

“A Virtuous Generation, A Better Society”

Handbook on Moral Values for Schools

(A Code of Moral Values to be implemented at School Level)

Publication

Religion and Value Education Branch

Ministry of Education

Message of the Hon. Minister of Education

Present younger generation is the guardians of this country tomorrow. Therefore, it is the responsibility of the parents, the school and the entire society to convert them in to well disciplined, courageous, efficient, punctual group of children with a perfect personality.

Form the birth to the school, parents are our teachers and therefore, a massive responsibility in the physical, psychological, cognitive, social and emotive development of the child devolves on parents.

When admitting to school this role shifts from parents to the teachers. The teacher may have to guide the student while patching up the shortfalls of the parents' role. It is the unending responsibility of the school teacher, to guide students in every way and endowing the recognized values of our culture.

In the present society, in which the social values are rapidly decreasing and the innocent children are preyed by increasing social vices and therefore, the prime requisite of education should be to generate a well-disciplined human resource knowledgeable of the value of the accepted ethical behavior.

Against this endeavor, this booklet **“Virtuous Generation – A Better Society”** has been formulated to help build healthy personal behaviours so as to be fair by every child.

I avail myself of this opportunity inform all principals and teachers and the whole school community to assist this programme immediately establishing the proposed committees in facilitating to build up the school premises, classrooms and the teacher-student behavior as expected through the planned activities.

It is my sincere wish that this invaluable effort will be guidance in socializing a knowledgeable child empowered with moral values and thereby a virtuous society will become a reality.

Hon. Prof. G. L. Peiris
Minister of Education

Message of the Secretary to the Ministry

“පින්මද පුතුන් සියයක් ලදුවත්
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එක පුත්සඳින් දුරුවෙයි ලොව ගණ
නෙක කරු රැසින් එලෙසට නොම වේය”

නිසරු
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දුරු”

The value of a child with good qualities is apparently illustrated in the above poem. When comparing the past child with the present child, it is evident that the moral values embedded in the past child are gradually decaying from the present child.

With the rapid advancement of science and technology, the present child is capable of using his intellects. However, he lacks values and attitudes recognized in a virtuous society. Even though he strives to win competitively, he is incapable of accepting victory and defeat in the same spirit, facing crisis situations successfully as well as living in coexistence within the society.

Present child has lost his world. From dawn to night, parents are in an unending struggle in getting their children to go through the exam-centered education. This has unknowingly obstructed all openings for environmental and social skills to be achieved in our infant and childhood ages as well as positive attitudes inculcated through pleasant experiences.

In this background, I assure that this programme, designed for the principals and teachers to apart from the parents to promote moral values within children, is timely appropriate. The objective of this effort is to focus more on moral values and thereby to build up a better society.

Therefore, I expect all principals and teachers would focus on moral values of children and dedicate themselves for the success of this great endeavor.

Prof. K. Kapila C. K. Perera
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“Virtuous Generation – A Better Society”

- I. Introduction
- II. Vision of the Programme
- III. Expected Objectives of the School Moral Value Programme
- IV. Requirement of the promotion of moral values in schools
- V. Parties directly contributing to the promotion of moral values in schools

I. Introduction

School Moral Value Promotion Programme is expected to be jointly implemented by the Ministry of Education and the National Institute of Education with the view of raising awareness within the school community. This should be daily implemented with the cooperation of Education Administrative Officials, Principals, teachers, parents and students. Since this is a timely requirement, all stakeholder parties are expected to be responsible and accountable.

It is expected to uplift school discipline and to develop moral values, personality, emotive knowledge and soft skills within individuals and thereby to ensure the betterment of the future society.

II. Vision of the Programme

“A Virtuous Generation, A Better Society”

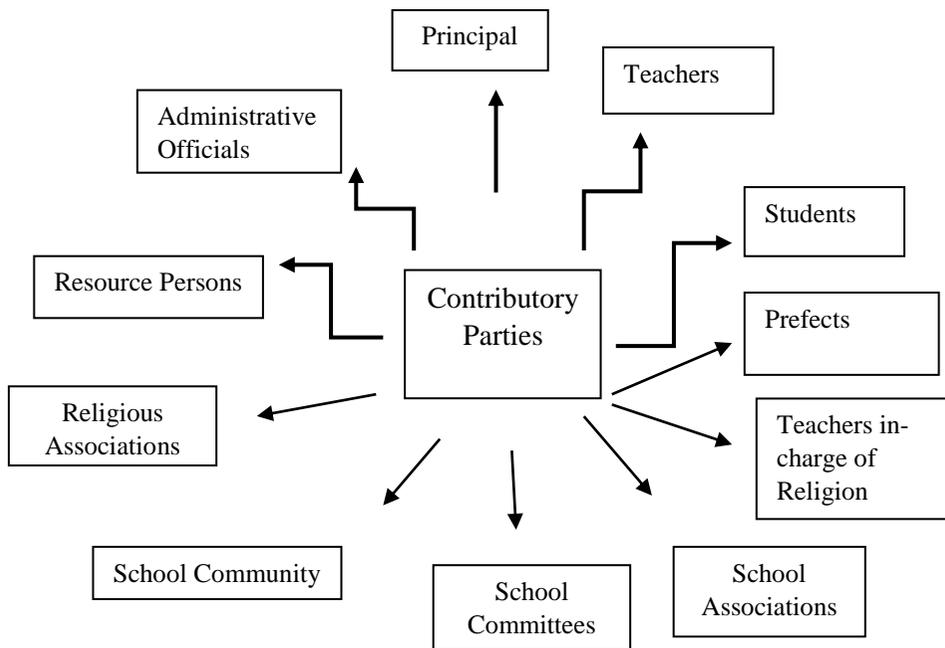
III. Expected Objectives of the School Moral Value Programme

- 1. To develop individual characters for a virtuous living.
- 2. Identification and securely endowing the values of indigenous culture.
- 3. Realization of development goals through a better co-existed society.
- 4. Building up willpower and a contented life.
- 5. Inculcate eco-friendly attitudes.

IV. Requirement of the promotion of moral values in schools

1. Since opportunities for the development of social values are limited within knowledge-centered education, to empower the school to practically implement moral values.
2. Since the moral values Sri Lankans had in the past to live a perfect moralistic social life have been decayed from the society, to emphasize their timely value.
3. Since numerous issues have been emerged due to the violation of ethics within the social system, to guide the society to resolve such issues.
4. Directing to avoid the social calamity of diverting from the religious environment during day to day living.

V. Parties directly contributing to the development of moral values



01. Moral Values

1.1 What are moral values?

1.2 Issues arisen in the present school system due to degradation of moral values

1.3 Proposals to resolve the issues related to degradation of moral values.

1.1 What are moral values?

Moral values are the social values or the code of human ethics accepted by the society, which requires for the uplifted recognition for an individual within the society.

1.2 Issues arisen in the present school system due to degradation of moral values

- Rapidly increasing tendency of school students addicting to alcohol and smoking.
- Tendency of following western lifestyles.
- Misusing sophisticated communication methodologies.
- Negative attitudes of various people relating to the school.
- Students diverting from spiritual development.
- Arrogant, aggressive behavior and the indecent vocabulary of the students.
- Higher stress levels of students.
- Distancing of parent – children as well as teacher – student relationships.
- Lowering of the control in negative emotions of students.

1.3 **Proposals to resolve the issues related to degradation of moral values.**

- Implementation of programmes creating entertainment through aesthetic, literary appreciation and sports.
- Updating and implementation of ethics within students.
- Implementation of promoting religious tendency and spiritual qualities within students.
- Empowering guidance and counselling within the school.
- Using and direct monitoring of '*Sadhu Charya*' workbooks.
- Implementation of programmes to inculcate leadership within students.
- Implementing programmes to develop soft skills and competencies.

02. Proposed Schedule to Implement the School Moral Value Programme.

2.1 Making aware of the school and the community. (Education Officials, Principals, teachers, students and the school community)

2.2 Preparing the school layout

2.3 Establishment of Moral Value Action Committees.

2.4 Activities of the Moral Value Promotion Programme.

2.1 Making aware of the school and the community

It is our belief that we require the contribution and dedication of each and every party for the success of this Moral Value Programme. Therefore, we believe that the expected “**Virtuous Generation – A Better Society**” can be built up if the following groups make aware the school and the community considering this Moral Value Programme as a part of their own duty.

- **Parties to be made aware**

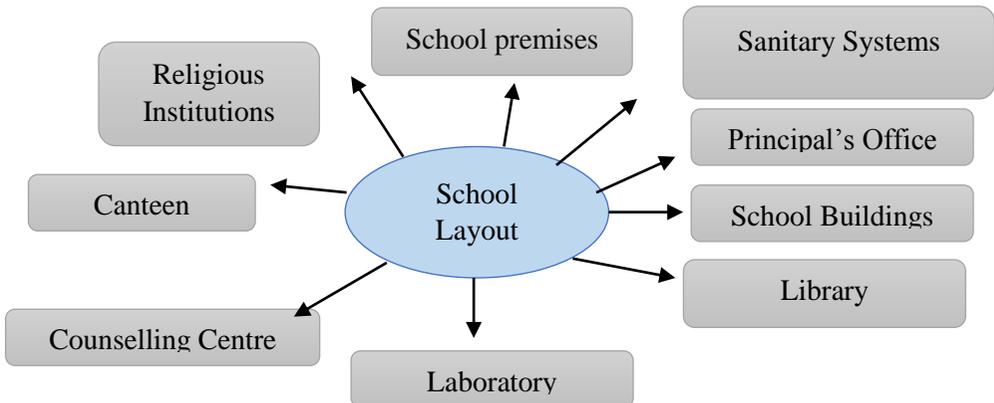
- Officials of the Ministry of Education
- Officials of the National Institute of Education
- Provincial Secretaries to Education
- Provincial Directors of Education and all officials
- Zonal Directors of Education and all officials
- Divisional Directors of Education and all officials
- All Directors of Education
- Principals
- Teacher Advisors
- Teachers
- School Prefects
- Students and the school community

N. B. 2.1.1 Rules to be followed in raising awareness

Each and every official made aware of the School Moral Value Programme should focus special attention following facts in clarifying the Vision and Mission of this programme.

- Everyone should be responsible and accountable relating to the School Moral Value Programme.
- This programme is a timely requirement against current issues.
- This should be practiced as a first priority.
- This should be practiced continuously as life habits within the school system.
- Should be practiced co-curricularly and extra-curricularly.
- This programme will be successful by getting the cooperation and assistance of required parties when and where necessary.
- Monitoring and performance review is required at all times.
- Evaluation and appreciation should be done at opportune times.

2.2 Preparing the School Layout



- Planning and conducting daily cleaning activities.
- Conservation of the environment.
- Arrange the drainage system to drain water well.
- Construction of a fence or an outer wall around the school ground and installation of a secured gate.
- Preparing the playground according to safety measures.
- Displaying the school nameboard to be seen clearly at the entrance gate.
- Placing the flag posts of the school at suitable places and hoisting the flags accurately.
- Displaying the notice board for parents to be seen and read clearly at the entrance gate.
- Dreging and covering the school well with the net and keeping a separate pulley, a bucket, a rope and a specific place to keep the bucket. Preparing drains to flow excess water well. If water is pumped through a water pump, install the water pump securely in a suitable place. Preparing the pipelines to be leak proof. Keeping the pipelines, taps and wash basins clean. Keeping the taps closed after using.
- Removing the recognized insecured places, unused wells, aged trees, insecured electricity cables and dilapidated roofs.
- Preparing the internal road system in a systematic way and displaying the school ground plan, name boards and the structure of buildings in respective places. (Accurately displaying the school map)
- Classification of garbage bins as follows and placing them appropriately. Keeping the garbage bins closed, daily disposing garbage and composting degradable garbage and using them as fertilizer for gardening at the premises. (To grow flowers, fruits and vegetables)
- Allocating a separate place for the vehicles of the Principal and the teachers and preparing a garage or allocating a separate place for the other vehicles of the school.



Figure 1

2.2.2

School Buildings / Classrooms / Laboratories /
Gymnasium / Mathematical Laboratories

- Keeping a mat at the entrance of the class room.
- Keeping religious statues / symbols at a higher place in the class room and make offerings.
- Placing books and documents accurately in suitable places. (Record book, Student Register, assessment records, assessment plans, activity sheets and extra reading)
- Placing learning aids and display boards accurately and fixing them in a way not to damage classroom walls. (Display to be seen by every child)
- Maintaining a class library and a book shelf.
- Displaying a calendar in the classroom.
- Keeping cleaning equipment at a specific aplace in the class room.
- Colouring the garbage bins in respective colours and placing them accurately in their respective places. (As per in Figure 1)

- Avoid from writing and drawing unnecessarily on desks, chairs and classroom walls.
- Systematically dispose garbage at the end of the day.
- Immediately repair the minor damages to class room floor and equipment
- Removing and placing the shoes properly when entering specific units. (Laboratories, Home Science Room, Aesthetic Units and religious places)
- Clean the equipment used in the laboratory and keep them in order.
- Ensure not to damage public property at every place.
- Exchange and use equipment, assignments, assessments among students.
- Painting the walls of school buildings and displaying instructions and concepts significant for children’s education as well as moral development. (Art, painting, poems)
- Keep the drainage system, roofs and gutters of buildings, toilets properly maintained and taking measures to daily clean them.
- Proper maintenance of the children’s park, playground, outer wall and daily clean them.
- Taking measures to repair damaged buildings, learning equipment and to properly store which cannot be repaired until disposal.
- Implementation of a programme to use the swimming pool, indoor stadium, computer units according to a time table.
- Keep all units under lock and key and protected from thieves or animals.

2.2.3

Religious Places

- Cleanly maintaining the religious places with respect.
- Assigning daily religious practices among each class.
- Observing daily religious rites with the assistance of reverands or teachers.

- Properly making offerings made for religious rites and keeping the equipment used for religious rites cleanly and in order after the rites.
- Highlighting the importance of religious festivities unique to each religion and making aware on how to decorate and practice religious rites.
- Keeping the sacred place / place of worship of the school in a clean and place

2.2.4

Canteen

- Maintaining the canteen cleanly and systematically. (Premises, plates, food and other)
- Not selling food with adverse flavours and colourings or artificial food in the canteen.
- Maintaining the canteen in a way that encourages the students to practice better food etiquettes. (To wash hands, seatins to sit and eat, colour coded garbage bins to dispose garbage.)
- Disposing leftover food and food wrappers hygienically.
- Focusing attention on selling nutritious local food.
- Not deploying unhygenical persons or persons with diseases to serve in the canteen and the canteen staff being respectful to others.
- Acting in accordance with the Circulars incidental to canteens.
- Displaying the canteen price index clearly visible to all.

2.2.5

Principal's Office

- It is better to locate the Principal's Office in a place, from where the Principal can observe most of the school premises.
- Applying a daily cleaning schedule for the Principal's Office.
- Maintain everything including the floor, walls, racks, Principal's table & chair of the Principal's Office cleanly and attractively.

- Allocating specific places along with nameboards for the other staff of the Principal's office.
- Maintaining all registers and documents including the details of the teaching staff, student admission registers, personal files, documents related to the teaching learning process systematically indexed, attractively and updated.

2.2.6

Counselling Centre

- Using a free space for the counseling centre.
- Building up an environment suitable for students to freely express their ideas within the room.
- Assigning a teacher with humanitarian qualities and properly trained for counseling.
- Facilitating to confidentially store the records on children.
- Providing confidential reports on children only to required persons (Principal, parents or the doctor of the child as necessary...)

2.2.7

Sanitary Facilities

- Maintenance of necessary sanitary facilities adequate for the number of students clearly dedicated for male / female and categorized for Primary / Secondary / Senior as far as possible.
- Maintaining continuous water supply for toilets.
- Implementing a planned schedule for daily cleaning under proper monitoring.

2.3 Establishment of Moral Value Committees

Moral Value Committees should be established in a strong and organized way in order to realize the objectives of the Moral Value Promotion Programme. Teaching –learning process should be implemented under the direct monitoring of the principal and the teaching staff in a way to uplift moral values in co-curricular and extra-curricular activities.

Moral Value Committees and Monitoring

2.3.1 Structure of the Moral Value Promotion Committee

2.3.2 School Moral Value Promotion Committee

2.3.3 Structure of the Classroom Moral Value Promotion Committee

2.3.4 Structure of the Grade Moral Value Promotion Committee

2.3.5 Monitoring of Moral Value Promotion Committees

2.3.1 Structure of the Moral Value Promotion Committee

Moral Value Promotion Committee should comprise as follows.

Advisors

Hon. Minister of Education
Hon. State Ministers of Education

Chairman

Secretary to the Ministry of Education

Co-Chairman

Director General of the National Institute of Education

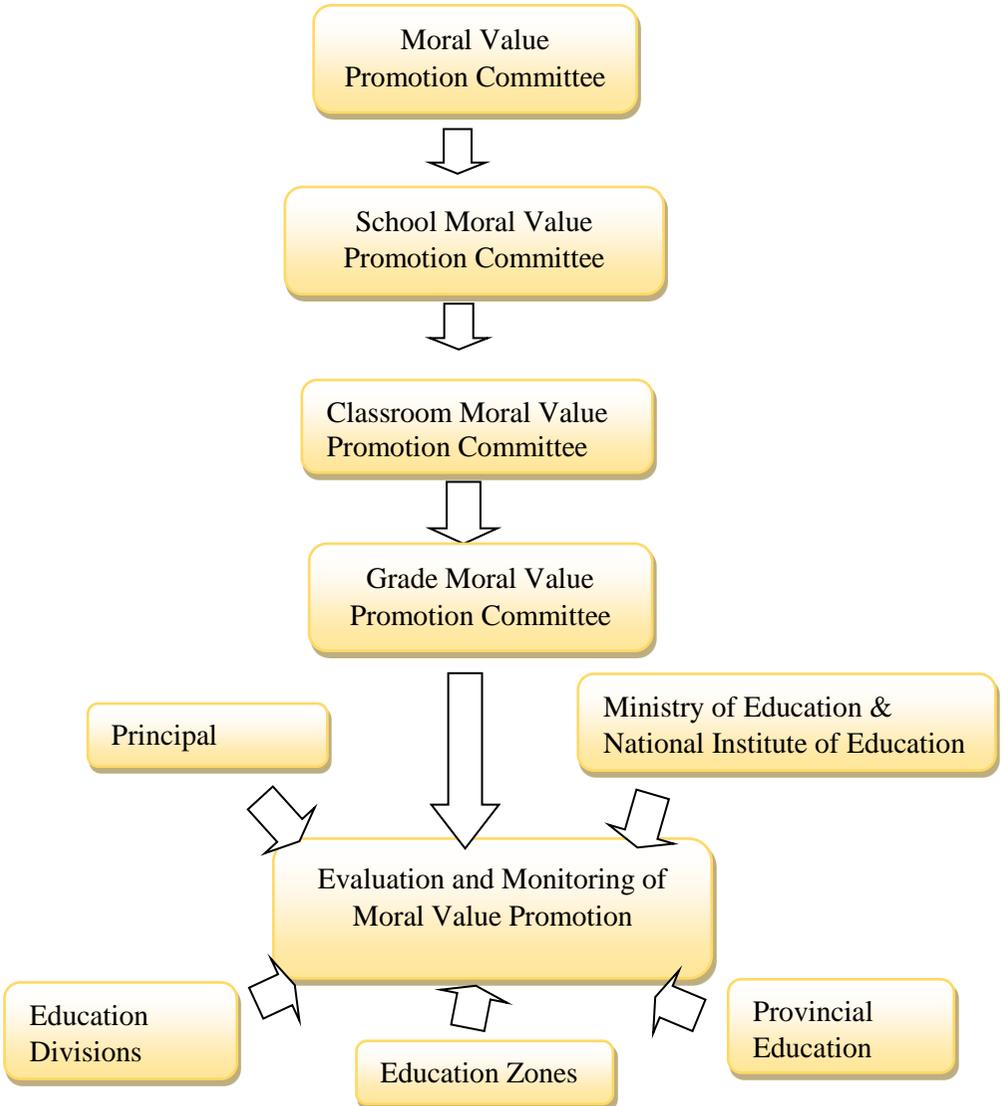
Vice Chairpersons

Additional Secretary nominated by the Secretary to the Ministry of Education
Commissioner General of Examinations
Commissioner General of Educational Publications

Representatives

Director and all Staff Officers of the Religion & Value Education Branch of the Ministry of Education
Director and all Staff Officers of the Department of Religion & Value Education of the National Institute of Education
Provincial Secretaries of Education representing provinces
Provincial Directors of Education

Structure of the Moral Value Promorion committee



2.3.2 School Moral Value Promotion Committee

- Chairman - Principal
- Secretary - The structure of the School Moral Value Promotion Committee will be as follows and a suitable person among the members may be appointed.
- Members -
01. Deputy / Assistant Principal
 02. Sectional Heads
 03. Reverend teachers
 04. Teacher in-charge of the subject of Religion or any other teacher
 05. Secretary, Vice Secretary, Treasurer and the Committee members
 06. Student Prefects (Maximum 8 students to represent each Section)
- Invitees -
01. Reverends in-charge of religious institutions
 02. Two persons of exemplary character among the well-wishers of the school.
 03. Several suitable persons from various institutions related to the school (No. of persons may be determined as required)

- **Role of the School Moral Value Promotion Committee**

- Preparation of the School Calendar including annual moral value promotion programmes and implementation of its programmes.
- Arranging the school layout to facilitate moral value promotion.
- Formation of all human resources of the school in accordance with moral values.

- **All Monitoring Activities**

- School Moral Value Promotion Committee should gather on a suitable day in the last week of each month.
- Guiding all students to act as an individual with perfect personality enhanced with moral values by focusing special attention to order, accuracy, productivity, efficiency and time management in all activities conducted in coordination with students and the school.

2.3.3 Structure of the Classroom Moral Value Promotion Committee

Moral Value Promotion Committees should be established in every school and everyone should be responsible to maintain them updated. When moral value programmes are conducted, they should be organized with the monitoring of Moral Value Promotion Committees.

- Chairman - Class teacher
- Secretary - A parent for primary classes and a suitable student for the other grades may be appointed.
- Committee - 01. Student representation - 04 (Class Monitor (Boy/Girl), Vice Monitor (Boy/Girl))
02. Parent representation – 10 (05 mothers, 05 fathers)
- Members - All student of the respective grade and their parents will be permanent members.

Role of the Classroom Moral Value Promotion Committee

- Acting to promote moral value development in every activity implemented in relation to children and their lifestyle.
- Separate committees should be appointed for each parallel class and at least three projects should be implemented annually.

- Planning required programmes and implementing them productively with responsibility and accountability.

2.3.4 Structure of the Grade Moral Value Promotion Committee

- Chairman - Teacher in-charge of the Grade
- Secretary - A parent for primary classes and a suitable student for the other grades may be appointed
- Committee -01. Student representation - 04 (Class Monitor (Boy/Girl), Vice Monitor (Boy/Girl))
02. Parent representation – 10 (05 mothers, 05 fathers)
- Members - All student of the respective grade and their parents will be permanent members.

- **Role of the Grade Moral Value Promotion Committee**

- Acting to promote moral value development in every activity implemented in relation to children and their lifestyle.
- Separate committees should be appointed for each parallel class and at least three projects should be implemented annually.
- Planning required programmes and implementing them productively with responsibility and accountability.

2.4 Activities of the School Moral Value Promotion Programme

2.4.1 Activities related to religious conduct and practice.

2.4.2 Activities related to moral characteristic development.

2.4.3 Implementation of spiritual development programmes for psychological integration.

2.4.4 Skills and leisure time activities.

2.4.5 Better social relations



Spiritual development programmes for psychological integration.



Better social relations



Skills and Leisure time activities

Individual



Activities related to religious conduct and practice



Activities related to moral characteristic development.

2.4.1. Activities related to religious conduct and practice.

- XI. Greeting each other in the morning according to their own religion or culture. (Eg :- *Theruwana Saranai, Ayubowan, Good Morning, God Bless You, As-Slamu Alaykum, Vanakkam* etc.)
- XII. Disseminating religious thoughts and messages in the morning assembly. (According to the culture of the school)
- XIII. Constant display of exemplary religious sayings within the school ground. (Wallpapers, Notice Boards, Sayings and Thoughts)
- XIV. Establishment of clubs and associations related to your own religion in the school and implementation of religious programmes. (Once a week or month)
- XV. Practical commomeration of significant days related to your religion. (All students may participate)

Proposals

- V. Preparing a programme to ensure the participation in Dhamma Schools of their own religions and monitoring of the programme.
- VI. Implementation of moral values of respecting teachers and elders within the school. (Eg;- Standing up when the teacher enters the class, greeting the teacher)

2.4.2 Activities related to moral characteristic development

- Encouraging to help each other to build up mutual companionship.
- Implementation of programmes to comprehend adverse effects of drugs and other unhealthy addictions.
- Conducting workshops to develop leadership qualities.
- Organization of activities to develop communication skills.

- Appointing Princes / Princesses of Moral Value and evaluating them in their activities.
- Conducting lifetime religious programmes.
- Organization of activities required to face challenges and to bear defeat with the same spirit.
- Providing opportunities to listen to exemplary religious sayings.

2.4.3 Implementation of spiritual development programmes for psychological integration.

- XI. Practising concentrating exercises in the classroom.
- XII. Conducting a concentrating programme as an approach to the lesson.
- XIII. Chanting verses of religious blessing at the commencement and closing of the school. (*Chaththa manawaka Gatha* etc)
- XIV. Encouraging to use the library in relief periods.
- XV. Activities of simulating characters (Eg:- Imitating the characters of wind, a tree)

2.4.4 Skills and leisure time activities

- IX. Guiding students for sports.
- X. Conducting concerts to develop aesthetic skills in students.
- XI. Playing aesthetic and meaningful songs in the morning, during interval or at the closing of the school.
- xii. Providing opportunities to develop creative skills by composing new songs, poems and stories.

2.4.5. Better social relations

- Organizing special programmes at Children's homes, Elder's homes, hospitals and religious institutions
- Helping institutions sheltering children with special needs.
- Conduct oneself with respect when talking to religious priests.
- Practicing the students to behave in a way not disturbing the neighbouring public and private institutions and homes surrounding the school.

3.0 Role of the teacher in making aware parents

- 3.1 Raising awareness and explaining organization activities. .
- 3.2 Guide on how to act with mutual understanding with children in their homes.
- 3.3 Discuss on how to pay attention to the safety of children at all times.
- 3.4 Discuss on how to create a learning environment within the home.
- 3.5 Discuss how to encourage students for social reconciliation

3.1 Raising awareness and organization

This should be initiated annually at the beginning of the year as a special programme under the guidance of the Principal and the participation of all academic and non-academic staff.

- Should get the participation of religious leaders of the area, police officers, Grama Niladharis, officers of the Narcotic Division as well as well wishers of the school.

3.2 How the parents should act at home to promote moral values in students?

- All children should be treated alike with mutual cordiality.
- Should always act to secure the pride of children while ensuring the unity of the family.
- Should allocate more time to be spent with children.
- Family members should take dinner together.
- Should get the assistance of children for daily activities of the house. (Eg:- religious observances, cleaning)

- Encourage to watch television programmes which suits everyone. (Programmes appreciating indigenous culture and help improve knowledge, skills and attitudes)
- Train the students to keep their daily essentials (clothes/shoes/socks) and the school bag in order after returning from school and to complete their homework after a little break.
- Train to arrange the school bag and other essentials for the following day according to the time table.
- Should prevent domestic violence.
- Emphasize the students to keep the home clean and tidy and to replace any item to its specific place after use.

3.3 How to act for the safety of children?

- Children should be allowed to associate with peer groups, but should be careful of who they associate with.
- Should be provided with clean and healthy food.
- Children should be guided to wear clothes, which suit our culture. .
- They should be trained to use electrical equipment and accessories at home securely and efficiently.
- Should be made aware to act with understanding in relation to dangerous places within the home, school and the surrounding environment.
- They should be trained to welcome and treat friends, relatives and strangers politely.

3.4 How to create a learning environment within the house?

- Children should be trained to study according to a systematic plan.
- Parents should read books, newspapers and stories with children and they should be strategically attracted towards books.
- All members of the family should be engaged together in games and leisuretime activities, which help brain development.
- Children should be focused towards better educational and children's programmes using sophisticated audio visual media.

3.5. How to promote social reconciliation?

- Get the participation of all students in celebrating religious festivals belonging to various religions.
- Direct students to meaningfully commemorate significant national festivals.
- Guide students to conduct various religious festivals with the participation of religious priests representing all religions.

4.0 Monitoring Form

Evaluation of School Layout

Name of the School :-

Address :-

Date :-

Instructions:-

School Moral Value Committee should award marks once in a school term according to this evaluation report. (Put a “√” in the relevant box.)

Special attention should be focused on each evaluation criteria and should prepare the school layout in a way to score highest marks through daily observations and the evaluation process.

There should be a team responsible for proper maintenance of the school layout. (Eg;- A team responsible for the playground .. etc)

1. Daily cleans every place of the school according to a plan.

1	2	3	4
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2. Has placed every equipment in its respective place.

1	2	3	4
---	---	---	---

3. The entrance has been created in a way to recognize the pride of the school when enters

1	2	3	4
---	---	---	---

4. A clean place is maintained for daily religious observances

1	2	3	4
---	---	---	---

5. Classrooms have been properly managed in an attractive way.

1	2	3	4
---	---	---	---

6. Conservation of the school premises and the water and waste management are properly conducted.

1	2	3	4
---	---	---	---

7. Principal's Office has been attractively maintained.

1	2	3	4
---	---	---	---

8. Every place of the school has been attractively maintained appropriately for the purpose. (Play ground, Laboratory, Canteen etc)

1	2	3	4
---	---	---	---

9. All name boards of the school are updated and displayed

1	2	3	4
---	---	---	---

10. Toilets and sanitary systems are properly cleaned several times a day

1	2	3	4
---	---	---	---

11. An environment for the Principal, teachers, students and parents to act cheerfully in mutual cooperation.

1	2	3	4
---	---	---	---

Marking Criteria

Very Good 04 Marks

Good 03 Marks

Satisfactory 02 Marks

Should be developed 01 Mark

.....

Signature

Secretary of the School
Moral Value committee

(Maximum 44 Marks)

5.0 Monitoring Form

Evaluation of the Principal, Teachers and the Staff

(Self Evaluation Form)

Name :-

Designation :-

Date :-

Instructions :-

Each member of the staff should complete this form (Put a “√” in the relevant box.) in the first week of the second month of each term (3 times per year) and submit it to the Secretary of the School Moral Value Promotion Committee.

The Committee including the Principal should take measures to identify the issues of staff members, who shows a drawback and special improvement programmes for such staff members.

The School Moral Value Promotion Committee should be satisfied with the Self Evaluation Form.

1. I use decent clothes / uniforms suitable for my designation pleasantly and with personal hygiene

1	2	3	4
---	---	---	---

2. I manage my time by working on time

1	2	3	4
---	---	---	---

3. I become a role model to students by performing all activities productively and efficiently

1	2	3	4
---	---	---	---

4. I act at all times to reflect human qualities such as patience, kindness, companionship and perseverance

1	2	3	4
---	---	---	---

5. I provide an example for students by following good manners (food etiquettes, decent speaking, teaching-

1	2	3	4
---	---	---	---

learning practices, religious practices, health & hygiene practices)

6. I morally conduct myself (Character, no adverse addictions, refrain from smoking, using alcohol, chewing betel)

1	2	3	4
---	---	---	---

7. I constantly dedicate myself for the development of knowledge, skills and attitudes of students)

1	2	3	4
---	---	---	---

8. I conduct myself with parental kindness towards all children (Refrain and avoid others from victimization of children and child abuse)

1	2	3	4
---	---	---	---

9. I guide, encourage and assist students in their educational, co-curricular activities and whenever they need

1	2	3	4
---	---	---	---

10. I commit myself to upgrade the school to a greater level by acting in cooperation with the principal, teachers, other staff, students and parents while realizing their expected goals.

1	2	3	4
---	---	---	---

Marking criteria

Very good 04 Marks
Good 03 Marks
Satisfactory 02 Marks
Should be developed 01 Mark

.....
Signature

(Maximum 40 Marks)

6.0 Monitoring Forms

Evaluation of Student Moral Values (Self Evaluation Form)

Name of the Student :-

Grade :-

Year :-

Term :-

Instructions :-

All students (except primary students) should complete this Self Evaluation Form once in each term and hand over it to the teacher in charge of the Grade.

Class Moral Value Committee should observe these forms and be satisfied with the evaluation.

Measures should be taken under the monitoring of the class teacher for the development of students, who do not achieve respective criteria

1. I come to school daily, dressed the uniform clean and pleasantly

1	2	3	4
---	---	---	---

2. I use all equipment including books cleanly and productively while protecting them for my brothers and sisters

1	2	3	4
---	---	---	---

3. I observe my religion every morning and evening. I respect my parents and teachers and behave obedient to them.

1	2	3	4
---	---	---	---

4. I come to school before the school starts and assist to clean the school.

1	2	3	4
---	---	---	---

5. maintain good postures and conducts (standing, sitting, talking, food etiquettes, good behaviours) and use words such as “Bless You” (*Budu Saranai/ Devi Pihitai*) and “Thank You” when and where necessary.

6. I study in Dhamma School on Sundays and behave religiously.

1	2	3	4
---	---	---	---

7. I behave respectfully within and outside the school.

1	2	3	4
---	---	---	---

8. I am constantly active, pleasant, cordial and disciplined.

1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

9. I assist fellow students in good deeds and avoid them committing bad deeds.

1	2	3	4
---	---	---	---

10. I am encouraged to do academic as well as extra-curricular activities within and outside the school.

1	2	3	4
---	---	---	---

11. I never verbally hurt others and disrespect them

1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

12. I never use alcohol or drugs within or outside the school and never encourage others but try to refrain them.

1	2	3	4
---	---	---	---

Marking Criteria

Very Good - 04 Marks

Good - 03 Marks

Satisfactory - 02 Marks

Should be developed - 01 Mark

(Maximum 48 Marks)

Signature of the student :-

Name of the class teacher :-

Signature :-

Recommendation of the Class Teacher

The moral value performance of this student is Very Good / Good / Satisfactory / Should be developed. (Consider your observations for this)

7.0 Monitoring of the School Moral Value Promotion Programme

Divisional Level

Divisional Deputy Director of Education / Divisional Assistant Director of Education

Teacher Advisor (Religion & Value Education)

Zonal Level

Zonal Director of Education

Deputy Director of Education in-charge of the subject

Assistant Director of Education

Zonal Teacher Advisors

(One for each Division)

Provincial Level

Provincial Director of Education

Deputy / Assistant Directors of Education authorized by the Provincial Director of Education

Provincial Teacher Advisors

Ministry Level

Additional Secretary (Education Quality Development)

Director of Education (Religion & Value Education)

Deputy Director of Education (Religion & Value Education)

Deputy Directors of Education

Assistant Directors of Education

Director General of the National Institute of Education

Director and the Staff Officers of the Department of Religions & Value Education

Monitoring Process

Requesting the copies of the School Moral Value Programme, Annual Plan and the copies of Moral Value Programmes implemented by Moral Value Classroom Committees of all schools belonging to the Division.

Submitting a summarized copy of the activities of all schools in the Division to the Zonal Director of Education.

Deploying the officers assigned to observe / monitor activities related to Divisional programmes to respective schools according to a monthly plan.

The officers observing / monitoring respective activities and reporting the progress and assisting the school when and where necessary.

