



HEM *formation*

Humane Endeavour for Moral Awakening



1 Sensible

2 Do your Best

3 Self-Strength

4 Knowledge

5 Responsibility

6 Respect for Nation



*All the powers in the universe are already ours.
It is we who have put our hands before our eyes
and cry that it is dark.*

उतिष्ठ जागृत भारतः

Swami Vivekananda

Preface



Children have to grow happily. They are joyful, and spread happiness around. The birth of a child brings smile to the members of the family. They need to grow without any complexes and on the strength of their character. They learn their habits by observation from home and school and hence adults have a greater responsibility in formulating an



effective youth force.

India has a rich past of gurukul system of education wherein the students were trained to live Values first before they were trained with technical sessions on Archery or the Vedas. Only when the students were fully equipped with the maturity to handle themselves and handle their emotions, were they allowed to go to the next level of learning. As civilization caught on us, there had been less significance for this kind of education and we took to the westernized system of education where learning content and amassing knowledge became priority and training in Values became secondary.

There has been a corrosion of value system from our society due to the advent of science and technology, nuclear family and materialistic way of life, peer group pressure, mass media influence, the urge for modernization, lack of assertion on values in schools and shifting priorities of parents. Academic syllabus in schools merely reduced to imparting the facts and figures and student assessment reduced to gaining marks. Our youngsters are mis led, resulting difficulties in differentiating right from wrong. The youth has become very temperamental, restless, impatient and craving for comforts and wealth. Position and power are the watchwords for them today.

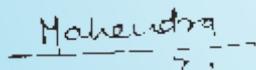
The restoration of Values in the youth would stabilize the society and spread the fragrance of love and kindness and concern for humanity. The organization believes that making monsters with knowledge of physics and chemistry and other subjects come much later, for, they have to be human beings first. Or else, the society would lose its integrity and stability. Hema Foundation, a philanthropic arm of Ram Ratna Group decided to work for imparting CULTURAL & MORAL EDUCATION to children at a very impressionable young age. It aims to cultivate better and compassionate understanding of their responsibilities towards Self, Family, Society the Nation at large, and help them become better human beings and responsible citizens.

The importance of Value Education has been long recognized but the methods to impart have not been definitive. Seeing is Believing. There is no impact quite like a visual impact. With this understanding, the Foundation has produced 48 short films on Human Values with strong meaningful messages. An interactive session between teacher and the students after viewing the documentaries shall result in self-inspired resolution for accepting and adopting the Values. The all Human Values have been classified as per their age group into std 1 to std 8. More periods conducting various activities as prescribed in *Hem-Disha* (A Teacher's Guide Book) include interesting and inspiring stories, games, skits, poems, learning from illustrious personalities etc, in order to elucidate the Values into the daily practice schedule.

Hema Foundation is expecting is a transformation of human beings into practical, sensible and lovable individuals who care for others. This describes or justifies the title of the book as "*Hemformation*" - 'Transformation like gold'. Gold gets purified each time when it comes in fire and like that the students who get in to tough situations of life, the Values brought out or learnt, must support them for a transformation. The *Hemformation*, therefore deals with those Values that are slowly to be adapted by the students across all grades with relevant stories and activities. Stories and narration of them have been the medium used in elucidating the Values, because stories have a great impact on children and it is found that they last long in their minds. For any Value to be assimilated, those Values need to penetrate in. *Hemformation* series have taken the effort to illustrate through this medium of stories from the Puranas, Upanishads and has taken life histories of illustrious people who lived in India and the world and who made humanity proud. The CBSE and NCERT have designed those Values that are necessarily to be imbibed by the students while they are at school and the book series depends on those Values for illustration. There is a subtle thread of connectivity between all these Values so that the holistic purpose of this effort is achieved.

With best regards to our teachers, love and affection to our students.

Thank You,



Mahendra Kabra
Managing Trustee



Anita Maheshwari
Trustee & Creative Director

In writing of this book

Entire concept and scaffolding of this value education material is based on pretext of world scenario today, as proudly conceived India had been the land of compassion and cohesion bereaved humanity strives for Great Indian culture, customs and traditions have been sheltering, promoting and spreading peace, cohesion and prosperity amongst all life forms on earth, rich in its values Indian soil provides bedrock of fragrance and empowered life.

Shri Mahendra Kabra, Chairman and Managing Trustee of Hema Foundation, has been the real soul behind preparation of this book along with Trustee and Creative Director, Ms. Anita Maheshwari.

Entire concept, selection of content and methodology of text flow has been aligned and corroborated with latest guidelines of National Education Policy draft 2019 and National Curriculum Framework (NCF) Delhi.

Before producing this book, research based on modus operandis of Indian academia was thoroughly researched, numerous sessions of discussions with educational authorities, principals, teachers and students were held to streamline flow of text and relevance with education system and world.

Before preparing the final draft, approach of child's mind, psychology of education and pedagogy of our classrooms was seriously corroborated and all the exercises in this book are planned in a manner that this content invokes an automatic stimulus in reader's mind and prepares ground for taking these values in life forward.

Ms. Hetal Desai, Ms. Anubha Daga and team Rajasthan Ruchi Rastogi, Vandana Singh, Ankita Ranawat and Pawan Rajput of Hema Foundation have been pivotal in editing the contents along with Subhash Medekar and Pooja Chavan in carrying out the tedious task of designing.

Also thousands of teachers and students also deserve a sincere gratitude for standing with the team of Hema Foundation that helped in formulating the basic design of this book.



Dr. Nagpal Singh
Educationist and Cognitive Psychologist
Writer



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Mob: 72280 01342 / 7710030852
E-mail: admin@hemafoundation.org
Website: www.hemafoundation.org

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An Important Read

Definition of a country is always marked by its community discourse which sought values and positivity. But, ironically things around are getting increasingly inclined towards violence, social evils and lack of respect towards world around them. People who become great statesmen, sports persons or business entrepreneurs have certain things in common. They are all vigilant about their surroundings. They all know how best to use what they have. They all believe in hard work and in doing things which are good for the society. Creation of such values in our youth is the end product of value education.

The first school a child attends is his home and parents are the first teachers. With the help of their, conduct and behavior they induce an influence on their children. They play a major role, in inculcating values in their children. Values are essential for a sound character and personality. But at times, due to their sheer negligence, a child fails to accept morally and ethically accepted values. The second major role is that of as teacher. The teachers play a very important role in the society and they are considered as nation builders, personality developers, guides, etc. But in the modern era, there are number of factors which are responsible for degradation of the status of teachers, for their poor performance and for the decline in the teaching of values. This book provides information about how parents and teachers can inculcate these values in children and contribute in nation building. Finally, the book emphasizes on teachers' role in all spheres of society.

Introduction

“The value concept is able to unify the apparently diverse interests of all the concerned with human behavior.”

In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national goals, and universal perceptions. It should lay primary emphasis on this aspect.

National Policy on Education, 2005

Values enshrined in the Constitution of India point towards the principles of equality and social justice and appreciation of cultural values of each other,

dignity of all individuals, etc. Values such as equality, fraternity and justice can promote inclusivity where all members of the society feel included irrespective of their color, culture, economic or social background, caste, religion, gender or community. The culture of inclusivity is particularly relevant and important in the context of our society, nation and making education a right for all children. The aim of education, thus, can no longer be solely confined to learning of specific culture and its traditions but that of learning and appreciation of multi-culture.

- 'Education for Values in Schools – A Framework' by NCERT

At the beginning of the second decade in 21st century, the education of future citizens needs to be redressed so that a better balance is achieved between academic excellence, human values and oral perceptions. Since World War II, the world has been a witness to a continuous and steady deterioration of values in moral standards all over the world. Braun, developer of World War II rockets says "If the world's ethical standards fail to rise with the advance of our technological revolution, we shall perish". The whole country is experiencing massive erosion of values. political and economic corruption, scandals and scams, antisocial and anti-national Activities, etc., are on the rise all over the country.

When we look at the modern society we can visualize that violence, exploitation, political corruption, and corruption in public life, terrorism, arms race, and production of nuclear bombs are on the rise everyday and it clearly shows the degradation of value systems. The application of scientific and technological knowledge to the comforts of man has reduced him to a mechanical being, resulting in degeneration of the value system.

Meaning of Education

Education undoubtedly is one of the most powerful agencies in molding the character and in determining the future of individuals and nations. Thus, the whole realm of education is centered on the development of the moral aspect of man. Plato emphasized that educational effort should aim at the promotion of virtue. Herbert declared that the whole work of education, which is a long and complex training, should focus on one particular thing that could be summed up in the concept "Morality".

The University Education Commission (1964-66) summarizes the Indian concept of education as follows; "Education according to Indian tradition, is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is the initiation into a life of spirit, a training of human

souls in pursuit of truth and the practice of virtue.”

“The first duty of the education system is to teach wisdom, not trade; character, not technicalities” says Winston Churchill. Educated persons are those who can choose wisely and courageously under any circumstances. If they have the ability to differentiate between good and bad, wisdom and foolishness, virtues and vulgarities, regardless of the academic degrees they have, then they are educated. Life-centered ethics have to be dealt with, to develop the will, to live a moral good life, to keep away from evil, to develop a spirit of sacrifice and an attitude of consideration for others. Education plays key role in making people aware of value environment. Positive attitude needs to be inculcated from childhood through parents and other members of the family and teachers. There is sufficient psychological evidence that morality is learnt, and can be controlled and directed. Learning controls impulses, moral rules and principles and it is a valuable guide, to apply the principles to new situations. For Swami Vivekananda, the goal of education is “Man making”. It is making of the whole human being.

Values

“Value” comes from the Latin word “Valera” which means to be of worth, to be strong. The dictionary gives the following meaning: relative worth, utility or importance, degree of excellence, something intrinsically valuable. Value literally means something that has price, something precious, dear and worthwhile; therefore something one is ready to suffer and sacrifice for; if necessary one is ready to die for it. Values are standards, rules, criteria, attitudes, guidelines, desirable ideas/beliefs and important things, which play a crucial role in shaping the life of individuals. Values give direction and firmness to life. They identify a person, giving him a name, a face and a character. Hence they bring joy, satisfaction and peace to life.

Values are those standards or codes of conduct, which are conditioned by one’s cultural tenants, guided by conscience, according to which, one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims or life. High values lead to objective, fair and correct decision and action and ensure the welfare of all concerned, while low value does exactly the opposite. Values are essential for all persons, recognizing the fact that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

Value is the relation between a person and an environmental situation, which evokes an appreciative response in the individual. The other complimentary function of value is, that it contributes to the welfare of the larger social unit

such as family, the community and the nation of which the individual is a member.

Value system contains

- A set of beliefs about nature of man
- Rules laying down what ought and what ought not to be done
- Motives that incline us to choose the right and wrong course. The following ten basic themes may also form a part of value education
 - ✦ **Think positive.**
 - ✦ **Be compassionate and do no harm.**
 - ✦ **Recognizing innate peace.**
 - ✦ **Cooperation and Collaboration.**
 - ✦ **Humility and Integrity.**
 - ✦ **Rational Introspection.**
 - ✦ **Rationality and Critical thinking.**
 - ✦ **Promotion of peace and benevolence.**
 - ✦ **Cohesion and integration.**
 - ✦ **Nature's preservation.**

It is important to remember that value education is not another subject. It performs two important functions in the curriculum. Firstly, it unifies all other subjects under a holistic vision of values. In the absence of such a holistic view the learning done in subjects tends to be fragmentary and remains superficial. Secondly, value education humanizes education.

Classification of Values

- Personal Values** : The principles and ideologies that a person follows in personal life.
- Universal Values** : Principles that all people across the planet are expected to adhere to.
- Human Values** : Principles and ideologies that are basic to human nature to make their life smooth and happy.
- Religious Values** : Person's beliefs and faiths in a particular thought which act as a guide for reasoning between good and bad.
- Civic Values** : Principles, which guide in the do's and don't's of the

citizens.

Moral Values : Principles and directives, which enables us to follow the correct and right path.

Spiritual Values : Principles, which give directives to follow a faith in some philosophical.

Need for Human Values in the Society

Education is general and value education in particular occupies a prestigious place in the modern context of the society. Education and values are inseparable. They are two sides of the same coin. Value oriented education has come into force to promote a sense of morality, aesthetic and intellectual knowledge among the students. value education has the capacity to transform a confused mind to a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a high end level of perception. Sri Ramakrishna Pramahansa also stated that education is the process that tells us how to live life well; how to find happiness; how to make others happy; how to manage all kinds of people and happenings as well; and how to grow and succeed in the right manner.

Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. In the educational programmes only mental developments have been stressed. In the modern age, the aim of education is all round development of personality. In the present educational system, provision has been made for intellectual education by giving importance to intellectual development. Thus to be successful in life, important human qualities along with intellectual development should be the aim of value education. Value education is the positive effort towards bringing about a synthesis of different values in a human being. It is the teachers' role to foster human values through their teaching in the classroom and follow those values. To the youth of today, the classroom messages are love, safety, security, belongingness and warmth. Einstein remarked once: "try not to become a man of success, but try to become a man of values."

Meaning of Value Education

Value Education, as it is generally used, refers to a wide range of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behavior, civic rights and duties to aesthetic

and even religious training. Value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. There are three basic institutions that influence value education – the home, religious institutions and the schools.

Today we are talking of value education, value based politics and value based society. All of us feel that the values are falling and nobody is respecting them. In an enthusiasm to point fingers at others, we do not realize that we too have contributed to this fall. But, what are these values? Values are a set of desirable behavior by following which it is good for the individual and also the society. That exactly is the reason as to why values are not taught, lectured about or professed. They are only demonstrated. Two categories of people who make maximum impact on the personality of an individual in the formative years of life which remains all through the life are the parents and the teachers. Incidentally, it is this class of people who become role models - good or bad, without their consent or knowledge. Parents, teachers, family, school, environment, friends, society and religion- all these wield a great influence on the child. Academics and Co-curricular activities both help in teaching values. Meditation, Value Based Education, Music, Self-analysis, Positive affirmations and Resolutions help in improving our character. The suggestions and words spoken by the parents and others affect the character and good conduct of a child.

- * **Values are beliefs. But they are beliefs tied inextricably to emotion.**
- * **Values are a motivational construct. They refer to the desirable goals people strive to attain.**
- * **Values transcend specific actions and situations. They are abstract goals. The abstract nature of values, distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.**
- * **Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria.**
- * **Values are ordered by importance relative to one another. Values form an Ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.**

Each of the ten basic values can be characterized by describing its central motivational goal:

- | | | | |
|--------------------------|--------------------|--------------|------------------|
| 1. Self motivation | 2. Knowledge | 3. Happiness | 4. Achievement |
| 5. Power | 6. Role of Parents | 7. Security | 8. Cooperation |
| 9. Culture and tradition | | 10. Empathy | 11. Universalism |

Role of Parents

Home is the first school for the child and parents are the first teachers. They not only guide the child in its progressive path but also demonstrate the appropriate behavior by their actions. It is the parents who with their conduct and behavior set an example for the children. Parents at times show a lot of concern for the children and instead of correcting, they start to pamper even for their improper behavior. It is actually detrimental to the growth of the child. Such Parents are very possessive.

Some of the parents are too strict with their children. They try to overpower their wards. They do not let the child enjoy the bliss of his innocence. They try to check him for whatever he does. Another class consists of those parents who are not much concerned about their children either due to lack of time or are not educated enough to guide their children. Whatever be the reason it certainly affects the child's behavior. The parents handling of the children should be such that it could take care of all aspects and could provide firm guidance without being too strict. Extremities on the part of the parents either lead to introvert or oversensitive behavior or it may turn a child into dominant or aggressive person. A child reflects the impressions gathered by him in the initial stages of his life. If children are not guided, they may turn into problematic and complexed individuals.

Role of Teachers

Teaching is not a job; it is an attitude. Teacher is a source of information, a guide, a mentor, a parent, a motivator, all at the same time. Teaching is the noble profession which deals with the future generation. To be an ideal teacher, one needs to be a role model. A good teacher loves his/her students. A teacher must have respect for his/her profession and remarkable quality to love his/her students unconditionally. The role of a teacher in the changing social scenario is becoming very challenging. In the earlier times teacher was the only source of information and commanded respect on this count. The society is becoming more materialistic and values appear to be pushed into the background. Consider the vedic times when a wise man or a Rishi was an icon. In the period of Mahabharata, the role models had changed. The heroes of this era were the brave warriors. Before independence of India, our role

models were Gandhiji, Patel, Bhagatsingh, Rajguru and other freedom fighters. After independence, unfortunately, the icon of the society is a rich man. The young generation desires to become rich without making efforts by stepping on an escalator. This eagerness makes them sacrifice anything, less to talk about values. The present society needs an awakening. This period of transition urgently requires the nurturing of values. It is the moral responsibility of the teacher to be the torch bearer and show the right path to coming generations.

Value system is the backbone of any society. Values may vary from one society to another and from time to time. Every society follows some values and those values are identified as global values by all. A good teacher is someone who inspires the students and promotes their talents including the creativity and independent thinking. Teachers should understand the fact that every student has certain unique qualities and talents, which should be identified and nurtured.

Role of teacher in society

Teachers role is very vital in molding the future of a country and, as such, it is considered the noblest profession. Teachers are the role models for their pupils. An educational institute should not be just confined to teaching and learning but it should be considered as a place where consciousness is aroused and illumined soul is purified and strengthened. It is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts. A constructive companionship between teachers and students has to be developed. In a nutshell, a teacher in real sense is one who himself practices the human values. He should not only preach but also practice to leave an ever lasting impression in the minds of students.

Conclusion

To conclude, this can be safely said as a general rule that value orientation is integral to all stages of upbringing, formal education, and interaction between individuals and social groups. Values are thus inseparable from life of the individual. It permeates the whole life. Since education is an essential requirement, the aims of education, content and methodology are viewed in terms of value development. Values and development are used interchangeably. Human development cannot be conceived in the absence of values.

The teacher plays a very important role in the society and they are considered

as nation builders, a torch bearers, path guides, personality developers, etc. Importance should be given to religious/spiritual education so that society as a whole may flourish with desirable value system. The social, economic, cultural and human values play a very important role in the overall development of society and help in achieving the socialistic pattern of the society. It is recommended that there should be congenial conditioning or proper environment in the society which includes parents, teachers, educators as well as administrators for inculcating values i.e. moral, spiritual, religious, social, economic and cultural values, etc. among the students/youth. Promotion of human values in the society depends on the promotion of good qualities among individuals. In every tradition and in every country the place of a teacher, not only in the institution but also in society, has been glorified. According to a Japanese saying, a poor teacher tells, an average teacher teaches, a good teacher explains, an excellent teacher demonstrates and a great teacher inspires. To inspire the students, a teacher should discharge twin roles - one to mould himself and other to mould others.

In a nutshell, it can be concluded that education without vision is waste, education without value is a journey of high ridge in dark , and education without mission is an unending stampede. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education, spiritual education, ethical education, as well as need based education. India has always been known for sound social values and character of its people, the impact of western values has adversely affected the mindset of people which can be rectified only by imbibing our value oriented educational system, which is of-course a big challenge. The challenge has to be met by collective introspections. In brief, the values are the guiding principles of life which are conducive for all round development of children to give direction and peace to life.

THE PLEDGE



I Commit to :

- * I am honest, truthful and reliable.
- * I am simple, calm and organized.
- * I am hardworking and dutiful.
- * I am social and philanthropic.
- * I am fearless and courageous.
- * I am patient and determined.
- * I respect parents, teachers and elders.
- * All the living beings on the earth are mine and i belong to them.
- * I am a responsible citizen for my family, society and country.



I would lead my life based on these values and would remain abide by them.

Name: _____

Signature: _____

School: _____

Date: _____

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VALUE THE VALUES TO REMAIN VALUED

NEGOTIATING A SOLUTION

Problems Addressed

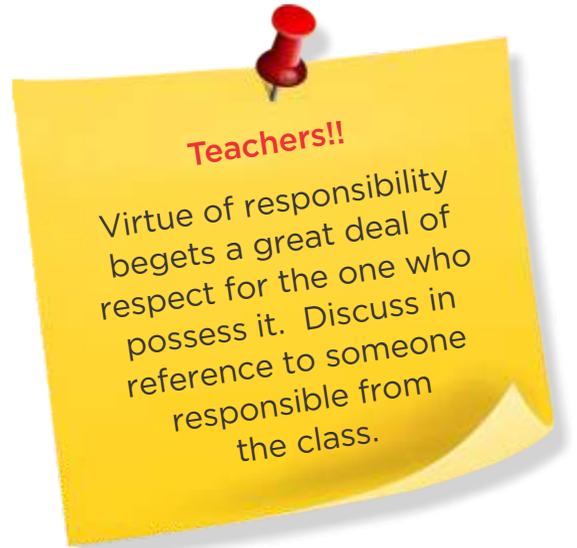
- Conflicting wants
- Stalemates in a relationship
- Failure of seeing the other's perspective
- Lack of negotiation skills

Resources Developed

- Looking at things from the other's perspective
- Building strategies for negotiation
- Finding acceptable compromises
- Learning to gain win-win outcomes
- Making negotiation enjoyable

Outcomes Offered

- Negotiation strategies
- Win-win solutions



You can watch the short film "SAFETY" on [YouTube](#)



Anju wanted to go to a party. Who wouldn't? Especially as this was no ordinary party. It was a Late Night Party . It had been almost the only thing her friends had been talking about for the last couple of weeks. What they would do, who would be there, what they would wear? It was going to be the best party of the year, perhaps the best party of her life.

But there was a hitch . . . and a big hitch. Her mom had said no. Anju was desperate, and the more desperately she pleaded her case, the more emphatically her mother said no.

"But everyone is going," pleaded Anju.

"I don't care who's going," replied her mother. "Even if the Queen of England were going, you are still not going."

Anju was disappointed. No, worse than that, she was heartbroken. This was her best friend's party. How could she tell her that Anju's mom wouldn't let her go. She'd look a real dork if she was the only one not there. The other kids were bound to tease her. Heck, they might even dump her as a friend if she didn't join in and participate in what they were doing.

Sunday dinner came around and Anju's grandmother joined the family for the meal, as she nearly always did on Sunday. Gran noticed how

glum Anju had been looking during the meal but didn't say anything. It was Anju's turn to wash up and Gran said, "Let me help you," while the rest of the family shifted into the living room to watch a video.

"What's up?" asked Gran as Anju dumped the dishes into the foaming water. Gran wiped a plate with a tea towel.

"Mom won't let me go to my best friend's party," said Anju, sadly. "Has Mom explained why she doesn't want you to go?" asked Gran. "No," replied Anju.

"Then for a moment, put yourself in her position," said Gran. "If you were Mom, what would your objections be?"

Anju hadn't stopped to think about her mom's side. All she had seen was what she wanted. "Well," she answered after thinking for a moment or two, "it's a Late Night Party . Maybe she doesn't trust us or think we'll get into trouble. Maybe she thinks we'll drown or something, but we all know how to swim and look after ourselves."

"Are there going to be any adults there?" asked Gran.

"No," said Anju, "who wants their parents hanging around when you're trying to have fun?" "Might it just be," said Gran, "that your mother is concerned and doesn't want anything to happen to you?"

"Nothing will happen," objected Anju.

"Maybe you're right," said Gran, "but maybe Mom's worried in case it could. You know, when your mother was your age, we used to play a bit of a game. I think we both knew what was happening but we still played it out any way, as if neither of us knew. If she was going out somewhere, I would ask what time she wanted me to pick her up. She would always add an hour or two to it, saying maybe eleven or twelve o'clock, thinking I wouldn't know what she was doing. I'd tell her that was far too late and that I wanted her home by nine. She'd object and we'd both come to a compromise at ten or ten-thirty, which was around what both of us had been thinking all along.

“That way, neither of us was the winner or loser; that way, she got to have time out as she wanted and I got to see her home at a reasonable time. By finding a compromise we both got something, though maybe not completely, of what we wanted.

“I am wondering how you might reach a compromise with your mother on this one. What do you think she wants

“I think that she wants to see that we’re supervised,” answered Anju, quickly adding, “but we don’t need an adult around.”

“Then how can you reach a compromise,” asked Gran, “where Mom is happy that you are being supervised and you don’t feel you have an adult peering over your shoulder all the time. How might that happen?”

“I don’t know. It can’t,” said Anju. “Mom wants to be there and nobody else wants an adult there.” “Then maybe think of some compromises,” suggested Gran. “What if Mom dropped you off and sat in the car parking it, spending the time studying for the course she is doing? What if she took her laptop into the café at the Party sight and worked on her studies, while glancing out over the Party sight at times to make sure you’re not drowning? Perhaps she could take a walk along the Party sight and still not be seen by your friends while you’re having your party.”



Gran could see the possibilities being thought over by Anju. “When can you make the time to have a chat with Mom about what her concerns are, what you want, and what sort of compromises you both can make?” asked Gran.

They quietly finished off the dishes and joined the rest of the family to watch the video. Next Sunday over dinner, Gran was delighted to hear Anju happily recounting the Late Night Party details of the day before. She was also delighted to hear Anju’s mom telling about how she had enjoyed a walk along the Party sight and some quiet time sitting in the café working on her laptop. Anju came into the café and joined her at the end of the great party.

TAKE AWAY



Our world is massively diverse in all its manifestations. Our Nature, societies, people are enormously diverse in their all forms of activities, this diversity only makes this world such a beautiful place to live and most of all respecting this diversity only makes this life prosperous and happy. Remember diversity is decoration of life.

Exercise 1.1

Sometimes children find supervision and safety instruction from parents a kind of intrusion in their personal life. In the given situations what according to you would be the stance of parents for their instructions and what might be their concerns for the same.

Activity

Views of parents

Reason

1. Seeing a shivering beggar



.....

.....

2. Seeing you driving fast



.....

.....

3. Reaching home late



.....

.....

4. Staying alone at home



.....

.....

5. Playing on the road



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6. Staying alone in hostel



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7. Eating fast food



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8. Asking to be austere



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9. Talking to the strangers



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10. Going to grocery store



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Exercise 1.2

What additional precautions for the following situations do you think will be required by us to remain safe and comfortable?



1. Late night movie show

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2. Crowded multiplex



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3. Crossing the road

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4. Going for jungle safari

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5. Calling friends for night party



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6. Attending a political party gathering

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7. Going for swimming



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8. Talking to strangers

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You Can Learn From



BAL GANGADHAR TILAK - Independent Activist

- Bal Gangadhar Tilak was born on 23rd July, 1856 at Ratnagiri. He belonged to the ruling sect of the Maratha Kingdom on the Chitpavan Brahmins.
- This sect was a class of strictly orthodox Brahmins. His father was an ordinary school teacher who later rose to be the inspector of schools.
- Bal Gangadhar passed his matriculation examination at the age of sixteen and was married soon after, but meanwhile he lost his father.
- He pursued his higher education at Deccan Education society which was established mainly because of his efforts.
- He was a great lover of the great Indian heritage and a keen admirer of Shivaji.
- In order to enhance the spirit of patriotism and cooperation among the Indian people, he organized the Ganapati and the Shivaji festivals.
- He opposed tooth and nail to the partition of Bengal in 1905. He was arrested and sent to Mandalay in Burma to serve a six years term.
- After returning from jail, he started the Home Rule Movement.
- He breathed his last on August 1, 1920.
- He will always be remembered for his words - "Swarajya is my birthright and I shall have it!".
- He was one of the greatest Indian leaders who roused the masses against the foreign rule and imbued leaders who roused the masses against the foreign rule and imbued them with the spirit of patriotism, social service and sacrifice.



NANDANA SEN - Children's Author

- Nandana Sen (19 August 1967), is an Indian actress, screenwriter, children's author and child-rights activist.
- Nandana Sen is the daughter of Nobel Laureate and Bharat Ratna economist Amartya Sen and Padma Shri winner Nabanita Dev Sen.
- Along with acting in theatre and films internationally, Nandana also promotes the cause of child protection.
- Nandana is Smile Ambassador for the global children's NGO Operation Smile, UNICEF India's National Celebrity for Child Protection and against Gender Based Violence, and Cause Ambassador for RAHI (India's first organization to break the silence about child sexual abuse).
- She collaborates with the National Commission for Protection of Child Rights (NCPCR) as a Child Rights Expert and Juror for Public Hearings.
- Nandana has been actively fighting to stop the crisis of child trafficking in India.
- Nandana Sen has combined her commitment to child rights with her acting work.
- Shobhaa De, who is her "Soul Mother" speaks glowingly of her: "I enjoy her mind. She is sensitive, passionate, committed, emotional, optimistic, argumentative, is the quintessential India's daughter."



DAVID BECKHAM - English Footballer

- David Beckham was born in London in 1975. His parents were fanatical Manchester United supporters.
- His talent was obvious from an early age and he signed with Manchester United on his fourteenth birthday.
- David Beckham is an English footballer who has played for Manchester United and Real Madrid, as well as representing his country 100 times.
 - He moved to the Los Angeles Galaxy in 2007 to increase the profile of football in America and has become a worldwide celebrity, an advertising brand and a fashion icon.
- Beckham has supported UNICEF since his days at Manchester United and in January 2005, the English national team captain became a Goodwill Ambassador with a special focus on UNICEF's Sports for Development program.
- In 2012, he met with UK Prime Minister David Cameron at 10 Downing Street to call for more action to help children affected by malnutrition around the world.
- In 2015, his tenth year as a UNICEF Ambassador, Beckham launched The David Beckham UNICEF Fund to help protect children in danger.
- In June 2015 he visited Siem Reap in Cambodia, where he met with child victims of violence. Beckham has pledged his support for the Unite for Children.

Time to live the value

The class will be divided into two groups. The teachers will write the headings; my rights and duties and divide the whiteboard into two columns. Students will be asked to list down various don'ts in the school premises. It will be followed by a class discussion on the need to follow various rules and BEING YOUR BEST. Through class discussion it will be emphasized how indiscipline can lead to chaos.

For example:

What I am allowed to do in school

1. Play in the ground
2. Use the library

What I am not allowed to do in school

1. Jump on the benches
2. Write on the walls

GOING INSIDE

Problems Addressed

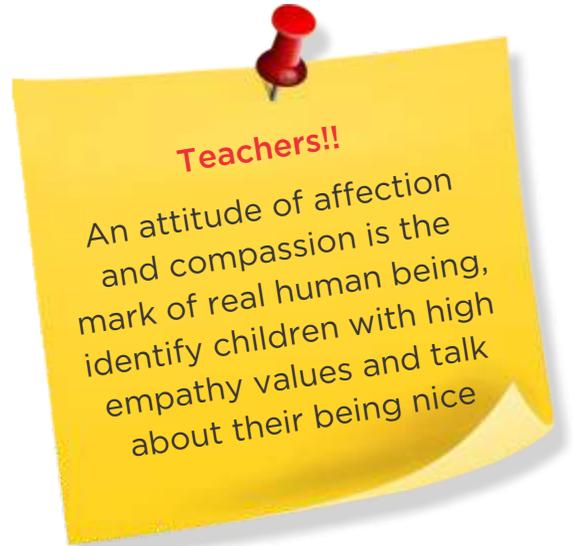
- Boredom
- Anger
- Problematic relationships

Resources Developed

- Taking time out
- Developing relaxation skills

Outcomes Offered

- Relaxation skills
- Strategies for managing relationships
- The joy of positive relationships



You can watch the short film "NAADANI" on 



Scan code to view short film

Tinku was a little sea turtle who had been nicknamed Tinku the Terrible. As with people, there are important things that a little turtle needs to learn, so Tinku had to go to school. Unfortunately, she didn't like school. School was boring with a capital "B." It was boring sitting in class all day and it was boring listening to the teacher going over and over the same sorts of things, again and again how to swim most efficiently, how best to catch jelly fish for dinner, how to avoid sharks that may want you for their dinner, and so on.



Now, when Tinku got bored, she got restless, and when she got restless, she tended to stir up a bit of trouble. At least it added some interest to the boring day. She might give other turtles a shove when they were standing in line, or poke them with a pencil under the desk, or hide the books they needed for the next lesson. But when the

other little turtles did the same sort of thing back to her, she would get angry and snap.

Turtles are good at snapping. A turtle's mouth is actually called a beak, and turtles can snap their beaks really well. They are built hard and tough for grinding up food. I know I sure wouldn't like to get my finger in the way when they snap especially a snap by Tinku. She would have been a gold medalist if it had been a game in the Olympics.

The other little turtles teased Tinku about the way she snapped. And, of course, the more they teased her, the more vicious her snaps became.

This was why she was nicknamed Tinku the Terrible.

Unfortunately, Tinku wasn't happy. Being bored and angry isn't fun. Other little turtles poked fun at her. They seemed to have lots of friends. She didn't have any and she did not know what to do about it.

Swimming home after school one day, lost in her thoughts, Tinku also lost her way. The waters were getting deeper and darker, and she was frightened when a huge, dark figure slowly paddled out of the gloom toward her. It was a big, old turtle and, from her size, Tinku guessed she must have been hundreds and hundreds of years old. She'd heard her parents talk of a wise old turtle who had cruised all the oceans of the earth, learned everything there was to learn, and now shared her knowledge with those in need.

"You look so sad," the old turtle gently greeted Tinku, as if reading her mind.

Tinku found herself telling the old turtle all her troubles like she had never told anyone before. She couldn't have told her teacher. She didn't tell her mom and dad, and the last ones she felt she could talk to were the other little turtles at school.



"I am always in trouble," answered Tinku. "I get bored and angry and snap when I shouldn't." "Oh!" said the old turtle, a distant look of memory in her eyes as she thought back to her own times at school. "Most of us have known that problem," she said understandingly. "It took me a long time to learn the answer, but I have a feeling that you might be quicker than me." Tinku listened eagerly.

"It was a long time before I realized I had the answer all along. I was

carrying it around with me every day, every minute,” the old turtle said as she reached out a flipper and gently patted Tinku’s shell. “If you feel like you’re getting upset or irritable, pull your head in,” suggested the old turtle. “Go inside your shell. I learned to do it when I was about your age. I have lost count now how many years I’ve been swimming around the oceans, but I still do it whenever I need to take time out or just have a little bit of peace and quiet to myself. The trick is learning to remind yourself to do it as soon as you feel those feelings you don’t want to have.



“When I do,” continued the old turtle, “the first thing I do is just take three deep breaths and then let my breathing relax slowly and comfortably. When I feel calmer, I ask myself if what I was thinking and feeling before I went inside is helpful. If it isn’t, then I ask myself what I could do to make things different when I pop my head out again.” With that the old turtle caressed Tinku’s back once again with her flipper and then swam off, slowly fading into the deep blues of the ocean.

The next morning, school seemed just as boring as it had ever been. Tinku had barely arrived before the other little turtles started to tease her again, and she had already opened her beak, ready to snap, when she remembered the wise old turtle’s suggestion. She pulled her head in, retreating her flippers at the same time, and took three deep breaths.

Hey, she thought, something is happening. She found herself becoming calmer and more relaxed.

She asked herself if it was helpful to be angry and thought, no, it really isn't.

She then recalled the wise old turtle's question: Ask how you might make things different when you pop your head out again. She thought she could try smiling and being nice to the other little turtles instead. When her head popped back out from her shell, she wore a nice smile of contentment. The other little turtles saw it and started to smile also.

As she kept practicing the wise old turtle's advice going inside, relaxing, and asking how you can change things for the better Tinku found herself feeling calmer and happier. She stopped annoying the other little turtles and, as a result, they stopped teasing her. She made so many friends and was having so much fun that she actually began to look forward to going to school and, you know, the other little turtles changed the nickname they had for her. Instead of Tinku the Terrible, she is now called Tinku the Terrific.

TAKE AWAY



Empathy is the character that connects us widely with people whom we know and also the world we are not aware of. It's the virtue that connects us with people in a cordial and emotional manner. Our care for others only opens ways of success and happiness for us.

Exercise 2.1

Sometimes there are some feelings that comes automatically to our mind with seeing some events, due to evolutionary design of human brain. Given are some situations/ incidents / detail in the feeling with which human and other animals will react in the column of Chimpanzee and Human



1. Seeing a snake



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2. An approaching train



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3. Flying Aero plane



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4. Crying baby?



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5. Road side accident



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6. Political rally



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7. Marriage party



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8. Dense forest



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9. A gun man



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10. A running TV



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Exercise 2.2

Often advises and suggestions from our elders can help us remain calm and happy. In the given situations what would be your advise to the following people?



1. A sick man

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2. You are being bullied by classmates in assembly.

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3. A child refusing to wake up.

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4. A man walking across railway tracks.

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5. A man crossing over a queue.



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6. A child plying with electrical wires.

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7. Mummy riding car first time.



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8. A man arguing with shopkeeper.

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9. A neighbour throwing garbage on road.

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10. A smoking man at bus stand.

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Exercise 2.3

Sometimes in emergency; oversight of norms are justified, but often people do that as a norm. In the given situation classify them as justified and not allowed based on your observations.

1. Ambulance ignoring traffic norms



Justified

Not Allowed

2. A stickman crossing a lane



Justified

Not Allowed

3. A muscular boy disobeying queue



Justified

Not Allowed

4. Children running for seat in bus



Justified

Not Allowed

5. A healthy lady sharing her seat with an elderly



Justified

Not Allowed

6. A child reaching school late and joining the queue.



Justified

Not Allowed

7. Teacher screaming the student.



Justified

Not Allowed

8. Child hurt in sports shouting



Justified

Not Allowed

You Can Learn From



TIRUPUR KUMARAN - Revolutionary

- Born on 4th October 1904 to a small family, OKSR Kumaraswamy Mudaliar was a native of Chennimalai, which is presently Erode, Tamil Nadu.
- Raised by a family whose occupation was handloom weaving, young Kumaraswamy had to drop out of school by class 5.
 - His family couldn't afford his education, and he had to contribute to the income by joining the family profession.
- While the independence movement was gaining momentum in the country, Kumaran too found himself influenced.
- His family, however, began to be concerned about his growing commitment to the cause. They would visit him frequently, urging him not to get involved in the movement as there could be a danger to his life.
- But Kumaran took no heed to the discouraging advice. Instead, he was an active member in the Indian Freedom movement and soon started "Desa Bandhu Youth Association".
- They conducted various protest marches against the British all over Tamil Nadu. The protests had people carrying out the national flag, which was banned at the time, in honour as well as in revolt. One of the participants holding the flag was Tirupur Kumaran.
- When the British started lathi charges against the protestors, Kumaran didn't leave the premises. Kumaran fell unconscious, and the fears of his family came true, as life ebbed out of him. He was later found on the street, still clutching the Indian flag, preserving its dignity even in death.
- Tirupur Kumaran was only 27 when he lost his life. While he may not have played a major part in the country's independence, his national pride, patriotic fervour and selfless commitment garner credit.
- A martyr, Tirupur Kumaran is remembered in Tamil Nadu by the epithet 'Kodi Katha Kumaran'—The Kumaran who saved the flag. We salute this brave soldier who lost his life for our freedom.



HAAZIQ KAZI - Child Prodigy - Young Innovator

- Haaziq Kazi (born 8 April 2006) is a middle-school student from Pune, Indian known for his project (alias ERVIS) to clean ocean from wastes (primarily plastic).
- Haaziq is one of the youngest presenters at TEDx at multiple occasions.
 - It started as a project in school when we were asked to do a talk on things we cared about," recalls Haaziq, which was around the time he happened to see some documentaries on the adverse effects of plastic and other waste polluting oceans.
- "Then one day when I was washing my hands, I noticed how water flowed into the sinkhole," Haaziq remembers. It's when he observed the swirl of the water vanishing into

the drain that he realized he could use the same concept to suck in waste from our oceans.

- "I believe ignorance is the biggest threat to our planet today," says Haaziq Kazi. "We live in a world where every single one of us is contributing towards the detriment of the planet.
- I feel if we are conscious and judicious in the choices we make, the earth will be a much better place for all of us to stay in.
- It doesn't mean just humans but animals, plants, water, air, the ecosystem which makes the wonderful planet we stay in," he explains, showing us a glimpse into the dreamy innocence of a 12-year-old, a change-maker wiser beyond his age.
- When I ask Haaziq Kazi about his ceaseless drive and determination, he lets me in on a secret. "There are two kinds of people in the world," Kazi tells me, remembering what his father told him once not too long ago, "The ones who create problems and the ones who solve them."
- As Haaziq Kazi prepares to speak at TEDxGateway December 2018 as a young innovator, I definitely know that he's a problem solver through and through. And thanks to young change-makers like him.



KELVIN DOE - Sierra Leonean Engineer

- Kelvin Doe (born October 26, 1996 in Freetown, Sierra Leone), also known as DJ Focus, is a Sierra Leonean engineer.
- He is known for teaching himself engineering at the age of 13 and building his own radio station in Sierra Leone, where he plays music and broadcasts news under the name "DJ Focus."
- He was one of the finalists in GMin's Innovate Salone idea competition, in which Doe built a generator from scrap metals. Doe would constantly use discarded pieces of scrap to build transmitters, generators, and batteries, as well.
- As a result of his accomplishment, he received an invitation to the United States and subsequently became the youngest person to participate in the "Visiting Practitioner's Program" at MIT.
- His accomplishments were documented by RadicalMedia and presented on their corporate YouTube channel. When the video went viral, the story was picked up by CNN, NBC News, and The Huffington Post.
- Doe subsequently was a speaker at TEDxTeen and lectured to undergraduate engineering students at Harvard College.
- Today, Kelvin Doe is one of the most respected young African inventors. He has had the opportunity of meeting various leaders of the world including former US Secretary of State Hillary Clinton, and Ghanaian President, Nana Akufo-Addo.
- He has also been able to speak to young people in Africa on different platforms. In 2016, Kelvin Doe became an Honorary Board member of Emergency USA, an organization with a mission to provide free medical and surgical care to the victims of war and poverty.

Time to live the value

The class will be divided into two groups. The teachers will write the headings my rights and duties and divide the whiteboard into two columns. Students will be asked to list down various don'ts in the school premises. It will be followed by a class discussion on the need to follow various rules and BEING YOUR BEST. Through class discussion it will be emphasized how indiscipline can lead to chaos.

For example:

What I am allowed to do in school

1. Play in the ground
2. Use the library

What I am not allowed to do in school

1. Jump on the benches
2. Write on the walls

ACCEPTANCE

Problems Addressed

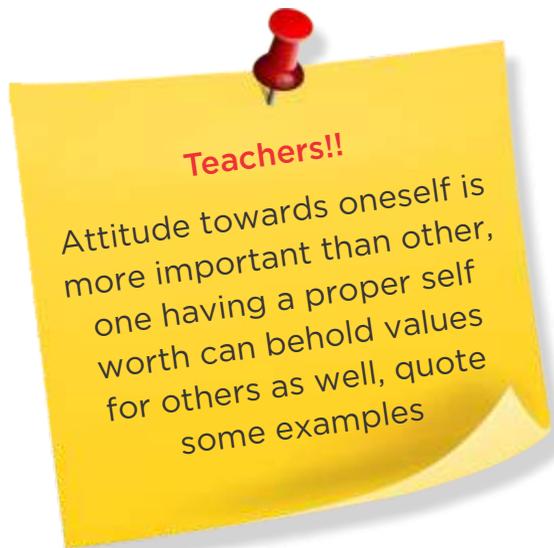
- Lack of self acceptance
- Unhappiness
- Wanting to change what cannot be changed
- Inappropriate role models
- Unattainable goals

Resources Developed

- Learning from experience
- Seeking what might be helpful
- Learning to dispense with what does not work
- Setting achievable goals
- Learning what can be changed and what cannot
- Changing what can be changed
- Accepting your strengths

Outcomes Offered

- Self-acceptance
- Ability to modify attitudes
- Enjoyment of your attributes
- Happiness



You can watch the short film
"ACCEPTANCE" on 

Once there was a very short man. So short, in fact, that he had often been an actor, playing one of the dwarfs in Snow White and the Seven Dwarfs. The problem wasn't that he was small but that he was unhappy about being small. Sometimes, some people don't like to feel different from others. He began to think about what he might do to become tall. Maybe he needed to do what some-one tall did, so he went to the zoo to ask Mrs. Ostrich, the tallest bird in the world, "What do you do to be tall?"

"Well," said Mrs. Ostrich, "I've never really thought about it, but I think it must be that I stretch my neck down to the ground a lot to eat seeds or bury my head in the sand."

The man decided to try it. He started to peck seeds from the ground but found it difficult to bend down like the ostrich, and the seeds made him feel sick. He put a snorkel in his mouth so he could breathe and went to bury his head in the sand but, fortunately, he realized it was too dangerous and didn't do it and didn't grow an inch taller, either.

"There has to be a better way," he thought, so he asked the tallest animal. "Tell me, Mr. Giraffe, what do you do to be so tall?"

"Maybe it is because I reach up to eat the tender young leaves off the top of prickly trees," answered Mr. Giraffe. The small man, trying to copy the giraffe, stood on the tips of his toes and stretched up. As there was no way he could stretch to the top of the prickly tree, he decided to climb up to the tender leaves at the top. The sharp prickles scratched him, he started to bleed, and when he finally got to the top, it was only



to find the leaves tasted worse than seeds. He hadn't grown an inch, and he felt really sick.

"If Mrs. Ostrich and Mr. Giraffe can't help me", thought the unhappy small man, "maybe I need to find a really tall person and see what they do".

After a bit of searching, he found Mr. Basketball. Standing barely as tall as Mr. Basketball's knee, he looked up and asked, "What do you do to be so tall?"

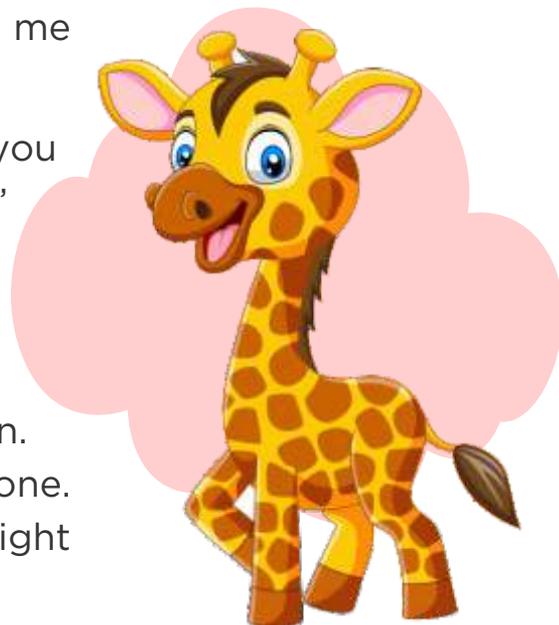
"I work out at the gym a lot, run around the basketball court, and bounce balls," answered Mr. Basketball. So the short man devoted several months to working out at the gym, running around the basketball court, and bouncing balls. He wanted to give this a really good go but, once again, he didn't grow a fraction of an inch.

As tall creatures had not helped, he decided he needed someone wise, so he visited old Mrs. Owl. "Can you tell me how to be tall?" he asked.

"Tell me," asked Mrs. Owl, "why do you want to be taller than you are?" "Well," replied the small man, "I suppose I could win a fight if I got into one." "How often do you get into fights?" asked the owl.

"Oh, not very often," said the small man. "In fact I can't remember ever being in one. But maybe if I was bigger, people might respect me more."

"Does people disrespect you now?" asked Mrs. Owl. "No, not really," said the small man.



“Is there anything that you could do as a tall person that you can’t do now as a short person?” continued the owl.

“Not really,” answered the small man, thoughtfully. “I sure know I don’t want to peck seeds from the ground, bury my head in the sand, eat leaves from the tops of prickly trees, or bounce balls endlessly. I have tried them all and they are not for me.”

“So what can you do now,” asked Mrs. Owl, “that you wouldn’t be able to do if you were tall?” “Well,” said small man, “I can play one of the dwarfs in the Snow White plays and bring a lot of laughter and happiness to young children. I can meet young children at their own level and, consequently, enjoy much better times with them than most adults do.”

He saw a smile lift in the corners of Mrs. Owl’s beak, and felt a smile on his own happy, short face as he spoke.



TAKE AWAY



Imagine a world where all the trees are the same, imagine a society where all resemble alike, imagine a family where the same kind of habits and practices are carried out by people, Wouldn't it make life boring? Wouldn't it make the world monotonous? Definitely yes. It will make. Therefore to make life more meaningful we must learn to respect diversity and we must develop acceptance for others.

Exercise 3.1

All the animals are evolved to fit in their environment to sustain their life, mention qualities of these animals according to you which make them survive in their environment.



1. Ostrich

2. Lion



3. Chameleon



4. Cockroach

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5. Cheetah

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6. Lizard

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7. Peacock

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8. Snake

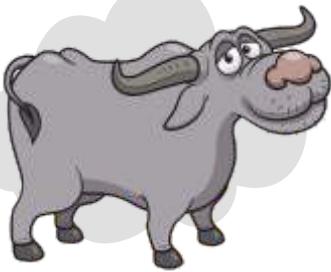
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9. Buffalo



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10. Dog

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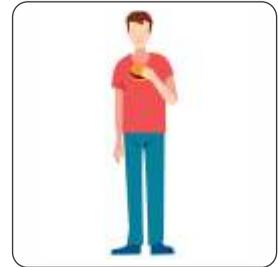
Exercise 3.2

Humans on earth are around seven billion but none are exactly same, and all are blessed or trained to perform some tasks but simultaneously fails in some, conversely we get no one is perfect. Here are some professionals who might have been great in one quality but poor in other. Based on your knowledge try to write your views on them. one is already done for you.

1. A thin man

Merit : Can run faster

Demerit : Not powerful



2. Cricketer

Merit :

Demerit :

3. Basketball player

Merit :

Demerit :



4. Cook

Merit :

Demerit :

5. Farmer

Merit :

Demerit :



6. Soldier

Merit :

Demerit :

7. Doctor

Merit :

Demerit :



8. Cop

Merit :

Demerit :

9. Postman

Merit :

Demerit :



You Can Learn From



TIRUVALLUVAR - Tamil Poet And Philosopher

- Thiruvalluvar, also called Valluvar, (flourished c. 1st century BC or 6th century AD, India), Tamil poet-saint known as the author of the Tirukkural (“Sacred Couplets”), considered a masterpiece of human thought.
- Little is known about the life of Tiruvalluvar except that he is believed to have lived in Mylapore (now part of Chennai) Tamil Nadu, India) with his wife, Vasuki.
- Tiruvalluvar’s reasonable tone, many of his ideas were revolutionary. He dismissed the caste system: “One is not great because of one’s birth in a noble family; one is not low because of one’s low birth.”
- The poet maintained that goodness is its own reward and should not be regarded as a mere means to a comfortable afterlife.
- Tirukkural is one of the most revered ancient works of Tamil language. It provides a comprehensive guide for human morals and better living of life. This treatise on moral values has been translated into several languages.
- It was also translated into Latin in the year 1730, thereby introducing this great work to European intellectuals too.
- Tirukkural is kept alive by being taught in all schools and colleges of Tamil Nadu, making every generation of that state aware of this great poet/saint’s teachings.



ARUNIMA SINHA - Indian Mountain Climber

- Arunima “Sonu” Sinha (born 1988) is world’s first Indian female amputee to climb Mount Everest.
- Sinha, a former national volleyball and football player, boarded the Padmavati Express train at Lucknow for Delhi on 11 April 2011, to take an examination to join the CISF.
- She was pushed out of the train by thieves wanting to snatch her bag and gold chain.
- “Recounting the incident, she said ““I resisted and they pushed me out of the train. I could not move. I remember seeing a train coming towards me. I tried getting up. By then, the train had run over my leg. I don’t remember anything after that.””
- While still being treated in the All India Institute of Medical Sciences, she resolved to climb Mount Everest, She was inspired by cricketer Yuvraj Singh, who had successfully battled cancer, “to do something” with her life.
- On 1 April 2013, Sinha and Susen Mahto, a TSAF instructor, who had together climbed Mount Chhamser Kangri (6622 metres) in 2012 under the guidance of Bachendri Pal started their ascent of Mount Everest.
- After a hard toil of 17 hours, Sinha reached the summit of Mount Everest at 10:55 am on

21 May 2013, as part of the Tata Group-sponsored Eco Everest Expedition, becoming the first female amputee to scale Everest. She took 52 days to reach the summit.

- She was congratulated by the Indian Sports Minister on her achievement. Uttar Pradesh Chief Minister honoured Arunima Sinha, the first amputee to climb Mount Everest.
- Arunima Sinha is now dedicated towards social welfare and she wants to open a free sports academy for the poor and differently-abled persons.



NICK VUJICIC - Australian Evangelist And Motivational Speaker

- Nick Vujicic was born to Dushka and Boris Vujicic in 1982 in Melbourne, Australia. Although he was an otherwise healthy baby, Nick was born without arms and legs; he had no legs, but two small feet, one of which had two toes.
 - Vujicic became one of the first physically disabled students integrated into a mainstream school once those laws changed. However, his lack of limbs made him a target for school bullies, and he fell into a severe depression.
- He also stated in his music video "Something More" that God had a plan for his life and he could not bring himself to drown because of this.
- Nick gradually figured out how to live a full life without limbs, adapting many of the daily skills limbed people accomplish without thinking.
- Nick writes with two toes on his left foot and a special grip that slid onto his big toe. He knows how to use a computer and can type up to 45 words per minute using the "heel and toe" method.
- He has also learned to throw tennis balls, play drum pedals, get a glass of water, comb his hair, brush his teeth, answer the phone and shave, in addition to participating in golf, swimming, and even sky-diving.
- Nick describes life as all about finding the purpose. You don't have to live for others; you don't have to prove others, but to focus on the purpose of life.
- He says it's not important what others want you to do the things, but you have to do it for yourself. He feels that every single human life has its value and it doesn't depend on anything else other than life itself.
- Nick Vujicic started his life with great inspiration and a strong determination. And in the year 2007, his motivational speaking company 'Attitude is Altitude' was founded. Nick Vujicic has traveled more than 60 countries for delivering inspirational lectures out of his own experiences.
- Nick Vujicic Says..."If I fail, I try again, and again, and again. If YOU fail, are you going to try again? The human spirit can handle much worse than we realize. It matters HOW you are going to FINISH. Are you going to finish strong?"

Time to live the value

Trust Walk : Working in collaboration requires good communication between team members and also a certain degree of trust. Let's play a game about learning to trust.

Make groups of three. One of them will be blind folded, and the job of the other two is to guide the blindfolded partner through an obstacle course by giving directions.

The teacher's job is to create two obstacle courses using simple objects like chairs, or bags and other things. There should be a couple of turns and hurdles as well. Two teams can compete simultaneously.

CREATING A WISH

Problems Addressed

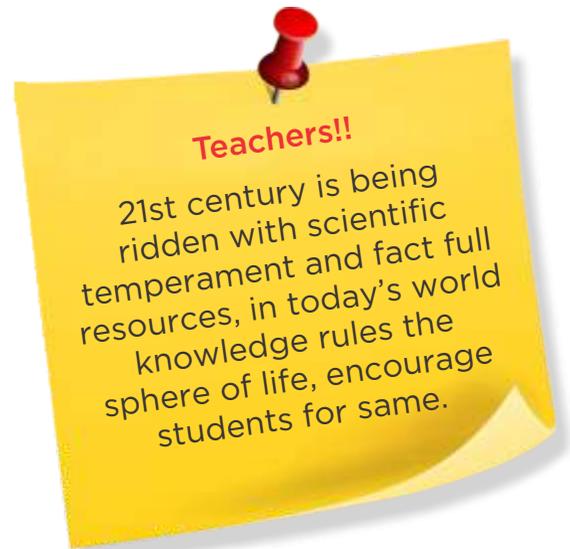
- Parental conflicts
- Feeling sad
- Being absorbed in negative thoughts
- Feeling unloved and unwanted
- Wishing for something you cannot have

Resources Developed

- Learning to ask for what you can attain
- Showing kind-heartedness
- Making goals positive
- Making goals specific
- Taking responsibility for attaining goals
- Learning to work for what you want
- Learning to ask solution-focused questions

Outcomes Offered

- Personal responsibility for attaining goals
- Personal empowerment
- Solution-focused strategies
- Happiness



You can watch the short film "AADHYATM" on 



Scan code to view short film

Once there was a girl. Shall we give her a name?
What would you like to call her?

One day she was taking a walk along a beach. Do you live near a beach or go for summer vacation to a beach? Would you like to set this story on that beach?

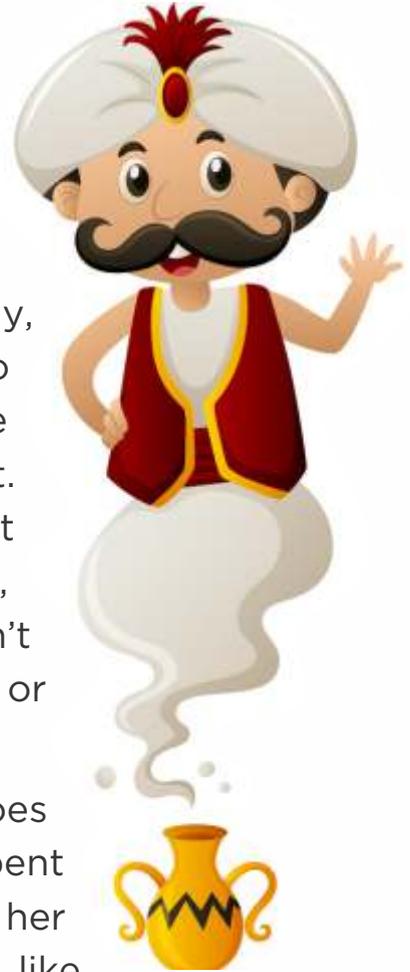
This girl was walking along that beach one day, sadly, not feeling very happy. She'd left home to go for a walk because her mom and dad were fighting again and she felt she needed to get out. She walked along, her head down, thinking about her troubles, not hearing the call of the seagulls, or swish of the waves lapping the sand. She didn't feel the pleasant warmth of the sun on her skin, or the damp sand under her feet.

As she kicked her way along the beach, her toes suddenly hit something solid. She stopped, bent down, and started to dig the sand away with her hands. What she found was an old lamp, just like those you read about in storybooks the ones where, if you rub them, a genie pops out and grants you three wishes. This one was old and battered, and had barnacles growing off it like it had been at sea for a long time.

The girl picked off the barnacles and got a handful of wet sand to clean it. Poof! As she rubbed it, out popped a genie.

Now this was not the handsome, muscular genie you see in movies or storybooks, though he did have a turban on his head. Instead, he was old and skinny and looked like he needed to sleep for a week. Nonetheless, the girl's excitement was overwhelming. "Wow! Does this mean I get three wishes?" she asked excitedly.

"Give me a break," said the genie. "I have been shut up in this thing for





longer than I can re- member. My last master got his three wishes, then tossed me overboard. I had to plug up the hole to stop from drowning, I've suffered with seasickness, and I haven't had a meal in years. I got dumped on this shore and buried in sand, and you want three wishes."

"Oh," said the girl, disappointed. She'd found a genie that not only didn't look like a genie, but was grumpy as well.

"Well, can I at least ask for one wish?" she inquired, remembering the thoughts that had occupied her mind as she walked along the beach.

"Well, you rubbed the lamp, so you are the master," said the genie, "but just one for now." "I wish," said the girl, "that Mom and Dad would stop fighting."

"Well, that's one wasted wish," said the grumpy genie. "What do you mean?" asked the girl, feeling shattered.

"You are my master and I can do things to help you change, but I can't go changing other people just to suit you. What they chose is what they do."

The poor girl looked devastated and, seeing her so sad, the genie softened, a little. "Look, here are some tips about making a wish. First, it needs to be something that you can realistically change for yourself, and second, you need to make it something that you want to do rather than something you want someone else to stop doing. I'm not good at stopping wars, famines, or fights. I'm better at helping people create

peace, grow more food, and get on better together.

“Anyway, what do I get out of this?” he asked suddenly. “As my master, are you going to look after me? I could do with some food and a warm place to spend the night.” Then, with a poof, he disappeared back into the lamp.

Great! Just my luck, thought the girl, who had been feeling pretty unloved and unwanted at home. When, at last, she thought she might have the chance to change things, she gets a grouch of a genie.

Nonetheless, she was a kind-hearted girl who gently carried the lamp home. When her parents were busy arguing over dinner, she scraped some of her meal onto a separate plate that she later took to her bedroom to feed the genie. He devoured it in a hurry but it didn't do anything for his mood.

He just demanded more, sending the girl on several missions to the fridge, then demanding that she not disturb him while he had a good night's sleep.

In the morning he was no better. He spat out the cornflakes she gave him and demanded something cooked. That was hard to do without raising her parents' suspicions, but it helped to settle the genie's mood a little. Eventually, he said, “Have you thought about your second wish?”

“Yes,” she said, “I want to be happy.” “No good,” answered the genie.

The girl looked startled by his brusque response. “What do you mean, now?” she asked.



“Well, I’m only telling you this because you’ve been kind to me,” he said. “How do I know what happiness means to you? If you’re making a wish you need to be specific. When you’re feeling happier, what do you want to be thinking? What do you want to be feeling? What do you want to be doing that is different from what you’re doing now?”

“Well, I don’t want to think about Mom and Dad fighting all the time.”

“Wrong,” said the genie. “Remember yesterday, I told you it is better to make wishes about what you want, than what you don’t want. What do you want to be thinking?”

“I want to look forward to come home after school, to enjoy time with my friends, to think fun thoughts.”

“Good, that’s getting better,” said the genie. “Then how are you going to do them?”

“Wait a minute,” said the girl. “Aren’t you the genie? Aren’t you supposed to make them happen for me?”

“You wait a minute,” said the genie in reply. “I’ve been shut up in that damn lamp for longer than I can remember. I haven’t eaten, I’ve hardly slept, I’ve been seasick, I’ve had no friends, and I haven’t had a chance to practice my magic. Granting wishes is like anything else. You stop training for a sport and you lose your fitness. You stop studying and you forget what you learned. If you want these things, you have to do a bit of the work yourself.

“Look,” he continued, “remember the way you were walking along the beach last night, head down, kicking your toes into the sand, occupied with all your worries? How about next time you walk the beach you lift your head up, look at the colors in the water and sky, see what delights the tide has washed up, listen to the sounds of the waves, feel the sand underneath your feet, paddle your feet in the cool water, and let yourself enjoy the experience of what’s happening?”

“I hate to admit this, but even genies know there are some things we



can't change . . . and some that we can. Our own thoughts, feelings, and actions are among the things that we can change. To do so, you need to practice and practice and practice just like I need to practice my magic, or soon forget how."

The girl nodded. He might be a grouch, but he was a sensible grouch.

"One more thing," he said. "If you want this wish to happen, then you have to decide when you're going to do the things to make it happen. It isn't any good just sitting around waiting for magic to happen. So, when are you going to do something about it?"

"I'll go for another beach walk this afternoon," she said, "and do what you suggest." And she did, carrying the genie in his lamp inside her schoolbag as she walked.

That night she fed the genie again and went to sleep thinking, carefully, about what her third wish would be.

The big bowl of porridge she prepared for the genie in the morning was neither good enough nor big enough, so she cooked bacon and eggs, hash browns, and pancakes until his mood seemed a bit better. She waited her time to ask her third wish, thinking she had learned a lot about wishes and should get it right this time.

"I wish that you would stay with me forever and keep granting my wishes."

"Good try," said the genie, and she saw him laugh for the first time. "You can't wish for some- thing you can't have. I can only grant you three wishes, and that is the deal. But if you do what you've done already, it will be as good as having me around for the rest of your life. You don't

have to be limited to just three wishes. Remember, it's okay to wish. It's okay to look ahead and want things to be better. But what you wish for and what you want needs to be realistic. It needs to be something that you can actually attain. It helps to make it specific, to spell out exactly what you want in the ways that you think, feel, and do things. Then, don't forget to decide when you're going to put them into practice.

“Let me share a trade secret with you the three magic questions that every genie has to ask himself before he can make a wish come true. He needs to ask. What do I want to do? How can I make it happen? When am I going to do it?”

The girl reached out and gave the grouchy old genie a hug. A softness lightened his eyes, the warmth of a smile flickered in the corners of his mouth, and poof, he disappeared back into his lamp.

TAKE AWAY



Would you like to drive the most advanced car which runs faster than your imaginations? Would you like to fly an aeroplane that covers skies in seconds? of course you would. But if we make slight change in these...? If these don't have speed controllers? If these fast machines don't have breaks? Would you still love to travel in those? No.. For sure.. Its very pertinent to have control in our life.

Exercise 4.1

What are the skills a child needs to be a good problem solver? What will help equip children when they find themselves suddenly facing unexpected situations of adversity or trauma? What will help them find a solution to a problem, or accept a situation that cannot be changed? How can you put this information into stories that will demonstrate or teach such appropriate skills? Use your notebook to write out your own problem-solving stories.

Exercise 4.2

Having patience and ability to deal with the unexpected makes us deal with odds confidently and with less pain since not everything in our life happens as expected. How would you help these people who have met with odds?



1. A man lost his key

2. A child missed his exams



3. A shopkeeper lost some money

4. A man met with an accident





5. An employee lost his job

Exercise 4.3

Empathy,” A feeling of compassion helps us amalgamate more with people and we are preferred by society. How in following situations would you like to empathise with these mention bellow?



1. A hungry child

2. An old Man crossing road



3. A wounded soldier



4. A lady lost her purse amongst family

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Exercise 4.4

Family members make our life better and happy. How would you like to empathise in following situations to with family.



1. When father comes home tired

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2. When mother asks for rest after home chores

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3. When your cousin asks for help on losing a match



4. When a tired man asks for help



You Can Learn From



GARGI VACHAKNAVI - Vedic Literature Philosopher

- Gargi Vachaknavi was an accomplished scholar of Vedic times. She excelled many sages in knowledge. She was the daughter of sage Vachaknu and her challenging the great sage Yajnavalkya forms part of Brihadaranyaka Upanishad.
- Once King Janaka, convened a court of scholars to exchange views about the nature of Ultimate Reality. Yajnavalkya and hundreds of other sages from different parts of the country attended. Gargi too came to the court of Janaka.
- A desire arose in the mind of Janaka to know who was the most learned among the sages. He had a thousand cows confined in a place and on the horns of each cow was attached a pouch of gold.
- He declared: 'Venerable sages let him who is the greatest Vedic scholar among you drive these cows home'. The sages did not dare to make that claim, they kept quiet. But Yajnavalkya asked his disciple to drive the cows to his hermitage.
- The other sages did not approve of this. They started asking him questions to test his knowledge. Yajnavalkya answered all of them brilliantly.
- Finally Gargi stood up. She said that she would ask Yajnavalkya some questions. If he answered them satisfactorily she would admit that he possessed the highest knowledge.
- Yajnavalkya answered the series of questions to her satisfaction. The Gargi-Yajnavalkya dialogue is a remarkable proof of the depth of spiritual insight, women scholars were capable of in those times.
- Gargi was honoured as one of the Navaratnas (nine gems) in the court of King Janaka of Mithila.



B. K. S. IYENGAR - Yoga Teacher

- B.K.S. Iyengar, in full Bellur Krishnamachar Sundararaja Iyengar, (born December 14, 1918, Bellur, Karnataka, India—died August 20, 2014, Pune, Maharashtra), Indian teacher and popularizer of Yoga, a system of Indian philosophy.
- Iyengar was born into a large impoverished family. A sickly child, he suffered from a distended belly and was unable to hold his head up straight.
- His physical condition made him a laughingstock among his peers, and his friendlessness hindered his academic achievement.
- While still in his teens, he turned to Yoga for relief, although not without suffering great physical pain in his effort to master the 200 Yoga postures (asanas).
- The pain paid off when he began to attract some attention by demonstrating the asanas.
- Iyengar regularly taught Hatha Yoga - an orchestration of numerous postures, controlled breathing, and meditation designed to relax and develop mind, body, and

spirit—to classes in Pune, India, and throughout the world.

- Iyengar spoke nonstop during his classes and used a personal approach characterized by sensitivity to his students' physiques.
- His method took into account how difficult it is for students to meditate, relax, and control their breathing while being twisted into unnatural postures.
- He introduced the use of various props—for example, blocks, chairs, and blankets—to make Yoga less daunting, especially to Westerners.
- He won three of India's highest civilian honours: the Padma Shri (1991), the Padma Bhushan (2002), and the Padma Vibhushan (2014).



MARCO POLO - Italian Merchant, Writer

- In 1254, Marco Polo was born in Venice, Italy to a very rich Venetian merchant family.
- The Polos had originally planned to be gone for only a few years. As they made their way through the Middle East, Polo absorbed its sights and smells.
 - His account of the Orient, especially, provided the western world with its first clear picture of the East's geography and ethnic customs. Polo was forced to retreat to the mountains in order to recoup from an illness he'd contracted.
- Polo later wrote. "And at the narrowest point it takes a month to cross it. It consists entirely of mountains and sands and valleys. There is nothing at all to eat." Yet his knowledge of the culture and its customs are hard to dismiss.
- His later account told of Khan's extensive communication system, which served as the foundation for his rule. Polo's book, in fact, devotes five pages to the elaborate structure, describing how the empire's information highway efficiently and economically covered millions of square miles.
- Polo's immersion into the Chinese culture resulted in him mastering four languages.
- From his travels, Polo amassed not only great knowledge about the Mongol empire but incredible wonder.
- He marveled at the empire's use of paper money, an idea that had failed to reach Europe, and was in awe of its economy and scale of production.
- Polo's later stories showed him to be an early anthropologist and ethnographer. His reporting offers little about himself or his own thoughts, but instead gives the reader a dispassionate reporting about a culture he had clearly grown fond of.
- Polo's story has inspired countless other adventurers to set off and see the world. Two centuries after Polo's passing Christopher Columbus set off across the Atlantic in hopes of finding new route to the Orient.

Time to live the value

Ask your elders to take you to a nearby temple, Gurudwara, mosque or any other place of worship. Plan your visit during some celebrations.

Write a short note on what you saw and share it with the class.

TAKING RESPONSIBILITY

Problems Addressed

- Carelessness
- Lack of responsibility
- Lack of forethought

Resources Developed

- Facing the consequences of your actions
- Taking responsibility
- Building a sense of humor
- Having forethought in your actions
- Balancing responsibility and enjoyment

Outcomes Offered

- Consideration of others
- Carefulness
- Responsibility
- Enjoyment



You can watch the short film "DAYITVA" on [YouTube](#)

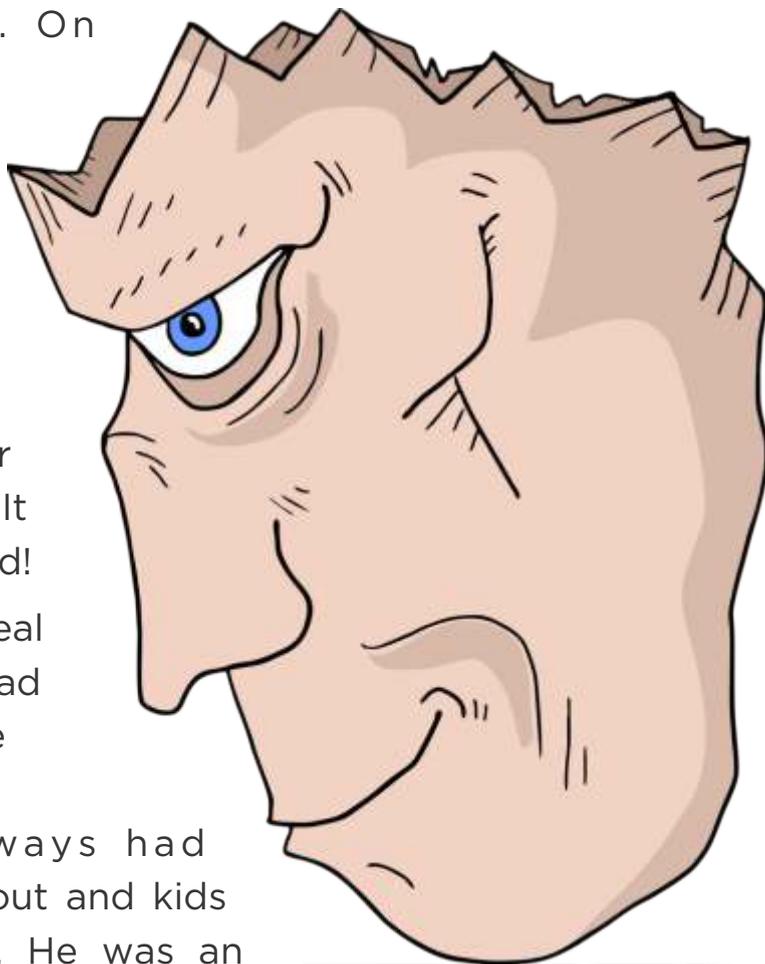


Scan code to view short film

Saturday mornings were a time to which Jiya looked forward. She often seemed to be in trouble for one thing or another: She hadn't done her homework, she hadn't been paying attention in class, and she was watching TV when the dishwasher

needed to be loaded. On Saturday mornings she was free to play with friends and not have to worry about getting into trouble. At least, that was until they were playing ball. Jiya threw the ball a little too hard and her friend missed the catch. It landed in Mr. Gopinath's yard!

"Mr. Gopinath" wasn't his real name, of course, but he had earned it among the neighborhood kids for good reasons. He always had something to grumble about and kids were his favorite targets. He was an angry person.



As Jiya looked over the fence, she saw Gopinath picking up the ball. It hadn't broken a window or knocked down any of his flowers but already she could see that he was angry. By the time he stormed, red-faced, into their driveway, Jiya and her friend were looking for somewhere to hide. Full of rage, Mr. Gopinath wasn't watching where he was going and stepped on Jiya's skateboard. Whoosh, the skateboard took off down the driveway. Waving his arms insanely to keep balance, Mr. Gopinath lost hold of the ball and sped down the driveway across the path, doing an ollie as he leapt the curb.

Hey, thought Jiya, I didn't know old Gopinath knew how to skate. That was a cool ollie.

He raced across the road. Luckily there were no cars coming down the street. The board hit the opposite curb with a sudden thump and came to a dead stop. Mr. Gopinath flew into the air, doing an aerial somersault in the tuck position. "Wow, what a great stunt," Jiya shouted to her friend. "I have to learn how to do that."

Now, every Saturday morning old Dadi made her way up to the supermarket on High Street and came back down with a cart full of groceries. Everyone knows that you shouldn't take supermarket carts away from the supermarket, but frail old Dadi had been doing it for years and nobody seemed to bother that she did.

Mr. Gopinath hadn't perfected his skateboard trick. He would have really impressed Jiya if he had landed back on the skateboard, but instead he landed on top of old Granny Gordon's shopping cart. She screamed in fright, let go of the handlebar, and Mr. Gopinath took off down the hill. To Jiya, Gopinath's screams sounded just like those of excited kids on a roller coaster. "I didn't know old Gopinath could have so much fun," she called, taking off after him.

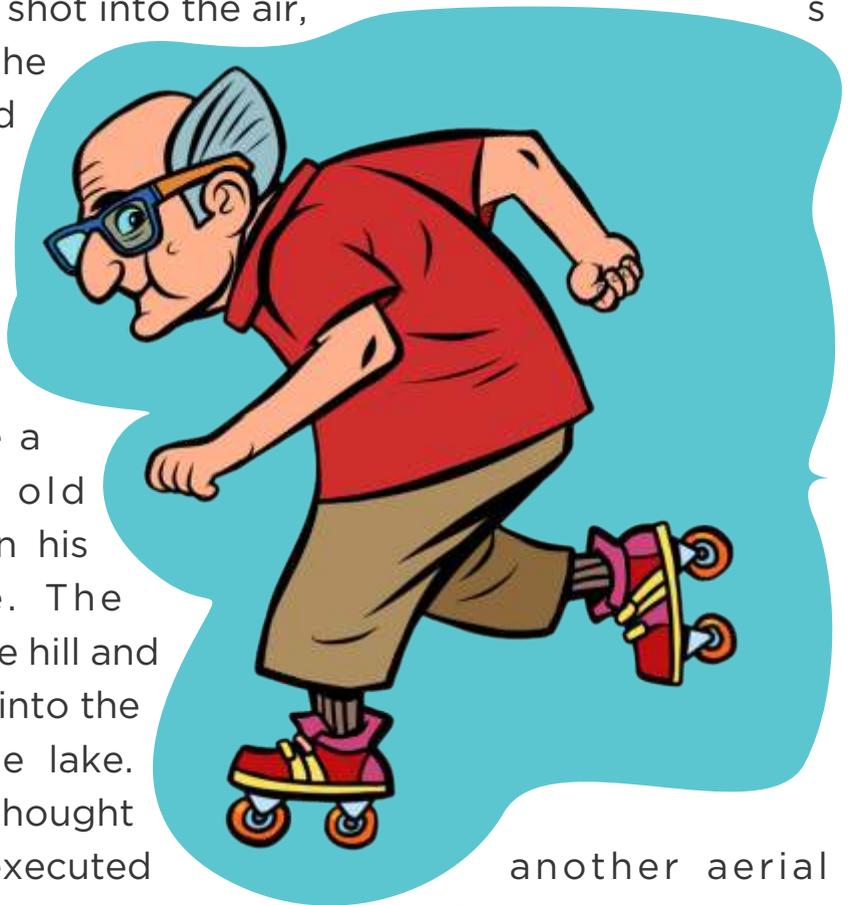
Down the hill, Ms. Greenfingers had a lovely row of rosebushes that bordered the path. Every now and again she would go to the zoo and collect a bag of "zoo poo," an exotic mix of elephant, hippopotamus, monkey, and other animal poos that was supposed to be good for



roses. She would mix it in a bucket with some water to make a thick, sloppy stew to feed her roses.

As Mr. Gopinath shot past on the shopping cart on top of old Granny Gordon's groceries, he just clipped Ms. Greenfingers as she was bending over to feed her roses. With a fright she screamed and threw the bucket in the air. Jiya would later recall it as if it had been filmed in slow motion. The bucket shot into the air,

slowly tipped over, and the zoo poo stew rained down like water from a fire hydrant, drenching Gopinath from head to toe. Then the upended bucket landed on top of his head. He looked like a helmeted knight of old charging into a joust on his shopping-cart horse. The trolley careered down the hill and across a park, thumping into the wall that edged a large lake. Now he's showing off, thought Jiya as Mr. Gopinath executed somersault. Water skiers looked



forward to weekends on the lake as much as Jiya did to her Saturday morning freedom, but one of them was in for a big surprise. Miraculously, Mr. Gopinath landed between the skier's arms, his feet perfectly on the skis and his hands on the rope. The skier let go, falling off in fright, but the driver of the boat, obviously, hadn't noticed for they were heading for the giant ramp of a ski jump. Mr. Gopinath hadn't noticed either because he was still wearing the zoo poo stew bucket like a knight's helmet except it had no visor for him to see out. He shot into the air like

a rocket off a launch pad, the bucket flying off his head, his eyes wide with terror. Somehow, in midair, he managed to turn his fall into a monstrous belly flop. Oops, Jiya thought, that wasn't such a great stunt, and decided it was time to go and collect her skateboard.

Of course, it wasn't the last she heard about it. As soon as Mr. Gopinath had stumbled home and had a shower with lots of sweet-smelling shampoo to wash off the zoo poo stew, he was knocking on Jiya's front door, carefully watching out this time for any skateboards on the driveway. Jiya's mother invited him in for coffee, but he was already launching into an angry outburst about Jiya's carelessness and irresponsibility.

"Yes," her mom agreed, "Jiya may have been partly responsible for the ball going over the fence into your place. Certainly, she was responsible for leaving her skateboard in our drive. However, you were responsible for not looking, and stepping on it when you were so focused on your anger. We are all responsible for the things that we do."

Mom promised Mr. Gopinath that she would talk with Jiya but, in fact, she really didn't need to. There were some important things that Jiya had already learnt.

TAKE AWAY



What makes a society successful? What makes a country powerful? and What makes a family happy? Simple.. When people of any group or country perform their duties with maximum responsibility and diligently. Remember an acknowledgement of our responsibilities is our steps towards unity and success.

Exercise 5.1

Whatever we do in our life has some purpose and prospected result. If the results are as expected we appreciate everything but if the result is contrary to our expectations we criticize everything. What in the following situations you think, people will appreciate/ criticize.



1. A man missed train

Appreciation :

Criticism:



2. Bus service was cancelled

Appreciation :

Criticism :

3. A student failed in exam

Appreciation :

Criticism :



4. When a team lost a match

Appreciation :

Criticism:



5. A dog bites someone

Appreciation :

Criticism :



6. When lost Mobile.

Appreciation :

Criticism:

Exercise 5.2

India is a democratic country where in every one has a right to vote, contest an election and even can form his or her own political party. There are 8 national, 53 state and more than 2485 unrecognised parties. In India these political parties use every strategy to gain votes of public and sometimes they make fake promise and fool public. Here are some promises parties must make. Based on your judgment identify them as fake or reasonable.

1. Employment to all



Fake

Reasonable

2. Poverty Eradication



Fake

Reasonable

3. Food for all

	Fake	Reasonable
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4. Basic facilities / amenities for all

	Fake	Reasonable
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5. 100% Electrification

	Fake	Reasonable
---	------	------------

6. No dispute in society

	Fake	Reasonable
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7. Corruption free India

	Fake	Reasonable
---	------	------------

8. Equal rights to female

	Fake	Reasonable
---	------	------------

9. Better transportation

	Fake	Reasonable
---	------	------------

10. Faster communication

	Fake	Reasonable
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You Can Learn From



ISHWAR CHANDRA VIDYASAGAR - Philosopher, Educator

- Ishwar Chandra was born on 28 September, 1820 in a village named Birsingha in Midnapore district of Bengal.
- His father was Thakurdas Bandyopadhyay, and his mother was Bhagwati Devi. 'Vidyasagar' is an academic title in Sanskrit.
- Meaning 'the Ocean of Learning', which used to be awarded to the outstanding scholars by the Government Sanskrit College of Calcutta.
 - Out of the few learned men of repute, the term 'Vidyasagar' is generally referred to by the people of India for only one person who is Pandit Ishwar Chandra, whose surname is 'Bandyopadhyay'.
- Thus, Vidyasagar has, in course of time, become his personal name.
- Vidyasagar was very brilliant. In a short time, he could quickly grasp things; and at a very tender age, he completed his college education.
- As a student, he had always earned highest marks in the examinations and obtained scholarships.
- With this he managed to meet his educational expenses, because his father was a poor gentleman who worked in a private firm on a petty salary.
- Vidyasagar worked as a School Inspector with a handsome salary. Besides, he earned some extra money by writing a number of text books.
- In 1850, Vidyasagar was offered the post of Professor of Literature in the Sanskrit College in Calcutta. Soon he became the Principal of the college.
- Vidyasagar was a kind-hearted man. He always helped the poor and the sick. He found that the Hindu girls were given in marriage at a tender age, and sometimes they soon became widows.
- Hence the rest of their life was wasted. So he went against the orthodox Brahmins of the Hindu Society, and became the instrument to get the Hindu Widow Re-marriage Bill passed by the Government.
- Thus many young lives of Hindu women were saved by him. Vidyasagar worked hard to establish girls' schools in India for the education of girls, who were in those days not allowed by their parents to go to school.
- In this way, Vidyasagar did many social reforms for the welfare of the Indian society. His name is remembered by his countrymen respectfully even this day..



SARDAR VALLABHBHAI PATEL - First Deputy Prime Minister

- Sardar Vallabhbhai Jhaverbhai Patel was one of the most important person involved in the struggle for Independence.
- He was born on 31st October 1875 at Nadiad though his native place was at Karamsad. His family was not educated.
 - He passed matriculation very late at the age of 22 years. However he wanted to study law and he went to England for pursuing it. With great determination and hardwork he topped his college too.
- And after few years he emerged as a successful lawyer. The role of Sardar Patel in the history of India's independence is very important.

- He was the first Deputy Prime Minister and Home Minister of India. He did not become Prime Minister only because Gandhiji wanted Nehru to become the Prime Minister due to some reason.
- Sardarji became the first Home Minister of nascent India.
- There were now many small kingdoms. Sardar Patel travelled to whole of India to convince all the 100 kings to join their kingdoms with the Independent Union of India.
- His most important role was the integration of 562 princely states under Indian Union. Within a year he redrew the boundaries of the India Map with every princely state merging the union of India and thereby making part of the political stream of life that was prosperous with harmony and cultural unity.
- He was truly the Iron Man of India in its true meaning. He received the highest civilian award of Bharat Ratna for his immense contribution and 31st October is celebrated as Sardar Jayanti.
- There are lots of organizations and memorials after his name. This iron man of India started to collapse in 1950 slowly due to blood in cough. After 2nd November in the same year he was confined to bed.
- He breathed his last on 15th December 1950. He will always be remembered for his brave and strong personality.



STEPHEN HAWKING - English Theoretical Physicist

- George Washington (February 22, 1732 - December 14, 1799) was an American political leader, military general, statesman, and Founding Father who served as the first president of the United States from 1789 to 1797.
- Previously, he led Patriot forces to victory in the nation's War for Independence. He presided at the Constitutional Convention of 1787, which established the U.S. Constitution and a federal government.
- Washington has been called the "Father of His Country" for his manifold leadership in the formative days of the new nation.
- Washington played a key role in adopting and ratifying the Constitution and was then elected president (twice) by the Electoral College. Washington owned slaves, and in order to preserve national unity he supported measures passed by Congress to protect.
- He was a member of the Anglican Church and the Freemasons, and he urged broad religious freedom in his roles as general and president. Upon his death, he was eulogized as "first in war, first in peace, and first in the hearts of his countrymen".
- He has been memorialized by monuments, art, geographical locations, stamps, and currency, and many scholars and polls rank him among the greatest U.S. presidents.
- Perhaps most importantly, Washington's balanced and devoted service as President persuaded the American people that their prosperity and best hope for the future lay in a union under a strong but cautious central authority.
- His refusal to accept a proffered crown and his willingness to relinquish the office after two terms established the precedents for limits on the power of the presidency.
- Washington's profound achievements built the foundations of a powerful national government that has survived for more than two centuries.

Time to live the value

Activity 1:

What kinds of inequalities prevail in our country?

Brainstorm at least 10 points. Suggest ways to overcome them.

Activity 2:

Motivate the students to develop hobbies like:

- i) Listen to different kinds of music.
- ii) Read books that are windows to different cultures.
- iii) Make pen pals with students from schools of other states. Take the help of the Principal to tie up with another State's school to start a pen-pal programme with the students.

TAKING CONTROL

Problems Addressed

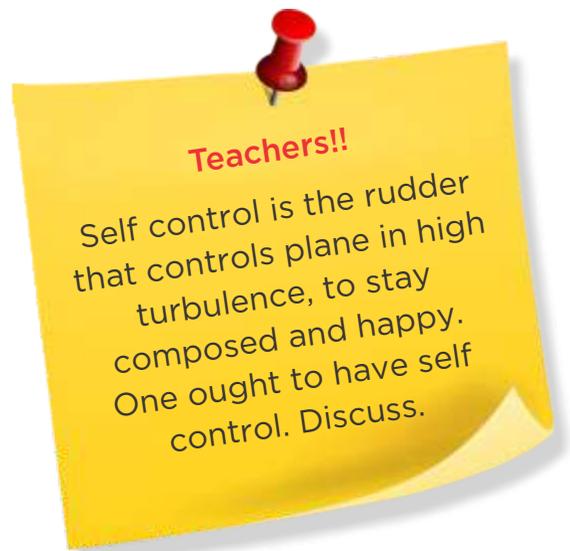
- Habit patterns
- Unwanted behaviors
- Lack of control
- Lack of empowerment

Resources Developed

- Taking control
- Learning thought/behavior stopping techniques
- Learning to create desired alternatives
- Learning to extend skills
- Building personal empowerment

Outcomes Offered

- Habit control
- Broader behavioral repertoire
- Empowerment



You can watch the short film
"EK CHOTI PAHAL" on **YouTube**



Scan code to view short film

Nanditahad a habit. It doesn't matter what sort of habit it was because I guess we all get into habits of different types. Some bite their finger nails, eat too much junk food, don't eat enough, pick their noses in public, burp at the dinner table, or do other things that other people may not like. So you can imagine any sort of habit you might want for Natalie. Is wasn't so much what the habit was but rather what happened that was more important.

I asked Nanditawhat she wanted to be when she was an adult. She didn't need any time to think. Her reply came quickly: "A policewoman. I want to ride on one of those big white horses like policewomen do."

"And what will you do as a policewoman riding on a big white horse?" I asked.

"I'll go to football matches and other places where there are big crowds. I'll ride around making sure everyone does everything right."

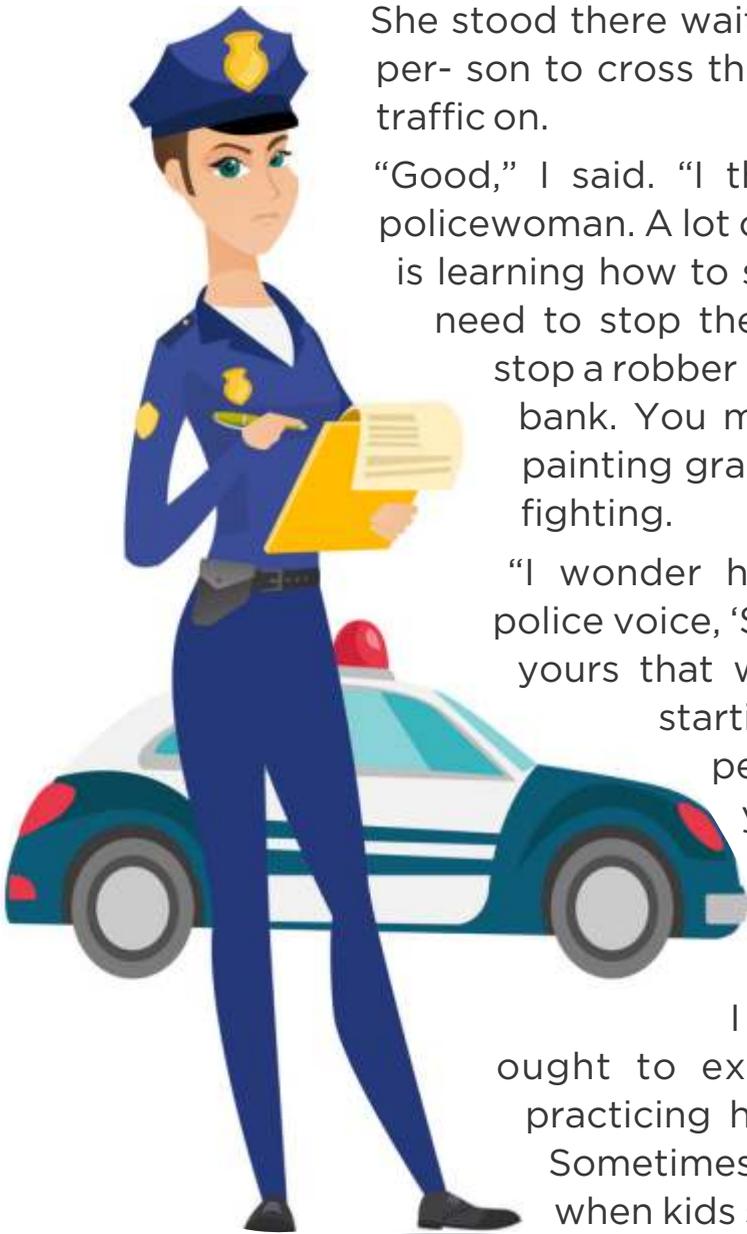
"Yes," I said, "this is really what a policewoman's job is about, isn't it helping to keep control?"

Have you started to practice the things you need to do to be a policewoman?"

"Mom has promised to give me horse-riding lessons as a Christmas present," answered Natalie. "But there are other things you might need to do as well," I suggested. "Let's imagine that you wanted to help an elderly person across a busy road. What would you do?"

Nandita stood up proudly, extended an arm, the palm of her hand raised to face the imaginary traffic; she called out in a firm voice, "Stop."





She stood there waiting for the imagined elderly person to cross the street and then waved the traffic on.

“Good,” I said. “I think you will make a good policewoman. A lot of good police woman’s work is learning how to stop bad things, isn’t it? You need to stop the traffic. You might need to stop a robber burgling a house or robbing a bank. You might need to stop someone painting graffiti on a wall, or stop people fighting.

“I wonder how you can practice your police voice, ‘Stop.’ Maybe that old habit of yours that we’ve been working on is a starting point. When you do it, perhaps you can stand up, put your hand up like you did for the imaginary traffic, and call out ‘Stop’ in a firm, police-like voice.”

I continued, “Perhaps we ought to explain to Mom that you’re practicing how to be a police- woman.

Sometimes parents get a little worried when kids start doing things differently.

She might not understand what’s going

on and think, I should never have taken Nanditato see that psychologist. She really is going crazy now. Would you like me to explain or would you rather explain to her yourself?”

When I saw Nanditathe next week she told me she had been practicing her policewoman’s skills of making her habit stop, and that it was going pretty well.

I asked her to imagine she was helping that elderly person across the street just as she had done the week before. She stood up proudly, extended her arm to the full, her palm facing the imaginary traffic, and

called out, “Stop!” Her voice was firmer and stronger. She waited until the imaginary person had crossed the imaginary road and then waved the imaginary traffic on.

“Ah-ha. What did you just do?” I asked.

“I waved the traffic on,” she said, looking a little puzzled.

“So, what else do policewomen do to exercise control as well as stopping some things that happen?”

She smiled. “They start things happening too. I started the traffic flowing again.”

“Exactly,” I said. “A good police officer wants to stop a bad thing from happening so that more good things can start. Some police officers focus primarily on starting the good things. They run police youth clubs, do community programs, and set up neighborhood watch schemes. At times they can help to stop what they don’t want to happen by starting what they do want to happen.”

The next week, Nandita proudly announced, “I’ve kept practicing being a policewoman. I can tell my habit to stop and I can do something different when it feels like it’s going to happen.”

“What have you done?” I asked.

“Those times when I thought the habit was about to happen I’d say ‘Stop,’ then go and talk to Mom, take Toby my dog for a walk, phone a friend for a chat, or go and play a game on the computer.”

“I think you’re going to make a wonderful policewoman,” I said. “If you keep your training going like this, the only other thing you need to do is learn how to make a horse stop and go in the direction you want it to.”

TAKE AWAY



Would you like to drive the most advanced car which runs faster than your imaginations? Would you like to fly an aeroplane that covers skies in seconds? of course you would. But if we make slight change in these...? If these don't have speed controllers? If these fast machines don't have breaks? Would you still love to travel in those? No.. For sure.. Its very pertinent to have control in our life.

Exercise 6.1

Life is full of lessons, if taken properly things settle nicely. If ignored these can produce mishaps. Also there is learning lessons everywhere around us. Based on your observations or understandings, what would you like to learn from following?



1. A soldier

2. A policeman



3. Administrative officer

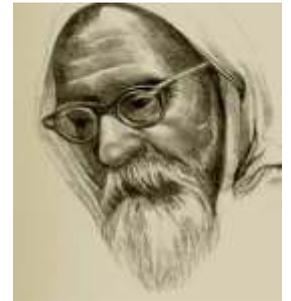
4. A famous Singer





5 A famous Scientist

6. A great social worker



7. A famous Journalist

8. A Great Sportsman



Exercise 6.2

People have some peculiar habits or characters of likes or dislikes. Write down why would you like or dislike there choice.

1. A Traffic Jam

Like :

Dislike :



2. A Punctual Class Teacher

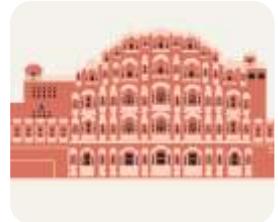
Like :

Dislike :

3. A Famous Palace

Like :

Dislike :



4. Clean Garden

Like :

Dislike :

5. Dust Bin

Like :

Dislike :



6. Clean Railway Tracks

Like :

Dislike :

You Can Learn From



MANGAL PANDEY - First Freedom Fighter

- Mangal Pandey, born on July 19, 1827 in the village of Nagwa, district Ballia, Uttar Pradesh, was introduced to Indian history as the first freedom fighter and martyr of 1857.
- He is popularly named 'Shaheed Mangal Pandey' because he was the first Indian sepoy who woke up the Indian masses to fight for the nation.
 - Mangal Pandey, at the age of 22 joined the British East India Company as a soldier in the 34th Regiment of Bengal Native Infantry.
- He was a true freedom fighter who gave a spark to the First War of Indian Independence. The British termed it as Sepoy Mutiny 1857 as it was a mass revolt of Indian soldiers in the British Army.
- The main reason of Sepoy Mutiny was the Pattern 1853 Enfield rifled musket. To load a new rifle, the soldiers had to bite the cartridge and open to pour gunpowder into the rifle's muzzle.
- There was a widespread rumor that these cartridges were greased with lard or tallow. Lard is the pork fat which the Muslims regarded as unclean and tallow is the beef fat which the Hindus regarded as sacred.
- The British army constituted 96% of Indians and so both the Hindus refused to accept these cartridges. Everyone had a firm belief that this was done intentionally and this discontent turned into a major revolt.
- Mass revolt forced Pandey to attack his British sergeant on the parade ground, besides wounding an adjutant. A native soldier stopped him from killing them. The officer in charge ordered a Jamadar of the troop to arrest Pandey but he refused to do so.
- Mangal tried to commit suicide to light the flame of nationalism in the hearts of millions of Indians but he failed to do so. He was then captured and sentenced to death on April 8, 1857 in Barrackpore.
- March 29, 1857 is considered to be a day when Mangal Pandey reaped the seed for a struggle which gave India her freedom.



SINDHUTAI SAPKAL - Mother Of Orphan

- Sindhutai Sapkal was Born on 14th November 1948, Sindhutai saw this world from the eyes of a cattle grazing family in the Wardha district of Maharashtra.
- Always considered unnecessary, she was named 'Chindi', which means a torn cloth, by the society. But the young Sindhutai's hunger to learn more was omnipresent. Instead her passion to the help the helpless and wronged aggravated.
 - Settling in the Navargaon forest in Wardha after marriage, she strongly opposed the exploitation of village women. Little did she knew, that her fight would change her life for the worse.
 - This raised a rejection for her from the community. It was during these experiences of poverty, abjection and homelessness that Sindhutai came across dozens of helpless orphans and women who were blatantly ignored by the society.

- She started adopting these orphans and worked and sometimes begged incessantly to feed them. After years of hard work, she raised her first Ashram at Chikaldara.
- She travelled across villages and cities to raise money for her Ashrams. Many a time she even had to fight for the next meal due to lack of funds. But Sindhutai never stopped.
- Till date, she has adopted and nurtured over 1200 orphaned children. They fondly call her 'Maai'. Many of her adopted children are now lawyers and doctors.
- Sindhutai Sapkal has received around 270 awards from various national and international organizations. She has founded numerous organizations across Maharashtra which provide education and shelter to thousands of orphans.
- Even today, at the age of 67, Sindhutai Sapkal works relentlessly to shape the future of these orphans because she believes that a deprived child means a deprived nation.



AUNG SAN SUU KYI - State Counsellor Of Myanmar

- Aung San Suu Kyi was born on June 19, 1945 in the city of Rangoon, Burma. General Aung San Kyi and Daw Khin Kyi brought her into the world. Her father's death would be one of the main contributors to her fight for peace and independence for the country of Burma.
- His death would be one of the main contributors to her fight for peace and independence for the country of Burma. She was educated in the city of Rangoon until she was fifteen years old.
- While in Burma she joined the pro-democracy movement, which was pushing for political reforms in Burma. She addressed a half million people in a rally at the famous Shwedagon Pagoda in Rangoon.
- She had preached to these people and called for a democratic government so that the people of Burma could experience freedom.
- The elections were going to be held in May of 1990 in which she was declared ineligible.
- Even though she was unable to run in the election the National League for Democracy had a landslide victory even without her present. She would spend the next six years of her life at her lakeside villa in Rangoon to serve her house arrest.
- She wrote many speeches and books that were published. During this time she received many awards dealing with her great aspiration toward peace.
- However, maybe her greatest honor was the Nobel Peace Prize that she won on October 14, 1991. With her prize money of 1.3 million dollars she established a health and education trust for the people of Burma.
- She keeps on fighting for democracy and freedom in her homeland of Burma. She has dedicated her life to the citizens of Burma so that they can experience the freedom that they deserve. She has secured her name in Burmese history and will forever fight for democracy.

Time to live the value

The students will be asked to conduct a survey in the neighbourhood local market and record the MRP and date of expiry of the items sold in the shops. A report on the same will be prepared and the children will be made aware of consumer rights and also taught not to buy things that are past their expiry date.

The students will be asked to make jingles on the same to spread the message of consumer awareness among children.



HEMFORMATION

Humane Endeavour for Moral Awakening

Values are the breathers of an amiably functioning society. Harmony benevolence, and compassions are the very cornerstones of a flourishing and vibrant society, all citizens shall contribute to the cumulative prosperity and well-being of our nation.

Real wealth of a nation lies in the prosperity of its citizens which in turn is direct function of valued perspective, hence a society augmented with values will always lead a prosper life for it's citizens.

Everybody who contributes to the census also contributes to the state of society at micro level; hence valued acts of every individual are requisite of collective well-being of country.

Humanity in moderns times is passing through a very transient time, where sustenance of life variably transform rapidly with every passing moment, its very pertinent for life to have some values to subscribe able to stand challenges paused by uncertainty, and values can provide a permanent scaffolding to a society to stand any change.

United we fight and divided we fall.



VALUE
THE VALUES
TO REMAIN
VALUED



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Ram Ratna House, Oasis Complex, P. B. Marg, Worli, Mumbai - 400 013 | **Tel.:** 022-2494 9009 / 9142.

Extn.: 108 **Mob:** 72280 01342 / 7710030852 | **E-mail:** admin@hemafoundation.org

Website: www.hemafoundation.org

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