



HEM *formation*

Humane Endeavour for Moral Awakening



1 Politeness

2 Emotional Intelligent

3 Self-Worth

4 Awareness

5 Health & Hygiene

6 Self Realisation



*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.

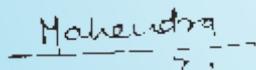
The restoration of Values in the youth would stabilize the society and spread the fragrance of love and kindness and concern for humanity. The organization believes that making monsters with knowledge of physics and chemistry and other subjects come much later, for, they have to be human beings first. 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



All rights reserved under the copyright act. No part of this publication may be reproduced, transcribed, transmitted, stored in a retrieval system or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, photocopy or otherwise without the prior permission of the copyright owner, Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages..

First Edition: 25 June 2019

Publisher:

HEMA Foundation
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

All rights reserved ©

Printer :

Cooperation amount : ₹ 150/- Only.

“This book is meant for educational and learning purposes. The author(s) of the book has/have taken all reasonable care to ensure that the contents of the book do not violate any copyright or other intellectual property rights of any person in any manner whatsoever. In the event the author(s) has/have been unable to track any source and if any copyright has been inadvertently infringed, please notify the publisher in writing for any corrective action.”

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: _____

CONTENTS

An Important Read 3-11

The Pledge 12

Steps	Story	Value	Movie	Pages
1	Be Yourself	Politeness	Sadbhav (Vinamrata Ke Saath)	14-30
2	Learning To Laugh	Emotional Intelligent	Stress Bomb	31-45
3	See For Yourself	Self-Worth	Anukaran	46-59
4	Water Foot Print	Awareness	Jal-Awareness	60-70
5	Sometimes Terrible Things Happen	Health & Hygiene	Eating For Balance	71-82
6	Overcoming Adversity	Self Realisation	The Importance Of Truth	83-90



VALUE THE VALUES TO REMAIN VALUED

BE YOURSELF

Problems Addressed

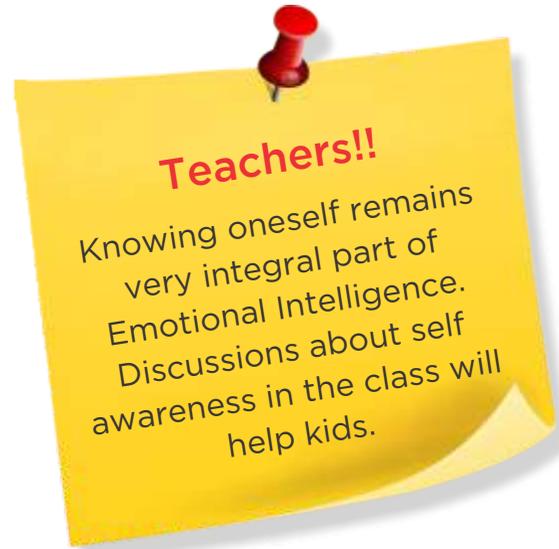
- Lack of self-worth
- Self-denigration
- Comparing yourself to others

Resources Developed

- Listening to helpful advice
- Using your unique skills
- Helping others
- Making friends

Outcomes Offered

- Being yourself
- Valuing your resources
- Being self-accepting



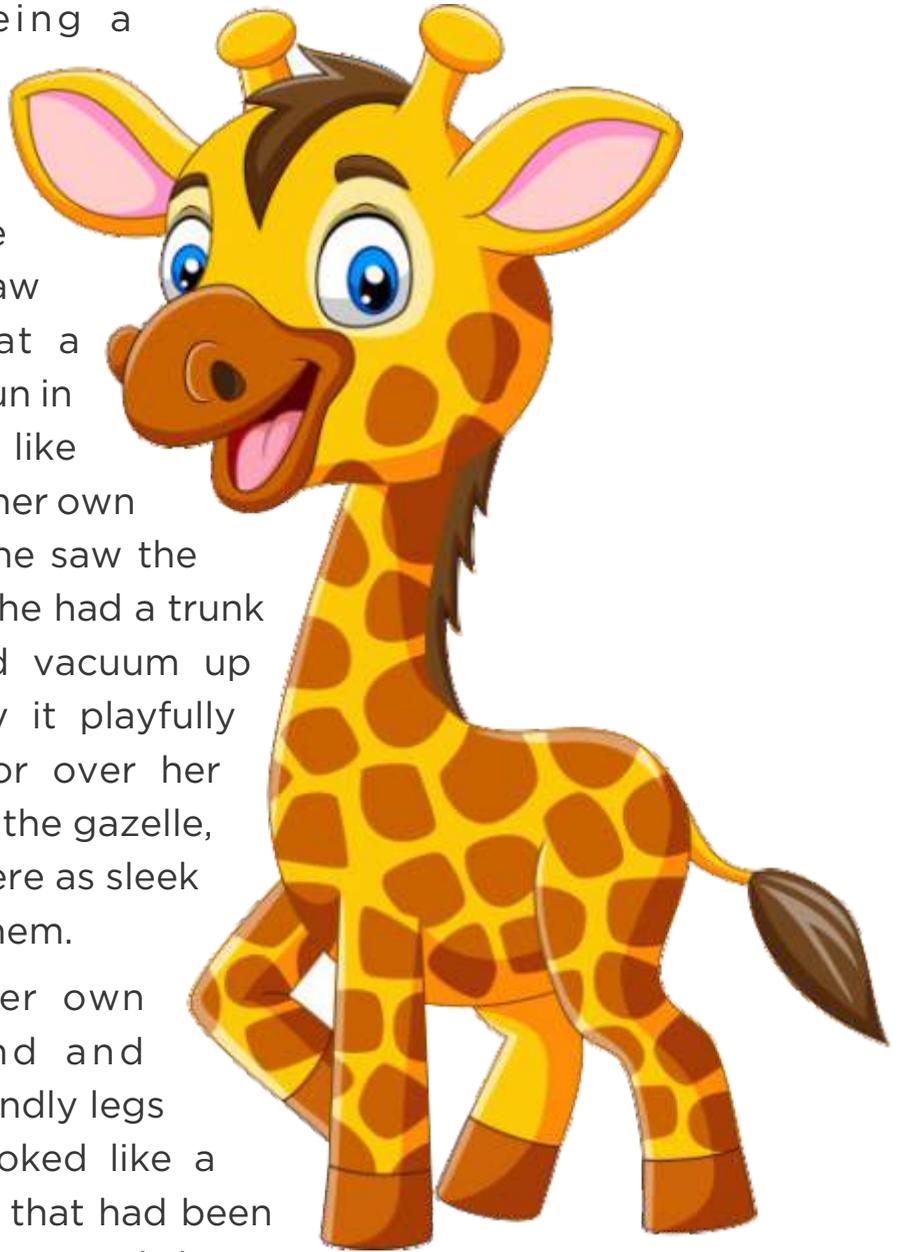
You can watch the short film
“SADBHAV (VINAMRATA KE SAATH)” on **YouTube**



Scan code to view short film

Gappu was a giraffe who felt awkward about being a giraffe. She looked at other animals and thought how she would like to be more like them. When she saw the Zebra running at a gallop she wanted to run in a smooth, fluid motion like they did rather than in her own ungainly gait. When she saw the elephant, she wished she had a trunk with which she could vacuum up water and then spray it playfully over her own back or over her friends. When she saw the gazelle, she wished that she were as sleek and elegant as one of them.

She looked at her own reflection in a pond and thought what long, spindly legs she had. Her neck looked like a piece of chewing gum that had been held between two fingers and drawn out until it was as long as it could get without snapping. Of course, she didn't know what a piece of chewing gum was, but she did think that there wasn't another animal around with a neck as long or as ugly as hers. And then she had those two funny little horns at the top of her head. They weren't as big or strong as an antelope's horns. What good would they be if she had to defend herself? Then, too, her skin looked as though she were covered in rust-colored



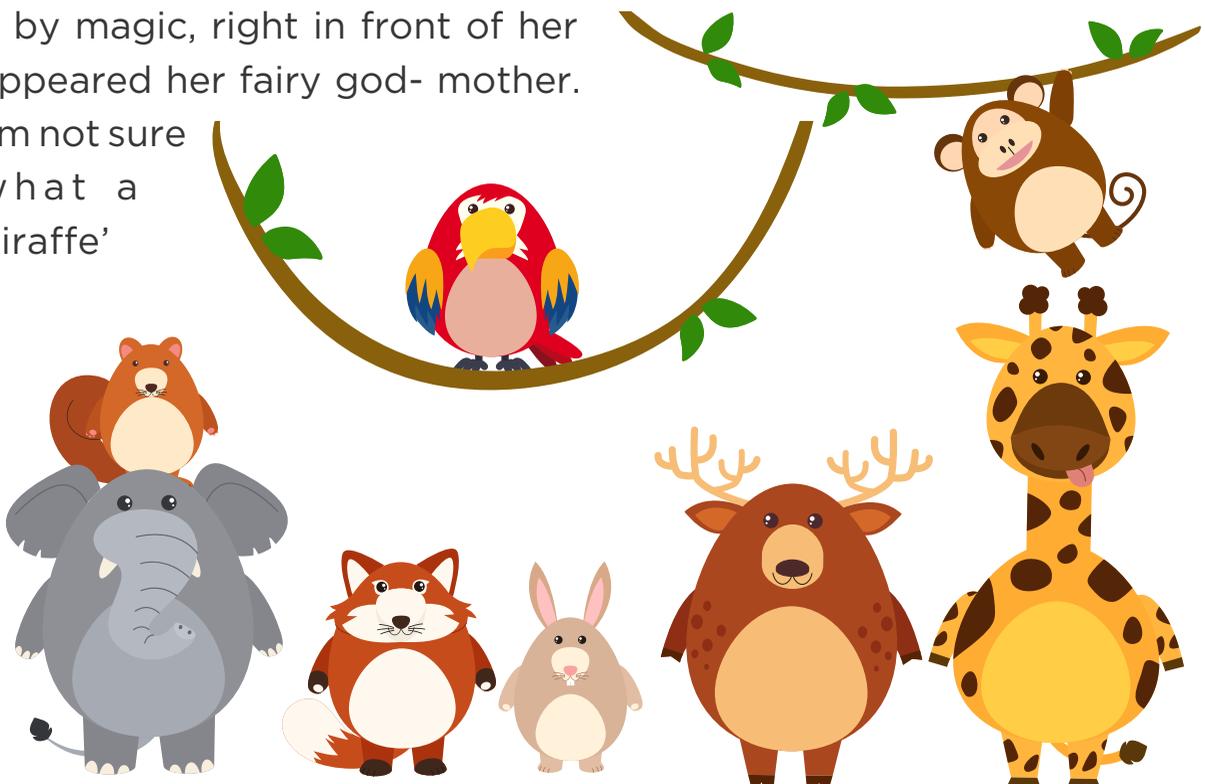
vinyl tiles that were distorted in shape as if her image had been reflected by those weird mirrors in a fun house.

“Hey, you’re a giraffe,” her mother tried to reassure her. “This is the way that giraffes look. Just be yourself.”

One day she came to a nice sandy patch and felt like rolling in the sand. Remembering her mother’s words about being herself, she decided that was exactly what she would do. She laid down and began to hop from side to side, kicking her ungainly legs in the air. To an outsider she may have looked like a marionette that had been accidentally dropped by the puppeteer, the strings tangled, the master attempting to regain control of his wayward puppet. Of course, Gappu wouldn’t have known what a string-controlled marionette was, but she did hear a laugh and turned around to see a pack of hyenas that had crept out of the woods and were sitting in the grass laughing at her antics.

She struggled to her feet, walking away with her nose dragging the ground and thinking to her- self, “So much for being yourself.” Then, as if by magic, right in front of her appeared her fairy god- mother.

I’m not sure
what a
giraffe’



s fairy godmother looks like, but since this is our story I guess you can imagine her how you want.

“Your mother was right,” said the fairy godmother, as if reading Gappu’s thoughts. “It is important to be yourself, but it is also important how you be yourself. It isn’t so much a matter of what you are not but who you are that makes the difference. It doesn’t really matter if you can’t gallop like a zebra, look like a gazelle, or play water games like an elephant. What is important is what you are good at. What is important is what you can do.” And with those words the fairy godmother disappeared.



Gappu kept walking, her nose just a little higher off the ground, wondering what that was all about, when suddenly she saw a lioness running toward her. At first Gappu was frightened, but the lioness called out, “Don’t panic! Please help me. My little cub has climbed up the tree and I can’t get it down.”

Gappu stood on the tiptoes of her long spindly legs and stretched her elongated neck high up into the tree. In her mouth she gently picked up the little lion cub by the scruff of the neck, much like a mother cat might carry its kitten, and lowered it carefully to the ground.

“Thank you, thank you, thank you,” cried the lioness, so overjoyed at having her cub safely back in her care.

Gappu hadn't traveled much farther before she saw a distressed monkey jumping up and down on the edge of a cliff, crying out for help. "Gappu," called the monkey, "my baby has fallen over the cliff. She's down over the ledge, hanging on to a tree root, and I can't reach her. If someone doesn't get her soon, she may fall to her death."

Gappu knelt down on the edge of the cliff and stretched her long neck over the edge. "Grab hold of my horns," she said to the baby monkey. The young monkey reached out one hand at a time to grasp the fist-sized horns on which Gappu lifted her back over the ledge to safety.

"Thank you, thank you, thank you," cried the mother monkey, overjoyed at having her baby safely back in her care.

Gappu was walking home, carrying her head a bit higher now, when her fairy godmother appeared in front of her again. "I guess there is no need for me to tell you," said the fairy godmother, "what you have just learned by doing the things that only you could have done. Cheetahs have become the fastest animals on earth not by wanting to be like a turtle but by developing their skill at running fast. By doing what you are good at, by building on your strengths, then truly you can be yourself.

"But I think that maybe you have learned more," continued the fairy godmother. "By using your unique skills to help those who may not have the same abilities, you have made some special friends. Indeed, it is even possible- as you did with the lioness - to make a friend of an enemy."

And with that Gappu's fairy godmother disappeared again.

Gappu walked home, with her neck stretched so high that those little horns at the top of her head (which were just big enough for a monkey to grab hold of) may have even been scratching the bottom of the clouds. Gappu felt proud to be herself.

TAKE AWAY



A very famous Hindi quote validates importance of volume of sound in relations, a slight exert on sound might deteriorate our relations instantly, and a sound full of compassion can make a relations fulfilled. Ensure we don't sound harsh to ears of others, rather people shall love to listen to us.

Exercise 1.1

God might have yet not created the best and perfect creature so far, but every creature is a beautiful creation who has its own strength and weakness to the habitat it survives in. In the given names of animals try to mention any two weakness and strengths according to your observations.

1. Lion



Strength

.....
.....
.....

Weakness

.....
.....
.....

2. Giraffe



Strength

.....
.....
.....

Weakness

.....
.....
.....

3. Dog



Strength

.....
.....
.....

Weakness

.....
.....
.....

4. Hyena



Strength

.....
.....
.....

Weakness

.....
.....
.....

5. Shark



Strength

.....
.....
.....

Weakness

.....
.....
.....

6. Snake



Strength

.....
.....
.....

Weakness

.....
.....
.....

7. Horse



Strength

.....
.....
.....

Weakness

.....
.....
.....

8. Monkey



Strength

.....
.....
.....

Weakness

.....
.....
.....

9. Tiger



Strength

.....
.....
.....

Weakness

.....
.....
.....

10. Cow



Strength

.....
.....
.....

Weakness

.....
.....
.....

11. Cheetah



Strength

.....
.....
.....

Weakness

.....
.....
.....

12. Parrot



Strength

.....
.....
.....

Weakness

.....
.....
.....

13. Peacock



Strength

.....
.....
.....

Weakness

.....
.....
.....

14. Elephant



Strength

.....
.....
.....

Weakness

.....
.....
.....

15. Human



Strength

.....
.....
.....

Weakness

.....
.....
.....

Exercise 1.2

Sometimes human beings are separated in different groups based on the experiences people gain after interacting with those. Given are some human behaviours, based on which categorize as preferred and non preferred.



Preferred

.....

.....

.....

.....

Non Preferred

.....

.....

.....

.....

Exercise 1.3

What possible interventions you would like in order to get yourself protected against bully? Suggest.



1. You are being bullied by classmates in assembly.

.....

.....

.....

.....

2. You are being bullied by students in school bus.

.....

.....

.....

.....



3. You are being bullied in sport ground.



.....

.....

.....

.....

4. You are being bullied on telephone.

.....

.....

.....

.....





5. You are being bullied as nobody in group talks to you.

.....

.....

.....

.....

6. You are being bullied whenever results declared

.....

.....

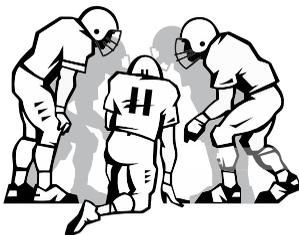
.....

.....



Exercise 1.4

Teasing, name calling, quibble, or mocking are common scenes amongst students. Sometimes these are part of students bickering but can lead into serious emotional bullying if not curbed at initial stage. In the following situations where you can suggest possible interventions to avoid conflagration.



1. When a team lost.

.....

.....

.....

.....

2. When someone scored less marks.

.....

.....

.....

.....



3. When someone is overweight.

.....

.....

.....

4. When someone is underweight.

.....

.....

.....



5. When someone leads in studies.

.....

.....

.....

6. When somebody comes from modest family background.

.....

.....

.....



7. When someone is poor in language.



.....

.....

.....

Exercise 1.5

Educational institutions as per govt. guidelines follow some rules in academic institutions to prevent bullying. And time on time there might come some guidelines to train and educate children against the menace of bullying. Following are alternative that might qualify of being self-confident and might lead you to either loose confidence or gain. Separate them in group.

Fear	Scare	Convinced	Courage	Depressed
Doubtful	Fearful	Fearless	Hopeful	Positive
Self-assumed	Self-reliant	Upbeat	Intrepid	Trusting
Sad	Shy	Timid	Weak	Unsure

Gain confidence

Loose confidence

.....

.....

.....

.....

.....

.....

.....

.....

You Can Learn From



CHAKRAVARTI EMPEROR ASOKA - Independent Activist

- Idealist and versatile, the precursor of human civilization and the ancient Indian history star Ashok was a great emperor. In all historians of the eye are called the golden period of Ashoka's reign.
- Ashok was the son of Bindusara, in the Buddhist scriptures Deepavansha and Ashoka's mother's name was Shubhadagri. Bindusara had arranged to give an excellent education to all his sons.
- But Ashoka was the best and the wise in all of them. Bindusara appointed Ashok as a good leader of Ujjain for administrative education. Ashok was very cloudy from childhood. Ashoka is counted among the greatest rulers of the world.
- Sushim was the eldest son of Bindusara, but he was unable to suppress the rebellion in Takshshila only during the reign of Bindusara. Bindusara sent Ashok to Takshshila. Ashok succeeded in establishing peace there.
- Ashoka was successful in administrative work only during his father's reign. When 273 BC In ill-conditioned sickness, Ashok was a good leader of Ujjain. On hearing the father's illness, he left for Pataliputra, but on the way, Ashok got the news of the death of father Bindusara.
- By reaching Pataliputra, he had to face those people who did not like him. Ashoka was too far from succession because of lack of Yuvraaj. But the qualification of Ashoka meant that Ashoka was a better successor.
- Many people were also in favor of Ashok. Therefore, with the help of them, and after a stringent struggle of four years, 269 BC Ashoka was formally enthroned in.
- Ashok, which represents the sacrifice, charity, and generosity in the administrative field, and inspires humans to raise the moral level, they are not seen anywhere else in world history.
- Ashok made many improvements to run the governance smoothly and appointed many Dharma-Mahapatra. Asoka considered his people as his offspring.
- His message was - "Every time I am eating or in the dormitory, let me know the situation of the reproductive people. I will work everywhere, the people's interest is my duty and its basic industry and works readiness."
- He sent his son Mahendra and daughter Sandhimित्रा to the Buddhist campaign in Sri Lanka, to be the instrument of propagation of most of the rock inscriptions written by Ashok.



NEERJA BHANOT - Youngest Ashok Chakra Winner, Flight Attendant

- Neerja Bhanot (7 September 1963 - 5 September 1986) was an Indian head purser who died while saving passengers on Pan Am Flight 73 which had been hijacked by terrorists during a stopover in Karachi, Pakistan, on 5 September 1986.
- Posthumously, she became the youngest recipient of India's highest

peacetime gallantry, the Ashok Chakra Award, as well as several other accolades from the government of the United States.

- On 5th September, The aircraft, Pan Am Flight 73 with 360 passengers on board had just arrived from Mumbai and was ready to depart Jinnah International Airport in Karachi for its destination- the United States.
- Unfortunately the flight was hijacked by four heavily armed terrorists while it was parked at Karachi airport. Neerja Bhanot was the senior most crew member on board the flight.
- The terrorists started asking for passports of crew members and Neerja realised that their primary targets were the Americans on board. She was instructed by the terrorists to collect the passports of all passengers.
- Neerja managed to hide their passports and discard them down the rubbish chute. With her help at least 39 American passengers were saved out of 41.
- The terrorists held the passengers hostage for 17 long hours and after that they started to open fire on them.
- The passengers escape through the emergency door exit but in an attempt to save three children from the bullets being fired, Neerja lost her life.



FREENEY - Irish-american Philanthropist, Businessman

- Feeney was born in New Jersey during the Great Depression and came from a modest background of blue collar Irish-American parents in Elizabeth, New Jersey.
- His ancestry traces to County Fermanagh in Northern Ireland. Feeney graduated from Elizabeth's St. Mary of the Assumption High School in 1949; he has credited his charitable spirit to his education at St. Mary.
- His 2016 donation of \$250,000 was the largest in the school's history from a single contributor. He served as a U.S. Air Force radio operator during the Korean War.
- The concept of "duty-free shopping"—offering high-end concessions to travelers, free of import taxes—was in its infancy when Feeney and his college classmate Robert Warren Miller started selling duty-free to American servicemen in Asia in the 1950s.
- They later expanded and founded the Duty Free Shoppers Group (DFS Group) on November 7, 1960. DFS began operations in Hong Kong, later expanding to Europe and other continents.
- DFS' first major breakthrough came when it secured the exclusive concession for duty-free sales in Hawaii, allowing it to market its products to Japanese travelers.
- In 1982, Feeney created The Atlantic Philanthropies, and in 1984, secretly transferred his entire 38.75% stake in DFS, then worth about \$500 million, to the foundation. Not even his business partners knew that he no longer personally owned any part of DFS.
- For years, Atlantic gave away money in secret, requiring recipients to not reveal the sources of their donations. "Beyond Mr. Feeney's reticence about blowing his own horn, 'it was also a way to leverage more donations--some other individual might contribute to get the naming rights.'"
- The largest single beneficiary of Feeney's giving is his alma mater Cornell University, which has received nearly \$1 billion in direct and Atlantic gifts, including a donation of \$350 million enabling the creation of Cornell's New York City Tech Campus.
- He has also supported the modernization of public-health structures in Vietnam.

Time to live the value

Bravery is an attitude to stand firmly against injustice, immorality and indecency, it is also a virtue that allows us to fight social ills like stereotypes and prejudice. Work in a group and try to find prevailing prejudices in your area and prepare a pledge to fight against them .

LEARNING TO LAUGH

Problems Addressed

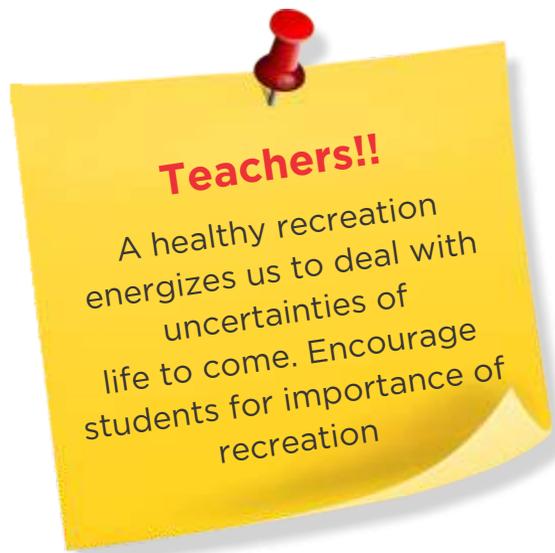
- Unhappiness
- Lack of enjoyment
- Difficulty in laughing or having fun

Resources Developed

- Learning to smile
- Learning to laugh
- Building positive feelings

Outcomes Offered

- Smiles
- Laughter
- Fun



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



Scan code to view short film

Subhash sat in front of a mirror, one of those with light bulbs all the way around its sides. He painted a big red smile on his face, and then drew a black line around the edge to highlight it. He painted on some wideopen, bright eyes that seemed to twinkle with mirth. On top of his head he placed a ginger-colored, unruly wig of hair, then a crooked top hat with a big yellow flower on the front. He ran a plastic tube from the flower down the back of his head, over his shoulder and along his arm. He pulled on a big floppy jacket with brightly coloured checks and pushed the tube into a big bulb of water in his pocket. Finally, he slipped into a pair of overgrown shoes and carefully stepped out of his caravan, walking through the canvas flap of the big tent and entering the arena. Almost as soon as the crowd of people saw him they burst out laughing. You see, Subhash was the circus clown.



He tripped over his long floppy shoes and people laughed out loud. He walked up to a person in the front row and squeezed the bulb in his pocket. As the flower squirted water over that man, the people laughed even louder. There was no doubt about it, thought the ringmaster, Subhash was definitely the funniest clown ever.

After the show Deepak, the trapeze artist, visited Subhash in his

caravan. Subhash was wiping the smile off his face, and underneath the makeup his real mouth didn't lift up at the corners at all. As he wiped away the sparkling painted eyes, his own eyes looked dull and sad.

"What's up?" asked Deepak.

"Well," answered Subhash, "it's easy to make other people laugh, but I can't laugh myself. Even back at school I found it easier to make others laugh. I felt different from the other kids. I wasn't good at sports like most of them and I didn't really excel in my studies. In fact, I was often at the bottom of the class—but one thing I could do was to get others to laugh. I would trip over like I do when I enter the circus ring and the kids would laugh. If I went to eat a sandwich at lunch and it pushed up my nose instead of going into my mouth, they would think it was funny. I guess I did what I did well, and went on being the class clown, but I never felt really happy."



"Okay," said Deepak, feeling sorry for his friend. "If a laugh is difficult for you, perhaps a smile might be easier." They both stood and looked in the mirror as Subhash attempted a smile.

"Not good enough," announced Deepak. "What do you mean?" asked Subhash.

"All you did," replied Deepak, "was lift the sides of your lips a little. That's not good enough. I remember reading a while ago that a brain

doctor named Dr. Motiwala, who lived more than a hundred years ago, would stick needles into people's faces and give them electric shocks through the needles to try and stimulate the facial muscles. One of the things that Dr. Motiwala found was that there's a difference between a pretend smile and a genuine smile. When we pretend to smile we just lift the corners of our mouth like you did, but when we genuinely smile, we raise the muscles in our cheeks and around our eyes. I know I'm sounding a bit like a football coach, but come on, let's get all those facial muscles working."

Subhash tried again.

"Better," announced Deepak. "Here is your homework: Before you leave your caravan each morning, sit in front of your mirror and practice a genuine Dr. Motiwala smile."

Though they saw each other around the circus, neither mentioned the smiling exercise until a week later, when Deepak entered Subhash's caravan after a performance.

"Let's see that smile," he said. "How does that feel?" "Good," said Subhash, with a genuine Dr. Motiwala smile.

"Just as it should do," announced Deepak, confidently. "You see, for a long time scientists thought that we laugh when we're happy and cry when we're sad. But now their research is showing that if you put a smile on your face, you feel happier and if you start to frown, you feel sad. Now, for the next step, let's try a laugh."

They both looked in the mirror again. Subhash was showing a genuine smile. "Okay," said Deepak, "open your mouth and put one hand on your stomach, the other on your chest and start to laugh. Notice what it looks like in the mirror. Feel what is happening in your stomach and chest."

Subhash laughed. Hey, it was possible. He could do it.

"This is infectious," said Deepak, laughing with him. When they realized they were laughing so heartily at nothing, they laughed even

louder and more heartily.

Now when Subhash paints a smile on his face for the circus, it follows the lines of the Dr. Motiwala smile that is already there, and his own eyes twinkle with laughter under the painted ones. You see, Subhash is a clown who can help other people laugh . . . and can laugh himself.

TAKE AWAY



Making life more meaningful and happy doesn't entail that environment around us shall accept us the way we are, but it entails how we cooperate or coordinate with our surroundings, in the present era being more sensible for others and scientific in approach helps us always being rational and happy.

Exercise 2.1

What items in first stanza of the story are described as dress of clown? Write down.

<hr/>

Exercise 2.2

Sometimes small acts of people cheer us for the day, what according to you can be worn as cheerful disposition by a child that can make people merry around them.



Mother



Father



Grand father



Grand mother



Cousins

.....

.....

.....

.....

.....



Classmate

.....

.....

.....

.....

.....



Teacher

.....

.....

.....

.....

.....



Principal

.....

.....

.....

.....

.....



Shopkeeper



Neighbors

Exercise 2.3

Often prejudices and reasons confront each other in relations of people as prejudices are biases, often entangles us in problems by ignoring rational reasons, predisposed with biases some situations are given under, use your rational brain those could have been avoided.



Predisposition

Rationality





Cab driver being roughed up by passenger.



Watchman shouting at stranger



Teacher scolding students in class



Classmate loudly confronting another student



Students fighting for chair



People running for seat



Crowd screaming for places



Children fighting over a ball

You Can Learn From



MAHARAJA DASHRATHA - Maharaj Of Ayodhya

- Dasharatha was a descendant of the Raghuvanshi-Ikshvaku-Suryavansha dynasty and the Maharaja of Ayodhya as mentioned in the Hindu epic, the Ramayana.
- Dasharatha was the son of King Aja of Ayodhya and Princess Indumati of Vidarbha. His birth name was Nemi, but he acquired the name Dasharatha as his chariot could move in all ten directions.
 - Dasharatha was a great warrior who single-handedly conquered the whole earth with his prowess and defeated and slew many Asuras in war.
- Dasharatha had three queen consorts, namely, Kaushalya, Sumitra and Kaikeyi. Having an immense desire to beget a son, Dasharatha promised Kaikeyi that the son she bore would succeed him as King of Ayodhya after she pleaded with him in the Kop Bhavan.
- After Rama's departure to the forest, Dasharatha lies in his bed with a wailing Kaushalya. He suddenly remembers an incident which had occurred in the past.
- He narrates to Kaushalya about how, by accident, he had killed a young boy named Shravana mistaking him to be an elephant.
- Dasharatha hurried there to find a boy lying sprawled on the banks of the river with an arrow lodged in his chest. Dasharatha approaches the blind couple and tells them about their son's unfortunate death.
- The parents, grief-stricken curse the prince: "Just as we are dying due to the separation from our beloved son, you too shall have the same fate." Dasharatha concludes the chapter by saying that his end is near and the curse has taken effect.
- Following his narration of Shravana, Dasharatha dies in the night due to the pain and misery of his separation from Rama. His funeral rites were performed by Bharata and Shatrughna.
- His Palace is in Ayodhya district (U.P.) about 18.1 km away from Bilhar Ghat. It is on the side of the bank of the Sarayu River where he was cremated. This place is very devotional for Hindus.



SONAM WANGCHUK - Innovator And Education Reformist, Ladakh

- Sonam Wangchuk was born in 1966, in Uleytokpo, near Alchi in the Leh district of Jammu and Kashmir.
- For a man who has had a definite impact on his surroundings, it does come as a surprise that he did not start receiving formal education until the age of 9, for there were no schools in his village.
 - He faced trouble in Srinagar, where he was taken at the age of 9 and enrolled in a school. He got addressed in a different language, which he could not respond and was considered stupid.
- He escaped alone to Delhi in 1977 and later went against his father's wishes to self-finance his Mechanical Engineering from NIT, Srinagar. Much later, he also went to France to study Earthen Architecture to give impetus to his initiatives.

- Wangchuk is not just an engineer, he is also an innovator and education reformist.
- All the formative experiences shaped his future and his frustration against the education system led him to start the Students' Educational and Cultural Movement of Ladakh, to address the problems of the younger generation and their lack of focus and cultural confusion.
- The work also involved reforming the government school system, creating awareness in the youth about the insensitive school education system and harnessing solar energy for the benefit of the villagers.
- Wangchuk experience and wisdom have been used by several governmental agencies, in the capacity of an advisor and consultant. He was entrusted with the task of formulating the policy on Education and Tourism as part of the Vision Document Ladakh.
- He has been involved in many other agencies and committees and his biding concerns have remained integrated development that is in sync with ground realities.
- His project called the 'Ice Stupa' has brought him fame from outside India as well.
- Sonam Wangchuk won coveted Ramon Magsaysay award 2018. For all his path-breaking achievements,
- Sonam Wangchuk has been awarded at various platforms, notably the ICA Honor Award 2017, San Francisco, CA, the GQ Men of the Year Awards, Social Entrepreneur of the Year, 2017,
- Also, Rolex Award for Enterprise, 2016, International Terra Award for best earth building, 2016, Man of the Year by the Week, 2001 and many more.
- Sonam Wangchuk's life is truly inspirational and highlights the concept of conscientious enterprise, business that helps the society.



MARTIN SELIGMAN - American Psychologist, Educator

- Martin Elias Pete Seligman (born August 12, 1942) is an American psychologist, educator, and author of self-help books. Seligman is a strong promoter within the scientific community of his theories of positive psychology and of well-being.
- His theory of learned helplessness is popular among scientific and clinical psychologists. A Review of General Psychology survey, published in 2002, ranked Seligman as the 31st most cited psychologist of the 20th century.
- Seligman was born in Albany, New York to a Jewish family.
- Seligman developed the theory, finding learned helplessness to be a psychological condition in which a human being or an animal has learned to act or behave helplessly in a particular situation
- And usually after experiencing some inability to avoid an adverse situation — even when it actually has the power to change its unpleasant or even harmful circumstance.
- Seligman saw a similarity with severely depressed patients, and argued that clinical depression and related mental illnesses result in part from a perceived absence of control over the outcome of a situation.
- Seligman is the director of the university's Positive Psychology Center. Seligman was elected President of the American Psychological Association for 1998.

- He is the founding editor-in-chief of Prevention and Treatment (the APA electronic journal) and is on the board of advisers of Parents magazine.
- Seligman has written about positive psychology topics in books such as The Optimistic Child, Child's Play, Learned Optimism, Authentic Happiness and Flourish.
- His most recent book, The Hope Circuit: A Psychologist's Journey from Helplessness to Optimism, was published in 2018.
- Seligman worked to create a "positive" counterpart to the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- Their list includes six character strengths: wisdom/knowledge, courage, humanity, justice, temperance, and transcendence. Each of these has three to five sub-entries; for instance, temperance includes forgiveness, humility, prudence, and self-regulation.

Time to live the value

Keeping our emotions under check or not getting us indulged in acts of aggression, exaggerations help us remain composed how anger or hyper activism can spoil relations. Prepare a list of even when your class your classmates were indulged in acts of exaggerations.

SEE FOR YOURSELF

Problems Addressed

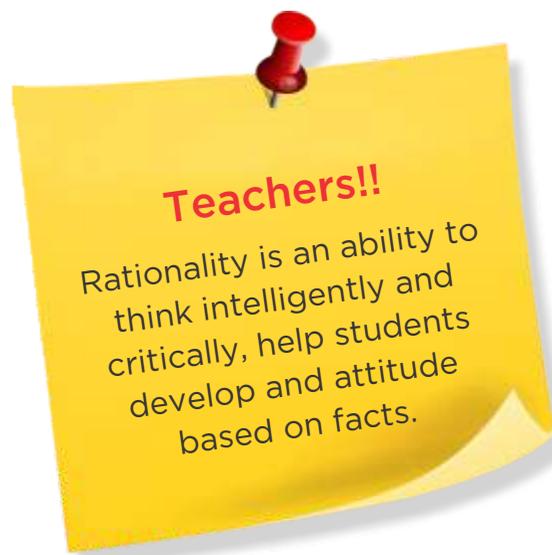
- Fear
- Imagining the worst
- Not assessing accurately
- Failure to reality test
- Believing what you think
- Listening to others without discrimination

Resources Developed

- Learning to discriminate
- Learning to reality check
- Learning when to use fear
- Learning when to let fear go

Outcomes Offered

- Skills in discrimination
- Reality testing
- Personal growth through learning
- Management of fear



You can watch the short film "ANUKARAN" on 



Scan code to view short film

A timid white, fluffy rabbit once lived by the shore of a sparkling blue lake. Would you like to give the rabbit a name? Or shall we just call it the little white fluffy rabbit?

For as long as it could remember, the little white fluffy rabbit had felt scared and timid, and although the little white fluffy rabbit didn't enjoy feeling that way it knew that feeling scared and timid could sometimes be a very helpful thing—especially if you are a little white fluffy rabbit. If the little rabbit heard a sudden, loud noise, he would feel scared, run like fury, and dive into the safety of his burrow. If a sudden dark shadow fell over him, he would feel scared, run like fury, and dive into the safety of his burrow.



One day as he was quietly drinking beside the lake there was a loud splash that sounded like Keeer-plunk! The little white fluffy rabbit felt scared and ran like fury, but in his panic he forgot where his burrow was and so just kept running. “Help!” he cried, to warn others. “Run! I heard a loud Keeer-plunk. It’s after us.”

A monkey saw the little white fluffy rabbit running beneath its tree and heard it cry out in fear. Dreading that something dangerous was

about the happen, the monkey leapt from the tree and followed the little rabbit, joining in his cry: “Help, help! Keeer-plunk. It’s coming after us.”

A deer stopped grazing as the terrified pair ran past. The deer, too, took flight, crying out, “Run, run for your life! Keeer-plunk is coming after us.”

They fled past a hippopotamus wallowing in the mud at the side of the river, a giraffe grazing from the tender leaves of a treetop, a rhinoceros foraging through the undergrowth, and an elephant showering itself with water from its trunk. All joined the frightened stampede. All joined the terrified chorus of screams: “Help, help! A Keeer-plunk is chasing us.”

The stampede and shouts awakened a lion who was sunbathing on a warm rock. “Stop!” roared the king of beasts. All the animals ground to an instant standstill, more frightened of the lion than of the Keeer-plunk. “What’s all this noise about?” asked the lion, hoping to bring some order and peace back to his jungle.

“A mean and horrible Keeer-plunk is chasing us,” said the elephant. “The rhinoceros told me as everyone went charging by.”

“Yes,” confirmed the rhinoceros. “The tall-necked giraffe told me as it fled with all the other animals.”

“I heard it from the



hippopotamus,” said the giraffe. “It must be serious for a hippopotamus to leave his mud-hole and run.”

“When I saw the deer running,” said the hippopotamus, “I knew something had to be terribly wrong. Deer only flee when there is serious trouble, so I ran like she was.”

“It was the monkey who told me,” said the deer, looking back over her shoulder to the monkey. “He called out that Keeer-plunk was after us and we had to flee, in a hurry.”

“Yes,” said the monkey, “I just followed the little white fluffy rabbit. He was the one who warned me. He was running and screaming in such terror.”

“Well?” asked the lion thoughtfully as he directed his gaze toward the little white fluffy rabbit, “where is it? Where is this Keeer-plunk? I can’t see anything. There doesn’t appear to be anything chasing any of you.”

“It’s there,” said the little white fluffy rabbit, pointing behind him and turning to see nothing but an empty trail. “I did hear it,” he tried to say reassuringly, but did not quite feel reassured himself. “It frightened me. It truly did.”

“Where did you hear it?” asked the lion, kindly.

“Back by the lake,” answered the little white fluffy rabbit. And with that the lion began to lead the animals back along their tracks. They looked and searched every step of the trail along which they had come but found no sign of a Keeer-plunk. In fact, they found nothing unusual at all.

When they got to the sparkling blue lake where the little white fluffy rabbit had been quietly drinking before the Keeer-plunk had scared him into running so fearfully, everything was still and quiet. The monkey, the deer, the hippopotamus, the giraffe, the rhinoceros, the elephant, and the lion all gazed around but there was no sign of any Keeer-plunk. Then, just as they were about to leave, a stone rolled

down a cliff on the other side of the lake. It bounced out in the air, falling into the lake with a loud Keeer-plunk.

“There it is!” the little white fluffy rabbit shouted out, gathering his back legs under him, ready to run again.

“Wait,” called the lion amidst a roar of laughter. The little white fluffy rabbit felt embarrassed when he learned what had caused the Keeer-plunk. The other animals felt ashamed that they had just believed what they had been told and not checked it out for themselves.

The kindly lion, however, sat on a rock near the water’s edge and explained there was no need to be ashamed. “Fear,” he began, “is something all animals and people experience for a very good reason. Look at the little white fluffy rabbit, for example. It doesn’t have many ways of protecting itself from some of the big, dangerous creatures that might want to hurt it, or even eat it. Little rabbits do not

have sharp teeth or long claws or big bodies. So, if the Keeer-plunk had existed it might have been dangerous, and it was wise of the little white fluffy rabbit to run and



warn others. But some- times,” continued the lion, “we get frightened by things we imagine, things we do not need to fear, or things that do not even exist. We need to learn to tell what we really need to be scared of and what we do not. If we find ourselves hearing a Keeer-plunk like the little white fluffy rabbit, it might be helpful to stop and ask, ‘Is this something I need to be afraid of?’ If it is, then it is important to protect yourself. If not, there is no need to fear.”

The little white fluffy rabbit learned to quietly sip water from the sparkling blue lake even when there was an occasional Keeer-plunk. In fact, the Keeer-plunk brought a smile to his little white fluffy rabbit’s mouth because it reminded him of something important he had learned.

TAKE AWAY



Often inability to understand us own fully keeps us confused for others as well, we are a mix of strengths and weaknesses, and having a proper knowledge of these makes our other companions comfortable and environment around us becomes extensively healthy and cherishing, Hence it’s always advised to keep a complete knowledge of ourselves first before dealing to others.

Exercise 3.1

Most of the times we follow people and their opinion blindly without knowing the facts and reasons and sometimes our following prove fatal in life. Therefor it is advised to think rationally before following others, given are some situations categorize them as fatal or modest it followed.

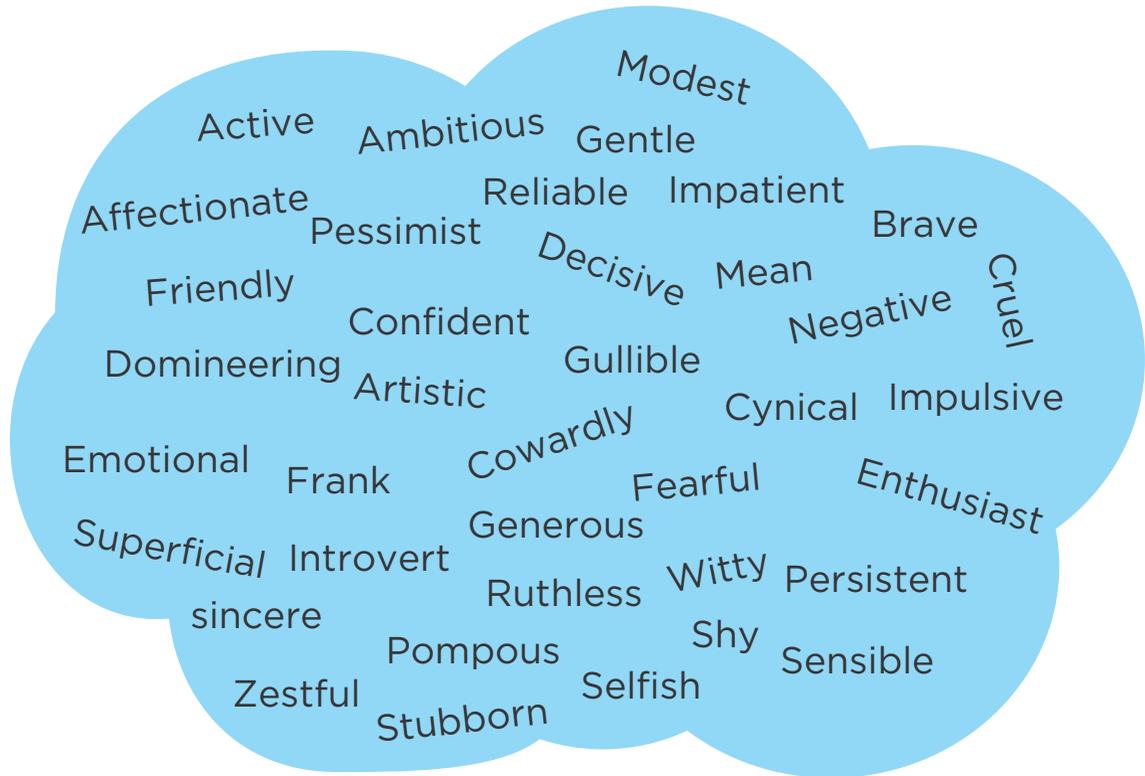
Fatal

Modest

1. Food choices because of others.	<input type="checkbox"/>	<input type="checkbox"/>
2. Selecting career option because of others.	<input type="checkbox"/>	<input type="checkbox"/>
3. Buying a dress.	<input type="checkbox"/>	<input type="checkbox"/>
4. Driving our vehicle.	<input type="checkbox"/>	<input type="checkbox"/>
5. Watching TV serial.	<input type="checkbox"/>	<input type="checkbox"/>
6. Opting for a picnic stop.	<input type="checkbox"/>	<input type="checkbox"/>
7. Choosing school forms.	<input type="checkbox"/>	<input type="checkbox"/>
8. Planning holiday destination.	<input type="checkbox"/>	<input type="checkbox"/>
9. Buying home accessories	<input type="checkbox"/>	<input type="checkbox"/>
10. Opting for a medical.	<input type="checkbox"/>	<input type="checkbox"/>
11. Choosing a political party to vote.	<input type="checkbox"/>	<input type="checkbox"/>
12. Confusing politicians.	<input type="checkbox"/>	<input type="checkbox"/>
13. Abusing Police.	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 3.2

Great social leaders and statesman are having some personality traits which make them great, given are the picture of those leaders / statesman based on your knowledge write down any two personality traits describing them from the given option.



1. Gen. Manekshaw

.....
.....
.....

2. Atal Bihari Vajpayee.



.....
.....
.....



3. Dr. Rajendra Prasad.

.....

.....

.....

4. Mahatama Gandhi.

.....

.....

.....



5. Bhagat Singh

.....

.....

.....

6. Major Vikram Batra

.....

.....

.....



7. Subhash Chandra Bose

.....

.....

.....

8. Dr. Homi Jahangir Bhabha

.....
.....
.....



9. Narendra Modi

.....
.....
.....

10. Rajeev Gandhi

.....
.....
.....



11. Sardar Vallabhbhai Patel

.....
.....
.....

12. Lokmanya Tilak

.....
.....
.....





13. JRD Tata

.....

.....

.....

14. Lata Mangeshkar

.....

.....

.....



15. Sachin Tendulkar

.....

.....

.....

You Can Learn From



CHATRAPATI SHIVAJI MAHARAJ - Indian King

- Chatrapati Shivaji, was the son of Shahji Bhosle and Jijabai. He was born on 19th February, 1630. As a young boy he learnt to read and write, wrestling riding and many other physical arts. Shivaji was deeply religious and hated the Muslim rulers.
- When he was just 18 years old, Shivaji captured the fort of Torna from the rulers of Bijapur. He raised an army of his own and captured many more forts. By the end of 1659, he ruled 40 forts, and had a huge army.
- The Bijapur government sent Afzal Khan with an army of 10,000 men to fight against Shivaji. But Shivaji killed him. He and his Maratha soldiers captured the Bijapuri soldiers. This event made Shivaji very famous.
- Shivaji began to expand his territory further. He built new forts and gave grants to merchants and poor people. He was a kind and able ruler. He respected women very much, and worshiped Goddess Bhawani.
- Shivaji was also very brave and clever. The Mughal ruler Aurangzeb wanted to capture Shivaji. Shivaji was defeated in the battle and brought to Agra.
- But he and his son escaped by hiding inside baskets of sweets. Shivaji disguised himself as a sanyasi and went to Allahabad.
- Shivaji was crowned as the Maratha King in 1674, and took the title of Chatrapati Shivaji. He conquered more regions in the South and made himself very strong. He ruled for many more years, but fell ill and died on 3rd April, 1680.
- Shivaji is a great hero of history. He fought for the Hindus against the Mughal rulers. He loved his motherland. Such was the life of this great emperor.



SUDHANSHU BISWAS - Freedom Fighter , Padam Shree

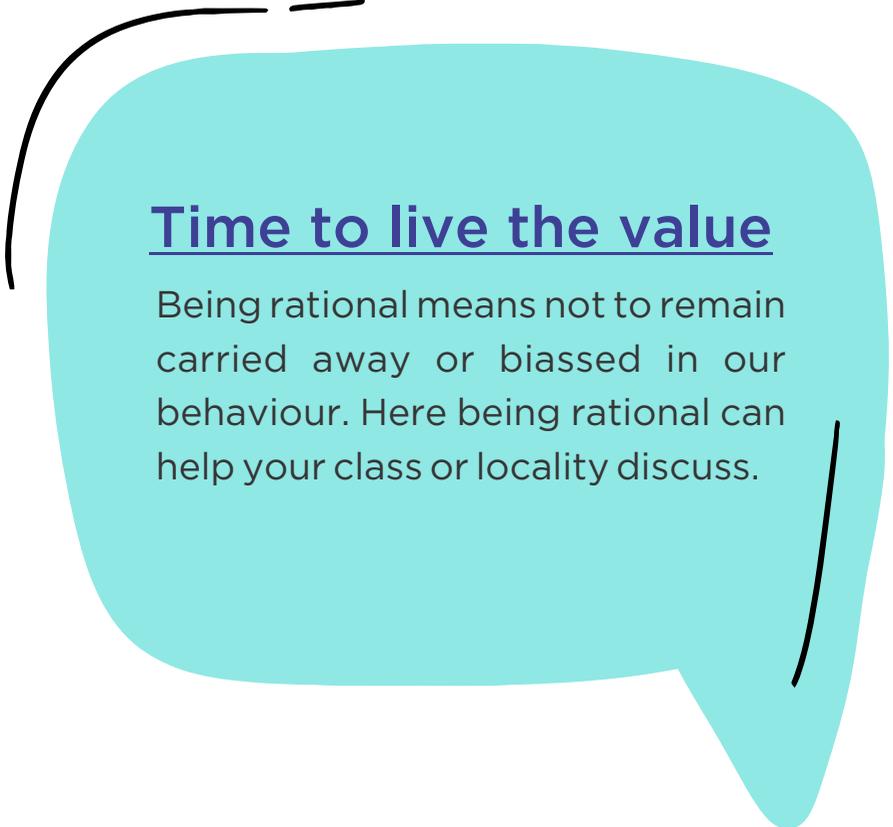
- His family had been disciples of Shri Ramakrishna, the guru of Swami Vivekananda. His teachings were instilled in Sudhanshu's value system since birth.
- In 1948, inspired by Swami Vivekananda, he set out for the Himalayas for the company of saints to bask in their wisdom.
 - However, instead of relying on alms of the rich, he decided to earn a livelihood himself so that he could use that money freely for his social work. Hence, set up a plastic factory in Kolkata.
- In 1973, he shut down his business to dedicate himself completely to the service of the downtrodden and marginalized sections of the society. He established Sri Ramakrishna Sevashram.
- In the last four decades, he has set up 18 residential schools for such children, all boys, in the most remote areas around West Bengal. The schools currently don't have the infrastructure to accommodate girls.
- Not just children, many old aged people who have nowhere to go are also welcome in his ashrams in return of a nominal fee.

- Thousands of children, many of whom are orphans, have not only become professionally successful but also better humans.
- One unique aspect of schooling in Ramakrishna Sevashram is the holistic environment where, in Sudhanshu Biswas' words, "man-making education is imparted".
- Along with providing education, the school runs vocational centres, free medical camps, and an ambulance in case of emergencies, for the village. All the schools are eco-friendly with their own organic plantations and solar panels.
- Honoured by the Padma Shri in 2018, he is now a veteran 99-year-old freedom fighter who left his home in his early teens to fight for our independence.



WARREN BUFFETT - Business Magnate, Investor And Philanthropist

- Warren Buffett Known as the "Oracle of Omaha," Warren Buffett is an investment guru and one of the richest and most respected businessmen in the world.
- Born in Nebraska in 1930, Warren Buffett demonstrated keen business abilities at a young age. He formed Buffett Partnership Ltd. in 1956, and by 1965 he had assumed control of Berkshire Hathaway.
- Overseeing the growth of a conglomerate with holdings in the media, insurance, energy and food and beverage industries, Buffett became one of the world's richest men and a celebrated philanthropist.
- As for 2018, Buffett has an estimated net worth of \$84 billion. Between 2006 and 2017, Buffett has given away close to \$28 billion in charity.
- In June 2006, Buffett made an announcement that he would be giving his entire fortune away to charity, committing 85 percent of it to the Bill and Melinda Gates Foundation.
- This donation became the largest act of charitable giving in United States history.
- According to the release, the yet-to-be-named company will be "free from profit-making incentives and constraints" as it tries to find ways to cut costs and improve the overall process for patients, with an initial focus on technology solutions.
- Calling the swelling costs of healthcare a "hungry tapeworm on the American economy," Buffett said, "We share the belief that putting our collective resources behind the country's best talent can, in time, check the rise in health costs while concurrently enhancing patient satisfaction and outcomes."



Time to live the value

Being rational means not to remain carried away or biased in our behaviour. Here being rational can help your class or locality discuss.

WATER FOOT PRINT

Problems Addressed

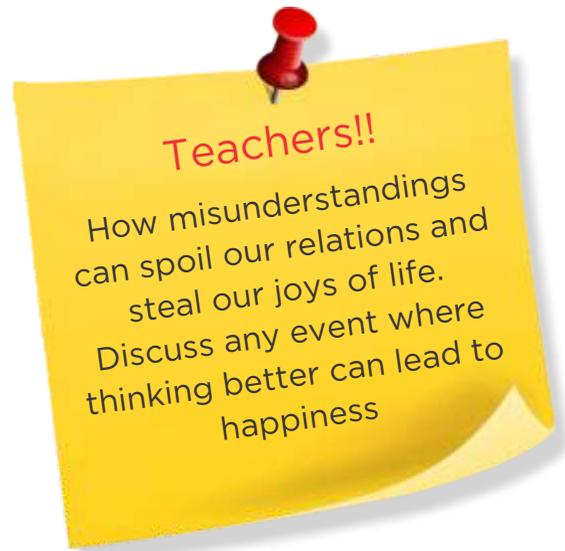
- A need to increase pleasurable experiences
- A need to heighten sensory awareness and enjoyment

Resources Developed

- Focussing on sensory pleasures
- Appreciating the five senses:
 - Sight
 - Sound
 - Smell
 - Taste
 - Touch
- Enjoying life's simple pleasures

Outcomes Offered

- Pleasure
- Contentment
- Happiness
- Self-initiated self-caring



You can watch the short film "JAL" on 



Scan code to view short film

It's hard to fathom. The idea of waking up before sunrise every morning and spending hours walking just to find a water source. Standing in line to access a muddy hole in the ground that you share with both your neighbors and their livestock. Carrying 40 pounds of dirty water all the way home on your back and then serving it to the people you love most. Constantly suffering from stomach pain and diarrhea. Losing children to water-related diseases.

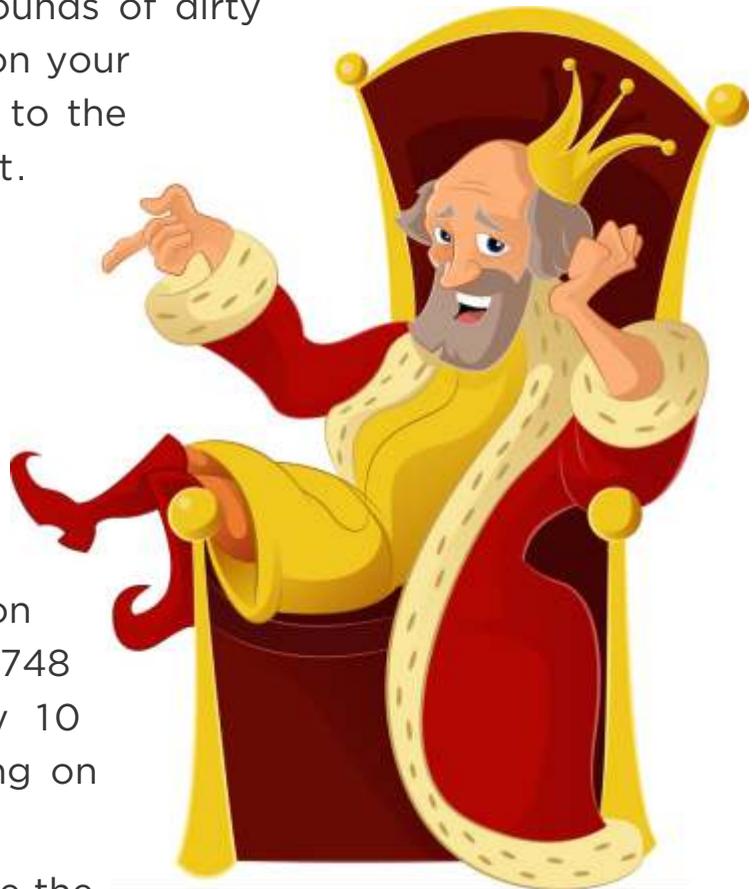
It's a world most of us don't know. And yet, it's the reality for 748 million people around the world 748 million! That's nearly 10 percent of everyone living on this planet.

You and I got lucky. We're the other 90 percent. We happened to be born in places where we've never had to worry about finding water or deal with the fear that our water might affect the health of our families.

But that doesn't mean their stories can't impact us.

Over the past two years, I've visited eight countries that were in need of clean water. I've camped in rural communities, shared meals inside people's homes, and met some of the most courageous, driven, and inspiring people I've ever known.

I'd like to tell you one story that stuck with me most.



1. Life in the Desert

What no one told me about Niger is that it's practically the Sahara



Desert. Truly. One hundred and fifteen degrees, sandy, dry, and brutal. And there's no place to escape any of it. The only available water in a place like this lies in 100-year-old holes in the ground, and the women have no choice but to hoist it out by rope, one bucket a time. As a result, their hands are gnarly, shredded, calloused, and hard.

On one of our final days, I followed a 26-year-old woman named Fadoum through part of her morning, just

to see and capture what it was like. She described it for me in advance: waking up before sunrise to collect water, cooking breakfast, going to collect more water, pounding grain for lunch and dinner, and then collecting water again. But witnessing it was another story. I got to see all of the no-big-deal things that she left out: bathing and dressing her daughters, feeding her goats, cleaning her home. It was amazing. And it was also painfully exhausting.

After an hour, I asked when she got time to rest. Fadoum laughed. "There's no time for rest!"

"What's your favorite part of the day?" I continued. Without missing a beat, she looked up at me and replied in total seriousness: "Anytime I'm not pulling water."

TAKE AWAY



Factfulness is the virtue that many a global leaders have set as the prerequisite of success, as also our world moves more on scientific and facts based values than earlier dogmas or beliefs. Ensure in 21st century our life is steered more by facts and scientific temperament as world has larger acceptance with evidences.

Exercise 4.1

Your school has planned a tracking trip for 3 nights and four days. Prepare a list of necessary items you think are required for the trip.

<hr/>

Exercise 4.2

Safety and security remains basic tenet of any expedition owing to various challenges & threats of different places. What according to you can be main challenge or threats of following expeditions.



Jungle Safari

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



A Desert Trip



Mountain Hiking



River Rafting



Snow Skating

Exercise 4.3

Some times we develop adaptations to the environment or climate we live in, and make it our preferred choice also denigrating other areas, based on your knowledge give one reason of liking and disliking places described below.

1) Desert



2) Equatorial areas



3) Himalayan areas



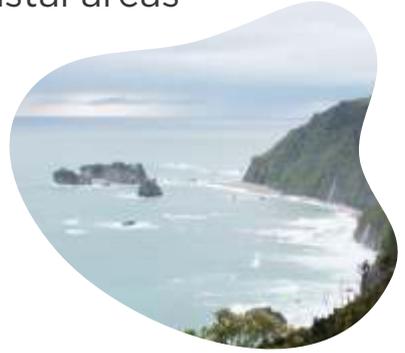
4) Polar region



5) Evergreen forest



6) Coastal areas



7) Winter season



8) Summer season



9) Rainy season



10) Floods



You Can Learn From



CHOLA KING KARIKALA - Tamil Chola King

- Karikala was a Tamil Chola king who ruled southern India. He is credited with the conquest of the whole of India up to the Himalayas and the construction of the flood banks of the river Kaveri.
- He is recognised as the greatest of the Early Cholas. Karikala was the son of Ilamcetcenni. The name Karikalan has been held to mean "the man with the charred leg" and perpetuates the memory of a fire accident in the early years of his life.
- Later Chola kings attributed the building of dikes along the banks of the Kaveri to Karikala. The raising of the banks of the river Kaveri by Karikala is also mentioned by the Malepadu plates (seventh century AD), of the Telugu Chola sovereign of Renadu,
- who claims descent from Karikala: kaveri tira (he who caused the banks of the Kaveri to be constructed by all the subordinate kings led by the Pallava Trilochana whose third eye was blinded by his lotus foot).
- The Grand Anicut, also known as the Kallanai was built by Karikala and is considered one of the oldest water-diversion or water-regulator structures in the world which is still in use.
- The Kallanai is a massive dam of unhewn stone, 329 metres (1,080 ft) long and 20 metres (60 ft) wide, across the main stream of the Kaveri.
- A later Chola record from Tiruvaduturai refers to this event that is raising the banks of the Kaveri by Parakesari Karikala Chola.
- Karikala Cholan Manimandapam (memorial hall) was built in honour of the king who built the Grand Anicut.
- The hall designed as per Tamil architecture style was built. It features a bronze statue of the king. The copper-plate charters and stone inscription of the tenth and eleventh centuries also mention Karikala.



RAJENDRA SINGH SIDDAPPA - Water Conservationist And Environmentalist

- Rajendra Singh known as the 'Water man of India'. An award known as "the Nobel Prize for water" has been given to an Indian Rajendra Singh campaigner who has brought water to 1,000 villages.
- The judges of the Stockholm Water Prize say his methods have also prevented floods, restored soil and rivers, and brought back wildlife.
- His technique is cheap, simple, and that his ideas should be followed worldwide.
- Mr Singh uses a modern version of the ancient Indian technique of rainwater harvesting.
- It involves building low-level banks of earth to hold back the flow of water in the wet season and allow water to seep into the ground for future use.
- He first trained as a medic, but when he took up a post in a rural village in arid Rajasthan he was told the greatest need was not health care but drinking water.

- Groundwater had been sucked dry by farmers, and as water disappeared, crops failed, rivers, forests and wildlife disappeared and people left for the towns.
- Our planet does contain over a billion trillion litres of water. But very little of that is safe to drink. Over 97% of water on Earth is salt water. "When we started our work, we were only looking at the drinking water crisis and how to solve that," Mr Singh said.
- "Today our aim is higher. This is the century of exploitation, pollution and encroachment. To stop all this, to convert the war on water into peace, that is my life's goal."
- "In a world where demand for freshwater is booming, we will face a severe water crisis within decades if we do not learn how to better take care of our water.
- Mr Singh is a beacon of hope." "Today's water problems cannot be solved by science or technology alone. They are human problems of governance, policy, leadership, and social resilience.
- "Rajendra Singh's life work has been in building social capacity to solve local water problems through participatory action, empowerment of women,
- Also, linking indigenous know-how with modern scientific and technical approaches and upending traditional patterns of development and resource use."



AUTUMN PELTIER - Water Warrior, Protector - Advocate For Clean Water

- Autumn Peltier (born September 27, 2004) is Anishinaabekwe and a member of the Wiikwemkoong First Nation.
- She is best known as an internationally recognized advocate for clean water.
 - She is a water protector and has been called a "water warrior". In 2018, at the age of thirteen, Peltier addressed world leaders at the UN General Assembly on the issue of water protection.
- Peltier began her advocacy on behalf of water at the age of eight and was inspired by her great aunt, Josephine, who was a founding member of the water protectors movement.
- The turning point for her advocacy was attending a ceremony at the Serpent River Reservation and saw a warning sign against drinking the water. From this, she learned that not all people in Canada have access to clean drinking water.
- Peltier soon became in-demand as a speaker. She gained national and international notice
- In April, 2019 Peltier was named the chief water commissioner by the Anishinabek Nation.
- In September 2019, Peltier was nominated for an International Children's Peace Prize and named as one of the United States Union of Concerned Scientists list of 2019 Science Defenders.
- She was also invited to speak at the United Nation Secretary-General's Climate Action Summit in New York, in 2018 and 2019.

Time to live the value

Despite of living in 21st century, society is replete with insistence of stereotypes, Plan a social awareness activity to prevent stereo types in society which can be against the color witch crafting, female discourse and casteism.

Sometimes Terrible Things Happen

Problems Addressed

- When terrible things happen
- Loss
- Grief
- Parental conflict
- Parental separation
- Lack of skills to manage troubled times

Resources Developed

- Accepting it is okay to grieve
- Accepting some things cannot be changed
- Learning to change the things that can be changed
- Learning to look to the future
- Making choices to influence the future
- Discovering it is okay to feel good again
- Accepting personal responsibility for change

Outcomes Offered

- Optimism
- Future-orientation
- *Self-determination*
- Control (in part) of your future



You can watch the short film
"EATING FOR BALANCE" on 

Once upon a time, there lived a generous and kind-hearted king. But the people weren't happy with their king because the king was very lazy and would not do anything other than eating and sleeping.

He spent days and weeks and months in his bed either eating something or sleeping. The king became a potato couch and the people started to worry about the king.

One day, the king realized that he couldn't even move his body, not even his foot. He became very fat and his enemies made fun of him, calling him 'fatty king', 'bulky king' etc.

The king invited expert doctors from various parts of his country and offered them generous rewards to make him fit. Unfortunately, none could help the king gain his health and fitness. The king spent enormous amounts of money but everything went in vain.

One fine morning, a holy man visited the country. He heard about the ill-health of the king, and informed the minister at the palace that he could easily cure the king. Hearing these promising words, the minister became very happy. He requested the king to meet the holy man to get rid of his problem.



The holy man resided at a distant place. Since the king could not move his body, he asked the minister to bring the holy man to the palace, but the holy man refused. He said that the king had to go to him, in order to get cured.

After strenuous efforts, the king met the holy man at the latter's residence. The holy man complimented the king saying that he was a good ruler, and said that he would soon regain his health. He asked the king to come for treatment the next day. He told the king also that the king would be treated only if he came on foot to the holy man's residence.

The King was unable to walk even a few steps on the road, but aided by his followers, he reached the holy man's place. Unfortunately, the holy man was not available there and his devotee requested the king to come and meet him the next day for treatment.

This was repeated for two weeks and the king never met the holy man, and never had any treatment.

Gradually, the king realized that he felt a lot lighter, lost a considerable amount of weight and felt more active than before. He realized the reason why the holy man asked him to reach his place by walking.

Very soon, the king regained his health, and the people were very happy in his kingdom.

Health is Wealth!

TAKE AWAY



Being healthy is the virtue of every healthy brain, in the present world in bid to excel in life we often compromise our health schedules and healthy habits, lets prioritise issues in right accordance, lets put our maximum focus on health and make things happy around.

Exercise 5.1

Fantasies and fictions are frequently used now days in our life. Nothing wrong in it, but by only dwelling in fictions can deviate our goals. From the following specify them fictions or possible.



Going at Moon

Fiction

Possible



Playing cricket at moon



Changing course of river

Fiction

Possible

SAVE THE PLANET



Afforestation



Making earth pollution free



No corruption



Removing traffic jams.

Fiction

Possible



No sick in society



Eradication Poverty



Flying taxis



Driverless cars

Fiction

Possible



Teacherless classroom

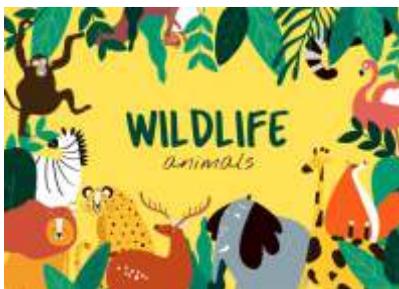


CYBERNETICS

Computerised human beings



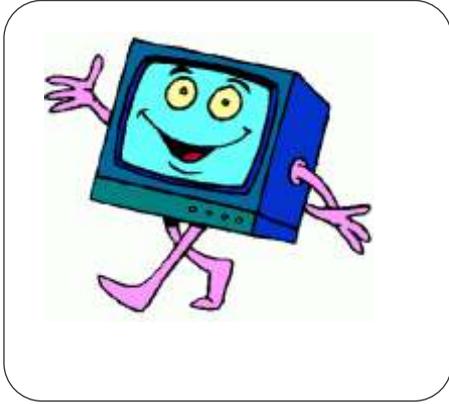
Visible mobile phones



Flourished wild life

Exercise 5.2

Following are assumptions, try to write up two-three lines if that comes, real. What if...



1) TV Starts speaking?



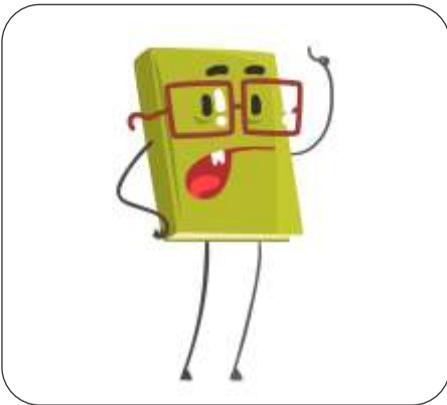
2) Trees talk like humans ?



3) Animals start driving ?

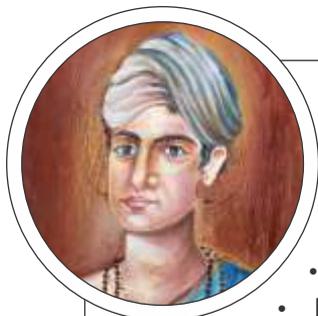


4) Man start flying ?



5) Books starts speaking ?

You Can Learn From



ACHARYA VAGBHATA - Ayurveda Research Writer

- Vagbhata (वर्गभट्ट) is one of the most influential classical writers of ayurveda. Several works are associated with his name as author, principally the Ashtanga Samgraha (अष्टाङ्गसंग्रह) and the Ashtanga Hridaya Samhitha (अष्टाङ्गहृदयसंहिता).
- Vagbhata was a disciple of Charaka.
 - Both of his books were originally written in Sanskrit with 7000 sutra. According to Vagbhata, 85% of diseases can be cured without a doctor; only 15% of diseases require a doctor.
- Vagbhata is considered to be "The Trinity" of Ayurvedic knowledge. According to some scholars, Vagbhata lived in Sindh around the sixth century.
- Not much is known about him personally, except that he was most likely to have been a vedic. (AH, "Heart of Medicine") is written in poetic language.
- The AH is written in 7120 easily understood Sanskrit verses that present a coherent account of Ayurvedic knowledge.
- Ashtanga in Sanskrit means 'eight components' and refers to the eight sections of Ayurveda: internal medicine, surgery, gynaecology and paediatrics, rejuvenation therapy, aphrodisiac therapy, toxicology, and psychiatry or spiritual healing, and ENT (ear, nose and throat).
- There are sections on longevity, personal hygiene, the causes of illness, the influence of season and time on the human organism, types and classifications of medicine, the significance of the sense of taste, pregnancy and possible complications during birth, Prakriti, individual constitutions and various aids for establishing a prognosis.
- There is also detailed information on Five-actions therapies (pañcakarma) including therapeutically induced vomiting, the use of laxatives, enemas, complications that might occur during such therapies and the necessary medications.
- The AH is the central work of authority for ayurvedic practitioners in Kerala. Evidently it was not widely read in pre-modern times.
- However, the AH has come to new prominence since the twentieth century through being made part of the curriculum for ayurvedic college education in India.



VERGHESE KURIEN - Social Entrepreneur

- Vergheese Kurien, (born November 26, 1921, Kozhikode, Kerala state, India—died September 9, 2012, Nadiad, Gujarat state),
- Indian engineer and entrepreneur who was regarded as the architect of India's "white revolution," which transformed the country from an importer of dairy products to the world's largest milk producer through a system of farmer cooperatives.
 - Kurien was born into a wealthy Syrian Christian family. He attended Loyola College of the University of Madras. Kurien received a government scholarship to study at Michigan State University, where he received (1948) a master's degree in mechanical engineering.
- When he returned to India, he work at the Government Research Creamery in Anand, Gujarat state. At the time, a small cooperative of dairy farmers, the Kaira District Co-operative Milk Producers' Union,

- He was working to overcome an entrenched system in which small local dairies sold milk to a large supplier for very little money, and the supplier transported the milk to Mumbai and sold it at a substantial profit.
- The cooperative's chairman, Sri Tribhuvandas Patel, asked Kurien to help strengthen the organization. Kurien became manager of the cooperative (which later came to be called Amul and became one of the largest food producers in India).
- Under his leadership, the organization acquired equipment to process and store dairy products and proved to be a reliable supplier. In the process, it improved the lives of the rural dairy farmers.
- Other dairy cooperatives were formed on a similar model, and in 1965 Kurien became the first chairman of the new National Dairy Development Board.
- He instituted Operation Flood, also known as the "white revolution," a long-range program with the objective of increasing milk production while both augmenting rural incomes and keeping prices within reach for consumers through the expansion of the cooperative movement.
- Kurien received numerous honours, chief among them the Ramon Magsaysay Award for community leadership (1963) and the World Food Prize (1989), Padam Shri(1965) Padam Bhushan,(1966),and Padam Vibhushan,(1999).



MARION NESTLE - American Academic

- Marion Nestle (born 1936) is an American academician. She is the Paulette Goddard professor of nutrition, food studies and public health at New York University.
- She is also a professor of Sociology at NYU and a visiting professor of nutritional sciences at Cornell University.
- Nestle received her BA from UC Berkeley, Phi Beta Kappa, after attending school there from 1954-1959. Her degrees include a Ph. D in molecular biology and an M. P. H. in public health nutrition, both from the University of California, Berkeley.
- Nestle was assigned a nutrition course to teach and she realized that there was no standardized nutritional requirements and kicked off her interest in nutrition.
- She was senior nutrition policy advisor in the Department of Health and Human Services. In 1988, she was appointed Chair of Nutrition, Food Studies, and Public Health at New York University.
- She hoped that the new program of study would raise the public's awareness of food and its role in culture, society, and personal nutrition. It not only succeeded but inspired other universities to launch their own programs.
- Her research examines scientific and socioeconomic influences on food choice, obesity, and food safety, emphasizing the role of food marketing.
- Through her role at NYU and her book, Food Politics (2002), she has become a national influencer of food policy, nutrition, and food education.
- She received the John Dewey Award for Distinguished Public Service from Bard College in 2010 and in 2011, was named Public Health Hero by the University of California School of Public Health at Berkeley.
- She received an honorary Doctor of Science degree from Transylvania University in Kentucky in 2012. In 2013, she received the James Beard Leadership Award and Healthful Food Council's Innovator of the Year Award and the Public Health Association of New York City's Media Award in 2014.

Time to live the value

Being confident opens many glowing doors in our life. Exemplify events from your surroundings when confidence helped reaching at success and discuss in group.

Ex. Detail any activity where students confidently handled a tough situation.

OVERCOMING ADVERSITY

Problems Addressed

- Loss
- Sadness
- Global thinking
- Negative thinking
- Pessimism
- Introspection
- Hopelessness

Resources Developed

- Thinking specifically
- Thinking positively
- Being optimistic
- Looking outward
- Maintaining hopefulness
- Becoming action-oriented

Outcomes Offered

- Knowing it isn't the event but the way we handle the event
- Acknowledging that thoughts can determine feelings
- Discovering that attitude can determine outcome
- Possessing grief management skills
- Possessing trauma management skills



You can watch the short film "The Importance of truth" on [YouTube](#)



Scan code to view short film

The Truthful Student

Once, a boy named Satyakama Jabala wanted to study a lot. He heard that Sri. Haridrumata Gautama was a very renowned scholar and that he was accepting new students. So he approached Gautama with a request to take him in as a student too. In those days, it was a custom for the teacher to ask about the family background of their students because the students had to live all the time with others in boarding schools. They would interact with each other throughout the day. A single student from a bad family could spoil the atmosphere of the boarding school. For this reason, famous teachers who ran the top-notch schools had to make sure that all of their students were from good families and had good values. Therefore, Gautama also asked Satyakama, "What is your family background and who are your mother and father?"



Now, Satyakama had never seen his father. So he went to his mother to ask. When he put the question to her, she trembled with fear, but told him truthfully, "When I was young, I knew a lot of men. Therefore, I do not know who your father was. My name is Jabala. Therefore you are Satyakama Jabala." Now Satyakama felt ashamed of what he heard. He thought that if he were to tell the truth to his teacher, he would be refused admission outright. But he decided to speak the truth.

When he approached the teacher, he found all other students in



the classroom studying. The teacher asked him, "Did you find out about your family details?" Satyakama Jabala said, "Guruji, my mother Jabala does not know who my father was. Therefore, she said that I am Satyakama Jabala." When the students heard this, there was a hushed silence, because they were all aghast. They were sure that Gautama would immediately turn him out of the school.

But Gautama said, "This child did not hesitate to speak the truth. And truth alone is the true mark of belonging to good family. And therefore, I have no hesitation to say that Satyakama's parents are both very noble because he did not hesitate to speak the truth to me. I will surely accept him as my student." And so, Satyakama became a student of Gautama. In fact, in the course of time, he became a great Rishi himself and compiled several Vedic and other Hindu scriptures. The Jabala Upani ad, a sacred scripture of the Hindus named after him still exists and is highly respected to this day.

TAKE AWAY



Smoothness and adversity the are companions of any journey we take in our life, Not all the paths are smooth, not all the things are easy, also in the world of staunch competition adversities are bound to come as many are

Exercise 6.1

When we lose something or miss our goals we learn lessons for next time. In the given situations what according to you the people shall plan for their future?



1) A student scored less marks.



2) A boy failed in making school team.



3) A man missed bus and train by 2 minutes



4) When forgot the keys of home.



5) Teacher missed notebook & students

Exercise 6.2

Pessimism and negativity are the traits one should cease to have as these have some negative effects on our life. We shall always try to get rid of pessimism by adopting following habits to make our life beautiful. Do you agree, if yes than elaborate.



1) Yoga



2) Pranayam



3) Proper Food



4) Good Sleep



5) Good Friends



6) No Bad Habits



7) Exercise daily

You Can Learn From



SATYAVADI HARISHCHANDRA

- Once there was a great king named Harishchandra who never lied and always kept his promise. He was the ruler of Ayodhya. He ruled his Kingdom wisely.
- He was well-known for his truthfulness. The gods decided to test him. They asked Sage Vishwamitra to help them. One day, Harishchandra went hunting in the forest. Suddenly, he heard the cries of a woman.
 - As he went to help her, he entered the ashram of Vishwamitra. Vishwamitra was disturbed in his meditation and became angry. To cool his anger King promise to donate his kingdom to Vishwamitra and he accepted his donation but also demanded dakshina.
- He asked Vishwamitra to wait for one month before he paid it. A man true to his word, left his kingdom and went to Kashi along with his wife, Shaivya, and son, Rohitashwa. In Kashi, he could not earn anything.
- His wife requested him to sell her as a slave to get the money. King requested the Brahmin to buy Rohitashwa also. But the money was not enough to pay the dakshina and so He sold himself as a slave to a chandala and started working in the cremation ground.
- One day, when Son was plucking flowers, a snake bit him and he died. He was filled with grief to see his only son dead. To perform the cremation, he asked wife who did not have any money.
- Haishchandra, who was duty bound, could not cremate the body without tax. Shaivya was a devoted wife and she did not want her husband to give up his duty.
- She said, "The only possession I have is this old sari that I am wearing. Please accept half of it as the tax." He agreed to take the sari. They also decided to give up their lives on their son's cremation fire.
- Vishnu himself appeared with all the other gods. Seeing Harischandra's love for his subjects, the gods were very pleased. They took all the people of Ayodhya to heaven.
- Mean while, Vishwamitra brought new people to Ayodhya and made Rohitshwa the king.

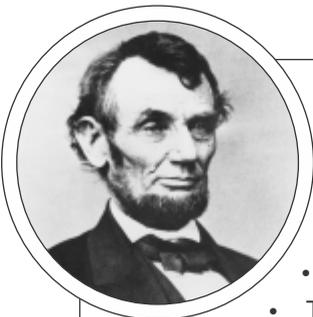


C. RAJAGOPALACHARI - Former Chief Minister Of Tamilnadu

- Full Name of 'C. Rajagopalachari' was 'Chakravarti Rajagopalachari'. He was born on 10 December 1878 at Thorapalli in the Madras Presidency,
- C. Rajagopalachari passed his matriculation examinations in 1891 and graduated in arts from Central College, Bangalore in 1894. He also studied law at the Presidency College, Madras, from where he graduated in 1897.
- C. Rajagopalachari entered the political forefront after meeting Mahatma Gandhi in 1919. His political career is marked with a number of achievements.
- He gave up his practice in response to the non-cooperation call by Gandhi. C.

Rajagopalachari was arrested in April 1930 for leading a salt march from Trichinopoly to Vedaranniyam on the Tanjore coast.

- C. Rajagopalachari served as the Governor of Bengal. He was a member of the Governor-General's Executive.
- He was the first and last Indian Governor-General of India.
- He became the Minister for Home Affairs in the Central Government in. He died on 25 December 1972 at the age of 94.
- C. Rajagopalachari was a great socialist and an erudite scholar. He condemned orthodox religious and social customs.
- He always speaks truth n believe in truth. He was also an outstanding intellectual.
- He was one of the first recipients of India's highest civilian award, the 'Bharat Ratna'



ABRAHAM LINCOLN - 16th U. S. President

- Abraham Lincoln's entire life inspires every human being that talent blossoms in adversity. If one has determination, indomitable will, honesty and dedication in duty, sincere passion and high ambition, then any goal in life can be achieved.
- Abraham Lincoln was born in 1809 in Kentucky, United States.
 - Turning failures into successes, turning thorns into delicate flowers, turning obstacles into success is all in the hands of man himself.
- His childhood name was Abe. Lincoln's father Thomas Lincoln was a poor man. Born into a poor family, he had to go to work with his father along with studies since childhood.
- Abraham did not even have copies, pencils, books and lamps. He used to study at night in street lamp light and used coal instead of pencil and wrote on wood instead of copy.
- He used to borrow books from people and returned them with gratitude after reading them and noted the important facts of that book and also put a good cover on reading the book.
- He once borrowed a book called 'The Life of George Washington' from his neighbor which was damaged due to rain at night. He returned the book with apologies to her and worked three days for compensation and acquitted her.
- As a child, he would sit on a high mound with his friends and address them aloud, as if they were their leaders. His father did not like the act, but he convinced his father that he would one day become President of the US.
- After several failures in the elections, he eventually won as a representative of the Republican Party in 1861 and was elected as the 16th President of the US.
- Lincoln adopted the democratic system. In relation to democracy, he gave his best views to the whole world that democracy is the government of the people, for the people and by the people.
- Abraham Lincoln was not only a good ruler, but also a good man. He was a living symbol of how a person can achieve his goal even after financial scarcity and failure.
- He made no compromise to maintain the unity and organizational power of his nation. In 1965, he said goodbye to this world, to stick to his principles and deliver a message to his high command.

Time to live the value

Being a country of various faiths, practices and ceremonies India remains most diverse in world. Work in a group and prepare how our diversity has helped our society being more prosperous.



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



HEMA FOUNDATION
The philanthropic arm of
Ram Ratna Group of Industries.

HEMA Foundation

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

Download
Hema Foundation
Mobile App!



Follow us on:   