

Why is it that some children are considered good for nothing or late bloomers while others as smart or intelligent though they are born to the same parents, went to the same school and nurtured alike?

The answer to this and many such questions lies in the design of our education system. The so called modern and contemporary education system is a standard system with standard contents, standard methodology, standard evaluation and standard results. We often end up comparing Apples to Oranges and Monkeys with Donkeys. It's a common adage in the Education industry that we teach the curriculum of 20<sup>th</sup> century to the 21<sup>st</sup> century students using 19<sup>th</sup> century pedagogy.

***How can an Artist compete with a Scientist and vice versa? However, that's the hard reality our children are stuck with today.***

This is not a Eureka statement. Many educational philosophers and social scientists have warned the society about what is happening and its consequences. The result we see is more than ever increase in drop out ratio, imbalance lifestyle, depression and even suicides among children. It has gone to the extent that *Millenials (21<sup>st</sup> century youth) are now dubbed as the weakest generation on the face of the planet.* They suffer with impatience, ingratitude, anxiety, problem of plenty, and above all LONELINESS.

The gravity of the situation is mostly underestimated. Therefore, All initiatives taken so far are more or less mere firefighting measures treating the symptoms with a little or no impact on the root cause of the problem. A patch here and a fix there is misleading ourselves. It is actually leading us to the black hole of imbalanced world, a great divide between the learned and the MISEDUCATED.

Miseducated; because they are neither uneducated nor educated. Though they have been through the education system for more than 18 years, they are far away from the purpose of education. This leads us to the most important question of all times.

#### WHAT IS THE PURPOSE OF EDUCATION?

Don't we all unanimously agree that the purpose of sending children to school is to make them SUCCESSFUL. If you don't agree, the parents do. That's how the mothers wake their children in the morning. Get up, go to school so that you earn well (WEALTH), you become famous (FAME), you become influential (POWER) or you become knowledgeable (INTELLECTUAL). Yes! The world considers these 4 elements to be symbol of success. Do you really become successful by achieving these? A study on happiness quotient across the world revealed that the most wealthy/successful are the least happy.

Here comes the million dollar question, 'what makes people successful?' The answer lies within. Yes! It's our inside that knows and its contentment that makes us successful. Earning Wealth (Daulat), Fame (Shohrat), Power (Taqat) or Intellect (Ilm) is only half the success. It's the spending of these in the right direction that makes us truly successful in this life and the hereafter. After all, Almighty created us to be HIS Khalifa (Trustee) to spend whatever we have in order to fulfill the needs of the needy as needed. It's the law of diffusion that the whole universe follows. Those who have must share with the needy.

However, none of our schools today demonstrate this meaning of success. For this to happen, we need to realign our purpose with which we opened our schools. It must be to prepare the Trustee of Almighty for the greater good of mankind.

#### OUTCOME OF EDUCATION?

In order to fulfill the purpose of education, we must work on the outside and the inside of a child. What is obvious of a person is the Taleem and what's inside is Tarbiyat. Taleem is to groom the mind and the body whereas Tarbiyat is to groom the heart and the soul. Body addresses the physical/psychomotor development whereas Mind refers to

the Cognitive development. Similarly, Heart refers to the Emotional development and Soul takes care of the Spiritual development. In all successful systems from the ancient times, whether Madrasa or a Gurukul, it was always Tarbiyat encompassing the Taleem just like the nurturing of land encompasses the sowing of seeds.

To nurture the Body, Mind, Heart and the Soul and help the children realize the purpose of their existence by submitting to the Almighty and fulfilling the role of HIS Trustee on earth. This requires, children to not only learn but also live what they have learnt and then lead their own lives thereby helping others as well. It simply means preparing children to contribute positively to the society. But society is not an industry where each action, each role, each process is well defined.

Each child is born with it's own innate abilities, distinct attitude, perception of the world, skills and abilities. So, each product of our education industry or each fruit of our education farm is unique that can be grown into its full potential with little care and attention. *Imam Ghazali once said 'Knowledge exists potentially in the human soul like the seed in the soil; by learning the potential becomes actual'.* If proper arrangements are made by parents and education system for the child's proper upbringing, then the child can reach the pinnacle of human potential.

Education cannot be enforced onto a child. It's a Journey which has to be carefully crafted where learning is more important than teaching. Learning is natural and nature is beautiful. By default, Children love simplicity, the way nature is. They like to explore, collaborate, innovate, discover, have fun and entertainment in their own sweet way. They like to **DO** things rather **READ** them. Apparently, a child learns only 10% by reading, 50% by seeing and hearing, 90% by doing and 95% by helping others.

So, how do we let them Do/**LIVE** things instead of just read/hear/see. How do we ensure they become considerate to others and start to **LEAD**. Simply, simulate and create a virtual world where the child will have the **WILL**, the power and the resources to do things making it entertaining as well as educating, which is more natural, universal, holistic, where each child is taught and assessed individually, where application is more important than understanding; and being wise is more important than knowing/doing. Students need to be good in **creativity, critical thinking, communication, collaboration and people sense**. Therefore, apart from providing knowledge, schools must impart skills that are needed in the 21<sup>st</sup> century along with values followed by positive attitude in students.

Therefore, I propose that our schools must impart purposeful education that aim at the following outcome in each student:



As highlighted above, imparting of Tarbiyat and Taleem as a whole is divided into 3 stages based on the learner's level of expertise in acquiring it.

#### Stage 1 – LEARN:

First stage is of seeking and acquiring wherein a child would LEARN how to learn and understand the overwhelming information shoved at him/her from various sources both formal and informal.

It is to be noted that learning is not restricted to classroom or school. **Children actually learn everything every time from everywhere** be it home, school, playground, street or whatever; they learn whether it's good or bad. Therefore, even more important than teaching or teaching how to learn, we need to help them **think and analyze so that they differentiate between what's good and what's not** and learn appropriately.

While doing so, everything that has to be learnt in this phase should seem natural, seamless and integrated. Therefore, whether it is values for the heart or health for the body, they should all be considered part of the curriculum and presented just like math, science or language for the mind. Key is to carefully define each subject individually with its own objectives but design syllabus in an inter-disciplinary style so that various disciplines/subjects refer each other and represent an integrated whole of education to be learnt. Faith-based schools must also address spirituality and cater the soul by helping students learn how to pray and realize the true spirit of being a human by unconditionally submit to the Almighty.

#### Values:

As far as Values are concerned, they are not taught rather caught by the children from the ones they love and respect. Therefore, it's imperative that the value system is not just spoken but implemented by everyone who works in the school **from principal to peon and parents** need to be kept in the loop at all times.

Values should be aimed at

- ▶ Creating awareness of do's and don'ts by encouraging children to do good & stay away from wrongdoings.
- ▶ Helping children practice Manners, Etiquettes, Ethics, Good Conduct/Behaviour as per the age group in the light of Sunnah, Masnoon Duas.
- ▶ Practicing instead of preaching by relating values with real life situations and incidents/stories that inspire and ensure children implement them happily.

First step in doing is learning and therefore a subject has to be introduced along with proper methodology that covers all these and many other values that are **not just beneficial rather essential** for a peaceful society. Certain values are listed below:

#### Core Values:

Accountability, Benevolence, Brotherhood, Equality, Equity, Integrity, Justice, Piety, Reliance, Solidarity, Transparency and Trust

#### Moral Values:

Caring and compassionate, Persevering/Diligent, Forgiving, Loyal, Tolerant, Honest, Just, Patient, Courteous, Polite and Trustworthy

#### Personal Values:

Open mindedness, Communication, Independence, Family Relations, Connection, Commitment, Contribution and Persistence.

### Social Values:

Reciprocity, Respect, Self-development, Supportiveness, Awareness, Compassion, Self-Confidence, Equality

### Religious Values:

Believe in Almighty with HIS attributes, Modest in food and clothing, Humble in actions and relations, Always greet others, Never hurt any person or any creature, Cleanliness, Respect for All, Thankful for His bounties, Fear of consequences, Importance of Quran, Beware all the time as Almighty is watching us, Charity, Care for all things, Kindness, Importance of Neighbors, Hospitality, Generosity, Forgiveness, Obedience, Being wise in decisions, Always start by remembering Almighty, Always be careful, Take permission for Everything, Be Courageous, Keep an eye on one's own flaws, Honesty and Integrity, Keeping promise, Use of Time, Regularity and Punctuality, Truthfulness, Never steal, No Flattery, No Selfishness, No Greed, No Laziness, No Backbiting, No Pomposity, No Jealousy,

### Knowledge

Similarly, the core objective of Knowledge

- Is to explore the world and realize the purpose of our existence and thus believe in Almighty while praising and thanking Him for creating this world for us. It should begin with correlating the content of the curriculum with the Introduction of Almighty, His Infinite Power and He being the Creator of all things.
- Ensure that each concept is transformed from information to knowledge through **innovative** methodologies and child centric instructions for proper understanding.
- Seek to benefit the mankind with the acquired knowledge thereby making the learning as a part of worship.

### Stage 2 – LIVE:

#### ***What do we call a person who doesn't walk the talk?***

It has been observed in schools across the country that Children know what values are and score high if taken a written assessment. However, when a behavior assessment is taken the story is entirely different. Similarly, students these days know how to read and write a language but fail to communicate fluently whether it is English or their own vernacular. It's not just limited to languages, Maths and Sciences has the same story to be unveiled. Students just mug up what's there in the books and dump it on the exam sheet. They often forget what they have learned within one week of the exams. Ironical it sounds, but it's a fact across the nation no matter what or whom to blame.

***What would these children do when they take up jobs?*** Read and write just like in exams or actually perform what's expected of them. Students often pick up some skill from here and some from there based on their interest and exposure that help them carry forward in their lives. Which is definitely not fair. Acquiring skills to succeed and developing attitude to positively impact the society should not be by fluke but by design.

This second stage is thus all about doing, applying and implementing practically all that has been learnt so as to ensure our children walk the talk and LIVE what they LEARN. The main objectives in this stage for Tarbiyat is to develop the right attitude of positively practicing values and set stage for children such that:

### Shaping Attitude

- ▶ Scholars put them through **RIGOR** (Mashk) wherein they help the child implement the values rigorously all the time while monitoring their behavior regularly and evaluating them from time to time for proper feedback and reinforcement.
- ▶ Values should become habit or part of their nature so that they live by the values naturally until these values become **VIRTUES** thereby shaping their identity and behavior in society.
- ▶ Create or relate to role models in every sphere so that children know what it means to be known for values.

Shaping attitude is a continuous process driven by unknown and unforeseen elements and therefore emphasis should be given to how to handle situations rather than solutions for every situation. Therefore, positive thinking should be annexed with possibility thinking. A person with positive attitude would win any situation and never give up but when he meets a roadblock or a deadlock situation, there are chances he might lose hope and crash. On the other hand, a firm believer always knows that the Almighty has a solution for him and all he needs to do is search for it. He therefore, doesn't give up by spending all his energy on the obvious solution; he rather *explores different possibilities* of resolving the situation and **emerge winner or a learner but never a loser**. Even if he is not successful, he knows that it's a test not the end of life; something better for him is on the way. There's always a crest after every trough – Like waves of water, light, sound, energy, etc., ***Life also travels in the form of waves. There's a high after every low and vice versa.***

### Developing Skills

Similarly the objective of Taleem in this stage is to develop skills by:

- ▶ Shifting focus from teaching to learning and ensure each child not only learns but performs what they have learnt through solo/group activities.
- ▶ Bringing alive every concept from every subject and turn the knowledge into something doable, productive and contributing.

Language learning can be done more effectively so that children not only learn to read and write but learn to communicate thereby developing communication skills. Similarly, mathematics shouldn't be limited to arithmetic or geometry, it should help children apply the concepts and develop their mathematical prowess that leads to analytical skills, decision making, problems solving, strategy, etc., Science is not a subject to be taught or learnt but explored and lived thereby acquiring research skills, process skills like observation, classification, inference, prediction, data analysis, conclusion, etc.,

Same is the case whether it is Social Studies, General Knowledge or any other academic subject. However, special emphasis should be given to the so-called Non-Scholastic subjects like Computer Education, Arts and Sports. They may not be academic but they are the subjects of life and preparation for future.

Other major skills to be mastered by our students to excel in the 21<sup>st</sup> century are Critical Thinking, Communication, Collaboration and Creativity.

### Stage 3 – LEAD:

Once our children start to LIVE what they have LEARNT then it's time that they LEAD their own life with responsibility and also inspire others. We have been created to act as the Deputy of the Almighty Himself taking charge of everything that was created. Nature by nature is self-less and generous. We, in charge need to take cue from this and always be concerned in discharging our duty of leadership.

Third Stage sets the platform for children to reach the pinnacle of what is sought from them as truly educated children. When values turn to virtues, enlightenment begins and the real value of this materialistic world uncovers. Children start being conscious and cognizant of the Almighty which drives their actions. The objectives of this stage of Piety are:

- ▶ To encourage the children to introspect their actions, identify and eliminate their shortcomings while consulting with the Mentors or Scholars for guidance to reach higher levels of enlightenment.
- ▶ To encourage scholars to **REFLECT** upon the students' outcome and inculcate in them the reality of Faith, Trust/Belief in Almighty, Modesty, Endurance/Patience, Sincerity of intention, servant leadership and concern for others.

Piety doesn't mean that someone is sin-free or error-proof in this world. It means that we should be ultra-conscious in our actions to avoid wrongdoings but when it happens by mistake, we should be quick in repentance and take necessary actions to make good of what went wrong. Piety starts with defining the destination and then following the right path to reach that destination while consistent introspection to pull you back from distractions. These steps can be crystallized as:

1. Identify destination or the purpose of life/education
2. Infer right direction that is shortest and straight path
3. Perform regular Introspection to stay away from distractions

While it's true that humans are social beings and live in societies, it's also true that there needs to be people who take charge and lead in different levels at different times for different purposes. **Leadership is not about taking positions, it is about taking responsibility** and doing service to others even if they don't know the significance. Leaders become great when they are wise. It's not about what knowledge you have or how skilled you are in doing it; It's about using your intelligence to apply knowledge rightfully which comes from wisdom. Leadership is considered to be the mother of Leadership for a person cannot be a leader if he/she cannot wisely handle situations, people or challenges.

Therefore, the ultimate objective of Education is to make children wise such that they:

- ▶ Work with others to help them selflessly.
- ▶ Do the right thing at the right time in the right place to the right proportion for the right purpose.

Confucius once said that there were three ways to learn wisdom: "First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest." Gaining wisdom, the most prized of virtues across almost all cultures, is an exercise in life learning, careful analysis, and thoughtful action. *One must practice humility, be a continuous learner, accept mistakes, empathize others, be flexible to unlearn for relearning innovative concepts and gain wisdom from other's experiences to be wise.*

## Curriculum

In order for this model to succeed, we need to provide the right resources, work on all stakeholders to understand and own their responsibilities, establish a conducive culture and most importantly, design an effective curriculum. Curriculum is considered as **the engine of the system**. Curriculum is the most researched component with regulations that binds all the parts of the system and takes the school forward; Better the curriculum, smooth will be the functioning of the school.

Curriculum is not a set of books, it's the sum total of all the experience a child undergoes from the moment he/she enters the school premises to their departure including academics, activities, learning environment, assessment & interaction with teachers, students or parents. Other than formal Curriculum, there's informal, hidden and other curricula in effect at any given time.

In the race for success, schools are gradually moving towards fast paced methods, aiming at instant results. However, Schooling should be natural and balanced, the way a tree grows taking its time to nurture appropriately with nourishment through education and experience, concepts and values, confidence, character and career thus shaping an All round personality.

Curriculum is comprised of: Objectives, Syllabus, Methodology, Resources, Assessment, Activities, Scheduling, Observation, Feedback and Research

We have designed Value based curriculum in accordance with National Curriculum Framework and International standards to focus on holistic development of the children so that they identify their identity, realize the need and become leaders of tomorrow.

Based on the context and scenario in which various schools operate, we have customized different series of curriculum to cater to their varying needs

### Value-based series

*For schools Imparting modern and Islamic Education with focus on Tarbiyat and Taleem as the out come of Education to nurture leaders of tomorrow.*

This Series is designed to provide outcome based education that prepares students for life. It's a research based curriculum driven by evidence that ensures understanding through learning and application through doing (activities) so that the learners become leaders of tomorrow. We have designed our curriculum that is child-centric and holistic where Tarbiyat encompasses Taleem to provide contributors for the society. Thus, preparing our children for success in this world and the hereafter.

It emphasizes on the core outcomes of Integration, Realization and Innovation.

**Integration** is aimed to help our future contributors get firm roots of spirituality that shapes their attitude, behavior, values, conduct, etiquette, thereby: Building character and Personality, Cultivating Faith, Imbibing Values and Reminding Consequences of Actions and Hereafter.

**Realization** is aimed to help them explore their culture, history, contributions of ancestors, thereby: Identifying their identity, Promoting National integrity, Influencing Social Behavior, Focusing on All Round Development, and Becoming Confident Contributors of the world.

**Innovation** is aimed to help them stay ahead of the competition in 21st century by achieving excellence in all activities, thereby: Encouraging critical thinking, creativity, Communication and Collaboration, Imparting Outcome based Education through Evidence based Learning, Developing Scientific Temperament, Sports Acumen, Transversal Competencies and Multi-Disciplinary Learning. Thus, Preparing Future Ready Ethical Global Leaders.

### Creative Series

*For schools catering to all segments and strata of society by nurturing creativity, developing reasoning, collaboration, hands-on and minds-on learning experience, inculcation of values and imparting life skills.*

The Creative series aims at enhancing the creative quotient of the learners by encouraging them to think out of the box, logically reason and ideate to find solutions for the problems at hand. The prime focus of the series is to expose

the learners to the subject while building a strong foundation of morals and values. The series promotes active learning by helping learners identify and realize clearly defined learning targets thus giving them a sense of accomplishment and making the learning experience more enjoyable and fulfilling for them. The motive behind the series is to make confident individuals who are adept to become leaders in different walks of life.

Key Features:

1. Learning targets- to help the learner identify clearly defined achievable goals.
2. Values and Morals- core values like truthfulness, courage, integrity etc. to help the learners clearly distinguish between right and wrong, ethical and unethical behaviours.
3. Thinking Based Learning (TBL) – An active student centered method of learning to improve learner's thinking skills using engaging activities that encourage- Decision making, Critical thinking, Creative thinking and Problem solving.
4. Hands on learning activities- to provide practical experiences and personal involvement of the learner.

### Integrated Series

*For Madrasa students, Alternative Education centers and also to bridge the gap for drop-out students aspiring for main stream education.*

Integrated series aims to bridge the gap between Islamic and modern education ensuring seamless enhancement of skills and learning. It is thus a perfect resource for students who are pursuing or have completed their studies from various Madaris.

Integrated series introduces the concepts using strategic thinking process which involves empathizing with the situation, defining it and ideating to find suitable solutions using logical reasoning. The content of the series is specifically designed keeping in view the age group and level of understanding of the students.

The series takes the student through 5-levels. By the end of Level 5 the student will have covered all concepts from PP1 to Class X. Thus, in the span of five years the learner will not only be ready to face the CBSE / NIOS examinations but also they will be able to compete with mainstream students in competitive examinations like NTSE, Science Olympiad Foundation, NIMO etc.

Key Features:

1. Reinforcement of Islamic values.
2. Emphasizes character building (by following examples of Prophet Muhammed (SAW)).
3. Story based introduction to help children connect the concepts being taught with real life experiences.
4. Encourages active-thinking and learning through observation and deduction.
5. Focus on application of knowledge.
6. Promotes Activity-based learning.
7. Inculcates life skills to face challenges of everyday life.
8. Games and puzzles to pique curiosity of young minds.
9. Opens up the minds of young students to amazing facts of world around.
10. Assessments for students with varied aptitudes which promote critical thinking, creativity, etc.
11. Encourages healthy discussions in class.

### Wake up Genius

*These books prepare students 'How to learn', 'How to do' by developing cognitive and motor skills. These activity-based fun books are divided into sections: Brain, Mind, Memory and Skills.*

The true science of intelligence is not about acquiring knowledge but being creative, imaginative and innovative. This series aims to bring out the imaginative and creative abilities of the brain while enhancing the cognitive skills of children of all ages. The 'Wake up Genius' activity books will spiral the holistic development-spiritual, physical, behavioral and mental. This skill-based curriculum comprises of age appropriate memory activities that are introduced as a subject beginning from Grade 1 to Grade 5. The series endeavors to bring out the individuality of the child and help them realize their full potential.

Key features:

- The book is divided to four sections:
  - Brain –how to realize its potential.
  - Mind – how to shape it for future.
  - Memory – its strength and techniques to improve it.
  - Skills- to apply these concepts in unison for a successful outcome.
- Age specific fun filled activities to promote:
  - Critical thinking, Creative thinking, Collaboration and communication
- Engaging visual tools to stimulate brain and assist in visual learning.
- Introduces Mind mapping techniques to help learners organize and understand information faster and better.

### Supplementary Series

*Supports the schools who adhere to SCERT & NCERT syllabus and aims at providing rich content to supplement values, character building and skills for all round development of a child.*

Young minds are like clay to be molded into balanced personalities who not only have the right skills for employment or entrepreneurship but also have well developed traits to be contributors towards social welfare & the development of our community and our country. It is therefore necessary to implement a curriculum which inculcates in the children universal values & sound ethics. However, due to the myriad political and administrative challenges in many states and regions it is not always feasible to use integrated value based Islamic curriculum per se. Therefore, we have developed a supplementary series which aims to train the next generation as balanced individuals governed by Islamic moral values & demonstrating qualities such as righteousness, honesty, humility, empathy, courteousness and conscientiousness in everything they do.

Key Features:

- Imbibes Islamic tenets
- Reinforces moral values
- Inculcates universal ethics
- Entails recognition of the attributes of Allah
- Complements various topics taught in school
- Supplements empirical textual knowledge with revealed knowledge
- Overcomes duality of educational bifurcation
- Teaches Quranic references
- Teaches Prophetic wisdom
- Instills wisdom of traditional scholars and luminaries
- Imparts insights from didactic anecdotes and historical incidents
- Harmonizes the body, heart, mind & soul of the students

## Hauna Series

*For Schools aiming at Holistic activity based pre-primary curriculum to address the body, mind, heart and soul.*

Hauna Pre-School System: “And the servants of the most merciful are those who walk upon the earth easily, and when the ignorant address them (harshly), they say [words of] peace.” Surah Al Furqan, verse 63.

HAUNA stands for Holistic, Affordable, Universal, Natural and Accessible. The HAUNA PRE-SCHOOL model of education aims to promote holistic education that caters to the natural Inclinations – fitrah of a child and is easily accessible and affordable to everyone along with being accepted universally.

Our vision: To nurture holistic development in children.

Our Mission:

1. To Provide an environment that caters to the natural fitrah of each child.
2. To ensure that every child is given an opportunity to explore his/her surroundings.
3. To promote Islamic values that will help build healthy relationships.
4. To develop foundational academic skills.