



FOUNDATION *for* RESTORATION *of* NATIONAL VALUES



VALUE BASED EDUCATION

...moving towards a better society

JOURNAL 2016



Knowledge without values is disastrous; Mind without values is weak or debilitating;

Intelligence without values will not be delightful; Heart without values will not be expansive.

Swami Bhoomananda Tirtha

Inspiration and Guide, FRNV

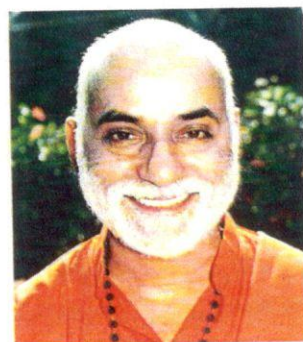
Foundation for Restoration of National Values

People behind the Movement

Inspiration and Guide

Swami Bhoomananda Tirtha

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, enthralling and exposing the audiences to a rational interpretation of our spiritual treasures like the Bhagavadgeeta, Sreemad Bhagavatam, the Upanishads and other spirituo-philosophical works.



Advisory Board

Justice M. V. Venkatachaliah

Former Chief Justice of India

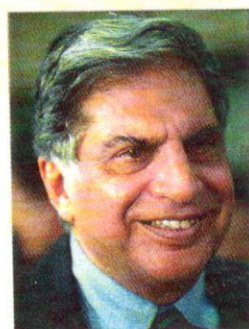
Sri. M. N. Venkatachaliah was the 25th Chief Justice of India from 1993 to 1994. After retirement, he has continued to work on anti-corruption and human rights issues, including support for the launch of the Initiatives of Change Centre for Governance. He was awarded Padma Vibhushan in 2004.



Sri Ratan N. Tata

Tata Group

Sri Ratan Naval Tata is the Chairman of the Tata Group. Among the many achievements to his credit are, in the 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 one lakh rupee "people's car", the Tata Nano. Sri Ratan Tata was honoured with Padma Bhushan in 2000, and Padma Vibhushan in 2008.



Dr. E. Sreedharan

Delhi Metro Rail Corporation

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 Padmashree 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 important appointments in his tenure including Chairman, Telecom Commission, Secretary in Department of Telecommunications, and 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 Parthasarathi

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 was the Principal of Sardar Patel Vidyalaya, New Delhi.



Sri T. S. Krishnamurthy

Former Chief Election Commissioner

Sri T. S. Krishnamurthy was the Chief Election Commissioner (CEC) of India (February 2004-May 2005). He had earlier served in the Election Commission of India as a commissioner since January 2000.

Sri Krishnamurthy started his career as an Indian Revenue Service officer. He served the government at various levels including as Secretary, Department of Company Affairs. He was the first Indian Revenue Service officer to become Secretary to the Government of India as well as Chief Election Commissioner of India. He joined the Indian Revenue Service in the batch of 1963 subsequent to which he was posted as Income Tax Officer in Madras. One of the key jobs he has handled was that of Chief Commissioner of Income Tax in Bombay.

He has also served as an IMF advisor in Ethiopia, Georgia. As Chief Election Commissioner he was an observer to the elections in Zimbabwe and the US Presidential Elections in 2004.



The FRNV Emblem

The universe is an unbounded sphere. Truth sustains this astounding creation. Abiding by Truth the Sun shines and the Earth revolves consistently; our hearts too beat regularly. Reigning as the core of our existence, Truth radiates, like flames, its purifying effulgence. Our real strength comes from that core when we cherish truthfulness.

Only by upholding truthfulness as the fundamental value, can we ensure the welfare and stability of the society as well as the individual. Like fire, truthfulness must shine in our hearts radiating its light and power through our thoughts, words and actions.

Hence we have as our motto: "satyaan-naasti paro dharmah" – There is no greater power of sustenance than Truth.

OFFICE BEARERS

President

Dr. E. Sreedharan

Advisor, Delhi Metro Rail Corporation Limited

Vice Presidents

Sri Gopal Ganesh

Retd. IAS Officer

Sri Anand Krishnan

COO, Dubai International Capital

Sri Ramesh Ramakrishnan

Chairman, Transworld Group of Companies

General Secretary

Sri Bharat Wakhlu

M.D. (India), Sikorsky

Joint Secretary

Sri Ashwani Kumar

Former Director, UTStarcom Inc.

Treasurer

Sri Prem Arora

Director, Asian Re-surfacing of Road Agency Pvt. Ltd.

Management Committee Members

Sri Ravi P. Mehrotra

Advocate, Supreme Court of India

Sri Sunil Sinha

General Manager/ HR , Delhi Metro Rail Corporation Limited

CEO

Ms Anupama Jha

TEAM

Program Associates

Ms Khushboo Srivastava

Ms Priya Mathur

Office Assistant

Mr Ravi Kumar

Volunteer

Ms Shristhi Patra

Interns

Ms Mitali Gupta

Ms Yogita Rathore

Ms Mallika Saxena

FRNV VISION AND ACTIVITIES

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 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**, '*satyam eva 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.

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

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

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.

Political Accountability: 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.

Corporate Integrity: Focuses on corporate leaders to enable them to stimulate their consciousness, to assure them that there is plenty for everyone’s need, but not for their greed. 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.

MESSAGE FROM THE CEO

Going by the Media reports these days, it appears that there is a marked decline in the traditional values, character and general behavior of people in the society. Hedonism and moneymaking override the love for the countrymen and the nation. The standard of education is measured by the percentage of marks obtained in the examinations rather than the character of youngsters that come out of the educational institutions. This has resulted in the gradual erosion of values in the society as a whole. Media headlines scream robbery, rape, murder, corruption, frauds and scams. This reflects the nature of the society we live in today.

Values are taught in many schools today. In both private and government run schools values are being taught in the classrooms, to inculcate them in the students. However, it has not achieved the desired result. Students study it as just another subject, as a result of which it remains confined to the school. The values do not necessarily get ingrained in the character of the students. It is increasingly felt by many that a major change in the mindset is required to create a value-based teaching system which could easily be adopted by all stakeholders of education eco-system and practiced.

The Value Based Education (VBE) system promoted by Foundation for Restoration of National Values (FRNV) addresses the complete education ecosystem supported by multi level interactions and environmental changes. It, enables, supports and facilitates effective implementation and does not confront or challenge existing value education systems. It involves active participation of all the stakeholders of the education system, which enables the students to live and practice those values at all times.

In its effort to promote VBE, FRNV has tied up with Shri Ram Global School (SRGS) which is already promoting values among the students through its 7Cs program. FRNV will facilitate and support SRGS in its objectives to reinforce values in the students, and provide it with suggestions/guidance, and resource person, who will work with the Nodal officer of SRGS, to ensure successful implementation of VBE Program and achievement of its objectives.

In addition to this, FRNV will also work with the schools of Delhi Government and find ways and means to ‘deepen’ the existing values that are being taught to the students, so that the values get embedded in the personalities of the child. FRNV is focused on creating an education eco system that decides to embark upon value based living.

With Best Regards,

Anupama Jha, CEO



Foundation for Restoration of National Values
A-59, Shivalik, Malviya Nagar,
New Delhi - 110017
tel: +91-959-969-7643
website: <http://www.valuefoundation.in>

EDITORIAL NOTE

Greetings from FRNV!

Since its inception, the Foundation for Restoration of National Values (FRNV) has been working with the primary objective of policy level inclusion of Value Based Education (VBE) in the education ecosystem. The aim of doing this has been to create a strong learning environment in our schools that enhances academic attainment and develops universal positive human values like respect, tolerance, and peace. In the spirit of taking this initiative forward, FRNV is pleased to present its first annual journal on the theme of VBE.

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 journal and for doing justice to their respective topics. We are confident that the articles published in this edition would generate significant interest in the area of Value Based Education and rejuvenate the demand to include the same in our schools. However, it must be noted that the opinions expressed by the authors in their respective articles do not necessarily reflect the views of FRNV.

Ayesha Sheriff, in her article, *Value Based Education: An Idea Encompassing Change and Adaptability*, explores how today's education system is more focused on rote learning and knowledge is evaluated on the basis of marks. This is because, she identifies, students are not taught the importance of basic values like punctuality, accommodation, and friendliness. She points out that the prime reason behind this is a lack of effective teaching methods and a paucity of trained teachers. She suggests that we take inspiration from countries, like the Philippines, that have developed dedicated programmes to cultivate and develop the ethical character of students.

Anupama Jha, in her article *Value Based Education in Delhi Schools: The Need and its Way Ahead*, discusses the rampant delinquency prevailing in today's youth and explores the reasons for this delinquency. She believes that this digressing state of affairs is the reason why the country is unsuccessful in progressing. She then elaborates on how VBE can tackle this problem and stresses on measures undertaken by schools in Delhi and by the National Council of Educational Research and Training (NCERT). Her article also gives suggestions as to how parents can tackle the lack of values on the very grassroots, so that all of us can together progress as a society.

Khusboo Srivastava, in her article, *The SCHOOL Initiative: Endeavoring to Create Ecology of Holistic Learning*, discusses the fissiparous tendencies that have crept into our everyday lives and the erosion of values in our education system. She points out how FRNV is working towards its redress through its VBE program. It is highlighted how FRNV's VBE programme seeks to develop an educated ecosystem that embarks upon value based living. She also

points out that FRNV, in pursuing this end, is working with schools like Shri Ram Global School, to advocate and create a team of motivated individuals to promote VBE.

In her article, *A Call for Democratic Representation of Children*, Vidushi Chaturvedi explores the dehumanising and universal problem of gender segregation. She explores in depth the stereotypes that are created due to prescribed gender roles and emphasises on how the school have great roles to play in desensitising children and moulding them to accept social injustices. She suggests that schools should impart gender neutral knowledge and recommends that all schools must be co-educational.

Ashwani Kumar, in his article, *Let Moral Values Guide Professionals*, discusses how value based education can help in inculcating core values in professionals and provide them with learning opportunities that will facilitate ethical decision making in the workplace. This will not only place the employee in a position of high integrity but will also make a positive contribution to the overall operation of their workplace.

Sushil Jain, in his article, *Human Values and Ethics Add to Higher Education*, looks at the link between values and higher education. He discusses the idea behind designing the 'Foundation Course on Human Values and Professional Ethics' in institutions like IIT Hyderabad, IIT BHU, UPTU amongst others. He also discusses the importance of 'Teachers Orientation Program' (TOP) in inculcating values of good human conduct in students.

Shobhita Johari, in her article, *Shri Ram Global School: Aspiring for Personality-Building*, puts forth the module devised by Shri Ram Global Schools to empower students through Value Based Education. She discusses the 7Cs program which aims at the holistic development of children so that children can carve out a niche for themselves and become globally responsible citizens.

Geeta Karunakaran, in her article, *Value Based Education in Paul George Global School*, talks about the importance of teaching positive human values like respect, compassion, and responsibility to students in our schools. She discusses how Paul George Global School has embraced this approach to education by promoting its value education policy not only amongst students but also amongst teachers and parents.

We are grateful to the Hon'ble members of our advisory board, Justice M. N. Venkatachalia, Former Chief Justice of India; Sri. Ratan Tata, Former Chairman Tata Group; Sri N. Vittal, Former Chief Vigilance Commissioner; Sri. T. S. Krishnamurthy, Former Chief Election Commissioner; and Smt. Vibha Parthasarathi, Former Chairperson, National Commission for Women, for their continued support to the Foundation.

Sincere thanks are extended to our Founder President Dr E. Sreedharan; Vice Presidents, Sri Gopal Ganesh, Sri Anand Krishnan and Sri Ramesh Ramakrishnan; General Secretary, Sri Bharat Wakhlu; our Treasurer, Sri Prem Arora; Management Committee Members, Sri Ravi P. Mehrotra and Sri Sunil Sinha for their invaluable guidance and encouragement at every step of this journey. We are also thankful to Ms Anupama Jha, CEO of FRNV for her

enthusiasm, energetic attitude and positive view towards spreading the message of Value Based Education.

We also wish to express our thanks to the dedicated staff, interns, and volunteers of FRNV, Prashant Anubhav, and Mohit Printerline, New Delhi, for making this journal possible. Last but not the least; FRNV is grateful to its members and friends for constant support at every step of the way.

With Best Regards,

Editorial Team



Foundation for Restoration of National Values
A-59, Shivalik, Malviya Nagar,
New Delhi - 110017
tel: +91-959-969-7643
website: <http://www.valuefoundation.in>

TABLE OF CONTENTS

1. **Value Based Education: An Idea Encompassing Change and Adaptability**
Ayesha Sheriff
2. **Value Based Education in Delhi Schools: The Need and its Way Ahead**
Anupama Jha
3. **The SCHOOL Initiative: Endeavoring to Create Ecology of Holistic Learning**
Khushboo Srivastava
4. **A Call for Democratic Representation of Children**
Vidhushi Chaturvedi
5. **Let Moral Values Guide Professionals**
Ashwani Kumar
6. **Human Values and Ethics Add to Higher Education**
Sushil Jain
7. **Shri Ram Global School: Aspiring for Personality-Building**
Shobhita Johari
8. **Value Based Education in Paul George Global School**
Geeta Karunakaran

Value Based Education: An Idea Encompassing Change and Adaptability

Ayesha Sheriff

Ancient Indian education aimed at developing individuals in the areas of certain universal qualities that are in harmony with justice. The education system focused on building a value-based culture, and values such as trust, respect, honesty, and courtesy were believed to be building blocks of an advanced society. In fact, the opening address found in the *Taittiriya Upanishad* identified certain qualities that were required to be developed in the students. These qualities, however, are absolutely missing from our modern education system.

Our education system is at crossroads today –students learn by rote, there is a paucity of trained teachers, knowledge is evaluated on the basis of marks, and the only reason education is deemed important as it paves way for high-paying jobs. Students are not taught the importance of basic values such as punctuality, accommodation, willingness to learn, friendliness and eagerness. There is little or no focus on personality development, and a visible neglect towards Value Based Education (hereafter VBE).

In 2014, India celebrated the student enrollment figure in the country reaching a landmark 315 million, the highest in the world. However, on closer introspection, one will realise that these statistics are rather alarming in nature. This is because these statistics mean that our nation is reaping 315 million individuals that have been brought up with desensitisation towards corruption, unlawful activities, disrespect for elders, and other inhuman behaviour. These individuals, due to their lack of VBE, will go on to contribute to the society, if at all, digressively.

Most who have diagnosed this problem believe that the solution to this deterioration can be found in effective teaching methods. If our teachers emphasise on personality development over grades, it will be a huge step towards VBE. Unfortunately, India suffers from a great paucity of teachers in general and well-trained teacher in particular.

According to a report released by the UNESCO Institute of Statistics in 2010, India needs another 20 lakh teachers. In a recent report by the Ministry of Human Resource and Development, 7.74 lakh teachers in government schools are untrained. Para-teachers are the norm in primary schools; Madhya Pradesh and Chhattisgarh having 52 percent and 41 percent of these teachers respectively. The Para-teachers lack the required qualification and are paid not well paid

Since it will not be possible to bridge this huge gap anytime soon, there is a need for revamping curriculums at the earliest. Countries all over the world have recognised the importance of a holistic curriculum and have undertaken measures in this regard.

In the Philippines, for example, Edukasyon Sa Pagpapakatao (EsP), the version of the values education in the Philippines, has been introduced. This program acts towards increasing

accountability. EsP aims to cultivate and develop ethical character among students. It aims at guiding the student to find the meaning of life and their role in community building, which operates on truth, freedom, justice and love.

In Japan, elementary and middle school students, from the first to the ninth grade are taught to listen to others with different opinions, to be fair, to respect their country, and learn about foreign cultures. Sweden is another case in point. The Government of Sweden identified that schools must adopt a humane approach where each student must feel that they can succeed. To create this, the Government suggested a value-based curriculum that involves all aspects of work. According to them, a value-based approach is ideal and needs to be adopted by schools all over the world.

Fortunately, the Indian Government has also recognised the need for VBE. The Ministry of Human Resource Development has been taking strong steps to introduce value education in school curriculums. The Ministry has also undertaken projects to set up teachers training centers.

In 2009, the National Council for Teacher Education (NCTE) laid down a National Curriculum Framework of Teacher Education (NCFTE). It laid down principles which necessitated an altered framework on educating teachers, one that is consistent with the changed philosophy of school curriculum. It was identified that there is a need for reflective practice to be the central aim of teacher education. There was also a call for developing capacities for self-directed learning and the ability to think critically and embrace group activities. As a natural corollary to the NCFTE, the NCTE has also developed a 'model' syllabus for various teacher education courses.

However, to accelerate the process of progress, the Indian Government needs to immediately upgrade the existing education system. There is a need for policy reformation and legislations. In this regard, the Indian Government can be inspired by the British Government. Since 1988 the British government, although not recognising it as value education, has promoted and respected values in the guise of spiritual, moral, social, and cultural development (SMSCD), and has left the initiative to individual schools to decide how values education standards should be framed.

To rectify the present education system in India, VBE needs to be inculcated into the curriculum set by schools. It needs to be a subject in itself, and not set aside and turned into a class of 'Moral Science'.

It is absolutely impertinent that VBE is imparted to children right from the school level, when the child is in its formative years. This will facilitate shaping minds appropriately, and instilling national values among students.

VBE in children can be imparted in environments outside of school as well. Children are mostly exposed to parents at home, teachers in school, and friends in society. If these three groups work together, children will benefit from them and grow up with strong and well-rounded personalities. Each family, for example, has traditions and values that are passed

down from generation to generation. They can be guidelines and can help in choosing the correct values to ingrain in children.

A VBE programme can only be successful if we develop an education system that decides to embark upon value based living. It should identify the values to be lived by all, and collectively co-create an environment which is conducive to such living.

Ayesha Sheriff is the Vice Principal of Tinker Bell School, Delhi. She has done a certified course in teaching of Spastic Children from Castle Priory College and a Gold Seal Diploma in Montessori from London Montessori Centre.

Value Based Education in Delhi Schools: The Need and Its Way Ahead

Anupama Jha

In recent times, we find an increase in the crimes committed by the juveniles. According to National Crime Records Bureau (NCRB) data, cases involving juvenile offenders have gone up by 18%. Many of them are involved in heinous crimes such as dacoity, murder, robbery and burglary.

Reasons for the rise in the percentage of crimes committed by the juveniles are many - over exposure to materialistic existence, desire to make quick money, exposure to violence at home etc. Other reasons include greed, anger, jealousy, revenge, or pride. It has also been found that some children carefully plan a criminal act in advance, to increase gain and decrease risk. Whatever may be the reason for the commission of the crime, it certainly is a sign of declining moral fabric of the society.

It almost appears as if as a society we have failed to shape up the individual and social conscience of our children. Our education system does not emphasize on character building. Crimes committed by young children in the city has gone up so alarmingly, that former Delhi Police Commissioner had to suggest to the Delhi Government that value education be introduced in educational institutions. He also suggested that schools should be on the lookout for “deviant behaviour” in children and provide for a “system” to “ensure” that they are corrected through counselling. He was speaking in the aftermath of a five year old girl’s rape by three youngsters.

What is worrisome is that Value based living is no longer a norm or even an aspiration. It seems only money marks a person's worth. There is lack of role models in the society. Lack of ethical leadership and governance in all walks of life is evident. To substantiate, India stands at the 76th position out of 168 countries on the Transparency International’s Corruption Perception Index. On other parameters such as the Ease of Doing Business, Happiness Index, Human Development Index also, we do not figure any better. This shows the dark underbelly of our society.

Initiatives on Value Education

To address the alarming situation prevailing in the society, various initiatives have been mooted by the central and state government in the sphere of Value education. Many Central Boards of Education as well as State Boards have introduced value education in schools, with the aim of introducing children to social and universal values. Value Based Education (hereafter, VBE) is now being implemented in all schools affiliated with the Central Board of Secondary Education. Many non-governmental organisations and philanthropic organisations

are also conducting value education classes for children. These are also being taught in the private schools.

In this direction, NCERT has designed, developed and produced Value Education books for school children, and many schools have adopted NCERT books for value education. Some however point out that these books lack in highlighting the rich heritage of our composite culture.

The importance of value education in schools can be gauged from the fact that the Delhi's Education Department was asked by its Education Minister, last year, to attend a workshop on "new way of value based teaching" to make this subject more effective for the students and teachers. At least forty officials of the Education Department attended a seven day course in Madhya Pradesh, organised by the Manviya Shiksha Shodh Sansthan, to help students become better citizens.

Whether it is convent school such as Jesus & Mary (CJM) or Banyan Tree School, school authorities have recognised its importance and have introduced it in the curriculum. There is an effort to enable students to look beyond the obvious, and to move towards the development of human qualities such as love and compassion. At CJM, special attention is being paid to the spiritual development among the pupils. The Banyan Tree School runs Sri Satya Sai Bal Vikas program, which emphasises on the inculcation of value education in the daily pedagogic discourses. The programme speaks about why the students and teachers play an imperative role in achieving an inner calm and peace of mind, in the immediate world which is in turmoil. This indicates the acknowledgement of the importance of values for peace and happiness in life.

However, the purpose of values is to empower, elevate, expand and enlighten the inner personality, but this does not seem to have happened. If it has already enhanced the inner personality, our society would not be what it is now. This also explains why a senior government official of the Education Department of Delhi Government, recently told FRNV, that she was looking for help to make value education more effective in Delhi schools. She felt that the subject has not had the desired impact on the students. One reason for the same is the ineffectiveness among students, who study it as just another subject, by rote learning. It is not studied with the aim of 'living' those values in their daily lives, rather it is confined to the schools. Another reason why it has failed to achieve the desired result is that the individual student is expected to read, learn and practice on his own; the entire ecosystem comprising teachers, school management, parents and relatives are not practicing it. As a result the student does not find it worth his while to apply those values in a day-to-day life.

For successful implementation of the programme, it is of critical importance to develop a strong alliance between the parents and the teachers, so that the home of the learners becomes an extension of the reinforcement of the values being taught at school. FRNV's VBE system addresses the complete education ecosystem supported by multi level interactions and environmental changes.

More can be learned about this program in the next article by my colleague, Khushboo Srivastava.

Anupama Jha is the CEO of the Foundation for Restoration of National Values. She has earlier worked as the head of an anti-corruption organization, Transparency International, as the head of India operations. Her areas of expertise include governance, project management, training, and community intervention.



The SCHOOL Initiative: Endeavoring To Create Ecology of Holistic Learning

Khushboo Srivastava

The Imperativeness of Value Based Education

Swami Bhoomanand points out, 'considering that each one amongst our citizenry is a full-fledged national could any national think of hindering the growth and development of our nation'. Unfortunately we have come to live in a time where the supremacy of values in everyday living has given way to rampant corruption, unlawful activities, inhuman behavior and immoral consumption, all of which are gradually wrecking the very structure of our society, nation and the world. Six decades after independence, we are caught in a vicious cycle of greed, fissiparous tendencies and gluttony. This deterioration to an expansive extent can be attributed to the fact that many of us have compromised on our values, integrity and character, in a bid to earn, use and possess more and more of material wealth. Swami Bhoomanand thwartedly wonders 'Can the nation's conscience accept such distress with lethargy and indifference? Should we not be aware- to the travesty and strive to redress it with a deep sense of national unity and accountability?'

A key area of our existence wherein values have become conspicuous by their absence is the domain of education. The irony of Indian education system lies in the fact that unlike historic times, education today has merely become an end that is used for climbing the socio-economic ladder. Rote learning still plagues our system, students study only to score marks in exams, in order to get high paying jobs, which marks their worth. Our education system does not emphasize on character building. As a result, there is a dearth of honest and committed citizens who are fired by the zeal of Nation-building. The result has been a deterioration of the society which has come to be identified by abuse of power by powerful people, a marked increase in the crime in the society, scant regard for law, corruption & bribery, and a general decline in the values. The common man is in the grips of selfishness and there is lack of role models. 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.

Towards the realization of this end, education emanates as the most potent instrument. 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.

Value Based Education (hereafter, VBE) program is the most effective tool to contain these issues for it can help develop an educational ecosystem that embarks upon value based living. It identifies the values to be lived by all stakeholders and collectively co-create an environment which is conducive for a value based system to exist and flourish, thus encouraging each ecosystem to become a living value based system. This collectively then leads to a value based society. The need thus is of a vision to strategize and set benchmarks to assess value education in schools.

FRNV's Vision of Value Based Education

At the Foundation for Restoration of National Values (FRNV) we believe, values are the cornerstone of humanity, and students who do not absorb good basic values are in danger of alienation and becoming anti-social. The education system has to help them develop a social conscience as well as an individual conscience for guidance. Unbridled corruption, unlawful activities, inhuman behavior and immoral consumption, which are hampering our development can be attributed to the erosion of these sacrosanct values. Therefore, there is an urgent need to re-design the fabric of our educational system through VBE.

This being the end, we at FRNV promote 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. *These three ideals are the very cornerstone of the Constitution. They have highlighted the importance of citizens in the functioning of the State and urges upon them to do their best to discharge their duties.* By adhering to these three central principles of our nation, the citizens can actively participate in the effective functioning of the nation and actively contribute in ensuring that the nation treads on the path of holistic prosperity, peace, goodness, and happy co-existence.

The task of promoting these values is undertaken both by preaching them and more importantly by living them in our everyday lives. Values can be 'lived' by making them an integral part of the lesson plan for each subject. Only then, will values become part of their personality. The purpose is to empower, elevate, expand and enlighten the inner personality, which gets reflected in the outside world.

FRNV's Value Based Education Initiative

The central prerogative of FRNV is to sensitize students to our ecology, fellow citizens, ideas of hygiene and cleanliness, discipline and belongingness to the nation. While some schools have designed programs for the same, FRNV intends to compliment it and provide it with deeper horizons. While the schools work towards facilitating inner personality development,

FRNV wishes to take it one step forward to ensure development and growth. Through our project we seek to cultivate in the students the habits of coexistence; importance to adhere to and uphold national values, national flag, national motto and anthem. Our approach thus is community-oriented to ensure the holistic personality development of the children.

FRNV's VBE system addresses the complete education ecosystem supported by multi level interactions and environmental changes. Each stakeholder is a participant in the co-creation of this system. It aims at encouraging the creation of role models where each stakeholder practices the values and not just preach about it. This makes it more sustainable.

VBE is different from the way value education is being taught in most schools at present. In order to shift the focus from current value education system to VBE system, we need to develop skill set for the stakeholders. Teachers, counselors, school management and other important elements in the ecosystem need to be trained. Participants have to be made aware of the values which they admire. Stakeholders should have the freedom to adopt the values which they feel is important for them. After the values that have to be focused on have been identified, ways of creating the environment to inculcate these values have to be devised. Equally important is to weave this programme into existing initiatives in the school and encourage all stakeholders to be the role models for the children.

VBE is not a one-time intervention; but a process of continuous improvement. The 'culture' of value orientation has to be nurtured over time. It is increasingly felt that for overall development of social, national and human development, VBE system is a must.

At the national and societal level, this project brings out responsible and sensitized individuals. At the level of students too it is an enchanting exercise as they feel more involved and informed. The teachers can get significantly involved in shaping the students perspective and molding the future of the nation. The attempt of our project also is to include contribution of parents, who can become important agents in inculcating value education not just in the lives of their wards but also in their own.

Measurable Differences of the Endeavour

The accomplishment of any program is adjudged by the successful achievement of its goal. With the intent to create a sustainable ecology of value based living, FRNV has sought to study and complement the initiatives undertaken by the schools currently. With the help of base line surveys the success of the ongoing programs are ascertained. Further, the data on evaluation helps us to identify the shortcomings and eradicate the same with the requisite approach. To make the data adequate and representative, the methodology is chosen after intense research and meticulous planning. This methodology is underlined by the objective of continuous and unhampered improvement, and aims at creating a culture of value orientation by enlisting the support of all key stakeholders.

In this context, we are currently working with the Shri Ram Global School (hereafter SRGS) and have partnered with all the key stakeholders namely the Management, Teachers, Parents and Students to undertake an analysis of how their 7 C's program has been faring and what

are the areas of improvement. The 7C's is novel endeavour of SRGS to cultivate values amongst its students. These 7C's include the universal ideals of Compassion, Confidence, Collaboration, Curiosity, Courage, Commitment and Critical Thinking.

We are sanguine that at the end of the project, notable conclusions can be discerned. To begin with, it provides an assessment parameter to the school to measure the success of value inculcation programmes. Further, it also gives a vivid picture of the parameters amongst the existing ones where the school has not performed well. Having enlisted this data, it will identify the existing obstacles in the realization of the same as also in their omission. Additionally, it would help us identify new parameters that can further the cause of value inculcation. This shall make our project of weaving education and values concrete. Thus for instance, if the survey data points towards inadequate participation on part of the parents, the school can work towards including them in distinct ways.

On the basis of the leads so derived, we at FRNV aim at undertaking advocacy with key stakeholders to widely spread the ethos of value education namely the Government and the Schools: both public and private. We shall also be in a position to 'deepen' values in schools where value education is being taught. For others, where this sort of education is nonexistent, our project will provide us an entry to help them in laying the foundation to such a culture where values and education go hand in hand. We are also working towards creating and training of dedicated individuals who as FRNV volunteers would work towards the promotion of VBE in the schools.

Concluding Remarks

In crux, 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 that benefits 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 the 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 primary 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. With the key prerogative to reinforce and recap the strong value system of our, nation, we at FRNV are committed to uphold the nation's commitment to the same. We live by the clarion call "Nationalize the minds and hearts and save the Nation's soul".

Khushboo Srivastava is currently pursuing her Ph.D. in Political Science from Jawaharlal Nehru University, Delhi. She is also the Programme Associate at Foundation for Restoration of National Values.

A Call for Democratic Representation of Children

Vidushi Chaturvedi

Democracy espouses a social system based on acceptance, inclusion, a fair and just outlook, and gregariousness. To my mind, none of these values can be adapted unless there is compassion and belief in the bonding of the self with nature.

A newborn child is close to the mother naturally and is also close to the surrounding nature, for instance, birds, animals, or human beings. If basic physical needs are met, a child seldom differentiates between other human beings: between family members, dark or fair skinned, huge built or tender and petite. This is the best evidence of the existence of love between human beings as children of nature.

However, the growing child's socialisation brings awareness of distinctions –of colour, class, caste, and religion, into life. Until the early years of school life, the child readily accepts others in the play group. Gradually, they move towards select companionship. This consciousness is fostered by the school system and the society around them.

As a result, we have gender segregation, the starkest and most dehumanising. The society resulting from such exclusionary behaviour has a rigid setup –what men can do and what they cannot! For example, a man cannot cry in public but a woman can. A young boy plays with guns and racing cars while a girl befriends dolls and tea sets. This arrangement is meant to prepare young citizens to take up roles of the protector and the protected. Those of you, who disagree with me, may visit a toy store and read the packaging to know what the manufacturers have to say. Go, visit a public park and see boys in the neighborhood play; you will realize that it is rare for young girls and boys play together in public spaces.

The physical safety of girls overshadows any desire to explore open spaces: run, jump, race, and romp. Watch the boys play and you would notice how they struggle to overpower each other, negotiate with teammates, follow the leader to win the match, expand their circle of friends, and thereby their zone of influence.

Such freedom to experiment, explore, and expand, is missing in the grooming of most girls. There are far too many restrictions imposed on their movement. Parents perpetually fear for their security and deny numerous rights to them owing to a pervasive atmosphere.

Boys grow up to be men and take leadership positions and ignore the entitlement of women to equal rights and practices because of their social conditioning. They interact readily with other men in the workplace and other social spaces but when it comes to women, they are at a loss. It is the relationship they share with their mother and elder or younger sister as well as the bonding between their parents that is indicative of their equation with other women. Since men have seen their mothers being dominated by fathers and sisters being denied provisions that are taken for granted by brothers; we see similar hierarchy assumed by both the sections of society. The corporate board room is full of men, and women leaders are a rare sight. This

is strange because women are born leaders –the first and the most important teacher of any human being is the mother.

Growing violence against women is indicative of a lack of egalitarian gender dynamics. The feeling of being in a commanding position is compromised when a man sees a woman claiming equal rights. A woman like Nirbhaya, was overpowered by a group of boys, who grew up on a dose of boisterous and rowdy sport that is considered usual for male species. I once heard the class teacher of the 1 grade said to the mother of a six-year-old, who was bullied by a boy in her class; “Boys will be boys!” This is exactly what one of our parliamentarians, ex-cabinet Minister, had to say; “Men will be men”. The social acceptance of inequality between the genders will continue to create incidences of tension and crime.

Change can be brought when we tap into the preliminary steps to socialization, the family, for example, from where we begin, followed by the school, where we are nurtured.

The most important intellectual development takes place in the school where the child spends the most active part of her/his day. Hence, it is schools that must impart egalitarian values. However, on the contrary, schools happen to become training grounds of class consciousness, and acceptance of inequality and injustice. This needs to be remedied.

Nurturing baby boys and girls in androgynous ways at home will give us respectful citizenry. Gender expansive schools will encourage boys to take up dancing and playing with dolls as much as representation of as football team captains and scouts. All schools should be gender inclusive so that boys and girls grow up together as companions, co-workers, colleagues, and members of the same society.

Most primary schools have female heads but as one goes to senior schools, the representation of women heads declines. In universities, you rarely come across female Vice Chancellors. Hence, on the offset, it is necessary to have male and female teachers both on the primary level as well as higher education level. Similarly, only co-educational institutions should be encouraged (which is the mandate as per the Right to Education Act 2009).

The feminization of primary education has given us a scenario where ninety percent of the teaching staff is female –this again creates a skewed perspective in children. They get to see women as soft natured, capable of being caretakers, and compassionate individuals with the skills of disciplining youngsters. When these children grow up, it is considered appropriate to have a male disciplinarian to mend their ways and culture them. Herein lies the problem – women’s humanising influence should be allowed right through. Women’s representation in large numbers (at least 50 %) in the arenas of police, army, sports arena, and technology, et al, will create a more equal and egalitarian society.

Vidushi Chaturvedi is the Joint Controller of Communication Accounts, Department of Telecommunications, Ministry of Communications and Information Technology, Shillong, Meghalaya. Apart from being a civil servant, she is a freelance writer and is actively engaged in resolving issues concerning women and children.

Let Moral Values Guide Professionals

Ashwani Kumar

Background

The professional life throws a lot of challenges in the course of time, and those who can face them effectively, always build a successful career in their life. It is needless to mention that facing challenges is absolutely important in the professional life as the success of an individual largely depends on the person's ability to cope with different types of situations.

If individuals or groups do not demonstrate a strong value-underpinning in their thoughts, words and actions, it can contribute to the rapid deterioration of society and nations. India is fortunate to have an age-old tradition of imbibing values that are interwoven in the national fabric. However, this has exhibited a weakening over the past few decades. Though there have been great advances in science and technology, there has simultaneously been an erosion of values, and a greater emphasis on materialism. Values are based on the fundamental principle of having a long lasting impact of inspiring the human mind and intelligence, leading to wholesome thought and actions.

With the right inspiration, and the associated empowerment that these values infuse, professionals can become allies in nation-building. They will be imbued with sufficient strength and cohesion, taking our country forward with renewed character to a glorious culture. Value Based Education (hereafter, VBE) can, and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people, their moral and spiritual growth, enabling them to realise and tap into the vast treasure within. Professionals must realise who they are and what their ultimate purpose as humans are. Self-awareness would come to them through proper value education that would, in turn, facilitate their spiritual march from the level of sub-conscious activity to that of super-consciousness.

Value Based Education

Education is a systematic and a planned process of the development of the potential of a being to its maximum, by the harmonious growth of the physical, mental, social, emotional and spiritual qualities inherent in him, thereby transforming him from being an egoistic person into a responsible global citizen with an integrated personality. The purpose of education is to transfer knowledge and skill for social settlement; empower the individual to think and recognise their individuality and discover freedom, happiness and appreciation for life.

Values are principles, ideals, standards that are universal, and which direct our actions and behaviour. The purpose of values is to empower, elevate, expand and enlighten the inner personality. Homes, schools and civil society together have a role in nurturing values and ethical standards in all.

Value based education is a collective endeavour to identify and adopt value standards to be practiced by all in creating a value-based society. It enables development of integrated personality thus creating balance in all three key aspects of life - personal, professional and social.

Role of Value Based Education

VBE can strengthen the self-esteem of learners, their commitment to personal fulfilment and enable them to exercise ethical judgment and socially responsible and appropriate behaviour. VBE would help the nation fight against fanaticism, ill-will, violence, fatalism, dishonesty, avarice, corruption, exploitation, and drug abuse.

VBE's role is to inculcate values at the source (causal) level, as growth is always from the inner self to outer self. Its implementation calls for Enlightenment, Persuasion and Compulsion. All values relate to mind and intelligence and hence they are everyone's interest and aspiration.

Cooperative Education- a Practical Model

Cooperative education is a structured method of combining classroom-based education with practical work experience and provides a unique learning environment which leans towards exploring the practice of professional values and ethics. In the workplace, decisions are often made through consideration of adherence to a particular value system or ethical code. A student, situated in a workplace environment, observes, explores, and practices the workplace value systems and codes. VBE, in cooperative education, facilitate important core values for professionals and provide them with learning opportunities that will facilitate ethical decision making in the workplace.

Many organisations have adopted codified statements of conduct and ethics, present mission and value statements and a range of values to which they assert employees within the organisation to adhere to. Likewise, professional groups, such as engineers, teachers, nurses and lawyers, also have codes of ethics to follow.

Engaging in work integrated learning involves a complex understanding of technical skills, knowledge and soft skills for students. Shaping their professional identity and subsequently their own values are also important. Thus, post-placement students are able to draw on the real, relevant and highly contextualised examples based on their experiences gathered in the workplace.

Conclusion

VBE's role in shaping the professionals is gaining significance across the world with the need for its inclusion at all levels. It is apt to seriously look at scaffolding opportunities to explore values systems and ethical issues in the professional workplace in order to advance moral reasoning and development of professional identity. VBE, by making professionals, well-informed and rehearsed in making good, ethical and morally sound decisions, not only places

them in a position of high integrity, but also makes a positive contribution to the overall operation of their future workplace and profession.

VBE provides a successful environment for the inculcation of the full range of academic, social and interpersonal skills. The VBE approach offers a new way of thinking about education and how professionals can be supported to become successful and happy members of the global society. It encourages reflective and inspirational attributes and attitudes. They can be nurtured to help people; discover the very best of themselves and prepare them for their professional life.

Ashwani Kumar is the Joint Secretary of Foundation for Restoration of National Values and was previously the director of UT Starcom Network. He specializes in unified network solution architecture, business, and network planning et al and has over 26 years of experience in the communication industry.

Human Values and Ethics Add To Higher Education

Sushil Jain

Several institutions and technical universities and colleges in the country have done remarkable work in designing, developing and introducing the “Foundation Course on Human Values and Professional Ethics”. These universities and colleges include IIT Hyderabad, RBU, PTU, UPTU, HPTU, JNTU, IIT BHU and many others. This course has impact more than 200,000 students per year. Many other institutions/universities are in the process of adopting the same model.

The Need for Value Based Education

The need for Value Based Education has been repeatedly highlighted by various commissions and expert committees on education, such as Dr Radhakrishnan, Dr Kothari, UNESCO declaration on service to society and many others. It is felt that education should enable students to have the understanding, perseverance, and the practice of living with “definite human conduct” and participate in the development of a humane society.

Education should comprise both understanding (what to do?) and learn skills (how to do?), and practicing to further hone their knowledge and expertise. The subject which deals with “what to do” (and “what not to do”) is value education (VE) – it facilitates the development of “right understanding”. The subject which deals with “how to do” is technical education (TE) or professional education (PE) – it facilitates the development of skills. Both complement each other and are essential. However, values should precede skills.

The Focus of Value Education

Human education must enable the student to-

1. Develop Right Understanding – Understanding “what to do” (VE)
2. Develop Right Skills – By teaching “how to do” (TE/PE)
3. Practice Right living during the period of education
 - a) Being cordial with all human beings
 - b) Living in harmony with rest-of-nature leading to mutual prosperity

Knowingly or unknowingly, our education system has focused on the skill aspects (learning and doing). The aspect of understanding “What to do” or “Why something should be done” is only assumed. No significant cogent material on understanding is included as a part of the curriculum.

With skills being the priority, the value aspect is largely missing or ignored in our educational institutions and consequently in society. The manifested problems may include self-centeredness, acute competitiveness, insensitivity, indiscipline, violence in various forms and

addiction to drugs, etc. In the extreme cases, it leads to depression and apathy towards life itself, leading to suicide. A result of this is the production of graduates who tend to join a blind race for fame and wealth. Even then, a very high percentage of graduates remain unemployed. At the same time, the skills acquired are often misused.

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

Development of HVPE Course

During the past three decades, a dedicated group of individuals have devoted serious efforts towards developing appropriate value education inputs and have experimented with integrating value education in educational institutions, particularly technical/ management/ higher education. From this, a holistic and comprehensive approach based on self-exploration has emerged. Necessary wherewithal to introduce these inputs in the present curriculum are now available and can be readily adopted.

The Foundation Course on Human Values & Professional Ethics has been designed by IIT professors - Prof. R. R. Gaur, Prof. Rajeev Sangal and Shri. Ganesh Bagaria to sensitise the students to the possibility of a humane society. A major portion of this course is focused on the understanding of all dimensions and all levels of human existence. This course satisfies all the guidelines for value education – to be universal, rational/logical, natural, verifiable, all-encompassing and leading to harmony.

Teachers Training

An 8-day Residential Workshop called “Teachers Orientation Program (TOP)” has been designed to essentially facilitate a process of self-exploration going through the key proposals in this course. The process of self-exploration is the critical part, and this usually gets emphasis only when one participates actively in the TOP.

The TOP is the starting point in preparing teachers who have a responsibility to teach a particular subject. Once they go through it, they refine their personal perspective on value education and teaching. They are equipped to share the content effectively. In addition to teachers, this workshop is attended by people from every walk of life.

Guidelines for Value Education

Effective and widely acceptable guidelines for value education have been drawn up to help decide what would qualify for 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 irrespective of sect, creed, nationality and gender etc. So it deals with universal human values.

Rational - It has to be amenable to reasoning and not be based on dogmas or blind faith. 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 that 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 the fulfillment of our happiness; it is conducive to other people we interact with, and the interaction with nature is mutually enriching. We also aim to verify these values ourselves, i.e. we don't want to assume something just because something is stated, and 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 simultaneously 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; 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. That leads to human conduct.

Workshops Conducted for People from Different Walks of Life

The approach of the workshop is holistic, covering a large canvas, and it has made a tremendous impact on people from different walks of life. For the engineering students the workshop has been included as a compulsory part of the academic curriculum. It has led to a major rethinking among students. They are reflecting on what their goals are, the place of money in life, the joy one derives in a relationship, and in seeking knowledge and not merely on income and wealth. They have become relaxed, more sensitive to relationships with their friends and family and regarding society and nature.

The feedback from nearly 2000 teachers, who have been teaching this subject after doing the "Teachers Orientation Program (TOP)" has been very encouraging. Every year the numbers are increasing. Countries like Bangladesh and Pakistan have also shown a keen interest in introducing this course in their institutions/universities and regularly sending their faculty members for training. Many teachers feel that the course has impacted their personal attitude, and personal relationships in the family.

Others, including criminals in jails, social workers from NGOs, farmers and rural folks, businessmen, people with spiritual background have started realizing that they give little time to their family in their relentless pursuit of wealth, and even more importantly the way they behave with their children, spouse or old parents. Many such people are affected profoundly and come back to further workshops with their family members. Established businessmen who have attended the workshop have taken up sustainable or "zero-input" farming where all the required resources for farming are generated from the farmland itself.

At the Punjab Technical University, with the broadened vision, the University has moved from being university-centric and employer-centric to now being, even more, society

oriented. The University has developed specific goals and programs related to value and technical education, said the Vice Chancellor of the University.

The Royal University of Bhutan also feels that value education is the missing link in the education and is very important.

Himachal Pradesh Technical University (HPTU) has introduced this foundation course from the Academic Year 2012-2013. Teachers feel that the course has impacted their personal attitude, and personal relationships in the family.

Sushil Jain, an IIT Delhi alumnus, has over thirty-five years of professional experience. He has been proactive in spreading awareness on the importance of Value Based Education and has taken active part in introducing it as an essential subject in schools and colleges.

Shri Ram Global School: Aspiring for Personality-Building

Dr Shobhita Johari

The children of today have lots of things to worry about. They have several distractions and are faced with many problems and issues. They are exposed to a gamut of experiences, both good and bad, that is greater than what was faced by children from any other generation in the past. They need support in developing better values and morals. A solid foundation of moral education has emerged with the ability to assist students in developing strong values and morals laying a foundation to academic diligence.

Our founder-visionary, Sir Lala Shri Ram, too believed in the importance of implementing character education in school programs to make academic deliverance more effective. Shri Ram Global School strongly believes that education should not only be a learning concept but should fundamentally be a means of ensuring that values of the Constitution are imparted to all children. The School believes in making meaningful educational transformation to accomplish world-class standards of academic excellence. The entire purpose of education is not to restrict itself to imparting bookish knowledge; it also seeks to inculcate humanitarian values like wisdom, compassion, courage, humility, integrity and reliability in a student. There is a continuous effort by the Shri Ram Global school team to reinforce the commitment to achieve that extra mile that helps students discover and attain their personal goals in life. Our School provides a multicultural learning environment with a futuristic curriculum in place that enables each student to carve a niche for themselves and become a responsible global citizen.

It is our fervent endeavour that all students at each Shri Ram Global School are nurtured to become contributors to the society and mankind by using their paramount potentials. Our school is a vibrant and welcoming learning community that is committed to creating the best possible educational experience for every child.

At Shri Ram Global Schools, it is our aim to raise standards by promoting a school ethos, which is underpinned by core values of 7 'C's:

Confidence, Critical Thinking, Collaboration, Curiosity, Creativity, Compassion, and Commitment

NURTURING THE SEEDS OF SUCCESS through the VALUE-DRIVEN PROGRAMME- the 7C, the Shri Ram Global curriculum ensures increased levels of creative thinking, collaboration and creativity. It creates **critical thinkers** and **compassionate, committed**, contributors who will **collaborate** to enhance the society!

SHRI RAM GLOBAL SCHOOL



Our fervent endeavour is to ensure that each student is endowed with the qualities and traits that are a hallmark of every Shri Ram Student - Confidence, Critical Thinking, Collaboration, Curiosity, Creativity, Compassion and Commitment. That's our way of learning beyond.

CONFIDENCE

Students passing out of Shri Ram institutions are extremely confident and exhibit tremendous belief in themselves and their abilities to attain the impossible.

CRITICAL THINKING

is a composite faculty of the intellect that reasons, questions, conceptualizes, analyses and applies. The Shri Ram Centennial student is encouraged to develop this skill even in the Early Years.

COLLABORATION

Shri Ram Centennial students learn collaboration; that is working together to achieve a common goal, a very necessary 21st Century requirement. It equips them with interpersonal skills, courtesy, patience, deeper understanding and leadership qualities.

CURIOSITY

Shri Ram Centennial students are endowed with a disposition to inquire, investigate, or seek after knowledge. This quality is developed by encouraging them to ask questions to satisfy their inquisitiveness, instead of being passive learners.

CREATIVITY

Shri Ram Centennial students are immensely creative in their approach to any problem. Creativity is the process of bringing something new into being. Creativity requires passion which is found in abundance among Shri Ram Centennial students.

COMPASSION

Compassion is the basis of all morality. Shri Ram Centennial students are compassionate which helps them grow as good human beings. It is a virtue by one shows emotional capacities of empathy and sympathy for the suffering of fellow human beings, regarded as a part of love itself.

COMMITMENT

Commitment is the willingness to dedicate time and energy to something that one believes in, and sustain it to completion. Shri Ram Centennial students are committed towards any job, cause or activity they undertake in their life.

These values support the holistic development of a child into a reflective learner within a calm, caring, happy and purposeful atmosphere. We give regular thought to how values can be used to support children and promote quality teaching and learning. We make planned and systematic efforts aimed at promoting student understanding and knowledge of certain values and development of the competencies and dispositions required to live according to the values. We believe that the ethos of the school should be built on a foundation of values.

These Values are embedded in all our educational processes. Directly or indirectly, children imbibe values and related attitudes and beliefs through numerous school processes and interactions. So in our entire curriculum, we try to ensure that Value Based Education (hereafter VBE), is incorporated into lessons in an interesting way so that the children learn it at every step of their schooling. These are at times addressed directly through lessons and assemblies but also permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual, and moral development of the child. We encourage children to consider these values and thereby to develop the knowledge, skills, and attitudes that enable them to develop as reflective learners. We believe that this holistic understanding will lay the foundation for educated adults.

The school uses core values as a basis for its work. We create a strong learning environment that enhances academic achievement and develops students social and relationship skills that last throughout their lives. Students are encouraged to experience values by practice in the

school ambience. This positive learning environment is achieved through the positive values modeled by the staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time. It also provides a social capacity to students, equipping them with social and relationship skills, intelligence, and an attitude to succeed in school and also throughout their lives.

The success of our approach towards teaching and learning cannot be measured otherwise. However, it is evident in the school's positive ethos and in the personal qualities that our students display. VBE, therefore, is an educational philosophy, an approach to teaching and learning that underpins the way Shri Ram Global School organises itself, develops relationships and promotes positive human values.

Dr Shobhita Johari is the officiating Director of Academics at Shriram New Horizon Ltd. She is also the Education Advisor of the Shri Ram Education Trust.

Value Based Education in Paul George Global School

Geeta Karunakaran

Let me begin with a popular quotation which says “A society holds together through the quality of its shared values (virtues)”. What appears to be distinctively missing from many schools, and in the society at large, is the exchange of shared positive human values which can provide a sense of vision and direction in creating a balanced moral society. The purpose here is to highlight the teaching of positive human values (e.g. respect, honesty, compassion, care, humility, and responsibility) in a structured manner in schools. A value-based school must promote an educational philosophy based on valuing oneself and others, through principles that guide behaviour through good educational practice.

My experience as a mentor in various schools across India has taught me that when a school emphasises on the moral and spiritual aspects of the curriculum, the teaching becomes harmonious and effective. The effect on students, who benefit from a school where value education is central to the curriculum, is that the student takes greater personal responsibility to shape their learning and behaviour. This can, however, only happen in a school where teachers ‘self-aware’ and reflect on the deeper meaning of the values being emphasised at the school.

Paul George Global School has embraced Value Based Education (hereafter VBE). Whether in assemblies or in classrooms the staff and children explore values such as courage, compassion, equality, integrity, tolerance, respect, honesty and modesty.

During morning assemblies, we highlight one value each month. The assemblies are then devoted to explaining the value in a way appropriate to the age and stage of the pupils. Every teacher prepares one value lesson each month that builds on in the assembly.

We are on a journey together where we develop and deepen our understanding of these values, of ourselves, and of each other. We regularly reflect on our core values and how the school sustains an ethos which supports the pupil as a reflective learner.

For a class teacher, value education provides a clear reference point for discussing topics that are egalitarian pertain to all children, like behaviour, relationships, self-worth and other mundane issues. Value education embodies the vision, aims, and values of the school’s pedagogy. With teachers acting as role models, value education is placed at the heart of the school’s philosophy. Teaching values affect the teachers’ thinking and thus moulds their teaching methodology. When teachers talk about their feelings, students learn to express themselves more clearly. Sharing their feelings and initiating a conversation through a ‘Circle Time’ helps students to empathise with others, and share their concern and fear. This contributes to the development of emotional maturity. Self-reflective work by the teachers, therefore, is seen to have a powerful impact on children and helps achieve congruence in thoughts, feelings and actions among teachers.

A whole school value education policy has been introduced in our school in order to develop consistency of staff expectations and behaviour. Also, frequent repetition and regular discussion about values reinforce their meaning which is more likely to be internalised in the sub-conscious. This, in turn, reinforces the student's positive dispositions and acts as a guard on their behaviour. We also practise meditation in our school as it gives space and time for students to enhance concentration.

In Paul George Global School, our school's institutional values are audited in how visitors are greeted and the interaction among members of the staff. This activity helps in developing a positive atmosphere where values are held vital in underpinning the curriculum. Induction of the new staff members is done with utmost care. A variety of inclusive teaching and learning styles are used to ensure that all pupils are motivated to think. We also have a value for the month poster/ board in each classroom.

VBE also aims to secure symbiosis between home and the school. To this end, in induction session for new parents, the school's value education policy is explained and we enlist their support. The school recognises the importance of the role of families in educating children. It further helps in developing open, sensitive, active, and positive teacher-parent relationships. The development of value education is shared with parents through newsletters and during parent-teacher meetings.

Finally, in my opinion, there should be a greater emphasis on the development of quality relationships between staff members and parents. When parents rely on behaviour modification, they resort to stringent approach with their children, often blowing the whistle to have a control on them. This approach often leads them down the wrong path. Therefore, a 'heart-based approach' is advisable where they take on the role of a counsellor with their kids. The school can play a vital role in guiding them with parental strategies that contribute to building strong and healthy relationships.

Through engaging in VBE, it has become clear to me that many children have an innate sense of their own spirituality and are in the process of developing a personal morality. I have seen great enthusiasm for this from children themselves and it leaves me hopeful for the future of our society.

I commend value education to all.

Geeta Karunakaran is the Founder-Principal of Paul George Global School. She is a passionate educationist and her passion lies in educating children of all communities across the country.

List of Contributors

Ayesha Sheriff is the Vice Principal of Tinker Bell School, Delhi. She has done a certified course in teaching of Spastic Children from Castle Priory College, Wargrave, UK; a Gold Seal Diploma in Montessori from London Montessori Centre, and a certified course in Voice Training from University of the Philippines, Manila..

Anupama Jha is the CEO of the Foundation for Restoration of National Values. Previously she has been the Executive Director of Transparency International, India. With Masters in Economics and a degree in Health Communications from John Hopkins University, USA, she has also worked as a full time journalist for over a decade in the mainline media. Her areas of expertise include governance, project management, training, and community intervention.

Khushboo Srivastava, a graduate in Political Science from Lady Shri Ram College, University of Delhi, is currently doing her Ph.D. from Jawaharlal Nehru University. Her specialization being Indian Government and Gender Studies, she has worked in areas of law, marginalization, political philosophy, and national security. She is currently working as Program Associate at the Foundation for Restoration of National Values.

Vidushi Chaturvedi is the Joint Controller of Communication Accounts, Department of Telecommunications, Ministry of Communications and Information Technology, Shillong, Meghalaya. Besides being a civil servant, she is also a freelance writer. Issues concerning women and children are close to her heart and she is actively engaged in actions to resolve them

Ashwani Kumar is the joint secretary of Foundation for Restoration of National Values. He is also the convener of National Value Education Task Force of FRNV. He was previously the director of UT Starcom Network and has over 26 years of experience in the communication industry.

Sushil Jain is an IIT Delhi Alumnus and has over 35 years of professional experience. He is actively spreading awareness on the importance of Value Based Education and its introduction as an essential subject in schools/colleges/universities and teachers' training. He also facilitates "Leadership through Self-discovery" workshops.

Shobhita Johri is a doctorate in biotechnology and is a passionate teacher associated with the field of education from past 12 years. She is constantly experimenting with new and different methods of delivering course content to enhance students' abilities. She has been involved in Course development, evaluation, planning and review, preparation of course material, and programs.

Geeta Karunakaran is the founder-principal of Paul George Global School, Alaknanda, New Delhi. Being a passionate educationist, her interest lies in educating children of all communities across the country. She has experience of over 24 years in the field of education.



ENCOURAGING CHILDREN TO THINK BEYOND THEIR POTENTIAL



SHRI RAM GLOBAL SCHOOL



Over a century, the Shri Ram Family has created, supported and managed some of the country's finest educational institutions like Shri Ram College of Commerce (SRCC) and Lady Shri Ram College (LSR), ranked by an India Today survey as the country's top colleges in Commerce and Arts respectively.

Shri Ram Global School is an initiative of the Shri Ram Education Trust, an institution conceived to impart the best education, coupled with development of values and personality traits, that breeds achievers.

The hallmark of every
Shri Ram Global student



CONFIDENCE

CRITICAL THINKING

COLLABORATION

CURIOSITY

CREATIVITY

COMPASSION

COMMITMENT

WORLD-CLASS FACILITIES

- Drama and Dance Studio
- Music Rooms
- EVS Laboratory
- Maths Lab
- Indoor Games Room
- Art and Craft Rooms
- Learning Support Room
- Library and Resource Centre
- ICT Labs
- Audio Visual Room
- Interactive Whiteboards for Digital Content in Classrooms
- Multipurpose Hall
- Amphitheatre
- Dining Hall
- Mini Soccer Green
- Swimming pool
- Tennis Court
- Facilities for Basketball, Badminton and Table Tennis
- Roller Skating

klfactor.in



FRNV

INTERPRETING THE NATIONAL VALUES: National Flag, Satyamev Jayate & Fundamental Duties Revisited

Swami Bhoomanand points out, 'considering that each one amongst our citizenry is a full-fledged national could any national think of hindering the growth and development of our nation'. With this in mind, our founding fathers had selected the national moto and the tri-colored national flag. The third vertex was added by the Constitution in the form of Fundamental Duties. Thus, he suggests that every national has an irrefutable obligation to heed and adhere to our national values

With FRNV's strong commitment to uphold and perpetuate the much cherished, treasured and celebrated National Value, our prerogative is to work in the upholding and reinvigorating of three seminal values systems that underpin our nation: the National Flag; the National Moto: Satyamev Jayate and the National Duties enshrined in the Constitution as the Fundamental Duties. We interpret these as follows:

National Flag:

Supremely held and guarded as the pride of the Nation, the National Flag of India is a national symbol designed in horizontal rectangular shape. It is designed using three colors such as deep saffron (top most), white (middle) and India green (lower most). The middle white color contains navy blue **Ashoka Chakra (means Wheel of Law)** in the centre having 24 spokes in the wheel. Adopted on 22nd of July 1947, the vision behind this dignified entity is attributed to Pingali Venkayya. In its khadi incarnation, the National Flag is one of the most potent instruments that give to the citizenry a sense of nationhood and pride and espouses unparalleled nationalistic fervor. The National Flag is an epitomization of the cardinal principles that are sacred of the Indian civilization. Through its diverse shades, it represents fundamental values of human life namely: that despite being a multi religious and multi ethnic society we must all adhere to the common Dharma of brotherhood and love; uphold at all times the principles of courage and selfishness; an absolute renunciation of ego and jealousy as the most apt way of leading everyday life; for all public servants to perform





their duties selflessly and devotedly; to imbibe the quintessential moral values of honesty, purity, cleanliness and to tread on the path of peaceful co-existence in a truthful manner; to work towards constantly striving greater prosperity of the nation and protecting it against internal strife and external aggression. All of these fundamental human values underpin our National Flag and give rise to a set of National Values that all of us as devoted citizens of the nation should abide by and in turn uphold.

Satyamev Jayate:

The words Satyamev Jayate meaning "Truth alone Triumphs" in the most literal sense are inscribed in Devanagari script beneath the lion capital which is an adaptation of the Lion Capital of Asoka at Sarnath, near Varanasi in the north Indian state of Uttar Pradesh. Through truth the divine path is spread out by which the sages, whose desires have been completely fulfilled, reach where that supreme treasure of Truth resides. It can be variously termed as 'Truth alone triumphs', or 'Truth alone conquers, not falsehood', or 'The true prevails, not the untrue' or 'Truth alone conquers, not untruth'



Contact : Foundation for Restoration of National Values, +91-959-969-7643 www.valuefoundation.in

A 59, Shivalik, Malviya Nagar, New Delhi- 100017



It is imperative to underline that the motto does not read always - it says eventually. Thus for instance what appears as absolute success in the short run through lying and adopting malpractices in reality is equivalent of settling with skewed rewards. Most potently this is not how great nations or great individuals are built. A nation that has to reach the zenith cannot have a foundation that is built on lying and shortsightedness. India from time immemorial celebrates, the teachings of our great sages, mythologies like Mahabharata, festivals like Navratri, the entire cultural fabric takes immense pride in adhering to the victory of good over evil, dharma over adharma, truth over lying.

Even a superficial analysis of the last few decades would succinctly suggest that one of the major challenges that our nation is confronting is the evil force of corruption. It stops government schools from functioning, vocational institutes from operating, new industries from opening amongst others. Truth doesn't refer to just "telling", it also encompasses being truthful to your work, to your relationship, to your body and so on. Satyamev Jayate as our National Motto while espousing firm commitment to the eternal and universal power of righteousness and truth raises effortless everyday questions like, if each one of us today decides to be truthful to our work, wouldn't corruption be eliminated? Wouldn't be all healthy and following our passion? Wouldn't be all living a happy life?

Thus it most stringently reiterates the need to be truthful in all aspects of life, to be truthful to one self.

Fundamental Duties:

At the onset let us begin by asking what is duty? Jurisprudentially speaking duty is an obligation recognised and effected by law, to conform to a particular standard of conduct towards another, deviance from which is considered as wrong. The historical trajectory of constitutionalism in India suggests that the Fundamental Duties were not an inherent part of the original Constitution.

Rather the Fundamental Duties were inserted into the Constitution of India by the 42nd Constitutional Amendment Act, 1976 on the recommendations of the Swaran Singh Committee. Ten Fundamental Duties were included in Article 51-A under Part IV-A through this amendment. The 11th Fundamental Duty [51-1(K) was added by the 86th Constitutional Amendment Act, 2002. It is crucial to introspect why was the need for this incorporation felt? The most succinct answer lies in that with rights come duties. Thus while fundamental rights were included to ensure freedom to the citizens, they had to be complemented with responsibilities so that the rights of one did not mean trespassing the rights of the other. Thus the idea behind the incorporation of the Fundamental Duties was to emphasize the obligations of the citizens in exchange of the comprehensive Fundamental Rights enjoyed by them.





6. What Is The constitution of India?

8. Fundamental Duties (Part IV Article 51A)- These Fundamental rights have been provided at the cost of some fundamental duties. These are considered as the duties that must be and should be performed by every citizen of India. These fundamental duties are defined as:
It shall be the duty of every citizens of India: -

- a. To abide by the Constitution.
- b. To uphold & protect the sovereignty, unity and integrity of India.
- c. To Cherish & follow the noble ideas which inspired our national struggle for freedom
- d. To defend the country & render national service when called upon to do so.
- e. To promote harmony & the spirit of common brotherhood.
- f. To value & preserve the rich heritage of our composite culture.
- g. To protect & improve the national environment.
- h. To develop the scientific temper, humanism and the spirit of inquiry and reform.
- i. To safeguard public property & to abjure violence.
- j. To strive towards excellence in all spheres of individual & collective activity, so that the nations constantly rises to higher levels of endeavor & achievement.

Basically, the Fundamental Duties were incorporated with the purpose of making the citizens patriotic, help them to follow a code of conduct that would strengthen the nation, protect its sovereignty and integrity, help the State in performing its diverse duties and promote ideals of harmony, unity, common brotherhood and religious tolerance. The Importance of fundamental duties is they serve as a reminder to perform specific duties towards society and warning to citizens against anti social activities (disrespect minorities, harm public property etc.). They serve as a warning against the anti-national and antisocial activities like burning the national flag, destroying public property and so on. They serve as a source of inspiration for the citizens and promote a sense of discipline and commitment among them. They create a feeling that the citizens are no mere spectators but active participants in the realization of national values and goals. Thus FD are very valuable not only in relation to law making but developing patriotic feeling, brotherhood ,disciple and understanding ones responsibility as citizens.

These three ideals are the very cornerstone of the Constitution. They have highlighted the importance of citizens in the functioning of the State and urges upon them to do their best to discharge their duties. By adhering to these three central principles of our nation, the citizens can actively participate in the effective functioning of the nation and actively contribute in ensuring that the nation treads on the path of holistic prosperity, peace, goodness and happy coexistence.



Unfortunately we have come to live in a time where the supremacy of values in everyday living has given way to rampant corruption, unlawful activities, inhuman behavior and immoral consumption, all of which are gradually wrecking the very structure of our society, nation and the world. Six decades after independence, we are caught in a vicious cycle of greed, fissiparous tendencies and gluttony. This deterioration to an expansive extent can be attributed to the fact that many of us have compromised on our values, integrity and character, in a bid to earn, use and possess more and more of material wealth. Swami Bhoomanand thwartedly wonders ‘Can the nation’s conscience accept such distress with lethargy and indifference? Should we not be awake to the travesty and strive to redress it with a deep sense of national unity and accountability?’

Any value movement essentially should have two parts: inculcation and enforcement. Thus we need to have a national resolve to work in both directions. Providing FRNV the insightful vision, Swamiji sets for us three goals namely: having in place a National Value Educational Syllabus as the principal inculcational step; constitute a National Value Restoration Council with members from the civil society as an enforcement mechanism and most significantly creating an Ethical Surveillance Corps which shall most earnestly act as the watch dog.

At the Foundation for Restoration of National Values (FRNV) we thus believe that Values are the cornerstone of humanity. Values help an individual in becoming better people because values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. Thus are attempt is to reinforce the vigor on the essentiality of value based living. In order to realize the sacred ethos enshrined in our Constitution we work towards eradicating inner constrictions born of selfishness and greed; imbuing a warm fondness for society and concern for the collective good, and building sufficient inner strength and character, in the individual, family and society as a whole. Only when these obstacles that each of our individual citizens feels are eradicated, can the novel values of supremacy of Fundamental Duties; dignity of the National Flag and seemliness of the National Moto be upheld.

Towards the realization of this end, FRNV works in four critical areas: Political Accountability, Police Reforms, Value Based Education and Corporate Integrity. All of these are premised on certain central values like work ethics, transparency, accountability, sensitization, commitment, honesty, selfless devotion and truthful endeavors. Thus, each of these domains of public life has an impactful bearing on the nation’s well being in general and citizen’s lives in particular. Ironically all of these crucial domains have been infested with malpractices and thus are gradually undergoing a detrimental process of corrosion and absolute deterioration. Thus to reform the dismal status quo, FRNV weaves the approach of working both at the macro and at the micro level. To substantiate, at the macro level we take up the approach of advocacy with key stake holders so as to bring about policy level transformations. From the opposite vantage point, at the micro level we engage with communities through intervention around issues of gender, livelihood, health, education amongst the others as significant entry points to alter the existing paradigm.



In this context, we undertake a whole gamut of projects wherein we work with different target groups like students, teachers, corporate leaders, state officials, marginalized sections like women, potent actors like adolescents, police amongst others like educational boards and local NGO's. The projects launched by FRNV on Value Based Education at Shri Ram Global Schools; the advocacy with Police Complaints Authority to work towards Police Reforms; the projects at Jamia and New Ashok Nagar are a case to the many endeavors undertaken by FRNV.

With the key prerogative to reinforce and recap the strong value system of our, Nation, we at FRNV are committed to uphold the Nation's commitment to the same. We live by the clarion call "Nationalize the minds and hearts and save the Nation's soul."



Value Based Education Project of FRNV

Value Based Education (hereafter VBE) is a flagship programme of the Foundation for Restoration of National Values. In the programme, we work with children, teachers, and parents and enable them to delve deep inside themselves, stimulate their consciousness, and cultivate qualities such as compassion, truth, and priority to fore.

It is hoped that children and parents would consume these qualities in their day to day lives to establish a culture of value orientation in the school and eventually in the society. With this vision in mind, FRNV has been working with various shareholders as well as schools. Meetings, workshops and conferences have been held and a curriculum has been shaped.

Earlier, in a session on VBE, at the conference ‘Nurturing Ethical Leadership in India’ the role of educational institutions, teachers, and parents in creating ethical leaders was discussed. It was suggested by the speakers that the current educational institutions do not nurture basic qualities of fair play, equality, empathy, and compassion in children. Since contemporary education is more rote and marks oriented, these values get relegated in the background. Teachers focus on finishing the syllabus in a hurry and pay little or no attention to grooming, exploring, and developing values like honesty, integrity, and transparency.

It was pointed out that in the name of VBE, there was a mushrooming of enterprises and manuals but these were not properly implemented.

FRNV has also signed an MOU with Shri Ram Global School for ‘The School Initiative To Inculcate Values Amongst Various



Stakeholders To Develop An Ecosystem For Value Based Living’. A task force for VBE has also been formed which meets from time to time to discuss the future direction and modalities for the initiative.

Earlier in May, field visits to Gurgaon and Dehradun were undertaken to conduct a baseline survey on how the 7C’s programme of Shri Ram Global School was being implemented and to study the gaps in the programme.

Value Based Education:

Role of Educational Institutions, Teachers, and Parents in Creating Ethical Leaders





Foundation for Restoration of National Values

Who are Friends of FRNV

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

- ☐ A Friend of FRNV expresses his/her solidarity with the FRNV objectives in word, action and deed.
- ☐ A friend wholeheartedly commits himself/herself to imbibing our National Values.
- ☐ Friend of FRNV is a citizen dedicated to the Value Inculcation movement in our country.
- ☐ A Friend will consciously work towards spreading the word about this movement amongst other citizens.
- ☐ Such a Foundational Movement is not possible without the firm support of like-minded citizens. A Friend of FRNV may also send contributions to support the activities of the Foundation.

Aims and Objectives of the Foundation for Restoration of National Values (A Registered Society)

- ☐ To 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 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 interface with citizens, and endeavour 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.
- ☐ To stimulate awareness among all members of society, about the importance of the Duties of Indian citizens.



Foundation *for* Restoration of National Values

Our National Values

- ☐ The primary value is: Do not do to another what you would not like to yourself.
- ☐ Non-hurting, truthfulness, non-stealing, hygiene and sensory regulation are the epitome of our National Values and virtues, to sustain all-fold, welfare and growth.
- ☐ Human embodiment is meant to gain the treasure of values. Preserve the body with nourishing food, exercise and rest, employing it more in the service of others than for your own needs.
- ☐ The noble employ their wealth to serve others.
- ☐ Your family does not consist of relations of blood and matrimony alone. Embrace the whole society in your heart - "The whole of earth constitutes our family" is the adage.
- ☐ Knowledge is the Supreme Wealth and Strength. Unbridled prosperity and ostentation are debilitating to the mind and intelligence.
- ☐ Do not use Nature's resources injudiciously. Guard against their undue depletion. Do not pollute earth, water and air. Preserve and bequeath the treasure to succeeding generations.
- ☐ Earth's greenery is vital to life. Preserve forests, gardens and fields. Remember: "One tree is equivalent to ten children."
- ☐ "Mother and Motherland are greater than even heaven". So do not entertain or allow any thought, word or deed harmful to the Nation.

VICHARASETU

The Path of Introspection

Sanga (attachment) is a wrong identification that grips our mind since birth. It is born of ignorance and is extremely afflicting and binding if left untreated. Whenever sanga creeps in, it begins to taint the mind making it dense and distorted. Treated with discrimination and enlightenment the mind, freed of sanga, grows light, joyful and expansive. It verily becomes the self-transparent, unaffected and blissful. Should not the seeker then look watchfully into the mind relieve it of the attachments?

- Swami Bhoomananda Tirtha



Foundation for Restoration of National Values

MEMBERSHIP

Registration Form

Kindly mail us the form on the address mentioned in the end

NAME:					
GENDER:		AGE:		MOBILE NO:	
ADDRESS:					
CITY/STATE:		PIN:		COUNTRY:	
EMAIL ID:					
ORGANISATION:					
DESIGNATION:					
BRIEF PROFILE					
OTHER ORGANIZATIONS THAT YOU ARE ASSOCIATED WITH					

NOTE: The information that you provide will not be shared with anyone except FRNV

DECLARATION

I, _____, wish to become a member/ life member of the Foundation for Restoration of National Values and participate in fulfilling the objectives of FRNV.

(Please tick if applicable)

☐ Yes, I have gone through the **Aims and Objectives** of the Foundation;

☐ Yes, I am **interested in volunteering** for some of the activities of the Foundation;

I would like to be a **member of FRNV** for ☐ **One Year** Rs. 1,000/- (renewable yearly) ☐ **Lifetime** Rs. 10,000/-

I am sending herewith a Cheque/ DD for **Rs.**_____/ - for membership via
Cheque/DD no _____, **dated** _____, drawn on **bank**
_____.

Place: _____

Date: ____/____/____

Signature of the Applicant



Foundation for Restoration of National Values

Friends of FRNV

Registration Form

Kindly mail us the form on the address mentioned in the end

NAME:					
GENDER:		AGE:		MOBILE NO:	
ADDRESS:					
CITY/STATE:		PIN:		COUNTRY:	
EMAIL ID:					
ORGANISATION:					
DESIGNATION:					
BRIEF PROFILE					
OTHER ORGANIZATIONS THAT YOU ARE ASSOCIATED WITH					

NOTE: The information that you provide will not be shared with anyone except FRNV

DECLARATION

I, _____, wish to become a "FRIEND OF FRNV" and participate in fulfilling the objectives of the Foundation for Restoration of National Values.

(Please tick if applicable)

- ☐ Yes, I have gone through the **Aims and Objectives** of the Foundation;
- ☐ Yes, I am **interested in volunteering** for some of the activities of the Foundation;
- ☐ Yes, I would like to be **informed of the different activities** of the Foundation by Email.

Place: _____

Date: ____/____/____

Signature of the Applicant



www.valuefoundation.in



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



https://twitter.com/FRNV_



+91 9599697643



frnv@outlook.com

A-59, Shivalik, Malviya Nagar, New Delhi-110017, India