मा व कुमारी शालिनी, रजिस्ट्रार रमन किशोर, नीलम ठाकुर रेणु, सनी और रजनी बाला, रीना ठाकुर, शिवा बालिया, पुजा ठाकुर का विशेष सहयोग रहा। कार्यक्रम के दौरान चैयरमैन प्रो. आरसी लखनपाल, सहचैयरमैन चंद्रप्रभा लखनपाल, निदेशक पंकज लखनपाल, विद्यालय प्रधानाचार्या

नैना लखनपाल, अकादमिक प्रधानाचार्या डा. हिमांशु शर्मा व चीफ एडिटर ओमेगा प्रकाशन टीआर शर्मा उपस्थित रहे। इस दौरान छात्रों द्वारा रंगारंग कार्यक्रम 'प्रस्तुत किया गया, जो विभिन्न देशों के संस्कृति व नृत्यों पर आधारित था। छात्रों ने विभिन्न देशों की संस्कृतियां उनके परिधानों से दर्शाई गई।



हिम अकादमी पब्लिक स्कूल हमीरपुर में शनिवार को यूनेस्को से आए सदस्यों का स्वागत करते स्कूल प्रबंधक व अध्यापिकाएं।

हिंस में सेवा कार्यक्रम का किया निरीक्षण

बंबई बालोबी, हमीरपुर। हिम अकादमी पब्लिक स्कूल को जीवन मूल्यों के बेहतरीन शिक्षण के लिए चना गया है। इसका निरीक्षण यूनेस्को के अंतर्गत एशिया पैसिफिक सेंटर ऑफ एजुकेशन एंड इंटरनेशनल अंडरस्टैंडिंग की तरफ से चीफ ऑफ एजुकेशन एंड ट्रेनिंग मिस यांग सूक ली एवं असिस्टेंट प्रोग्राम स्पेशलिस्ट मिस योतूली ने पूरे सेवा कार्यक्रम का जायजा लिया। मुख्यालयियों का स्कूल पहुंचने पर भयमस्वागत किया गया। अकादमिक प्रधानाचार्या डा. हिमांशु शर्मा ने प्रार्थना सभा में स्वागत भाषण दिया तथा सभी छात्रों को निरीक्षण के इंतजामना, सामाजिक-विकास प्रयोगशाला, न्यायिक रूम, डांस रूम व आर्ट एंड क्राफ्ट रूम का भ्रमण किया। अध्यापिका पूजा, सुमन, सविता व शैली धीमान व विपिन शर्मा ने सेवा कार्यक्रम से संबंधित प्रमाणों सहित प्रस्तुति दी, जो कि दोनों स्कूलों में लागू किया गया है। इसके बाद छात्रों की सेवा मीट में छात्रों ने अपने जीवन से जुड़े अनुभव साझा किया कि कैसे वह जीवन मूल्यों को अपना रहे हैं। मंच संचालन कार्यक्रम को-आर्डीनेटर चेतना कूपर ने किया। समस्त क्रम में को-आर्डीनेटर चेतना कूपर, शशि बास्ता, बैंड हेड कंचन लखनपाल, बैंड सुपमा ठाकुर, समन्वयक अमित शर्मा व कुमारी शालिनी, रजिस्ट्रार रमन किशोर, नीलम ठाकुर रेणु, सनी और रजनी बाला, रीना ठाकुर, शिवा बालिया, पुजा ठाकुर का विशेष सहयोग रहा। कार्यक्रम के दौरान चैयरमैन प्रो. आरसी लखनपाल, सहचैयरमैन चंद्रप्रभा लखनपाल, निदेशक पंकज लखनपाल, विद्यालय प्रधानाचार्या नैना लखनपाल, अकादमिक प्रधानाचार्या डा. हिमांशु शर्मा व चीफ एडिटर ओमेगा प्रकाशन टीआर शर्मा उपस्थित रहे। इस दौरान छात्रों द्वारा रंगारंग कार्यक्रम 'प्रस्तुत किया गया, जो विभिन्न देशों के संस्कृति व नृत्यों पर आधारित था। छात्रों ने विभिन्न देशों की संस्कृतियां उनके परिधानों से दर्शाई गई।

Local newspaper coverage of the visit



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