



Foundation *for* Restoration *of* National Values

Souvenir

11th FOUNDATION DAY
8th June 2019

THEME
“FRNV- THE VALUES WE STAND FOR”

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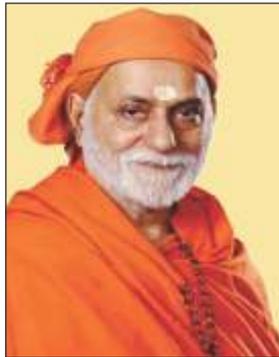
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**Knowledge without values is disastrous;
Mind without values is weak or debilitating;
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delightful;
Heart without values will not be expansive.**

*Swami BhoomanandaTirtha
Inspiration and Guide, FRNV*





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MESSAGE FROM THE PRESIDENT



Deeply concerned with the steep decline in ethics, values and character at all layers of the society and particularly at the governance level, few well meaning persons, under the inspiration and guidance of Poojya Swamiji Bhoomananda Tirtha an enlightened sage of Narayanashrama Tapovanam, Kerala, got together and registered the society under the name “Foundation for Restoration of National Values” (FRNV) in June 2008. Very eminent and upright persons of the country agreed to be in our advisory board and are guiding us.

FRNV organised a national seminar in Delhi in November 2008 which was inaugurated by the then Chief Justice of Supreme Court, Justice K.G.Balakrishnan and blessed by the presence of Sri L.K. Advani, Late Sri Somnath Chatterjee and many other luminaries. At the end of the seminar, we shortlisted four areas for FRNV to concentrate upon.

- (I) Value based education in all schools and colleges.
- (ii) Electoral reforms to sanitize the election process.
- (iii) Police reforms to make the police more effective.
- (iv) Administrative reforms in governance.

Later we added “Swatch Bharath” as one of our goals.

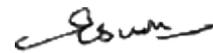
FRNV's aim was not to work at grass root levels but to bring about the change and transformation by influencing the policy and decision makers, working with the government. In the process, we set up our Corporate Office in Delhi and opened two Chapters at Bangalore and Kochi.

MESSAGE FROM
THE PRESIDENT
CONT.

FRNV enthusiastically took up the noble mission of bringing back our age old and eternal dharmic values to the nation so that individually and collectively people possess an inner persuasion to be honest, upright and patriotic. "Sathyam Vada – Dharmam Chara" is our clarion call. We have been relentlessly striving for this for the last 11 years but cannot claim much of a success mainly due to lack of full time devoted, committed and enthusiastic volunteers.

For this year's Foundation Day, we have selected the theme "Values FRNV Stands For" with a view to propagate and popularize our mission. This will give an opportunity for all friends and members of FRNV to join the main stream of FRNV's efforts and activities.

I would exhort all members and friends to enthusiastically take part in the Foundation Day programs and give us the benefit of your experience and wisdom as to how FRNV's agenda can be taken forward more effectively.



(Dr.E. Sreedharan)

Date: 20.05.2019

VALUES ENSHRINED IN OUR INDEPENDENCE STRUGGLE

SWAMI BHoomANANDA TIRTHA
INSPIRATION & GUIDE, FRNV

In our protracted struggle for Freedom, what held the leaders together was the deep, age-old cultural bond they commonly cherished. It enabled them to muster abundant inner strength, resolve and inspiration, to lead the masses despite all odds and persecutions. This aspect must be critically evaluated and emulated.

People saw how the strong spirit of nationalism, emerging from the subtle bond of cultural values, engulfed the land like a huge river in spate. The goal of the historic struggle – the non-violent movement – was victoriously achieved, without bloodshed. Our national flag is a shining symbol of our eternal values and commitments:

- The ochre on top is a powerful call for inculcating a 'fire-like' spirit of sacrifice. Though everyone pursues a life of varied possessions, in reality, 'unselfishness and dispossessiveness' alone can bestow human fulfillment.
- The white in the middle is a call for purity and peace. This central treasure in our being should radiate genuine love for the whole of humanity.
- The green colour beckons all to be vigilant in preserving our earth with its abundant greenery, so that the planet can continue to provide ample food and nourishment for the future generations as well.
- The wheel at the centre represents the great 'Cosmic Wheel of Activity' that Nature has set in motion. It depicts how everything in the world has a cyclic course, as Mother Earth herself has, infusing transitoriness and freshness alike. Every individual on this earth is but a cog in the Cosmic Wheel of Activity. And hence, each has the bounden duty of conforming to its revolution with unflinching dedication. In fact, this is the rhythm that persuades Nature to preserve and promote life on this planet.

OUR HEARTS & MINDS SHOULD PULSATE A MARKED NATIONAL DIMENSION

SWAMI BHoomANANDA TIRTHA
INSPIRATION & GUIDE, FRNV

No country, institution, Government, or body of power, will be able to function with integrity, unless it takes up the Value Inculcation Pursuit, which should encompass the newer generations also, with timely concern and attention.

In our protracted Struggle for Freedom, the force that held the leaders together was the deep, age-old cultural value bond, they cherished. It enabled them to muster abundant inner might, resolve and inspiration, to lead the masses, despite all odds and persecutions. This is something to be specially evaluated and emulated.

The strong spirit of Nationalism that emerged from the 'subtle cultural value bond' engulfed the land like a huge river in spate. The goal of the historic Struggle was achieved without bloodshed.

But all movements have their ups and downs. And thus, what was till then a spirited, wholesome struggle, turned, before long, into an epidemic of ambition, to gain and share positions of power, any Independent Nation would fetch.

The great value bond began to decline, the cultural cohesion and elegance started eroding. And, alas, no adequate effort, with insight and dedication, was possibly made to save the adversity. The socio-economic flair brought many a personal ambition, which soon gained dominance. Sufficient thought was not apparently given to the fact that unless we could have individual minds and hearts committed to pursue the Nation's goals, with fidelity and concern, the desired progress would not take place.

The fear has now become widespread, that we will not be in a position to take the country forward, with the required standard, style and commitment, unless the people are emergently re-infused with the inspiration and strength of our National Values. By raising the subject of Value Decline Disaster, and the Imperative Redress it calls for, our aim is to focus the attention of National leaders in Administration, Parliament, Judiciary, Education, Industry and allied sectors, thereby to set in motion a collective, sustainable remedy, at the causal level.

OUR HEARTS & MINDS SHOULD PULSATE A MARKED NATIONAL DIMENSION

SWAMI BHoomANANDA TIRTHA

CONT.

We have to persuade the leaders in various branches of National life, and through them to the people, to rediscover and re-associate with the Nation's time-tested values, applicable to all walks of life, so that all concerned will become sufficiently strong, committed and persuasive in their personal, official and social conduct.

The heart and the mind should pulsate constantly, a marked National dimension, so as to think fervently of the good of the country, its multitude. The imperative need for a good governance, educational system, opportunity and encouragement, should be felt by all concerned, persuading them to give the best for the country and people.

IMPORTANCE OF IMPARTING VALUE EDUCATION IN EDUCATIONAL INSTITUTIONS

INTRODUCTION

Mr. T.S.R. Subramanian, retired Cabinet Secretary, has been given the task of determining the elements of the New National Education Policy, after wide and detailed consultations with stakeholders.

We presented him our ideas on the critical importance of Values, The Inner Dimension of our Personalities, Responsible and Civil citizenship as the essential Foundation for a progressive Education Policy for India. Here is the working paper on importance of imparting value education in educational institutions.

FRNV'S WORKING PAPER

VALUE CRISIS IN OUR SOCIETY

Our education system is at crossroads. In India, people see education as the means of climbing the social and economic ladder. Rote learning still plagues our system, students study only to score marks in exams, in order to get high paying jobs, which marks his worth. Our education system does not emphasize on character building, as a result, there is a dearth of honest and committed citizens who are fired by the zeal of Nation building. There is abuse of power by powerful people, a marked increase of crime in the society, scant regard for law, corruption & bribery, and a general decline in the values, which is evident in the society. The common man is in the grips of selfishness and there is lack of role models. With this, we are not building a stable and strong future for the coming generation. This alarming situation calls for an immediate action to remind and educate the younger generation of our time- tested National and Cultural Values, and embody their strength and inspiration. This is the only way to save our Nation from the impending abysmal fall.

IMPORTANCE OF INTRODUCING VALUE BASED EDUCATION IN NATIONAL EDUCATION POLICY

At the Foundation for Restoration of National Values (FRNV) we believe, Values are the cornerstone of humanity, and students who don't absorb good basic values are in danger of alienation and becoming antisocial. The education system has to help them develop a social conscience as well as an individual conscience, and those things will come to their rescue when they are faced with difficult external situations or have to take important decisions in life. Values will help them in becoming a better person because values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. Rampant

IMPORTANCE OF IMPARTING VALUE EDUCATION IN EDUCATIONAL INSTITUTIONS CONT.

corruption, unlawful activities, inhuman behaviour and immoral consumption, which is slowly breaking the very structure of our society, nation and the world today's fast paced competitive world, is because many of us have compromised on our values, integrity and character, in a bid to earn, use and possess more and more of material wealth. Therefore, there is an urgent need to re-introduce value based education dealing specifically with human values, to redesign the fabric of our educational system.

WHAT VALUES DO WE PROMOTE AT FRNV?

At FRNV, we promote those National Values that are already enshrined in the National Flag, the National Motto, 'Satyamev Jayate' (Truth Alone Triumphs) and the Fundamental Duties enshrined in the Constitution. Some of these values are eternal: Truth, Non-violence, Righteous conduct and Preservation of natural abundance and vitality of the earth. Other Values which we promote are Contemporary. These are: Justice, Liberty, Equality, Fraternity, Sensitivity, Teamwork, Discipline, Responsibility and Respect for self as well as others.

HOW TO PROMOTE THESE VALUES

We believe in Value based system. The term Value Education should be replaced by Values-based Education. The term 'Value Education' is seen as a separate subject/period/class/exam-to-pass; whereas the term 'Values based Education' stresses on the point that the entire education system will be value-based.

We also focus on Living Values. The focus is on Living Values, Demonstrating Values, not just periods, classes, tutorials or exams on morals and values. Values can be 'lived' by making them an integral part of the lesson plan for each subject. For example, in subjects like English (or other languages), the curriculum should include content which reinforce these values, in addition to teaching the nuances of the language. Only then, will values become part of their personality. The purpose is to empower, elevate, expand and enlighten the inner personality, which gets reflected in the outside world.

HOW TO INTRODUCE VALUE BASED EDUCATION IN SCHOOLS

Value Based Education program can be successful only if we develop an education ecosystem that decides

IMPORTANCE OF IMPARTING VALUE EDUCATION IN EDUCATIONAL INSTITUTIONS CONT.

to embark upon value based living. It identifies the values to be lived by all stakeholders and collectively co-create an environment which is conducive for such a living, thus encouraging each ecosystem to become a living value based system. This collectively then leads to a value based society.

This can be achieved by the following two steps:

1. **IDENTIFICATION OF VALUES:** Each school is to collectively define a set of parameters that they collectively shall instil and demonstrate in the school.
 - a. These would be visible, demonstrable values (cleanliness, punctuality, respect for others, greeting others, volunteering, etc.)
 - b. The idea is to define these as 'doable', 'demonstrable' values, which each individual associated with the school will uphold.
 - c. The school may choose some 5 to 7 values which they shall pursue and internalize for a period of time (say 1 year, or any other suitable time frame). The idea is to internalize the values, so that we do not need a system to demonstrate these values. Following that, the school could add on other values.
 - d. The school may involve students, parents, and teachers in identifying these shared values.

2. **SHARED VALUES FOR THE ENTIRE SCHOOL SYSTEM:** Each school is to define its Shared Values, which the entire school, including all the stakeholders in the School System should instil, uphold and demonstrate. (We are using the term 'shared' because these values are shared by all the participants in the school system.) This is not based on certain periods of time or days, but always.
 - a. School is a microcosm of the society and the Nation. If the entire school system adheres to the values identified by the school, it will soon be carried forward to the society and Nation.
 - b. The school system includes students, teachers, principal, administrative staff, support staff, school management, advisors, and parents.
 - c. Value-orientation will have to become a very transparent implementation through every part, function and department of the school.
 - d. Parents consciously participating in this endeavor will greatly enhance the effectiveness and will also

IMPORTANCE OF IMPARTING VALUE EDUCATION IN EDUCATIONAL INSTITUTIONS CONT.

enhance their role in their children's education.

The salient points of this Methodology are:

It is a process of continuous improvement. This is not a onetime intervention in the school.

Using this approach, the school can establish a 'culture' of value-orientation in the school, which is nurtured over time.

All the stakeholders of the school system are involved in co-creating the value standards and establishing & sustaining this culture.

ROLE OF ADMINISTERING AGENCIES LIKE CBSE/ICSE

In addition to the above, the CBSE/ICSE (or the relevant administering agency) shall provide guidelines for administration and management of the school. These shall be applicable to the school management, teachers and administrators. This will enable the principal and teachers to be role models for the entire school. The CBSE/ICSE shall audit the implementation and performance of the school with respect to the implementation of values-based education. The CBSE/ICSE shall provide guidelines for the implementation of the Value-based Education. The CBSE/ICSE can consider creating and maintaining a website which is dedicated to this theme of Value-based Education. This web site shall host the following: guidelines, updates, definition of values, examples of shared values, experiences of schools, anecdotes from different schools, etc.

PRIOR WORK OF FRNV IN LIVING VALUES

FRNV National Value Education Task Force has done extensive study on the present status of Value Education in the country and has also conducted a series of workshops to bring awareness about the urgent need for Values amongst the various stakeholders in the education ecosystem and co-creating value standards & elements of a value-based teaching system which could easily be adopted, and then practiced. We have piloted it in a few schools of Delhi in the past, and now plan to roll it out in other educational institutions. We will continuously monitor and evaluate our work and make changes along the way.

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WORKING IN COLLABORATION WITH ALL STAKEHOLDERS TO DEVELOP VALUES IN YOUNG CHILDREN

MS. VAISHALI NITTURKAR
LIFE MEMBER, FRNV

We see huge and widespread global development today but the societal values, empathy and “Gross Happiness Index” seems to be dropping. With the richness of our heritage, India can be a world leader in this space. The huge leadership gap in India today is the failure of the Indian education system. The great Indian individuals and success stories we see around the world are so despite our system, not because of it. But, national development is too important to be left to serendipity. There is an urgent need to reform the education system. There is a need to develop moral and spiritual code in young children, so that they develop into balanced human beings who learn to live in harmony with self, community and the environment.

There are two types of codes an individual is expected to follow – the 'Good Citizenry Code' and the 'Being Human code'. Firstly, let us understand the difference between the two, then what can be done to facilitate practice of these codes at individual, societal and national level and then how these codes can be developed in young children in collaboration with all the stakeholders of the community – Government, Schools, Parents and children.

Good Citizenry Code is a code by which individuals are expected to live in a society. Laws of the land come under this category. Rules, regulations, laws are formulated and implemented in a society by the governing bodies and individuals are required to adhere to these rules & laws, non-adherence, ideally, will attract fines, penalties and jail term depending on the level of crime. In this case, there is policing because of which citizens follow the code.

Being Human Code on the other hand is a code by which an individual chooses to live because he/she feels that it is the right thing to do. Values like empathy, kindness, sacrifice, honesty, integrity etc. come under this code. In India, this was formulated and implemented in a society by Rishis, later concepts like 'Punya and Paapa', 'fear of god' were also used for moral and self-policing. Even here to some extent it was driven by fear, but as these values were so ingrained in people for generations, most people followed it without any doubts or questions.

So, when it comes to Good Citizenry Code, strict implementation of law, penalising all law breakers, zero tolerance to corruption will help. But when it comes to Being Human Code, looking up to role models (Parents

WORKING IN COLLABORATION WITH ALL STAKEHOLDERS TO DEVELOP VALUES IN YOUNG CHILDREN

MS. VAISHALI NITTURKAR
CONT.

and Teachers) and experiencing kindness, empathy from others will motivate the young children to return the gesture to others.

Let us now look at how each of these codes can be developed in young children in schools.

GOOD CITIZENRY CODE

A good citizen is expected to follow the rules and laws of the land - traffic rules, taxation rules, constitutional laws and regulations etc. An individual who does not follow these laws & rules is expected to be fined, penalised or jailed depending on the type of crime. Some people feel morally responsible towards following these rules, some follow it to avoid fines, penalties or jail term and there are some who do not follow because they know they can get away!

Ideally all citizens should feel they are morally responsible to follow the laws of the land, as it will make life easy for everyone. So, if an individual sees the benefit of following this code (clean roads, no traffic jams etc.), he/she will be willing to follow it, if an individual sees others following it (role models), he/she will be happy to follow it, if an individual sees that the law of the land is strictly implemented, then he/she will be required to follow it.

Keeping the above in mind and to create qualitative and long-lasting impact, we should work with all the stakeholders of a community – Government bodies, Schools, Parent Community and Students.

1. Government Bodies: We must inform them that value education will work only when the general population believes that the lawbreakers will be swiftly and surely penalised; corruption at the street level is reduced and citizens do not take the traffic police or other government officials for granted. When citizens see that lawbreakers will be penalised and there is no escape, they will follow the rules, initially out of fear and to avoid the fines, but as they see that it will make their own life easy, it will become a habit first and then a second nature as seen in many developed nations.
2. Schools: Teachers and peers are an integral part of a student's learning life. Students acquire new knowledge in both scholastic and co-scholastic areas in the classroom. They learn life skills from their

WORKING IN COLLABORATION WITH ALL STAKEHOLDERS TO DEVELOP VALUES IN YOUNG CHILDREN

MS. VAISHALI NITTURKAR
CONT.

peers during play time, classroom discussions & debates, group activities etc. A school should assist in developing Good Citizenry Code in the following ways:

- a. Educating young children and making them aware of the rules and laws of the lands.
 - b. Making them aware of the fines and penalties for not following the rules and laws.
 - c. Community projects where children can apply what they have learnt.
 - d. Developing ethical mindset where the fear does not drive the change, but the feeling of moral responsibility towards the community does!
3. Parents: The best way to learn something is to observe others doing it and by doing it yourself. So, if a child sees that his/her parents, family members, neighbours follow the rules, and then he/she will learn to follow it too! Parents need to be made aware that parenting is not just paying fees for good schools, providing necessities, but also developing good value system in children. Parents need to understand that success for children can be achieved only through partnership with the school. School and Parents together can co-create a stimulating environment for a child to learn and apply the knowledge acquired in both scholastic and co-scholastic areas.
4. Students: Young children are like clay, who can be moulded through collaboration between government, school and parent community. We need to understand that it is our responsibility to make sure the next generation is an ethical, energetic, empathetic, intelligent, responsible generation so that we live in a happy, healthy and harmonious community.
- a. What can Government do: Involve students through schools in community projects like tree plantation, Swachh Bharat, awareness programs, various competitions, hands-on initiatives, awards & recognitions for clean and green schools/communities, penalising law breakers, reducing corruption and so on.
 - b. What can schools do: Teach children good citizenry code using multiple pedagogical methodologies like art & craft, role play, drama, reading sessions, discussions & debates, group and individual activities, audio-visuals, participative and collaborative learnings, use of technology to expose them

WORKING IN COLLABORATION WITH ALL STAKEHOLDERS TO DEVELOP VALUES IN YOUNG CHILDREN

MS. VAISHALI NITTURKAR
CONT.

to best practices in India and around the world etc. Schools also need to make sure that these sessions do not become another teaching session or a social studies class, but a session which children look forward to attending, a session which is fun, stimulating and where teachers and students work together as a team, only then it will be easy to understand, enjoyable to attend and effective in practice!

- c. What can parents do: Be your child's first role model! Be what you want your child to be! Create learning environment and provide opportunities for exploration and experimentation at home. Partner with the child's school to achieve the common goal of creating academically successful and balanced human beings.

BEING HUMAN CODE

This code cannot be governed or policed and there is no direct, visible penalty for not following this code as such it is not possible to make individuals adhere to it. So, it cannot be taught but can be learnt; it should not be memorised but can be concluded. A learning environment can be created where the children can 'pick up' these values in the following ways:

1. Role models: Parents and teachers are the first role models for young children. They also learn a lot from their peers. So, identifying virtues and qualities of people around them and sharing their life stories will inspire children to copy/model them.
2. Creating situations to experience: Children learn through observation and experience. As teachers and parents, we need to create situations where they see these values in practice and experience it themselves. When they experience love from others, they tend to give love to others. When they see kind people around them, then kindness becomes a way of life.
3. Stories: Teachers/parents should avoid concluding the moral of the story for the children. They should make the stories a learning opportunity by applying the principles of Blooms Taxonomy and Howard Gardner's multiple intelligences.

THE PRIVILEGED EDUCATION V/S UNDER PRIVILEGED. WHAT WENT WRONG AND WHAT IS THE REMEDY?

MR. VINOD KRISHNA G
FRIEND, FRNV

SCENE I

Story happened in Kerala, in first year pre-degree class (at that time +2 was detached from schools and adjoined to collegiate education). The heads of an educational institution were declaring the results of the first year examination. The vice-principal declared the results of the all-passed students first, in a class of ninety-two-strength. Unfortunately, there were only nine students who passed all papers. Some of the students who have scored comparatively higher marks in all other subjects trailed behind because of their lack of knowledge in English Language, which lead to failure in English Language paper. This was an epidemic and a common phenomenon during those days. The vice-principal asked with greater enthusiasm "Is there anybody in the all-pass group who studied in a Malayalam medium school?" None answered which revealed the pathetic situation of the Government schools at that time, (which has not improved yet). There was one student who belonged to the group who cleared all papers who studied in Government school, but kept mum because the fear of loss of the privilege of being in the fabulous group of English medium candidates who had passed all papers.

SCENE II

Thirty years have passed. Some alumni are sitting in the room of the principal of a Government school, who came to discuss the possibility of conducting a gathering session of their colleagues, which they have registered as an organised body, who wanted to honour the students who have come out with flying colours in the 10th and 12th examinations, and also wanted to show their respect towards old teachers. Amazed at the zeal (which was first time happened in that school's history), the Principal was very much interested in arranging such a function within the school campus and allotted a ravaged shed, where the alumni were used to school during olden days. In between the conversation, the office-bearers described about the objectives of their alumni organisation, which threw light on the pathetic condition of the School which it was undergoing presently. In the olden times there were divisions from A-I, which is lean in size to a total of not more than 150 students. There were less number of students for which the school is struggling for existence and was afraid of the Damocles' sward-called "division fall" - a common term which used to windup the schools which are not having adequate number of children to learn. One of the teachers opened up his mind saying that the backwardness of students in English language proficiency, again a dreaded common factor in all Government schools, which was once a parameter lead to the mushrooming of English language platform oriented schools everywhere.

THE PRIVILEGED EDUCATION V/S UNDER PRIVILEGED. WHAT WENT WRONG AND WHAT IS THE REMEDY?

MR. VINOD KRISHNA G
CONT.

There was one common person in both the scenes I&II. The student who cleared all papers, but kept mum at the pre-degree class and the man who was among the alumnus was one and the same and now he is a Management Consultant with multi-dimensional skills. Juxtaposing the two events, the man had a deep thought about the happening which spread across the span of three decades, resembling the act to great script of Wordsworth "emotions recollected in tranquility". What was wrong and what went wrong to the education system of the Government schools?

Having a closer look at the various parameters which lead to the deterioration of the Govt. Schools. (If somebody could find more, requested to add.)

- There were not much schools of privileged education(CBSC, ICSE etc.) at that time, and available were not affordable to the common man.
- There was a clear-cut and well-laid parallel education system, commonly called "parallel collages or tutorials", where the well-educated and hardworking teachers who were highly motivated and competitive, helped the students to understand the lessons of syllabus even though the government schools failed in teaching or covering portions for examination.
- The teachers of Government Schools enrolled their own children to the so-called privileged schools which could offer quality education; instead poor children were destined to study in Government schools.
- Too much job security enjoyed by Government teachers lead to lethargy and laziness in discharging entrusted duties (which once a teacher expressed to the author). Whether the students perform or not, their job was secured because those were the only available schools for the poor parents to educate their children. Meaning- the Government schools are meant for the underprivileged children belong to the common man.
- Government teachers considered the job of pedagogy as their means of livelihood and they were not bothered about the values or the knowledge they are supposed to inculcate in the children or deliberately forgot about the service nature of teaching.
- Change of the government policies about education (Liberalization, Privatization and Globalization) also impacted the school education which has led to opening a new avenue of industry called private schools, offering "quality education". Private partners sniffed the opportunity of an arena of new

THE PRIVILEGED EDUCATION V/S UNDER PRIVILEGED. WHAT WENT WRONG AND WHAT IS THE REMEDY?

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business, which has redefined the school education system of Kerala, and pan India too.

- After the coming of the private schools, the parallel tutorials were gone into oblivion, because the private schools were a mixture of the parallel tutorials and the government schools, where they always strived for results to keep the competitive advantage.
- The importance of education was well-understood by the common man and especially the people belonging to the lower strata of the society and they were ready to do anything to teach their children in good private schools.
- Educational support measures offered by various banking institutions helped even the people at the lower strata of society to get access to proper education.
- The explosion of technology which has become an integral part of education, which has lead to the origin of smart gadgets, smart class rooms, online examinations etc. which the Government schools cannot keep up in the initial period.
- The entry of global schools who envisage the concept of "Centre of Excellence", (CoE) and glorified schooling meant for developing cosmopolitan citizens.
- The explosion of Information Technology (IT) and education assistance offered by private companies paved the way for students going outside India, seeking better global education.
- The syllabus proposed by Government of India failed in gauging the changes happened across the globe and change of curriculum is still an overdue process even after decades.
- Moreover, the value addition the private schools could offer as part of their singularity which they projected as their USP (Unique Selling Proposition) helped them to hold their competitive edge.
- The selection process of teachers used by the Government for enrolment contributed deterioration of values of pedagogical system in India (the absence of merit based selection process which has lead to inclusion of mediocrity in all spectrum and education is of no exemption).
- The education was not given priority in spending of Government funds and this repeated several decades during the governance of all political parties in India after independence.
- More to add, after the British era India had copied many things without conducting any feasibility analysis.

THE PRIVILEGED EDUCATION V/S UNDER PRIVILEGED. WHAT WENT WRONG AND WHAT IS THE REMEDY?

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- Another worse parameter - the snobbish nature of the society which was cleverly utilized by the so-called privileged schools. A privilege enjoyed by the parents, an oft enjoyed question "In which school your kids are studying?"
- Ancient India was having a well-laid system for pedagogy which was completely ignored in the post independent era.

All the above discussed facts jeopardised the existence of the Govt. schools. The Govt. teachers are now worried about the threat for their job which is their livelihood. Now only they are frantic about this dangerous situation which is fatal to their income. This condition did not happen overnight, evolved within a span of three decades. The author is of the opinion that any sincere effort from the teacher fraternity would be welcomed. Not even a single parent, irrespective of any of the socio-economic strata they belong to, likes to send his child to a mediocre school. This fact should be well understood by each teacher of Government schools. Children are sent with a thought, reminding me the famous lines of Alfred Lord Tennyson- "Follow knowledge like a sinking star beyond the utmost bound of human thought". But, gimmick activities to attract the kids to safeguard vested interests will not reap any harvest, because the society is having plenty of opportunities to school their children. Moreover, they are well-informed about tricks and treachery. My request to the teachers is – become a responsible person to the society like the ancient Gurus of India, who approached the education system as their prime responsibility to build up a good citizen by offering value based education even for free of cost. The society is having great expectation on teachers that they are supposed to contribute to the society. They want teachers to convey knowledge or skills relevant for their life in future, The society expects the teachers to mould their children to become great men, like Dr. Kalam, who always cherished to be a great teacher, even though, he was a multi-faceted genius. Teachers should facilitate students to have the right understanding, perseverance to achieve the "inherent fullest potential" for "self –actualization", to evolve as true leaders for whom the mother India now craves for. So, teachers, be brave enough to take responsibility and adorn the attitude of king makers! Like the Great Chanakya who was instrumental in making a great empire. The government should take initiatives to make the public schools competitive and privileged by narrowing the gaps between the Private Schooling System and Public schooling System, which are poles apart now, the first one is far ahead in decades in their attitude and direction whereas the second one is trailing behind in unfathomable depth.

FOSTERING VALUES: IS THERE ANY QUICK FIX?

MS. IRA VISHWAKARMA

Values add value to life and guide us in making the right choices. Our country is blessed with a rich cultural heritage and deeply rooted value system that was traditionally passed on from one generation to another through strong family bonding and interactions. The members of the family ensured that they indirectly laid a strong foundation of ethics and values in them. Sadly, our children are missing a crucial part of their growing up due to disintegration of the old family system and paucity of family time. The old practice of raising a child with strong value system is becoming a thing of the past.

Furthermore, in the process of modernization and reinventing ourselves a growing trend has emerged towards shunning all old and adopting all new causing further deterioration of values in our children who are going to be the part of the our society tomorrow. The advancement in technology added with intrusion of social and mass media in our day to day lives has exposed our youth to varied cultural influences that is alien to their existing family norms thereby taking a toll on the whole process of inculcating values by the immediate family members. The usual dinner time chit chat, the regular family outings and interactions that any child shared normally with their parents and grandparents prepared them to grow up as a well adjusted member of the society. These interactions indirectly coached our future generations, taught them to face adversities, encouraged them to stay away from dogmatism, intolerance and violence thereby instilled a deep understanding of our culture and values.

The societal pressures to amass materialistic gains and rising cost of living to meet the never ending desires and standards has unfortunately sapped family time and emotional bonding as the parents are constantly running from post to pillar to meet ends. Time is becoming scarce and it's a common sight to see all members of the family glued to their smart phones. This has led to resurgence of interest in the concept of quantity time and quality time spent with children. It has become easier for the parents to compensate for loss of family time by acceding to the never ending demands of a growing child. The child grows up as a highly individualistic person with major problem in coping with the changing time and easily falling prey to frustration and depression in the later part of life.

Another factor that has contributed in the decline of value system is the rapidly widening generation gap. There is a huge difference in the beliefs and attitudes of the youth today which is further jeopardizing trust and communications resulting in conflicting behaviour. It is an uphill task to convince and inculcate values and

FOSTERING VALUES: IS THERE ANY QUICK FIX?

MS. IRA VISHWAKARMA

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traditions as the youth today are too fast paced and mature for their age. Every endeavour in this direction is met with questioning. The parents have to be fully prepared with logical reasoning to mould a child's attitude or behaviour. This requires immense patience and time which is getting scarce. There is no quick fix to salvage the damage that led to erosion of values.

The leaning towards gadget based learning instead of experiential learning is taking away the pleasures of learning with that fine human touch that is full of emotions. The influences of all these factors greatly are the prime reasons for the erosion of core human values. This has literally ripped apart the sheer fabric of our society which took pride in its rich value system. No wonder, society today is witnessing a manifold increase in crime cases where juvenile population of the country is involved. Besides, cases of abuse, rape, teenage pregnancy, suicides, drugs and other petty crimes involving our youth are making it to the column of any national daily every now and then. Corruption at every level is rampant and accepted as another standard operating system. Therefore, under this alarming situation, the onus of inculcating values has been taken up by the educational system and the teachers. The present curriculum framework ensures that every School dedicates sufficient time towards building social and national values in their students. The curriculum is age appropriate and gradually inculcates values and guides them to take pride in our rich cultural and national heritage.

The aim of the curriculum transactions at Vidya Bharati School is to catch them young with effective learning pedagogies that doesn't preach yet helps in reinforcing basic human values and fostering inclusivity irrespective of caste, creed or religion. The day at the School starts with morning assembly where students are encouraged to speak on different topics. These topics are carefully selected covering various social and national issues. Even the School timetable has allotted specific period for value Education.

The Classroom approach is to steer group discussions or problem solving activities on value based topics or through screening of films based on values. In both the cases students are given situational examples to internalize and express opinion. This method helps them to internalize and realize the importance of core human values. Gradually this leads to informal learning and becomes an inherent part of their personality. Organizing workshops on guidance and counseling, fitness, adolescence related issues to name a few and motivational lectures help students to develop clear understanding and learn basic life skills. Role-play,

FOSTERING VALUES: IS THERE ANY QUICK FIX?

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Nukkad-Natak, Meditation, Awareness Drives are few other pedagogical interventions that has strategically helped in permeation of values with in the regular School curriculum. The core idea is to bridge the gap between the heart and mind and to nurture basic human emotions and values. It has been observed that two minutes of silent meditation that is being done before teaching has greatly improved students' focus and concentration.

The paradigm shift towards upgrading values during the course of Schooling process has helped to strengthen the cognitive as well as affective domain of the students to some extent. As they cross School's threshold they are prepared to reflect and act under peer pressure which help them to achieve their aspirations and meet family expectations.

Parent Contact Programmes are given due importance as constant follow-ups are planned to involve them in shaping their child's future. From time to time workshops, feedbacks, counselling sessions and relationship modeling discussions are organised to facilitate their involvement with the process of their ward's schooling. Teacher orientation programmes are also organised to update them with development in teaching and learning.

The whole concept of linking value education and Character building with education may be looked at with skepticism but we firmly believe that the initiative that we have undertaken will definitely impact the students who are going to be integral part of the society tomorrow. We extend our heartiest appreciation to the all the educationist who are tirelessly working towards enriching and engraving values amongst the students.

In the words of Helen Keller "I long to accomplish a great and noble task; but it is my chief duty to accomplish small task as if they were great and noble" resonates our optimistic ethos to positively charge the surrounding atmosphere that will help them to imbibe right values. These baby steps may usher in a civilised society that is caring and safe.



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- > Aster Old Healthcare Limited
- > Kojalgi Healthcare & Educational Trust
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- > Al-Abeer Educational and Charitable Trust
- > Joyalukkas Lifestyle Developers Pvt. Ltd.
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- > Prathap Foundation for Education (SCMS)
- > K.M.E.A Engineering College
- > Tanzel Builders
- > Skyline Builders
- > Cochin International Airport Limited

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- > Entry/Exit buildings for KMB, under DMRC
- > 14km BRT track work for KMB, under DMRC
- > Rajagiri School Block, Kottayam
- > ABAD Oasis, Othello
- > K.M Mari Centre for Budget Studies of CUSAT, Thrissur Campus
- > Khayal Hotels, Kottayam, Kollam
- > Construction of New Super Speciality Block & Expansion of Cancer Block, General Hospital, Ernakulam
- > Flood Link Bridge for Terminal 1 (CIAL)
- > Pothys Commercial Building, Kollam
- > Kollam Juma Masjid
- > Isha Corporate Tower, Kochi

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VALUE EDUCATION
MS. LIPSA MOHANTY
FRIEND, FRNV

The Nobel Laureate Prof. C.V. Raman after retirement wished to open a Research Institute in Bangalore. So he gave an advertisement in the newspapers for recruiting three physicists. Lots of eager Scientists applied thinking that even if they were not selected, they would at least get an opportunity to meet the Nobel Laureate. In the preliminary selection, five candidates were selected and the final interview was to be taken by Prof. C.V. Raman himself where 3 had to be selected out of 5.

Next day Prof Raman was taking a walk and found one young man waiting to meet him. He realized that it was the same man who was not selected. The professor asked him what was the problem and he replied that after finishing the interview the office had paid him Rs 7/- extra than his claim and he wanted to return it. But because the accounts department had closed, they could not take back the amount and asked him to enjoy.

The man said that it is not right for him to accept the money which did not belong to him.

Prof C.V. Raman told him, so you wish to return the Rs.7/- and he took the money from him. After going few steps forward the Prof asked the young man to meet him the next day in the morning. When he met the Prof next day the Nobel Laureate told the young man "Young Man you failed in the Physics test but you have passed the honesty test. So I have created another post for you".

The young man was surprised and very happy to join. This young man was Prof. Subrahmanyam Chandrashekar (US citizen of Indian Origin) who too became a Nobel Laureate in 1930.

Values make the character of an individual and it is our Values which help us make our identity.

In our lives, we face situations where we have to take tough decisions so many times a day which test us. It is our values which guide us with our actions and reactions. They serve as the guiding light to tell us if our life is going in the right direction. When our actions and words are aligned with our values, we feel content, confident and satisfied. But when our actions do not match to our own values and our behaviors are carried away with the false glitters of the world we soon begin to sense uneasiness with our own self and hence end

VALUE EDUCATION
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up being in an irritable and not happy state.

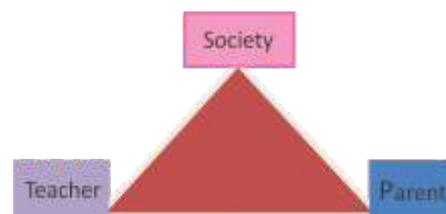
This irritated and not-happy self-state then leads to all sorts of problems with self and the world at large which is so evident around today. It becomes a chain, i.e. when an individual is not happy with self, the internal frustrations get built up which gets projected at the world outside which eventually comes back to self only resulting in physical and mental health problems in the form of unhappiness, anxiety, depression, stress, hypertension etc.

Human Beings are always in the desire for things that can bring them sufficient satisfaction within and a lasting and continued happiness. The unfulfillment of the desires disturbs the inner peace and is the cause of all troubles. Thus, the necessity of human mind is the continuity of happiness. This happiness comes with self-clarity and self-cleanliness within, which again comes from a value based living.

As individuals we are all born with a set of human values and regardless whether we recognize and acknowledge them or not, these values do naturally exist in us.

Children want to be happy. Parents want to raise happy children. And so the onus falls on the three ends of the triangle equally i.e. the Parents, The Teachers and the Society. Being able to foster a child's sense of happiness from a value based living is making significant progress in this world. It enables us as leading-edge educators, parents and creators to craft programs that "plant the seeds" of lasting happiness in children.

It becomes our moral responsibility towards our children to develop them to their best potential and carve their best personality.



As the famous saying goes ...

The way a person thinks, so is his behavior. The way a person behaves, so are his actions.

Throughout the growth process of an individual at each stage, the three things that become the key are: Knowledge, Wisdom and Value Education. These three things together play a critical role in refining the

VALUE EDUCATION

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thoughts of the mind and setting up a high happiness index throughout our lives. Our lives can become much more productive, fruitful and healthy when we acknowledge our personal values and make an attempt to live by them regardless of the situation we encounter and the decisions that we may be required to take.

When we talk about "Value Education", it's worthwhile to remind us that it becomes the key in children's education. At the early level, the person lives a pure form with inborn human qualities and values. The child operates out of pure ignorance, unbiased and nonjudgmental, speaks the truth, no inhibitions, demonstrates right conduct and behavior and is non-opinionated. Research suggests that 80% of the child's development happens by the age of 7 and the rest of the growth and development is spread through the rest of his/her life. So, it is important that the child understands the importance and significance of value based living. If the foundation of a child is set right, the growth and development would take place on its own.

BENEFITS THAT ACCRUE TO A CHILD FROM VALUE EDUCATION:

1. **SELF-IMAGE:** This is usually set in the child at a very young age. This helps as a big life skills and adds to self-confidence.
2. **SELF-AWARENESS:** This includes the recognition of "SELF" with our inborn human qualities and values. Developing Self – Awareness helps the child in their growth and development and improves self-esteem, Self-confidence, Assertiveness, Ability to establish relationships, Ability to plan, set goals and execute effectively and work with focus.
3. **CRITICAL THINKING:** This is the ability to analyze information that the child collects from incidents and experiences from the external world around in an objective manner. This can help in recognizing and assessing the factors that influence attitude and behavior and hence, the child's personality.
4. **PROBLEM SOLVING:** This is the ability that helps us to deal constructively with problems and challenges at hand in our lives and deal with them positively and constructively.
5. **CREATIVE THINKING:** This ability contributes to both decision making and problem solving by enabling the child to explore alternative plans to get the task carried out thinking out of the box. It helps to look beyond the obvious and apparent and come up with creative solutions. Even if no problem is identified and solution worked out it helps to respond adaptively and with flexibility to the situations in hand.

VALUE EDUCATION
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6. **DECISION MAKING:** This ability helps to deal constructively with decisions about our lives. Good / Bad or Right/Wrong it gives the ability to own up the consequences of the decisions and be confident about it.
7. **INTERPERSONAL - RELATIONSHIP SKILLS:** This ability helps us to relate with the people we interact with in positive ways and maintain good cordial relationships with all. Even if the relationship has turned out sour for some reason then this ability would help to take the relationships to a logical conclusion and end constructively.
8. **EFFECTIVE –COMMUNICATION:** This ability helps to state that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires and also needs and fears without any inhibition or hesitation.
9. **EMPATHY:** This means being able to understand the situation of the other person. This helps us to understand and accept others who may be very different from ourselves. This can improve social interactions.
10. **MANAGING FEELING AND EMOTIONS:** Once the basic understanding of life philosophy and the secret to happiness is understood, the child would never fail in managing the feelings and emotions and would always remain in a self-composed and balanced state.
11. **COPING WITH STRESS WITH STATE OF PLANNING ABILITY:** Stress is a result of our inability to handle the pressure on us. With the right understanding the child chooses to respond and not react out of emotions. The child would be able to identify causes and effects of the stress on oneself and develop multi-faceted strategies to deal with it with an awareness and ownership of the consequences.
12. **VISION:** A clear vision would always guide us on the right path and remind the child that they are always capable of learning and growing into who they want to be.

If children are to be given the opportunity to develop to their full potential, fostering value education must be part of the process of caring for them. The blame game between the Parents, Teachers and Society cannot be played anymore. Accountability has to be owned up equally by one and all and our responsibilities to be taken up with utmost seriousness.

VALUE EDUCATION OF IGNITED MINDS FOR NATION-BUILDING

PROF. VARUN ARYA
LIFE MEMBER, FRNV

INDIA, OUR COUNTRY

In Young India of 05 February 1925, the Father of our Nation, Mahatma Gandhi had said "India is essentially karmabhumi (land of duty) in contradistinction to bhogabhumi (land of enjoyment). Speaking about his vision for our country, the Iron Man of India, Sardar Vallabhbhai Patel had said "Faith is of no avail in absence of strength. Faith and strength, both are essential to accomplish any great work". As per the Missile Man, Dr. A. P. J. Abdul Kalam, "India has the ability to transform into a developed nation".

By placing together what the above great men of India said about our country, India indeed has the capability, capacity and competence to again become a great nation of the world but unfortunately, the requisite qualities are lying dormant in its people. These qualities need to be awakened, rediscovered, developed and put to use by Indians for our nation-building. The only way to achieve this is through value education.

In his best selling book "Ignited Minds: Unleashing the Power Within India", Dr. A. P. J. Abdul Kalam asked the following two very pertinent questions:

WHAT IS IT THAT WE AS A NATION ARE MISSING?

Why, given all our skills, resources and talents, do we settle so often for the ordinary instead of striving to be the best?

The answer to the above two questions is lack of value education in our country.

NATION-BUILDING

For the large part of the last two millennia, Indian sub-continent was a leading global economic and spiritual power – Sone Ki Chidiya, respected and visited by people from all over the world for education, trade and quality of life. However, during the last over seven decades since India became Independent, its global stature has been continuously undermined because of lack of good governance.

In 1947, what we accomplished after about a century's (1857-1947) struggle was freedom only from external slavery of foreign rule – Swaraj but not Suraj. The total transformation of India leading to its

VALUE EDUCATION OF IGNITED MINDS FOR NATION-BUILDING

PROF. VARUN ARYA

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development into a role model nation of the world still needs to happen.

Echoing thoughts for India of his dreams, Mahatma Gandhi, had said:

"I would work for an India, in which the poorest shall feel that it is their country; an India in which there shall be no high class and no low class of people; an India where all communities will live in a perfect harmony. Women will enjoy the same rights as men. We shall be at peace with all the rest of the world."

Reflecting on India of his dreams, Gurudev Rabindranath Tagore had said:

"Where the mind is without fear and the head is held high...Where knowledge is free
Where the world has not been broken up into fragments...By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit...Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country....Awake."

While there can be several building-blocks for India of our dreams, the most important and critical ones are:

- Corruption free
- Value Education
- Health and Hygiene
- Peace and Harmony
- Infrastructural development
- Equality
- Water and Food
- Justice
- Government to get out of business
- Merit-based leadership and governance

The above need to be achieved in mission-mode by the people of this country through electing suitable representatives to the village panchayats, state assemblies and national parliament and having appropriate checks & balances for ensuring that they carry out their responsibilities. For this to happen, value education is essential.

VALUE EDUCATION OF IGNITED MINDS FOR NATION-BUILDING

PROF. VARUN ARYA

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HUMAN VALUES

The Almighty or the Creator or the Nature made all of us as Human Beings, with one community – Humanity and one common code of conduct – Human Values.

The fundamental human values are:

- Peaceful co-existence
- Equality & Mutual Respect
- Quality
- Societal Welfare (Shubh-Labh)
- Merit
- Ethics & Integrity

Unfortunately the man made divisions within the community of humanity through caste, creed, colour, class and religions. With these began the man-made distortions in human values. Only value education can obviate these divisions and distortions.

IGNITED MINDS

Every person, every family, every society, every state and every nation has problems. Everyone has to individually and synergistically work towards finding solutions to the problems. There is no alternative to this. However, in a large majority of people, there is somehow a laid back approach, inability to take risks and lethargy to work SMART – with Specific tasks, Measurable outcomes, actionable work units, Realistic objectives and Time-bound results. As per Dr. A. P. J. Abdul Kalam “Ignited Minds is about developing that conviction in ourselves, and discarding the things that hold us back”.

India has had thousands of ignited minds in the past such as Gautam Buddha, Aryabhata, Acharya Chanakya, Maharana Pratap, Chhatrapati Shivaji Maharaj, Swami Dayanand Saraswati, Swami Vivekanand, Dr. Jagdish Chandra Bose, Sri Aurobindo, Sir C. V. Raman, Dr. Satyendra Nath Bose, Dr. Homi J. Bhabha, Vinoba Bhave, Baba Amte, Satyajit Ray, Field Marshal Sam Manekshaw, Dr. Verghese Kurien, Dr. S. Radhakrishnan, Dr. Vikram Sarabhai, J. R. D. Tata and Mother Teresa. Each Indian must passionately strive to become like one of these.

It is highly important that the stories of such role models who truly had passion for our nation are profiled in a book form and made textbooks in the schools so that the future citizens of our country can imbibe and

VALUE EDUCATION OF IGNITED MINDS FOR NATION-BUILDING

PROF. VARUN ARYA

CONT.

inculcate the values of national interest and nation-building in themselves, so essential for the future of India as a nation.

EDUCATION

As per Gurudev Rabindranath Tagore, "The highest education is that which does not merely give us information but makes our life in harmony with all existence".

According to the most well known scientist Albert Einstein, "Education is not learning of facts, but the training of mind to think".

The primary purpose of education is competency-building; to enable every individual to discover oneself, to envision his life path and to realise the dreams for career and life.

VALUE EDUCATION

In ultimate analysis, people make all the difference. Value education should necessarily include making the students learn (very much different than being taught) the following:

- Core Values.
- Fundamental Rights Vs Fundamental Duties.
- Good citizens have to be necessarily first good human beings.
- Attitude leads to altitude.
- Spirit of enterprise and self-actualisation.
- Adding value and value creation.
- Passion, patriotism and pride for our nation.
- Vasudev Kutumbakam.

The value education is one which ensures that the students are shaped as good human beings and good citizens.

VALUE EDUCATION OF IGNITED MINDS FOR NATION-BUILDING

PROF. VARUN ARYA

CONT.

The value education is based on and derived from the various fundamental beliefs as under:

PYGMALION EFFECT

Every human being has the innate qualities which, when developed, can propel him/her to achieve any heights in career and life. All one needs are opportunities to develop these and utilize these.

PERSONAL BRAND EQUITY

Each person is unique and therefore, he/she must develop characteristics and qualities which uniquely distinguish him/herself.

CONVERTING THREATS INTO OPPORTUNITIES

Generally there is mad rush for opportunities and hence there is a lot of competition there. A person must learn to convert threats, where there is no competition, into opportunities and then capitalize the same.

STAY HUNGRY, STAY FOOLISH

One must constantly be hungry (passionate) and strive for achieving what many may term as impossible; some may even call it foolish.

TAKING THINGS TO LOGICAL CONCLUSION

Whatever one gets into, it must be taken to logical conclusion, which is so essential to ensure that the motivation is sustained.

WALK THE TALK

With a view to build faith and trust, whatever one says he/she must ensure it is done.

GROW ORGANICALLY

There is no short cut to success. Moreover, there is no short cut to being big. One must learn to progress

VALUE EDUCATION OF IGNITED MINDS FOR NATION-BUILDING
PROF. VARUN ARYA
CONT.

progressively in phases.

“OUT OF BOX” APPROACH

Often it pays to be creative and innovative in finding solutions to the problems.

EARN BLESSINGS

Everyday one must do something good for someone else, specially for the disadvantaged and downtrodden, without expecting anything in return except the silent blessings.

HAVE A MENTOR/COACH

We all need to individually find a person who is the required expert, without any vested interests and with time for us so that he/she is available to us whenever we have a need for bouncing off an idea, supporting us and be with us when in problems.

Let us all individually and collectively strive passionately to make our country again such that we and our future generations are truly proud of. We can do it and we must do it.

EDUCATION FOR VALUES

PROF. DAYA PANT
FRIEND, FRNV

Education has become synonymous with employability; preparation for the world of work to the exclusion of other goals. The focus on cognitive goals to the neglect of the affective and social goals has created alienation between head and heart. Students get nurtured in a spirit of excessive competition right from the beginning and learn aggression as way of life. Education of this kind instead of developing healthy perspective on life and social living, it nurtures selfishness and irresponsibility. The very purpose of education - wholesome development of personality including ethical development, is defeated. Quality of education should be considered in a holistic manner not in terms of number of years of schooling completed. The quality of education must be assessed by the character development of individuals and attainment of their full potential. The overall ethos of the society is saturated with inequality which generates prejudice over economic, employment, resources, gender and caste related issues, insecurities, individualistic and unhealthy lifestyles, endless desires, misuse of science and technology, pessimism, sense of alienation and other negative consequences. The biases and hostilities trigger conflicts and violence, the worst sufferers of which are children, women and poor as well as Nature.

The future challenges require that our young children appropriately combine their national and cultural identity under the umbrella of evolving global identity which defines the citizens of a multilingual, multicultural and multi religious country like India. Some of the key values and attitudes which need to be nurtured in our younger generation are critical thinking and decision making and being able to work efficiently in multicultural environments. Awareness of one's biases and prejudices towards other's religion, search for truth, receptivity, as well as respectful attitude towards others religious and spiritual values, rejecting intolerance and violence are qualities that broaden the perspective of the individuals and facilitate adjustments everywhere.

The cultural gaps in the spoken language, dress, styles of interaction, food, etc. of the economically backward and other disadvantaged need to be dealt with by improving the ethos of the school. The experiences of all kind of problems at personal level, as well as institutional level like social isolation, low achievement, indiscipline, absenteeism, etc need to be addressed. Their participation in the institutional life is half- hearted which vitiates the outcomes of education for them which in turn drastically affects the value acquisition potential as well. The value of inclusion irrespective of colour, culture, caste, religion, gender or community practiced by the school goes a long way to ensure quality education and better achievement. The

EDUCATION FOR VALUES

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values enshrined in the Constitution of India-the principles of equality and social justice and appreciation of cultural values of all groups and dignity of all individuals must be nurtured to maintain harmony in the society. Values are complex mix of understanding; the values to be nurtured through education have been best expressed in the preamble to the Constitution of India and the fundamental duties of its citizens in Article 51A. Particularly important are the values given below.

JUSTICE ensures that the freedom of one does not become tyranny for another. The Justice to be truly meaningful needs sharing of power, compassion towards under-privileged and empathy towards the disadvantage. An education of rights and duties becomes important to ensure to fight for justice.

LIBERTY OF THOUGHT AND ACTION is a fundamental value embedded in our Constitution. It is the basis for creativity and exploration of new ideas and experiments that can advance social progress. Respecting the rights of others to liberty of thought and action are the hall marks of a civilized society. Ensuring that this liberty of thought and action is not used to belittle or diminish the beliefs and status of others is what constitutes a decent society. Democracy creates opportunity to pursue one's chosen ends as well as respect others' rights to do so. In a diverse country like India, exercising freedom with responsibility is a must for ensuring peace in the nation.

EQUALITY is another value enshrined in the Constitution. Freedom and justice remain mere words if equality is not ensured. It implies freedom from exploitation and ensuring to provide opportunities for individual's development, irrespective of the background, gender, cultural or socio-economic identity and status.

FRATERNITY is at the heart of school, society and nation. Social solidarity amidst cultural diversity is vital for the fulfillment of the aspirations of all members of society. Recognition of our interdependence regardless of religious beliefs, regional and local diversity breaks down barriers and generates acceptance and respect for those different from us.

There are wide variety of approaches and practices that have been adopted by educators for nurturing values. These are known by different names such as character development, citizenship education, human

EDUCATION FOR VALUES

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rights education, non-violence education etc. The National Curriculum Framework (NCF) 2005 had suggested a holistic and integrative approach to education in values.

Integrated approach means consciously embedding values in the educational experiences occurring everywhere in the school rather than treating it as a separate subject or activity. The organization of the entire school promotes values. The school culture, its policies, the logo, the symbols, the physical spaces, teachers' own behaviour and pedagogical strategies, classroom practices, textual materials, evaluation system, etc. all must be scrutinized for the values propagated. For example, how school culture/organization is promoting values of interfaith, and so on. Even the textbooks for all subjects and all stages of development forward value concerns if these do not incorporate values and focus on them during transaction, it is missed opportunity. An important element of the approach is stage specific orientation which takes cognizance of the cognitive capacities of the different age groups of children.

PRIMARY STAGE: The primary/ years comprise the formative period of their lives. At this stage, children are very active. Their capacity to listen is limited but they are very curious, they tend to ask many questions. They enjoy group activities, are sensitive to praise and blame, and are generally not conscious of social status or gender. Persuasion to follow rules and regulations, respect for personal and public property, and developing a sense of responsibility in day-to-day acts is important. At this stage instead of too many do's and don'ts focus must be on providing experiences, receiving appreciation for positive behaviour.

MIDDLE SCHOOL STAGE: The middle school stage children begin to grasp abstract thoughts. Children at this stage also need to take interest in activities for protection of environment, and other events, customs and social phenomenon which affect their attitudes towards society. They need to be sensitized to the basics of becoming responsible citizens equipped with secular and democratic attitudes. Conflicts with others are frequent during social interactions and due to competition, hence developing conflict resolution skills and aversion to various forms of violence are crucial at this stage. They must develop discernment to understand situations that prompt corruption, violence, and hatred, particularly the misleading, violent and unhealthy content in media.

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SECONDARY AND SENIOR SECONDARY STAGE: The boys and girls of secondary and senior secondary stage exhibit idealistic thinking. They are aware of their identity but are fully developed in maturity. The aggression, frustration and critical self-assertion are indicative of lack of any kind of success experience and self-esteem. They need guidance to explore areas where their interests lay, to experience success. During this stage, open discussions on social issues develops their skills for rational thinking, communication, self-discipline. They need facilitation to initiate dialogue and negotiation to resolve conflicts that they encounter in their day-to-day interactions with parents, peers and teachers. They need guidance to develop awareness about the importance of inter-relationships and interdependence in the personal, as well as global and ecological contexts

The task of organizing schools for values is a creative and reflective exercise; it involves revisiting the school curriculum, identifying the hidden curriculum, physical resources, teachers, classroom practices, pedagogical strategies, programmes and evaluation system in the school. Integrated approach is effective because school environment creates variety of contexts for students to explore, think, reflect and internalize positive dispositions and values in the schooling experiences. The processes and identifying opportunities which could tremendously influence students' value orientation.

Family is the first social unit where fundamental needs of love, trust, care, belongingness, connections, autonomy and initiative during early years of childhood build the foundation for values. The parents' involvement in education of their children positively influences their academic achievement as well as, attitudes and values. The parent's involvement in schools has assumed significance in view of the present day family structure and relationships, and working parents which results in very little interaction with children. .

The most important barriers which come in the way of partnership between home and school are poverty and illiteracy. Special attention to this aspect should be given in all communication about the school's efforts on value education programmes. The second important barrier is the teacher's skills of communication and relationship development. The valuing relationships in schools at all levels will go a long way to teachers own inner peace and all-round relationships as well as, improve students.

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Schools must have written policy regarding family involvement in school governance and activities, need to review the Parent Teacher interaction (PTA) to make these work constructively, to discuss issues not just about the learning, but also about the parenting styles, communication styles with students and the need for modeling good values.

Parents and teachers can both work together to deal with certain issues such as negative peer pressures, violence exposure to media, excessive parental worry about the competition in the external world, syllabus load on children, dealing with stress among students, clarity about their own value system vis-à-vis efforts of schools and the kind of values they would like them to foster.

The FRNV has taken up the challenge to contribute to the efforts of integrating values in education by developing material for teachers.



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EDUCATION FOR CITIZENSHIP

MR. BHARAT WAKHLU
GENERAL SECRETARY, FRNV

Today we take it for granted that people sent for training will learn to use a new form of technology or learn how to operate a new machine or system. In fact it would be highly irregular and unsafe for a novice or an untrained hand to be entrusted with something complex, especially when mishandling it could cause damage or risk the lives of others. This is true for almost every profession. It would be considered improper if someone is asked to fly an airplane without any training. We do not entrust our well being to such doctors who we might consider insufficiently trained. Nor do we entrust our finances to bankers who might not have the desired skills, the integrity and the competency to manage our investments.

Yet, when it comes to learning how to live in a globalized world, where the challenges, the pulls and the pressures are enormous, there seems to be precious little done to help people become better citizens who are capable of living with each other in harmony while simultaneously demonstrating the values that make for excellent citizens.

We at the Foundation for Restoration of National Values genuinely believe that the time has come for every Indian-the young and old alike-to be given the relevant inputs that enable each one of us to become citizens of caliber. In this Endeavour our efforts towards instilling values in the education ecosystem are a step towards creating an India where everybody works together for a common good of all with integrity, responsibility courage and openness while also upholding the spirit of innovation, sustainability and equitable growth.

HOW TO INCULCATE VALUES IN TODAY'S EDUCATION SYSTEM

PROF. S. SITARAMAN
FRIEND, FRNV

We all know that EDUCATION without CHARACTER is a national waste. Hence, we must start our uphill task from the primary school stage when the young minds are better poised to accept and assimilate noble qualities and positive virtues, soaked in moral standards. Some suggestions are given below:

- a. Only those who possess good character, with devotion and dedication should be chosen as Teachers who are going to shape, train and transform the young minds. To attract right people to work as teachers, remuneration should be made attractive. Teachers must be given pride of place in our society and should be accorded honour, respect, and prestige.
- b. In the syllabus, Moral science should be given maximum emphasis and students scoring high marks in this subject should be rewarded and honoured.
- c. Inspiring stories from our epics and also from Bible, Granth sahib etc should be part of the compulsory study.
- d. Just as winning in games and sports are attractive, competitions be held in games that promote values in public life and community living.
- e. Anecdotes about the importance of human values be given priority in the classroom sessions by teachers.
- f. Promotions to higher class be made conditional on students scoring a minimum cut off marks- 70 % and above.
- g. Guest lectures by noble scholars and selfless Swamiji's be arranged once in a month to ignite the young minds to elevate themselves to higher echelons in life.
- h. Nepotism, favoritism, and all such malpractices be condemned and discouraged publicly and those who try to indulge should be summarily dismissed and punished.
- i. The message should go strong that in education character is the primary consideration and only those who pass this test can hope for promotion, increments, awards etc.
- j. Every school must form a Board of Advisers who will be persons of integrity, honesty, and sincerity to help and assist the youth to reach high levels in society.

HOW TO INCULCATE VALUES IN TODAY'S EDUCATION SYSTEM

PROF. S. SITARAMAN

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How do we translate the above laudable suggestions into practical acceptance by the persons concerned? Let us consider the following suggestions –

- a. Negative and destructive traits such as greed, jealousy, avarice, cunningness, hatred, vendetta, be shown in their true colours to the youngsters in classrooms, playgrounds, extracurricular activities so that they themselves develop an aversion and disinclination towards such evil tendencies.
- b. Life sketches of Mahatma Gandhi, Raja Haris Chandra, Swami Vivekananda and many more mahapurush avatars in India be portrayed through the internet, CDs, DVDs and other forms of print and digital media.
- c. Actual instances of people showing human values be highlighted by teachers while taking lessons.
- d. BEST AWARD for students demonstrating exemplary behaviour be instituted in schools and colleges so that this will serve as a positive catalyst and as a strong incentive.
- e. Jobs be made easily available to those who excel with human values.

There is a saying:

If *WEALTH* is lost, something is lost.

If *HEALTH* is lost, most of life is lost.

But if *CHARACTER* is lost then

EVERYTHING is lost

The time has come to restore to original glory best qualities like kindness towards others including animals and birds/insects, mercy, caring and concern for others who are weak, tolerance of views not in agreement with ours, respect for women and children/senior citizens, helping nature, attitude of LIVE and LET LIVE, approaching any issue with a WIN-WIN attitude and Subscribing to the golden rule of I AM OK-YOU ARE OK- all these will elevate our stature to Himalayan heights!

THE FIVE VALUES OF GANDHIJI THAT STILL SHAPE INDIA

MR. BHARAT WAKHLU
GENERAL SECRETARY, FRNV

There is something about five “universal and classical” values that Gandhiji espoused and spoke extensively about during his time, that still appeal to us. That is because these five specific values he lived by are as crucial today as they were during his time. In fact, while much economic and technological progress has been made within the nation since Gandhiji's time, and we have also advanced on many of the indices of Human Development, the problems that we are tackling today, and which need resolution are still amenable to Gandhiji's values-based approach. It is this alone that makes Mohandas Gandhi ji a symbol of universal values, and someone who remains pertinent and relevant to politics and to social change, even in this day and age.

The five specific Values that I think Gandhiji stood for most vigorously are briefly explained below. It is these values that are also the most pertinent to India today. It would stand us all in good stead, therefore if, in the course of our work, we keep these five values in mind and endeavour to propagate them; even as we ensure that we live by them, and strengthen India and empower all citizens.

1. NON-VIOLENCE

Gandhiji was a man of the masses. He was aware that if the people of the sub-continent had to collectively fight the injustice, the abuse and discrimination that the British colonial masters were meting out, there was only one way to do so: use the vast numbers of the people for non-violent, passive resistance. Gandhiji termed the use of this passive yet powerful, “inner force” of people, the 'Soul-force, or the power of love and truth'. He also looked at the resistive power of common people as a contribution from them to secure their legitimate rights. He was emphatic that passive resistance was appropriate when prejudiced, wrongful laws were being used against people. While it seemed easy on the outside, it required enormous inner will to effect. As India approaches its seventh decade of Independence from the British, it needs to learn to resolve all differences through dialogue and active, non-violent engagement in Parliament. In this day, as in the early part of the 20th century, non-violence is fundamental to development and prosperity for all.

2. ABIDING BY TRUTH

Being truthful and honest has always been considered a virtue. Gandhiji emphasized this and used facts to determine the way he would respond to situations, including difficult ones. Because he spoke from a place of truth, he spoke fearlessly and with conviction. In this age, as new ways of sharing information around the world abound, it is all the more essential that those responsible for sharing and spreading information, do so truthfully. Not doing so would make them partisan, and tendentious.

3. SOCIAL JUSTICE AND EQUITY

Mahatma Gandhi worked tirelessly for the removal of untouchability and for treating all people alike. He was unhappy at the racial apartheid in South Africa, and was equally appalled at the manner in which

THE FIVE VALUES OF GANDHIJI THAT STILL SHAPE INDIA

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Indians treated the poorest and the most underprivileged in society. In this effort, the criticism of Gandhiji by the lawyer and activist, Babasaheb Ramji Ambedkar, served as a spur to his actions and he redoubled his efforts to bring greater social justice and equity in society. As India's population has now thundered into the billions now, many of the age-old prejudices still persist. The value of social justice and equity – sans-discrimination – is as relevant then, as it is now.

4. INTERFAITH UNITY

Gandhiji was clear that Indians of all religious denominations had to stand united and work cohesively for his vision of self-rule in an Independent India. He spoke and wrote extensively about this, knowing well that the British were continually exploiting the fault-lines between the Hindus, Muslims and Christians – not just in India but even in the other British colonies – to create animosity and mutual hatred, which they could exploit for political gain. Gandhiji, in fact was a little extreme in explaining his concept of brotherhood between people, mentioning, “...that [brotherhood] does not mean loving or sympathizing with those extending the hand of fellowship to those who will return love to you. That is a bargain. Brotherhood is not a mercantile affair¹.” Not everyone agreed with this idealistic perspective, but it still held sway then. In today's day, as a free nation, India needs to work for Interfaith Unity and the Rule of Law, since together they contribute to a harmonious, just and peaceful society.

5. EMPOWERMENT OF WOMEN

Mahatma Gandhi was an active supporter of women's rights and despite being seen – in today's context – as not having been *fully* empowering of women, he remained a strong champion of what he thought were their best interests. He was emphatic that sons and daughters were to be treated on an equal footing everywhere, and spoke vehemently against atrocities that were committed against women by insensitive and abusive men. He wanted legal provisions to be instituted for enhancing their opportunities for education, property rights, involvement in social causes, and the removal of the purdah. As India grapples with many issues pertaining to gender rights, the abuse of power against women, and the opening up of greater opportunities for dignified work for women, Gandhiji's ideals need to be revisited for inspiration guidance and action on all fronts.

¹From *Amrita Bazar Patrika*, August 15, 1925, based on a speech delivered to a gathering of Christians in Calcutta

THE RELEVANCE OF GANDHIAN VALUES IN THE 21ST CENTURY

DR. SEEMA PAWAR

PROJECT DIRECTOR-VBE, FRNV

Gandhiji's message to the younger generation – during his time - was built around two fundamental values. These are, Truth and Non-violence.

Gandhiji taught us the value of compassion and the need for a willingness to sacrifice for the well-being of others. He understood the importance of young people in bringing about social change, and he successfully used their enormous reserves of energy during the freedom movement. His keen devotion to the practice of non-violence and humanism made him an icon even when he was alive. His work – in South Africa and India – and his quest for the application of Universal Human Values, as the basis for the resolution of political problems, has resonated with nations and amongst people, across the world.

Gandhiji's approach to leadership and ethical behaviour are therefore still relevant in this day and age. Many believe that there is a conscious need to spread and disseminate his ideas with reinforced vigor, mainly amongst the youth.

Even 150 years after his birth, the name of Gandhiji serves as a mnemonic to rise above the limitations of race, region and religion, and embrace a humanitarian approach to the resolution of issues. His ideas – to this day – are embraced around the world, and despite the rising tendencies of many nations to “look inwards” and strengthen their borders to keep “others” out, there are many more people eager to make Gandhiji's message the foundation of their polity.

While India attained Independence during Gandhiji's lifetime, he could play an active role in free India since he was assassinated in January 1948. However, the framers of the Indian Constitution made sure that Gandhiji's values of truth, harmony, and unity found a place in the documents that guides the nation to this day.

Nowadays, with all the technological and social changes taking place around us, we are having to live our lives with frequent adjustments to the changing situations. Yet if we wish to live productive and fruitful lives, and strengthen the democratic values of our nation, Gandhiji's values and his emphasis on each one of us being an exemplary citizen, will stand us all in good stead. The time-tested values of unity, harmony and

THE RELEVANCE OF GANDHIAN VALUES IN THE 21ST CENTURY

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pursuing the truth, need to be applied at all times, even as we ensure that we deal with the continuing issues of social justice and gender equality. If we are able to work on these principles, we shall be helping in realizing Gandhiji's dream of a great India.

Gandhiji's work is therefore our biggest challenge and opportunity before us. He had confidence in his ability to remedy social weaknesses, because he had great trust in every individual's ability to change. He strongly believed that human nature allowed us to adapt to new situations. It only required a strong will to explore one's own true self. This is why Gandhiji, through much of his life, was determined to take humanity on to the pathway of spiritual and moral growth.

SO ARE GANDHIAN PRINCIPLES RELEVANT EVEN TODAY?

The answer is an emphatic "yes!" His values and principles are pertinent to this day, which is why they continue to be followed - not just in India but across the world. The anti-apartheid movement in South Africa, benefitted from Gandhiji's approach. Nelson Mandela too was inspired by the Satyagraha campaign led by Mahatma Gandhi. Mandela learned from him, and was inspired by the vital virtues of forgiveness and compassion. These were the values that took South Africa on the path forgiveness, reconciliation and harmony, rather than revenge and violence.

Rule of law, tolerance and secularism as also pluralism and inclusive development – owe much to Mahatma Gandhi and his Dharma-based world-view.

Gandhiji's thoughts need to be disseminated. It is these thoughts and ideas which have an impressive role in taking human societies forward towards the goal of enlightened governance.

Today, when there seems to be a deep erosion of moral values in our public life and when ethical principles have virtually disappeared from politics, Gandhian values appear as a whiff of fresh air. In his time Gandhi provided not only political but also moral leadership to the country. More of this is needed in the world, today. However, the desire to raise the standards of governance in public life remains acute in the minds of most

THE RELEVANCE OF GANDHIAN VALUES IN THE 21ST CENTURY

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leaders; and as long as that drive exists, Gandhiji and his values can never become irrelevant.

The pathways followed by Gandhiji during his time still offer good direction and guidance, if we choose to tread on them. In today's situation as well, vengeful and violent thinking is not the solution to problems. Peaceful coexistence, economic independence, respect for women, child-centered education and delivering basic education for everyone, all these principles should serve as a beacon of light to guide humanity to a better world. Gandhiji was the leader of the past whose ideas run into the present, and are likely to remain relevant in the future as well.



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CHILDREN – ARCHITECTS OF THE FUTURE

DR. T. K. RAMAN
FRIEND, FRNV

Children are very dear to all. They give us lots of joy and happiness, at the same time their day-to-day activities demand care and caution from us. Especially if it is a girl, parents have butterflies in their stomach till they settle in their life. Challenges are many, which requires a detailed study. I am trying to elaborate on three key aspects related to raising children:

1) TECHNOLOGY ADDICTION 2) SUPER KID SYNDROME, AND 3) PHYSICAL SAFETY

It is up to the parents to judiciously select the points applicable to their children and invest time to raise them to become responsible and respectable adults.

1. TECHNOLOGY ADDICTION

Our children are growing up in a world that's completely different from what we lived in 15 years ago. These are the 'digital days' where even toddlers seem to know how to use smart phones before they can talk. But what happens when our children have uncontrolled access to technology? Their health begins to deteriorate. Yes, technology can hurt our children, beyond what we can imagine.

HOW DOES TECHNOLOGY HARM OUR CHILDREN?

Spending prolonged hours on the phone/ tablet can have adverse effects on a child's physical and mental health. Worldwide researches have proven that technology addiction can affect and delay the development of children by limiting their creative, imaginative and physical challenges to achieve optimal motor and sensory development. It also makes them extremely restless, resulting in behavioral issues and problems at school.

EFFECTS ON MENTAL HEALTH:

Addiction: According to child health experts, technology addiction is the latest health problem in children. Gadgets like smart phones open a whole new world of visual entertainment to children. It captures their interest in an instant and can keep them hooked for hours end. But the real problem arises when their interest turns into addiction. It becomes impossible for them spend a day without gadgets and worse, may exhibit extreme withdrawal symptoms.

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Recent researches on brain imaging shows that technology influences the brain's frontal cortex (the part which controls executive functioning including impulse control) exactly the same way as that of cocaine. Technology is so hyper-exciting that it increases the dopamine levels (the feel-good neurotransmitter that plays a major role in addiction), making the child crave for more and more stimulation.

TECHNOLOGY INDUCED AUTISM: Too much technology can make children lonely. Happy or sad, they prefer the company of their gadgets to friends and family. They disconnect from everything and prefer to be in a world of their own. This deteriorates their social and communication skills, so much so that they don't even establish eye contact while talking to people.

NEUROLOGICAL PROBLEMS: Heard of Electronic Screen Syndrome? It's an unrecognized, modern day disorder caused due to overuse of gadgets. ESS is essentially a 'deregulation' disorder or the inability to modulate one's attention, mood or level of arousal in a manner that's appropriate to the environment. Interaction with electronic screens shifts the nervous system into 'fight-or-flight' mode, causing the child to become over stimulated. This leads to symptoms like extreme irritability, depression, excessive tantrums, frustration, poor self-regulation, disorganized behavior, defiance, poor socialising skills, refusing eye contact, alteration in sleep cycle, learning difficulties and bad memory. Too much technology can also lead to dangerous conditions like psychosis and neurosis.

INSOMNIA: Spending time with gadgets can gradually extend to late nights, depriving the child of essential sleep time. Besides, looking continuously into the screen prevents the brain from resting, resulting in insomnia and disruption of the normal sleep-wake cycle. Lack of sleep can lead to several health problems, including depression and hallucination.

SOCIAL ISOLATION: Unfortunately, children are finding it more fun to play on their mobiles than with real friends. This leads to social isolation – the child becomes a loner, an introvert who does not like to make friends or socialize with people. An extremely dangerous condition, social isolation can cause anxiety, depression, distrust in others and suicidal tendencies.

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EFFECTS ON PHYSICAL HEALTH: Technology can cause multiple health problems in children including:

- Dry, weak eyes as they stare at the screen for hours.
- Continuous headache.
- They bend their head while looking into phones or tablets, which puts excess pressure on the neck, head and shoulder. This causes several back and neck issues including spondylitis and back pain.
- Most of the time, they sit with their backs bent or lie down on the bed with head elevated – this causes postural problems like hunching.
- Continuous movement of fingers and wrist leads to injuries like the 'texting thumb'.
- Addiction to gadgets forces them sit at home, which means less outdoor play and physical activity. Their bones and muscles become weak due to reduced physical activity
- Physical and mental development issues

SO WHAT CAN YOU DO ABOUT THIS? : It's not practical to deny technology, but it's possible to limit the use of technology.

LIMIT THE SCREEN TIME: Children don't need to spend hours on gadgets. Limit the phone/ tablet/ computer time to 30 minutes or so every day. And that too, under your strict supervision. If you feel that your child is too enamored by technology, it's advisable to do a digital detox. Take off everything that's got to do with technology – phones, tablets, play stations, laptops for a few days. There might be strong resistances and tantrums initially, but don't lose heart. Make him or her understand that the reason why you are doing so. After everything is settled, train your child to use technology judiciously, under supervision.

We know that children turn to addiction when they feel bored, lonely, alienated and purposeless. The solution is to help them to connect to meaningful real-life experiences and relationships, and extend them unconditional support.

CHILDREN – ARCHITECTS OF THE FUTURE

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2) SUPER KID SYNDROME

Haven't we all, at some point in time, wished we were a kid again? To go back to those beautiful, precious days when we fluttered around like a butterfly, without any stress or tension? But will our children, after many years, be able to recollect their childhood with so much of fondness? Maybe not.

We live in a world where only success matters. All of us are in this constant race, striving to outdo the others. And we drag along our children too, expecting them to run at the same speed. We want them to read and count before they can walk; become class topper even in kindergarten; become disciplined, self-sufficient and productive even before they can speak for themselves; excel in every activity understand every single subject the moment it is taught and score 100% in every exam. Put simply, we want them to be "super kids" and not "normal kids".

According to leading mental experts, such unrealistic and undue pressure causes extreme stress in children, which can have devastating effects on their physical and mental health.

STRESS IN CHILDREN CAN BE CATEGORIZED TO THREE:

POSITIVE STRESS RESPONSE: This is an essential and normal part of healthy development, characterized by brief elevation in the heart rate and hormone levels.

TOLERABLE STRESS RESPONSE: A result of more severe and long-lasting difficulties like loss of a loved one, trauma etc., this activates the body's alert systems to a greater degree. Tolerable stress becomes tolerable when family members and friends help them overcome it.

TOXIC STRESS RESPONSE: This occurs when a child is subject to persistent, strong and high-levels of stress. Prolonged activation of the stress response systems can hinder the normal development of brain architecture and also other organ systems, leading to stress-related diseases and worse, cognitive impairment.

CHILDREN – ARCHITECTS OF THE FUTURE

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Continuous toxic stress can cause permanent damage to the child's physical and mental health and cause multiple complications including developmental delays, heart diseases, diabetes, anxiety, depression, behavioral problems, insomnia and substance abuse.

SO WHAT SHOULD YOU DO TO MAKE YOUR CHILD PERFORM WELL?

LET CHILDREN BE CHILDREN: Children are more likely to perform well academically if they are not hurried through their childhood by parents who overestimate their competence and expose them to extreme academic pressures.

IDENTIFY THEIR TALENTS: Children are born talented. If one is good at academics, the other might be good at singing. It's important that you identify their talents and tastes, and encourage them to do what they love to do.

CHILDREN ARE NOT MEANS TO REALIZE YOUR DREAMS: Most often, parents see children as the means to achieve what they could not. This attitude can spell doom for the child. Each individual has his or her talents, capabilities, dreams, aspirations and a mind of their own. Remember, they are your children, not your replicas.

REALIZE THE FACT THAT CHILDREN ARE NOT SUPER KIDS: No one can excel in everything. The same applies to children as well. It's fine if they can't perform well in certain areas. You can always encourage them to do better.

LOW GRADES DON'T DECIDE THE FUTURE: It's fine if your child can't score a centum in every single subject. Low grades don't mean lack talent. Instead of demotivating and telling them off, encourage and support them to perform better. Never compare your child with other children. Would you appreciate being told that you're not good enough?

CHILDREN – ARCHITECTS OF THE FUTURE

DR. T. K. RAMAN

CONT.

3) PHYSICAL SAFETY

Not a single day that passes by without us hearing about heinous sexual crimes against children. Sexual predators are on the prowl and you need to be extremely cautious when it comes to your child's safety. Because, unfortunately, in most cases, the offender is someone who is well known to the child.

So what can you do to protect your child against the dangers lurking around? Simple. Become proactive and careful.

HERE ARE 8 PROACTIVE AND PRACTICAL WAYS TO TACKLE CHILD SEX ABUSE.

BUILD A BOND OF TRUST WITH YOUR CHILD: "We're there for you, no matter what" – when children are given unconditional love and support by their parents, they become mentally strong. They will not think twice before confiding their deepest secrets to you.

Remember, most offences never come out in the open because children fear that their parents will get upset and blame them for the incident. Hence it is extremely important to build a strong, deep bond of trust with your child.

EMPOWER YOUR CHILD TO SPEAK OPENLY: It's very important that you empower your child to speak openly to you about anything under the sun. Don't shy away from delicate topics like sex and 'boundaries of touch'; they will open up to you only if they have comfortable equation with you.

MAKE THEM AWARE: Explain in detail to your child about the dangers that are lurking around. It's very important for them to know that even those who are well known (family members, friends and acquaintances) might cause harm. Instruct them not to get into a conversation, take lifts or accept any gifts/eatables from strangers.

GOOD TOUCH AND BAD TOUCH: Children should know and understand the difference between good touch and bad touch. They need to know that it is not right when someone touches them on the lips, chest

CHILDREN – ARCHITECTS OF THE FUTURE

DR. T. K. RAMAN

CONT.

or private parts without their permission. Empower them to say “No” and call out loudly for help, without any fear.

LEARN THE FACTS: It's crucial to know and understand the facts about child abuse. The information can be extremely disturbing, but it will give us a better understanding of the issues faced by children.

MINIMIZE OPPORTUNITIES: Avoid all possible chances of your child being left alone or in the company of people who you don't know. Keep a sharp eye on children, especially in places like parks and malls.

Don't let your child go out alone until he or she is old enough to handle tricky situations.

LOOK FOR SIGNS: If you feel something isn't right, go by your gut feeling – it might turn out to be true. The child may not say anything, but it's important that you monitor his or her behavior, expressions and conversations closely. Most of the time, children go quiet after such incidents primarily out of fear. They also become aloof, detached, stubborn, depressed and irritable.

PHYSICAL SIGNS OF ABUSE INCLUDE:

- Redness, rashes or swelling in the genital area
- Urinary tract infections
- Physical problems like stomach pain or headaches, caused due to anxiety
- Sexual behavior and language that are not age-appropriate

REACT RESPONSIBLY

If you suspect or come to know of an incident from the child, react responsibly. It's natural to feel extreme anger, shock and sadness, but you need to calm down and think, react and act responsibly. Confront the offender and make sure that he or she does get away with it. Never hide these incidents fearing the society, as it will only encourage the offender to commit more crimes. Speak up for the child and give him or her unconditional support, love and care. Make sure that they heal completely, physically and emotionally.

CHILDREN – ARCHITECTS OF THE FUTURE

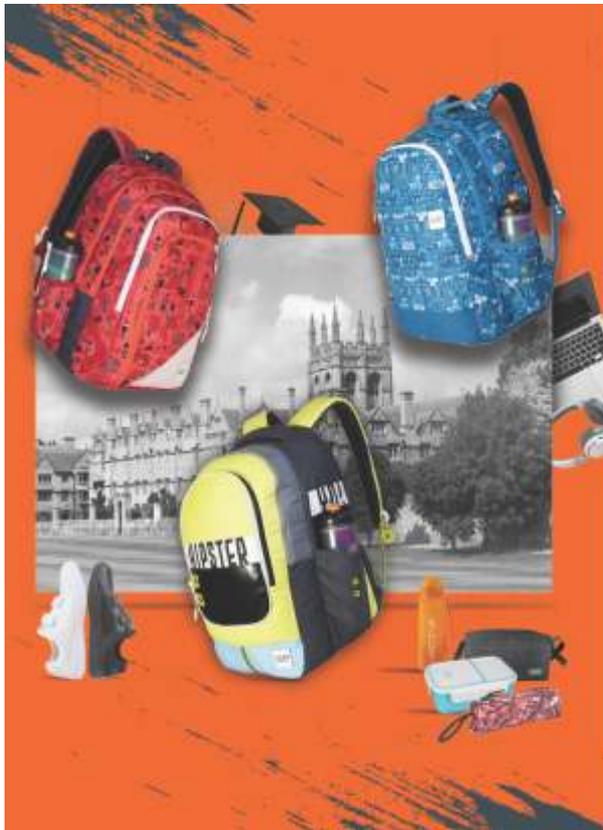
DR. T. K. RAMAN

CONT.

Ensure psychological support through expert counseling. Reassure them that you are there for them and it's a nightmare they need to get over.

CONCLUSION

Parents have the final and foremost responsibility in monitoring the children. Raising them with values, civic sense and rational thinking is key to their success. We should be their best friends, and should remember that motivational communication will be more effective than stale advices. We should help the children to set their goals, but never insist on choosing one out of peer pressure. Let's hope every child gets the best advice and companionship which will naturally bring out the best in them!



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CHILDREN – FUTURE LEADERS OF THE WORLD

MR. JOHN F WILLIAMS
FRIEND, FRNV

Indeed, our young Children are the Future Leaders of this country and the world.

You never know who can be among them our President/ PM/ Speaker/ CM / Political Leader/ Top Bureaucrat/ or a CEO of a leading multinational company or a leading international bank.

It will be only possible when the child is groomed, educated, trained to reach any of the above stages in their future .This exercise starts with Parents and later with Teachers. They have to sincerely work hard in order to realize their dreams.

For these young children, every experience or encounter presents a learning opportunity. They learn from everything they see, do, hear, feel, smell, and taste; everyone they interact (talk, play, and laugh) with; and everywhere they go.

It is believed that Pre-school children learn best when they interact with their peers, receive kind treatment from their parents and educators, and don't feel pressured to learn. They are inclined to be curious and interested in discovering new things. Children who receive quality early childhood education are reportedly more confident and curious, which causes them to perform better. Children learn how to manage challenges. High quality early childhood education preschool programs can help to set up the young child for future academic, social, and emotional success.

Girls and boys, who learn to read, write and count will provide a better future for their families and countries. With improved education, so many other areas are positively affected. In short, education has the power to make the world a better place.

For several decades, children in villages, especially girl children, were never encouraged by their parents to attend school, with the result our country remained backward in Literacy. Parents wanted their daughters to work only at home while their sons to support them in the field / business. etc.

It is only now that people have realised that an educated girl is not only an asset to her Parents but that she would equally enrich her family after marriage.

Education is an important tool that enables children to participate in decisions that affect their lives and in improving their social status. Once a child is well educated he / she has self confidence, decision making quality, increase in income and better health too.

CHILDREN – FUTURE LEADERS OF THE WORLD

MR. JOHN F WILLIAMS

CONT.

In our country, the HRD Ministry, Govt of India introduced an Act, namely, Right to Education ACT, 2009 to provide free and compulsory education to all the children of the age of six to fourteen years.

This Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats for the poor and other categories of children. Children are admitted in to private schools based on caste-based reservations. However in 2014, the Supreme Court of India ruled that Right to Education Act is not applicable to Minority Institutions.

This Act also prohibits all unrecognized schools from charging any donation or capitation fees and interviews of the child or the Parent for admission. It also provides that no child shall be held back or expelled. There is also a provision for special training of school drop-outs.

A report on implementation of the Act was released by the Ministry of Human Resource Development admitting that 8.1 million children in the age group 6-14 remain out of school and there's a shortage of 508,000 teachers country-wide. It suffers from shortage of teachers and infrastructural gaps. There are also frequent allegations of government schools being riddled with absenteeism and mismanagement and of appointments made on political convenience.

As per the recent survey conducted and reported by media on Primary Education, the standard of our village schools was so deplorable that about 46 % of Class V students couldn't even read Class II text. Further, students are losing interest in Mathematics. A Class V student is unable to solve very simple division sums. Most of the students of Class I could hardly identify numbers between 1 and 9.

It will not be out of place to quote that the interest taken by the Primary Govt Teachers in villages in particular, is very poor. First of all their appointment is itself defective. They are appointed under Political support/pressures and, at times, through corrupt practices. Therefore, a teacher doesn't take much interest/initiative to educate the students. In some villages, teachers are not paid salaries; therefore they could not be expected to be sincere in their duties.

Late coming and absenteeism of village teachers is a very common practice. Poor infrastructure is yet another drawback. Students in some schools sit on the ground and under leaky roofs during rainy season. There is hardly any good drinking water & proper sanitation.

Undoubtedly, the ministry of Human Resource Development is implementing schemes to upgrade

CHILDREN – FUTURE LEADERS OF THE WORLD

MR. JOHN F WILLIAMS

CONT.

infrastructure and ensure timely payment of salaries to teachers, but these can be only succeed in case proper/ sincere efforts are made to monitor them.

Children can only attain their goal once we, as parents ensure that each and every child attends the school regularly and we keep a watch on their daily activities. This would ensure that the future of our country would be prosperous and safe and it would be force to be reckoned with in the world.

VALUE EDUCATION-NEW STRATEGY

MR. ASHWANI KUMAR
JOINT SECRETARY, FRNV

THE JOURNEY SO FAR

Values Education is a key focus area of FRNV. We have developed National Values-Based Education System [NVBES] and have already completed pilot VBES project with four schools in Delhi with Directorate of Education permission comprising of:

- Teachers' Workshops to motivate and inspire teachers to promote and imbibe values in their teaching.
- Children's Activities to promote values with the help of Story Telling, Role Play, Case Studies, and Games.
- Community-based Activities to have a continuous engagement with the community of school children, as well as their parents and teachers, so that there is a collective ownership of the values where every stakeholder participates in upholding those values.

We also conducted a survey and have submitted a letter to the Education Minister along with survey report finding and recommendations.

The National Policy on Education [NPE] (1986) expressed concern over "the erosion of essential values and an increasing cynicism in society". It advocated turning education into a "forceful tool for the cultivation of social and moral values." Education should "foster universal and eternal values, oriented towards the unity and integration of our people". We have submitted our recommendations to the NPE 2016 Committee headed by Dr. K. Kasturirangan:

- Create a Permanent National Commission for Education and Global Citizenship in the Ministry of HRD that would ensure that the education imparted in our schools and colleges are suitably preparing our children and youth for a rapidly changing, inter-connected world, and a complex, uncertain future.

The National Commission for Education and Global Citizenship may be framed on the same lines as the NITI Aayog and will continuously monitor the state of the education imparted within the country, and provide suitable inputs and ideas continuously, so that the nation can keep pace with the rapidly changing requirements of the development of our citizens.

The Commission will not only make its recommendations but will also be accountable for the implementation of its recommendations.

VALUE EDUCATION-NEW STRATEGY

MR. ASHWANI KUMAR

CONT.

- Introduction of National Values-Based Education System in all educational institution

In spite of various commissions, policies and frameworks, the values are not translated into actions because value oriented education is seen as an add-on programme or activity. It is important to understand that education and values are inseparable from the goals of education and it should not be seen as yet another task for schools.

Teachers should be encouraged to find out values in their lessons and imbibe and integrate them in the lesson plans and classroom activities. Much of the work can be done in the context of what schools are already doing or should be doing.

GENESIS OF NEW STRATEGY

India has made a tremendous progress in ensuring universal access and enrolment in elementary education; however, improvements in school access and enrolment do not ensure that our traditional values are also inculcating among our youngsters that they need to imbibe and embalm within them. But in fact, we are so engrossed in the global competition that we seem to forget our National Values. Consequently, there is a marked decline in the character, moral values and general behaviour of students coming out of schools and colleges. The desire to achieve economic success triumphs the social responsibilities these students must enact, causing ill traits of selfish behavior coupled with the greed for money that these students portray in the name of struggling for success.

It is essential teachers understand the rationale for Value-based Education, and are adequately prepared for delivering it in the school and classroom. This must include equipping them with relevant pedagogical skills. Therefore, SCERT needs to be actively engaged to modify the teacher training curriculum and integrate values in DIET curriculum.

FRNV had approached Govt. of Karnataka & Kerala for the implementation of Value Education. A survey in Ernakulam District revealed that schools run by Bharatiya Vidya Bhawan, Chinmaya Mission, and Christian Institutions have some form of value education, but no moral education is being imparted in Govt. and aided schools.

VALUE EDUCATION-NEW STRATEGY

MR. ASHWANI KUMAR

CONT.

It must be emphasized that our national values must infuse the whole curriculum and activities in the school. In class room teacher should use biographies, debates, discussions, stories, essays, article writing, newspaper reading, and small classroom incidences to make the students aware about importance of values. This approach will give them a chance to apply the concepts and experiences they have already learned. Therefore, there is an urgent need to re-introduce values-based education dealing specifically with human values, to redesign the fabric of our educational system.

Consequently, FRNV setup an expert committee of eminent educationists under the guidance of Smt. Vibha Parthasarthi to review existing 'Value Education Syllabus' for adoption by State Govt. Schools in various states across our Nation. The expert committee comprises of experts from education sector which includes Dr. Daya Pant, Retd. Professor, NCERT; Dr. Prabhjot Kulkarni, Retired Prof. Delhi University; Dr. Garima Bharti, Principal, DUSC Secondary School, Maurice Nagar, University Enclave; Ms. Simmi Mahajan, Head-Primary Section; Ms. Ruchita Singh; Ms. Parul Davar, Designer; Dr. Thelma Talloo, Retired Professor Delhi University; Mr. Jay Talloo, Retired Bank Officer.

We visited CBSE and reviewed their Value Education Kit including Teachers Handbook and Students kits

- We also met with NCERT and reviewed their 'Education for Values in School- A Framework'.
- FRNV, Karnataka Chapter arranged for 'Value education and life skills text books followed by ICSE schools Inspirations For Life -Value Education
- Happiness curriculum' being implemented by Delhi Govt.
- Awakened Citizen Programs for Class 8 and 9' developed by RK Mission and 'Illumine Knowledge Resources'
- Culture Course' by Bhartiya Vidya Bhawan- Mahalakshmi Temple Trust Series for Class II to VIII

The guiding principles of VE curriculum development is that values should be an integral part of education system and dissociated with religion, caste, creed. The national eternal values should be based on National Motto, National Flag & Constitution.

National Motto–Satyamev Jayate which teaches Truthfulness; Honesty; Justice; and Equality.

VALUE EDUCATION-NEW STRATEGY

MR. ASHWANI KUMAR

CONT.

National Flag stands for Courage; Sacrifice; Love for mother land; Religious and social harmony; Purity; Cleanliness – Swachh Bharat; Respect for nature and protection of environment; Fertility, Growth, Auspicious; Success by Doing Your Best; Happiness; Ahimsa; Dharmik Values; Love; Respect for parents, teachers and elders; Patience; Virtue of sharing wealth; Goodness; Faithfulness; Self-Control; Self-Sacrifice; Kindness; Gracefulness; Virtue of forgiveness; Concern for less privileged; Measures for Good Health Habits; and Fundamental duties enshrined in Constitution – Nationalism.

The expert committee had series of workshops and concluded to develop Value Education Syllabus/Kit for starting with primary classes. It was suggested that teachers' Handbook should be developed and curriculum should be activity-based which is comprehensive so teachers can implement it without any additional training or resources. It was also decided that the curriculum should be activity-based and a list of doable activities will be developed for the Teachers' Manual. The curriculum for primary classes has been divided into two parts; one for grade 1-3; and second for grade 4-5 because of the developmental stages of the children.

FRNV has developed the first draft of the Teachers' Manual for classes 1 -3. This manual has been circulated among the experts/teachers/academicians and members of the Expert Committee for review and their feedback.

The first draft of the Teachers' Manual for classes 4 -5 is also ready for review and feedback.

We would appreciate your suggestions/feedback/contribution in developing the Teachers' Manual.

PREVIOUS FOUNDATION DAY CELEBRATIONS

FOUNDATION DAY 2017

Foundation for Restoration of National Values (FRNV) celebrated its IX year of success on June 7, 2017 with great enthusiasm and fervor.

The Chief Guest, Shri M.Venkaiah Naidu, Hon'ble Minister for Urban Development complimented FRNV for selecting Swachh Bharat as the theme for its foundation day. He talked about degradation of values in politics as well as in our educational system. He quoted example of how people have taken the initiatives in various part of country to establish toilet and to clean up the environment. He said that FRNV as an organisation has done considerable work in the space of sanitation, hygiene and cleanliness and we need more and more organisations like this to help us achieve the goal.



FOUNDATION DAY 2018

Foundation for Restoration of National Values celebrated its 10th Foundation Day on 6th June, 2018 at DMRC Bhawan, Barakhamba Road to embark upon the journey of 10 years and address the importance of Value-based Education in today's curriculum and contemplate on what progress has been made until now and what goals has to be achieved in the future.



The Hon' HRD Minister Shri Prakash Javdekar graced the event with his presence and emphasized on the importance of Value-based Education by saying that life is useless, if values are not imparted from the beginning. He praised FRNV for what it believes in "Satyanasthi paro dharma", i.e., 'There is no precept greater than truthfulness'.

FRNV ABOUT US

FRNV VISION

FRNV will strive to restore our time-tested National and cultural values, so that people, individually as well as collectively, find an abiding inner persuasion to be truthful, ethical, patriotic, and committed to wholesome development of the Nation.

OUR AIMS & OBJECTIVES

Dedicated towards creating more ethical value based leadership driven by conviction so that leadership with integrity creates most appropriate conditions in democracy for all around National development.

Aims at creating ethical leadership in the areas of business, administration, police, politics and value based education.

Hopes to stimulate awareness among all members of the society, about the importance of the Duties of the Indian citizens, through its actions.

Restore the National and Cultural Values of the country, so as to enrich and empower the Administration as well as its citizens.

To institute and propagate, ethical knowledge and disciplines, especially Value-based insights, as applicable to all sections of people without any distinction of gender, caste, creed or religion, with a view to promote and preserve individual, social and universal well-being, development, collective wisdom and peace.

To imbue on the basis of our common heritage, moral and ethical values and principles, that foster civic sense, concern for others and the environment, in members of all sections of the society without any distinction of gender, caste, creed or religion.

To work towards the strengthening of ethical standards in the Executive, Judiciary as well as people's bodies and representatives, and all other agencies that interfere with citizens, and endeavor to inculcate standards, so as to enhance their ability to understand and serve the needs of society in a way that upholds and fosters the greater good.

FRNV
ABOUT US
CONT.

OUR NATIONAL VALUES

The solution to the value crisis lies in the inspiration provided by the three stable pillars on which independent India has vouched to rest firmly:

1. National Motto; 'Satyameva Jayate'; signifying that 'truth shall prevail', which we chose for ourselves, in the wake of independence.
2. National Flag; that proclaims ceaselessly the message of inner sacrifice, inmost purity, preservation of natural abundance, and vitality of the Earth.
3. Fundamental Duties in the Constitution; enjoining each one of us to value and uphold the composite culture of our country, and to be inspired by the great ideals that led our national struggle for independence.

Together, these make an exquisite triangle encompassing all our National values, and FRNV draws its inspiration from this ocean of strength.

Our National Values consist of discipline, restraint, and the ideal to stimulate the consciousness of all, to achieve:

- Eradication of inner constrictions born out of selfishness and greed;
- Imbuement of a warm fondness for society and concern for the collective good; and
- Building of sufficient inner strength and character, in the individual, family and society as a whole.

In short, we talk of the following values:

- Truth
- Purity
- Compassion
- Discipline
- Self-Restraint
- Togetherness
- Abundance of Nature and Earth
- Stimulating the Consciousness

FRNV ABOUT US CONT.

HOW TO ACHIEVE OUR VISION?

1. VALUES-BASED EDUCATION:

Talks of universal values of compassion, truth and purity which we wish our school children, parents and teachers to develop by delving inside, stimulating their consciousness and bringing these qualities to the fore, and using them in their daily lives. For this, we will work with various stakeholders; encourage them to establish a 'culture' of value orientation in the school, which is nurtured over time and sustained. The stakeholders and FRNV have to understand that values are a process of continuous improvement.

The main focus of this project is to implement FRNV's Values-based education methodology across schools in our country. FRNV's mission is to become and to be known as an 'Opinion Leader' in the area of Values-based education in the country. We have started a pilot project in three Govt. and one Govt. aided schools in Delhi. Besides working with the schools, we are also working with adjoining communities to promote values.

2. ELECTORAL AND ADMINISTRATIVE REFORMS:

FRNV advocates for preventing criminals from contesting elections and against the use of money power in elections. In addition, we shall work to include legislative backing to implement code of conduct during elections and speedy disposal of poll petitions by empowering the election commission.

- Develop a code of ethics for Ministers/MPs/MLAs/other elected representatives
- Provide a platform to elected representatives who would like to respond to that segment of citizens interested in tangible evidence of their integrity and delivery.
- Prosecution for acts of criminal nature committed within legislature/Parliament.
- Speedy implementation of justice across courts in the country.
- Improve transparency in the administration.

Projects such as INPAC and Performance Audit are primarily to encourage and incentivize elected representatives to be disciplined and truthful and be people of character and inner strength to carry out what they promised. These tools are meant for those elected representatives who want to win election on the basis

FRNV
ABOUT US
CONT.

of truthfulness, performance, transparency, and accountability.

FRNV has approached the Supreme Court from time to time to take up burning issues of National importance on behalf of citizens of India and has submitted following PILs:

a. Writ Petition no 823/13 on “Disaster Management” .

Writ Petition no. 823/13 on “Disaster Management” has been filed on September 24, 2015. This PIL was filed by FRNV in the aftermath of the tragedy in Uttarakhand in June 2013. The writ petition relates to the lack of disaster preparedness in India, and severe shortcomings in disaster management techniques, and the structure under the National Disaster Management Act, including the poor functioning of the National and States Disaster Management Authorities.

b. Writ Petition (C) no. 678/15 on “Parliament Stalling” .

A PIL seeking guidelines from the Supreme Court was filed in August 2015 regarding the stalling and disruption of the Parliament which has led to the adverse affect on the National exchequer.

c. Writ Petition (C) no. 302/12 on “Wasteful Advertisements” .

A Writ Petition on “Wasteful Advertisements” was also filed by FRNV and was decided positively by the Supreme Court on May 13, 2015.

d. PIL on Kerala Floods

FRNV filed a PIL in the High Court of Kerala on 25th Jan. 2019 which was admitted by the Chief Justice Bench on 29th and the Court has issued notice to Kerala Govt. and concerned authorities. The PIL has brought out that the floods and deluges that took place in part of Kerala in August 2018 was a manmade disaster and had pleaded for a high level technical committee to be appointed for unraveling the reasons for this tragedy so that similar disasters do not get repeated in the State and in the country also.

3. POLICE REFORMS:

FRNV ABOUT US CONT.

Police projects such as Police Complaints Authority (PCA) and Police Pacts are dependent on the values such as compassion and self-restraint, advocating for PCA to enable police to understand that victims of crime have to be viewed compassionately. Police Pacts work on simple dictum of 'together we can'. It is a joint project of the community, police and local elected and opinion leaders in a neighborhood. We are also working with CHRI to create ethical leaders in police personnel.

The main focus of this project is the implementation of Supreme Court directives to the central and state governments on Police Reform in the famous Prakash Singh vs. Union of India (2006) case. The apex court instructed both the governments to comply with a set of seven directives laying down clearly practical mechanisms to kick start police reform.

These directives seek to achieve two main objectives: Functional autonomy for the police and Enhanced police accountability.

- In 2012, FRNV together with Common Cause and Common Wealth Human Rights Initiatives (CHRI) formulated a model, Delhi Police Bill, Proposing amendments to the Delhi Police act, 1978.
- Kerala Chapter of FRNV played a critical role in formulating the recommendations to the Kerala Police Bill 2010.

4. SANITATION AND HYGIENE:

FRNV advocates on waste segregation, solid-waste management and educating citizens about civic sense. FRNV Kochi chapter is working intensely on eradication of mosquitoes nuisance and addressing the problem of water logging.

5. CORPORATE INTEGRITY:

At the Foundation for Restoration of National Values, we believe that corporate integrity is important to attain sustainable development. We seek to stimulate the inner consciousness of corporate leaders and want to underpin the point that there is enough for everyone's needs, but not for their greed. We strive to maintain a high level of transparency within our organisation, and look forward to helping corporate leaders in exercising restraint and building an inner strength to conduct their businesses with fairness and

FRNV ABOUT US CONT.

transparency. The idea is to work with them to help them in exercising restraint and building inner strength so that they conduct business with fairness and transparency. FRNV could be a standard setting organization for bringing together those companies that conduct business ethically. We could set certain criteria to bring together those companies which clearly articulate and demonstrate high-level strategic commitment to ethical business.

Our esteemed corporate members include AFCONS Infrastructure Ltd, GMR Group, Oil and Natural Gas Corporation Ltd., Lucknow Metro Rail Corporation Ltd., Delhi Metro Rail Corporation Ltd., Mumbai Metro Rail Corporation Ltd., Tata Sons Ltd., NTPC Ltd.

REGIONAL CHAPTERS

Foundation for Restoration of National Values aims at stimulating change in the positions of responsibility, at a germinal level. FRNV does not restrict itself within the region of Delhi and aims at expanding its motives to all parts of the country. The objectives of the organization will only be fruitfully achieved if it is implemented across the country.

The efficient functioning of the regional chapters will ensure effective implementation of police reforms in the different states as per Supreme Court directives, implementation of value-based education in the different tiers of education across all states of the country and to implement electoral and administrative reforms across the nation in an attempt to prevent value erosion and eradicate corruption.

Foundation for Restoration of National Values has three Regional Chapters:

- a. Two Kerala Chapters- Trivandrum & Kochi
- b. Karnataka Chapter- Bangalore

Kerala chapter is headed by Dr M. Ayyappan. They are doing extensive work on Sanitation/Hygiene and training Corporate houses on conducting business with ethics.

Karnataka Chapter is headed by Sri V. Vishwanath. The chapter was launched on August 13, 2016, at

FRNV ABOUT US CONT.

Bengaluru. This chapter has been working in the following areas: Values-based Education, Corporate Integrity and Police Reforms.

ACTIVITIES OF KOCHI CHAPTER

FRNV launched its sub-centre at Kochi in a meeting held on 26th August 2017 at the Indian Medical Association Hall which was attended by a large number of eminent personalities and officials in and around Kochi. The President Dr. E. Sreedharan addressed the audience and they lively exchanged views after which following areas were identified as the immediate concern of Kochi Chapter.

- a. Values-based education in all schools of Kerala.
- b. Improving the standard of technical education in Kerala.
- c. Improving the academic environment in schools and colleges, which are presently plagued with students unrest, disruption of classes, students resorting to suicides on flimsy grounds, political interference etc.
- d. Reluctance of police to intervene in students' unrest and violence.
- e. Prevent frequent water logging of prime areas of the city.
- f. Eradication of mosquito menace in the city.

Dr. Devika Menon was nominated by the President as Convener for the Kochi Chapter of FRNV.

Volunteers were invited to join task force to take up each of the items mentioned above and five Task Forces were formed to take responsibility for the tasks identified.

As a follow up action, the task force on values-based education decided to conduct a survey in Ernakulam District which revealed that except for schools and colleges run by Bharatiya Vidya Bhawan, Chinmaya Mission, Christian Institutions; no moral education is being imparted in Govt. and Govt. aided schools. It showed that 80% of the students are not exposed to value education. Subsequently, FRNV team headed by the President met the Hon'ble Education Minister of Kerala, Prof. C. Raveendranath and requested for

FRNV ABOUT US CONT.

values-based education to be introduced in Government and aided schools.

In regard to the dilution of standards in technical education, FRNV has filed Public Interest Litigation (PIL) in the High Court of Kerala which has been admitted.

To improve the academic atmosphere in schools and colleges, FRNV convened a meeting of about 50 Principals and 2 Vice Chancellors in December 2017 and got a feedback as to why the atmosphere was vitiated. The same points were reiterated by the President of FRNV to about 100 Principals during the annual conference of the Council of Principals of Colleges in Kerala held at Kuttikanam on 2nd May 2018.

To eliminate frequent water logging during monsoon in prime areas of Kochi city, FRNV drew up a plan and submitted to Kochi Corporation for the area between Bharat Tourist Home and High Court – about 1.5 Sq. km. Further, FRNV has taken up desilting and clearing of Mullassery canal which holds the key for drainage of this area with the help of Delhi Metro Rail Corporation. FRNV is also planning to install high capacity pumping arrangement to pump out water from this canal during high tide when normal flow to the back waters is not possible. These works are expected to be completed by June end, 2018.

To deal with mosquito menace, FRNV has taken up with the assistance and support of Kochi Corporation a massive awareness program in which pamphlets in English and Malayalam are being distributed to houses, residents association, commercial units, shops, hotels, hospitals etc requesting them to implement various steps indicated in the pamphlets. This program was launched at a press conference by the President of FRNV in the presence of Mayor of Kochi Corporation on 11.05.2018.

FRNV has taken a slew of important steps to improve the quality of life in Kochi and to improve the standard of education in Kerala State.

GET INVOLVED

1. FRIEND OF FRNV

FRNV ABOUT US CONT.

Friends are those who share their interests and concerns, and strive to fulfill timely needs with zeal and integrity. It is such friendship that helps in accomplishing the needs of even society and Nation.

Friends of FRNV are those who express his/her solidarity with the FRNV objective in a word, action, and deed. They wholeheartedly commit to imbibing our national values and are dedicated to Value Inculcation Movement in the country. A friend will consciously work towards spreading the word of FRNV amongst other citizens as well as may also send contributions to support the activities of the Foundation.

2. BECOME A MEMBER

FRNV membership is open to all the organisations and individuals from diverse geographical, cultural and professional backgrounds.

Annual Membership: FRNV engages with volunteers, on an active basis, to further the objectives of the foundation. Any person can become Annual Member by paying Rs. 1,000, subject to approval by at least three members of MC. Membership has to be renewed annually.

Life Membership: Any person/Annual Member/Friend can become Life Member; subject to approval of at least three members of MC. Life Membership fees is Rs 10,000. All MC members are Life Members.

3. CORPORATE MEMBERSHIP

According to the CSR Guidelines laid down by the Government, it is incumbent upon the business that they must be actively engaged in securing ethical standards and good governance. Companies are increasingly engaging in sector-specific or multi-industry initiatives, locally, regionally and/or globally to share their experiences, learn from peers and, in partnership with other stakeholders, contribute to leveling the playing field. FRNV, as an organization is the right platform for companies to demonstrate their commitment to ethical practices and promotion of governance.

BENEFITS OF JOINING US

FRNV ABOUT US CONT.

1. COMMITMENT TO NATIONAL VALUES

Any stakeholder joining FRNV expresses his commitment to the national values enshrined in the Constitution.

2. UNLIMITED ACCESS TO ALL FRNV EVENTS

Roundtables and workshops hosted at various cities in the country and opportunities to participate as speakers and sponsors.

3. DISCOUNT

On Training programs for Corporate and NGOs on anti-bribery and compliance.

4. ACCESS TO NETWORKING PLATFORM

The membership provides high-level networking platform by ways of National conventions, regional conclaves, meetings, dialogues, seminars and conferences where members can discuss good practices and learn from each other. Members of FRNV are given priority access to these forums for sharing and learning from good practices across the business and not-for-profit sector.

5. PUBLICATIONS, COMMUNICATIONS AND GOOD GLOBAL PRACTICES

Creates a window of opportunity for the stakeholders to share their good practices to a larger audience by way of publishing with leading organisations, institutions and consultancy firms in Annual FRNV documents, research studies, surveys, reports and through electronic communication by means of FRNV website.

6. OPPORTUNITY TO PARTICIPATE IN LOCAL CHAPTER ACTIVITIES AT STATE AND REGIONAL LEVELS

FRNV has provided for robust and decentralised system of governance, whereby it facilitates the launch and operation of local chapters in key Indian cities. These chapters, currently in Jamshedpur, Bombay, and Kerala are strategic extension of FRNV to increase its reach to companies and organisations in India.

FRNV ABOUT US CONT.

HOW CAN YOU BE A PART OF FRNV?

This is a call to every citizen of this country, who feels proud of being an Indian. If you wish to be part of this movement, there are several ways to do so. Some of these are listed below:

- I. You may endorse the aims and objectives of the movement by joining FRNV as a 'FRIEND of FRNV'. FRNV will update you with its activities and you will find greater opportunities to take part in the movement. Please contact us for details.
- II. Become a member of FRNV. You may choose to become a Life Member or an Annual Member of FRNV. This will give you access to FRNV events, round tables and workshops hosted in the country.
- III. FRNV has established regional chapters in several important cities of the country. Do contact the local/ closest FRNV chapter to discuss what you can do further to aid the movement.
- IV. You may also contribute by participating in our projects, becoming a member of project task force, contributing to the Newsletter, spreading message of FRNV through social media and other means.

Any contributions may please be made through cheque/DD in favour of "Foundation for Restoration of National Values," and sent it to the address given below:

Foundation for Restoration of National Values
A-59, Shivalik, Malviya Nagar, New Delhi – 110017
Phone: +91 9599697643, 011 26686630

 : frnv@outlook.com

 : <http://www.valuefoundation.in>

 : <https://www.facebook.com/frnvindia/>

 : <https://twitter.com/ValuesandUs>

Registered Office: M-75, Greater Kailash – I, New Delhi-110 048



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Implementing Regional Rapid Transit System (RRTS) for better connectivity across NCR

Prioritized Corridors in Phase - I

1. Delhi - Ghaziabad - Meerut : 82 km

2. Delhi - Gurugram - SNB - Alwar : 164 km

3. Delhi - Panipat : 103 km

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- ▶ High Frequency - Train in every 5 - 10 minutes
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- ▶ Special care for Differently-abled Commuters
- ▶ Separate Coach for Women
- ▶ Business Class option to incentivize use of Public Transport
- ▶ Multimodal Integration - RRTS Stations will be seamlessly integrated with other transport modes like Airport, Railway Stations & Metro Stations
- ▶ Ensuring Significant Reduction in Pollution and Road Congestion
- ▶ Enabling Sustainable Development & Polycentric Growth of NCR

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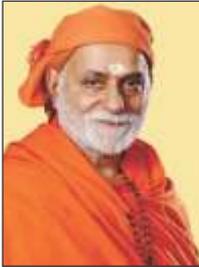
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SWAMI BHoomANANDA TIRTHA

INSPIRATION & GUIDE

Poojya Swamiji's interactions with the Corporate Executives has helped management thinkers increasingly shift their focus to incorporating spiritual values into the organizational culture. Poojya Swamiji says, "Indian values, tried and tested over millennia, have a strong relevance and effectiveness in this scenario. A proper assessment of the abundant potential of the human mind, which is the source of every performant skill, becomes paramount."

Poojya Swami Bhoomananda Tirtha, a knower of the Supreme Truth, is a well-known Saint of the "Tirtha" lineage of Adi Sankara. For over 50 years, Poojya Swamiji has been traveling throughout the world like a moving university, enthraling and exposing the audiences to a rational interpretation of our spiritual treasures like the Bhagavad Geeta, Sreemad Bhagavatam, the Upanishads and other spirituous-philosophical works.

One significant aspect of Swamiji's mission is the religious-cultural revolution brought about in Kerala by organizing mass movements to stop some of the age-old derogatory and illegal practices prevailing in the name of religious rituals and festivals. Some famous temples were freed from barbarous and vulgar indulgences, and some others from unfair caste discrimination.

FRNV

PEOPLE BEHIND THE MOVEMENT

ADVISORY BOARD



SRI M. N. VENKATACHALIAH

FORMER CHIEF JUSTICE OF INDIA

Sri M.N. Venkatachaliah was the twenty fifth Chief Justice of India. He served from 1993 to 1994. Retirement did not stop him from to continue working towards human rights. He pro-actively supported the launch of IC Centre for Governance and has worked as Chancellor of Sri Sathya Sai Institute of Higher Learning. Relentlessly committed towards restoring National Values, Dr. Venkatachaliah was awarded the Padma Vibhushan in 2004.



SRI RATAN N. TATA

CHAIRMAN EMERITUS, TATA GROUP

Sri Ratan Naval Tata is the Chairman Emeritus of the Tata Group. Among the many achievements to his credit are, in recent times, the acquisition by Tata Steel of the Corus Group to become the fifth largest steel producing entity in the world, and the launch of the 'people's car', Tata Nano. Sri Ratan Tata was honoured with the Padma Bhushan in 2000 and with the Padma Vibhushan in the year 2008.



DR. E. SREEDHARAN

PRINCIPAL ADVISER, DELHI METRO RAIL CORPORATION LTD.

Dr. E. Sreedharan is a technocrat, known for completing both the Konkan Railway and Delhi Metro projects within budget and ahead of schedule. He was awarded Padma Shree in 2001, Knight of the Legion of Honour by the Government of France in 2005, and Padma Vibhushan in 2008.



SRI N. VITTAL

FORMER CENTRAL VIGILANCE COMMISSIONER

Sri N. Vittal, IAS, has held several appointments in his tenure including Chairman at the Telecom Commission, Secretary in Department of Telecommunication, and the Central Vigilance Commissioner. Among the numerous honours he received are Honorary Fellow, CSI and IETE, and Dataquest IT Man of the Year 1993.

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ADVISORY BOARD



SMT. VIBHA PARTHASARATHY

CONSULTANT IN EDUCATION & GENDER ISSUES

Smt. Vibha Parthasarathi is a prominent Indian educationalist. She was the Chairperson of the National Commission for Women from 1999 to 2002. Educated at Cambridge University and Boston University, she has remanded the Principal of Sardar Patel Vidyalaya, New Delhi.



SRI T. S. KRISHNAMURTHY

FORMER CHIEF ELECTION COMMISSIONER

Sri T.S. Krishnamurthy was the Chief Election Commissioner of India. He started his career as an Indian Revenue Service Officer. He served the government at various levels. He has held the post of Secretary at the Department of Company Affairs. Also, he was the first Indian Revenue Service officer to become Secretary to the Government of India. He has also served as an IMF advisor in Ethiopia, Georgia.

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MANAGEMENT COMMITTEE MEMBERS



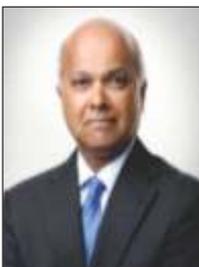
DR. E. SREEDHARAN
FOUNDER PRESIDENT

Dr. E. Sreedharan, the famous 'Metro Man of India', is a retired Indian Engineering Services officer who has made immense contributions for the development of public transport in India. He was the Managing Director of Delhi Metro from 1995-2012 and currently serving as the Principal Advisor, DMRC. He is a recipient of the Padma Shri Award in 2001 and the Padma Vibhushan Award in 2008. He has also been honoured with the Chevalier de la Legion d'honneur (the highest French order for military and civil merits) in 2005. He was also named as one of Asia's Heroes by TIME Magazine in 2003.



DR. GOPAL GANESH
VICE-PRESIDENT

Dr. Gopal Ganesh, Former Chairman, Ghaziabad Development Authority, is a retired IAS Officer of the Uttar Pradesh Cadre. He joined the IAS in 1967 and he worked on various important assignments both in the Centre and the State of Uttar Pradesh. He retired in 2003. He subsequently worked as Adviser to the Twelfth Finance Commission. He was awarded PhD by the Jawaharlal Nehru University in 2004. He is an avowed expert on Privatisation of Public Sector Enterprises. He has authored several books on Privatisation and Working of Public Sector Enterprises. He has traveled extensively and represented the Country in many international conferences.



SRI ANAND S. KRISHNAN
VICE-PRESIDENT

Sri Anand Krishnan, Chairman, Fidelis World Advisors DMCC has 30 years of experience in Entrepreneurship, Controllorship, Internal Audit, Investment Banking and Private Equity. He was Involved in sovereign restructurings in the late 80's, Asian Crisis restructuring in the late 90's and the Global meltdown with emphasis of restructuring in the UAE. He has an undergraduate business degree from Delhi University, MBA from Fairleigh Dickinson, USA, has been a participant in several leadership courses across JPMorgan and DIC in Asia and the US, and was named a "Top Indian Leader in the Arab World" in 2015 by Forbes Middle East.

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MANAGEMENT COMMITTEE MEMBERS



SRI BHARAT WAKHLU
GENERAL SECRETARY

Sri Bharat Wakhlu, Founder & President, The Wakhlu Advisory, is the Former Managing Director (India) for the Connecticut based Sikorsky Aircraft Corporation {a Lockheed Martin Company} having joined them in 2014. He has also served as the Resident Director for the Tata Group, in New Delhi, India, and the President of Tata Incorporated, New York. He has considerable experience in the areas of Manufacturing, Total Quality, Supply Chain Management, Performance Improvement and other areas. His first novel, Close Call in Kashmir was released by Penguin India, in December 2010. Thereafter, he has published many more books. Bharat is a First Class Mechanical Engineer from BITS-Pilani India, with a post graduate Diploma in Management from the Indian Institute of Management, Bangalore. He volunteers his time for the Foundation for Restoration of National Values, helping individuals and corporations function with Integrity and Ethics.



SRI ASHWANI KUMAR
JOINT SECRETARY

Sri Ashwani Kumar, Former Director, Telecom MNC, is M. Tech. in Computer Science and has over 26 years of extensive experience in Communication Industry including TCIL, TIS plc, Nortel Networks & UTStarcom. His work profile included Turnkey implementations of Telecom services, Unified Network solution, Product management and Sales engineering. His profession has provided ample opportunity for global interaction with manufacturing, R&D, S&M, SSI and Customer facilities & he has traveled extensively in USA, Canada, Europe, China, Australia, Japan, SAARC & Asean countries. He is founding life member of FRNV and at the age of 40 years, he left professional pursuit voluntarily to be associated with Swami Bhoomananda Tirtha ji and his socio-spiritual initiatives.



SRI PREMARORA
TREASURER

Sri Prem Arora, a technocrat and a businessman, did his B. Tech. in Mechanical Engineering from I.I.T., Delhi in 1981 and is in the business of developing infrastructure i.e. Road, Highways, Buildings, Residential Group Housing, Premium Residential Apartments, Small Hydroelectric Power Projects, etc.

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PEOPLE BEHIND
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MANAGEMENT COMMITTEE MEMBERS



SRI RAVI PRAKASH MEHROTRA
MANAGEMENT COMMITTEE MEMBER

Sri Ravi Prakash Mehrotra is an Advocate of Supreme Court of India. He did his graduation (B.A) from University of Allahabad in 1984 and degree in LLB from Campus Law Centre (D.U) in 1988. He is a holder of Cambridge Commonwealth Trust and Pegasus Scholarships (University of Cambridge, England). He has practised at the Bar for 28 years .He is an Amicus Curiae and Panel Counsel in the Supreme Court Legal Services Committee (SCLSC). Also, he is an Advocate-on-Record/Standing Counsel for the State of Uttar Pradesh in the Supreme Court of India since 2001 and Advocate-on-Record for the U.P. State Election Commission.



SRI SUNIL KUMAR SINHA
MANAGEMENT COMMITTEE MEMBER

Sri Sunil K. Sinha, Director / HR / SPMCIL (Security Printing & Minting corporation of India limited), a Schedule A Mini- Ratna CPSE , under Ministry of Finance, GOI, originally belongs to Civil Services(1992). He is a Graduate in English Literature and Bachelor in Law, and has done Post Graduate Diploma in Human Resource Management. He is having about 24 years of experience in HR management of Railways and Rail based MRTS and has worked earlier in Indian Railways and DMRC. He has also represented DMRC and worked as an International Consultant on Organization and HR, for Jakarta MRTS, a JICA funded consultancy.



SRI SATISH KUMAR
MANAGEMENT COMMITTEE MEMBER

An experienced technocrat with over 50 years of experience, he has worked with Metro Rail, Railways, and Defence. He is an IRSEE officer of 1967 batch. He was Director in Delhi Metro Rail Corporation (DMRC) for 15 years from its inception in 1998 to 2013. He has been one of the key persons of team DMRC in introduction and implementation of state of the art technologies in a time bound manner to lead to success of the project. Prior to joining DMRC, he worked for over 3 decades with Railways and Defense in various senior roles. He has also been associated with the Metro Projects for Bangalore, Chennai, Hyderabad, Jaipur and Kochi. In recognition of his contribution, he has been conferred with National and International honors in the area of engineering and technology.

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TEAM



DR. SEEMA PAWAR
PROJECT DIRECTOR- VALUES-BASED EDUCATION

Seema brings with her an experience of over 20 years. She has worked both nationally and internationally with esteemed organizations like NCERT, IGNOU, The Leprosy Mission India, American Red Cross, World Vision India, CARE Australia and so on. She holds PhD in Education from Jamia Millia Islamia.



MS. SHILPI GARG
EXECUTIVE CUM COMMUNICATION ASSISTANT

Ms. Shilpi Garg is Executive cum Communication Assistant at FRNV. She has previously worked in the Telecom Sector as a GNOC- Engineer in Ericsson India and is a graduate in B.E in Information Technology from Bhagwan Mahavira Institute of Engineering and Technology, Sonapat (Haryana). Her interests lie in Project Management, Networking, Communication, Human Resource and Administration.



MR. RAVI KUMAR
OFFICE ASSISTANT

Mr. Ravi Kumar is the Office Assistant at FRNV. He is a B.A. Final Year student of Indira Gandhi National Open University, New Delhi. His areas of interest include social work with a special inclination towards the improvement of the education and the police system of the country.

FRNV CONTRIBUTORS LIST



MS. VAISHALI NITTURKAR is a Life Member of FRNV. She has done Diploma in Pre and Primary Teaching Training from American TESOL institute. She is the Founder of GyanTree. The Gyan Tree strives to develop 7Es in children - Empathy, Ethics, Enquiry, Energy, Enterprise, Excellence and Equanimity.



MR. VINOD K.G. is a Friend of FRNV. A professional engaged in Business Management for the past 22 years, has multi-sector exposure. Focusing in business turnarounds in healthcare sector, he wants to deliver affordable healthcare to the public.



MS. IRA VISHWAKARMA is a Vice principal, Vidya Bharati School, Sec-15, Rohini, Delhi 110089. She has been teaching at VidyaBharati School since 1992. She joined the school as TGT Natural Science and was promoted to the post of Headmistress and presently she is working as the Vice principal of the school.

In the last few years she has worked for the empowerment of the women and rehabilitation of a girl child who was in distress. She has arranged and coordinated with Delhi Police to organize Self Defence classes for the female students and staff; she has organized and attended Disaster Management Workshop by DFS, NIPCD Workshop on POCSO Act 2012.



MS. LIPSA MOHANTY is the Founder and Chief of Corporate Ashram - A not for profit organisation moving on the theme of Science, Spirituality and Management.

FRNV CONTRIBUTORS LIST



PROF. VARUN ARYA is a first class graduate from IIT Delhi (1976-81 batch) and post-graduate from IIM Ahmedabad (1981-83 batch). Thereafter, he worked for 16 years in senior positions with the leading companies like Aditya Birla Group, Reliance and American multinational DuPont. Since the year 1999, as an educational entrepreneur, he has established a unique educational complex Aravali Gurukul Ashram on around 100 acres extremely saline arid wasteland transformed into a green campus under his leadership at Jodhpur in his home state of Rajasthan.



PROF. DAYA PANT is retired from Department of Educational Psychology and Foundations of Education, NCERT, New Delhi. She has over 40 years of experience in Counselling for socio-emotional, career and marital problems of children and adults. Besides this, she has been a Peace educator. She has conducted research studies in different areas of psychology, counselling, conflict resolution and peace, gender etc.



DR. T.K. RAMAN is a HRD/Management/Marketing consultant & has been associated with many renowned organizations as Corporate Trainer. He has over 33 years of experience as Sales/Marketing/Training Manager of SARABHAI GROUP. He availed voluntary retirement in 2003, to pursue his favorite vocation as a full-time Leadership Consultant/Trainer. He is presently Chairman of TILT (The Institute for Leadership Training). Since 1975, he has to his credit more than 8500 training programmes in more than 65 subjects, benefiting more than 1,65,00,000 persons from various walks of life.



MR. JOHN F WILLIAMS is a Commerce Graduate from SRCC, DU, India's best Institute in Commerce with additional Post Graduate Diplomas in Personnel Management and Business Administration Also studied LLB (DU) but didn't complete .

He represented Delhi State in National Aquatics besides University & other Inter-State Aquatic Championship. He was also a Diving Judge in All India Police Aquatic Championship held at Ajmer in 1963. Williams has an extensive experience of above 35 years with Indian Oil Corporation. He served in Aviation, HR, LPG, Systems and Operations Deptts. Later in year 2000 he took voluntary retirement, to serve the weaker/neglected ones of the Society.

FRNV
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LIST



PROF SITARAMAN, since 2016, is residing in New York, USA, taking care of Amity Education Group's 170 acre campus.

An alumnus of Loyola college, Chennai, (1954-57) he has been a faculty member in IIM(Calcutta), IIM(Kozhikode), XLRI(Jamshedpur). He has held CEO post in 3 organizations- All India Manufacturers Orgn(Mumbai), Overseas Construction Council of India(an Export Promotion Council set up by Commerce Ministry, GOI, at Delhi) and Kottakkal Arya Vaidya Sala in Kerala. He has widely traveled to more than 30 countries, and delivered Talks by invitation from World Bank HQs(Washington DC), United Nations HQs(NY), Asian productivity Orgn(Tokyo), Govt of Italy(Rome) and some more .

Prof Sitaraman feels strongly that FRNV has a vital role to play in bringing back Ethics, Justice, Fairplay and Value Based transactions to occupy a pivotal position in day to day issues affecting Industry, Business, Governance by Political institutions and corruption free Administration in the Central Govt and the State Governments.

Review and Edited by:
Sri Gopal Ganesh
Sri Bharat Wakhlu

Designed by:
Ms. Shilpi Garg

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