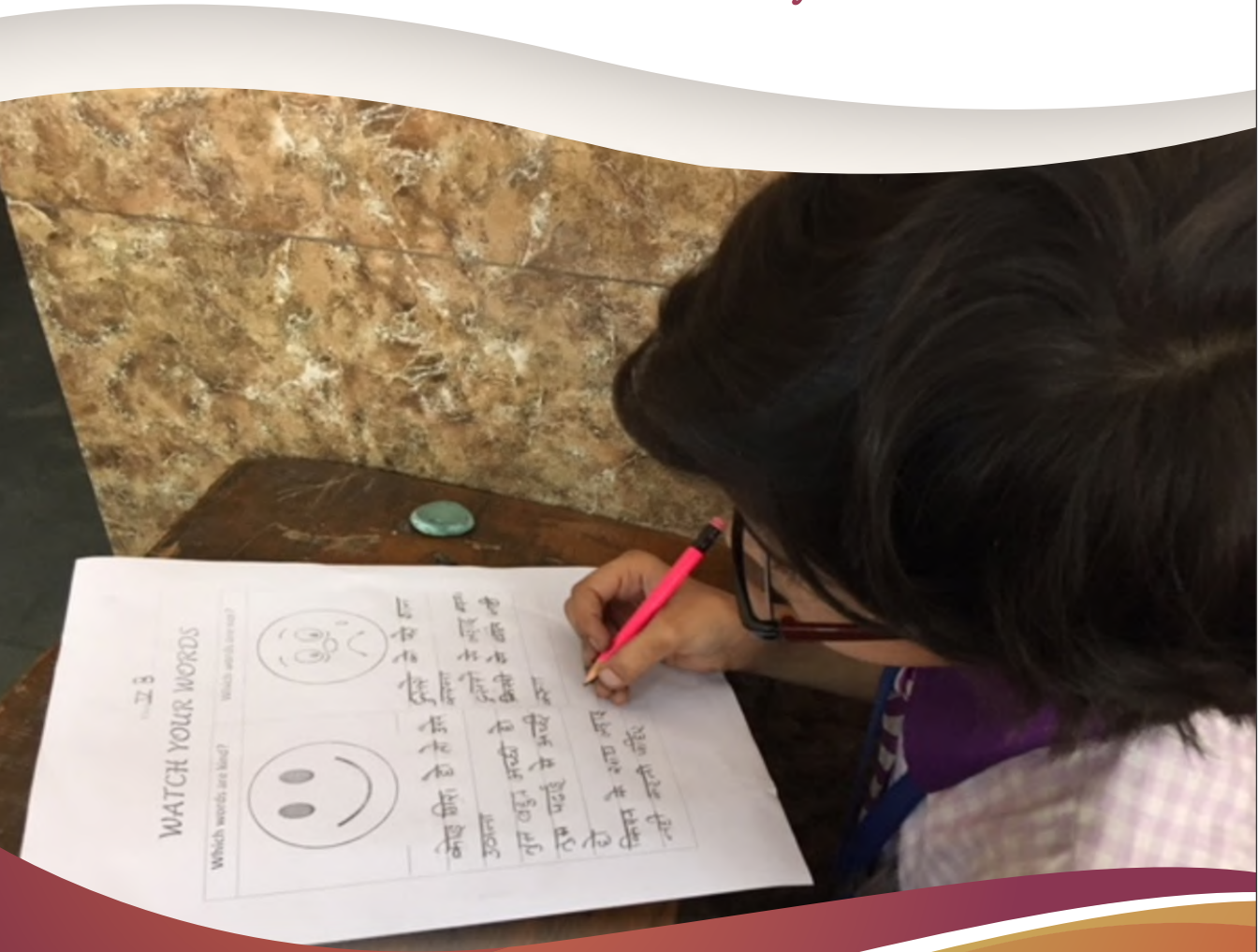


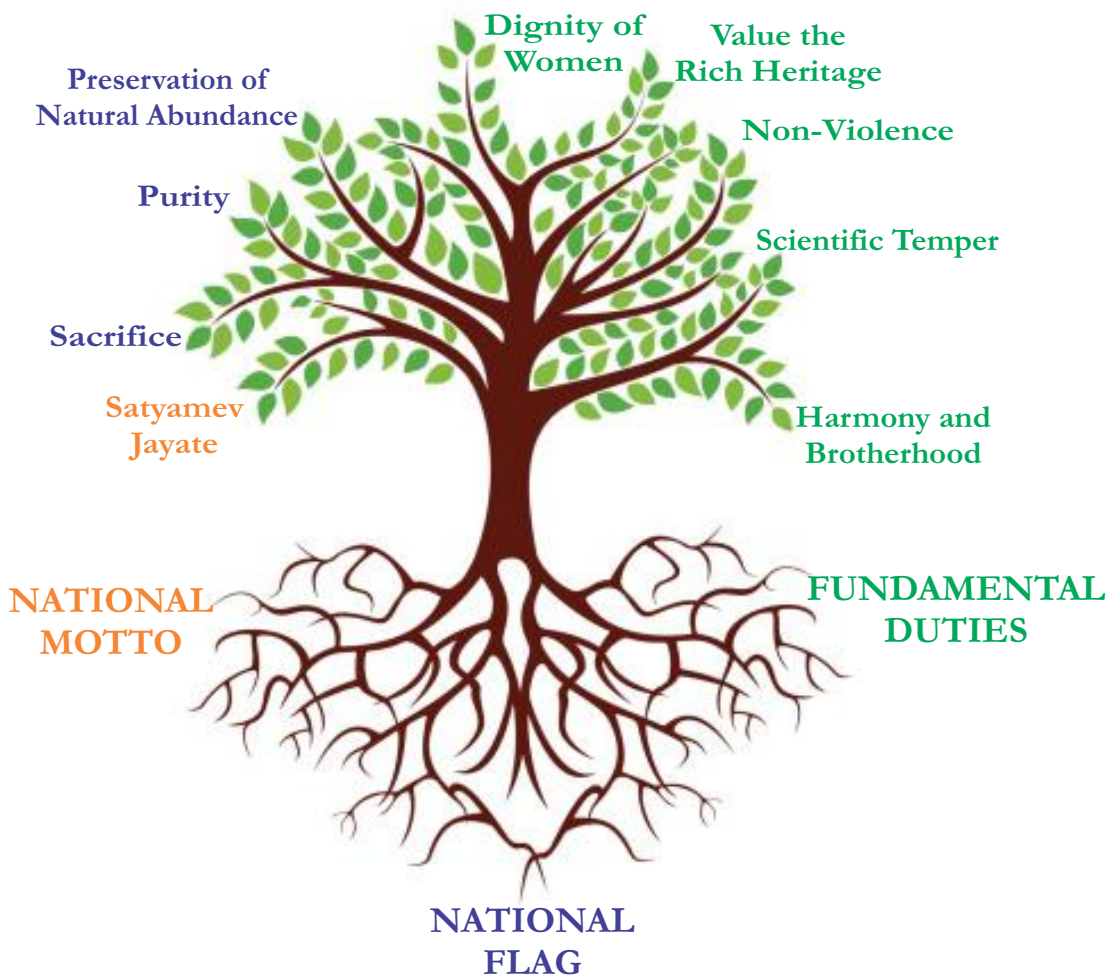


Foundation for Restoration of National Values

10th Foundation Day 2018

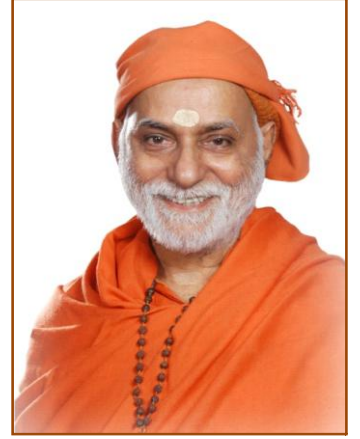


Restoration of Values through Education



Poojya Swamiji's Message

Harih Om Tat Sat. I am happy to know that Foundation for Restoration of National Values is celebrating its 10th year of existence and dedicated activity. This is an occasion for all of you to take stock of what FRNV has striven for and what it should do with greater dedication and a sense of urgency hence. The country needs the services of institutions like FRNV more now than ever. May this thought inspire all of you to strive more and serve more, with a wholeheartedness which will be second to none.



It is encouraging that you have a very effective programme for the day, with an assortment of thinkers and leaders participating, whose thoughts and deeds would matter in moulding our National thoughts and values.

My appreciation, love and blessings to all of you.

In the Service of the Nation,

Bhoomananda Tirtha

Swami Bhoomananda Tirtha

New Delhi, June 6, 2018

President's Message

In a democracy, to achieve anything is an uphill task. More so, when the nation has many religions, communal divides, vast disparity in economic standards, varying educational systems and polarized ideologies. Even so, FRNV has enthusiastically taken up the noble mission to reach our age old and eternal dharmic values to all layers of society, so that people individually and collectively get an inner persuasion to be honest, upright, patriotic and societal. We have relentlessly strived for this for the last 10 years, working not at grass root levels but trying to influence policy makers and decision takers. We cannot claim to have achieved much success but the campaign has to go on.



The experience we have gained over the last 10 years is now our strength. Education is the key to restore values and therefore we have selected "Restoration of Values through Education" as our guiding theme for this year. I would earnestly exhort all FRNV members, friends and particularly corporate members to passionately work for a value based educational system at all levels and for the country as a whole.

Education being a State subject, a uniform value based education syllabi is difficult to be easily established. we have also to relentlessly pursue our other agenda items such as police reforms, electoral reforms and reforms in governance at the national, state and local body levels.

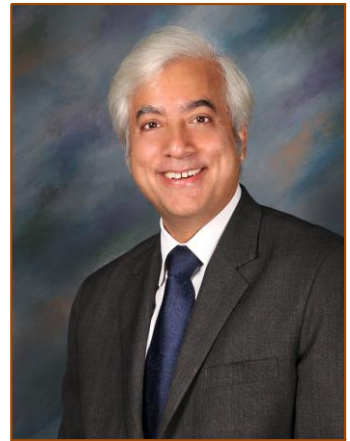
The goal is clear. FRNV has to gear up to the challenges ahead.

A handwritten signature in black ink, appearing to read 'E. Sreedharan'.

Dr. E. Sreedharan
New Delhi, June6, 2018

General Secretary's Message

It has been ten years since a group of citizens, inspired by Swami Bhoomananda Tirtha ji of Narayanashrama Tapovanam, Thrissur, Kerala, embarked on the critical task of lending a hand in improving the way we – as a nation - were functioning, and serving the diverse and essential needs of our citizens. Swamiji has emphatically stated that capable, committed and spiritually conscious people have a duty towards ensuring that the nation that we belong to is governed on the basis of National Values. He was eager therefore, that people associated with him should actively work to promote ethical and good governance, clean and transparent administration and the use of National Institutions for the betterment of all.



Thus, the Foundation for the Restoration of National Values (FRNV) was established as a National Society in June 2008. Dr. E. Sreedharan, a technocrat with a formidable reputation as an Ethical Leader with extraordinary management skills, was invited by Swamiji to lead the National Society, and he has since served as its President.

The eminent members of the Foundation's Advisory Board, as well as its Managing Committee agreed that they would rely on the Constitution of India, the National Flag and the National Motto (*Satyam Eva Jayate*) to serve as the basis for formulating and propagating National Values, and use them to inspire leaders, citizens and Institutions representing all walks of life.

Over the past ten years we have made a small, albeit noticeable impact in a variety of areas. Today, we have a presence in Bengaluru, where the Karnataka Chapter of FRNV is active. In Kochi, the Kerala Chapter of our society – much like Karnataka - relies on the involvement, contributions and efforts of many eminent people to further our Nation's objectives. We also have a number of Friends, Life Members, and Members associated with FRNV – all of whom are doing their bit to further the goals of the Society.

We realize of course, that a commitment of all citizens to National Values, and a lifelong orientation for the well-being of all within the nation - along with a sense of patriotism - can only come from one's family; along with ample reinforcement that a sound educational system provides. Our young children and adolescents are the future of our Nation, and their Values, and orientation towards their nation will determine our future trajectory. It is for this reason that over the past few years, we have placed additional

General Secretary's Message

emphasis on Value Based Education, as a means to creating the responsible, patriotic and nationally committed citizens of tomorrow. Alongside this, we have also been working on our regular focus areas, including that of bringing the Corporate Sector into our fold, since businesses too have a major influence on how society evolves and functions.

We are grateful for your presence at this event today. Your presence here strengthens our resolve and our commitment to making India a peaceful, happy, values-driven, well-governed and a prosperous nation.

- **Bharat Wakhlu**

New Delhi, June 06, 2018



Executive Summary

Greetings from FRNV!

The Foundation for Restoration of National Values (FRNV) is a group of inspired and committed citizens concerned about the well-being of the Nation, and passionate about its wholesome transformation. It is a National, Registered Society founded in June 2008.

As a National, Registered Society, FRNV strives to restore our time-tested National Values so that people, individually as well as collectively, find an abiding inner persuasion to be truthful, ethical, patriotic, and committed to the wholesome development of the Nation.

Education and values are intrinsically interwoven. Arguably the whole enterprise of education is extricably linked with the development of values. The malleable years of youth in schools are crucial. Value education is imperative to ensure the development of a national faith independent of dogmas and irrational assertions; to curtail erosion of essential values and the increasing cynicism in society; turning education into a forceful tool for cultivation of social and moral values that are oriented towards the unity and integration of our people.

At present, there is a value crisis in the society. There is dearth of honest and committed citizens who are fired by the zeal of Nation-building. We see lack of ethical leadership and governance in all walks of life. The common man is in the grips of selfishness and there is lack of role models in society. With this we are not building a stable and strong future for the coming generation. This alarming situation calls for an immediate action to preserve these values and embody their strength and inspiration, and is the only way to save our Nation from the impending abysmal fall. For this, we have to work in the schools and the entire ecosystem around it.

This souvenir, being released on the 10th Foundation Day of FRNV, is a compendium of FRNV's initiatives towards '*Restoration of Values through Education*'.

This edition carries scholarly contributions to various areas of VBE varying from impediments, to VBE, to its contribution in shaping professionals, to its operationalization in Delhi schools. FRNV is indebted to the authors for their contributions in the souvenir. We are confident that the articles published in this souvenir would generate significant interest in the area of Values-Based Education and rejuvenate the demand to include the same in our schools.

We hope that this souvenir becomes a useful resource for the practitioners and officials and is used as a knowledge sharing tool.

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Educational system the crucial means for rearing National Values

-By Swami Bhoomananda Tirtha

Harih Om Tat Sat. In human life, knowledge and education are most fundamental and paramount. The difference between individuals, families, societies and nations consists primarily in their education and knowledge level. Generally modern day education revolves around the visible, material world, its constituents and our ability and skill to utilize or harness them. Branches of knowledge are more, and so also specializations. Naturally a thought arises as to what should be the ultimate object of education and what its fundamental branches or facets are.

In the matter of education as well as knowledge, there are two important factors. One is the contemporary aspect; another is the continuing or the lasting, eternal one. The contemporary will go on changing, depending upon the taste, tendencies, fashion and many other influences brought by time and circumstances. Despite all this, the eternal and core level can never change at all, as human personality has not fundamentally changed.

The most ancient person had a biological body, a thought-full and emotional mind as well as a rational and enquiring intelligence. Supporting and coordinating these, he also had an ego. Further, as Indian thinkers have found, there is the consciousness, the soul, the substratum of everything. Think of the most modern person. He too has only the same biological body, psychological mind, rational intelligence, the static ego and the great substratum. Our whole body is but an instrument for these to employ.

In all our activities and pursuits, mind along with intelligence becomes the fulcrum, the deciding factor. For education to become truly effective, it must equally go into the supra material or non-material aspects like mind and intelligence.

Mind and intelligence can be enriched and empowered only by incorporation of values. Values act as nutrition to the mind and intelligence, as food is to the body. In the absence of values, the mind becomes weak, behaviour turns to be ineffective, even dangerous.

In adopting and pursuing values, we have no option at all. Any value is indispensable because

of the strength, invigoration, it provides to mind and intelligence. All values are in the nature of emotional persuasions and rational compulsions.

Because the fundamental constituents of human personality are not subject to change, the values, enrichments, elevations and enlightenment, which right from pre-historic vedic times our people have been exposing, are even today valid. They are, in fact, the only anchor and refuge for anyone in the world.

In inculcating values, exposure is what counts most. It is to facilitate continuing exposure, that our people have authored the eternal scriptures like Vedas, epics like Ramayana and Mahabharata, mythological compositions called puranas, treatises like Ayurveda, Dhanurveda, Arthasastra and many others. These cannot be displaced or replaced. Their content will continue to be eternal.

One can read and understand them. Or exponents can expose them, as Krishna did to Arjuna in the most untimely hour, to face the most adverse circumstances. With exemplary excellence, Krishna gave the exposition, which has ever since shone as a paramount message in our country for one and all.

Again, it is such an exposure, that enlightened and freed Pareekshit from the fear of death, that empowered, enlightened and enabled Sri Rama, the prince, to assume the throne and rule Ayodhya with singular excellence. Every one can imbibe sufficient inspiration, insight, strength and enlightenment from these illustrious narrations.

That is why we, through FRNV proposed and also demanded that we, as loyal children of this great country, must have a national educational system, whereby the eternal time-tested values freed from religious constrictions, can be instilled right from the primary classes, stage by stage. Unless this is done, our people will be inwardly weak and hollow, lending themselves more and more to the notorious corruption, nepotism and the like.

India has about 6.5 lakhs of villages and I always wonder whether a day will come when a spiritually enlightened person or Mahatma visits each village and remind the residents "You are a great people, the most blessed one can think of, with a great heritage. You embody a great immortal culture, which is very hard to evolve, preserve and perpetuate. You have a great potential in your mind, intelligence and ego. The body alone is small and changeful but mind, intelligence and ego are not.

“While the body is very small and the world quite huge, understand mind within is still greater, more extensive than the world. Intelligence is still more so, and ego still further. The Soul, denoted by the term 'I', something beneath and beyond the substratum of all these, is infinitely so. That makes you infinite, invincible, equal to every one in the world. None can excel you. Such a great power you have.” At least this message should be delivered to the people, so that they will have some identity and aspiration hold on to.

May our education equip itself to address this ideal, basing itself on these fundamental principles and values.

Speech by Guest of Honour

Nurturing Universal Ethics and Professional Morality- Role of Education in the Age of Knowledge

-By Prof. P. B. Sharma

Values-based trade and business, social and religious systems and by creating responsible citizenship. They built a human society where Truthfulness, strict adherence to Truth, *Satya*; Heartfulness, i.e. *Aatmiyata*; the empathy and purity of mind, *Aatmasamyam* i.e self -discipline and service over self *Nishkama Karma* became the hall mark of the Indian society that could sustain happiness and divine bliss alongside with highest levels of prosperity for several millenniums. They also marched beyond humanism to serve the whole world as one family by inspiring the human society to work for the welfare of one and all cutting across the barriers of cast, creed, religious faith, geographical boundaries, and proclaim with conviction that *Vasudha eva Kutumbakam*.

Education, especially higher education, is to be the fountainhead of a developed, prosperous and enlightened human society that shall contribute to peace, prosperity, harmony and happiness all around. This is, of course, a tall order, but then, who other than the educators in Schools, Colleges and the Universities, the repositories of tremendous wisdom of the Orient as well as of that of the West, blessed with enlightened and inspired minds of faculty and students and the torchbearers of the faith of people could deliver this promise. This calls for a sustained and focus on Quality, Relevance and Excellence, nurtured in an environment of Integration of Education with Values so that the universities and institutions in India could become, in true sense, partners in progress of nation's development and meet the global aspirations of human excellence.

On behalf of the Association of Indian Universities and on my personal behalf, may I reaffirm our resolve to join you in transforming our great republic into a vibrant, developed and prosperous country, inhabited by responsible citizens, exhibiting highest respect for human values, personal integrity and professional ethics akin to the modern digital age, and make Mother India proud of its higher education and research.

I must also not hesitate to add that with the rapid advancement of science and technology and with the deep penetration of technology assisted modern systems and applications in a globalised knowledge society, the value and worth of universal ethics, professional morals and personal integrity of the citizens at all levels has assumed high importance to ensure inclusive development with happiness and touch the highest alters of human excellence. With the easy access to vast knowledge base and the ease of using connectivity and social media we are currently on the brink of a man-made disaster on the one

hand and the gold mine of opportunity on the other to build a prosperous and happy global society. Professional societies, industry and commerce associations and the academies and the world bodies should have a major role in enforcing work ethics and professional morality of its members. The society and the government undoubtedly have an impacting role in enforcing well-defined codes of ethic, scientific and corporate values and personal and professional morals.

But it goes without saying that the rock solid foundation for a strong ethical and moral character in men and women is to be laid right from the school levels and is to be nurtured at all levels of education to the university through value based education. Such army of educated and enlightened persons shall form a strong pillar of strength for creation of the India of our dream. This shall also enable us to use technology and scientific advancements to create the desired transparency, win over the trust of the society and inspire us to cultivate goodness in plenty and create a society tuned to the noble objective of a life full of divine bliss.

I have myself during my work life of 49 years have witnessed great dividends to the organizations I have served, at IIT Delhi, Delhi college of Engineering, Delhi Technological University, Rajiv Gandhi Proudhyogiki Viswavidhyalaya and now since the last four years at Amity University Gurugram by our sustained focus on integrating education with values. I am also a witness to the success of Delhi Metro in making impossible possible and prove the point that India can do it by integrating values in corporate philosophy and its vision.

I am delighted that this Decennial meet of FRNV is taking place at a time when the resurgence of India as the brightest Star of the East is being acknowledged by the world at large. As such it is our responsibility, fellow citizens of our democratic republic to make our educational institutions a major partner in progress for restoration of national values.

To accomplish this noble task, we need to create the educational environment to nurture Universal Ethics, Personal Integrity and Professional Morals in our inspired, enterprising and creative minds in our universities and institutions of higher learning alongside transforming our universities as the “Factories of Innovation, Technology Incubation and Enterprise development”. This we need to achieve along with producing Industry-ready-professionals for the new knowledge age which is rapidly descending in our industry, trade, business and governance, and in fact in all aspects of human endeavors.

“The end-product of education should be a free creative man, who can battle against historical circumstances and adversities of nature. For this the universities should attract the best minds for its teaching faculty” said Dr. S Radhakrishnan, Former President of AIU (1942-43) who was then the Vice Chancellor of Banaras Hindu Viswavidhyalaya.

The above words of wisdom of one of the most illustrious sons of Mother India,

Dr. Sarvepalli Radhakrishnan, are much more relevant today than ever before as the 21st Century bestows upon the universities in India a great responsibility to provide to the nation the inspired and ignited minds of graduates and post graduates and scholars of eminence to fuel unprecedented growth and development to wipe out poverty, hunger, disease, unemployment, enormous pollution (air, water, soil and mind pollution) and advance the frontiers of knowledge, shrink the boundaries of ignorance and create the bliss and happiness all around. And that too, by nurturing creativity and innovation in abundance to manifest the fullest of human potential, supporting the march of humanity to unprecedented levels of prosperity and happiness.

The Question whether the decision to globalize Indian economy in July 1991 was based on conviction or compulsion is no longer debatable. What is however debatable is whether India could have done far better as a nation that has a glorious past, a living spiritual civilization and a society that has its foundation on universal values of *"Satyameva Jayate"*, *"Yogah Karmasu Kaushalam"*, Purity of Mind, *"Manasa Sada Shuchi"* leading to purity of thought, speech and action and above all *"Atmavat Sarve bhuteshu, Sarve Bhuteshu cha Atmanaam"*.

On one hand we feel immensely proud a sad story when we find that almost after 27 years of sustained efforts of liberalization of the economic processes, we have succeeded in making India to emerge as the 6th Wealthiest country of the world as per the recent AfrAsia Bank Global Wealth Migration Review report, May 2018, on the other hand it is a matter of serious concern that India dropped 11 places to 133 out of 156 countries as per UN World Happiness Report 2018. What has gone wrong is a matter of serious concern to all of us associated with education, industry, government and in various aspects of our economic activity. But one thing is certain that no matter what the policies were, it is the people who are involved at various levels of the economic activity, it is their competence, caliber, commitment, drive and dedication, and above all their professional integrity that ultimately decides the end results and not merely the inputs of technology, collaborations and even the internal and external support from the financial institutions.

We have made a highly commendable progress on economic fronts, thanks to the present government for its focus on development and economic growth and policies and programs of e-governance and digitization at all levels. The current policies and systems currently in place are driving the agenda of transparency and fairness in both the corporate and public life, I am personally of the opinion that we shall succeed in our country rising to highest ladders of happiness and glory by our sustained focus on concurrently integrating education with values at all levels, as the strong ethical and moral foundation along with good governance that cares for its people truly builds a happy and prosperous society.

Our Glorious Past- an inspiration to Integrate Education with Values

We also need to create in our university community a sense of pride in our ancient wisdom that once made India a cradle of globally acclaimed high quality education and human development par excellence. At the same time we must commit ourselves to revive the ancient wisdom of practicing a righteous way of life based on strict compliance to truth, maintaining purity of thoughts and actions, conforming to self- discipline, unending quest for research and new knowledge creation, but on top of that a caring concern for the well being of mankind and Mother Nature, attaining perfection in work activity and conformance to work ethics and professional morality, discovering the meaning and purpose of life, and living a life full of divine bliss and happiness in plenty.

The Indian Universities of *Nalanda* at Rajgir in Bihar, *Takshashila* in North West of India, close to Gandhar at that time and *Viramshila* at Ujjain in Central India and later in Bhagalpur in Bihar and the Gurukuls of *Sandeeptni Ashram* at Ujjain, *Dronacharya Ashram* at Gurugram, Viswamitra and *Bhardwaj Ashrams* at Chittrakut during Mahabharata and Ramayana times were the centers of higher education and research for cultivation of most advanced science and technology that created the wonder that was India and brought the much acclaimed global eminence for its scholastic and scientific advancements. Scholars from around the world and seekers of knowledge congregated to these “centers of global excellence” in India for attaining enlightenment and cultivation of peace and harmony.

These and many more residential *Gurukuls*, universities of ancient India provided education in harmony with nature and inspired the seekers of knowledge to adhere to the principles of peace, purity and righteousness as the cardinal principles for leading a dignified human life. The focus here was on integration of education with values, capabilities with virtues of humility and simplicity to serve the society and Mother Nature with utmost devotion and unconditional commitment.

It is my considered opinion before this august assembly of FRNV members, reputed corporates, acclaimed academicians and the doyens of government that the care and concern for the society, catering for local and global needs and service to society and Mother Nature should find an important space in the curriculum and should become an important aspect of higher education and research in our universities. I am confident, the Ministry of HRD and my fellow Vice Chancellors are committed to create such a bright future for our great democratic republic.

What is more important is to realize that the quest to attain the highest altars of prosperity was invariably associated with the unclenching commitment to *Parhit* ie to ensure the well being of the society at large that enabled the Indian mind to proclaim *Saha nau yashah saha nau brahmavarchasam*, as in *Taittiriya Upanishad*, i.e. together attain name, fame and glory and reach to the highest alters of spiritual enlightenment and material prosperity together. It is this essence of the ancient wisdom that we need to assimilate and integrate in our modern

university education so as to succeed in re-establishing ancient India's glory and global eminence in higher education.

It is my considered opinion before this august assembly of FRNV members, reputed corporates, acclaimed academicians and the doyens of government that the care and concern for the society, catering for local and global needs and service to society and Mother Nature should find an important space in the curriculum and should become an important aspect of higher education and research in our universities. I am confident, the Ministry of HRD and my fellow Vice Chancellors are committed to create such a bright future for our great democratic republic.

Professional Ethics and Morality

In the recent times, the world over, it has become quite clear that for the globalised economy to assure ever increasing quality of life of the people and to sustain economic growth and development in harmony with nature, the ethics and values practiced by the people will have a decisive role in dictating the destiny of the society at large and prosperity of the nation in particular. Professional morality specifically concerns the work activity being performed by those engaged in the productive work activity at various levels of supply chain of the economic system. Professional morality differs from one's personal and social values to a great extent as these are usually based on one's socio-religious background. Professional morality directly concern one's profession, in fact what you do in your professional work life directly affects the economy and the people. We do have a code of conduct for public servants and associated controls and mechanisms of punishments, if proved guilty, but these have not been able to ensure high levels of moral and ethical commitment to work activity and people have learnt how to tackle these provisions. There is, by and large, an absence of the professional codes of ethics and professional morality binding professionals such as managers, engineers, lawyers, values and assessors and a host of professionals whose work and conduct directly affects public safety and economic prosperity of the country. The professional societies, professional associations, industry associations, business associations take pride in having large membership but are seldom heard of enforcing professional morality in its members. But Codes and laws become effective if people in the society and profession have a natural habit of conforming to codes of ethics and morality such a natural habit creates moral and just society.

Privilege of the Profession

Every profession whether it is engineering, management, health services, administration or corporate or public governance is in its true sense a privilege to serve the people. Engineering and management profession is a privilege to serve as much as the profession of a medical doctor. This privilege of service entails professional responsibility, it requires social commitment, it demands firm commitment and resolve to protect the dignity and honour of the profession, it expects continuous upgradation of knowledge and skills of the professional

to excel in one's chosen activity domain and above all calls for a professional practice based to high ethical and moral foundation. It demands high levels of integrity and honesty, loyalty, fairness, impartiality, fidelity to trust, and inviolability of confidence and not submissive observance or remaining indifferent to wrong happenings. The privilege of the profession demands unconditional adherence to defined codes of practice and to its moral and ethical values. Professional morality ensures that the privilege of the profession is used to create individual and group excellence. It assures collective responsibility and benefits the organization by one's service. Successful organizations are those, which clearly define professional codes of ethics and conduct and bind each individual to these codes of practice. The benefits are both ways while the individuals contribute their very best to the organization being partners in progress, the organization grows stronger and prosperous and with its corporate goals and HR strategies in turn benefits its members of staff with rich dividends and rewards. Professional ethics and code of professional conduct have become a part of corporate value system and there is growing awareness and appreciation of their role in assuring corporate success the world over. The privilege of the profession to serve and excel can best be protected by carefully developing codes of ethics and conduct for the professionals. These should become a binding on its members and any deviation from the defined path should be strictly punishable or else the "privilege to serve" will become a "privilege to exploit". Corporate culture should integrate in its fold professional codes of ethics and codes of conduct of its professionals. There is also a need to evolve globally acceptable codes of professional ethics, codes of conduct and codes of professional morality to ensure adherence of ethical and moral values by all corporations engaged in global trade and business.

In fact time has come when like ISO 9000 systems of Quality Conformance and ISO 14000 global environmental protection standards, the international standards organization should evolve ISO 10000 as global, moral and ethical standards for corporations to strictly comply with if they wish to be global players in the world market. India with its deep-rooted understanding of human values and ethical and moral ethos could provide valuable inputs to the formulation of ISO 10000, the proposed global ethical moral standards for professionals.

Role of Educational Institutions

Educational institutions specially the those engaged in professional education can play a meaningful role in preparing a sound foundation for professional ethics and values in the students. Understanding and awareness of professional codes of ethics and conduct and their role in national building could be largely achieved by developing a mindset tuned to professional ethics in the students. This will ensure that on graduation they carry a high sense of social responsibility and a commitment to uphold the honour and dignity of the profession. Many leading universities abroad have setup centres for development of professional codes of ethics and conduct and have integrated them in the course curricula for example Illinois Institute of Technology has a centre for development of codes of professional ethics and conduct. Similar centers are in existence in the lead universities in the world. In India too there

is a genuine need for setting up of centers for the study of ethics in the profession so as to develop mechanisms by which professional codes of ethics are formulated and are integrated into the corporate culture in India.

Policy Interventions for fostering Values, Quality and Relevance needed:

The New Education Policy is on the anvil. Let our collective wisdom at this important meet generate the trajectories of policy interventions to revitalize even redesign the higher education in India to meet the emerging need for integrating education with values and align education to national and global aspirations.

We, in India, have a highly enriched spiritual heritage and are blessed with cultural traditions that provide a sound basis for cultivation of peace and harmony besides inspiring us to rise to the altars of humility and human excellence. We must therefore, effectively blend the wisdom of our antiquity into the modernity of our human civilization to support the resurgence of India to its global eminence. At AIU we have called upon our fellow Vice Chancellors, to work for effectively for integrating education with values and assure highest levels of quality of education, relevance of research, innovation driven growth of startups and enterprises and be a great force in supporting the resolve of making a New India, India of our dream, where education becomes an empowerment of capabilities, character and commitment to serve the society and the nation with fullest of dedication and to win back, for India its lost glory of global eminence in higher education and research in the new knowledge era.

Education policy for New India is urgently needed:

It is to note that heartening the committee to draft the New Education Policy is headed by India's eminent Scientist Dr. Kasturirangan and that the committee in the process of finalizing its report. The New Education Policy must come out with a clear policy framework that shall address the formidable challenge of Quality of Primary Education and Quality and Relevance of education and research in the Higher Education sector.

The New policy should be targeted to boost employability of professional education, from currently 15-20 % to 120% on one hand and ensuring relevance of research and innovations to the needs of the society and industry at home on the other. It should also meet the regional and global aspirations. We need to align India's Education Policy to National Development to pay attention to creating "Advantage India" from the efforts we invest in education and research and make education a powerful vehicle of societal transformation.

Unfortunately, the goal of successive education policies in the past revolved around increasing access in the name of increased Gross Enrolment Ratio, GER, in higher education and inclusive education being grossly misunderstood as driving everyone towards university education while focus on quality and relevance took a back seat. The net result being that we

have achieved significant increase in GER, currently just over 25% but with utterly low quality of out-turn and also low employability. After all you get what you plan!

So the prime question is whether the new education policy this time shall have a radical departure from the approach to policy formulation in the past?

AIU on its part in its submission to the New Education Policy Drafting Committee in November last year has made it clear that unless the new education policy is targeted to provide to the Nation a policy thrust to make education a powerful vehicle for National Development and attaining global esteem, education in India shall continue to reel under the crisis of poor quality and loss of values. The AIU document presented to the Dr Kasturirangan committee advocates for focus on “relevance driven excellence”, making Universities as the “Factories of Job Creation”, harnessing creativity and innovativeness by making universities as “Cradles of Innovation and New Enterprise Development”. The AIU documents also strongly advocates for autonomy of the universities and institutions of higher learning, but with a caution that autonomy and accountability should go hand in hand so that autonomy becomes “Freedom to Excel” and not the “Freedom to Exploit” as in past. It is here the role of regulators is not to prescribe the curriculum but to enforce quality standards and facilitate the growth of scholarship, knowledge creation and its translation into the wealth of the nation.

The AIU document further emphasized that while on one hand India is reeling under the crisis of loss of human values and lack of focus on national and global aspirations, the integration of education with values should form a strong pillar of strength of the new education system that the new education policy intends shall promote. The Vice Chancellors of Indian universities with the collective wisdom at their command should recommend to the Government of India to setup “10 Gurukuls of modern India” as the marvels for intellectual wisdom alongside nurturing universal values of “*Satyameva Jayate*”, Purity of thought and action, “*Mansa Vacha Karmana*” as ordained in the Vedas, Humility, Peace and Harmony that shall drive the agenda of Education for Global Peace and Sustainable Development.

I also want to see the inclusive education redefined. The inclusive education that the new education policy intend to promote should mean inclusion and integration of education with values, education for employability and entrepreneurship and education for Nation building. Let the signature towers of the universities of tomorrow be the Knowledge and Innovation Incubation towers and Centers of Human Development promoting universal human values, work ethics and professional morality, I propose.

Create Panchmirit of Academia, Industry, R&D organizations, Society and Government

Let we all keep the noble objective of “*Janani Janmabhoomishcha Swargadapi Gariyasi*”, that is, to transform our own Motherland as a haven on earth while at the same time serving the divine

cause of “*Vasudha ev Kutumbakam*”. I would also advocate for creating the Panchamirit of Academia, Industry, R&D organizations, Society and the Government so that we succeed in making our universities, in true sense, partners in progress for the success of our National missions of Make in India, Skill India, Innovation and Startups India and also meet the Sustainable Millennium Goals for which the nations of the world including India are firmly committed.

The recent 92nd Annual VC Summit at Sarnath Varanasi conducted in the august presence of His Holiness Dalai Lama invited its Vice Chancellors enrich their soul with the fragrance of spirituality in the divine abode of Sarnath and in the spiritual capital of the world, Varanasi, drink deep in to the fountains of wisdom that are behind and then march forward and stop not till the goal of resurgence of India's Higher Education is fully realized.

Concluding Remarks

The practice of professional morality by Indian engineers, managers and by all those involved at various levels of economic activity has become an essential requirement in today's globalised economy environment. Professional codes of ethics need to be evolved and these are to be integrated as a part of professional practice in all professional organizations. While the professional code of ethics for engineers could be evolved by Indian Academy of Engineering, the professional bodies like All India Management Association, Corporate Associations such as CII, FICCI and ASSOCHAM should also have well defined codes of ethics for practice of professional morality by its members. In fact the world over the value and worth of professional codes of ethics is being realized for a healthy global competition and for making professionals more responsible to the society and people at large. India with its deep-rooted foundation of scholarship and professionalism should take a lead in the direction of formulating codes of ethics for strict adherence to its professionals such as engineers, managers, lead assessors and for corporate organizations and members of industry and commerce associations. Knowledge of professional codes of ethics and importance of professional morality should also be integrated into the professional education system in India so that these are cultivated as a part of professional orientation of our students, the managers of future of this country.

May I hope that your efforts in FRNV, policies and progress of the government and the educational system in our institutions of higher learning and universities in India shall create a better for our people and lead our great nation to glory.

Restoration of Values through Education

-By Rakesh Mehta (Special Guest)

In a highly tech evolving and growing materialistic world, it is easy to lose grounding in civilizational values. In a world which only recognizes success and abhors failure, the pressure to meet current achievements makes us forget the need to follow our civilizational values. But this is a recipe for degradation of society. No doubt we have a long way to go to achieve material progress, but the need to base our material progress on ethical and moral foundations is vital for society to be happy. Happiness is not the same as material progress. GDP (Gross Domestic Product) is now being replaced by GNP (Gross National Happiness), though there is long way to go to define it. If Bhutan can do it, we should seriously analyze our own concept of Happiness.

We have a very rich civilizational heritage of thousands of years. But it is being more abused than used. For example the misfortune of some is seen as a result of his/her karma and explained away to be forgotten. Karmic law is not seen as a way of positive forward thinking about how to improve our current situation. It is precisely this forward thinking that led the Buddha to rationalize about the need to follow moral principles in one's life to improve the society's moral fiber. Techniques like Mindful meditation have evolved over centuries and are today guiding us towards redefining happiness. So there is a very rich past of persons who have given us the light to restore our national values. India is the only civilization which gave place to all beliefs from God believers to God deniers but did not persecute any belief system or its followers. This created a great environment of tolerance in the subcontinent.

What are these national values? In the 21st Century, in a globalized world we have to broaden our scope and understanding of values. First there are *Universal Human Values* as adopted in the United Nations which serve as guiding principles in understanding societies across the globe. These include the rights of life, liberty, justice, livelihood, non discrimination, security etc. Second there are *Indian/ Bharatiya Values* at national and community level which are a beacon before us. Third there are *Family Values* which are inculcated in the home and which are a powerful influence throughout life.

We are fortunate that we have a Constitution which our founding fathers gave us and which inscribes all the Universal Human Values which are worth cherishing. This is an evolving constitution ably interpreted by our judiciary over time and the rights of people to enjoy have expanded over the years. We need to have formal system of informing students about the cherished values in the constitution so as to become the foundational values for our youth. There need to be essays, discussion groups, debates, quizzes, project work related to different aspects of our constitutional values. These could be equality of gender, freedoms and their limitations and responsibilities in the Directive Principles, adherence to truth, creating trust as vital for a

healthy society. Opening libraries in villages and colonies to spread these ideas would be useful in encouraging the reading habit and awareness of values enshrined in the constitution.

Indian values are clearly defined in various cultural stories. The Bhagavad Geeta has values of compassion, tolerance, truth, peace, love, purity of thinking and many important human values emerge from a study of Gita. This can be done as part of moral education. Other Indian values are enshrined in thinkers of various sects like Jainism, Buddhism, Sikhism, Islam, Parsi thought. Ours is a unique civilization in as much as Hindu thought accepts all paths of self-realization and self-improvement being the highest goal. No other country in the world has such a subtle and deep sense of understanding of the creativity of the human mind. We need to celebrate it rather than be boxed in by singular based thinking in binary terms which is the order of the day. Tolerance, appreciation of other cultures, celebrating peace and its contribution to progress of society is important. It exists and only needs to be clarified through AWARENESS. It cannot be taught.

Family values are the most difficult as these are often compromised for immediate gain in the anxiety for meeting increasing competitiveness and the adulation for success and absolute rejection of failure. This only increases the divergence between values and the need to succeed even at the cost of forgetting values. E.g. black money is seen as a necessary evil and to be a government problem. But are we in society/family not encouraging it? When temporary advantage takes precedence over values, we weaken the foundation of our civilizational heritage. It may not mean anything at the moment, but it is a long term loss of values. This can be instilled only by parents, teachers, and society. We need to re-emphasize that our philosophical heritage is based on the realization of body and soul where the body is destructible and soul is immortal and that karmic law recognizes the value of soul consciousness. In this respect regular Meditation is useful in reinforcing the spiritual over the bodily achievements. Knowledge of the Third Eye of wisdom is deeply ingrained in our societal values but easily falls prey to immediate gratification of material gain of limited value. This distinction needs to be promoted by regular meditation practice especially in the youth.

Today the world is driven increasingly by fake news and the distinction between fact and fiction has disappeared. Fast pace of life is leading to greater psychological problems especially among youth. In the west they resort to opioids for relief and become addicted. We have to ensure that our values embody the practice of meditation among students as part of their value education as this will enable them to calm down and think logically and not be influenced by a fast driven data world where fact and fiction are interlaced. In conclusion, we need to have a more involved process of imparting values Universal, National and Family/societal in schools and homes.

India is well poised to be a leader economically, but it is doubtful if it is worthwhile to follow the material path of the western world who have wealth but no happiness, material gain but no peace, and are faced with having followed a path of material progress which is being increasingly questioned because of its impact on climate change and the prospect of destroying the environment irreparably. Should we not use our value system to redefine progress and happiness? The choice before us is complex and not easy to define because of our subcontinental size. But our forefathers saw centuries ago what the world leaders are seeing today. We have to live in harmony, peace and love with all beings on this earth to be happy. We have to nurture nature and not conquer it. We have to learn the art and science of tolerance, compassion, love, peace, purity and spiritual awareness.



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The belief:

"What advances a nation is... to lift up the best and the most gifted so as to make them of the greatest service to the country."

- JN Tata



Leadership with Trust

Why Education Needs To Be Value Based

-By Valson Thampu

If you were to consult Suddhodana, the father of Siddhartha, on this issue he would have advised you to the contrary. He was greatly worried at the pronounced ethical and spiritual sensitivities of his son. Imagine the son of a king not being interested in the power and pomp of kinship and becoming other-worldly! Suddhodana did all he could to 'tempt' his son out of such a calamity! In the past I have had many a parent express the worry that if their children are values-oriented, they would be misfits in the dog-eat-dog world out there! They didn't seem to realize that it is the rejection of values in personal and social life that created this dog-eat-dog world in the first place.

If for a change, you were to ask Marcus Annius Verus, the father of Marcus Aurelius (Roman emperor 161-180 AD), you would get an altogether different answer. Marcus trained his son to depend less on the pomp and paraphernalia of the palace and depend more on his own stature. He wanted his son to be respected more for who he was than for what he inherited. (By the way, this should be at the centre of the 'dynasty' debate today.)

Look through the biography of Cyrus, the King of Persia (576-530 B.C) by Xenophon, titled *Cyropaedia: The Education of Cyrus*. You will be struck by the amazing emphasis laid on ideals and values in his formation as a prince. Reading Xenophon's account, one begins to wonder if Plato did not derive his idea of the "philosopher-king" from the life and example of Cyrus. It is the values that Cyrus practised, not his military exploits, that endear him to us, nearly three millennia after his death.

Now think of a more recent instance - Sarah Feig, the mother of Elie Wiesel, the prolific author of Holocaust literature. Elie tells us that his mother was never bothered about how many marks he scored in class tests. "Did you ask in the class," she would ask her son as he returned home, "a relevant question today?" She was keen that her son should contribute daily to the liveliness of classroom learning. She emphasised giving more than getting. The worth of a person depends on what he contributes; and not on what he corners. Parents vary widely in their understanding of what is best for their children.

Perhaps half a century ago, most people would have been amused, even surprised, if there were a debate on whether or not values-education should be offered in schools. It was assumed as axiomatic that education without character-formation was a contradiction in terms. Even today, no one would deny outright the need for values-education; but would resent it obliquely. "Well, students are already over-burdened. Is it fair to saddle them with values-education too?" It is all right if school syllabi continue to swell in bulk with other subjects. Parents feel a secret pride that their wards attend tuition classes and coaching centres even at unearthly hours. But value education? The stock response is, "Values are caught, not taught". So, no separate curriculum space or class room time for values-education. Let the

young minds “catch” values.

Sure. We catch, say, common cold from the air. But, for that to happen, the virus must be there in the air! Which are the values circulating 'in the air' today that a growing mind may catch? Young people are catching a lot of things from the air, and the result is there for all to see. In ancient Athens it was taken for granted that the law makers (the counterparts of our parliamentarians and legislators) will lead such exemplary lives that from them the ensuing generation will catch values. I doubt if there is any ground for optimism in this respect today. As regards the traditional sources and authorities of values-formation -parents, religious leaders, statesmen, opinion makers, authors, even journalists, who were role-models in the past- there is very little on offer to young minds. That leaves them almost entirely with teachers and schools.

There isn't a single education commission report since 1947 in this country, which does not emphasize the need for values-education. To impart knowledge and skills without also creating the values-framework for using them in a socially-responsible and life enriching way is a dangerous enterprise. A nation, as is truly said, is built in her classrooms. What kind of nation is it that we want to build? A nation of unscrupulous self-seekers, who will thrive at the expense of all else, including the country?

It is superfluous, I believe, to debate whether or not there should be value-education in schools. The question to ask is, “Are we ready to undertake it? Are teachers available in schools who are trained and motivated enough for the purpose?” Sadly, in most institutions where value education is attempted, it is assigned to the most dispensable among the teachers, reflective of the prevailing attitude to this ingredient in education. The curriculum in vogue in our teacher education colleges is indifferent to value education. Teacher training is one of the weakest links in the chain of education today. The vast army of teachers we have, need to be re-oriented substantially if value education is to have a fair chance.

In making value education effective, the over-all environment of the institution - comprising the culture of administration, the vision and motive of the management, the work culture of the institution, inter-personal relationships among the teachers, student teacher relationships and even the hygiene and beauty of campus- plays a decisive role. In St. Stephen's College, emphasis is laid on keeping the campus clean and beautiful as we believe in the synergy between the learning mind and the milieu. Students are expected to be courteous not only towards teachers but also to karmacharis, upholding dignity of labour as an institutional value.

A moot question in value education pertains to the relevance of religion to this task. The decay of religion casts a shadow of cynicism over value education. In a context of pervasive hypocrisy in the domain of the sacred, it is inevitable that skepticism prevails about 'preaching' values. This stems largely from the abrogation of values on the ground. People lack opportunities to see how values work in real-life situations, even in religious affairs. Hypocritical religious leaders must bear a large share of the blame for the prevailing skepticism about value education.

This is further aggravated by two factors internal to educational institutions- the spirit of competition, which suppresses the spirit of cooperation, and the excessive importance attached to attaining astronomical results. The focus in teaching is on covering the syllabus and on producing mind-boggling results. This prevents students, as John Dewey argues, from realizing the intrinsic value of learning. Marks are all; learning and character formation are nothing. In such a system, students are hard-wired to the assumption that everything has only instrumental value. Even fellow human beings and vocations in life are mere tools to attain selfish ends. It is to be expected that value education would seem outmoded, even a dispensable impediment, in such a context.

Values-education must necessarily involve a partnership between parents and teachers. The first six, most formative years in the life of a child are spent at home. The foundation for future development are laid during this period. It is hugely helpful if parents were to desire their children to be good human beings, besides being excellent achievers. No teacher can substitute for parents in respect of values-formation.

Consider this inspiring instance from the early life of Gandhiji. Interestingly it happened in his first year at high school', making it strikingly relevant to our purpose.

The school in which he was studying was being inspected. Mr. Giles, the Educational Inspector, gave to Gandhi's class a spelling test. The young lad got the spelling of 'kettle' wrong. Alarmed at this, his teacher prompted Gandhi to copy the correct spelling from his neighbour's slate. The student refused, with the result that "all students, except myself, were found to have spelt every word correctly. Only I had been stupid." (*The Story of My Experiments with Truth*) The inspiring thing is that the young lad chose 'being stupid' in the eyes of his teacher and classmates to resorting to unfair means. Surely, the credit for laying this firm moral foundation goes to his parents; his mother in particular. Not many realize the link between this moral strength in the face of adversity and the attainment of India's freedom. The seed of our freedom was sown in a home. It sprouted in a class room. Its sub-continental foliage spread wide enough to accommodate our aspirations for freedom. Small wonder Gandhi continued to emphasize, all through his life, the necessary connection between freedom and truth. Values comprise the bedrock of human freedom.

A major hindrance to value education in schools is that formal education is abstracted from life. Values belong to the experiential sphere of life. That's why we say values are best caught than taught. Values can be caught only from experiences. Yet, formal education excludes real-life experiences altogether. But this is remediable. Teachers, properly trained and motivated, in partnership with parents, can ensure that students are provided experiential opportunities for internalizing values.

The idea that value education is an obligation imposed by departmental or executive diktats on students is unhelpful and myopic. Values are basic to learning and growing up. Consider, for a moment, the values that distinguish a good student -love for

the subject, humility (willingness to listen), capacity for regularity at work and team spirit, respect for teachers, concentration cum distraction-management, punctuality, a caring attitude to oneself and to others, integrity, fairness to all, a sense of larger purpose in life, and so on. Without adherence to these values, it is unlikely that a student fulfills his or her potential in learning and excelling, lifelong. The quintessential truth is that values safeguard the value of life. So, they are not impositions but investments.

One of the most important values that need to be specially promoted through education today is the capacity for rational and objective thinking. Too much of authoritarian regimentation, which happens to an undesirable extent in education under pretext of 'discipline' and pursuit of excellence, is turning students into mental automatons. Education, said Carlyle, should produce thinkers, not believers. Homogenizing the learning process and stifling the spontaneity of students are to be deprecated. It suppresses originality and farms stereotypical minds devoid of initiative and creativity.

It is imperative that the learning environment is enriched with variety and diversity. The so-called 'posh' schools tend to be socially homogenous. They are, besides, more abstracted from social realities than their less glamorous counterparts. To that extent, they afford less stimulating contexts for education in general, and values-education in particular. They undermine the two most important aspects of the learning and growing-up process: developing the skill to live with differences and growing in one's awareness of the larger context. In a homogenized learning environment -a byproduct of astronomical fee structures- the growing minds are deprived of the stimulation and mental freedom that diversity alone can afford. Posh schools promote 'elite' attitudes, which militate against universal values. Values-orientation and socio-economic elitism cannot coexist.

My four decades of experiences in education convince me that values-education is a necessary fillip to excellence in education, especially excellence in lifelong learning. It has a subtle, but salutary, influence on the learning milieu, making it conducive to pursuit of excellence of the humane kind. By promoting reverence for life, and positivity towards its many opportunities, values-education makes the individual student a happy and wholesome person as well as a richer asset for the society. It improves the classroom ambience, by enhancing student-teacher relationships. Above all, it ensures that education stays geared to nation-building and social transformation.

“Paropakaraartham Idam Shareeram”

The body has been given to us in order to benefit others.” The body is given for doing good to others. God is in our heart. The human body is a temple of God. All beings are visible and moving temples of a living God. Therefore, have the desire to serve God through all living creatures. Let your life be filled with this ideal of doing good to others.

Value Based Education

-By Vaishali Nitturkar

On one of my evening walks, I saw a trail of ants crossing my path. I was intrigued by the sight, so I decided to stop and observe what is happening. I saw that there was a line of ants moving from left side of the road to the right side of the road and they were all carrying food items and what I thought were bits and pieces of plant material (leaves, grass etc.) to their home for some construction. The line of ants carrying food was protected by the soldiers on both sides, facing away from them, stringers ready to strike at any dangers that they may encounter from outside. I also observed some of the ants were not carrying anything but they were behaving as though they were directing the march, making sure all ants are moving well and in the right direction. There was perfection in all that I saw. They all knew what each of them was supposed to do and they seemed perfectly happy doing it. No one seemed to complain 'why me' or 'why not me'. After about ten minutes of wonderment at what I was observing, I hopped over their march and returned home.

I kept thinking about the ants. I wondered what kind of education these ants may have received to be able to work in such perfect harmony. What kind of values were they taught? How were they taught this? Did they learn it from their elders? Or did they just observed what their elders did and copied it. Did it come naturally to them or were they trained? Whatever it was, it was working very well. The ants were working harmoniously as a team. The more I thought about the ants, the more I realised how all animals have a system and order. I also remembered how many animals live in harmony with the nature and do not display greed. They take only what they need from the planet, not a grain more. I have never seen or heard that a pride of lion killed zebras for fun, or to save it for future needs. I have never seen or heard of elephants troubling or bullying smaller animals for the sake of entertainment, even though they have the power to do so. I have never seen or heard about any animals' species taking more than what they need now, other than us human beings. Why are we different? Have we been given the power of discretion, to gather ever more than what is required or power of choice, to choose evil over good; short-term gratification over long term good? Then why are we constantly driven by fear and greed and not love, peace and compassion?

This brings us to our education, which begins in the womb and ends in the grave. But the society has mistakenly believed that education is only during the day time of the period when parents have paid the fees for a school to teach their children.

So, what could be the objectives of value-based education?

I believe that value-based education should develop three dimensions in students namely Employability, Morality and Humanity. The responsibility of developing these three

dimensions in children lies not just with the school, but also the family of the child and the community at large. Let us look at these in detail:

1. ***Employability:*** Parents send their child to school with an expectation that the child will gain necessary knowledge and skills to be employable and earn good living for self and family. The education system should be designed in such a way, that it should impart knowledge to match the future working life requirements and necessary practical skills for the child to be able to apply the knowledge gained. Both the school and the family of the child have a responsibility to work in unison to make sure the child develops both scholastic and co-scholastic skills to be able to become employable in future.
2. ***Morality:*** According to me, these are a set of values which are required to be a part of a community – which is to follow the 'law of the land'. Following traffic rules, not littering the roads, standing in a queue for your turn, being punctual, good manners etc. all come under Morality. The students will follow 'the law of the land' because they know there will be consequences for not following them. The society makes sure that the citizens live by certain moral code. Our education system should expose children to this moral code from early on, so that they can grow into responsible citizens of the society.
3. ***Humanity:*** This dimension includes love, empathy, compassion, tolerance, courage, humility, discipline, generosity, contentment etc. This is different to the first two, for this cannot be taught but the kids absorb it from observing what is happening around them, at home, school or society. The children can be exposed to these values through stories and experiences. We also need to remember that children learn through observation. If they see that their teachers, parents and community at large are 'being human' then they will practice it too. If the society accepts or respects the corrupt or the bullies and baddies, they come to accept that as norm. If society rejects such people and respects people with high values, then the new generation comes to embrace it. Otherwise, why did people in Japan peacefully and harmoniously stand in a queue to receive their government distributed rations after a recent earthquake where they had lost all? The strong did not trample the weak to corner the ration for themselves. Would that happen in India of today?

This three-dimensional approach of a value-based education in any country will lead to a world where all have equal opportunity to earn and move up the ladder, while being responsible citizens and better human beings! Decades ago, Gandhiji said the primary goal of a balanced education is to develop the head, hands and heart of the child. Many countries around the world have adopted this philosophy. In my recent conversation, an educationist from Japan told me that, “our education system strives to train three things to our students, to

be at peace with self, to be at peace with the society around them, and to be at peace with the environment.

We seem to have lost our way somewhere along the way. Can we course correct towards value based education in India to take it towards equitable, just, prosperous, happy and peaceful community that the world learns from?

Think different for Answers

-By K L Mohana Verma

The commonly accepted yardstick of success in the present society is achievement, in one or more areas like power, wealth, fame and status.

The result is that every activity in education in all societies throughout the world is biased and focused on wealth creation. This trend increased when consumerism slowly and steadily overpowered our other emotions. We clamor for values in education; but are unable to stop the rapid adaptation of the education system unknowingly encouraging the clamor for wealth created by and for expanding consumerism. In my opinion, success is not measurable. It is the happiness and satisfaction in life. This idea is vaguely in our minds and very often, we try to bring good or positive changes in our lives.

I remembered an old personal experience with my eight year old grandson, Adwaid. Once he came to me with a handwritten notice of the Christmas celebrations he and his friends in their residential apartment complex were planning.

I narrated this true story to about 15 persons in the educational field, including two well known celebrities at the national level and asked them to guess and tell me as to whom Adwaid and his friends selected as the chief guest. I was stunned. Only one could give the correct answer in spite of the fact that I gave all of them three options and whatever inputs they wanted about the children and their parent's stature to get VIPs easily for the event.

The chief guest was the watchman of the residence complex. It was a tragic but real fact that only 1 out of 15 of the experts in the field could enter into the mindset of the children. Of course in all cases they countered it almost convincingly with their wisdom and ability to find excuse for not finding the seemingly obvious answer. It was almost as if the children were at fault for not selecting their choice.

It was for me an indicator that something is wrong somewhere.

Let us try to find it out.

Value Based Education in the 21st Century

-By Apoorva Lochan

Education was meant to develop complete human beings, who are an asset to the world we live in. Various aspects of a holistic system of education, which are supposed to foster the development of various aspects of students' life, are briefly mentioned hereunder:

Intellectual Development: To foster a deeper understanding of the world that we live in, as well as to develop the faculty of rational thinking & ability to analyze the events around us suitably, which would lead to a more meaningful life that would include success in one's chosen profession.

Physical Development: which would imply that each individual would have developed good stamina, sufficient strength & reasonable flexibility, which would enable him to enjoy an energetic life, with minimal ailments.

Mental Development: Geared towards strengthening the MIND, leading to a balanced person who is in control of his senses & does not get swept away by the various negativities of the mind viz. Anger, Fear, hatred, jealousy, greed & ego. Such an individual tends to lead a balanced life, where he does not react to the various situations in life, but instead responds with a calm mind, leading to optimal decisions in most situations of life.

Spiritual Development: This aspect of education is geared towards development of eternal human values like – compassion, honesty, bravery, humility, empathy, etc. The focus here would be in enabling the individual to live in harmony with all elements of Nature, including all living beings, without abusing any resource or being, that may eventually upset the natural balance. Spiritual education would primarily aim to instil a sense of selfless Service, wherein each individual would see the world as his family, on lines of "*Vasudeva kutumbakam*". Such individuals would, through their own self discovery, realize that a life well lived, is a life lived in the service of others; These people tend to be a great blessing to this Creation, regardless of which part of the world they are in.

The status of Education today

As of today, education primarily focuses on the first aspect of human development viz. Intellectual development, which results in brilliant scientists, doctors, engineers, managers, architects, software professionals, etc; Many of them would be brilliant at the work they do, but would quite likely to be physically unfit, suffering from ailments related to a fast paced life style. Most of them would be prone to psycho somatic ailments, as they were never taught the importance of keeping the mind healthy, forget about how the methodology of keeping it healthy.

A combination of greed, jealousy, fear & ego, drives top notch professionals/ business leaders to the ground, as they work long hours sacrificing their physical & mental health, at the cost of their family! Unfortunately, most of them realize what they lost out rather late in life, which then leads to more pain, leading to depression, substance abuse, etc.

The way out

1) *Physical development:* 30-45 minutes of DAILY physical exercise, which is age appropriate & fun to do, should be an essential part of the school regime. It should be kept in mind, that the students gradually increase their stamina, strength & flexibility, depending on their capability. The various exercises could include Yoga, running, playing different sports, swimming, rope climbing, etc. There cannot be any one size fits all kind of benchmark, instead the students should be constantly encouraged to better their own performances all the time; this ensures that they do not remain in the competitive frame of mind, but are always trying to better themselves, very much akin to the concept of KAIZEN.

2) *Mental Development:* This is perhaps the most essential part of education, which is completely ignored by almost all the schools across the globe. Mental exercise routine should be set on a daily basis, which would enable the students to strengthen the Mind & overcome the various infirmities that remain therein; It goes without saying that the approach to such a mental health regime has to be completely secular, so that there are no controversies about clashes with any religious beliefs.

A healthy mind at this stage of student life, would be like a rock solid foundation for the rest of their lives, where none of the 'storms' neither various vicissitudes of life would be able to shake them. Mental training would teach them how to gain mastery of the mind, which would bestow them with various benefits, shared here under:

- *Enhanced concentration, which is required in every aspect of life;*
- *Overcome various Fears, that prevent them from participating in life;*
- *Be more self disciplined;*
- *Be more pro active in life, rather than being more reactive;*
- *Have an enhanced ability to comprehend & memorize;*
- *Ability to overcome the various negativities of the mind viz. Fear, anger, hatred, greed, jealousy & Ego.*

Students who are able to attain mastery of the mind at a young age, even before attaining puberty, are more likely to be less distracted by the growing up pangs of the teenaged years.

3) *Spiritual Development:* This is perhaps the most subtle aspect of education, which needs very deft handling, as it has to be done in a manner, where religious sensitivities are kept in mind to avoid any kind of controversy. Children could be on a daily basis required to feed the other living beings, either towards the end of their Tiffin period or another suitable time; they

should be increasingly be involved in keeping their classrooms clean & occasionally cleaning the wash rooms that they use (this is an uphill task in India, due to various stigmas attached with it, but if done sensitively from a young age, kids shall learn to accept it) Once a month, they should be taken to an Orphanage/Old Age home/Blind School/Schools for the Spastics/Slums and made to spend a day with them, in terms of offering '*seva*' to them, in an age appropriate manner.

Couple of times in an year, they can be taken to the river shores, to clean them up. Just around the onset of the Monsoons, they should be asked to plant at least 05 trees & take care of them for the next 25- 30 months.

Occasionally, they could be taken to feed the homeless. Students should be encouraged to donate part of their pocket money for any of the above mentioned causes, which could instil the habit of '*giving*' from a very young age.

There could be many more such activities, which could be done primarily to gradually '*open up the heart*' of the students; If they are continually, exposed to such activities either at home or in school, then they are most likely to grown up into compassionate human beings, who have experienced the '*joy of giving*'. Increasingly, the fabric of society is crumbling & thanks to the proliferation of internet & Social media, the children are prematurely exposed to the adult aspects of life. This has resulted in young kids experiencing stress like never before & taking to substance abuse & crime. It is absolutely imperative that holistic education should be offered in our schools in an effective manner, which shall ensure that our future generations not only become outstanding professionals, but more importantly they become compassionate & honest human beings, having the ability to live for others and be the change agents for ushering in a more humane world.

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Values and Ethics for Public Services

-By B. P. Mathur

Good governance is essential for prosperity and development of the country. An essential component of good governance is an ethical and value based public service. Unfortunately in India, public services do not possess the requisite ethical and moral compass, as a result of which, the benefit of government's programmes, schemes and services do not reach the people and we continue to be trapped in poverty and backwardness.

Values are the foundation on which civilized societies are built. History tells us that civilizations, empires and nations have collapsed for want of values. Values are the invisible wealth of an individual, a community and nation and guide our path through the rough and tumble of life. A person with strong values or character sticks to his principles and is not swept away, in crisis or under pressure. Swami Bhoomananda Tirtha while launching the Foundation for Restoration of National Values (2008) had observed, 'Bereft of value enrichment and the resultant strength, human life is bound to degenerate grievously. For this reason our ancient thinkers devoted their whole life to a ceaseless value enunciation and enrichment.'

Modern democratic governments are founded on the bedrock of high ideals of freedom, liberty, justice, equality and dignified living for every citizen. The American Declaration Of Independence (1776) states, "All men are equal, that they are endowed by their creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness". The Declaration of Rights of Man and Citizen, the fundamental document of French Revolution (1789) states that "Men are free and equal in Rights; All citizens being free are equally admissible to all public dignities, places, employment; Citizens be guaranteed rights of liberty, property, security and resistance to oppression and freedom of speech". Similar ideals have been enunciated in the preamble to the Indian Constitution which promises to secure to all citizens: Justice, Liberty, Equality and Fraternity. These ideals can be achieved only if holders of public office, both the elected representatives as well as public servants, entrusted with the task of running the government have ethical moorings.

There is a remarkable consensus amongst all the countries of the world about the fundamental values that lie at the heart of public management and administration. The holder of a public office is a trustee of public power attached to that office. The power should not be abused or misused, for that would amount to betrayal of the trust. Due to forces of globalization and liberalization and fast pace of technological advance, public managers all over the world face unprecedented challenges and it is important they behave ethically to maintain people's trust in government. Following cases of corruption and financial scandals which have been surfacing from time to time all over the world, the Governments in most developed countries have been giving a great deal of importance to ethical behaviour on the part of holders of public office and have enacted a value and ethics code to guide their behaviour.

In the **United Kingdom**, a Civil Service Code was promulgated in 1996, which was modified and amplified in 2006, to improve the efficiency of Civil Services. This Code was drawn following the recommendations of a Committee on Standards of Public Life headed by Lord Nolan. The committee laid down seven principles of public life: *Selflessness; Integrity; Objectivity; Accountability; Openness; Honesty; Leadership*. The U.K. Civil Service Code emphasizes that civil services are accountable to the public and need to meet the highest possible standards in all that they do. The Code forms part of the terms and condition of service of any civil servant. The Code lays down four core values: integrity, honesty, objectivity and impartiality. *Integrity* is putting the obligations of public services above your own personal interests; *Honesty* is being truthful and open; *Objectivity* is basing your advice and decisions on rigorous analysis of the evidence; *Impartiality* is acting solely according to the merits of the merits of the case and serving equally well Governments of different political persuasions. These civil service values have now been placed on a statutory footing under the Constitutional Reform and Governance Act 2010.

In USA, as part of the initiative to promote ethics and financial integrity in the government, the Congress passed the Ethics in Government Act in 1978 that, among other things, established the US Office of Government Ethics (OGE). OGE set up in 1989, exercises leadership in the executive branch to prevent conflicts of interest on the part of government employees, and to resolve those conflicts of interest that do occur. It establishes the ethics programme requirements which the ethics offices of each ministry/ department are required to fulfill. OGE has issued general principles that broadly define the obligations of public service.

Underlying these are two core concepts:–

- a) *employees shall not use public office for private gain, and*
- b) *employees shall act impartially and not give preferential treatment to any private organisation or individual.*

The OGE ethics infrastructure includes four elements — enforceable standards, a financial disclosure system, a programme of training and counselling, and enforcement mechanism. OGE also provides leadership in ethics training to executive branch officers. The ethics programme is designed to provide alternative to relying strictly on law enforcement efforts to address wrong-doing by emphasising prevention measures.

Other advanced countries such as Australia, Canada and Singapore, all known for high standards in public administration, have enacted a values and ethics code to guide the behavior of public servants. The United Nations recognizing the evils of corruption has adopted an International Code of Conduct for public Officials in 1996 and recommended it as a tool to guide public officials of its member countries.

India- lack of an Ethics infrastructure

In India, there is an absence of ethics infrastructure to promote a honest and efficient civil service. While government has framed conduct rules for its employees known as Central Civil Services (Conduct) Rules 1964, it is a highly confused document which runs into 17

pages with 44 amendments. The rules are more in the nature of “do's” and “don't's”. The rules covers issues such as government servants contact with press and media, consumption of intoxicating drinks, sub-letting of government accommodation and whom one cannot marry. The conduct rules require reporting to government, purchase of immovable property or gift received beyond a certain monetary value. In a belated move, in December 2014 government added an amendment to the rules requiring government servants to maintain integrity, accountability, transparency and devotion to duty and a couple of other similar homilies. However, the key issue is: is there an ethics infrastructure so that these instructions could be followed?

One of the major reasons of lack of ethical behavior, indiscipline and misdemeanour on the part of public servants is the lack of an effective machinery to punish them. The CCA (CCS) [Central Civil Services (Classification, Control and Appeal Rules) 1965, provide the procedure for take disciplinary action against a delinquent public servant. Numerous clarifications and amendments to the rules have been issued over time and it is a nightmare to interpret them. The rules provide for conduct of an enquiry before any punishment could be imposed. The procedure is long and tortuous, and cushions of safety are built in favour of the employee. It is high time that both the Conduct and Disciplinary Rules are junked and rules are simplified and modernized so that public servants feel inspired to perform their duties honestly and ethically. Simultaneously there should be provision of quick and summary punishment to delinquent employees who have violated ethical norms and committed dereliction of their duties.

The Commission to Review the Working of the Constitution (2002) headed by Justice Venkatchelliah had observed, that constitutional safeguards have in practice acted to shield the guilty against punishment for abuse of public office for private gain. The Commission suggested revisiting Article 311 of the Constitution to ensure that honest and efficient officers are given protection and the dishonest are not allowed to get away. The Second Administrative Reforms Commission has expressed similar views.

The 2nd Administrative Reforms Commission in its report on Ethics in Governance (2007) and Personnel Administration (2008) had recommended that civil service values which all public servants aspire should be defined and made applicable to all tiers of government and parastatal organization. The Code of Ethics should include: integrity, impartiality, commitment to public service, accountability, devotion to duty and exemplary behaviour. Any transgression of values should be treated misconduct inviting punishment.

Sometimes people question whether ethics and values can be inculcated through legislation. While it is true that we need a suitable environment for people to be moral and ethical, it may be pertinent to remember words of Martin Luther King, the famous American civil right activist, “While it may be true that morality cannot be legislated, behavior can be regulated. It may be true that the law cannot change the heart but it can restrain the heartless. It

may be true that the law cannot make a man love me but it can keep him from lynching me.” It is time Government creates suitable ethics infrastructure and lays down a statutory Code of Ethics for Civil Services and fundamental values governing public servants. Violation and breach of Code of Ethics should invite sanction and punishment under the disciplinary rules. This is a sine qua non for creation on an honest, value based public administration in the country.

Fables and their importance in day-to-day “Life Management”

-By Vinod Krishna G.

The Myth: The story of “*Parayi petta panthirukulam*” is retold several times. It's a famous legendary folktale in the northern part of Kerala. Vararuchi, a wise Brahmin who was destined to married an outcast lady (even though, he tried to avoid), who gave birth to 12 kids on a journey. The lady left the children as per the order of her husband, who advocated the philosophy that, if the child is having a mouth, he will be given food and be taken care of by God himself. Decades passed Vararuchi and his wife passed away. The forsaken children were brought up by several people who belong to different social strata, caste, environment and circumstances. All of them matured according to the environment they are brought up. Some became poor, some became rich, and some followed aristocratic, elegant, pedagogical and scholastic nature as their step-parents.

Societal Aspect: Let's have a close observation on the Management aspect of this story. The environment which any kid is brought in will have influence in shaping his character, identity, the chosen career by him etc. The Socio-economic factors and parenting are key determinants what shapes the personality of a person. According to Wordsworth and Sigmund Freud, the culture has deeper roots in the familial aspects. The child grows up according to the culture of parents and this culture influence the “cultural wisdom,” and certain values and skills are passed on to him/her. In early childhood, these cultural differences become increasingly significant and influence the character of the person.

It is hard to infuse good values and character in the later stage of life because, once the habits are formed then it is not easy to change them. Therefore, Values-Based Education plays a very significant role in inculcating good values and character.

School Education and Values

-By Dr.(Mrs.)Daya Pant

Education is necessarily a process which nurtures values to equip the learner lead a satisfying life in accordance with the cherished values and ideals of the society. Nurturance of values in schools has been emphasized in the educational policies since independence (Kothari Commission, 1964-66, National Policy on Education 1986, National Curriculum Framework, 2000, National Curriculum Framework, 2005). The schools have not been able to keep up with the ever increasing challenges of integrating values with learning of content.

The National Policy on Education (1986) and the Programme of Action (1992) tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India's report on Value Based Education (Chavan's Committee Report, 1999) provided impetus to resume work on value orientation of education. The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), asserted that "Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within" (p.8).

The National Curriculum Framework (NCF) 2005 articulated the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society (p.2). It emphasized Education for Peace as one of the national and global concerns. Education for peace/values has emerged as a perspective of holistic education, globally, to contain the rise and spread of violence. In such a perspective the role of education is to nurture attitudes, values and skills for living in harmony with own Self, others and Nature.

Education, however has become synonymous with employability; preparation for the world of work. The focus on achievement to the neglect of the affective and social goals has created alienation between head and heart. Students are nurtured in a spirit of excessive competition get trained right from the beginning to relate to aggressive competition and knowledge detached from social contexts. Quality of education should be considered in a more holistic and expanded manner not in fragmented terms or in terms of number of years of

schooling but the quality aspect of the development of the individuals as whole persons and full flowering of the human potential and character building.

The problem of declining values is multi dimensional arising out of combination of major social forces such as globalization, cultural diversity, materialism, consumerism, commercialization of education, threats to humanity due to climatic changes, environmental degradation, violence, terrorism, etc. 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 life styles, endless desires, misuse of science and technology, pessimism, sense of alienation and other negative consequences. The biases and hostilities often trigger conflicts and violence. The worst sufferers are children, women and poor. The unprecedented violence: locally, nationally, and globally has made schools, which are meant to be the nurseries of peace, transmission points for violence.

Mass media has senselessly gripped our children, and assaults them with information, views and prejudice in a manner that young minds can hardly discern or judge. Drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role model are witnessed more often than ever before. Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting The very nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to deal with the challenges of ill effects of mass media.

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 rights, education, non-violence education etc. The National Curriculum Framework (NCF) 2005 has suggested a holistic and integrative approach to education in values. Holistic has two connotations. The first one is related to the individual. According to this, the development is multidimensional i.e. the physical, intellectual, emotional, social and moral developments are interrelated. An individual progresses on most of these aspects simultaneously. It is not feasible to progress exclusively in one domain without at least some progress on others. Hence, the overall holistic development has to be the target of value education efforts. Second connotation relates to the environmental context. The individual is situated in a social milieu and her interaction with the family, teachers, schools, peers and neighbours influences her personal development. It is

It is important to take cognizance of his entire familial and community context in the process of education for 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 system 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 have to be scrutinized with regard to values propagated by them. 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 viz. elementary, secondary and senior secondary and even the supplementary reading materials relate value concerns through the content, exercises, examples and question/ discussion etc. If these are not consciously developed to incorporate values and focus on them during transaction, it is missed opportunity.

The individual child can be made to understand and appreciate values and develop inclination towards ethical behaviour but the family and community also ought to reinforce the efforts made by the school. The efforts for values nurturance must include family and the community. The school has to become the locus of community development as well.

The approach to be adopted towards nurturing values requires conscious attempt and proper planning. Teacher-student interaction requires a great deal of warmth and consideration of diversity of talent. It requires pedagogical skills among teachers to integrate the relevant teaching strategies and values in their lessons in different subjects or in other activities outside the classroom. Not only the subject matter but the total school climate needs to be geared towards value education.

This approach takes cognizance of the cognitive capacities of the different age groups of children. The primary/ years comprise the formative period of their lives. At this stage children's' capacity to listen are limited but they are very curious, they tend to ask many questions, their psychological characteristics demand that they be enabled to develop feelings of confidence, sharing and 'other orientation' while working in groups, they must be enabled to express feelings of delight, dislike and anger in acceptable ways. 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.

The middle school stage children' capacity to reason and think rationally is limited, they begin to grasp abstract thoughts and reason as to why some behaviours are right and others are wrong. Their ability to do more complicated, intellectual tasks improves and problem solving abilities begin to develop. So this stage is appropriate for encouraging interest in others' cultural practices, for developing appreciation of cultural diversity. Children also need to be involved in activities for protection of environment, and other events, customs and social phenomenon which affect their attitudes towards society. So they need to be sensitized to the basics of becoming responsible citizens equipped with secular and democratic attitudes. They need to develop skills for staying away from conflicts and various forms of violence are crucial at this stage. Their maturity to understand corruption, violence, and hatred, particularly the misleading, violent and unhealthy content in media is also crucial.

At the secondary and senior secondary stage, children grow in understanding in every sphere. They gradually become aware of their identity and are on the threshold of becoming independent persons though not 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, their skills for rational thinking, communication, self-discipline could be strengthened by open discussions on social issues. They need facilitation to initiate to 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.

Schools have to be encouraged to implement curriculum, in a way that hidden spaces that work against value nurturance are identified and reorganised. The schools policies, physical resources, teachers, classroom practices, pedagogical strategies, programmes and evaluation system in the school must be scrutinised from this perspective. Integrated approach is considered 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. Role of state level agencies, school personnel, teachers and teacher educators textbooks and other textual material need to be examined and appropriate intervention must devised with regard to their potential to nurture values. Last but not least the home and community partnerships and sense of awareness about the influence of media on cognitive distortions also be an important concern of value education efforts.

“Non-hurting, truthfulness, non-stealing, hygiene and sensory regulation are the epitome of our National Values and virtues, to sustain all-fold good, welfare and growth”

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Understanding Values based Education

-By Sushil Jain

The scope of such education is to understand one's purpose, or goal, both as an individual, and as a participant in society, and develop the commitment, competence & practice to fulfill these goals. Education should facilitate students to have the right understanding, perseverance, and the practice of living with "definite Human conduct" and participate in the development of a humane society. Education should produce true leaders.

Present Status

Our education system has focused on the skill aspects (learning and doing), the "How to do" part of education. The aspect of understanding "What to do" or "Why something should be done" is assumed. No significant cogent material on systematically understanding is included as a part of the curriculum.

With skills being the priority, the values aspect is largely missing in our educational institutions, and consequently in society, the manifested problems have ranged from self-centeredness, acute competitiveness and insensitivity towards others – to indiscipline and violence in various forms, addiction to drugs etc. In the extreme cases, depression and apathy towards life itself, leading to suicide.

While the need to address this has been felt quite acutely worldwide, one significant impediment in introducing values based education has been the lack of clarity on the vision, methodology and the availability of necessary wherewithal to incorporate it in the present teaching-learning environment.

However, in the past several decades a significant headway is made to address this issue in India and abroad. Lots of good material on this subject is available online from. We can all learn from each other and evolve to the next level of human development.

Several technical universities in India have included foundation course on Human Values and Professional Ethics, developed by IIT Professors in 2010, with amazing results. Text book and teacher's manual are available. Teachers are trained through 8-day workshops.

CBSE developed a Value Education Kit in 2012, which consists of a Values Education Teachers Handbook and a CD with eight songs symbolizing the values of peace, solidarity and respect for nature. Recently, lots of good work has been done in Delhi schools.

Teachers Training is essential to VBE

It is important to prepare teachers in Values Based Education, who will have the responsibility to teach this subject. Once they go through the training, they are able to refine their personal perspective on values based education, on education, and on teaching, and start living accordingly; they are equipped to share the content effectively. They will be the resource persons who will be taking the VBE further.

We must make more efforts at all levels to fulfill this need of training and inspiring teachers to spread VBE through schools, colleges, universities, training institutions.

Guidelines for Values Based Education

Effective and widely acceptable guidelines for value education have been drawn up to help decide what would qualify as a course on value education:

Universal - Whatever is studied as value education needs to be universally applicable to all human beings and be true at all times and all places. In addition, it should not depend on sect, creed, nationality and gender etc. So it deals with universal human values.

Rational - It has to be amenable to reasoning and not based on dogmas or blind beliefs. It cannot be a set of sermons on Do's and Don'ts.

Natural and Verifiable - We all want to study something that is natural to us. Being natural means, it has to be acceptable in a natural manner. When we live on the basis of such values that are natural to us, it leads to fulfillment i.e. it leads to our happiness, it is conducive to other people we interact with, and the interaction with nature is mutually enriching. We also want to verify these values ourselves, i.e. we don't want to assume something just because something is stated, rather each one of us will want to verify these to find out whether they are true for us. This can be done by both checking for validity within ourselves, as well as something which we can implement in our living and observe its outcome.

All encompassing - Value education is not merely an academic exercise. It is aimed at transforming our consciousness and living. Hence, it has to permeate into all dimensions of our living, namely, thought, behaviour, work and understanding/realization; as well as all levels namely individual, family, society and nature.

Leading to harmony - Finally, value education has to enable us to be in harmony within and in harmony with others. Hence, when we live on the basis of these values, we start understanding that it will lead to harmony in us and harmony in our interactions with other humans and the rest of nature. That leads to human conduct.

“Mother and Motherland are greater than even heaven”

Janani Janmabhoomishcha Swargadapi Gariyasi

So do not entertain or allow any thought, word, or deed harmful to the Nation. This is a paramount value, which places Nationalism and patriotism in a pedestal, that excels even the best religious rewards. Let religious thoughts remain where they are. In loving the Motherland, and striving to make any adjustments, self-denials and sacrifices, no Indian should lag behind and plead guilty. Everyone has to be in the forefront. Motherland and the other Nationals are the first to count. Do not court dilution or disregard in this simple, but great value.

The goal is happiness here and now. It puts forward the proposition that the basic human values are inherent and intact in all of us, what is needed is to be aware of them. When we follow what is innate in us, we derive joy and happiness. The listener is free to do self investigation and self exploration and come to his own conclusions.

Summary:

Values Based Education is the key to overcoming the unnecessary issues facing the societies world over. It will enable us to live a prosperous, happy, joyful, peaceful, meaningful, and mutually fulfilling and enriching life, we all wish for. Adequate support in terms of contents, and resources is available. Preparing trained and inspired teachers who live a values based life shall be necessary to achieve the goal.

Leadership at all levels must see this as an opportunity and make it an essential part of their vision and create a national movement.

Role of Value Education and Quality in Life

-By Arvind Kishore Prasad

Our defined National Values consists of discipline, restraint and the ideal to stimulate the consciousness of all to achieve the following: *“Eradicate inner constrictions born of selfishness and greed, Imbue a warm fondness for society and concern for the collective good, and Build sufficient inner strength and character, in the individual, family and society as a whole.”*

In order to attain the above, it is imperative to bring 'Quality in life', which can come through values-based education. Formal education can become a major agent in teaching social values, self-awareness, self-realization and self-evaluation.

In spite of the many achievements in quantity and quality, education stands at crossroads and our political and social life is threatened with erosion of the long-accepted values. Goals of secularism, democracy and ethics have come under enormous strain. The Youth of today and tomorrow should be imbued with “a strong commitment to human values and to social justice. Education should provide ample scope to study critically the Social, economic, cultural, moral and spiritual issues facing the people today.

The educational system has over-emphasized the development of the mind and has used all the resources of the world to nourish it. The soul has not been given half as much care as is needed for its vital development. The development of the mind alone, without or with very little moral and spiritual development, has worked against human progress toward love, sympathy and brotherhood. Where man's emotions and impulses are not refined, love and sympathy have not been awakened. The School and Home are important agents through which the child is able to systematically know, learn, and develop the Moral Values. The School Climate is important in creating an environment to develop the character. The character we form is very much influenced by the role models we choose. The school atmosphere, the Personality and behavior of the teachers and the facilities provided in the campus will have a large say in developing a sense of values.

Parents and home plays a dominant role in educating a child. Parents are more accessible to the child than other members of the family. Mother is the first teacher and home is the first school and parents are first example in Social behavior. They can show their love to their children by doing everything necessary to make them follow the right path. If there is a strong family upbringing and the child feels secure, whether it is a Religious house or not, they feel more confident in doing the right thing. Such children have better judgment when it comes to choosing their friends and they stay in a better position to handle peer pressure. A

special emphasis on the early training among pupils can provide better safeguards against, these and many other similar social evils.

In conclusion, I would like to emphasize that on top of the list of human values is unconditional love and service, rendered to people irrespective of their race, religion, or nationality. These qualities of love and service may be considered as the two wings of a bird, attempting to ascend spiritually, and to secure true peace of mind and happiness. It is interesting to note that the more a person and a nation possess the above human values, the easier life becomes for them, the more natural resources become abundant for them, and the easier nature's secrets are revealed to them. This is the way the Universe operates.

Morals Today

-By Ashok Malik

Most Indians today think, amassing wealth by any means will bring happiness while truth is that those who accumulate riches by wrong means are rarely happy. Anyone delving in illegal acts, suffers from guilt feeling and increases visits to religious places with a notion, "God will forgive if she/he makes donations at these places."

If the society wants to avoid crimes like siblings murdering each other, student killing his teacher or a son planning murder of his own father; parents and teachers must infuse good moral values from early age.

In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations, getting degrees and earning money. This is resulting in the emergence of lop sided personalities. Talking and thinking about moral values with others are valuable aids to self-understanding and are important processes in nurturing the moral self. So it is important that young people from an early age are encouraged to master the appropriate vocabulary and become habituated into seeing that many everyday social situations, whether they occur at home, at school or elsewhere, have a moral component.

Value acquisition goes on constantly in the school and home through various activities like instruction, relationship between pupils and siblings, co-curricular activities, interaction with family members, etc. So parents and teachers have a major role in inculcating basic values of humanism, socialism and national integration among the children and it presents a challenging task before the teacher and parents.

Parents and teachers are role model for young minds, they must set good example and tell children that ultimate happiness is achieved by honest and truthful.

Values-Based Education: A Vehicle to instill Values among Children

-By Dr. Seema Pawar

India has made a tremendous progress in ensuring universal access and enrollment 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.

When we open our newspaper in the morning, most newspaper headlines are about robberies, murder and violence against women, children and elderly. The other set of news relates to corruption, frauds and scams involving crores of rupees. Recently, a senior bureaucrat was arrested in a bribery case and because of shame and humiliation that the family faced, the wife and the daughter committed suicide and later when the man came out on bail, he and his son also end their lives. In another case, a 22 year old young girl was stabbed 30 times in the presence of hundreds of people. In yet another case, a school teacher in Delhi was killed by his own students just because he tried to correct their behaviour. In the latter two cases, the crime was committed in the presence of mute spectators and nobody has the courage to stop the accused and save the lives of these people. Isn't there a discernible decline in character, moral values and general behaviour of even our students?

Keeping in mind the trends in the crime rate and involvement of our youngsters in these acts show that there is a lack of the notion of human development and nation building in the education process. 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.

Education, as we all accept, plays a pivotal role in the overall development of a child. It gives shape and structure to children's lives and infuses community values, promotes justice and respect for human rights and enhances peace, stability and interdependence. I believe that education not only gives us a platform to be successful, but also the understanding of social behavior, strength, character and self respect.

It is commonly accepted that five universal human values—truth, righteous conduct, peace, love and non-violence are directly linked to physical, intellectual, emotional psyche

and spiritual aspects of human personality. A person starts acquiring these values from his or her childhood, first at home and then later at school. After home, school plays a very crucial role in instilling these values in a child. A child's performance at school and the world at large is mainly determined by the environment at home and his or her community. Therefore, parents' participation in the learning process at school is also critical. There is a growing need for regular parent-teacher-student interaction.

In fact, the National Education Policy, 1986, also highlighted the need of education for values in tolerance, peace and keeping social, cultural and scientific principles to make India a secular and democratic nation taking pride in its cultural heritage. Most recently the National Curriculum Framework and the Framework on Values in Schools has been brought out by NCERT. This framework opined that values can never be taught in isolation. They cannot be imparted independently from the learning that takes place in the classroom and within the school. In fact, the values should be woven in all the activities of the school and also in every subject being taught.

It is not subjects like History, Geography or Science that needs to be taught through dedicated textbooks such as 'moral science'. Values-based Education can only be integrated and imbibed in the school curriculum when all stakeholders in the school – student, teacher, parent, management and support staff realizes its inherent worth for the well-being of the learners. The school atmosphere, the personality and behaviour of teachers in the school are major factors in developing a sense of values.

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.

Therefore, 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, news paper reading, and small classroom incidences to make the students aware about importance of values. Students should be engaged in practical situations similar to the original life incidences, which will be helpful in development of essential life skills. This approach will give them a chance to apply the concepts and experiences they have already learned. Certain social activities such as maintaining school campus or classroom, social forestry, organizing environmental awareness, literacy or health and sanitation programmes in community can make the difference. Students must be encouraged to organize and participate in the message based programmes such as drama, street plays, cultural festivals etc that can be helpful in developing values in child.

The human values basically are seeds and when these seeds (values) get nourishment through values-based education, they grow and become trees (individual) with strong deep roots of our national values.

'I Am Something': Developing a new Leader Mindset

- *By G. P. Rao*

'I am everything', is a statement which every leader would have felt and said openly. 'I am nothing', is a statement which hardly any leader would have felt – not to speak of expressing the feeling openly. My feeling and submission is that all the leaders – parents, teachers, friends, bosses, role models and others - are both everything and nothing. The reason for these two different and opposing feelings and saying is the situation within which the given leader is functioning. As a corollary, the plea is that leadership should be aware, believe and behave in the truth that leaders, like other human beings are both everything and nothing. Everything - when the situation is under their control, and succeeds in their objective; and, nothing - when the situation is beyond their control and do not succeed in their objective.

To understand the meaning of the word situation, we should start with the relationship and difference between self and the environment. Each of us, every leader, like any human being, functions in an environment – beyond self. The environment is anything and everything between the leader and his environment. Such environment consists of - not necessarily in chronological order – mother, parents, kith and kin, classmates, teachers, friends, superiors, peers, colleagues and members of community and society, with whom there is face to face relationship. Beyond such personal contact, the environment consists of community and society members in general. The greater the distance from self, the lesser is likely to be the impact on others.

The self of an individual, the leader, in its turn consists of inner self and outer self. Inner self is within, much of which may not be known to self either. The outer self is what the leader shows through his sayings and doings, what the others 'see', perceive, observe and interpret based upon their past relationships with leaders and their expectations, and act or do not act accordingly. These two broad ways of thinking and perception understandably represent two different ways of leadership dealing with its people. The first refers to 'I am nothing' The second indicates 'I am everything.' The desirable way, therefore, is to feel that 'I am something'. At times Power of One, and at other times 'thoroughly helpless'

The awareness, acceptance and action (3As) of the difference between these two ways thus lead the leader to the midway: 'I am something.' Neither indulging in self reproach, nor believing in 'playing God' the leader in other words becomes 'karma yogi'.

National Values-based Education System-FRNV Approach & Methodology

The Foundation for Restoration of National Values (FRNV) is dedicated to creating a more ethical and value-based leadership, in all walks of life. Our work is driven by the conviction that leadership with integrity creates the most appropriate conditions in our democracy, for all-round national development, and the good of all.

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

FRNV aims for change at the germinal level in the country by influencing the influencers. The foundation is guided by spiritual wisdom and delinked from any religion, caste, creed or other such divisions. FRNV's main concern and attempt is restoration of the age-old values and traditions of this country, eradication of corruption and to work with the Government towards building a value-based society.

Value crisis in the society

Today money marks a person's worth and not his character. There is dearth of honest and committed citizens who are fired by the zeal of Nation-building. We see lack of ethical leadership and governance in all walks of life. The common man is in the grips of selfishness and there is lack of role models in society. With this we are not building a stable and strong future for the coming generation. This alarming situation calls for an immediate action to preserve these values and embody their strength and inspiration, and is the only way to save our Nation from the impending abysmal fall.

A team of eminent educationists came together in 2010 and created the methodology for Value-Based Education with the aim to sensitize the student community to our ecology, fellow citizens, ideas of hygiene and cleanliness; discipline, belonging to the nation. The NVBES (National Value-based Education System) was launched in 2010.

NVBES is Co-existential

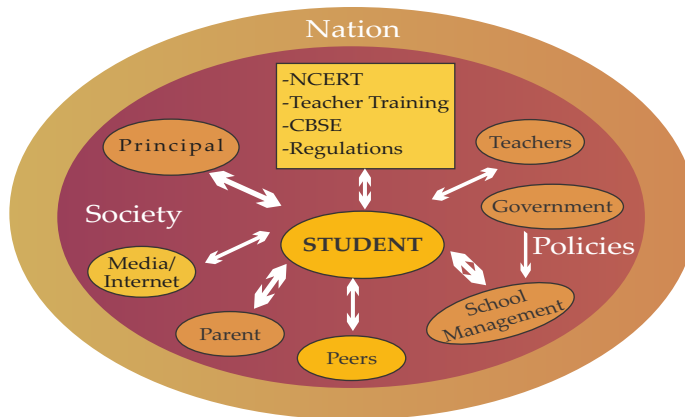
There are various existing initiatives on values in schools. We are already celebrating different important dates i.e. Independence Day, Republic Day, & Martyr's day and birthdays of so many prophets- each a celebration of our freedom struggle, our rich value based heritage, of

our being able to co-exist as different religious groups. We can rejoice each of these occasions with new meaning and with new initiative for living value based lives which bring in co-existence.

We already have the Socially Useful Productive Work (SUPW) programme being effectively run in schools, through which we introduce students to different fields like carpentry, pottery, paper making, community outreach, NSS, NCC and so on. Each of these initiatives can be given further impetus and thus be strengthened.

The PTA which is involved in supporting many school activities can be drawn in to be a part of this programme and to take it further to the entire parent body.

Education Ecosystem



Value Champions

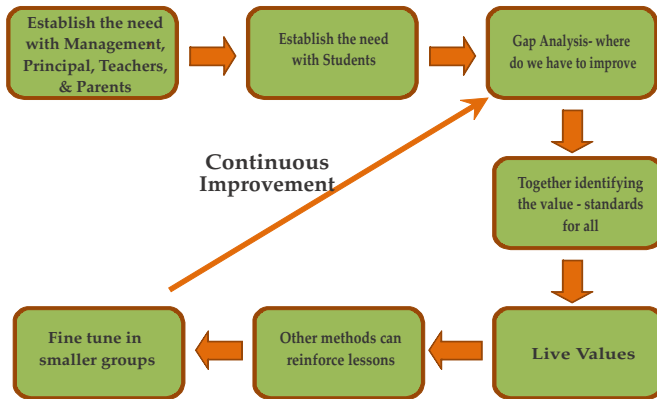
Having established NVBES in the school let each ecosystem identify those in the group who stand out in terms of their contribution to the effective implementation of this program. Let them be recognized and appreciated for their endeavors as Value Champions and let this recognition become an ongoing process. It is recommended that Value Champions should be selected from amongst teachers, students and parents only.

Methodology for Value Inculcation & Value-based Living

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.*

VBES Strategy



NVBES aims at creating an education ecosystem in which each stakeholder decides 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 living.

The Salient Points of the NVBES are:

- NVBES involves all the stakeholders in the school system – School Management, Principals, Teachers, Parents, Policy Makers, and Students – in a collective Endeavour.
- In this approach value-inculcation becomes an integral part of the life in any school, unlike traditional value/moral education where it is taught as a separate 'subject'.
- Value inculcation is a Collective Endeavour and not just the responsibility of the teacher alone.
- The focus is on living values and not on memorizing passages, or completing the syllabus, or specific studies on moral science followed by examinations.
- Values' becomes a part of every moment and are not restricted to a class room during a particular hour of the day.
- The impact is not limited to the students alone; through this the whole of the educational ecosystem is involved. Society and the Nation are thereby impacted in a beneficial way.
- Value standards are identified and established in a collective manner by all the stakeholders of the education ecosystem.
- The methodology can be applied to any school.
- It does not require any additional resources (manpower or money).
- It does not depend on any curriculum. (If a curriculum already exists, it can be used more effectively; but the absence of it does not cause a hindrance).

Therefore, 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.

- *National Allegiance to be an important value [Protection of National Property, Contribution to Nation economic growth- No strikes, bundh etc.]*
- *Values should be an integral part of education system*
- *Knowledge/Education should be contemporary with time*
- *Purpose of value is sustenance, growth & advancement*
- *National Values to be dissociated with religion. [Our Dharma/ Values are age-old and even before the word religion was coined in 1780]*
- *One common language for the nation to survive*

How to introduce Value Based Education in schools

Value Based Education program can be successful only if we develop an education ecosystem that decides 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 instill 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 instill, 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 endeavour will greatly enhance the effectiveness and will also enhance their role in their children's education.*

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 host the following: guidelines, updates, definition of values, examples of shared values, experiences of schools, anecdotes from different schools, etc.

FRNV approached HRD Minister, Delhi in 2011 and received permission for pilot project in schools of Delhi. FRNV has been conducting teachers' workshops in all the intervention schools to promote Values-Based Education.

In Dec-2017, we submitted a proposal on Values-Based Education to Prof Kasturirangan Committee.

FRNV's Recommendations for National Policy on Education 2016

Overview

At FRNV, we promote those National Values that are already enshrined in the National Flag, the National Moto, '*Satyamev Jayate*' (Truth Alone Triumphs) and the Fundamental Duties as 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.

We believe in *Values-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 should be values-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.

We believe that the matter of continuously refining the content and process of primary, secondary and college education in India needs to be done in synchronicity with the rapidly changing environment; and needs a permanent, high-powered body to guide this process in real-time.

Rationale

As part of our interventions we have realized that there is an urgent need for action to inspire and educate the younger generation on the merits of Living Values and making our National Values and our rich Spiritual traditions an essential foundation of their development. This is important because we have observed that our youngsters are completely unfamiliar with the essential values that make for good citizenship. An abiding concern for others, tolerance for diversity in ideas, and a commitment to our Constitution (the basis for our National Values, and Fundamental Duties) are all missing.

Therefore, the central prerogative of FRNV is to sensitize the student community to our ecology, fellow citizens, ideas of hygiene and cleanliness; discipline, belonging to the nation. The FRNV team with the support of some eminent educationists developed the concept and methodology for National Value-Based Education System (NVBES).

Besides, as technologies and globalization serve to disrupt the employment market, there is a crying need to arm our future citizens with the requisite learning abilities that will enable them to learn, acquire new skills and competencies on their own and in the shortest possible time, and thereby stay current. Furthermore, as the demographics around the world are changing, and many nations are concerned about their ageing and shrinking workforces, Indian boys and girls – suitably trained to be “Global-citizens” – would be able to fill the employment gaps in these countries.

Our interactions with educationists, officials from the Education eco-systems in the Centre and the States, have also demonstrated that the current system of education is ill-preparing our children to live harmoniously, and grow up with a patriotic zeal that is so essential for national development. One of the main reasons for this is that at present, our education system does not emphasize the conscious inculcation of such values, and other aspects of character building. As a result, there is a visible dearth of honest and committed citizens who are fired by the zeal of Nation-building.

With this background, FRNV has submitted the following recommendations to Prof. Kasturirangan Committee for NPE 2016:

1. 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.

2. Introduction of National Values-Based Education System (NVBES) in all educational institutions

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. However, majority of schools teach Value Education as a separate subject, and often regarded it as a 'subsidiary', and an unavoidable burden. Teaching values in this compartmentalized way has been found to be rather ineffective, and sometimes the entire exercise is generally reduced to sanctimonious preaching. However, the question remains as to whether it is being practiced as much as it is preached.

In fact, the need for insertion of value education in the school syllabus was recognized by the National Policy on Education (NPE) in 1986 through the adoption of which, the National Council of Educational Research and Training (NCERT) revised the entire school syllabus for classes I-XII in 1988. The NCERT has also compiled a Value Education Framework (Education for Values in Schools – A Framework) which provides systemic guidelines for the schools to identify the areas where values need to be integrated and implement actions accordingly.

While the motivations of the proposed subject on Values-based Education is interesting, FRNV believes that instead of making this a separate subject, it would be more useful to integrate the values like fraternity, democracy, social justice, freedom etc., in the design and content of the curriculum. This integration would make the curriculum better rounded and intersectional. Values-based Education can only be integrated and imbibed in the school curriculum when all stakeholders in the school – student, teacher, parent, management and support staff realizes its inherent worth for the well-being of the learners. The school atmosphere, the personality and behaviour of teachers in the school are major factors in developing a sense of values.

Values-based Education Project: Status Report

Education, as we all accept, plays a pivotal role in the overall development of a child. It gives shape and structure to children's lives and infuses community values, promotes justice and respect for human rights and enhances peace, stability and interdependence. FRNV believes that education not only gives a platform to the children to be successful, but also the understanding of social behavior, strength, character and self respect.

Values based Education (VBE) is a pedagogical approach that works with values. It helps in creating a strong learning environment that augments scholastic achievement and develops students' social and relationship skills that last throughout their lives. Considering dearth of values in today's young generation and how people are not focusing on values based living, values based education right from the early school days becomes utmost important.

It is commonly accepted that five universal human values—truth, righteous conduct, peace, love and non-violence are directly linked to physical, intellectual, emotional psyche and spiritual aspects of human personality. A person starts acquiring these values from his or her childhood, first at home and then later at school. After home, school plays a very crucial role in instilling these values in a child.

FRNV believes that instead of making Value Education a separate subject, it would be more useful to integrate the values like fraternity, democracy, social justice, freedom etc, in the design and content of the curriculum. This integration would make the curriculum better rounded and intersectional. Values-based Education can only be integrated and imbibed in the school curriculum when all stakeholders in the school – student, teacher, parent, management and support staff realizes its inherent worth for the well-being of the learners. The school atmosphere, the personality and behaviour of teachers in the school are major factors in developing a sense of values.

Value-Education should not be treated as a separate subject but values should be integrated in the school curriculum and therefore, National Values-Based Education System should be adopted by all the schools to inculcate human values in the children. FRNV advocates the need for the preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which children develop values essential for living in the society. Therefore, it is important to modify the teachers' training curriculum and instead of training on subject teaching only, values should also be integrated in each subject's teaching methodology.

Our Work So Far

Before 2016:

- ❖ A National Summit on “*National Value Crises and Redressal*” was held in 2008. One of the major output of this Summit was the need for “National Value Education Syllabus” for various tiers of education, right from the primary class, containing Nation's time-tested eternal values, disassociated from any religious tinge.



A National Summit on ‘National Value Crises and Redressal’, 2008

- ❖ As a follow up to this Summit, a NVE Task force was formed on 13-March 2009 based on inputs from National Summit to discuss the VBE implementation and the future trajectory.
- ❖ A Task force seminar on 6000 Model School was organized in 2009 to improve the access to quality education for every child in the country wherein FRNV suggestions on “The model schools vision” was submitted.
- ❖ A team of eminent educationists came together in 2010 and created the methodology for Value-Based Education with the aim to sensitize the student community to our

ecology, fellow citizens, ideas of hygiene and cleanliness; discipline, belonging to the nation.

- ❖ An event entitled “Co creation of Values Based Education System” was held in 2010 and NVBES (National Value-based Education System) Document had been presented.
- ❖ In 2011, a letter from the President, FRNV was sent to HRD Minister, Delhi in 2011 requesting him a meeting to share the mission of FRNV regarding VBE.

Activities in 2016:

- ❖ In February 2016 again, a letter by Dr. E. Sreedharan was sent to Education Minister to advocate for Values Based Education in schools.
- ❖ A MoU was signed in 2016 with Shri Ram Schools as an initial step to further its goal of spreading and establishing the need for Value inculcation in the students; to sustain it by making teachers and parents part of this so that values permeate in the society, through the school. As a follow up to this initiative, a field study was carried out in Shri Ram School, Gurugram and Dehradun. This was a comprehensive study done with different stakeholders such as teachers, children, parents aimed at finding out their understanding about Values and how they implement these values in their daily life.
- ❖ The association with the identified communities and schools were established. Activities with Delhi University Social Science Secondary school and communities were initiated.
- ❖ Four activities in the intervention school had been organized to promote dignity for women, respect for people with special needs, etc.
- ❖ FRNV developed a Self Assessment Index for teachers and students respectively. The schools where FRNV is piloting VBE, have been using these indexes to assess the values status.



Teacher interacting with the mother of a child



Delhi University Social Science Secondary School

Activities in 2017:

- ❖ FRNV received the permission from the Govt. of Delhi to work in three schools of Delhi besides Delhi University Social Sciences Secondary School, Maurice Nagar.
- ❖ A proposal on VBE along with the budget was submitted to Mr. Manish Sisodia Office in April 2017. As a follow-up to this, a mail with the proposal and budget was again sent to Mr. Sisodia's office on 21 July 2017. He forwarded that mail to the office of Secretary – Education and Director – Education for further action.
- ❖ In the month of July, 2017, a paper on NVBES has been submitted to MHRD.
- ❖ FRNV has been conducting teachers' workshops in all the intervention schools to promote Values-Based Education.
- ❖ A number of activities in the intervention schools have been organized to celebrate Republic Day, World Day of Social Justice, International Women's Day and various other activities to promote values like peace, kindness, justice, equality, punctuality, discipline, etc.



Workshops were conducted in the interventions schools in Delhi. Retired Prof. Daya Pant, NCERT took the sessions on Values-based Education with school teachers.



Children activities being conducted with the interventions schools to promote values like Honesty, Justice, Kindness, Equality, Discipline etc

- ❖ In all the areas where intervention schools are located in Delhi, we are working closely with the communities to which the school children belong, so that we are in touch with the students, as well as their parents and teachers, even after the school hours. The idea is 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. Till date, about 36 community based activities have been organized in the target communities to promote values in the parents and other community members.
- ❖ In the month of December'17, we submitted a proposal on Values-Based Education to Kasturirangan Committee to advocate for including VBE in National Policy on Education 2016.
- ❖ In March 2018, we have also submitted a proposal on Happiness curriculum to Directorate of Education, Govt. of Delhi to be included in the government schools of Delhi.

Activities in 2018 (April – May):

- ❖ World Health Day was observed with the community women at Hauzrani. A small discussion was conducted with the community women to promote healthy habits like meditation, daily exercise, eating balanced diet, proper sleep, clean environment etc to enjoy good health.
- ❖ Activities were organized by FRNV with the students of class IV and V at SKV School, Malviya Nagar and Hauzrani to promote the value of kindness in children. A story

telling session was conducted followed by a discussion.

- ❖ A teachers' workshop was organized at DUSC Maurice Nagar, Delhi on May 10, 2018. Teachers were reminded of the constitutional values like justice, equality etc. Some case studies were also discussed during the workshop.



Various community meetings being held with the parents and the children of the intervention schools to promote Personal Hygiene and Cleanliness, Gender Equality, etc

Evaluation after first year of implementation: A questionnaire was developed by FRNV and data was collected from the intervention schools. The data was collected from grade IV to VI in the first quarter and then in the IV quarter from the students to assess the changes in the students. It was observed that the percentage of students who uses appropriate language in the school significantly improved from 39% in the first quarter to 45% in the fourth quarter.

Before the intervention as observed in the first quarter, about 38% of the students listen carefully to others and value their ideas, but after the intervention of regular teacher workshops and student activities, this percentage increased to 50% in the fourth quarter.

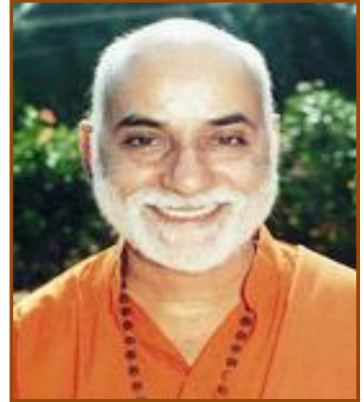
Students most frequently placed honesty as the most important value followed by freedom, respect, happiness and responsibility. Whereas, staff and parents placed responsibility as the most important value followed by respect, honesty, tolerance and equality. Interestingly, parents and staff manifested exactly the same results for the first five most important values they most seek to foster.

People Behind the Movement

Inspiration & Guide

Swami Bhoomananda Tirtha

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.

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 continuing 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.

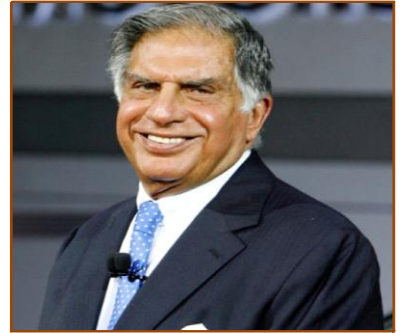


People Behind the Movement

Sri Ratan N. Tata

(Former Chairman, Tata Group)

Sri Ratan Naval Tata is the former Chairman 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 Limited)

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.



Smt. Vibha Parthasarathy

(Consultant in Education and 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 remained the Principal of Sardar Patel Vidyalyaya, New Delhi.



People Behind the Movement

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.



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



People Behind the Movement

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, Controllership, 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.



Sri Bharat Wakhlu

General Secretary

Sri Bharat Wakhlu, President, The Wakhlu Advisory, is the Former 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 novels. 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.



People Behind the Movement

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 Prem Arora

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.



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.



People Behind the Movement

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. He has a keen interest in education and its evolution in India.



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,



People Behind the Movement

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.



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.

About Us

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*

How to achieve our vision?

1. Values-Based Education:

Talks of universal values of compassion, truth and purity which we wish our school children,

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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 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 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:

1. *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 at Uttarakhand in June 2013. The writ petition relates to the lack of disaster preparedness in India, and severe

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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.

2. *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.

3. *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.

3. Police Reforms:

Police projects such as Police Complaints Authority (PCA) and Police Pacts are dependent on 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.

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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 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:

1. *Two Kerala Chapters- Trivandrum & Kochi*
2. *Karnataka Chapter- Bangalore*

Kerala chapter is headed by Dr M. Ayyappan. They are doing extensive work on

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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 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 there were lively exchange of views after which following areas were identified as the immediate concern of Kochi Chapter.

1. *Values-based education in all schools of Kerala.*
2. *Improving the standard of technical education in Kerala.*
3. *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.*
4. *Reluctance of police to intervene in students' unrest and violence.*
5. *Prevent frequent water logging of prime areas of the city.*
6. *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 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 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.

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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

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.

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2. Become a Member

FRNV membership is open to 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

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,

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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.



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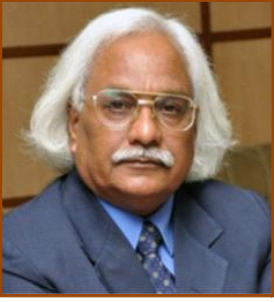
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A reputed academician **Prof. P.B. Sharma**, currently the Vice Chancellor of Amity University Gurgaon has been the founder Vice-Chancellor of Delhi Technological University. Prof. Sharma is a former Professor of IIT Delhi, founder Vice-Chancellor of Rajiv Gandhi Technology University, former President of Engineering Science Division of Indian Science Congress, former Chairman of Indian Society of Mechanical Engineers and former Vice-Chairman of World Confederation of Productivity Sciences, India Section. A Doctorate from University of Birmingham, UK, Prof. Sharma during his

professional career spanning over 46 years has made distinguished contribution to the advancement of frontiers of knowledge in the areas of Aero Engineering Technology, Power Plant Engineering, New and Renewable Energy Resources and Knowledge and Innovation Management.

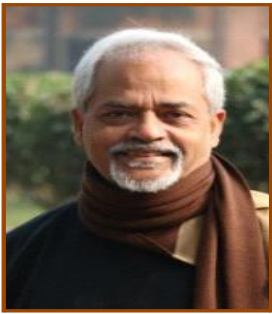
Recipient of many awards and recognitions Prof. Sharma has been conferred with the Honorary Degree of “Doctor of Engineering” by his alma-mater University of Birmingham at the Annual Congregation held at University of Birmingham UK on 3rd July, 2013. Prof. Sharma has been awarded the Scroll of Honor and Eminent Engineer's Award 2008 by Institution of Engineers (India) and Lifetime Achievement Award by Institution of Industrial Engineering (India). Prof. Sharma is a fellow of World Academy of Productivity Sciences, Fellow of Institution of Engineers (India), Fellow of Aeronautical Society of India and also a Fellow of ISTE. He has been the Chairman of Central Counseling Board of MHRD and also an Expert Member of the apex body Central Advisory Board of Education, CABE of Government of India. Prof Sharma was the Conference Chair for ASME Gas Turbine India Conference 2014. Prof PB Sharma is the President elect of the Association of Indian Universities, AIU.



Rakesh Mehta is a 1975 batch IAS officer who was retired in 2016 as State Election Commissioner Delhi and Chandigarh. Prior to this, he has also hold important positions like Chief Secretary Delhi; Principal Secretary Power Delhi; Principal Secretary Urban Development; Commissioner, Municipal Corporation of Delhi and CMD, Delhi Transport Corporation. In the capacity of Commissioner, MCD, he Introduced computer education in 1000 of the 1800 primary schools in Delhi. For the first time the children from poorest homes could have access to computers and learn in an interactive environment thus

bridging the growing digital divide.

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Valson Thampu, formerly principal of St. Stephen's College, Delhi, is widely recognized as a vigilant and pro-active thinker on education. He is especially committed to bringing the humane formation of the learner to the centre of the educational enterprise. A prolific author and columnist, his recent publication titled *On a Stormy Course*, which sketches his roller-coaster ride as the 12th principal of St. Stephen's has evoked wide-ranging interest. He was a member of the NCERT Steering Committee on curriculum review, as well as chairperson of the Focus Group on Education for Peace, which formulated National Curriculum Framework 2005.



Apoorva Lochan is a friend of FRNV and heads Cerebral Solutions since 2006, which provides Executive Search services & niche Soft Skills training; He has been conducting workshops on Happiness Management, Stress Management, Value Education & similar such topics since 2000, for bureaucrats, educators, students, etc. across India & outside. He has visualized, designed and co-authored, a series of books on Value Education, for students of classes IV to VIII, titled "Happiness – a Treasure within", which are currently prescribed in various schools, across the country. Apoorva is the Regional coordinator for school meditation courses in Delhi, Haryana & Himachal & has imparted the learning of Anapana meditation (part of Vipassana Meditation) to more than 5,000 school students since 2001 in India & Bhutan.



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.

Ashok Malik is a Friend of FRNV. He is a retired Government Officer. He has Completed training on T S "Dufferin" in 1960. Served in Calcutta Port Trust in River Research and Survey department, Modi Rubber Ltd as Manager Dy GM, GM and Director. After retirement have been associated with NGO as Hon. President, was Hon. Secretary Red Cross Society, Delhi. He is a Keen Golfer and a social worker.

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K L Mohana Varma is a Life Member of FRNV. A Malayalam/English novelist/short story writer/ columnist/tele-journalist/editor/speaker, with more than 70 books and scores of awards to his credit, is well known for pioneering many social, educational and cultural activities and think tanks in Kochi. He is president of Kerala History Association and patron/chairman of many literary, charitable, sports and economic organizations.



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 the healthcare sector. Wants to deliver affordable healthcare to the public.



G. P. Rao is the Founder Chairman of Spandan-Foundation for Human Values in Management and Society, India since 2001, when Spandan was founded. He is also a Friend of FRNV. He is an IIM Calcutta alumnus. He is the Founding Head of the Department of Management Studies, Madurai Kamaraj University, Madurai, Tamil Nadu.



B P Mathur is a friend of FRNV. He is the retired IA&AS Officer. He is the former Deputy Comptroller & Auditor General. Prior to this he has also worked in the capacity of the Director National Institute of Financial Management. He holds a doctorate and post-doctorate in Economics from the University of Allahabad and is the author of several books and a large number of articles on governance, public finance and economy-related issues. His latest books are *Ethics for Governance* (Routledge, 2014) and *An Alternative Philosophy of Development* (Routledge, 2017). Presently, he is the Vice President, Common Cause. He is currently engaged as a spiritual seeker, author and social activist.

List of Contributors



Sushil Jain, an IITD alumnus, has over forty years of professional experience, Self-discovery facilitator, part of a dedicated group working since 15 years for providing all an opportunity for VBE by its inclusion, as a subject, in schools, especially in higher education, in training programs, and training of teachers.



Arvind Prasad holds M.Sc. degree and is a Gold medalist. He was the Head of Geology, Tatasteel for 27yrs. He was also Mines Advisor with Adhunik Group, Kolkata for 2years; Advisor Mines and Geology, Action Group, New Delhi. Currently, he is the CEO of Arvind Consultants. Life member of MEAI, IIME, MGMI, Geol Soc of India ,JMA, Dignity foundation , friend, FRNV.



Professor 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.



Seema Pawar is the Project Director of Values-Based Education at FRNV. She is doctorate in Education and has more than 22 years of experience in the area of education, health and disaster management. She has developed various training curricula and conducted numerous trainings in India and abroad. She is also a certified SPHERE ToT. She has also lead a number of research studies like project evaluations, baseline studies and media impact studies.

Edited by
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HOW CAN YOU AS A CITIZEN 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:

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