



HEM *formation*

Humane Endeavour for Moral Awakening



1 Willpower

2 Hope

3 Cleverness

4 Interdependence

5 Cultural Values

6 Cynicism



*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.

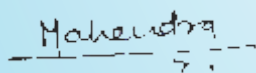
The restoration of Values in the youth would stabilize the society and spread the fragrance of love and kindness and concern for humanity. The organization believes that making monsters with knowledge of physics and chemistry and other subjects come much later, for, they have to be human beings first.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

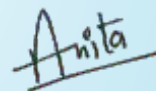
Hema Foundation is expecting is a transformation of human beings into practical, sensible and lovable individuals who care for others. This describes or justifies the title of the book as "[Hemformation](#)" -'Transformation like gold'. Gold gets purified each time when it comes in fire and like that 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 operands 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.



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Writer



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An Important Read

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

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

Introduction

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

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

National Policy on Education, 2005

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

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

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

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

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

Meaning of Education

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

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

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

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

Values

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

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

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

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

Value system contains

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

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

Classification of Values

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

citizens.

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

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

Need for Human Values in the Society

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

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

Meaning of Value Education

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

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

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

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

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

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

Role of Parents

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

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

Role of Teachers

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

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

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

Role of teacher in society

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

Conclusion

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

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

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

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

THE PLEDGE



I Commit to :

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



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

Name: _____

Signature: _____

School: _____

Date: _____

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VALUE THE VALUES TO REMAIN VALUED

KNOW OTHERS

Problems Addressed

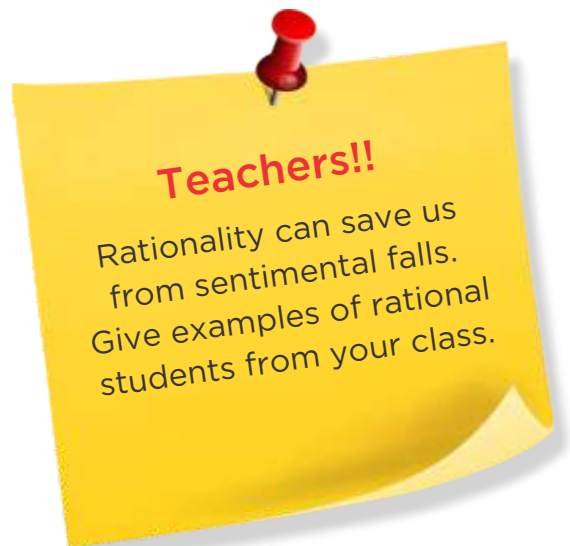
- Being the youngest child
- Feeling bossed around
- Feeling left out
- Envyng others

Resources Developed

- Putting yourself in another's place
- Looking at things from a different perspective
- Developing compassion for another
- Reassessing an egocentric focus

Outcomes Offered

- Understanding another's experience
- Compassion for others
- Being cooperative



You can watch the short film
"AALASHYA KA ROG" on [YouTube](#)



Scan code to view short film

It is not always easy being the youngest in the family. At least, that was what Mansi told me. She was the youngest of three children and felt that her two sisters and her parents were always bossing her around. Her sisters, Tanvi and Meena, got to do more things than she did and, though at times she felt angry towards them, she really



wished she could be in their shoes and do the things that they were doing. Being the youngest just wasn't fair.

Fortunately, things changed on her birthday. Her parents gave her a witch's costume for a present, and along with the costume came a book of magical spells. Mansi began to shut herself in her room more often, dressing up in her witch's costume and practicing magic spells. One spell, Wishus Fulfilus, was described as the most powerful, magical, wish-fulfilling spell. She followed the book's instructions step by step and then at the end, as the book instructed, said out loud, "Wishus Fulfilus Tanvi." To anyone who doesn't understand a witch's magical spell language this meant something like, "I wish I was my sister Tanvi."

Instantly she found herself in Tanvi's room. She looked down and saw that she was in Tanvi's clothes. She looked in the mirror and she definitely looked like her next-eldest sister. Just as she was being amazed at her own power to make a wish come true, there was a knock on the door and in walked Mansi. Mansi was whining and began to pull at Tanvi's things. Tanvi started to get annoyed, maybe it wasn't quite so cool being the middle sister and having a whining young kid sister. This is not so great, she thought, and said, "Wishus Fulfilus Meena"- I wish I was my sister Meena.



Instantly she was Meena, the eldest sister, in her eldest sister's bedroom. Again, she looked down at her clothes and in the mirror. Yes, she definitely was Meena. "Meena," her mother called from outside, "come and do the dishes." "Why me?" asked Meena. "Why can't Tanvi or Mansi do them?" "Because you are older," said her mom, "and you have to be learning to take more responsibility."

Mansi began to think that it wasn't so much fun being Meena but decided to stick with it. She got to stay up a bit later that night than she would have done had she been Mansi, but Mom made her spend those extra hours doing really hard homework. She sat down and looked at it. There was math and science. There were symbols and

words she didn't understand. It was such hard work being Meena that she found herself thinking, Mom gets to stay up late with nobody to boss her around. It must be fun to be Mom. So she said, "Wishus Fulfilus Mom."

Well, no sooner had she wished it than she found herself in Mom's place. By now Mansi would have been tucked up in bed and, indeed, both her elder sisters would also be in bed asleep. As Mom, she thought she would at least get to watch a late-night TV program that she, as Mansi, normally wouldn't be allowed to watch . . . but that wasn't to be. Instead, as Mom she was putting away the dishes, ironing shirts for Dad to wear to work in the morning, and cleaning up the kitchen after the family dinner—and then she was feeling so tired she just fell into bed. The alarm rang when it was still dark and cold; she hurriedly pulled on some clothes and was soon making sandwiches for Mansi, her sisters, and Dad for their lunches. She was waking the kids, getting them showered and seeing them off to school. She felt so tired she wished she were Dad. Dad managed a company and surely there was no one to boss him around. So she said, "Wishus Fulfilus Dad."

Instantly Mansi found herself sitting behind Dad's desk, looking at a computer screen with confusing, complicated facts and figures. His secretary walked in with a big bundle of mail, dropping it into two piles on his desk, saying that one was urgent and needed to be tended to today and the other not so urgent. Mansi looked at the big pile and wondered how it would ever get done. The phone rang. It was Dad's boss. Dad had a boss! He was telling Dad that the company was facing some cutbacks and Dad would have to fire several of the staff. These had been his friends for a long time, Dad answered. How could he tell them to leave when they had mortgages to pay and children to feed? "Sorry," explained Dad's boss, "It has to be done." Even before Mansi had hung up the phone she was wishing she were no longer Dad. So she said, "Wishus Fulfilus Mansi."

She just wanted to be herself, and with that wish she was. She was

back in her classroom at school among her friends, looking at books that she at least understood to some degree. Her teacher could be a bit bossy at times, but to Mansi, she didn't seem all that bad now. In fact, it didn't feel all that bad when Mansi got home from school that night and walked into her own room. Things looked a little different from what they were before. Not that the room had changed, but maybe Mansi had changed a bit. Knowing how it felt to be in Tanvi's and Meena's place, she didn't whine around them so much. She also felt it would be nice to take a bit more responsibility like Tanvi and Meena. It might help her feel a bit more grown-up and give Meena more time to cope with all that difficult homework. Knowing all the things that Mom had to do made her a bit more understanding when Mom got bossy at times, and she also had a better understanding of what had been happening in Dad's day when he came home grumpy from work.

When next she opened her spell book again, it wasn't with the thought of changing things for herself. In fact, it now felt pretty good just being who she was. With her magical wish-fulfilling spell she was now sending good wishes to Tanvi, Meena, Mom, and Dad.

TAKE AWAY



Life has its own advantages and disadvantages according to the age, being happy at every stage and accepting whatsoever entails helps a person always, therefore rather than repenting the losses lets cherish the gains of life.

Exercise 1.1

Being compassionate is a great human virtue. There are many inspirational Philanthropies, who have donated millions to help humanity revive from diseases and shortages. Given are the list and those organizations, with the help of your teacher write 2-3 line about them.



1. Bill & Melinda Gates Foundation

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2. Hema Foundation

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3. WWF

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4. Azim Premji Foundation



5. Warren Buffet Foundation

6. Vidhya Bharti



7. Bharat Vikas Parishad

8. UNEP

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9. UNESCO



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10. National Geographic

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Exercise 1.2

Cooperation is the basis of prosperity in life. Cooperation in these situations can help us in making life better, suggest how ?

SAVE TREES



COMBAT CLIMATE CHANGE

1. Cooperation in a climatic conservation drive

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2. Cooperation with a census executive

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3. Cooperation with Govt

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4. Cooperation within colony locality.

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5. Cooperation in a clean school drive

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Exercise 1.3

Sometimes an act of charity or human rights is often perceived by some biases or cynicism, which discourages both the benefactor and the beneficiary. Suggest possible remedies to these situations.



1. A helping hand to a Rickshaw puller

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2. A Human right activist

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3. An honest journalist trolled

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4. An upcoming singer laughed at

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5. A lean and pale fellow being mocked at

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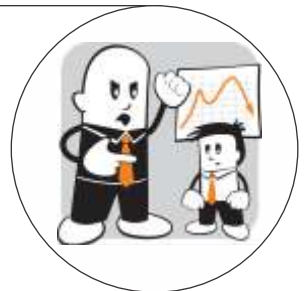


6. A poor performer chastised.

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Exercise 1.4

When felt left and for not having delivered to the cause of team sometime induces sense of guilt in people. How can we avoid these feelings in coming situations?



1. When a batsman failed to score 2 runs on last 2 balls?

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2. When a basketball player failed to score 2 points in three attempts?

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3. When a sprinter falls down while running?

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4. When a person is laughed at for being weak

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5. When a driver is mocked for driving slow

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You Can Learn From



KUMBHAKARNA - Younger Brother Of Ravana

- Kumbhakarna is a famous rakshasa and younger brother of Ravana in the famous Hindu Legends in the events of Ramayana.
- Despite his gigantic size and great appetite, he was described to be of good character and great warrior in those times, though he killed and ate many monkeys only to show his power.
- He was considered so pious, intelligent and unchallenged warrior in battle that Indra, the king of gods, was worried and jealous of him and his strength.
- Along with his brothers, Ravana and Vibhishana, Kumbhakarna performed a major yajna and penance to please Lord Brahma. When

the time came for asking a boon from Brahma, his tongue was tied by goddess Saraswati, who was acting on Indra's request;

- because of this, instead of asking Indrasana (seat of Indra), he asked for Nidraasana (bed for sleeping). It is also said he intended to ask for Nirdevatvam (annihilation of Devas) and instead asked for Nidravatvam (sleep).
- His request was granted. However, his brother Ravana asked Brahma to undo this boon as it was in reality a curse. He slept for six months and when he awoke, he ate everything in the vicinity, including humans.
- Kumbhakarna is portrayed as a virtuous character, despite his monstrous size and appearance. He had asked his older brother Ravana to apologize for kidnapping Sita, however, Ravana did not heed this advice.
- He used to sleep for months at a time.



ROHIT SHARMA - Indian Cricketer

- Rohit Gurunath Sharma (born 30 April 1987) is an Indian international cricketer who plays for Mumbai in domestic cricket and captains Mumbai Indians in the Indian Premier League as a right-handed batsman and an occasional right-arm off break bowler.
- He is the vice-captain of the Indian national team in limited-overs formats. Rohit Sharma is in supreme batting form and living in a dream life in 2019 World Cup. So far he has scored five 100s in a single edition of a World Cup and it is a record.
- The 'Hit Man' is proper sobriquet for Rohit that has been adopted by cricket fans not only in India but across other cricket playing nation

also.

- There was one key illustration of Rohit's personality that has been a fashionable adage.
- Technically, the word laziness may not be the proper phrase in world of sports to delineate someone's ability but his batting style and art of scoring runs and hitting boundaries (4s & 6s)
- It is with such an ease that makes anyone to say 'Wow what a six with such a lazy back-lift and that is frumpy to fabulous shot by him'.
- No efforts in hitting boundaries, no energy from bat, no power, no strong bottom hand,

no sweet sound from bat, no stand & delivery shot, no wrist work, just perfect timing, sheer class with an effortless art of making piece of wood willow into a magicia

- Rohit's simple answers, without added masala (flavour), to media's questions which are usually full of bouncers, resemble his batting style that he is doing the things effortlessly with a stint of bit laziness in it.
- Rohit Sharma's press conference after World cup matches are also a testimony to his effortless and laziness lifestyle.



WINSTON CHURCHILL - Former British Prime Minister

- If you're a lazy bum who loves napping and hates getting off the couch, then you have more in common with Winston Churchill than you think.
- I know, you must be mind blown. Churchill? Seriously? But wasn't he a super productive leader who changed the world? Yes, he was.
- But he also loved laying in bed and taking frequent naps. If you have the same tendencies and want to achieve success, then the best place to start would be to emulate Churchill.
- "Conserve energy, never stand up when you can sit down and never sit down when you can lie down" - Winston Churchill
- Amen Mr. Church, Amen! Now you know why we love Churchill here at the Art of Laziness.
- Let's get real for a second. Here is a list of Churchill's accomplishments before we delude ourselves that he was a lazy bum.
- Served 40+ years in the House of Commons, holding many cabinet-level positions, Two time Prime Minister of England from 1940-1945 and 1951-1955
- Lead the Allied victory in World War II, Wrote his first book at the age of 22 while serving on India's Afghanistan-bordering North West Frontier.
- In total wrote 43 book-length works in 72 volumes over his lifetime. That's way more than Shakespeare!
- In 1953, Churchill was knighted by Queen Elizabeth II.
- The same year, he received the Nobel Prize for Literature for "for his mastery of historical and biographical description as well as for brilliant oratory in defending exalted human values."
- He is fondly remembered for his motivational speeches and his ability to uplift people even when things weren't going well.
- If one looked at the daily routine of Churchill, you could miss the fact that he was one of the most important people at a time in history where his actions could dictate the direction of the free world.

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 stereotypes in society.

1. A social awareness campaign in locality against color stereotypes.
2. School can organize an awareness drive against female stereotypes such as male has more brain then female.

STAND UP AND RISE

Problems Addressed

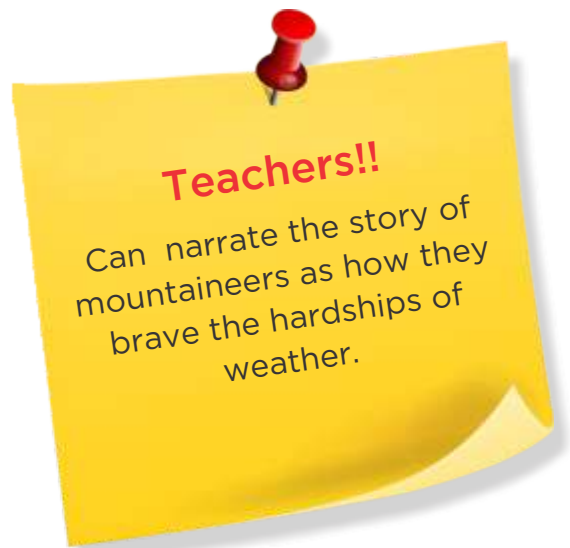
- Trauma
- Pain and hurt
- Sudden, unexpected changes
- Loss of a skill

Resources Developed

- Acknowledging your past capabilities
- Building on your strengths and abilities
- Learning to stand on your own feet
- Learning to take things one step at a time
- Learning to move forward
- Having confidence

Outcomes Offered

- Adjustment to change
- Utilization of past abilities
- Skill acquisition
- Confidence



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

Can you imagine what it might be like to begin learning to walk at the age of twelve? Most of us learn to walk when we are so young that we forget how we did it. And Rajesh was just like most of us.

He had been in the back seat of his mother's automobile one wet, winter afternoon when another car crashed into them. Rajesh screamed with fear at the noise and violence of the collision. His mom's automobile was pushed off the road and onto the sidewalk.



I should point out that Rajesh was no wimp. He raced motorbikes competitively and was used to falling and getting injured, but now he was

really hurt. His mom was hurt, too. It was the most frightening thing that had ever happened to him. He tried to get up to help his mom but he couldn't. He felt helpless and scared. His head hurt and he had pains down his right side.

Fortunately, the hospital tests didn't show any broken bones or anything serious, and the doctor said he could go home. However the pains didn't stop. Rajesh found it was getting harder to move. He couldn't hold a cup without its falling from his hand. He didn't have the strength to pull the ring top on a drink can, or hold his pen at school. His legs felt so weak that he kept falling over. Walking became harder and harder, until he could barely walk at all. And he was terrified about getting back in an automobile.

This was not like Rajesh. He was a boy's boy. He did martial arts training, rode his BMX bike with friends, and raced his motorbike. The bookcase in his bedroom was covered with trophies he had won. Now he couldn't do any of those things. He sat watching TV, playing X-Box, and feeling unhappy.

When we riding, his eyes bike. Muddy his favorites. he did when he How did he get helped to get finish?

Rajesh had to Maybe you don't when you first learned can imagine what it feels his feet for the first time. first time must be muscles are weak standing yet. Just you probably but you weren't fell, you got up and again, maybe a little needing to hang on to table leg. Each time you you were able to two feet.

Then you began to put one foot in front of the other, stepping out for your first time. Again you



talked about motorbike lit up. He rode a dirt tracks and jumps were We talked about what fell off his bike in a race. back on his feet? What back on the bike and

learn to walk again. remember what it was like to walk, but perhaps you like for a little kid to get on Just standing up for the hard. Those little leg and not trained for like that young child, took many falls at first, put off. Each time you stood on your feet wobbly at first, maybe a supporting hand or got a little stronger until stand on your own

probably had some falls, but again, each time, you got up and tried once more-getting stronger and stronger each time. Soon you were running and jumping and skipping and not thinking about how you have to move the muscles in your legs to walk over to a friend's home, kick a football, or ride a bike.

That's how it was for Rajesh at the age of twelve. He had to learn to do it all over again. Knowing that he had done it once helped him feel the confidence to do it again. It wasn't easy. In fact, it was hard work at times. Fortunately, Rajesh was no quitter. He knew how to get back on his bike and finish the race. He learned to walk again without falling, to ride a bike, and to kick a ball. Who would think that at the age of twelve years you might have to learn what you had already learned when you were around twelve months old?

TAKE AWAY



Life is a journey of various situations, sometimes smooth or sometimes rough. Smoothness accelerates our joys whereas roughness regresses them but despite of odds life must always go on, challenges shall not be given the demarcation of dead ends but opportunities to larger doors.

Exercise 2.1

Whenever passed through tough times people tend to lose self esteem, but if they remain composed people might brave conditions effectively. In the following situations suggest the effective solutions.



1. A Boxer

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2. A Cricket Player



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3. A Scientist

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4. A Basket Ball Player



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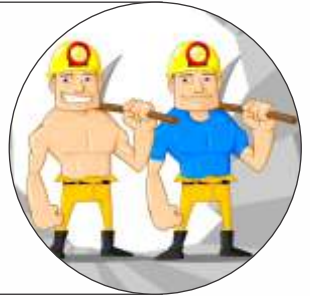
5. A Farmer

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6. A Mine Worker



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7. A Soldier

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8. Wrestler



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9. A Judo Players

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10. A Sprinter



Exercise 2.2

What are the qualities or expertise that you think those professionals require to lead in their profession? Suggest.



1. A Boxer

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2. A Cricket Player

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3. A Scientist

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4. A Basket Ball Player

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5. A Farmer

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6. A Mine Worker

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7. A Soldier

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8. A Wrestler

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9. A Judo Players

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You Can Learn From



RANI LAKSHMIBAI - Indian queen of Maratha princely state Jhansi

- Rani Lakshmibai was born on November 19, 1835 at Kashi. Her father's name was Moropant. Her mother's name was Bhagirathi Devi.
- Laxmi's childhood name was Manikarnika but affectionately she was called Manu in her childhood.
- Rani Lakshmibai was married to Gangadhar Rao in 1842. Gangadhar Rao was the king of Jhansi. In 1851, the Rani had a son; he unfortunately died when he was barely four months old.
- Raja Gangadhar Rao could not bear the shock and after a long illness, he died on November 21, 1853.
- Jhansi became a major center of the revolt of 1857. Rani Lakshmibai of Jhansi, began to strengthen security and started a volunteer army.
- Ordinary people also contributed to the revolt. In 1857, the kings of the neighboring state of Jhansi, Orchha and Datia attacked. Rani
- Lakshmibai defeated them successfully. In March 1858 the British army besieged the city of Jhansi. But Rani, with her adopted son Damodar Rao was able to escape. Rani died on June 18, 1858.
- The Hindi saying that goes like this, Khoob Ladi Mardani Woh To Jhansi Wali Rani Thi is the most apt for describing this brave queen of Jhansi.
- Rani Lakshmibai was the great heroine of the First War of Indian Freedom. She was the embodiment of patriotism, self-respect and heroism.
- Her life is a thrilling story of womanliness, courage, adventure, bravery, courage, hopes, wisdom, her progressive views on women's empowerment, deathless patriotism and martyrdom,
- in the 19th century India, Rani Lakshmibai was the real meaning of the ideal heroine. She was proud of not just India but the world's women.



PAULAMI PATEL - Successful Businesswoman - Defeats Disability

- Nothing is impossible, the word itself says, "I'M POSSIBLE" - the statement holds cent percent true for the 28 year old mumbaikar - Paulami Patel.
- She has survived the darkest phase of life and emerged as a fighter, a torch bearer to many sinking souls. She got electrocuted at the age of 12 while playing with a fishing rod.
- 11, 000 volts of current ran through her right hand while she was trying to catch the rod that slipped out of the window and got hold of an electrical wire instead.
- Spending about a week in the ICU, what came later was a big shock - her right hand had to be amputated to prevent gangrene from spreading.
- Life was not the same as before, she had to start from the scratch. She was just a teen, and to accept the harsh reality was tough. To begin writing again with her prosthetic arm was a challenge.
- But slowly and steadily she mastered it all - she wrote her first word. Matilda. What has

been the driving force through the tough times ?? 'Instead of focussing on the struggles ,

- I took it as a celebration of my second inning of life ' she says . Little achievements like zipping her bag to the day she was able to wear her own clothes , every single task that she could accomplish.
- She pursued BCOM followed by MBA from a top notch college of Mumbai , that too writing all the exam papers herself .
- She has toughened her mettle to such an extent that disability has just become a meagre 'part' of her life.
- Without an arm and with 45 surgeries, the journey has not been easy . It took time for her to be positive about her flaws and accept her own self .
- She used to hide herself beneath long sleeves , dared not to wear shorts as her legs were scarred but slowly she learnt to let it go.
- She has opened her wings to fly high - driving, skydiving, bungee jumping and presently the brand ambassador of Tata Mumbai Marathon 2018.
- No more ashamed of her scars, instead she is proud of them as they have contributed in making her what she is today . Indeed a motivation for all of us who feel insecure about our flaws.
- We are proud of you Paulami !



WILMA RUDOLPH - American Track And Field Athlete

- Wilma Rudolph was an exceptional American track and field athlete who overcame debilitating childhood illnesses and went on to become the first American woman to win three gold medals in a single Olympics.
- Wilma Rudolph was born in 1940 in Bethlehem, she was born with polio and suffered from serious bouts of pneumonia and scarlet fever as a young child. All these ailments contributed to a bad leg that some said would prevent her from ever walking.
- She wore a leg brace from the time she was five until she was 11 years old. Then, one Sunday, she removed it and walked down the aisle of her

church.

- When Wilma was 13, she got involved in organized sports at school, including basketball and track. Soon she was running and winning races. She participated in the Olympic Games in Melbourne, Australia.
- She lost the 200 meter race, Wilma became more determined than ever.
- She set a world record for the 200 meter dash during the Olympic trials.
- Then during the Olympic games in Rome, she became the first American woman to win three gold medals in the 100 meter dash, the 200 meter dash and the 400 meter relay.
- When she returned to Tennessee, she was honored with her hometown's first racially integrated parade.
- The next year she received a Sullivan Award, the first recipient of President Clinton's National Sports Award.
- Wilma had worked her way through school and later became a coach and teacher. On Nov. 12, 1994, Wilma Rudolph died of a brain tumor at the age of 54.
- The Olympic flag covered her casket at her funeral. She will always be remembered for her inspirational determination to overcome her physical disabilities.

Time to live the value

Caring for the citizens of tomorrow is the need of the hour. The teacher will ask the students to read newspapers or surf on internet to collect the information regarding the ratio of young and old population in the country. What are the conditions of the elderly in India? Use pi-charts to display your findings. After that, the teacher will initiate a discussion on the following:

- How can we care for our grandparents?
- What is our duty towards other elderly in our society?
- Many people in rural areas migrate to cities in search of work, often leaving their parents in villages. Suggest a solution to this problem

SKY IS THE LIMIT

Problems Addressed

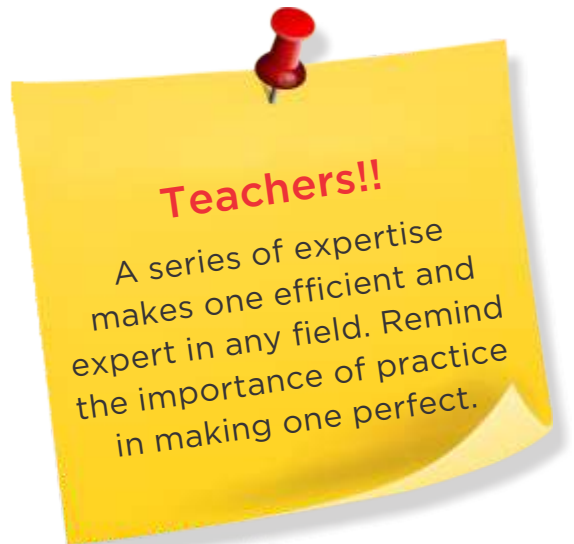
- Scaredness
- Sadness
- Being bullied
- Physical symptoms of anxiety (hair loss)

Resources Developed

- Building confidence
- Learning the language of confidence
- Doing things to create change
- Building stick ability
- Learning the language of stick ability

Outcomes Offered

- Confidence
- Perseverance
- Empowerment



You can watch the short film "DAKSHATA" on 



Scan code to view short film

This is the story of Madhuri and how she pushed Scaredness and Sadness away to make room for Confidence in her life. She decided that she would like her story to be told so that it could be used to help other children with the same kind of problem.

Madhuri was having a hard time getting along with another girl in her class. They had once been friends, but something had gone wrong and this girl started to say mean things that upset Madhuri, often leaving Madhuri in tears. She hated crying because the other kids would call her a baby when she did. Scaredness seemed to like this and got Madhuri so worried that some of her hair started to fall off.

The worst place to be was on the school bus. That was where she got teased the most. Scaredness had Madhuri so worried about catching the bus that her mom had to start picking her up from school.

Madhuri wanted to do something about how Scaredness was messing up her life and stopping her from having fun. She started



watching how Scaredness worked in her life and found things started to get better. One thing she worked out was that Scaredness was most strong in the mornings. This was because Confidence was a bit lazy and liked to sleep in!

With the help of Mom, Madhuri learned to remember not to walk out of the house without waking Confidence up first. This was a really smart move, and pretty soon things started to get better. It was not that people stopped being mean, although that did get better, too; it was that Scaredness and Sadness couldn't use other kids' meanness to upset Madhuri so much with Confidence there to protect her.

What Madhuri started to notice was that when a girl who had been nasty before called Madhuri over on the playground, Scaredness's trick was to whisper in her ear, "Uh oh, she's going to bully you," and Madhuri would feel frightened. But as Confidence started to be more awake it would talk in her other ear and say: "It's okay. You can be strong. You can handle this."

With Confidence around, Madhuri began to discover that often there wasn't a problem there at all. The girl actually wanted to be nice, and Scaredness was tricking her. This was not always how it was. Some girls could still say mean things sometimes, but, by listening to Confidence ("You are okay. Remind yourself of the nice things about you.") Madhuri was able to stand up for herself.

Pretty soon Madhuri felt ready to catch the bus again, but, because this took a lot of courage, she thought it was important to make some big friends so that she would feel safer. These big girls, in more senior years, all promised to say hello to Madhuri when they saw her on the bus. It was great to have a whole lot of "big sisters" looking out for her. Madhuri felt so confident that one day she even got mad at a girl who was mean to one of her friends.

Madhuri figured out that Scaredness was also making her feel worried about schoolwork. Scaredness was whispering in her ear that she'd got everything wrong and that she would get into trouble. It

made her feel bad when she took longer to get her work finished than the other kids. In fact, Scaredness was really pushing and shoving her around in the classroom. This was especially true in math, but also sometimes when she was doing harder work in English. Scaredness



would get her so worried that she would feel sick, or need to go to the toilet, or need to get a drink so she could get out of the classroom for a while.

When this happened, Madhuri realized she needed to wake up Confidence here in the classroom, too. She understood how anyone could doze off in some lessons. Confidence helped her to feel better about showing her work to the teacher - “Showing her will help you to learn,” said Confidence, “and I bet you made less mistakes than what Scaredness says.” She learned that most of the time Scaredness was tricking her.

Mom had the idea that they could help to wake up Confidence by taking Madhuri to a math tutor after school. Madhuri thought that doing extra math was a bad idea at first, but she soon found that the extra practice helped her to feel more confident in math at school. (“See how well you are doing?” encouraged Confidence.) It was the

same with cursive writing. She had been so slow at it, until she started practicing at other times. One day she found she got through her work so quickly she was already doing extra work for the teacher before the other kids had finished!

Madhuri realized that Confidence had introduced her to another friend called Stickability. Stickability (“Keep trying, the more you do it, the better you become”) was what helped her to practice until she got things right. She remembered that Stickability had helped her in the past but she didn’t know its name then. She had once thought that she would never be able to ride a two-wheeler bike without training wheels, but she had stuck at practicing until one day she could do it! With Stickability as a friend she should be able to get confident at lots of things.

One day Mom thought it was time to check Madhuri’s hair and guess what? No new hair had fallen out! In fact, on another day when Mom checked her hair she found that there was new growth. Madhuri felt really proud that she had worked out a way to solve her own problems.

TAKE AWAY



Use your notebook to jot down ideas about the cognitive skills children need for living a healthy and functional life, whether these ideas are triggered by the stories you have just read, the cognitive behavior therapy literature, or what you see one child do that might be helpful for another. It may help to start to structure these stories of creating helpful thought processes into the following therapeutic characteristics:

The cognitive problems or challenges faced by the main character. The processes of thinking that would help resolve that problem. An outcome that opens up new possibilities or better equips the child for managing such situations in the future.

Exercise 3.1

Self confidence is the key to deal with bullying. How would you like to deal with following situations if bullied?



1. When you scored less work ?

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2. When you lost a match against a rival team?

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3. When you wore a special dress?

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4. When you were preferred by your teacher?

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5. When your name was dropped from music team?

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6. When your father scolded you before friends?

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7. When you missed the bus?

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8. When you could not do well in class?

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Exercise 3.2

What possible interventions would you like to suggest to get yourself protected against a bully?



1. You are being bullied by classmates in assembly?

2. You are being bullied in the school bus?



3. You are being bullied at the sports ground?

4. You are being bullied on the telephone?





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

6. You are being bullied whenever the results are declared?



Exercise 3.3

Teasing name calling quibble or mocking are common scenarios amongst students. Sometimes these are part of students bickering but can lead to serious emotional bullying or harassment of someone if not curbed at an initial stage. Following are the situations where you can suggest possible interventions to avoid conflagrations.



1. When a team lost at sport?

2. When someone scored less marks?

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3. When someone is overweight?

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4. When someone is underweight?

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5. When someone leads in studies?

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6. When somebody comes from modest family background?

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7. When someone is poor in language?

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Exercise 3.4

School authorities as per government guidance follow some rules in academic institutions to prevent bullying. Following are attributes that might be the qualities of being self confident lead you to be better in life. Separate them in groups.

Fear, Scare, Convinced, Courage, Depressed, Doubtful, Fearful, Fearless, Hopeful, Positive, Self assured, Self reliant, Upbeat, Intrepid, Trusting, Sad Sky, Humid, Weak, Unsure.

Self Confident

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You Can Learn From



BIRBAL - Advisor & Commander of army in the court of the Mughal emperor Akbar

- Birbal, the famous historical character, was born as Mahesh Das, in 1528, in a very poor Brahman family, in a place called Trivikrampur, situated on the banks of river Yamuna.
- He was a prime member of the group of nine members, known as the 'Nava Ratnas', the inner council of advisors, for the Mughal emperor Akbar.
- Birbal was mostly entitled to the administrative and military duties but was very close to Akbar who loved his wisdom, sense of humour and subtle wit. Birbal was moreover a poet and an author.
- Equally loved by children and the adults, generations have grown up listening to the folklores of Birbal and Akbar.
- Akbar was illiterate himself but he had respect for the talented, and thus, he used to invite in experts from various fields.
- There are many stories that are based on the conversations and the exchanges between Birbal and Akbar, both inside and outside the court which have been published in volumes.
- It is said that the other courtiers at Akbar's court were jealous of Birbal and they continuously plotted for his downfall, without success. Even these incidents are recorded in the books.
- Birbal wrote under the pen name 'Brahm'. The collection of his writings can be found in the Bharatpur Museum, Rajasthan.
- It is believed that Birbal died during an expedition to Afghanistan, heading a large military troupe. It's said that Akbar mourned his death for several months.



SRINIVASA RAMANUJAN - Indian Mathematician

- Srinivasa Ramanujan is one of the greatest mathematicians in the world, and he is known for the great work that he did in his field. He made a lot of his theories very popular in the world, and that is why his theories still get used in lots of countries.
- He was born on 22nd December 1887 in Erode, and he gets known by a number of contributions he made in the theory of numbers.
- It is very shocking for a lot of people, but initially, Ramanujan never studied mathematics. He studied mathematics in the latter half of his education and became an expert of it.
- He was very poor, and he did various researches in poor circumstances only, but he later got supported by Ramachandra Rao and his clerical job due to which he became able to learn more and invent several new studies on mathematics.
- In 1914, he won a scholarship to England and study under Godfrey Hardy. He did not only studied hard but invented various other theories which made Hardy his fan as well.

- He surprised every teacher with the knowledge of mathematics that he had because he never knew the modern techniques of the maths, but he still did better than a lot of professors and researchers at that time.
- He invented a lot of theories, and the most famous ones are as followed: Ramanujan constant, Mock theta functions, Ramanujan conjecture, Ramanujan prime, Ramanujan theta function, Ramanujan's sum, Ramanujan's seta series, etc.
- He also won the award of fellow of the royal society. He worked for a very short period as he died at the age of 32 only, but his theories are still alive in a lot of people's brains and textbooks.
- So, this was all about the best mathematician in the country Srinivasa Ramanujan.



ISAAC NEWTON - English Mathematician, Physicist, Astronomer, Theologian & Author

- Isaac Newton was born at Woolsthorpe near Grantham in Lincolnshire, England on 4 January 1643.
- From the age of 12 to 14 Isaac Newton went to Grantham Grammar School. During this time he lodged with an apothecary and his family. Then in 1659, Isaac had to leave to help his mother on the family farm.
- Isaac was not in the slightest bit interested in running a farm and in 1660 he went to the grammar school again. In 1661 he went to Trinity College Cambridge. Isaac Newton obtained a BA in 1665.
- In 1666 Isaac Newton was forced to flee Cambridge because of an outbreak of the plague and he returned temporarily to Woolsthorpe. He returned to university in 1667.
- Most Famous Discoveries by Sir Issac Newton were Newton's three laws of motion set the foundation for modern classical mechanics.
- His discovery of the gravitational force gave man the ability to predict movements of celestial objects, while simultaneously validating Kepler's laws and the heliocentric Copernican model of the solar system.
- His co-discovery of calculus provided a potent mathematical tool, aiding the precise analytical treatment of the physical world.
- He was fascinated with the field of optics and not surprisingly, made some major discoveries. His prime focus was unrevealing the nature of light and its properties. Using prisms and lenses, he studied the refraction and diffraction of light.
- "Truth is ever to be found in the simplicity, and not in the multiplicity and confusion of things."



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.

DETERMINE NOW

Problems Addressed

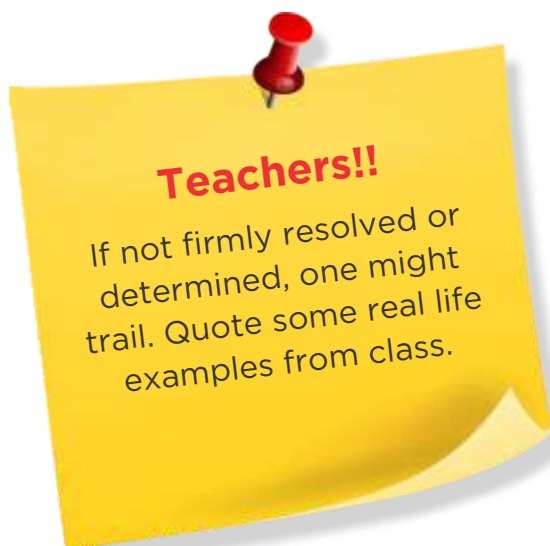
- Facing a challenging problem
- Wanting the seemingly unattainable
- Not having others to help
- Not having immediate answers

Resources Developed

- Learning to explore options
- Weighing up the pros and cons of a situation
- Searching for new possibilities
- Learning to use thought over impulse
- Learning from observation and experience
- Using lateral thinking

Outcomes Offered

- Self-reliance
- Power of observation
- Creative problem-solving



You can watch the short film "SANGATI" on 



Scan code to view short film

I once heard a story of a bird. I don't remember what sort of bird it was, but I suppose we could make it any sort of bird that you want. What sort of bird would you like it to be?

This bird lived in a land where there had been a very long, dry summer. It hadn't rained for a long time. The ground was so dry that even the overnight dew was soaked up as quickly as if it had fallen on a sponge. As a result the poor bird had not had a drink for a long time. It was really thirsty. So thirsty that it was feeling weaker and weaker with each passing day.



Frightened that it couldn't live much longer without water, it flew high into the air, hoping to see a patch of water somewhere in the parched land. It flew and glided, flew and glided, trying to save its energy as much as possible. Across the hot dry earth it searched for life-giving water.

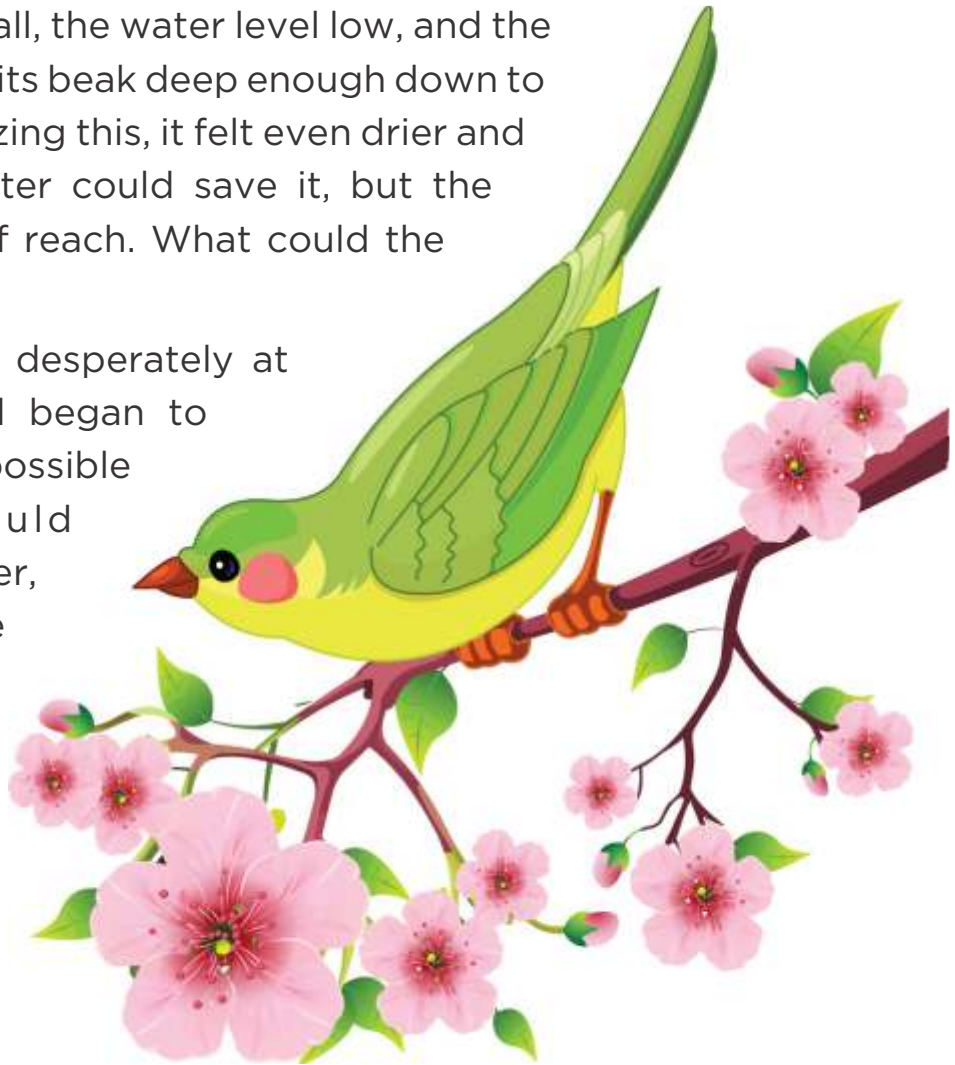
Can you imagine how relieved it was when it noticed the sun glinting off something on the ground? The poor little bird glided down to investigate. There, in a spot where people sometimes picnicked, somebody had left behind a glass jar. At first the bird was excited. In the last rains, a long time ago, some water had fallen into the jar. Just enough remained in the bottom for the bird to have a refreshing drink. But then its heart sank.

The jar was tall, the water level low, and the bird couldn't get its beak deep enough down to get a drink. Realizing this, it felt even drier and thirstier. The water could save it, but the water was out of reach. What could the poor bird do?

As it looked desperately at the jar, the bird began to think of many possible options. It could push the jar over, but then the water was likely to spill and soak into the dry ground before the bird had a chance to drink. Maybe by

holding the rim of the jar in its beak the bird could tilt it over just far enough for the water level to rise closer to the top without spilling any. But how could it hold the jar at just the right angle and drink at the same time? The bird looked around. There was nobody else to ask for help. It was a problem it needed to solve by itself.

I wish I had a straw, thought the bird, and that gave it a good idea. It looked around for a hollow stick or perhaps a long leaf that it might be able to roll into the shape of a straw but, unfortunately, it found nothing except pebbles scattered over the dry ground. The bird was frustrated. In front of it was what it wanted and needed but couldn't reach. There was nothing or no one around to help. What could it do?



In the end it gave up, weakly launched itself into the air, and flew on in search of water it could reach. It wasn't long before it came across a small pond. The water was muddy. It might taste yucky but at least it was water. As the bird approached, a huge pair of jaws suddenly launched themselves from the pond and the bird just had enough energy to spring into the air before getting eaten.

Great, it thought, I find the only water around and a crocodile lives in it! Hovering over the pond, it noticed the watermark left by the crocodile on the banks . . . and that gave the little bird an idea. You see, it might have been a bird, but it wasn't a birdbrain. When the crocodile had leapt out, the water level must have dropped. When it flopped back in, the level rose. "Thank you, crocodile," called out the little bird as it turned back toward the jar.

Arriving at the jar, the bird picked up a pebble and dropped it in. The water level rose a little, just like when the crocodile had fallen back in the pond. The bird found another pebble and dropped that in, too. Gradually it kept adding pebble by pebble into the glass jar, and gradually the water level rose. As each pebble was patiently added the water got closer and closer to the bird's beak; it wasn't long before its patient efforts were rewarded. The water had risen high enough for the bird to drink its fill . . . and fly on, happily.

TAKE AWAY



Sometimes our relations and our acquaintances demand blind faith as token of trust, but rationally it can't be a plausible act always and might trap us in situations unfavourable. Or otherwise any thing that lacks veracity on grounds of rationality and factualness deserves to be not taken seriously.

Exercise 4.1

When faced with hardships and adversities people often lose confidence and develop anxiety. Help these people to gain their confidence back.



1. A lost sprinter

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2. A defected boxer

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3. A failed student

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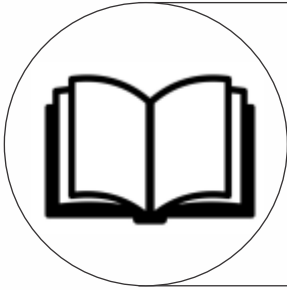
4. When a passenger missed his train

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5. When a child lost his book

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Exercise 4.2

Always looking for alternatives and options can reduce our pains/sufferings. How can we find alternative solutions in these situations?



1. When you missed your school bus?

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2. When restaurant was closed when you reached?

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3. When someone refused to give access, you wanted?

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4. When your team lost?

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5. When people left you stranded by a bus?



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Exercise 4.3

Never lose hope, stay positive are some fundamental values which always help in life. How can those help in following situations?



1. When scientists failed to land Chandrayaan on Moon?

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2. When team India lost a semifinal against New Zealand in world cup?

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3. When a school quiz team could not answer an easy question?

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4. When a team failed in archiving success?

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5. When a student could not demonstrate his prototype?

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6. When school team denied entry?

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7. When your group was disqualified?

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8. When a Rocket launch was failed?

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9. When scientist failed on virus trial?

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10. When school bus broke down on way?

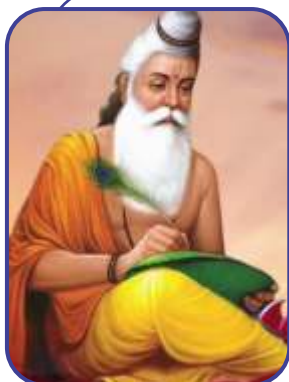
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You Can Learn From



VALMIKI - Harbinger Poet In Sanskrit

- Valmiki is known mostly from the great epic of Hindus called “Ramayana”, the life story of Lord Rama. He is also believed to be the author of Yoga Vasistha, a text that elaborates on a range of philosophical issues.
- Valmiki is not the birth name. His actual name was Ratnakara, which was given by his birth parents. His father was a sage named Prachetasa.
- At a very young age, Ratnakara went into the forest and got lost. A hunter, who was passing by, saw Ratnakara and took him under his own care.
- Under the love and care of his foster parents, Ratnakara forgot his original parents. Under his father’s guidance, Ratnakara turned out to be an excellent hunter.
- As his family grew larger, he took to robbery and began looting people passing from one village to another. One day, the great sage Narada attacked by Ratnakara. As Narada played his Veena and sang praises of the Lord,
- Then, he asked Ratnakara whether the family, for whom he was robbing others, will partake in his sins also. Ratnakara went to ask the same question to his family and on being refused by all his family members, he went back to sage Narada.
- Narada teach him chanting “Ma Ra”, . Ratnakara followed the instructions and kept sitting for years, during his body got covered by an anthill.
- Ratnakara was bestowed with the honor of a Brahmarshi and given the name of Valmiki since he was reborn from the Valmika (the ant-hill).
- One day, Valmiki had the fortuity of receiving Lord Rama, His wife Sita and brother Lakshman at his ashram. On Valmiki’s suggestion, Lord Rama built his hut on Chitrakuta hill, near the ashram.
- Narada visited Maharishi Valmiki in his ashram once and there, he narrated the story of Lord Rama. Thereafter he received a vision from Brahma in which the Lord instructed him to write Ramayana in slokas, which the sage readily followed.



VINOBA BHAVE - Indian Advocate of Non Violence And Human Right

Acharya Vinoba Bhave’ was born on September 11, 1895 in Kolaba, Maharashtra. His real name was Vinayaka Rao Bhave. His father’s name was Narahari Shambhu Rao. His mother;s name was Rukmini Devi.

Vinoba Bhave’s early education was at Baroda. Later, he studied at Varanasi. He was interested mainly in philosophical literature. He joined Sabarmati ashram and became one of the closest associates of Mahatma Gandhi.

Vinoba Bhave was a great freedom fighter. He was actively involved in the ‘Nagpur Salt Satyagraha’, the ‘Dandi March’ and the ‘Temple Entry Movement’ in Kerala.

He was chosen by Gandhi to be the first Satyagrahi for the individual civil disobedience movement.

Vinoba Bhave died on 15 November 1982 at the age of 87. He was a spiritual visionary, whose spirituality had a pragmatic stance with intense concern for the deprived.

He is best known for the 'Bhoodan Movement'. He also led the 'Sarvodaya movement'. His contribution to the history of nonviolent movement remains significant.

Vinoba Bhave was a learned scholar. He knew eighteen languages. He wrote several books of international fame.

In 1958 Vinoba was the first recipient of the international Ramon Magsaysay Award for Community Leadership. He was awarded the 'Bharat Ratna' posthumously.



HITLER - German Politician And Leader Of Nazi Party

- Hitler, Adolf (20 April 1889 – 30 April 1945), German political and military leader and one of the 20th century's most powerful rulers. Hitler converted Germany into a fully militarized society and launched World War II in 1939.
- He made anti-Jewish culture a top priority of allies and policies and built the Nazi Party into a mass movement. He hoped to conquer the entire world, and for sometime dominated most of Europe and much of North Africa.
- He founded sterilization and euthanasia measures to enforce his idea of racial purity among German people and caused the deaths of millions of Jews, Roma (Gypsies), Slavic people, and many others, all of whom he considered inferior.
- When he had lost all his inherited money, Hitler, unwilling to take a job, ended up in an orphanage. It was there that he was first exposed to his political ideas.
- At the same time Hitler acquired a hatred for communism and came to equate it with the Jews. Between 1910 and 1913 Hitler's life improved when he began to paint and sell postcards and pictures for a living.
- He copied famous paintings and drawings of public buildings. He talked about his ideas in a hostel, where he lived figuring out the beginnings of his public speaking style.
- Failure to register for recruitment in Austria led him to run for Munich, Germany, in 1913 to escape the Austrian police. He was handed over to Austria but was found physically unfit to be a soldier.
- So he then returned to Munich.
- The outbreak of World War I in 1914 came as an opportunity for Hitler. He volunteered for a Bavarian unit in the German army and served the whole war.

Time to live the value

Brainstorming

- I am a disciplined person?
- Do I abide by rules and regulations?
- Am I doing the right thing when no one is watching?
- What disrupts the discipline in the class?
- How can I help in maintaining order in my class?
- Do I show self control by doing things that are right?
- Do I feel good about myself when I make good choices?
- Do I listen to my inner voice?

The students reflect on the above statements. Each student then speaks on any one of the topics for about one minute.

SULASA AND SATTUKA

Problems Addressed

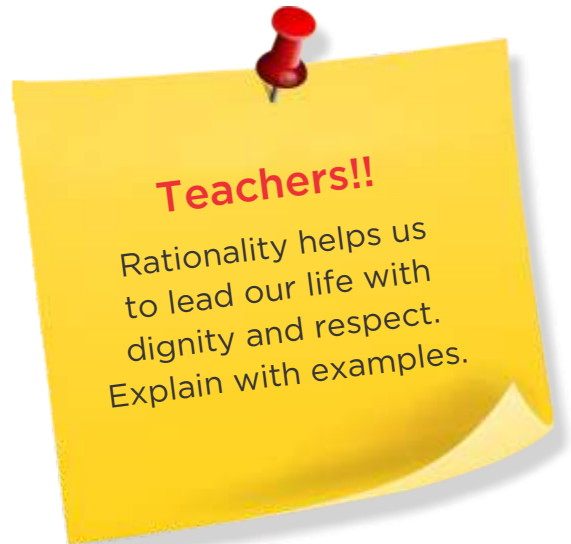
- A moral dilemma
- Conflicting standards
- Choices between desire & responsibility
- Lack of responsibility

Resources Developed

- Exploring personal moral standards
- Learning to face consequences
- Learning to be responsible
- Learning to make considered judgments
- Learning to consider the others' well-being
- Learning to make mutually agreed-upon decisions

Outcomes Offered

- Moral responsibility
- Consideration of the other
- Mutual decision making
- Personal value systems



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



Scan code to view short film

The story of Sulasa and Sattuka is from the famous Jataka tales, a lengthy work of literature that talks about Gautama Buddha's previous births.



Once there lived a beautiful woman named Sulasa. One day, she saw a group of soldiers dragging a man towards the place of execution, and instantly fell in love with him. That man was the feared robber Sattuka. Sulasa hurriedly sent a thousand gold pieces to the chief constable in exchange for Sattuka's freedom. She then married him and promised to give up her old life. After a blissful few months of marriage, Sattuka realised that he wasn't the type to be tied down to a single place or person. He decided to kill his wife, steal all her ornaments and flee town.

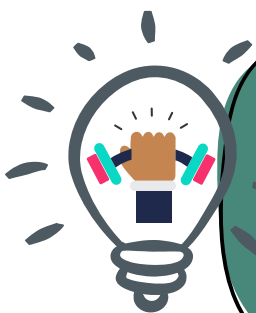
The next day he lied to Sulasa, saying that he had promised a deity on top of a mountain that he'd make offerings if he managed to escape execution. He then made Sulasa put on all her ornaments out of respect to the deity, and took her to the mountain top. When they reached the summit, he revealed his evil plan. Sulasa was shocked but she was quick

to think on her feet as well. She told Sattuka that she wanted to pay obeisance to her husband from all four sides for the very last time. She knelt in front of him, then on the left and right sides, but when she stepped behind him she took hold of Sattuka and threw him over a cliff. Seeing this, the deity who lived on the mountain said:

‘Wisdom at times is not confined to men. A woman can chew wisdom now and then. Wisdom at times is not confined to men. Women are quick in counsel now and then.’



TAKE AWAY



What cynicism says? What it envisages ? Well, it encompasses an attitude of doubting everything, it promotes a nature of disbelief and people infected with it remain biased in their surrounding. What helps us in life is being truthful to ourselves and rationally concerned with surroundings. Being rational always helps us.

Exercise 5.1

An act of morality induces source of integrity and self-respect in a person. Kindly advise these people as how they pursue acts of self-respect.



1. One who found a wallet at bus stand?

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2. A boy found a cell phone at restaurant?

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3. A debit card found on the road?

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4. A student found a box full of pen & pencil at school?

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5. When a shopkeeper returned more money than required?

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Exercise 5.2

How can small acts of austerity and proper use help our environment improve? Given are some suggestions. Describe in two to three lines as how these can help our mother nature and society.



1. Car pooling?

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2. Plantation drive?

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3. Helping animals campaign?

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4. Using bicycle?

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5. Keeping surrounding clean?



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Exercise 5.3

Results of our acts are not always as we expect and when not met with expectations we repent and lose hope. What will be your suggestion to these, so that they don't lose hope.



1. When a student could not score distinction marks?

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2. When a child fails at making a school music band?

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3. When a sprinter was disqualified?

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4. When a wrestler lost a match?

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5. When people discouraged for social awareness campaigns?

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Exercise 5.4

Mutual decision making always helps a team to gain larger goals.
Describe how mutual decision making can help these groups?



1. Cricket team

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2. Football team

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3. Family

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4. Government

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5. Railway Board

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6. School Management committee

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7. A class

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8. A pack of chimpanzees.

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9. A safety team

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10. An office

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You Can Learn From



YOGI PATANJALI - Sage, Yoga Sutras Inventor

- It is believed that Maharishi Patanjali was the avatar of Adi Shesha - the Infinite Cosmic Serpent upon whom Lord Vishnu rests.
- He is considered to be the compiler of the Yoga Sutras, along with being the author of a commentary on Panini's Ashtadhyayi, known as Mahabhasya.
- He is also supposed to be the writer of a work on the ancient Indian medicine system, Ayurveda.
- The life history of Patanjali is full of legends and contradictions. There are no authentic records regarding his birth.
- As per one legend, he fell (pata) into the hands (anjali) of a woman, thus giving him the name Patanjali.
- It is said that once, while watching a dance by Lord Shiva, Adi Shesha found it unbearable to support the weight of Lord Vishnu.
- Amazed at this, he asked Lord Vishnu the reason for the same. Lord Vishnu said that this was because of his harmony with Lord Shiva's energy state, owing to the practice of Yoga.
- Realizing the value and benefits of Yoga, Adi Shesha decided to be born amongst humans as 'Patanjali', to teach them the great art.
- Yoga Sutras are considered to serve as the basis of the yogic techniques. Maharishi Patanjali, "The Father of Yoga", compiled 195 sutras, which serve as a framework for integrating Yoga into the daily routine and leading an ethical life.
- The exact date of the compilation of the Yoga Sutras is not known. However, it is believed that they were written somewhere around 200 BC.
- The core of Patanjali's teachings lies in the eightfold path of yoga. The path shows the way to live a better life through yoga.



RABINDRANATH TAGORE - Polymath, Poet, Artist

- Rabindranath Tagore was a legendary Indian poet. Furthermore, he was also a great philosopher, patriot, painter, and humanist. People often made use of the word Gurudev with regard to him.
- This exceptional personality was born on the 7th of May in 1861 at Calcutta. Rabindranath Tagore began to write drama from sixteen years of age.
- Tagore's work focused on feelings and not on action. He wrote original dramatic piece Valmiki Pratibha and Visarjan. Visarjan is probably the best drama work of Rabindranath Tagore.
- Similarly, from the age of sixteen Rabindranath Tagore began to write short stories. His first short story was Bhikarini. Rabindranath Tagore was certainly in touch with novels as well.
- The best collection of poetry of Rabindranath Tagore is Gitanjali. Most noteworthy, Rabindranath Tagore received the Nobel Prize in 1913 for Gitanjali.
- Furthermore, his other important poetry works are Manasi, Sonar Tori, and Balaka. The man enjoys the reputation of writing a mighty 2230 songs.
- The popular name in usage is rabindrasangit, which refers to Tagore's songs. His songs certainly reflect Indian culture. His famous song Amar Shonar Bangla is the national

anthem of Bangladesh.

- Above all, he wrote the national anthem of India Jana Gana Mana.
- Rabindranath Tagore also had excellent skills in drawing and painting. Probably, Rabindranath Tagore was red-green color blind.
- Due to this, his artworks contain strange color themes. Rabindranath Tagore was active in politics. He wrote some works for patriotism.
- He was certainly a man of many talents. His contribution to Literature, arts, music, and culture is brilliant.



SHINZO ABE - Prime Minister Japan

- Here are the most common adjectives that Westerners chose when characterizing the people of Japan.
- POLITE : Weighing in at number one was polite, or in Japanese “reigi tadashii.” Everyone has heard of the traditional Japanese bow used as a greeting during any given exchange. It’s possible to remain too polite and distant from a person, even if you’ve known them for quite a while.
- It’s possible to remain too polite and distant from a person, even if you’ve known them for quite a while.
- PUNCTUAL: Japan takes its time management very seriously. The Japan Railway (JR) and other connecting subways and train systems are well-known for their incredibly punctual schedules.
- As such, when there is a delay of even a minute, the whole system gets thrown off. Trains often issue late slips for passengers to take to their employers if their trains get delayed. After all, it leaves a very bad impression if you’re late to work.
- KIND: Unlike polite, which can have its downsides, kind is a genuinely positive word. In Japanese, words with similar connotations to the English phrase are “yasashii” or “omoyari no aru,” meaning “thoughtful of others”
- HARD WORKING : A hard-worker is definitely a common word that classifies a Japanese mindset. “death by overwork” in Japanese (“karoshi”). It’s not uncommon for people to work several more hours after their contractual quitting time and,
- If you’re not a contract worker, that means that you aren’t paid for that overtime. Even if you have a contracted job, it’s still considered rude to leave right on schedule.
- RESPECTFUL: Another tie-in with polite, respectful. in Japan, the older you get, the wiser you are considered and the more respectfully you’re treated.
- GROUPING: A word of advice to any aspiring English teachers in Japan is to make lots of group activities. Japanese students thrive off of it. They prefer not to have to voice their opinions alone, but would rather share ideas with their peers and make a group decision. A word of advice to any aspiring English teachers in Japan is to make lots of group activities. Japanese students thrive off of it. They prefer not to have to voice their opinions alone, but would rather share ideas with their peers and make a group decision.
- CLEAN: Did you know that Japanese students clean their schools by themselves? No janitors, just students hauling trash bags, sweeping the steps, and wiping down the halls with washcloths for a good 30 minutes each day. Prime Minister Shinzo Abe ; "japanese punctuality is not restricted to trains, people are anxious not to be late for their appointment. Time regulates the life of japanese.

Time to live the value

The class will be divided into two groups. The teachers will write the headings my rights and duties and divide the whiteboard into two columns. Students will be asked to list down various don'ts in the school premises. It will be followed by a class discussion on the need to follow

various rules and BEING YOUR BEST. Through class discussion it will be emphasized how indiscipline can lead to chaos.

For example:

What I am allowed to do in school

1. Play in the ground
2. Use the library

What I am not allowed to do in school

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

KNOW YOURSELF

Problems Addressed

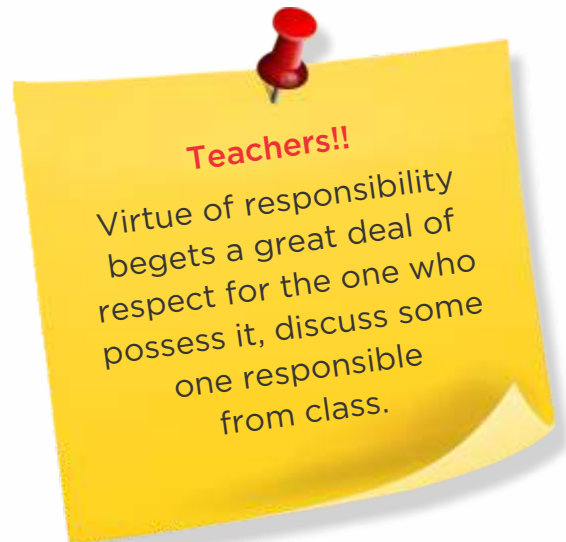
- Being bullied
- Lack of achievement
- Failure to build on resources
- Self-doubt and uncertainty

Resources Developed

- Listening to helpful advice
- Discovering what you are good at
- Building on your strengths and resources
- Using your resources successfully

Outcomes Offered

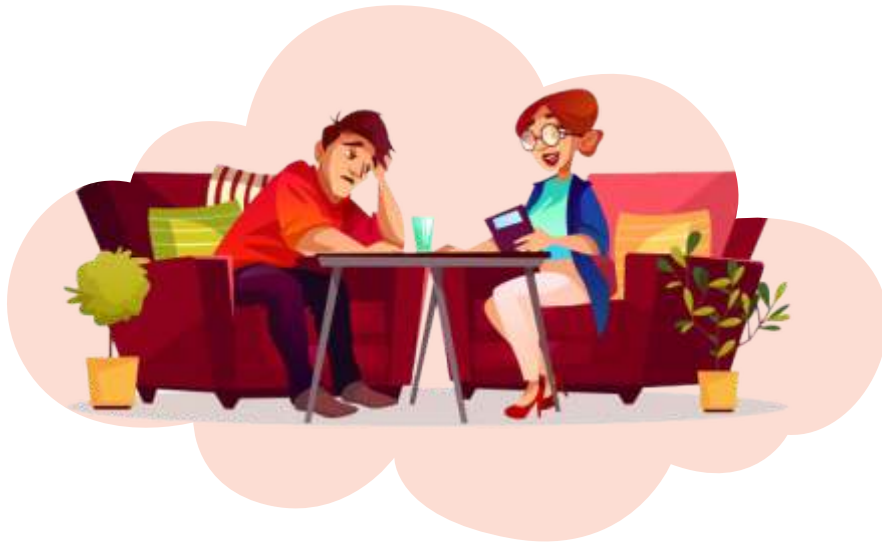
- Enhanced skills
- Personal empowerment
- Success in what you're good at



You can watch the short film "AHIMSA" on **YouTube**



Scan code to view short film



Jai's parents sent him off to see the school counselor. He wasn't sure why. Perhaps it had to do with the fact that he was being bullied by some of the other kids at school, or that he wasn't doing very well in his schoolwork, or that his parents were constantly calling him lazy. I'm not really sure, either.

The school counselor gave him some tests, asked him lots of questions and then she said, "Jai, what you need to do is find what you are good at and then build on that."

But what was he good at? Pawan was the best runner in their class, Sarita always made the best grades, and Manu was the football star but Jai? He couldn't think of anything he was good at.

When he got home from school, he kicked off his shoes. "My goodness," exclaimed his father, holding his nose, "you're sure good at creating smelly feet."

His mother added, "If you were as good at anything else, you could conquer the world."

Jai wanted to protest that his feet didn't smell, but he just gave up and sulked off to his bedroom, where he stopped on the door in the corner. Mrs. Meow, his cat, walked up to him, sniffed his feet . . . and passed out.

Jai got up and moved away, and Mrs. Meow woke up. "How

curious,” he thought, walking back to put his feet under her nose. She passed out again. That night he went to sleep thinking about his counselor’s words.

In the morning he woke up with an idea for an experiment. The next few days he went without changing his socks. When his mother questioned why he hadn’t put any dirty socks in the laundry basket, he pulled some clean ones out of the drawer and dropped them in the basket to keep her from getting suspicious. He ran a lot, especially on hot days when his feet would get sweaty. He avoided showering, just running the water for a while and wetting his hair to make his mother think he’d washed. He didn’t want to spoil the effect. He wore his sneakers to bed at night . . . until he thought it was time for the experiment.



In his room, he lay on his bed, took his socks off, looked at his clock, then held the socks to his nose. He looked at the clock again. Exactly 53 minutes and 27 seconds had passed. It worked! They could knock a boy out, just like they had Mrs. Meow. For the ultimate test, however, he knew they would have to be stronger. Then he had the best idea yet.

He snuck some Gorgonzola cheese from the fridge and spread it in his socks. He continued to run, and wear his sneakers to bed, waiting for the right day. Soon it happened. Two school bullies cornered him in the toilets, teasing him, poking at him, and throwing some light punches. Cool Jai bent down, kicked off his shoes and pointed his feet

in their direction. “Yuk,” they screamed together and, before they had a chance to run, all three passed out just like Mrs Meow.

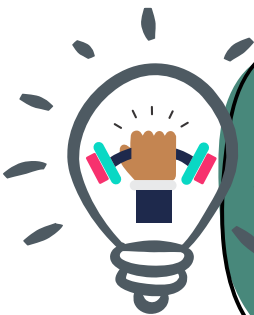
“This is great,” thought Jai. He didn’t need to worry about being bullied anymore, but he knew he had to keep building on his secret weapon.

Arriving home from school one day, he found a strange car in the driveway. The house door was open. That shouldn’t be; his mom and dad were at work and he should have been the first one home. Quietly, he snuck inside, peeked around a corner, and saw a robber going through the drawers in his parents’ bedroom. Cool Jai undid his shoes, pulled off both socks, and crept up behind the robber, pushing his socks into the robber’s face. The poor guy didn’t stand a chance. He collapsed immediately. Jai called the police and then his dad.

That night he was on TV. Next morning the newspaper heading read “Jai Socks It to Thief.” He was the hero!

Jack was pleased he had gone to the school counselor. He now knew what she’d meant when she’d said, “Find what you are good at and build on it.”

TAKE AWAY



Instructions are not always cherished by students or people, and when rejected or imposed rebounding effect is experienced by both instructor and disciple, but fact based instruction always finds its ways. A reasonable instructions always gets its acceptance. Make your demands reasonable. Make your instruction more logical.

Exercise 6.1

Whenever passed through tough times people tend to loose self esteem, but if they remain composed people might brave conditions effectively. In the following situations suggest the effective solutions.



1. When suddenly confronted with a stray dog in colony?

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2. When waylaid by some bullies?

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3. When teased by opponents on losing game against them?

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4. When intimidated by fellow classmates on sitting at their desk?



Exercise 6.2

Efforts are the continued determinations one has to sustain to achieve desired goals in life, from the following situations suggest proper attitude.





1. Wanna achieve distinction marks

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2. To be a professional gymnast

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3. To be a decorated war hero

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4. To work for human rights

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5. To be a celebrity environmentalist

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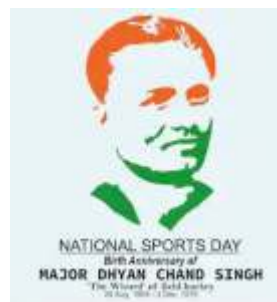
Exercise 6.3

Some examples of people in our life teach us great lessons. What from these people we can learn.



1. Kapil Dev

2. Major Dhyan Chand



3. Nelson Mandela

4. Bachendri Pal





5. Dr. Rakesh Sharma

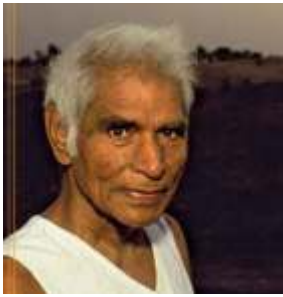
6. Neil Armstrong



7. Atal Bihari Vajpayee

8. Swami Vivekananda





9. Baba Amte

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10. Mary Kom

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Exercise 6.4

**What attributes in our life can make us happy in tough situations?
Suggest some ways to deal in these situations.**



1. An arguing shopkeeper

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2. A stalling wild animal

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3. A rash driving fellow

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4. A screaming child

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5. A marauding stranger

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You Can Learn From



GAUTAM BUDDHA -

Philosopher, Mendicant, Meditator, Spiritual Teacher

- Mahatma Buddha was the founder of Buddhism. He was born to King Shuddhodana in Lumbini. At the time of his birth, astrologers told that this child would become a monk who would illuminate the whole world with his supernatural knowledge.
- Once when he climbed the chariot for a walk in childhood, he saw a shabby body, a patient, a corpse and an ascetic in his old age. This sight left an indelible influence on his life. He started thinking of ways to get rid of sorrows and sorrows.
- One night, he sneaks out of the house to solve the questions that remain in his mind. He reached Bodhgaya after receiving his first Sankhya darshan from Alarkalam.
- He sat under a peepal tree for meditation where he attained enlightenment after rigorous practice. Because of this his name became Buddha which means the awakened, conscious, knowledgeable etc.
- In fact, Gautama Buddha has especially emphasized the quality of non-violence and peace, mercy and compassion, forgiveness and truth in his teachings. The treatise in which his sermons are compiled is known as Dhammapada.
- Followers of Buddhism are known as monks and live in monasteries. Many contemporary kings adopted Buddhism. Emperor Ashoka adopted Buddhism and contributed rapidly to the spread of this religion.
- He sent his son Mahendra and daughter Sanghamitra to Sri Lanka to spread Buddhism. The favorite slogan of Buddhism is "Buddhaam Sharanam Gachchami, Sangham Sharanam Gachchami, Dhamma Sharanam Gachhmi."



MAHATMA GANDHI - Lawyer, Political Ethicist

- Full name of 'Mahatma Gandhi' was Mohandas Karamchand Gandhi. He was born in Porebandar of Gujarat, India on 2 October 1869. After passing the Matric Examination he went to England for higher studies.
- Gandhiji completed his law in England and came back to India in 1893. He started his career as a lawyer.
- Social Life of Gandhiji was started in South Africa. In South Africa he faced many hurdles. He discovered that the white men were ill treating the dark Indians there.
- He himself was tortured and insulted by the white often. One day, he was travelling in a first class compartment of a train. He had booked a ticket for him. Still he was evented and punished out of the compartment by the white men.
- Gandhiji fought against this unjust and cruel treatment. He observed Satyagraha there and became successful.
- Gandhiji returned to India and took part in freedom fight. He was sent to jail many

times. Now all the countrymen were with him.

- He started the Non-co-operation in 1930 and the Quit India Movement in 1942. He became famous as the 'Father of Nation'. Lastly India won freedom on 15th August 1947.
- Gandhi's style of living was very simple. He was follower of 'Simple living, high thinking'. He taught us the lesson of 'Ahimsa'.
- He removed the caste barrier in India. He was a social reformer. He was shot dead by an Indian on his way to attend a prayer on 30 January, 1948. Mahatma Gandhi is remembered in the world for his major virtues.



NELSON MANDELA - Former President Of South Africa

- 'Nelson Mandela' was born on July 18th, 1918 in the village of Mvezo in Umtata, then a part of South Africa's Cape Province. His story symbolizes a lifestyle struggle against apartheid in South Africa.
- It was a terrible form of institutionalized racism that held the South African society in it's grip for a long time. It was not easy for Mandela to fight against it, as he too was among those who were oppressed by the system.
- Before becoming actively involved in the anti-apartheid struggle, Mandela survived many years of his life as a subject of colonialism.
- As a child in Africa, Mandela was a victim of the European colonial project which involved 'civilizing' indigenous communities by silencing African ways of life in favour of a Euro-centric culture.
- In the early 1960's, Mandela was imprisoned for his stand against the racist laws of the government. He stayed in prison for nearly three decades but refused to compromise his position, which was to fight for justice and equality for all people.
- A courageous and uncompromising hero, Mandela was a man of principles, strength and integrity. In 1994, he led the country to the end of apartheid and was elected the first black president of South Africa.
- He served as President of South Africa from 1994 to 1999. After he retired from public life, Mandela continued to embody the hopes and dreams of a free and equal world.
- He died on December 5th, 2013 at the age of 95 at Johannesburg, South Africa.
- Nelson Mandela received more than 250 honours, including the 1993 Nobel Peace Prize, the US Presidential Medal of Freedom, the Soviet Order of Lenin and the Bharat Ratna.
- Today, Nelson Mandela, popularly known as 'Madiba' in South Africa, is a household name all over the world.

Time to live the value

It is a special Diwali for your family as your father was promoted to a higher post. You are celebrating Diwali with friends and relatives and burning crackers causing smoke and noise pollution. Your neighbour's grandma suffers from asthma which is made worse by the smoke. The neighbour approaches you with the request to stop burning crackers. What will be your reaction? Put yourself in your neighbour's shoes and discuss.

Reflect: What effect does burning crackers have on:

- Elderly
- Sick
- Babies/Small Children
- Environment

The teacher will encourage the students to suggest alternative ways of celebrations that ensure fun and also do not cause harm to others or the environment.



HEMFORMATION

Humane **E**ndeavour for **M**oral **A**wakening

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

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

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

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

United we fight and divided we fall.



**VALUE
THE VALUES
TO REMAIN
VALUED**



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