

# ZEAL QUEST

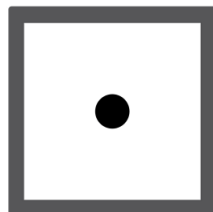
Neurocognitive Development Initiative

## **SUCCESS Report**

**June 2014 – May 2015**

Umm Suqeim Model School for Girls – Dubai – United Arab Emirates  
&  
Majid bin Mohammed Learning Center – Dubai – United Arab Emirates

## **Knowledge Processing & Human Development**



**ZQ - Empowering Enlightenment FZ LLC**

mentoring – training – behavior management – education

[www.zquniverse.com](http://www.zquniverse.com)

## SALUTATION TO THE EMBLEM OF ZEAL & QUEST



### IRFAN ALI

Founder & Chairman of ZQ – Empowering Enlightenment FZ LLC, United Arab Emirates

Mr. Irfan Ali is known by his charismatic & inspiring leadership and respected for his principles. His mission of global academic outreach through accessible academic resources has helped realize the dreams of thousands of individuals. As founder & Chairman of ZQ – Empowering Enlightenment FZ LLC, he aspires to sensitize the academia with Zeal & Quest so that vision 2021 of the National Leadership is realized through research, innovation & knowledge progress.

The **Zeal Quest** Neurocognitive Development Initiative (NDI) publishes its first success report with heartfelt gratitude to the visionary leadership of Mr. Irfan Ali. He generated the pulse to institutionalize Zeal & Quest for the benefit of humans.

## DEDICATED TO THE ZEAL AND DEVOTION OF



### **NOORA SAIF AL AMIMI AL MUHAIRI**

Principal – Umm Suqeim Model School for Girls

Secretary General – Dubai Educational Zone Ministry of Education

Educational Inspector – Knowledge & Human Development Authority

Director General – HH Sheikh Majid bin Mohammed Learning Center

Noora is known by her charismatic & inspiring leadership characteristics and respected for her principles. Her mission towards educational excellence in United Arab Emirates has helped standardize & reaffirm educational practices. As founder & Director General of His Highness Sheikh Majid bin Mohammed Learning Center, she aspires to realize the vision 2021 of the National Leadership through innovation & knowledge progress.

The **Zeal Quest** Neurocognitive Development Initiative (NDI) publishes its first success report with heartfelt gratitude to the visionary leadership of Noora Saif. It was her idea to establish a role model for academic institutions in United Arab Emirates.

## SEQUENCE OF CONTENTS

<b>Serial</b>	<b>Focus</b>	<b>Page</b>
1.1	Prologue	6
1.2	Introduction to ZQ – Empowering Enlightenment FZ LLC	8
1.3	Introduction to the Rector & CEO	9
1.4	Introduction to Rector’s Advisory Board & Research Fellowship	10
1.5	Word of Thanks	11
<b>About Zeal Quest Neurocognitive Development Initiative</b>		
2.1	Preamble	12
2.2	Neuro-efficiency in Humans	13
2.3	The Zeal Quest Objective	17
2.4	The Zeal Quest Process	18
2.5	Zeal Quest Process Stakeholders	19
2.6	Zeal Quest Anticipated Outcomes	20
2.7	Brain Research in Education	21
<b>The Zeal Quest NDI Implementation</b>		
3.1	Zeal Quest Objective Strategies	22
3.2	Justification & Need Analytics	26
3.3	The Zeal Quest Implementation Approach	29
3.4	Scope of the Zeal Quest Program	30
3.5	Resource Mobilization	32
3.6	Quality Assurance	34
<b>Thirteen Components of the Zeal Quest NDI</b>		
4.1	The Neurobehavioral Survey	36
4.2	The Initial Screening Process	37
4.3	Specific Need Analysis (individual & institutional)	50
4.4	The Knowledge Mapping	51
4.5	Master Trainers Development Program	52
4.6	Instructional Staff Orientation & CPD	55
4.7	Identification & Early Intervention for Learning Difficulties	56
4.8	Research & Surveillance through integrated BMIS	57
4.9	Monitoring & Evaluation	58
4.10	Behavior Change Communication	59
4.11	Community Mobilization	60
4.12	Standardization & Total Quality Management (TQM)	61
4.13	The Zeal Quest NDI Cost Factors	63

## Sequence of Contents Continues:

<b>Serial</b>	<b>Focus</b>	<b>Page</b>
<b>The Zeal Quest Accomplishments</b>		
5.1	The Capacity & Output	64
5.2	Zeal Quest Benefit Analysis	66
5.3	Result Based Monitoring (RBM) Indicators	67
5.4	Excellence at Academic Performance	70
5.5	Overall School Environment & Perfectionism	71
5.6	Talent Identification in Classroom	72
5.7	Indigenous Talent Development & Youth Empowerment	73
5.8	Portfolio Management of Academic Leaders & Teaching Faculty	76
<b>The Neurocognitive Advantage</b>		
6.1	Mind Calibration	77
6.2	Behavioral Indexing	78
6.3	Neuroplasticity for Learning Disabilities	78
6.4	Cognitive Skills Development	79
6.5	Train Teachers to Treat Depression	80
6.6	Loyal Citizenship & Patriotism	81
<b>Conclusion</b>		
7.1	The Enlightened Genius	81
<b>Attachments &amp; Annexures</b>		
8.1	Zeal Quest Neuro-behavioral Survey Specimen	
8.2	KM Evaluation Form Specimen	
8.3	ICE Response Sheet Specimen (offline)	
8.4	ICE Report Specimen (offline)	
8.5	Master Trainers (TOT) Course Overview Specimen	
8.6	Case Studies Specimen	
8.7	Zeal Quest Regular Activities Specimen	
8.8	Zeal Quest Master Activity Logging Specimen	
8.9	Corporate Profile of ZQ – Empowering Enlightenment FZ LLC	

## **PROLOGUE**

Human behavior forms the very basis of all bests and worse in the world. Study of the behavior of human species intrigues huggermuggers among various knowledge streams when the topic is approached through an angular standpoint. The vantage is provided to equitable researchers fond of knowing through **zeal** and **quest**.

Answers to the jigsaws of complex human behavior require holistic thoughts and quest within the self. Human-beings are never unprejudiced as species thus forge numerous jaundiced and counterfeit versions to support any peculiar school of thought with angular approach.

Modern science believes in empirical practicum and right to search and quest. When it comes to human behavior, the crevices among biological and theological approaches depict confusing pictures of what we call the human behavioral commons. For example, the divinity differs from biological standpoint whereas the lessons from philosophy contrast at the social scape. A more careful study within the biological or any other standpoint reveals contradictions and divergence.

Today, the human kinds require subtle and dispassionate attitude where human behavior must be studied by linking up entire knowledge spectrum so as to conclude the basics of all knowledge streams. As humans, we must know who we are, what are we, why are we here and what we do?

Our unique identity as humans has been lost somewhere in the shambles of huggermuggers among various knowledge streams. Loss of the true human identity has devastated the human race by divide and rule where few humans win while others lose. We must realize that humanity is lost when a fellow human succumbs to any of the shameless acts of human disgrace.

Studying human behavior compensatively through holistic thoughts is the way forward where everyone is invited on the condition of humanity. At ZQ, the mix of human species have found the way forward to know what we don't through the "**zeal & quest**"

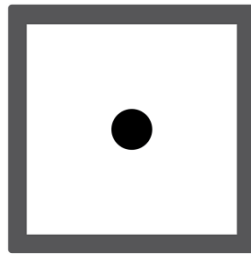
None at ZQ happens to be proclaimed authority on the subject. Sensitive individuals decreed by the holiness of humanity sit together to find the answers through combinative experimentation of holistic nature. Science and mysticism are studied together with relevance to each-other and with relevance to the human & its behavior.

At ZQ, the human behavior is studied beneath cognitive functions of the brain. Traits and characteristics of personality prototype are plotted through analysis of the cognitive processes under cause & effect relationship.

Human expression is taken as specimen to reveal the cognitive neurophysiology in order to decipher predictable human physiognomies. This unique approach makes it first lyceum on the face of planet earth where interdisciplinary crevices are bridged through prospective sciences.

## **ZQ – EMPOWERING ENLIGHTENMENT FZ LLC**

A seat of advanced learning at behavioral sciences, established for the promotion of research & to pave the interdisciplinary crevices towards holistic thoughts on the subject of common interest; the human behavior, its physiognomies, maladies, prevention of syndromes as well as maintenance of healthy neural activities.



### **ZQ - Empowering Enlightenment FZ LLC**

mentoring – training – behavior management – education

[www.zquniverse.com](http://www.zquniverse.com)

ZQ is a seat of advanced level research at human behavior that offers diverse platforms in consumer behavior research, specialized neurobehavioral trainings, mind calibration & perception management, corporate value intelligence & social impact auditing.

At ZQ, the visible human behavior is studied beneath the cognitive functions where cognitive processes are plotted on-to the neural substrates. The neurocognitive assessment instrumentation (ICE) and mechanisms have been introduced by ZQ for the first time along-side congenital aptitude sensing (CAS) and neurocognitive development (NDI). Active research on neuroplasticity and positive neuroscience constitute the knowledge processing initiatives at ZQ.



## RECTOR'S INTRODUCTION

Muhammad Umair Mehmood Ansari



A researcher revered for exploratory knowledge, bestowed with divine wisdom & impression. Mr. Umair Mehmood is a renowned life coach, mentor, speaker & a trainer. He has deciphered his unique intellectual experiences to develop more than 150 career based academic programs, more than 80 human development training modules, more than 60 human aptitude cognizant programs and hundreds of scientific case studies through years of unique experiential research. He also benefits the academia through his hallmark neuro-cognitive development initiative called **Zeal Quest** for Students.

He is respected worldwide for his works on Human Intellect, Wisdom & the Science of Virtue. He is a network member of the Arête Initiative at the University of Chicago, USA. He also holds coveted memberships of the American Psychological Association (APA), American Association for Advancement of Science (AAAS) & the Cognitive Science Society (CogSci) UK. Mr. Mehmood has supervised dissertations, developed curricula and extensively been contributing to research activities and also been presenting at various platforms. His ideas on preventing behavioral pandemics through knowledge workmanship have been widely acknowledged at international forums.

## **COVETED RESEARCH FELLOWSHIP**

Professor Dr. Frank Walter Stitt



Professor Stitt enjoys a great reputation as a highly illustrious Researcher, Healthcare Planner and Medical Educationist, serving in UK, United States, Argentina, Puerto Rico and at various places around the globe. He has been involved in teaching, research, healthcare planning & management and medical education planning.

A distinguished Professor of Medicine, Epidemiology & Psychiatry, he served at University of Miami – Florida, conducted active research with UCLA, WHO, NASA, US Government, Government of Puerto Rico, Government of St. Kitts & Nevis and Government of Vanuatu. He is an Honorary Consultant to the World Health Organization (WHO) & Advisor to the Prime Minister of Vanuatu. He also chairs the academic council of the Vanuatu College of Medicine (VCM) as its Vice Chancellor.

Professor Dr. Robert Dean Hobbs



Curriculum Theorist, Professor of Neuro-psycholinguistics

[Proponent of Prague Linguistic Circle & Swiss Saussure's Notional-Functionalism]

Prof. Hobbs is a gifted researcher and academician. His exciting research is augmented by extensive worldwide exposure. His scientific concepts on Meso Model of Students & 5 Domains of Learning, Micro Model of Brain Processing triangulated with neurolinguistic & psycholinguistic research, Multilingual Model of Education, Principles of Third Language Acquisition, Meso Tool of Heritage Exploration & Multiple Identities including NFPA Tool for Active-Passive Explicit-Implicit Instructional Planning are widely cited. He is a celebrated author of numerous research publications.

## **Word of Thanks**

The Zeal Quest Neurocognitive Development Initiative was instituted in 2010. Initially, it invited individual applicants for assessments and training for therapeutic purposes. Later, the academic institutions were approached to adopt NDI as mandatory for the entire human populations including academic leaders, section heads and heads of the academic departments, teaching faculty, support staff, students and their families.

In year 2011 and 2012, a campaign was initiated to sensitize the publics including government authorities, academic leadership, parents as well as student folks. Career security seminars, public sensitization workshops, lectures, conferences and symposia were organized to create mass awareness and to promote NDI within academia.

Some 100,000 individuals benefited from the NDI campaign until 2013. The ZQ – Empowering Enlightenment FZ LLC was established in July 2013 to promote NDI within GCC and Middle East. The NDI was renamed as Zeal Quest Neurocognitive Development Initiative and a tailored version of the Zeal Quest was introduced for the human assets at the corporate sector. The mass awareness and public sensitization activities continued as several events were organized in United Arab Emirates and Qatar for the sake of intellectual development in academia and the corporate quarters.

The Zeal Quest NDI is indebted to the applause, support, feedback and suggestions from beneficiaries, friends, promoters and institutions and expresses its obligations with heartfelt gratitude. The Board of Governance and Rector/CEO of ZQ express thanks to all who contributed their part in shaping Zeal Quest NDI for the benefit of human kind.

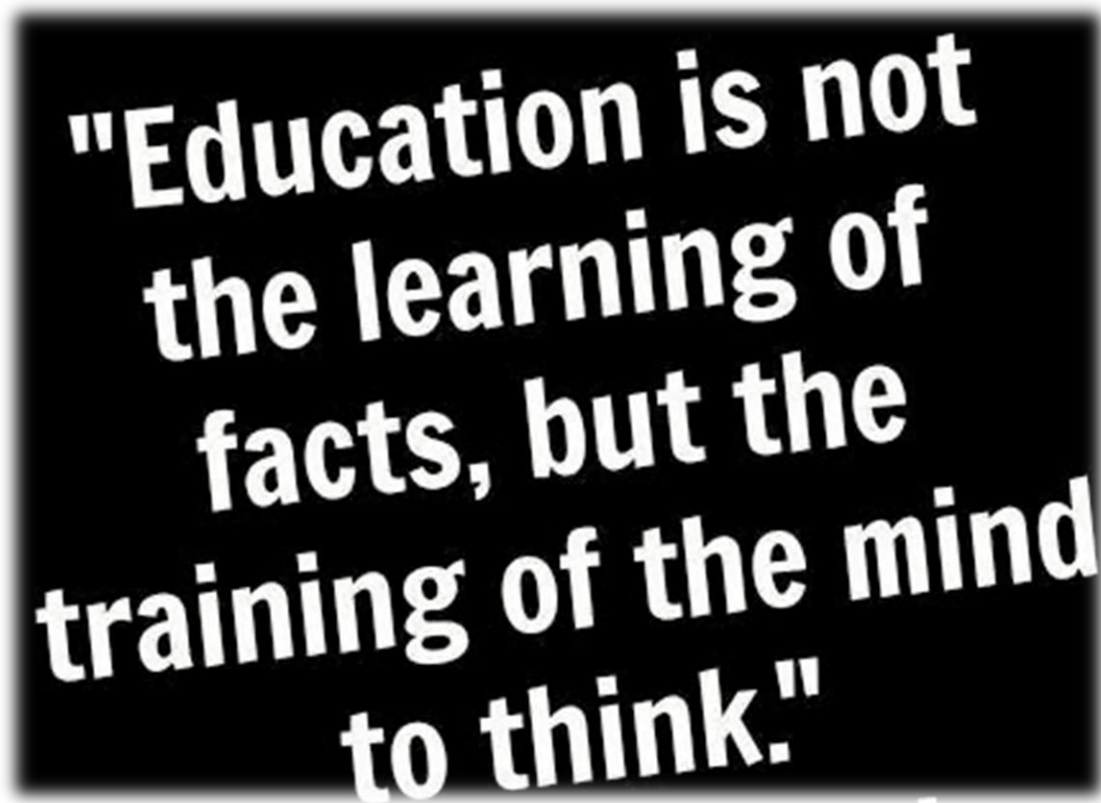
Special thanks to the institutions and academic growth partners for their valuable support from around the world including VCM & OLMEI Australia, eyLog United Kingdom, IFG & IPC United States, UMT & FBISE Pakistan, HH Majid bin Mohammed Learning Center, PAD & ICC United Arab Emirates and Pak Shama School from Qatar.

Heartfelt gratitude for the exceptional contribution and intellectual support from honorable Prof. Dr. Frank Stitt, Prof. Dr. Robert Hobbs, Prof. Dr. Hassan Sohaib Murad, Prof. Dr. Iqbal Mughal, Prof. Dr. Iftikhar Ahmed, Mrs. Saira Usman, Mr. Muhammad Nawaz, Mr. Bilal Gillani, Prof. Saleem Raza, Mr. Ahmed Khizar, Mr. Mehmood Fariduddin, Mr. Latif Khosa, Mr. Malih Al Yaman, Mrs. Noora Seif Al Muhairy, Mrs. Sandra Scott, Miss. Rima Al Jabi, Mrs. Amal Sleiman, Mr. Manzoor Ahmed Bhatti and Mr. Salim Sheikh.

The Zeal Quest NDI also salutes first batch of certified Master Trainers from Umm Suqeim Model School for Girls, Dubai for their interest, zeal and hard-work. Heartiest felicitations for Mrs. Zeinab Al Marzouqi, Miss. Batool Al Haddad, Mrs. Fatin Samoor, Mrs. Narges Borqan, Mrs. Rasha Al Khateeb and Mrs. Shagufta Salim for proving to be delightful researchers. The Zeal Quest NDI also extends its gratitude to Dubai Education Zone and to His Highness Sheikh Majid bin Mohammed bin Rashid Al Maktoum for the gracious appreciation for the Zeal Quest Neurocognitive Development Initiative.

## PREAMBLE

“evidence-based outcomes in the literature have caused adjustments in **neuropsycholinguistic** and sociolinguistic perspectives that indicate a need for a current model of education” (Robert Dean Hobbs, IJM 10 Sept 2011)

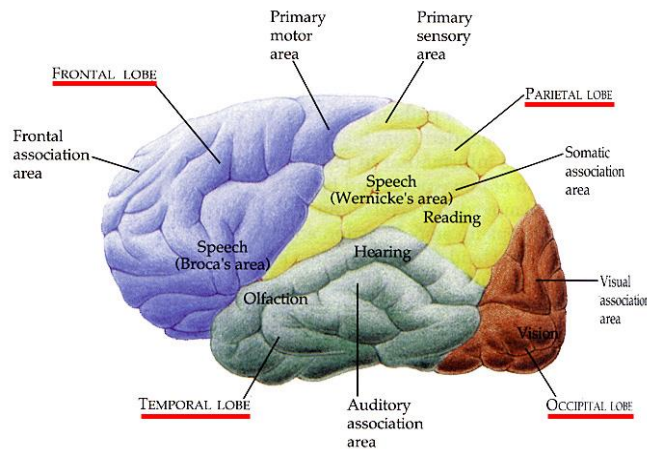


**"Education is not the learning of facts, but the training of the mind to think."**

“refined neurological tools for testing ‘electromagnetic and hemodynamic’ approaches to **measuring brain activity** electrically and chemically have resulted in an ‘explosion of information” (Abutalebi & Della Rosa, 2008, p.133)

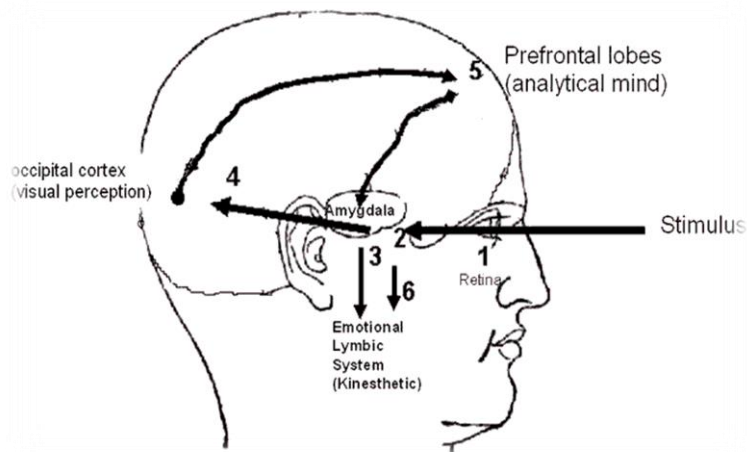
“in fact, 8 out of 10 students who struggle in school do so because of **weak cognitive skills**” (www.brainrx.com)

## THE NEURO-EFFICIENCY IN HUMANS



Parts of the brain are attributed to regulate **dedicated** functions. It means that each part is responsible for a specific set of functions such as listening, watching, tasting, thinking etc. This architectural framework of human brain regulates cognitive functions.

In academic settings, information is received by the students through “neurosensory” input when teachers try to push the content into learner’s mind. This neuro-sensory input is processed by the brain thus learners are able to gain valuable knowledge. The students are made to think as they receive variety of stimuli. The human cognitive processes are initiated by the reception of stimuli. The cognitive processes include thinking – perceiving – analyzing – interpreting – expressing.



The neuro-efficiency is “seamless performance of human cognitive processes”

**“think – perceive – analyze – interpret – express”**

## Deliberation Verticals for Neuro-efficiency in Humans

NEUROCOGNITIVE	SCHOLASTIC	BEHAVIORAL
Brain & Senses	Intellect & Career	Moral & Social
Info Processing	Fluid Intelligence	Rational Emotive
Memory Functions	Creativity Quotient	Socio-dynamic
Sensory Integration	Self Assurance	Group Cohesion
Spatial Cognition	Decision Reaching	Environment Sensitivity
Perception	Task Management	Citizenship

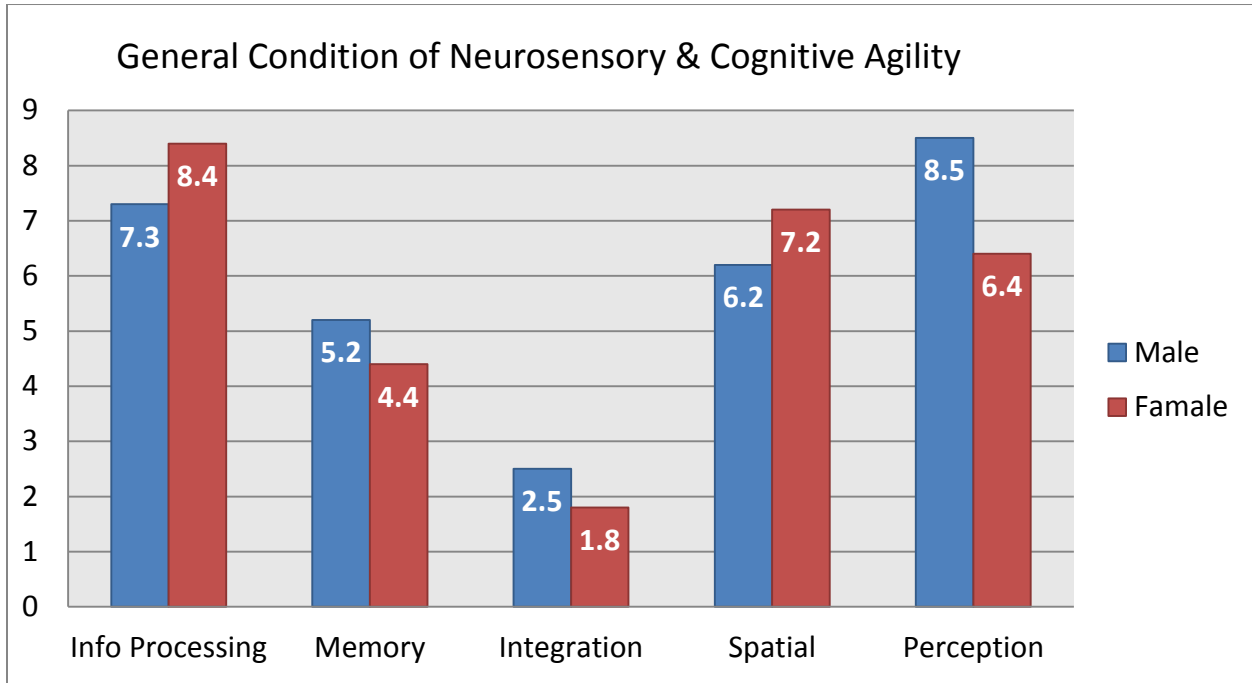
The deliberation verticals serve as “core concentration areas” to ensure neuro-efficiency in humans. In academic settings, it is very important to encourage the **personal data quantification** (PDQ) not only for increased self-awareness but also for academic plans, individualized attention, parental engagement, compliance, behavioral interventions and performance tracking etc.

Comprehensive studies on human neuro-efficiency have been carried out spanning seven years of action research. The studies included some 100,000 (one hundred thousand) human subjects of all age groups including male and female individuals. A diversity of more than 80 (eighty) nationalities and ethnic segregations was involved from various engagement levels including students, teachers, academic leaders, scientists, poets, high flying researchers, professionals, entrepreneurs, housewives, laborers, government functionaries, armed forces, media and the clergy etc.

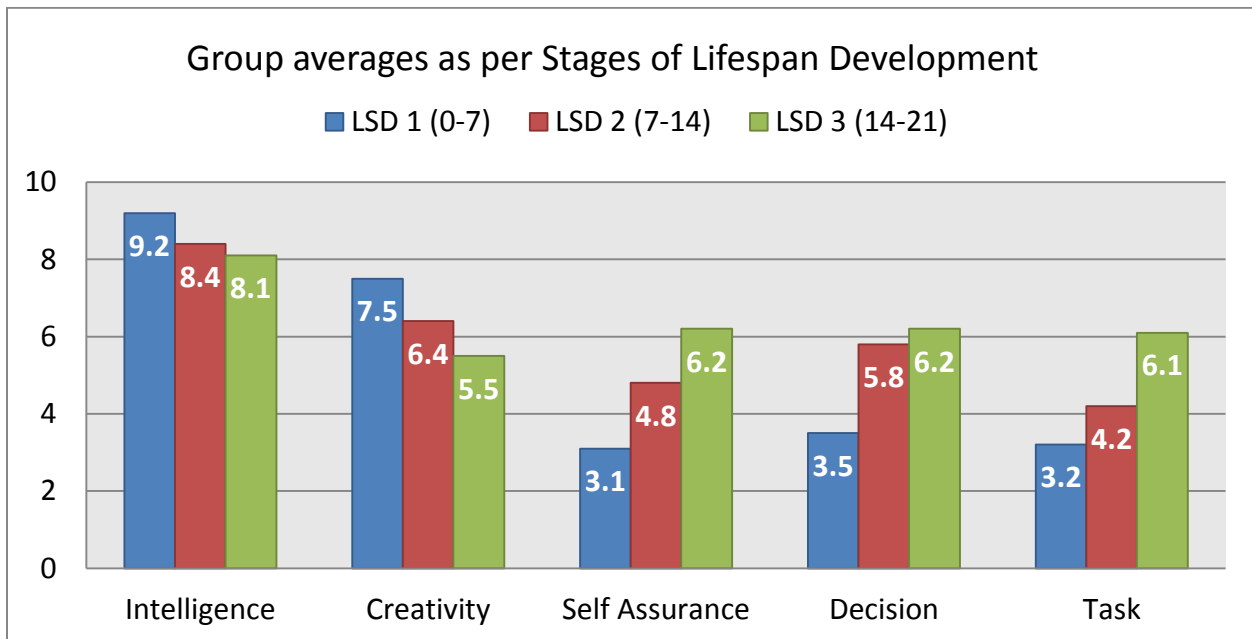
The individuals were tested overtly and covertly in order to obtain credible scientific data about studies revealed some interesting facts about the general condition of brain & neurosensory performance, intellectual and scholastic abilities as well as about moral and socio-behavioral disposition.

Some of the revelations are envisaged below while detailed studies are available for academic and research purposes:

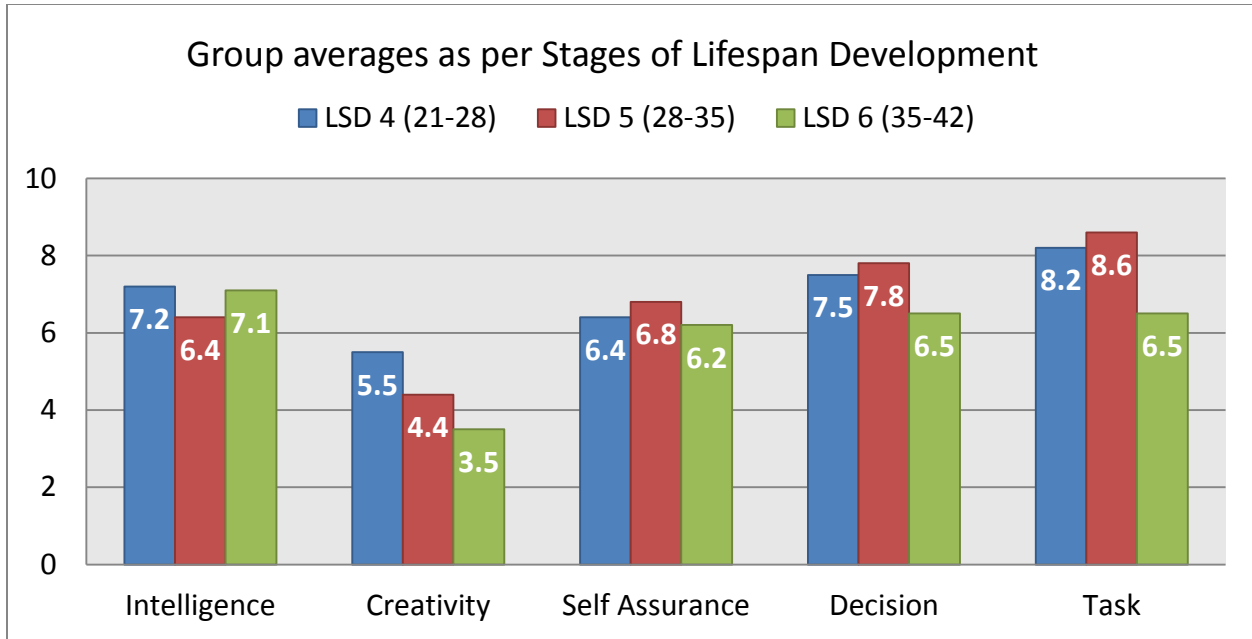
**Neurocognitive Modalities** (Brain & Senses)



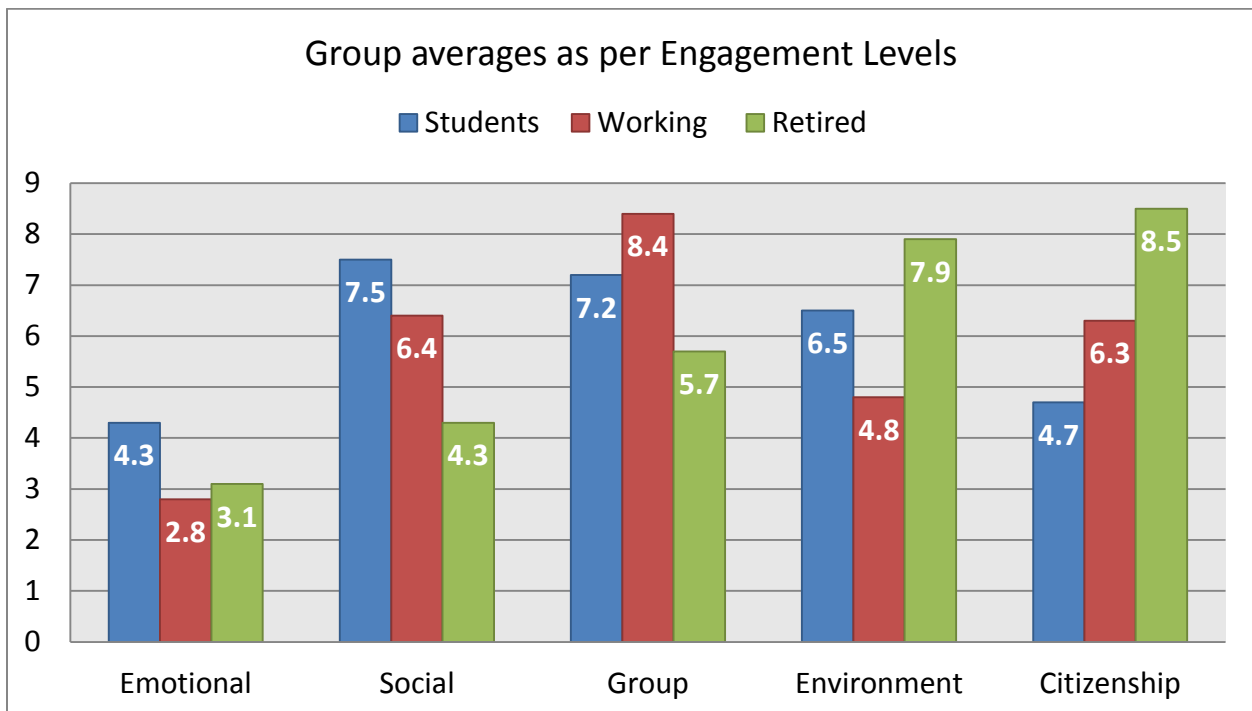
**Intellectual & Scholastic Abilities** (according to the age from birth upto 21 years)



**Intellectual & Scholastic Abilities** (according to the age from 21 years upto 42 years)



**Moral & Behavioral Characteristics**





## **THE ZEAL QUEST OBJECTIVE** – enlightened genius

Zeal Quest is a neurocognitive development initiative aimed at neurosensory, cognitive, intellectual, scholastic & socio-behavioral wellbeing of human species. It is designed to improve quality & agility of the neuro-sensory aspects, cognitive abilities, learning & scholastic skills as well as moral & behavioral characteristics.

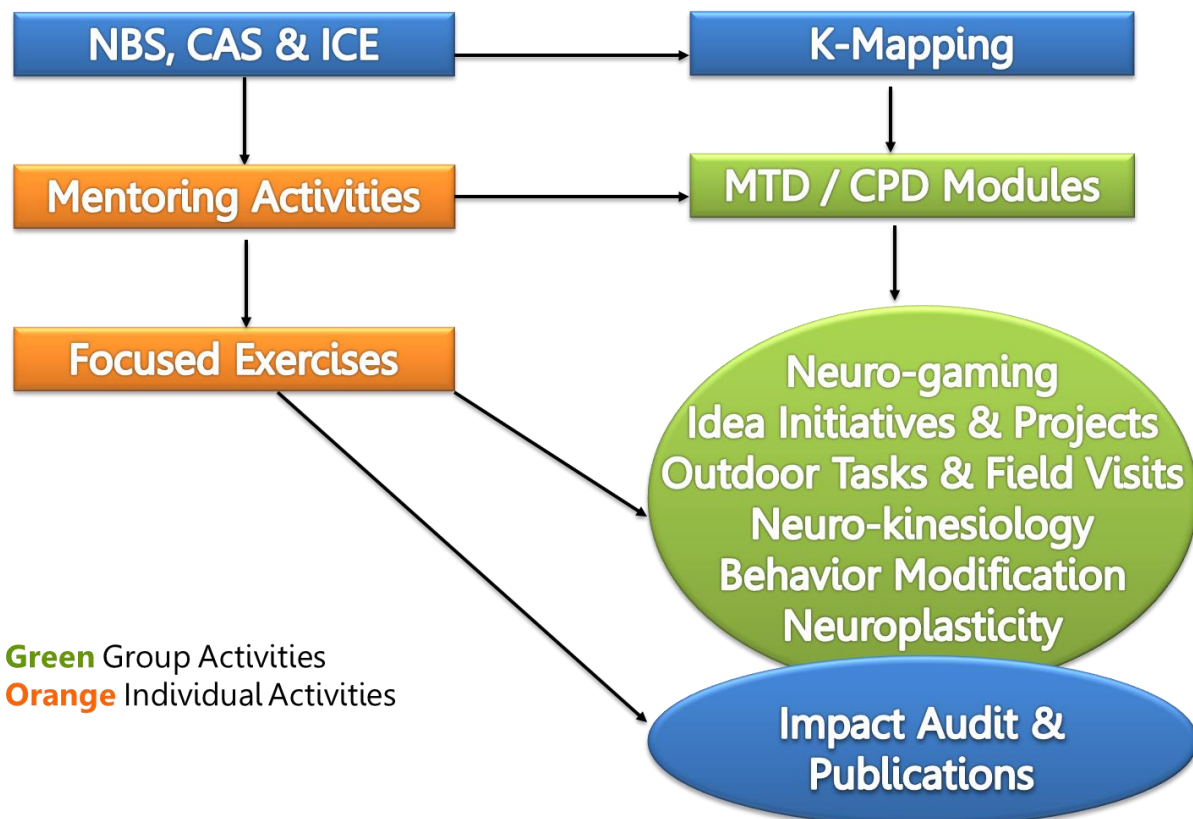
### SMART objectives:

- To develop sensory abilities and promote healthy cognition among academic leaders, management staff, teachers, instructional staff and students.
- Screening of psychosocial manifestations within academic staff and students.
- Career profiling of students through congenital aptitude sensing.
- Personalized development, character building, moral, social, environmental and citizenship sensitization of academic staff and students.
- Therapeutic trainings for the special & specific needs in academic staff and students.
- Capacity augmentation and continued professional development of academic staff including mentors, teachers, instructional staff and academic leadership.

## **Sharp Minds – Better Grades & Performance – Elevated Behavior**

## THE ZEAL QUEST PROCESS

The Zeal Quest process is aimed at channelization of the cognitive functions of human brain in order to optimize regular human performance.



The process starts with initial assessment plan including Neuro-behavioral Survey, Congenital Aptitude Sensing and Individual Comprehensive Evaluation.

K-Mapping is then carried out to ascertain the training syllabi.

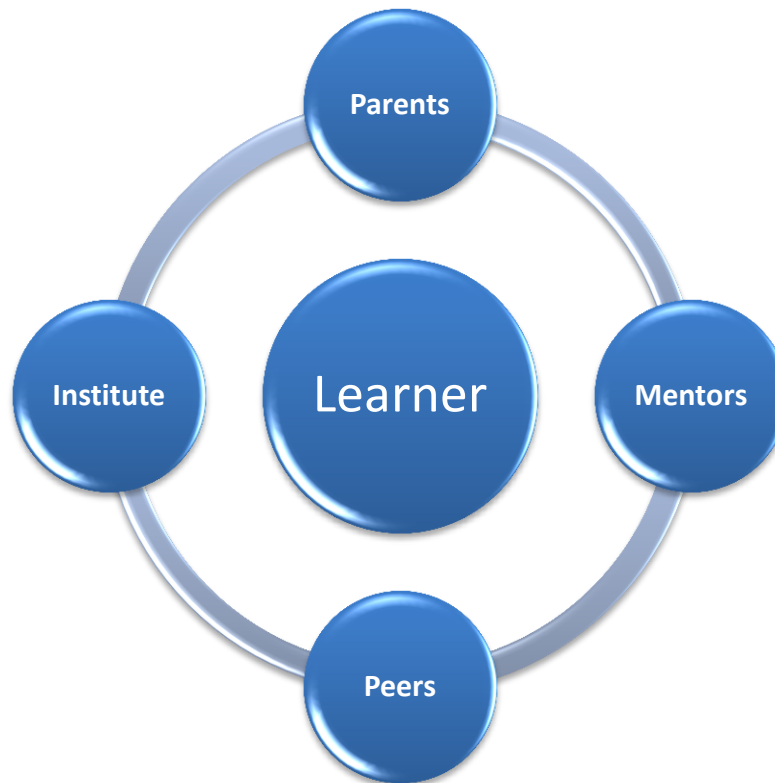
Individual activities are initiated while Master Trainers Development starts.

Enthralling group activities for students begin alongside Master Trainers Development.

A formal impact audit is carried out upon culmination of the academic year in academic institution.

## **THE PROCESS STAKEHOLDERS**

This Zeal Quest Neurocognitive Development Initiative aims to ensure optimized human performance thru intellectual development. The program impacts thru healthy cognition. Human behavior thus improves visibly. The NDI process focuses on learners' wellbeing through the process stakeholders:



Academic institutions must evolve a system that unlocks the enigma and brings out the true being of an individual to be judged and developed on the parameters of national, cultural, traditional, economic and social requisites. Nations need capable & motivated professionals who exhibit intellectually healthy & humane behavior.

ZQ realizes the fact that stakeholders to the individual's wellbeing including institution, parents, teachers and peers (classmates, neighbors, family friends etc.) complement each-other to ensure bright career and success for the pupil.

The Zeal Quest NDI simply helps by empowering the stakeholders to contribute effectively to ensure healthy learning resulting in school success, energizing confidence and behavioral integrity.

## **THE ZEAL QUEST ANTICIPATED OUTCOMES**

Neurosensory & Cognitive Agility resulting in sharp memory, better reflexes, healthier mind & positive thinking attributes.

Improved Human Performance through a winning stroke urge that motivates the self and helps **improve study grades up-to 30%** (thirty percent).

Career Path Distinction through congenital aptitude sensing (CAS) as it defines the "**future career**" of an individual so that IEP are vectored to achieve SMART objectives.

Elevated Behavior, Morality & **Loyal Citizenship** by virtue of high value self-esteem, ownership of deeds, leadership qualities, sense of responsibility & exhibited patriotism.



**Sharp Minds – Better Grades & Performance – Elevated Behavior**

## **BENEFITING FROM THE BRAIN RESEARCH IN EDUCATION**

The recent developments in cognitive neuroscience reveal that human brain is plastic and flexible. The orthodoxies about fixed innate intelligences and thematic aptitude testing are notions from the past. As we know more about our thoughts encoded on neural pathways and the practical application of neurogenesis, the question appears in mind whether contemporary educational practices are adequately benefiting from the brain research or not?

Here are few references for the information:

“evidence-based outcomes in the literature have caused adjustments in **neuropsycholinguistic** and sociolinguistic perspectives that indicate a need for a current model of education” (Robert Dean Hobbs, IJM 10 Sept 2011)

“refined neurological tools for testing ‘electromagnetic and hemodynamic’ approaches to **measuring brain activity** electrically and chemically have resulted in an ‘explosion of information” (Abutalebi & Della Rosa, 2008, p.133)

“in fact, 8 out of 10 students who struggle in school do so because of **weak cognitive skills**” (www.brainrx.com)

The question is if we are NOT directly benefiting from the recent advancements in neuroscience, how can we stick to the educational practices that do NOT help learner’s brain to assimilate the learning?

As we know that the neural dynamics are reshaping themselves, the academia must review the educational practices and align itself abreast to the latest advancements in neuroscience. The Zeal Quest Neurocognitive Development Initiative comprehensively involves the stakeholders to implement the program so that human populace at the academic institutions directly reaps the marvelous benefits from brain research.

## **OBJECTIVE STRATEGIES FOR ZEAL QUEST NDI IMPLEMENTATION**

### **Personal Data Quantification**

- Neurocognitive & behavioral assessment of academic staff including senior and middle academic management cadres (NBS, CAS & ICE).
- Automated or semi-automated assessment of teachers and instructional staff.
- Automated or semi-automated assessments of the student populations.

### **Intellectual Elevation**

- Capacity augmentation of academic staff including senior and middle academic management cadres. It enables keen observation and promotes resilience.
- Specialized master trainer certification (TOT) for nominated teachers, HODs & section heads. It empowers to identify human behavior in its cause and effect relationship.
- Training of all the teachers and instructional staff in school.
- Training of the academic support staff.
- Neurosensory, cognitive, scholastic & behavioral development of student population in the school by the trained teachers.

### **Knowledge Mapping**

- Knowledge mapping for the ongoing regular training imperatives.
- Career mapping for the students according to their natural aptitude through congenital aptitude sensing (CAS).

## **Academic & Teaching Materials**

- Strengths based academic support through academic materials.
- Interactive development of training manuals, learning resources and instructional materials. It promotes group cohesion and social edification.
- Hands on training and orientation on research methods and research support publications. It prevails research culture among teachers.
- Production and publication of research papers.

## **Professional Development**

- Technical orientation on cutting edge instructional practices, pedagogics and teaching methodology. CPD must also include social edification.
- Technical orientation on information technology and appropriate use of modern gadgetry and instructional technology, i.e. smart learning etc.

## **Personality Development**

- Promotion of research culture and augmentation of intellectual ability for professional optimization of the academic staff.
- Focused co-curricular and extra-curricular activities having desired impact on personality development including behavioral aspects.
- Neurocognitive acceleration programs for student populations.

## **Parental Support**

- Harnessing parental support for the neurosensory, cognitive, scholastic and behavioral development of students.
- Focused parent-teacher interaction to resolve learning issues and personality or behavioral traits & institutional support for learning difficulties.

## **Specialized Therapeutic Training Interventions**

- Screening of psychosocial manifestations to treat variety of problems including anxiety, stress, depression, peer pressures, domestic issues, lethargy, emotional disturbances, exam-phobia, fatigue, sensory overload etc.
- Special needs coordination for the students identified with learning “disabilities”.
- Therapeutic trainings for cognitive impairments, psychotic conditions and mental or psychosocial disorders and/or risk factors.
- Psychosocial consulting for the academic staff, teachers, students and parents.
- Specialized therapeutic trainings for drastically affected or traumatic situations where learning outcomes are threatened.
- Behavioral change therapeutics for academic staff, teachers, parents and students to sensitize and develop loyalty and healthy citizenship traits.

## **Surveillance and Automated Behavior Management Information System (BMIS)**

- Development of BMIS for the performance monitoring and research purposes to be placed under school management.
- Introduction of most innovative LMS & training of instructional staff on BMIS and related software and web resources, i.e. tele-presence, webex etc.



## **Data Quantification for Research**

- Monitoring of general trends & disease burden on behavioral pandemics.
- Evaluation of risk factors and outbreaks of learning, personality and psychosocial manifestations, risk factors and/or disorders.
- Regular monitoring of therapeutic and training outcomes.
- Promotion of research culture among all tiers of academic management, teaching operations, training and professional development.

## **Program Management**

- Encouraging local partnerships and international collaborations for academically and professionally competent program management.
- Effective and observable (SMART) monitoring & evaluation mechanism
- Community mobilization for behavioral change initiatives

### Relation of the project with the objectives of the social and academic sectors:

“Major indicators for improvement of learning & health are based on prevention and reduction of morbidity caused by preventable disorders and pandemics. Learning and psychological disorders dominate the collective disease burden.

The biggest problem is that most of the cases are not reported and there is no mechanism for screening of the psychosocial disorders at tender ages. Various programs for the restoration of psychological health have been taken to a little effect. The pre-requisite for the psychosocial health is a comprehensive program through academic and teaching operations. Instructional staff is adequately trained to accomplish the overall objectives of Zeal Quest NDI”

## **JUSTIFICATION FOR THE ZEAL QUEST NDI**

Collective intellectual inadequacy inflicts ignorance upon the individual and collective wisdom. The most terrible issue of today is lack of self-awareness. The “information overload” plays its role to sway the mindset misleading it to inflate the false being through inappropriate actions exhibited at behaviors.

The collective neurocognitive deficit can be contained and curbed through individual awareness of the own-self and communal awareness of the human conscious at national as well as global levels.

The human is exposed to its false being and gets to know the displacement off its own true being called original persona through neurocognitive instrumentation. When the individual is “actualized”, it provokes the original persona. The provocation sensitizes the attributes of true being to act.

Inspiration is required by the individual to seek guidance for the mindset. Motivation is drawn from the idealism. Intellectual ability aligns itself to pursue through the thinking process, analytical examination and expression leading to endeavor and exertion to execute the appropriate in order to resolve the presented situation.

When the presented situations are resolved appropriately in accordance with the “corrected” mindset, the human feels “relieved” and contented. The relief is induced through behavioral treatments to rationalize the preconceived notions and obsessive overriding desires. The rationalization process continues till the false being diminishes.

When the false being is diminished, the individual feels vigor and vitality as well as enlightenment and eternal peace. The decision making ability revives itself by virtue of the restoration of the intellectual ability. The human tends to gain encouragement and realizes its potential in the light of its unique intellectual affinity called “aptitude”. Performance is optimized and milestones are achieved at much greater speed than ever before.

The encouragement and energy drawn through achievements sparks the individual to “quest” hence opening doors towards intellectual development that includes neurosensory, cognitive, scholastic & behavioral aspects of an individual personality.

The true being is activated and quest to the truth begins. The neurocognitive processes are aligned to the individual mindset based on earned lessons. The lessons learned through the experiences in the path of quest for the truth. The learnt content occupies intellectual capacity as “knowledge” when preconceived notions and misperceptions leave the room. Thus the human performance is linked to self-awareness.

The intellectual ability of such a human prevails and progresses towards harmony and wisdom. The wisdom is bestowed when obsessive overriding desires are overruled and replaced with quest for the truth and reality. Knowledge thus bestows wisdom to enable the free will to decide and choose in the light of knowledge throughout the lifespan.

Ignorance to the eternity has resulted in neurocognitive deficit. Behavioral devastation is the result of collective neurocognitive deficit. Awareness of the own-self tends to actualize the individual so as to enable the disabled intellect & invoke the wisdom essential for the knowledge economy.

### **The Need Analytics**

Psychosocial distress and mental illnesses are rising alarmingly worldwide. The WHO report on global disease burden depicts leading causes of disability worldwide among which the identified conditions are: depression, alcohol use, bipolar affective disorder, schizophrenia and obsessive-compulsive disorder. The fact file reveals that 45 million people worldwide, above the age of 18, suffer from schizophrenia at some point in their lives, 340 million suffer from depressive disorders; both these disorders are responsible for 60% of all suicides.

Eleven million people are currently suffering from Alzheimer's disease; 45 million people of all ages are globally affected by epilepsy. About 4.6% of the developing nations stiffer from mental retardation and 140 million are dependent on alcohol.

The scenario in developing economies is equally bleak. The general profile of mortal mental & psychosocial ailments depicts a gloomy picture with 6% prevalence of depression, 1.5% schizophrenia, 2% epilepsy and 1% from Alzheimer's disease. These mental morbidities culminate in high suicide rate. A clinical study reveals high rates of depression followed by schizophrenia and substance abuse.

Recent studies also support this fact. Alarming increase in mental illnesses is attributed to clutter, neurosensory overload, unemployment, global instability, domestic and societal violence and other social evils besides the genetic and biological vulnerability. Percentages of sufferers who have access to treatment vary from 5 to 40%.

The Medical Authorities have taken few positive steps by introducing the subject of behavioral sciences in the early academic years, though there is a dearth of trained behavioral scientists to cater this need appropriately.

Evidently it is not possible for the existing number of psychiatrists & psychologists to cater to the mental health need of the time.

The TEACHERS should be trained and made competent enough to treat minor mental illnesses like depression and anxiety and be able to detect and refer the major problem to a psychiatrist or a psychologist. In a study it was reflected, that the knowledge of the teachers about depression was inadequate.

It is important to remember that collaboration with the private sector is essential besides adequate motivation and leadership will; otherwise the efforts by the governments will remain at the bare minimum level.

The campaign for curbing poverty, social evils and de-radicalization should continue alongside. Thus, this is the time when behavioral sciences should be accepted as an important discipline and be given due recognition.

The demand and supply gap in developing countries exceeds 85%, according to a WHO report in 2011. The growing unrest within student community is indicative of the major factors that contribute towards social turbulence.

Prevailing disease burden exhibits the symptoms of exam-phobia, lack of concentration, mood and emotional disturbances, relationship issues, dislocation, social isolation, lack of parental attention, career selection issues, lack of mentoring support, exceeding use of gadgets and increased screen hours, electromagnetic density, inadequate out of school activities, lack of citizenship development initiatives and other associated factors within student populations.

## **THE IMPLEMENTATION APPROACH FOR ZEAL QUEST NDI**

### **Screening / Personal Data Quantification**

It is a formal process to obtain essential data input and evidence of psychosomatic / behavioral disorders, i.e. convulsion, distraction, depression, dementia, hyperactivity, phobia, stress etc.

The screening process is specific to the factors, subject and issue or individual. It provides dependable evidence to diagnose “root causes” as well as internal &/or external dynamics affecting the behavior. Screening is done through Advanced Neurocognitive Assessment Instrumentation called ICE. A longitudinal & cross-sectional sampling is often preferred by the Behavioral Analysts.

### **Training Need Analysis**

TNA is made on the basis of collective evidence. Essential data input reveals the most common topics to customize the training syllabi. Despite the fact that most common factors are generally known, i.e. distraction, exam-phobia, uncertainty, dissatisfaction, anguish, lethargy, mood & emotional disturbances, insomnia, disgruntle behavior, lack of concentration etc.

TNA specifies the syllabi while zooming into the origin of the issues and associated risk factors and aligns the course content in accordance for better assimilation leading to optimal comprehension. TNA based on ICE makes it easy for the mentors to increase efficacy & value of the NDI to yield the desired impact within stipulated duration.

### **Development of Training Materials**

Development of a comprehensive inventory of contents for the training of academic staff, teachers as well as for the academic support staff having requisite effects and impact. Training contents are designed to bring about “desired” impact. It means that these contents will have “beneficial characteristics”, like therapeutics for the psychosocial disorders. Customization of the contents based on TNA are desired to make sure that therapeutic characteristics are dispensed to ensure the “prophylaxis & prevention” and directed to address the disorder to minimize the overriding disease burden of behavioral pandemics.

## **Delivery and Training Imperatives**

Various methods of delivery are in-place through which “trainings” are imparted to the focused fraternity, i.e. Roundtables, Workshops, Lectures, Interactive Group Discussions, Q&A Sessions, Field Activities, Sports, Creative Writings, Orienteering, Excursions, Active Performance and Competitions etc. Delivery imperatives of the customized training syllabi involve proven methodologies blended together to provoke, sensitize, inspire, motivate & pursue the trainees to think, analyze, endeavor and exert. The delivery imperatives include teaching, academic, professional, training, therapeutic, mentoring, motivational and inspirational methodologies.

## **THE SCOPE OF ZEAL QUEST NDI**

- Academic staff including senior and middle academic management officers happens to be the primary audience and beneficiaries of the program. School management constitute first batch of beneficiaries.
- Section heads, HODs, Master Trainers and Mentors involved in training operations and professional development are the key audience and major beneficiaries of the Zeal Quest NDI.
- Teachers and teaching support staff involved in the teaching operations are supposed to be the extended audience and general beneficiaries of the program.
- Student folks and their parents remain the ultimate beneficiaries of the Zeal Quest Neurocognitive Development Initiative. Impact is measured through academic performance and behavioral indicators implicated in students.

## **Achievability of the ZEAL QUEST Implementation Stages**

### **Stage one:**

Orientation programs for the senior and middle management officers involved in educational planning and knowledge operations.

### **Stage two:**

Training of the trainers (TOT) programs for the mentors and trainers involved in training operations and professional development.

### **Stage three:**

Training for the academic support staff including IT department and others involved in research and knowledge processing.

### **Stage four:**

Orientation and skill enhancement for school management, teachers and instructional staff. Trainings of the teachers are organized by the certified master trainers.

### **Stage five:**

Interactive sessions and array of activities for the student populations and parental support optimization through focused interaction.

## **RESOURCE MOBILIZATION**

### **Human Resources**

- Mobilization of the human resources towards their availability for the training programs and orientation sessions is planned in accordance with the yearly knowledge mapping. It is ensured that routine academic session and timetables are not to be altered.
- Nominations of academic staff, teachers and academic support staff are obtained according to their initial assessment reports.
- Year plan for the training operations are included in comprehensive knowledge maps. Such knowledge maps are promulgated by the department heads and circulated among the target audience for compliance and implementation.

### **Training Resources**

Mobilization of training resources includes:

- Provision of training space at school. Existing infrastructure is being utilized.
- Research, development and production of the training manuals and academic materials are done indigenously by augmenting the existing capabilities.
- Printing and publication of the academic materials and learning resources is done indigenously.
- Production of digital learning resources is done indigenously.
- Provisioning of training aids including equipment and gadgetry, i.e. IT equipment.
- Provision of library resources including e-library, as applicable.



## **Technical Resources**

Provisioning of technical resources includes the following:

- Training aids, i.e. multimedia projection systems, recording & live streaming equipment, computer hardware, printers, scanners, high definition screens, PA systems and interactive demonstration boards etc.
- Laboratory and scientific equipment (if required) as per technical specifications.
- Software and digital resources as per training requirements in the knowledge map.

## **Administrative Resources**

Mobilization of administrative resources includes:

- Honorarium for the resource personnel, guest speakers, trainers & facilitators.
- Transportation and logistics arrangements for field visits.
- Community mobilization activities are carried out by the master trainers & teachers.
- Computerized master cards shall be issued to every individual involved in the program. The master cards shall be linked to BMIS.

## **QUALITY ASSURANCE**

Quality assurance imperatives of the program are pursued through following measures:

### **Process Recording**

Entire processes of the program are video recorded during the implementation of program. It ensures the transparency and contributes towards the knowledge capital of the stakeholders. Process recording has to be done indigenously.

### **Trainer's Assessments**

Frequent formal and informal assessments of the trainers are carried out to ensure their performance. Their serviceability to be linked to their individual performance and behavioral impact.

Research contribution by the master trainers and teaching staff is recognized and weighed towards their performance evaluation.

### **Performance Evaluation**

Program monitoring activities include monthly performance evaluations of the human resources involved with this program.

Research contributions by the academic staff and teachers are encouraged and rewarded as per the standard operating procedures. The evaluation reports should be graded towards their regular performance reports.

Behavioral changes are recorded to observe overall performance of the student folks besides their academic achievements. Research papers are invited from the teaching staff and academic administration based on statistical data pertaining to the performance management component of the program.

## **Impact Audit**

- Independent impact audit to be encouraged by the observers. Program remains open for the documented impact audit during and after its implementation.
- White papers and audit reports have to be published independently by the stakeholders, beneficiaries and regulating authorities.
- Impact audit of the behavioral change communications is carried out through public surveys and live performances organized by the academic institutions.
- Governance of the program is audited by the local and/or international observers. Audit reports have to be published for scientific and public information.
- Public feed-back system to be evolved through interactive social media and website.
- KM validation and international collaborations of the QA processes are obtained.

## **THIRTEEN COMPONENTS OF ZEAL QUEST NDI**

### **The Neuro-behavioral Survey**

A generic survey is usually initiated at the outset to study the prospects for a comprehensive work-plan targeted for the optimal execution to yield the desired impact and to meet the program objectives. NBS customarily involves the entire human population at academic institution. The survey teams are adequately trained for program monitoring and evaluations.



The Neuro-behavioral Survey was conducted in June 2015. Teachers and students at Umm Suqeim Model School for Girls participated in the survey. It was conducted through a simple questionnaire manually distributed among teachers and students separately. In addition to the NBS, the stress evaluation was also carried out at the same time. Teachers and students were happy & cooperative during & after NBS.

## **The Screening Process / Personal Data Quantification**

Individual Comprehensive Evaluation (ICE) is administered separately to the teachers and students according to their age group (LSD stage). ICE is usually administered in automated environment but can also be managed with paper back-up option. The individual comprehensive evaluations examine human expression to analyze cognitive processes in order to quantify the core concentration areas for neuro-efficiency.

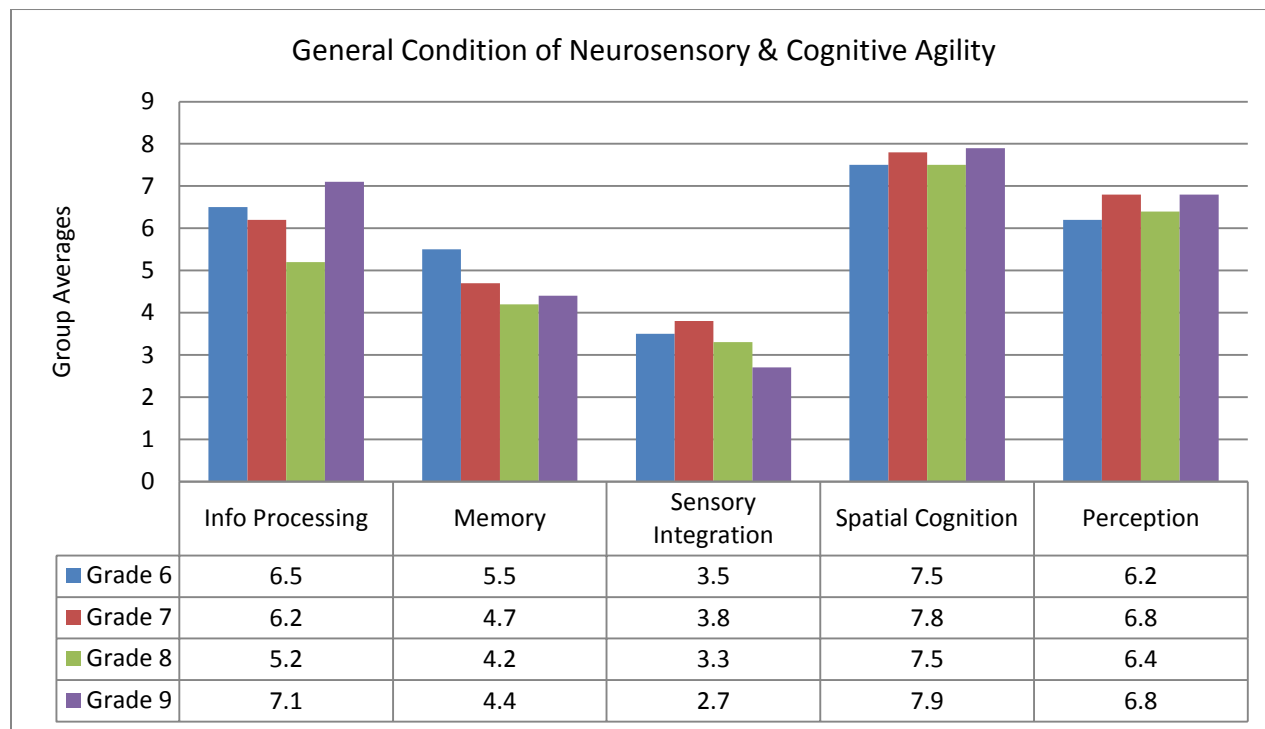
The ICE usually takes around one hour when administered to a group of individuals in a semi-automated environment.



The Individual Comprehensive Evaluation (ICE) was administered in June 2015, separately for the teachers and students of Umm Suqeim Model School for Girls. Students enjoyed the process and participated enthusiastically with a motivation to know about how their brain functions. The ICE response sheets were collected for analytics and general trends were plotted grade-wise.

Grade-wise depiction of General Trends among Students is envisaged as following:

**Neurocognitive Modalities (Brain & Senses)**



The Neurocognitive modalities have been quantified among female students at Umm Suqeim Model School for Girls Dubai. The group averages have been plotted grade-wise to benefit school administration and the teachers. Following are the key findings:

**a. Information Processing:**

Reception of the stimuli and processing of information through neurosensory input requires considerable improvement. The student involvement should be focused through activity based learning and discovery learning techniques.

**b. Memory functions:**

The ability to recall learnt content needs to be improved by means of Neuro-gaming & surprise quizzes. Teachers must adopt flexible methodologies in order to emphasize assimilation of the knowledge. Effective listening should be provisioned through even acoustic distribution and reduction of noise.

c. **Sensory Integration:**

Ability of learners to draw focused attention at one point in time is very important. The students generally exhibit clutter and sensory overload. It means that learner's mind is over-occupied with numerous thoughts so that she is not able to concentrate upon active learning. It is a scary situation that evokes absent mindedness and conjures the thoughts in such a way that learning process virtually comes to halt and human mind goes astray.

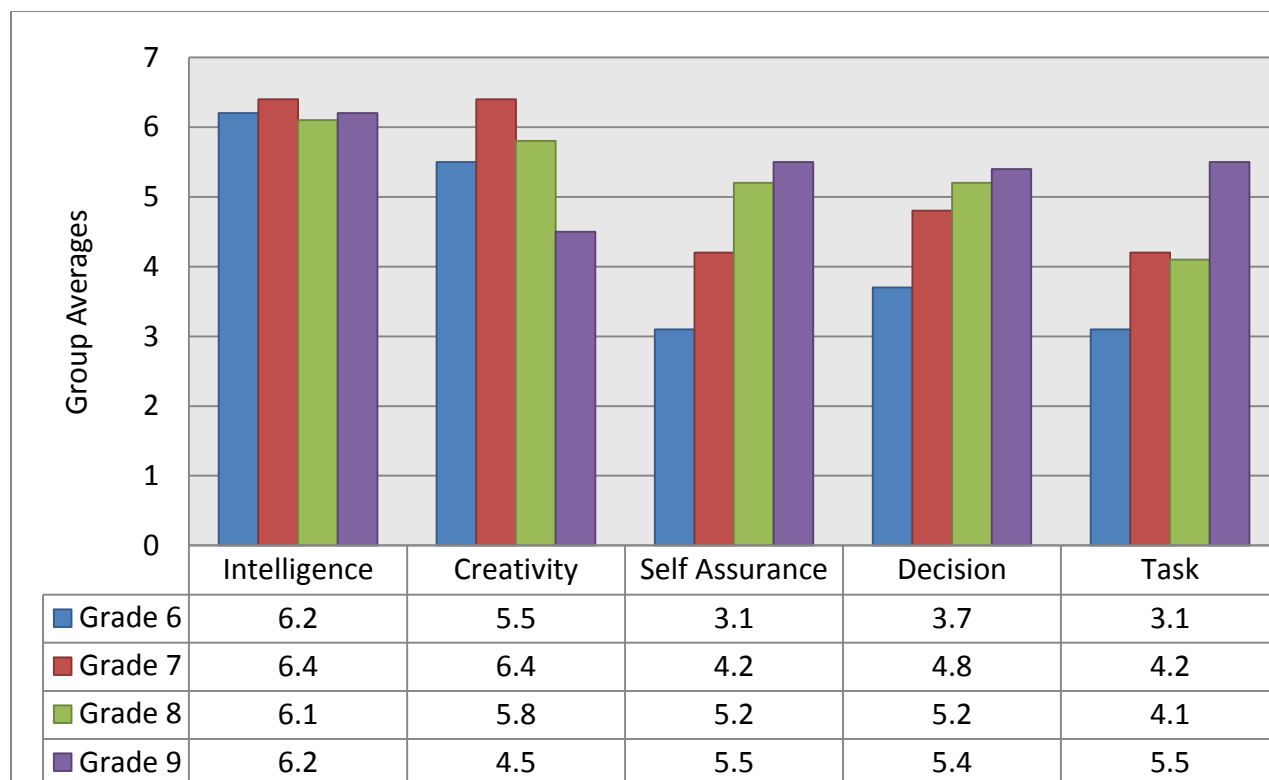
d. **Spatial Cognition:**

The remarkable improvement in spatial cognitive ability is by virtue of increased situational awareness and appropriate use of instructional technology. The general trends among young females are very encouraging. Institutions must benefit from this giftedness by promoting out of the school activities, sports, physical education and field visits.

e. **Perception:**

The sense of critical observation and functional analytics is well grown according to the age or relevant stages of lifespan development (LSD). There have been some individual cases with delayed perception but the group environment is generally alright. Teachers may help improve perceptual functions by inducing dot focus exercise, meditation and introspection sessions.

### Intellectual & Scholastic Abilities (Intellect, Academics & Career)



The scholastic abilities are deemed important for an accomplished life as they collectively contribute towards professional success. The grade-wise depiction of intellectual abilities has been considered to benefit school administration and the teachers so that appropriate actions can be taken to polish the learners.

#### Fluid Intelligence:

In contrast with the orthodoxies pertaining to “fixed” IQ levels, the fluid intelligence is measured through Neurocognitive Assessments such as CANTAB or ICE. It reveals biological evidence of human intelligence that prevails through the cognitive processes of thinking, perceiving, analyzing, interpreting and expression.

Female learners at Umm Suqeim Model School for Girls exhibit adequacy in fluid intelligence in accordance with their age or relevant stages of lifespan development. The teachers have a very important role to play in order to increase the intelligence levels and then to channelize the intellectual abilities to a vector direction.



The teachers are able to invent desirable activities in order to raise intelligence levels. Such as exposure to robotics, use of handicrafts, treasure hunting, coding-decoding exercises, strategy games and yoga.

It should be kept in mind that raising human intelligence is possible. The challenge is to channelize the available intellect to a vector direction in congruence to the natural human potential called talent or congenital aptitude.



The natural potential is visible in exhibited human behavior. Teachers must be able to keenly observe and then innovate viable strategies to encourage intellectual development of learners according to the innate abilities. Nevertheless, it has to be a continued process at school.

**Creativity Quotient:**

The innate ability of a human to innovate in presented situations amid pressures and resistance. Every living human possesses a quantifiable creativity potential. It helps day to day problem solving and bestows wisdom to generate fresh “brain waves” in order to construct ideas that work.

Female learners at Umm Suqeim Model School for Girls are blessed with adequate creativity potential, especially the students of grade seven exhibit relatively rich prospects towards artistic abilities. It can be assumed that they had enough exposure with some activities that cultivated creativity and innovation among them.

Teachers who induce inspiration, imagination and ingenuity through enthralling and exciting activities are more likely to unearth and nurture the creativity quotient among their student folks. Creative writing, painting, sculptures, sand molding, model discussions, handicrafts, idea quizzes, puzzles, action research and problem solving exercises help nurture the skills that eventually enhance creativity quotient.

### **Self Assurance:**

The ability of a human to exhibit valor confidently with zeal and spirit in the face of odds is termed self-assurance. The human compound disposition is distributed between its "true being" and the gradually constructed fascia called "false being". The usual outlook is generally a façade that lacks real confidence. That's how people exhibit "fight or flight" response when encountered with troubles or fearsome situations.

The self-assurance levels are quantified to reveal strength of the true being in learners. The variance between I can't, I may, I can, I will and I did is visibly exhibited in regular human behavior. Lots of students complain learning difficulties owing to the lack of confidence & self-assurance. Another problem is that they are less expressive and it is difficult to admit even if they know that they lack confidence. It is role of a teacher as "mentor" to explore the learner and induce self-confidence. Understandably, it is one of the trickiest challenges during limited classroom interaction.

The group averages reveal that female learners at Umm Suqeim Model School for Girls are generally lacking confidence. There are few exceptions at individual levels but overall condition requires considerable improvement.

Co-curricular activities like public speaking, competitions, performance gala, martial arts, gymnastics, horse riding, desert safari, trekking, rock climbing, work placements, cultural shows, declamation contests and athletics are often helpful in raising real time confidence among students that results into **reliable** self-assurance.

### **Decision Reaching:**

The innate ability of a human to reach correct decision in timely manner is very important. Decision reaching indicates a process that involves cognitive functions to perform in a methodical fashion where human free will reaches a resolve to undertake appropriate action(s) with requisite determination and steadfastness.

The group averages in female students of Umm Suqeim Model School for Girls reveal contrasting figures. It is suggested that individual perspective be taken into consideration to improve the group scores.

Individual exercise such as early morning meditation, writing autobiography, master activity logging, sequential arrangements and self-analysis must be encouraged.

Group activities like peer review sessions, opinion quizzes, flow chart discussions, strategy games, situational analysis, community service, first aid training, sequencing & chronology games, progressive group tasks and science projects are very helpful to stimulate the methodical decision reaching abilities.

### **Task Management:**

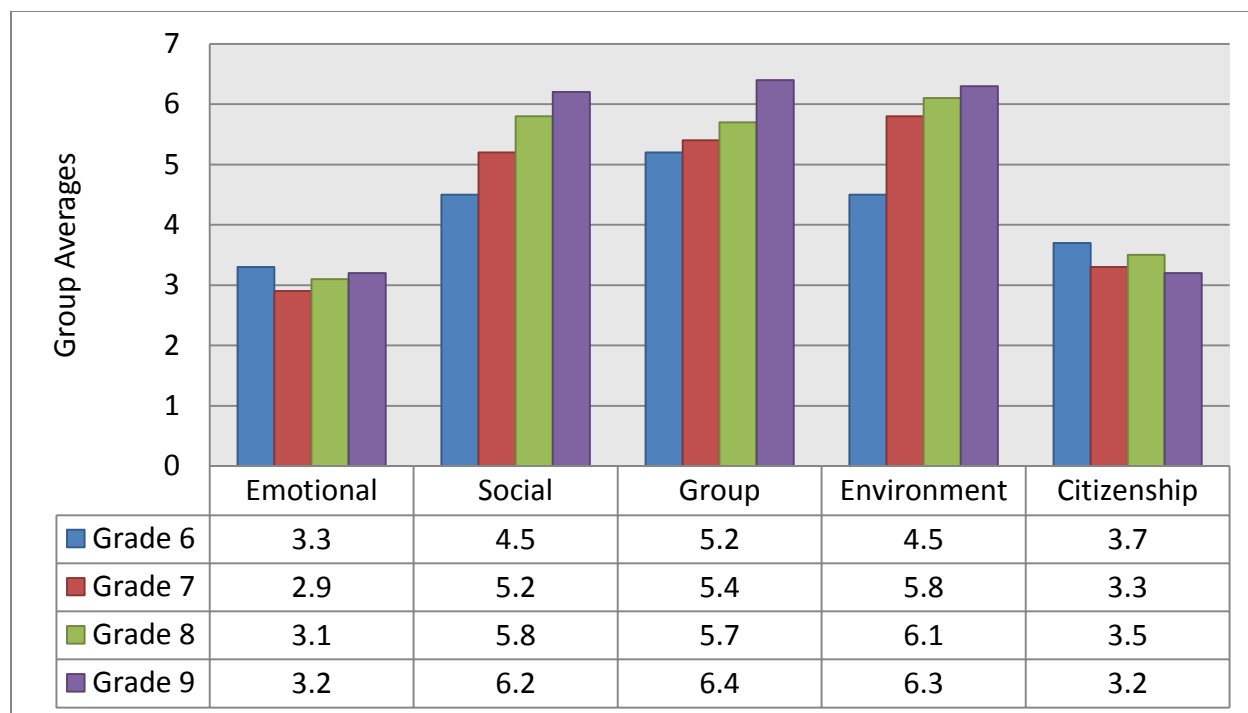
The ability to perform multiple classification tasks with concrete operations while reducing implementation filters owing to judgment error and human factors is vital for personal and professional development of humans.

The group averages quantified in female students of Umm Suqeim Model School for Girls reveal the need for performance optimization. Such need is overtly expressed by the teaching faculty in terms of compliance issues and individual discipline. One of the contributing reasons is overburden and uneven distribution of tasks. The school is flooded with activities for the sake of keeping the girls busy.

This situation calls for a review and rectification in order to classify and re-arrange the array of enthralling activities conducive for healthy learning. A year-plan of school activities has to be implemented after careful consideration of this report.

Group activities such as progressive group tasks, combined study circles, peer grouping, science projects, curricular discussions, research projects, topic oriented presentation sessions in classroom, completion rewards such as "best class of the month" and consultative curricular benchmarking are suggested for good.

## Moral & Behavioral Characteristics



The socio-behavioral attributes are governed by individual morality and adherence to the acceptable socio-cultural norms. Human societies are crippled with ethical and moral turpitudes. Attitude variations and emotional instability among learners must be contained to avoid social unrest and to prevail healthy humane behavior.

The group averages among female learners at Umm Suqeim Model School for Girls have been plotted grade-wise to envision school administration and teachers with appropriate measures to be taken at routine academic settings in school environment.

### Rational Emotive Aspects:

The right balance between logical reasoning and overriding sentiments is crucial to the stable emotional equilibrium. One must exhibit a rational outlook with emphatic disposition. Aggression, hyperactivity, cruelty, rebellion, disgruntle conduct, lack of self-regulation, disgrace, lethargy, disgust, greed, self-negation, narcissism, shouting, schizophrenia, anguish and many other psycho-social conditions prevail due to rational-emotive aspects. At the global levels, the growing burden of mental ailments now overlaps the cumulative disease burden of all other physical ailments.

The female learners at Umm Suqeim Model School for Girls exhibit lack of emotional development owing to lesser emphasis on behavioral aspects in school environment.

**Socio-dynamic Traits:**

The ability of a human individual for peaceful co-existence and healthy interaction with other humans and with the diversity of species in the universal neighborhood is socio-dynamism. This ability makes human stand out as an educated and enlightened being.

The self-identity, self-awareness, self-motivation, self-survival and self-accomplishment are based on socio-dynamic traits such as mellowness, empathy & acumen. As a peace loving mortal, the humans benefit from the presence of other creatures around them.

The temperament of a human that shapes finite personal character is somewhat fragile. It has the potential to exhibit unpredictable behavior. If the socio-dynamic ability is quantified at tender age and developed to maturity and grace, it would save the person from falling victim to the loopholes in its own self-esteem. There has to be a scientific and methodical process at academic institutions where teachers rise to become “mentors” and perform as “life-coach” to inculcate the traits and shape human character to how it should be.

The female learners at Umm Suqeim Model School for Girls exhibit rich prospects and healthy socio-dynamic traits. It is safe to assume that school leadership has sensitized the girls and laid proper emphasis on development of healthy social attributes.



**Group Cohesion:**

The ability of an individual to perform as a valuable team member and also as a role model for team mates is termed as group cohesion. The female learners at Umm Suqeim Model School for Girls have exhibited a developed sense of tem-work in conformity to their age group of stages of lifespan development.

The students are regularly exposed to the group tasks and their abilities are polished through frequent activities in school environment.



Focused study groups in classroom environment prove to be very helpful in curricular achievements. Peer grouping for academic tasks do not only enhance academic performance but also prevails healthy social interaction among class mates and school fellows. Students always cherish their friendships during school times and remember the contribution of teachers & school fellows towards development of healthy social skills.

**Environment Sensitivity Quotient (ESQ):**

The environment sensitivity is related to healthy mindset. It is one of the most important behavioral traits that must be emphasized in learners. The personal data quantification includes environment sensitivity quotient (ESQ) for the sake of cultivating healthy behavioral norms in students.

The female learners at Umm Suqeim Model School for Girls are provisioned with adequate opportunities to explore and develop the environment sensitivity. The array of activities can further be enhanced by involving young girls with personal hygiene, regular classroom & school cleaning campaigns, painting competitions, motivational speeches & lectures, tree plantation, floricultural initiatives, floral art competitions, earth hour celebrations and noise reduction sessions.



## **Loyal & Healthy Citizenship:**

The civic behaviors are usually managed by the stick & carrot principle. Human populations develop a code of healthy citizenship through a legislative process where dos and don'ts are enforced by the law. The loyal and healthy citizenship calls for development of "urge" among people to abide by the law and live loyal to the "Wali al Amr" or the government. Foundations of loyal citizenship are laid in tender ages when individuals learn to live by a pre-defined code of life.

Academic institutions organize various activities to inculcate loyal citizenship behavior in learners. It is imperative that benefits of healthy civic behaviors are highlighted in student folks. Furthermore, the traits of mutual harmony, tolerance, peace and patriotism are indoctrinated in regular schooling.

The female learners at Umm Suqeim Model School for Girls require a well-coordinated strategy for healthy citizenship behavior. There is dearth of sensitization on civic behavior among student folks. The effects from routine celebrations and ceremonies are not permanent thus easily disremembered.





Specimen of ICE Report:

**INDIVIDUAL COMPREHENSIVE EVALUATION**

PIN	Name	Date of Birth	
Age	Gender	Mother's Name	Father's Name
Marital Status	Profession / Workplace		Test Date      Test Time
<b>Individual Personality Profile</b>			
Prototype: <b>Yy</b>			Mentor Notes
Profound & sensible thinker. Passionate & authoritative individual. Cognitive process tends to be self-centric.			Evaluate risk factors towards emotional flux.
<b>Neurocognitive Modalities</b>			
Sensation	Typical 70-100	Variance 40-69	Morbid upto 39
Info Processing		65	
Memory Functions		60	
Sensory Integration		40	
Motor Control	70		
Perception	70		
<b>Scholastic Abilities</b>			
Representation	Typical 70-100	Variance 40-69	Morbid below 39
Intelligence	75		
Self Assurance	70		
Decision Reaching		50	
Task Management		65	
<b>Social &amp; Behavioral Outlook</b>			
Representation	Typical 70-100	Variance 40-69	Morbid below 39
Rational Emotive		50	
Socio-dynamic	70		
Group Cohesion	70		
ESQ (Environment Sensitivity)		60	
Citizenship		65	
Career Potential: <b>Academic Administration</b>			Mentor Notes
Intelligent, confident & socially active person. Lowering attention span, confusion, distraction & emotional aspects need mentoring. Career aspects need profound guidance.			Mentoring support suggested for individual issues & career guidance.
<b>Individual Recommendations</b>			
Observation: Weekly interaction for mentoring sessions			Mentor Notes
Career Mapping. Nutrition Plan. Integrated Activity Plan.			12 Sessions in 03 Months
<b>BMIS Validation</b>		<b>Mentoring: Zia Qadri</b>	
June 2014		(971) 55 11 67 609, <a href="mailto:mail@zquniverse.com">mail@zquniverse.com</a>	

## **THE SPECIFIC NEED ANALYSIS**

The specific needs analysis is schematized in the light of scientific data extracted from Neuro-behavioral Survey (NBS) & Individual Comprehensive Evaluation (ICE). The screening process actually highlights the areas of core concentration so that areas of improvement can be identified with precision.

The specific need analysis requires careful study and review of the information provided by the initially screening. This back-breaking process takes its toll and time to yield credible evidence out of scientific data. The institution specific needs are thus identified and galaxies of activities are suggested to be included in the knowledge map.



The specific needs analysis for Umm Suqeim Model School for Girls was carried out during July 2014. The process identified areas for improvement in the light of findings mentioned in neurocognitive modalities, scholastic abilities and behavioral traits. Details on the aforementioned verticals have been discussed earlier.

## **THE KNOWLEDGE MAPPING**

Zeal Quest K-Maps are deliberated on the basis of specific needs analysis and tailored for the desired outcrop. Knowledge maps are plotted separately for the Master Trainers (TOT) and the teaching faculty.

Zeal Quest activities for student population are distinctively engineered to yield measurable impact within stipulated time. The K-Maps for Umm Sugeim Model School for Girls were developed during August 2014. The frequency of sessions was defined with respect to the availability of resources, allocations of the facilities and nomination of teachers to attend the Master Trainers Development Program at HH Sheikh Majid bin Mohammed Learning Center – Dubai. The K-Maps were split on the stipulated time and shaped as year-plans to ease implementation.



The Zeal Quest NDI was ready for implementation before September 2014.

## **MASTER TRAINERS DEVELOPMENT**

Highly specialized training program for capacity augmentation of the mentors and master trainers is initiated. Course participants are exposed to the cognitive neuroscience & educational psychotherapeutics. The participants are also expected to complete 25 individual case studies and write at least two research papers involving action research.

After the initial training, the master trainers and mentors are exposed to regular continued professional development (CPD) programs according to the knowledge map.



Initially some twelve teachers were nominated by the Principal of Umm Suqeim Model School for Girls to attend the Master Trainers Development Program. Four of them have qualified as Certified Master Trainers after knowledge intensive training. They are now capable to assume responsibilities as program managers and perform as behavioral analysts, trainers, mentors, research associates and life coaches. They enjoyed adequate hands-on exposure and two of them even presented their research papers at GCC Conference on Application of Brain Research in Education, held in April 2015 in Dubai.

These master trainers can train the teachers and replicate the Zeal Quest Neurocognitive Development Initiative anywhere in UAE with minimal supervision.

### The Master Trainers KNOWLEDGE MAP

Sr.	Course Categories	No. of Courses	Contact Hours
1.	Foundation Courses	1	10
2.	Discipline Specific Courses	2	50
	<b>Total Credits</b>	<b>3</b>	<b>60</b>

Total Courses	Three
Duration of Course	Sixty Contact Hours
Engagement per Week for Coursework	Two Days
Total Training Days for Coursework	Ten Days
Training Hours per Day for Coursework	Two Hours/Day
Total Training Hours for Coursework	Twenty Hours
Operational Training Days for Fieldwork & Research	Twenty Days
Operational Training Hours for Fieldwork & Research	Forty Hours
Entire Duration of the Course	Thirty Two Days
Total Training Hours	Sixty Contact Hours

#### Course Layout

Foundation Courses		Discipline Specific	
One Course 10 Contact Hours		Two Courses 10 Contact Hours	
Subject	Cr.	Subject	Cr.
1. Behavioral Neuroscience	1	1. Knowledge Management	1
		2. Neurocognitive Development	1
	1		2

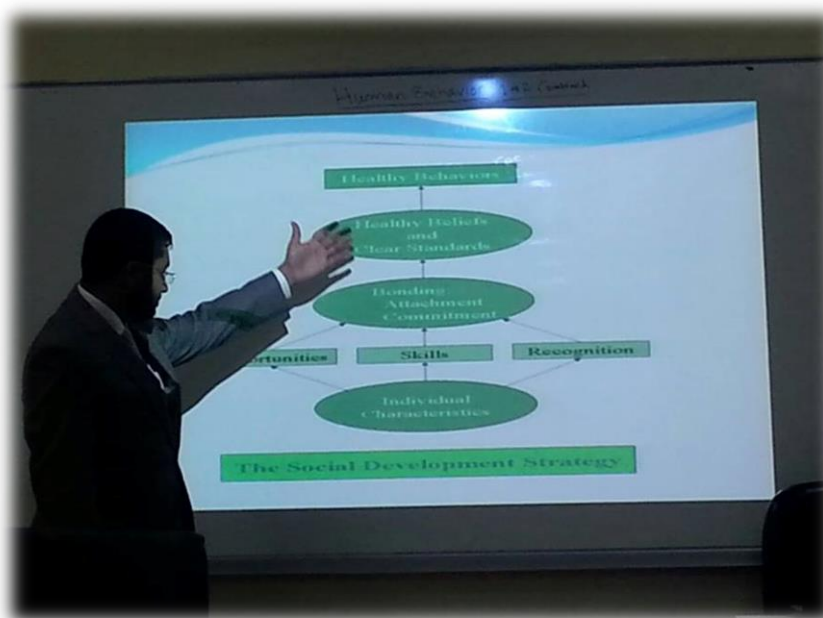
Field Work		Action Research	
Discipline Specific 10 Contact Hours		Discipline Specific 30 Contact Hours	
Subject	No.	Subject	No.
1. Behavior Change Communication	-	1. Case Studies	25
2. Community Mobilization	-	2. Research Papers	02
	-		-

Total Contact Hours for Training: 60

The course participants were involved in action research where they implemented their own ideas to calibrate minds in order to modify student's behavior. Outcomes were observed and recorded. The research papers thus produced carry immense value.



The course participants were encouraged towards field visits to enhance their exposure in behavioral sciences. It is noteworthy to mention that course participants also included language teachers having very limited background knowledge in behavioral sciences.



## **ORIENTATION OF INSTRUCTIONAL STAFF**

Generalized orientations and training for the academic staff, faculty and academic support staff are carried out by the Master Trainers according to program stages.

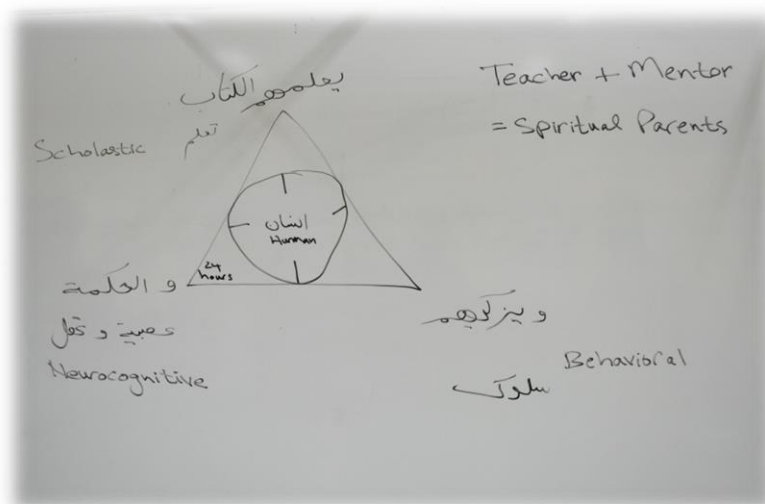
The Zeal Quest NDI is implemented by the teachers so training and orientation of teaching faculty at Umm Suqeim Model School for Girls is a priority. The initial training spell spans eight contact hours delivered through eight training workshops of one hour duration. The teachers are able to record behavioral observations and implement the K-Maps for students effectively.



The teachers at Umm Suqeim Model School for Girls exhibit great enthusiasm towards Zeal Quest Neurocognitive Development Initiative. First initial workshop have been organized so far whereas small group interactions are frequently encouraged by the school administration.

## IDENTIFICATION & EARLY INTERVENTION FOR LEARNING DIFFICULTIES

- The Master Trainers are adequately trained to classify, detect and diagnose learning difficulties in learners. They are capable of administering diagnostic tests to ascertain differential diagnosis.
- Academic & psychosocial consultations are offered to fellow teachers, students and their parents by the certified Master Trainers. Neurocognitive, mental, psychological and psychosocial problems can be treated effectively without stigmatization issues.
- Academic institutions may additionally recruit the psychologists, speech therapists educational psychotherapists for the program. Such therapists are then trained by the Master Trainers as per specific requirement(s).
- Additional academic support for the marginalized individuals is offered by the program management to facilitate learners with special educational needs, learning disabilities and/or learning difficulties such as dyslexia, dyscalculia etc.
- Individual case studies are developed as part of the neurobehavioral research processes for the Master Trainers. The case studies are valued academically and their outcomes are published as research papers to be counted towards regular performance and continued professional development (CPD) of the master trainers.



The instructional staff at school is thus capable enough to diagnose and treat psychosocial problems, learning difficulties and individual complexes without labeling anyone as sick, marginalized or disregarded.



## **RESEARCH & SURVEILLANCE THROUGH INTEGRATED BMIS**

- Indigenous research capabilities have been acquired with help and support of the school administration. Research facilities can further be augmented according to the international standards and program guidelines on research operations and knowledge processing.
- At Master Trainers Development Program, the action research activities and outcomes are validated and peer reviewed and accredited on the basis of approval for publication of the research papers.
- Works and research papers are printed by the program management to be published and circulated among the master trainers, trainees and other stakeholders as learning resources. Action research is applied and implemented by the program management for desired behavioral outcomes.
- Behavior management information system (BMIS) has to be developed indigenously to facilitate the program implementation, monitoring and the research activities carried out under Zeal Quest Neurocognitive Development Initiative.
- Surveillance of the educational difficulties/disorders and psychosocial disease burden can be tracked through BMIS.
- Statistical data at the BMIS includes neurosensory, cognitive, scholastic and behavioral aspects of the individual updates, i.e. Training programs attended, treatments received, individual progress and performance.
- Access to the digitized training and learning resources to be made available through official website of the program. Existing infrastructure of HH Majid bin Mohammed Learning Center can be augmented to promote and support the research culture among teachers.

## **MONITORING & EVALUATION**

- Monitoring of the neurocognitive development initiative shall be carried out by the behavioral analysts. These behavioral analysts are trained as Master Trainers for program implementation, monitoring and evaluation.
- Academic institutions facilitate the training operations as well as monitoring operations carried out by the behavioral analysts.
- Behavior surveys are regularly carried out by the behavioral analysts besides monitoring the training outcomes and facilitating the independent impact audits.
- Behavioral analysts also serve as program management units responsible for the localized and decentralized governance. Behavioral analysts can be placed on the basis of demographic requirements according to the threshold of overall student population and ST ratios.
- Monitoring operations are recorded for the research value. The behavioral analysts are responsible for such monitoring and evaluation processes. Automated reporting mechanisms shall involve BMIS for effective monitoring and evaluation.
- Behavioral analysts supervise the implementation of the program in the light of knowledge map and standard operating procedures for program implementation and monitoring.

## **BEHAVIOR CHANGE COMMUNICATION**

- The BCC efforts for Zeal Quest NDI include development and distribution of behavioral change communication guidelines and training manuals for the trainers, teachers, motivators and behavioral analysts.
- Corporate social responsibility (CSR) for the Zeal Quest NDI is responsibility of the program management while focused activities are carried out by the master trainers to supplement behavioral change communications.
- Behavioral change communications are monitored by the behavioral analysts and reviewed through impact audit.



## **COMMUNITY MOBILIZATION**

- Mobilization of the community is essential to provide awareness on the behavioral and psychosocial issues in order to sensitize the stakeholders of the Zeal Quest NDI in particular and the communities in general.
- Community mobilization activities are carried out by the master trainers in their respective domains allotted to them by program management. Such activities include parenting workshops, public sensitization seminars and environment protection campaigns etc.
- The community mobilization activities are included in the year plan for knowledge operations. Parent – teacher interaction facilities are established at the academic institutions under the auspices of the behavioral analysts who coordinate the focused activities according to the stipulated year plan.



The Master Trainers exhibited keen interest in Green Initiative of Ramada Hotel in Ajman that involved 100,000 students from northern Emirates. The students participated in a painting competition to sensitize the public on environmental issues.

## **STANDARDIZATION & TQM**

Standardization of the Zeal Quest NDI and its process has been envisaged through standard operating procedures for each component of the program. Consensus of the stakeholders on SOP is achieved through training and orientations as well as through behavioral change communications (BCC) contrive.

The standardization process includes:

- i) Augmentation of the existing infrastructure at academic institutions.
- ii) Capacity enhancement of human resources including teachers and support staff.
- iii) Behavioral change communications for healthy behavioral outcomes.
- iv) Promotion of research culture among academic staff.
- v) International KM validations including quality certifications for various components of the overall school improvement program.

Quality assurance of Zeal Quest NDI is pursued through following measures:

### **Process Recording**

The entire processes of the program are video recorded during the implementation of program. It ensures transparency and contributes towards the knowledge capital of the stakeholders. Process recording can be done indigenously.

### **Trainer's Assessments**

Frequent formal and informal assessments of the master trainers are carried out to ensure their optimal performance. Their serviceability for the Zeal Quest NDI is actually linked to their own neurosensory, cognitive, scholastic and behavioral outlook and to the BCC impact audits.

The research contribution by the master trainers has to be weighed towards their performance evaluation.

## **Performance Evaluation**

- Program monitoring activities includes monthly performance evaluations of the human resources involved with this program.
- Research contributions by the academic staff and teachers are encouraged and rewarded as per the prevailing policies and standard operating procedures. The evaluation reports can be graded towards their performance reports.
- Behavioral changes to be recorded to observe overall performance of the student folks besides their academic achievements.
- Research papers are invited from the teaching staff and academic administration based on statistical data pertaining to the performance management component of the program.

## **Impact Audit**

- Independent impact audits are encouraged to be carried out by the authorities, regulatory bodies and also by the parents and civil society.
- Program remains open for the documented impact audit during and after its implementation. White papers and audit reports should be published independently by the stakeholders for the general public.
- Impact audit of the behavioral change communications should be carried out through generic surveys and by scientifically recording the outcomes through RBM.
- Governance of the program can be audited by the local and international agencies of credible repute. Audit reports should be published for scientific information. Public feed-back system can be evolved through interactive social media.

## THE COST FACTORS

The Zeal Quest NDI Stipulated Fee Structure:

Group of Participants	Fee Structure in US \$	Fee Structure in AED
50 – 200 individuals	10/hour per individual	35/hour per individual
201 – 500 individuals	07/hour per individual	25/hour per individual
501 – 1000 individuals	05/hour per individual	18/hour per individual
More than 1000 Individuals	03/hour per individual	11/hour per individual

### Capital Cost Estimation for Umm Sugeim Model School for Girls – Dubai:

Total Cost incurred (June 2014 - May 2015): **AED 218,375/-**

Total Beneficiary Teachers: 20 (20 x 35 x 60) AED 42,000/-

Total Beneficiary Students: 415 (415 x 25 x 17) AED 176,375/-

Two Hundred, Eighteen Thousand, Three Hundred and Seventy Five Dirhams only

Costs are based on current applicable rates for stipulated stages (where applicable):

Stages	Allocation
Initial Assessments	25%
TNA & K-Mapping	25%
Master Trainers Development & Teachers Training	25%
Student Activities	25%
	100%

Unit Cost Analysis: Five Hundred & Two (502) Dirhams per Person per Year

## **THE CAPACITY & OUTPUT**

The Zeal Quest NDI is based on lessons learnt from the experiences where mental health facilities were focused through psychiatrists and psychologists only. Stigmatization to the mental health practice in purely clinical settings has remained a big hurdle. Mental health cases are not often reported. Quacks in the mental health practice have played their role towards inflation of the disease burden.

The experiences have shown that provision of clinical facilities for mental health suffers anemia. It is also learnt that mental health practice at purely clinical settings would take much time to be incapacitated in order to face the behavioral devastation.

Moreover, provision of mental health facilities proves inadequate as most of the cases remain unreported, especially in-case of children and youngsters.

The Zeal Quest NDI is first of its type where **mental health is ensured by the teachers** through knowledge workmanship. Screening of the psychosocial pathogens is carried out at tender ages when children are undergoing intellectual development at academic institutions. Healthy cognition is induced among academic staff including senior and middle order academic management staff, teachers and academic support staff.

One of the main reasons of frustration and negative thinking in the youth is lack of social development. The cause of behavioral devastation is often linked to the lack of opportunities whereas the main cause of the youth unrest remains neurocognitive deficit and intellectual inadequacy.

The Zeal Quest NDI not only screens the psychosocial pathogens through neurocognitive assessment instrumentation (ICE) but also specifies the career affinity for the young generations at academic institutions.

Moreover, the students are exposed to strength based academic support, focused co-curricular activities besides year-long specialized interactive sessions.

Neurocognitive development of students is prioritized by the Master Trainers and Teachers through training sessions and blend of delivery imperatives of therapeutic nature. The year-long knowledge map helps students, parents and teachers to achieve more at academic performance resulting into added confidence, zeal and vigor.

Teachers training and professional development is significant feature of the program. Skill orientation programs and workshops augment the professional expertise and interactive sessions shine behavioral attributes of teaching staff.



Performance optimization of the academic staff is the most exciting feature. Research culture is promoted among knowledge workers of all tiers through scholarly research publications and active implemented research. The Zeal Quest NDI can impact a large population of individuals in short span of time.

The Zeal Quest NDI shall train individuals of various cadres and students would reap the direct benefits of the neurocognitive development initiative.

The Zeal Quest NDI shall also help in capacity augmentation of the academic institutions through infrastructure and technical improvements. Standardization process aimed at quality assurance shall implicate in growth of academic standards and quality of education.

Mass media awareness through behavioral change communications, community mobilization, production and publication of research material and learning resources shall implicate in reduction of the behavioral disease burden and help towards development of behaviorally healthy generations.



## **THE ZEAL QUEST NDI BENEFIT ANALYSIS**

### **Economic**

The Zeal Quest NDI is aimed at neurosensory, cognitive, scholastic and behavioral development of academic staff, teachers and students which collectively knit the social fabric vulnerable to the learning and psychosocial problems. The Zeal Quest NDI is very helpful to optimize the loyal citizenship performance in targeted groups. Performance optimization through neurocognitive development implicates in shape of tangible returns off the capital investment in social sector.

### **Social**

This Zeal Quest NDI targets behavioral change at grass roots levels. Students constitute bulk of the youth population in the country. Intellectual development of the student folks is carried out by the trained experts and teachers. Enormous number of beneficiaries during tenure of the program shall certainly help achieve **VISION 2021**.

### **Environmental**

Environmental contamination happens due to behavioral disorders. Intellectually deprived humans do their worse in environmental pollution and contamination.

The menace of environmental contamination can be handled through behavioral change communications and community mobilization activities. The Zeal Quest NDI has direct positive impact on environment through behavioral change resulting from the neurocognitive development of learners through teachers and also through the optimal contribution of process stakeholders.

## **THE RESULT BASED MONITORING (RBM) INDICATORS**

Lasting effects of the Zeal Quest Neurocognitive Development Initiative are quantified through RBM indicators.

### **Input Indicators:**

- Adequate and timely allocation of human and financial resources.
- Adequate and timely allocation of administrative resources and training infrastructure.
- Adequate and timely establishment of the program implementation unit (PIU).
- Adequate and timely augmentation of the technical resources.
- Formation of the steering committee and approval of the year-plan for timely execution.
- In-time selection and training of the program management team including program manager, program coordinators and motivators.

### **Process Indicators:**

- Development of standard operating procedures and timely promulgation of SOPs for diligent enforcement.
- Development, designing, production, printing and circulation of the training manuals and learning resources.
- Availability of training space and additional facilities by the academic institutions.
- Effective coordination with the stakeholders, collaborators and community. Frequency of the steering committee meetings and performance review boards.
- Diligence at behavioral surveys and screening process.
- Provision of logistics, supplies and BCC materials.

**Output Indicators:**

- Number of individuals' undergone screening through individual comprehensive evaluations (ICE).
- Number of individuals undergone special trainings for TOT.
- Number of individuals undergone skill orientations, professional development, technical trainings and personality development sessions.
- Number of individuals receiving specialized care towards special educational needs.
- Number of individuals receiving career path guidance, social consultation, counseling and psychosocial advisory.
- Number of individuals involved in behavioral change communication initiatives.
- Volume of external support achieved by the program management in shape of applause, resources contribution and support measures.
- Number of individuals involved in action research.

**Outcome / Coverage Indicators:**

- Extent of counseling and guidance activities undertaken by the Master Trainers.
- Behavioral impact of the orientation sessions, trainings, professional development, neurocognitive development and knowledge progress.
- Impact of the NDI activities for community mobilization and mass sensitization.
- Impact of behavioral change communication activities.
- Impact of the parental support for neurosensory, cognitive, intellectual, academic, social and moral development of their future generation.

### **Impact Indicators:**

- Impact on reduction of the learning difficulties.
- Number of research publications produced by the Master Trainers and Teachers
- Quality of professional and CPD certifications achieved by the teaching faculty.
- Improvement on quality of life of the trainers and trainees.
- Public participation during and after the completion of two academic years.
- Impact audits conducted by the institutions of international repute.

### **Periodic Rapid Appraisal Techniques (PRAT):**

- Trainers are frequently subjected to the assessments.
- Dignitary visits and field days to oversee the program implementation.



## EXCELLENCE AT ACADEMIC PERFORMANCE

The Zeal Quest Neurocognitive Development Initiative develops the innate tendencies to provoke & sensitize the learners in order to calibrate their minds. It results into “urge” development where learners start loving their life as students and knowledge seekers. This winning stroke urge is absolutely free from the stick & carrot “enforcement” mechanism where social or other compulsions drive the desire cycle.

The learners feel pride in working at their best while their neurosensory modalities are sharpened through exercises and activities. The net outcome is visible through a gradual surge in academic performance. It has been observed that the Zeal Quest NDI helps **improve study grades by 30%** (thirty percent) within first two academic years.



No extra coaching is required for academic subjects during the tenure of NDI.

## **OVERALL SCHOOL ENVIRONMENT & PERFECTIONISM**

The Zeal Quest NDI influences school environment by promoting research culture and behavioral outcomes. Entire human population at school enjoys healthy interaction and benefits directly from the knowledge processing activities, frequent visits, events, student activities, behavior change communication campaigns and community mobilization activities. The galaxies of Zeal Quest NDI activities are designed for wholesome involvement of process stakeholders and everyone at school feels a unique sense of honor. Such pride and esteem is exhibited through ownership of task(s), efficiency, sincerity and diligence at work.



The human assets at school including support staff enjoy the fresh breeze of behavioral outcomes thus tend to follow the healthy behavioral traditions formed at their work-place. It has a great impact on their self-esteem and loyalty.

## **TALENT IDENTIFICATION IN CLASSROOM**

The congenital aptitude of a person is visible in early ages (LSD 1 & 2) by observing reflexes and the neuro-sensory perceptual process. Furthermore, there are several instruments available to unearth this hidden potential or the hidden treasure.

The Zeal Quest NDI trains **teachers** to elevate their portfolio **as** mentors and **life coach**. Their sense of observation is sharpened by means of various exercises. The underlying purpose is to enable their observation to unearth hidden potential or the organic talent.

While the congenital aptitude is identified and mapped by virtue of individual comprehensive evaluation (ICE) but still, the talent identification in classroom is emphasized so that teachers may not only identify the future professionals but play their rightful role to shape them well.



Early identification of the organic talent or area of specific affinity is crucial for the academic, professional, economic and social success of an individual. It is also vitally responsible for the development of national cadres and youth empowerment. The youth empowerment strategies must be based on timely identified natural talent within students; the future generations.



## INDIGENOUS TALENT DEVELOPMENT & YOUTH EMPOWERMENT

Talent development and youth empowerment includes employment of youth by providing them enterprising opportunities and creating jobs but NOT limited to the occupation or economic engagement alone.

It is an attitudinal, behavioral, physical, progressive, social and cultural process through which young people gain knowledge, wisdom, skills, abilities and authority to make informed decisions about themselves, their families and their nation.

Youth empowerment is a gateway to intergenerational equity, economic & civic engagement, social responsibility and healthy citizenship.

The job of youth development professionals is to provide opportunities for young people to **develop the competencies they need** to become successful contributing members of their communities (Pittman & Wright, 1991). According to Angela J. Huebner; "it is a process of self-actualization or influence" (Webster 1998).

The youth empowerment is a consistent process that involves early instruction, formal education, skill training and behavior modification in line with the congenital aptitude. The purposeful youth empowerment is vital for the socio-economic growth of a nation.

### The Significance of Youth Empowerment

The ILO has warned of a "scarred" generation of young workers facing a dangerous mix of high unemployment, increased inactivity and precarious work in developed countries, as well as persistently high working poverty in the developing world.

"UAE government lends special support for youth employment"

Generating more job opportunities to UAE nationals and encouraging them to start up their own small and medium enterprises (SME) come at the top priority of government national action plan, a senior UAE official affirmed today. (WAM) 3<sup>rd</sup> June 2012

The UAE Youth Empowerment Strategy is expected in June 2015:

The United Arab Emirates (UAE) has had a long history of recognizing the importance of youth development, and has reached the stage where it will develop a formal country-wide youth policy that will be embodied as the UAE Youth Empowerment Strategy.

The Purpose of UAE Youth Empowerment Strategy <http://www.uaeyouthstrategy.com/>

The UAE Youth Empowerment Strategy will be a clear declaration and commitment of the priorities, directions and practical support that the UAE intends to give to the development of its young men and women.

The UAE national Youth Empowerment Strategy (YES) shall increase investment by young people in the development of their country and provide a framework for equitable and strategic distribution of country resources to meet the needs and aspirations of young people.



The significance of national youth empowerment revolves around available natural potential resting within the young population of a nation. The congenital aptitude of an aspiring youngster serves as a pivot for the entire process of youth empowerment. It shapes the persona, shines individual attributes, guides future career and enables healthy and responsible citizenship.

The congenital aptitude of a person is visible in early ages (LSD 1 & 2) by observing reflexes and the neuro-sensory perceptual process. Furthermore, there are several instruments available to unearth this hidden potential or the hidden treasure.

It is stressed that early years educators and school teachers must be trained towards mentoring so as to detect the hidden treasure during their classroom interaction. This early detection actually helps to shape the entire spectrum of operational aspects of the national youth empowerment strategy (YES).



The dream of youth empowerment can effectively be realized if natural potential of the individual is recognized. This naturally available potential serves as “guide” for the development of national cadre.

It helps academia structure the national curricula according to the “needs and aspirations” of future generations. The universities are guided to enrich themselves and offer futuristic professional programs.

The national cadre or a talent pool is thus created for the purpose of fostering knowledge based national economic growth. The corporates, industries and services sectors flourish to create new opportunities to accommodate the fresh blood.

The enterprise sector entertains innovation and creativity to quench the evolving customer demands and government sector benefits from the national talent to its fullest available potential.

This free flowing process of youth empowerment not only catalyzes social uplift and economic growth but also guarantees security and sustainability. The very foundations of national growth are laid firm and solid by virtue of optimal utilization of natural human potential that yields high quality human efficiency, retention and loyalty.

Furthermore, it also impacts national social arena through elevated & wiser human behavior, affectionate family bonding, enriched cultural cohesion, esteemed citizenship and highly valuable national patriotism.

## **PORTFOLIO MANAGEMENT OF ACADEMIC LEADERS & TEACHING FACULTY**

The professional competence of an academician is customarily ascertained by means of academic and professional qualifications, teaching and/or administrative experience and the general health of performance appraisal reports from superiors etc.

The ICE reports of academic leaders and teachers reveal their states of mental health & cognitive performance. It also depicts their career potential, intellectual ability and the state of morality as well as behavioral and social outlook.

The Zeal Quest NDI helps school administration by suggesting deployment strategies for effective teaching operations and general management of human assets within the institutional settings. The neurobehavioral survey reports, individual ICE reports and KM evaluations are usually serve as an eye opener for the school administration.

## **THE NEUROCOGNITIVE ADVANTAGE**

### **Mind Calibration**

The human mindset actually governs cognitive processes by virtue of individual beliefs, updated knowledge base of the moment and obsessive overriding desire. Human mindset can be calibrated scientifically to a vector direction for greater benefits at institutional, communal and national levels.

It has been observed among Emirati youth, especially students that the trends for higher education are relatively low despite enormous opportunities. The youth development and Emiratisation authorities lay special emphasis to develop national cadres of knowledgeable and innovative Emiratis.

The purpose can be achieved through Zeal Quest Neurocognitive Development Initiative. Mind calibration of students and youth has to be in congruence to their congenital aptitude for all good reasons. The Zeal Quest NDI process starts with personal data quantification including CAS to ascertain the area of specific affinity or the future career. Viable strategies for mind calibration can be developed to provide "destiny" and opportunities for a stress free accomplished life for the youth & students.

The Emirati youth & students are oozing with scientific potential and radiating with the latent energy to catalyze the ongoing economic contrive. There is a greater need to channelize their potential towards nanotechnology, cosmology, aerospace engineering, genetics, medicine, stem cell research, neuroscience, plastics & polymers engineering, gemological engineering, petrochemical research, alternative energy research and other emerging disciplines where scientific potential can be put to work.

Mind calibration of youth and students can surely yield unprecedented results.

## **Behavioral Indexing**

The Zeal Quest NDI has a greater role towards neuro-behavioral rejuvenation of human assets at academic institutions, corporate organizations and communities in general. The behavioral indexing at institutional levels is encouraged for the sake of socio-behavioral rationalization. Currently, the institutions and organizations lack a scientific mechanism to ensure psycho-social health of their human assets. There is hardly any provision to pre-empt the socio-behavioral risks, such as falling victim to the extremism or subscribing to illegal means for the financial jackpots etc.

The behavioral indexing at institutional and organizational levels does not only ensures the psycho-social health but also helps to secure the risk factors owing to unpredictable human behavior amid stress or dejection, envy, personality clash, depression, relationship failure, individual complexes and/or numerous other hypothetical issues.

## **Neuroplasticity for Learning Disabilities**

Today, the human species is blessed with one of the greatest scientific discoveries of all times. The orthodoxies pertaining to fixed brain structure, functionalities and potential have been replaced by the biological fact that the brain is plastic and flexible to much greater extent. The cross modular neural plasticity can help a blind person walk with freely or even play football. It can help train human minds to overcome neurotic as well as psychotic disabilities with ease, comfort and confidence.

The Zeal Quest NDI processes initially identify the individuals with learning disabilities and difficulties. The screening process also identifies those with teaching difficulties. The individual perspective is accorded priority at Zeal Quest NDI, hence humans with such manifestations are subjected to highly specialized training sessions. These training sessions are conducted by the teachers and supervised by the Master Trainers. Learning disabilities and difficulties are scientifically addressed by virtue of neuroplasticity.

## **Cognitive Skills Development for Marginalized Students**

The students with weak cognitive skills usually prefer back-benches and mostly invite admonishing due to very weak academic performance. Most of them develop individual complexes those develop with them for the rest of their lives. It is tantamount to the destruction of human potential and contribution to the existing burden of mental and psycho-social diseases.

The Zeal Quest NDI identifies weak, inert and marginalized students through initial screening process. The students are NOT segregated or singled out as a result. Instead, the teachers are given individual learning profiles to implement without stigmatizing or denouncing them during their classroom interaction. The entire process of neuro-cognitive rehabilitation happens covertly and yields 100% results.



## **Train Teachers to Treat Depression**

According to WHO, every third living human on earth suffers depression. It is not accurate because the figures supplied to WHO are about recorded cases only. The depression is not reported most of the times. One of the most dangerous forms of depression is among children. They are usually not very expressive therefore the depressive symptoms are easily disregarded.

The Zeal Quest NDI elevates the capacity of teachers to detect signs & symptoms of depression among students during their classroom interaction. The master trainers and teachers at school are adequately trained to treat depression without inviting any extra help from psychologist or a mental health expert.



The master trainers and teachers also deliver motivational speeches and conduct special interactive sessions for school stress, peer pressures and exam-phobia.



## **Loyal Citizenship & Patriotism**

Loyalty, allegiance, trustworthiness and devotion are aftermaths of the human mindset. Patriotism is often connected to the nationalism where people are expected to place and safeguard national interests during their day to day affairs.

The Zeal Quest NDI scientifically and methodically nurtures the social conscience to develop national spirit among students. The growth of self-esteem gradually reaps into sensible, mature and graceful human behavior. People are thus highly motivated to abide by the law and respect national traditions. They uphold national pride that is reflected through their visible conduct, such as dressing, talking, walking, gestures, writings, celebrations and performance etc.

## **CONCLUSION**

The Zeal Quest NDI has formally accomplished its first academic year at Umm Suqeim Model School for Girls in Dubai – United Arab Emirates. It has directly impacted and benefited some 450 individuals from within the school & MMLC. It has won applause from the visitors and dignitaries from Ministry of Education, Dubai Education Zone, Dubai Police, British Business Group in UAE, IPC from USA, Hiroshima Nagasai School Japan, eyLog United Kingdom and from all process stakeholders. The Zeal Quest NDI was also praised by His Highness Sheikh Majid bin Mohammed bin Rashid Al Maktoom at the occasion of first annual day of the Majid bin Mohammed Learning Center (MMLC).

The Zeal Quest Neurocognitive Development Initiative is supported by HH Majid bin Mohammed Learning Center for the sake of benefiting the students at government and private sector institutions including nurseries, early learning centers, schools, colleges, universities and professional development institutions. The transformation of a person to yield "**enlightened genius**" is achieved by virtue of Zeal & Quest.