

# Fostering Vedic Values

Rig Veda  
Yajur Veda  
Sama Veda  
Atharva Veda

# FOSTERING VEDIC VALUES



# Fostering Vedic Values

Fifth Edition published in 2024

You are free to copy and redistribute the material in any format or medium. You must give appropriate credit and should not use the material for commercial purposes without the permission of the author. If you remix, transform, or build upon the material, you may not distribute the modified material.

You can write to ‘Tamilnadu Arya Samaj Educational Society’ 212–213, Avvai Shanmugam Salai, Gopalapuram, Chennai – 600086 or email to [publications@davchennai.org](mailto:publications@davchennai.org) to seek permission to print all or only certain chapters of the book.

The Author of this book is solely responsible and liable for its content including but not limited to the views, representations, descriptions, statements, information, opinions and references.

MRP ₹ 200/-



# PREFACE

The Vedas are widely acknowledged as the oldest books in the library of humans. They are essentially a set of ‘Operational manuals’ provided by Ishvar to help human beings lead their daily lives. They cover diverse topics including Spirituality, Mathematics, Material Science, Economics, Political Science, Sociology and many more.

The Vedas declare Ishvar to be One and Formless. Similar to air, it is this basic characteristic of the Almighty that facilitates His presence everywhere in each minute particle, in turn ensuring that He delivers justice to all living beings.

Today, we face a paradoxical situation. While the number of temples, churches and mosques has increased manifold, bloodshed in the name of religion has grown exponentially. Another simultaneous trend is that the younger generation is disoriented with various religions, and is turning atheist. We believe that true knowledge of the Vedas can help youngsters experience spirituality with scientific rigor, which is the need of the hour.

The Vedas are truly universal and secular. Interestingly, they do not even contain the name of any religion of the world as we know them today – Hinduism, Christianity, Islam, Jainism, Buddhism, Judaism etc., simply because none of these terms existed at the beginning of mankind. The Vedas only prescribe how humans can lead a healthy life in harmony with the environment and the animals around them. The various themes promoted by Vedas are egalitarian, empowering and liberating. They form the basis, as much of inner peace in every individual as they do of peace in a family, society, nation and the entire world.

It is unfortunate that the Vedas have been misinterpreted over the last few hundred years which led to many false beliefs. The Arya Samaj, started as a social movement by Maharshi Dayanand Saraswati in 1875, gave a clarion call – ‘**Back to Vedas**’, focussing global attention towards the Vedic knowledge and culture.

‘**Fostering Vedic Values**’ is a series of 10 books (for Classes I – X) with 12-16 chapters in each. Almost half the chapters focus on ensuring that the children are able to obtain a reasonably good understanding of the key spiritual principles as highlighted in Vedas. The remaining chapters are focussed towards imbibing the spirit of patriotism, compassion towards all living beings including animals, social service and other human values. Through these, we envision children to develop as responsible citizens, who contribute to the world





as a family, but in the face of a national threat, are also ardent patriots. We hope to see them evolve into empowered individuals who can overcome the challenges of life through spiritual strength and lead themselves, their families and societies to peace and happiness.

Many of the chapters are set up as a conversation between a child and the grandparent or a relative. This is to strongly emphasize our ancient culture wherein children spent a lot of time with grandparents and other relatives, learning from their life experiences. Also, rather than grandpa / grandma / uncle / aunt, we have used equivalent words in various Indian languages so as to make children appreciate the diversity that co-exists in this great civilization.

Many intellectuals have voluntarily contributed towards this book. We are grateful to Arya Samaj Greater Houston, US for conceptually reviewing the book. The teachers at D.A.V. Group of Schools, Chennai have read through many versions of the book with immense thoughtfulness proposing relevant changes from a child's perspective.

The core content of the book originates from the Vedas. We owe it to the tradition of Rishis who passed on the Vedic knowledge since ages. Therefore, there is no copyright on the content of this book. One can seek permission and print all or only certain chapters of the book. However, no unauthorized modification is permitted in any chapter.

This is the fifth version of the book and could contain not only omissions, but also areas of improvement. We request the reader to excuse us for the omissions, but please do bring to our notice any feedback for correction and improvement in subsequent versions. We will remain grateful to you for your support and feedback.

Lastly, before signing off, we would like to express our profound gratitude to Ishvar for His blessings, guidance and encouragement in this small endeavour.

**VIKAS ARYA**

**Chief Editor**

**Chennai | May 2024**

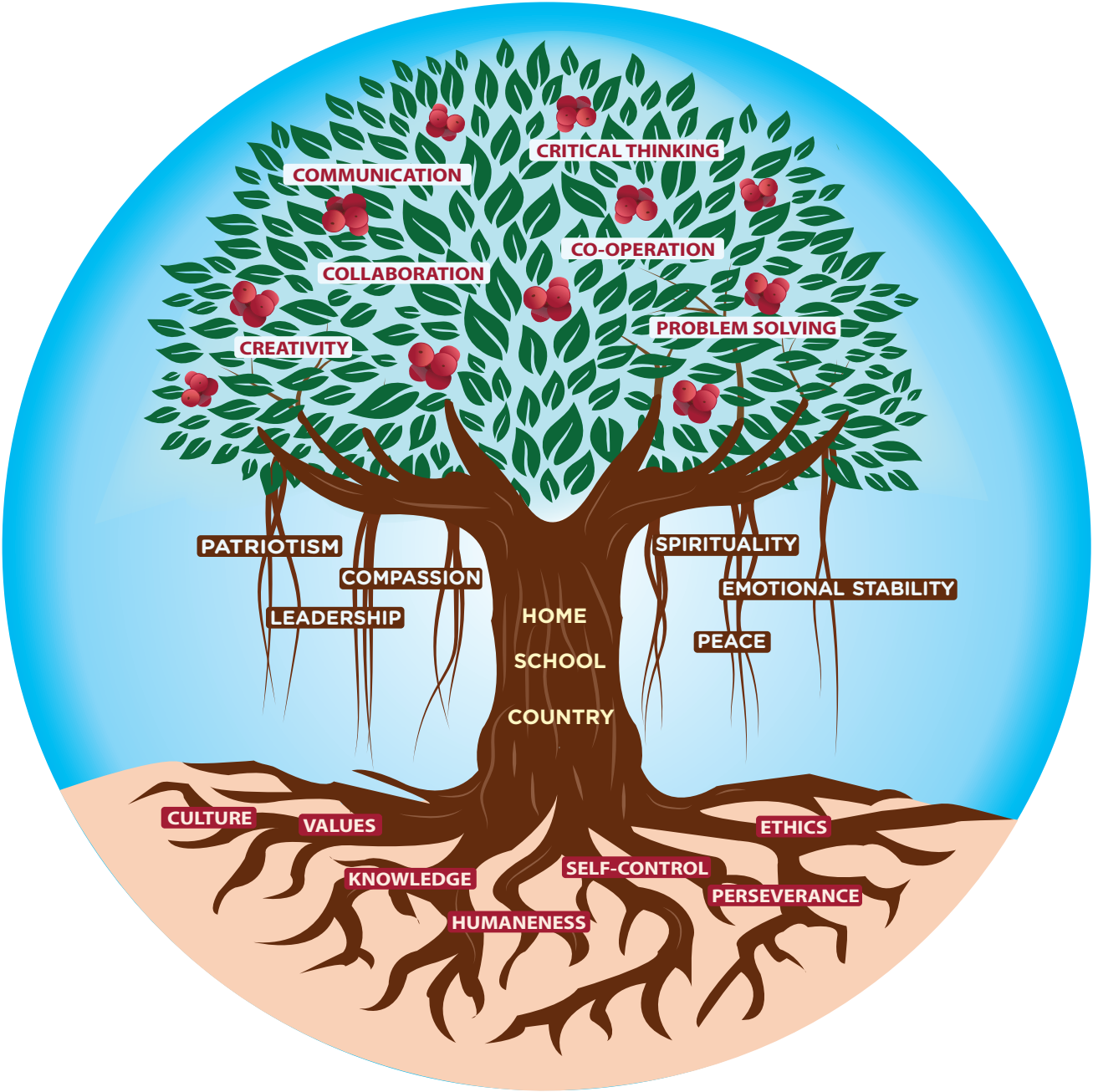


# CONTENTS

1. Namaste !	1
2. Teasing and Bullying	6
3. The Baby Monkey !	11
4. Ishvar is Just	16
5. The Doctor	22
6. Pranayama	29
7. Om Annapate !	34
8. Strength from Adversity	40
9. Procrastination	45
10. World Peace	51
11. Tale of Two Seas	56
12. Indian Airforce and Navy	61
13. Seven Gems	66
14. Asteya	70
15. Captain Vikram Batra	75
Inspirational Poster	81



# The Learning Tree



# 1

# NAMASTE!

## Expected learning outcomes

Students:

- understand the meaning of the greeting 'Namaste'.
- understand the importance of greeting people with respect.

## Glossary

<b>annual</b>	-	<b>occurring once every year</b>
<b>extended</b>	-	<b>lasting longer</b>
<b>inquisitively</b>	-	<b>curiously</b>
<b>colleagues</b>	-	<b>co-workers</b>
<b>casteism</b>	-	<b>divided according to caste</b>
<b>assumed</b>	-	<b>take for granted</b>
<b>genuine</b>	-	<b>true, real</b>
<b>humility</b>	-	<b>humble</b>
<b>gesture</b>	-	<b>action, deed</b>
<b>remarked</b>	-	<b>mentioned</b>
<b>postures</b>	-	<b>pose</b>
<b>conveying</b>	-	<b>expressing</b>



<b>mesmerized</b>	-	<b>deeply impressed</b>
<b>proceeded</b>	-	<b>to go ahead</b>
<b>elated</b>	-	<b>thrilled</b>
<b>fabulous</b>	-	<b>excellent</b>

## Story time

David was a young kid who lived in New Jersey, US. His father worked with an Indian company that had a branch office in the U.S. Since his father Robert Johnson had to visit the head office in Mumbai for annual meetings, he decided to bring his son along with him for a small extended vacation. David was looking forward to his visit to India.

They booked their tickets on an Air India flight from New York to Mumbai. As David entered the aircraft, he was greeted at the entrance with a 'Namaste.'







David inquisitively asked his father – “Dad, what does this term ‘Namaste’ mean?” Robert was pleased with his son’s inquisitiveness since he also had the same question in his mind when he was visiting India for the first time about ten years ago.

Robert had then made an effort to understand the meaning of this term asking his colleagues in US and India and reading about it online. He simply loved the meaning. He explained to David – “This is a Sanskrit word which basically means that ‘I bow to you’. This is made from two smaller Sanskrit words”.

**नमः (I bow) + ते (to you) = नमस्ते**

“But why should I bow to anyone? Are we all not equal” exclaimed David who probably assumed this was a form of discrimination.

“David, It is not a question of equality. This is a genuine feeling that conveys a sense of humility. Even the elders greet the younger ones with a warm Namaste. Being a polite gesture of love and respect, Namaste can be said to anybody.

“Indeed, Namaste is now being globally considered as a clean way to meet and greet people, compared to a handshake. The onset of the highly contagious COVID-19 pandemic made the western world also adopt the Indian way of greeting, “Namaste”.



“Hmm...this sounds so interesting”, said David, keen to learn more about the subject.

“Is there any specific posture in which we are supposed to say ‘Namaste?’” inquired David.

“Well, there are various possible postures – you can either stand or sit. Normally when you say Namaste, you press both your palms together with all the fingers pointing upwards in front of your chest. At the same time, you also bow your head slightly, looking at the person you are saying Namaste to.



Also, when you have deep respect for the other person, you tend to touch his or her feet with both hands and say 'Namaste'. In certain parts of the country, you also have the concept of 'Sashtang Namaste' where one bows with the eight limbs of the body touching the ground.

Indeed in Indian culture, you have a lot of children who get up in the morning and touch the feet of their parents every day! They also wish their teachers, relatives and guests with Namaste.

There is a saying, 'Every time you bow, you receive a blessing' which comes from the fact that the person whose feet is being touched raises his right hand in a gesture of blessing, often saying something like, 'Ayushmaan Bhava', which means, 'May you live a long life.' Bowing before elders and touching the feet is the humblest way of conveying respect in Indian culture.

David was mesmerized by this explanation. He proceeded to his seat in the aircraft. Sitting next to him was a 65-year-old lady, who was returning to India after visiting her daughter in the US. David started a conversation with her and asked her more about the Indian culture. After the 15 hour flight, when he came out of the airport with other co-passengers, he noticed two kids of about his own age standing along with their parents at the arrival desk. He noticed that the two kids were elated on seeing their grandmother and warmly touched her feet. Even the parents then touched the feet of the grandmother.

David was truly impressed. "Oh – that's so fabulous. What a culture" he almost blurted out. David then turned towards his father and said – "Dad, can I touch your feet and seek your blessings?."

"Of course, my child!" remarked Robert. David hesitated for split of a second, then quickly bent down, touched his father's feet and said 'Namaste.'

Robert said "Ayushmaan Bhava," and hugged David!



## Question time

---

1. What do you mean by the saying, 'Every time you bow, you receive a blessing'?
2. Do you greet your parents by saying Namaste?

### Activity

Try to list out the different kinds of formal greetings from other countries around the world.

#### FACT BOX

Tibetan monks stick their tongues out at each other as a form of formal greeting. But doing the same anywhere else in the world is a sign of disrespect.

## What can I do?

---

Whenever you meet someone new, always remember that the first impression you make is always the best. Be friendly and respectful. Always carry a smile and make sure the other person feels welcome. A smile and a respectful greeting goes a long way in building strong relationships.

## Let's do these exercises

---

### a. Tick the correct answers:

1. We should say Namaste to (**everyone** / **only elders**).
2. Namaste is a form of (**greeting** / **disrespecting**) others.
3. In "Sashtang Namaskar" we bow down with (**Eight** / **Six**) parts of our body touching the ground.



**b. Fill in the blanks:**

1. Namaste in Sanskrit means \_\_\_\_\_.
2. Namaste can be said by anybody because \_\_\_\_\_.
3. "Ayushmaan Bhava" means \_\_\_\_\_.
4. When we normally say Namaste to anyone we \_\_\_\_\_ our palms together with all \_\_\_\_\_ in front of our chest.

**c. Write 'T' for true and 'F' for false:**

1. Prostrating before elders and touching their feet is the humblest way of conveying respect in Indian culture.
2. Namaste reflects a sense of inequality.
3. We should greet our parents, guests, relatives and teachers with Namaste.

**d. Find out how people greet each other in other countries/ cultures.**





# 2

# TEASING VS BULLYING

## Expected learning outcomes

Students:

- identify the difference between teasing and bullying.
- adopt effective ways to handle bullies.

## Glossary

**superiority complex** - to think high of one self

**mistakenly** - wrongly

**ridicule** - to make fun of

**perceived** - become aware

**flaws** - faults

**trait** - quality

**instance** - example

**displeasure** - irritation, anger

**complicate** - make difficult



## Subtle difference between Teasing & Bullying...

*What is teasing? How is it different from bullying? Do you bully your friend? Have you ever been bullied? Why do some of us bully others...?*

Teasing means to make fun or crack a joke on someone else. It is an informal conversation that happens between friends or siblings. As long as the other person also enjoys the joke and does not feel hurt, this is acceptable. However, teasing can quickly turn into bullying, especially with kids who don't necessarily know where to draw the line. They lack the sensitivity to understand that the other person is feeling hurt and are unable to stop a situation from getting out of control. As children grow, they learn that words can be powerful – and they tend to misuse it.



# Why do some of us bully others?

---

**Superiority complex** – One of the primary reasons for bullying is the false sense of “Superiority” that some children tend to carry. They mistakenly believe that they are better than the other child in terms of (a) physical strength, (b) physical looks, (c) language, vocabulary or accent, (d) family background, (e) academic performance.

Each of us differ from others in multiple ways – the way we dress, look, talk, study etc. During the learning process in the class, often a child may say something incorrectly, which is picked by the bullies! Also, a particular child may be overweight or may be wearing glasses or braces which can once again become a subject matter of ridicule. Thus, kids often bully others in an effort to show their own superiority.

## For those who Bully...

---

1. It is a negative trait and should be avoided. Picking on other children just because some children are unlike you in some ways, doesn't mean they should be made fun of.
2. Remember there could be an instance when you could be at the receiving end.
3. You are unnecessarily causing harm to someone else just for your fun. You will build a bad reputation for yourself amongst your classmates and teachers. You may even be punished for this kind of behaviour. Over a period of time, your friends will start disliking and avoiding you.
4. The Almighty is watching us all the time. He constantly knows what we think, speak and do. He will definitely punish us in His own way.



# How to handle someone who teases / bullies you...

It is important that you first distinguish between teasing and bullying. Do not treat all types of teasing as bullying.

**Teasing:** It is in good humour from a friend. You are not really feeling hurt about it. You also occasionally get an opportunity to crack a joke on him. In such cases, it is best to laugh it off. These kinds of informal conversations also help strengthen your friendship bond. Also, in case you are feeling hurt with something specific said by your friend, you make your displeasure known and your friend stops.

**Bullying:** You are being teased by someone in a way which is hurting you. You do not really consider him to be your close friend. Despite warning, he does not stop. This is bullying! In such cases, it is best for you to handle it bravely and with maturity. We often tend to get angry and irritated with the one who is bullying which only encourages them further. You need to be mentally strong and stand up against it. Some of the common tips include

- **Walk away** – Sometimes the easiest way to handle the situation is to get away from the person bullying you.
- **Ignore** – If the situation is such that you cannot walk away from the place, just ignore the person. Distance yourself emotionally, not losing your temper. Avoid acting too upset by bullying (A big reaction can satisfy the teasers and make them likely to try again).
- **Change the topic** – Try to divert attention by bringing up some other topic. Think of a short phrase or joke to say in response.
- **Confidently let him know your displeasure** – Use a confident voice to tell the child, who is making fun, to stop. This can take them by surprise and they may just stop.
- **No Physical harm** – Do not try to physically harm the teaser as that does not help and can only further complicate the situation.



- **Seek help** – It is best to handle bullying on your own, since many such situations are likely to arise in your life. However, if it is mentally disturbing you, do not hesitate to seek help. Speak to your teacher, parent, grandparent, relative, sibling, friend or a school counsellor whom ever you trust. They can provide you specific help to handle the situation including speaking to the child who is bullying you.

## Question time

---

1. Narrate an incident of teasing/ bullying that you have experienced or observed. How did you handle it?

## Let's do these exercises

---

### a. Tick the correct answers:

1. During a conversation, if you crack a joke that hurts the other person, it is (**teasing** / **bullying**).
2. Almighty is constantly watching our deeds and He will (**punish** / **will reward**) us for our wrong deeds.
3. If you get bullied, (**seek help from an adult** / **bully in return**).
4. We (**should** / **should not**) get disturbed when bullied by be (**confident** / **timid**).
5. Each of us are (**alike** / **unique**).





**b. Write 'T' for true and 'F' for false:**

1. We should not highlight others' mistakes since no one is perfect.
2. It is better to hide the problems you face at school from your parents and never tell them no matter how worse the situation goes.
3. We should handle a bully bravely and with maturity, and try our level best to avoid getting angry and irritated.
4. Trying to divert the attention by bringing in another topic helps to put an end to the bully.
5. In a situation where you cannot walk away, you should counter attack the teaser by bullying him.

**c. Think:**

1. Suppose you see your friend being bullied in the school, how will you respond?
2. Where does bullying happen often-school, home, playground, shops that you visit?  
Narrate any situation of teasing/ bullying faced by you. Share your experience of overcoming the trouble.



# 3

# THE BABY MONKEY!

## Expected Learning Outcomes

Students

- understand that animals are also like humans.
- develop love, kindness and respect towards animals.

## Glossary

---

merrily	- in a cheerful way
tease	- make fun of
realize	- understand
entertainment	- enjoyment



## Story time

---

Anish used to sit with his **peddamma** (*mother's elder sister in Telugu*) every evening for a story. Today, his peddamma narrated the story of a baby monkey.

**Peddamma** – Anish, would you like to listen to a real-life story of a baby monkey?

**Anish** – (eagerly) Wow! A real-life story? Of a baby monkey!!!

**Peddamma** – It was a pleasant morning. The baby monkey and his mother were merrily playing by the side of the road near Elanthru, a village in Tamil Nadu. Baby monkey was very playful. The baby monkey suddenly left his mother and ran towards the other side of the road. On seeing this, his mother also ran behind to catch him.

**Anish** – Was his mother able to catch him?



**Peddamma** – No. As she was crossing the road in a hurry, she did not notice a vehicle coming near. The vehicle knocked her down.

**Anish** – What happened to the baby monkey?



**Peddamma** – He was safe. But on seeing the accident, he rushed to his mother who now lay on the road. The baby monkey tried to wake his mother. He kept his ears on her chest as if checking her heartbeat. Soon he realized that his mother was no more and he started to cry. Seeing tears in his eyes, many villagers who were standing near by also started crying. The baby monkey just did not want to be separated from his mother.

**Peddamma** – Relationship between a mother and child is always very special, for both human beings and animals.

**Anish** – It was a great loss to the baby monkey. I really feel sorry for him.

**Peddamma** – Anish, what did you learn from this incident?

**Anish** (Thinking) – I now understand the pain of separation which the baby monkey felt as he lost his mother. This shows that even animals have feelings like human beings.

**Peddamma** – Yes, you are right. Animals do feel love, joy, pain and sadness like all of us. Therefore, we should love animals and treat them as equals. We should never tease them or hurt them by throwing stones.

**Anish** – Also, we should take a vegetarian diet, shouldn't we peddamma?

**Peddamma** – Yes. We should not kill animals for food. Ishvar has given such a wide variety of tasty vegetarian foods, which are quite healthy as well. We should not hurt someone else, only for the taste of our tongue!

We should also not kill animals for their skin. Many of us use leather products which should



be avoided. We should also avoid using animals for our entertainment in circuses, as they suffer a lot.

**Anish** – Yes, peddamma, I will definitely share this story with my friends as well.

**Peddamma** – Lastly, remember that we should always cross the road carefully, for our own safety.

## Let's do these exercises

---

### a. Tick the correct answers:

1. We should (**love** / **hate**) animals.

### b. Fill in the blanks:

1. Emotions, such as love, grief, pain & joy are \_\_\_\_\_ to both animals and human beings.
2. We should not kill animals for \_\_\_\_\_ and \_\_\_\_\_.

### c. Write 'T' for true and 'F' for false:

1. Animals do not love their family members.
2. We should cross the road carefully.
3. We should not hurt animals by throwing stones at them and we should not use them in circuses for entertainment.





# Activity

1. Match the images on the left to their corresponding images on the right

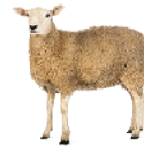
## Animals and Their Young Ones

Chick



Dog

Foal



Sheep

Lamb



Duck

Calf



Horse

Puppy



Hen

Duckling



Cow

2. How can you avoid cruelty towards animals ? Write this on a placard.  
The first one is done for you.



# 4

# ISHVAR IS JUST!

## Expected learning outcomes

Students:

- Understand that Ishvar treats everyone equally.
- Identify emotions like doubt, fear, shame.
- Understand that these emotions arise due to wrong thoughts or actions.

## Glossary

**biased** - **unfair**

**appropriately** - **suitably**

**succession** - **series**

**distinctive features** - **particular quality**

**judicial** - **legal**

**impartiality** - **fairness**

**embodies** - **represent**

**core** - **basic**

**evidence** - **proof**

**intent** - **purpose**



## Ishvar's justice delivery system

Ishvar is always Just. He is never partial or biased. He does not favour one over the other. We are all his children. He treats all of us equally. If we commit a mistake, He will appropriately punish us as well. He does not differentiate based on caste, gender, nationality or religion.

A question then arises – ‘Is Ishvar not kind?’ Does He not forgive His children? Ishvar is definitely kind. He has given us this wonderful life. He also warns us before we commit any wrong act in three different ways. He makes us go through the feelings of ‘**doubt**,’ ‘**fear**’ and ‘**shame**,’ one after another, in quick succession. These are warning signals for us to rethink before we commit any evil act.

For instance, you see a pencil box fallen in your school campus. When you see it, you may for a moment feel ‘I should pick it up and keep it in my pocket’. However, immediately there is a feeling of-  
**Doubt** – ‘Am I doing the right thing?’ The next question that arises is,

**Fear** – ‘What will happen if someone sees me doing so? He will complain about me to the teacher and I will be punished’; and that is followed by,

**Shame** – ‘What will my parents, friends and teachers think about me if they find out that I had stolen the pencil box?’



Some children will listen to these warning signals and do the right thing. They will take the pencil box directly to the teacher. However, a few children may choose to ignore these signals from the Almighty and keep the box with themselves. They may assume that none would have seen them, forgetting that Ishvar would be watching us all the time.

If we look at the justice delivery system adopted by human courts since ancient times, we see this lady with three distinctive features – Blindfold, a set of scales, and a sword. This represents the moral force of the judicial systems and signifies the following. Blindfold represents impartiality. All are equal in the eyes of the law. Scale represents measuring the strengths of a case’s support and opposition, on their merits. The sword represents authority in ancient times, and conveys the idea that justice can be swift and final.

Also, remember, our courts do not just forgive once a person is proven guilty.

These core principles of justice are indeed followed by Ishvar as well. It is incorrect to assume that our sins will get washed away if we bathe in any holy river or visit any specific religious place. Nor can we confess to





someone and cleanse ourselves of the acts that we have committed. Yes, if we strongly feel for our wrong acts and do some related penance (Tapasya), it will help us make our resolve stronger towards not committing that particular wrong act in the future. However, one cannot escape the result of what has already been committed.

Indeed, one very special aspect about Ishvar's justice is that He knows everything. He is present everywhere, in each minute particle. He is therefore completely aware of not only what we have physically done, but also what we think! Hence, He does not need any evidence unlike what we give in the courts managed by human beings.

### THINK BOX

When a soldier kills an enemy, he is rewarded by the nation.  
Why is it so?

Though the act of killing is generally considered wrong, Ishvar will reward rather than punish the soldier as he did so to protect not only himself but also other ordinary citizens of his country. It is also interesting to note that Ishvar delivers justice based on the intent behind our actions.

Thus, Ishvar is Just. We should have complete faith in Ishvar. He will sooner or later ensure justice for all.

### FACT BOX

India is known to have one of the earliest systems of justice that was written about in the *Arthashastra* by Chanakya and *Manusmriti*.

## Question time

---

1. Write a note on the justice system followed by Ishvar according to your understanding of the lesson?





2. Narrate an incident where you have experienced any of these: fear, doubt or shame in your life. How did you respond to it?

## Let's do these exercises

---



### a. Tick the correct answers:

1. The statue of a lady present in the court room is blindfolded which represents (**impartiality** / **blindness**).
2. When a soldier kills an enemy soldier he is (**rewarded** / **punished**) by the nation because the motive of the act is (**undesirable** / **desirable**).
3. A good child (**will listen** / **will not listen**) to the warning signals provided by Ishvar.

### b. Fill in the blanks:

1. Ishvar is \_\_\_\_\_ does not differentiate anyone based on \_\_\_\_\_.
2. Before committing any bad act He warns us by arising a feeling of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. Ishvar delivers justice based on the \_\_\_\_\_ our actions.
4. Ishvar is completely aware of what we \_\_\_\_\_ and \_\_\_\_\_.
5. \_\_\_\_\_ is the way to strengthen our resolve to always be on the right path.

### c. Write 'T' for true and 'F' for false:

1. Our sins will get washed away if we bathe in any holy river or visit any specific religious place.
2. The Scale represents measuring the strengths of a case's support and opposition.
3. Ishvar is not always watching our actions.
4. Ishvar is kind as he warns us before we do anything wrong.

# Let's have fun



## REARRANGE THE JUMBLED WORDS

1. before/feelings/warns us/fear/deed/Ishvar/committing/of/and/doubt/ shame/the/  
by arising/any/wrong.

---

---

2. based/motive/of/deeds/justice/delivers/on/consequence/our/and/Ishvar/the.

---

---

3. in/should/complete/one/Ishvar/faith/have.

---

---

### TRY THIS

If you think you have done something wrong to someone at home or to your friends, make sure you set things right by atleast saying sorry. A sorry can make a lot of difference to them.

## Activity 1

On a piece of paper, list out the acts that you think are good and evil under corresponding heading.

(Check whether your friends also thinks so. Discuss.)



## Activity 2

Complete the boxes

**Examples of  
Justice from  
your world:**

**Examples of  
Injustice from  
your world:**

## 5

## THE DOCTOR

## Expected learning outcomes

Students:

- Develop compassion for all living beings.
- Stop cruelty towards animals.

## Glossary

fascinated	- attracted
reluctance	- unwillingness
pursued	- followed
interrupted	- to stop inbetween
established	- started
immense	- huge
compassion	- concern
slaughter	- kill animals
smuggling	- illegal movement of goods
stray	- wandering
sickles	- farming tool

discreet	- careful
determination	- will
threat	- warning
dedication	- committment
constrained	- controlled
impatiently	- restlessly



## Story time

It was 8:30 P.M. — time for Adhira to go to bed after having her glass of milk. But Adhira was reluctant. She wanted to spend some more time with her aunt Sushma **bhuvaji (father's sister in Hindi)**, who had come over from Chennai to their place during vacations. She was her favourite aunt and was leaving for Chennai the next morning. Adhira was always fascinated by the fact that Sushma bhuvaji worked in an orphanage in Chennai and took care of 100 children.

Seeing Adhira's reluctance, Sushma bhuvaji promised to tell her a bed-time story. Adhira readily agreed. "What story is this? Is it a fairy tale?" she asked excitedly.

Bhuvaji replied "No, Adhira. Let me tell you tonight a story about Dr. Sadhana Rao who was born in 1944. She resides in Chennai."

Adhira, who was lying down, immediately sat up eager to listen.

Her bhuvaji continued – "Dr. Sadhana Rao was a bubbly young lady who pursued her education in medicine. She went to the UK in the 1970s to pursue higher studies and qualified as a surgeon. In those days, it was an achievement for a woman to be so highly qualified."

Adhira interrupted – "She must now be a very leading and famous doctor in the U.S. or UK, isn't it?"

Bhuvaji remarked – "No, Adhira. She chose an unusual and a very difficult path. Her calling was to serve the animals!"



"Animals?" asked Adhira.

"Yes, my little girl. Dr. Sadhana Rao returned from the UK and instead of practising as a doctor, she got fully involved with her father in a 'Gaushala' (shelter for cows) already established in a small shed at their residence."

"She is a lady with immense compassion for animals and made great sacrifice to dedicate her life for the cause. Even today, she wakes up at 3:00 a.m. every morning and works for 18 hours a day!"

"Wow," exclaimed Adhira. "I grumble to get up at even 6:30 A.M. for my school."

Bhuvaji continued – "I had the opportunity to meet her last year in Chennai. She was full of energy even after years of struggle."

*Bhuvaji recollected her conversation with Dr. Sadhana Rao.*





*Dr. Sadhana Rao remarked – “It has been a bumpy, sometimes even dangerous, ride.” She recalled those days when a gang that was smuggling animals to slaughter houses was after her. “This person would scout for stray animals during the day and seize them in the middle of the night. The animals would be packed into a van and dispatched to slaughter-houses. Naturally, they did not like my interference and waited for me with sickles. I moved about in a burkha for nearly six months. A kind police officer gave me discreet protection.” Such is Dr. Sadhana’s determination that even a threat to her life did not matter.*

*Dr. Sadhana is saddened by the way animals are cruelly treated. She remarked – “These animals are tied by the neck and made to walk without food or water for miles together, or transported in lorries with a single rope passing through their noses in tightly packed rows or bundled one over the other with their legs broken by iron rods.”*

“Ouch...” cried, Adhira. “How painful it must be for these mute creatures!”

“Absolutely,” agreed bhuvaji.

“Dr. Sadhana hails from an extremely well-to-do Kashmiri Pundit family, who were unjustly forced to leave Kashmir. Considering her immense dedication for the cause, Dr. Sadhana decided not to get married as well. She also spent all the wealth that she inherited from her parents, for the cause.”

Adhira became emotional. “What a life!” she remarked.

Bhuvaji added – “But, I was saddened to hear that she is now severely constrained for funds. The number of cows has grown over the years and she now maintains a fairly large gaushala in the outskirts of Chennai. It costs about Rs. 2,000 every month to feed and maintain one cow. Since most of the cows are old, they do not give milk. Unfortunately, the gaushala has

not been able to tap into other sources of revenue such as organic manure from cow dung or certain products like floor cleaner that can be made from cow urine due to low level of awareness amongst people.”

“But Dr. Sadhana Rao was not discouraged by the crisis. She boldly declared that she would give away her gold bangles to raise money to feed the cows!”

Adhira’s eyes were moist. Overcoming her emotions, she asked in a soft voice “Bhuvaji, can I meet her if I come to Chennai?”

“Of course Adhira, I will take you to her.”

Adhira rushed to her drawer and pulled out her small piggy bank. She impatiently asked her mother for the key and opened it. She quickly counted the numerous coins which she has been depositing every week. She had accumulated Rs. 333 over the last one year. She proudly gave the money to her bhuvaji. “Please ask Dr. Sadhana Aunty to feed one cow for five days on my behalf.”

Bhuvaji was very happy and hugged Adhira. She promised to donate the money to Dr. Sadhana Rao as a special gift from little Adhira.

## Activity 1

On a blank paper, draw three of your favourite animals.

## Let’s talk about these

1. What are the various ways in which animals are badly treated on the way to a slaughter-house?
2. How can we protect animals?
3. How will you care for your pet?

## Let's do these exercises



### a. Tick the correct answers:

1. Dr. Sadhana Rao went to (USA / UK) to pursue her higher studies in (commerce / medicine).
2. Dr. Sadhana Rao hails from an extremely (affluent / poor) Kashmiri Pundit family.
3. When Dr. Sadhana Rao's life was under threat, she was (given / not given) protection by a police officer.

### b. Fill in the blanks:

1. Dr. Sadhana Rao was extremely \_\_\_\_\_ by the way animals were \_\_\_\_\_ treated.
2. After returning from UK, Dr. Sadhana Rao became totally involved with her father in the \_\_\_\_\_ instead of practicing as a \_\_\_\_\_.
3. Smugglers would \_\_\_\_\_ during the day and \_\_\_\_\_ in the middle of night after which the animals would be \_\_\_\_\_ and \_\_\_\_\_ to slaughter-houses.
4. In Dr. Sadhana Rao's gaushala, most of the cows are \_\_\_\_\_ due to which very little milk is produced.
5. Due to \_\_\_\_\_ amongst people the gaushala is not able to tap into other source of revenues from the cows.

**c. Write 'T' for true and 'F' for false:**

1. Even after years of struggle Dr. Sadhana Rao is full of energy and has immense compassion for animals.
2. Dr Sadhana Rao's life journey has been relatively smooth as she has not had much difficulty in serving and protecting the cows.
3. Dr. Sadhana Rao has spent all her wealth that she had inherited from her parents to maintain the gaushala.
4. Cow dung is a good manure.
5. Dr. Sadhana Rao resides in Chennai and maintains a gaushala in the heart of the city.
6. Dr. Sadhana Rao's achievement in education was one of its kind in those days.

**FACT  
BOX**

Did you know that the meat industry emits greenhouse gases which significantly contributes to global warming.

## What can I do?

---

1. Have you seen anyone treat an animal in a cruel manner such as hitting or kicking them? How did you feel? What did you do?
2. If you ever come across such acts of cruelty towards animals, know that the animals feel as much pain as you do. Try and stop such acts from happening. Or if you see an animal that is injured, try and help or call someone you think can help.
3. Turning vegetarian helps you personally contribute towards reducing cruelty towards animals.

## Activity 2

Imagine yourself to be an animal rights activist. Your organisation is very much concerned about the growing cruelty towards animals. Prepare a poster in the box given below emphasising the need to stop cruelty towards animals and treat them with due respect. Neatly present your views on spreading awareness among people.





# 6

# PRANAYAMA

## Expected learning outcomes

Students:

- Know 'Aabhyantar' Pranayama and 'Bahya' Pranayama.
- Understand the benefits of Pranayama.

## Glossary

intently	- attentively
confidently	- surely, faith in oneself
technique	- skill or ability
minimize	- reduce
generated	- produced, create



## Story time

Aarvi was visiting her **kaka's (father's elder brother in Marathi)** place in Mehsana, Gujarat during her December vacations, something she looked forward to every year. She got up in the morning and went to the nearby garden where she saw her kaka sitting straight with his eyes closed. She sat down quietly watching him intently...

**Aarvi** – What are you doing kaka?

**Kaka** – I am doing 'Pranayama'.

**Aarvi** – What does this exactly mean? Is it related to breathing?

**Kaka** – Yes, that is right Aarvi.

**Aarvi** – But kaka, what is so special about it? Breathing is such an automatic process. Even I am breathing. So can I say that I am also doing ‘Pranayama’?

**Kaka** (laughingly) – Oh, my child! We all keep breathing non-stop right from birth until death. But, Pranayama is the formal practice of controlling or extending the breath. **‘Prana’** means *breath* and **‘Ayama’** means *to control*, that is, extend or draw out the breath.

**Aarvi** – So what exactly do you do? Can you teach me?

**Kaka** – Of course! There are many different types. However, let me teach you the two primary types of Pranayama. They are also fairly simple.

**Aarvi** – So, shall I sit down with my legs cross-legged now?

**Kaka** – Yes, Aarvi. Please sit down here. You can sit in **‘Padmaasan’** (Pic 1) or in **‘Sukhaasan’** (Pic 2). Close your eyes and join your thumb and index finger (Pic 3). This is also known as **‘Dhyaan Mudra’**.

Aarvi sat in Padmaasan confidently, eager to learn the technique.

**Kaka** – Aarvi, initially exhale. Let all the air in your lungs be pushed out. Hold, When you start feeling uncomfortable, inhale! Exhale. Hold, till you feel comfortable and then inhale. Remember that when you inhale or exhale there should be minimum noise. Ideally, any person sitting next to you should not know that you are doing Pranayama.

There was an audible hissing sound whenever Aarvi was inhaling or exhaling. She now became very conscious of this sound and was trying her best to minimize it.



**Pic 1: Padmaasan**



**Pic 2: Sukhaasan**



**Pic 3: Dhyaan Mudra**

**Kaka** – Aarvi, you will need to concentrate on your breath to ensure that there is no sound generated.

**Aarvi** (with her eyes closed) – Yes kaka, I understand.

**Kaka** – This Pranayama wherein you exhale completely and hold your breath in that position is called ‘*Bahya*’ (बाह्य) *Pranayama*. The word ‘Bahya’ in Sanskrit means ‘External i.e. outside’.

**Aarvi** – Shall I practice this once again now?

**Kaka** – Sure, Aarvi.

After Aarvi had completed 5 rounds of ‘Bahya’ Pranayama, kaka continued.

**Kaka** – Now, let us come to the second key ‘Pranayama’. This is called ‘*Aabhyantar*’ (आभ्यन्तर) *Pranayama* which in Sanskrit means ‘Internal, i.e. Inside’. Can you guess, how this could be different from the first one?

**Aarvi** – Hmm...my guess is that in this Pranayama we first need to take in deep breath. Hold it for a few moments and then exhale.

**Kaka** – Absolutely right! It is just the reverse. Inhale, fill your lungs with as much air as you can possibly take in. Retain it, till you feel uncomfortable and then exhale gradually. Once again, remember that there should be no sound, when you inhale or exhale.

Aarvi liked the experience. She started practicing the ‘Aabhyantar’ Pranayama. After completing five rounds, she opened her eyes. She was feeling very positive.

**Aarvi** – Kaka, this is so different from our normal breathing. Also, I feel refreshed. What exactly does this process do?

**Kaka** - Pranayama cleanses our body internally. It helps purify the blood and the respiratory system. The deeper breathing enriches the blood with oxygen. As a result, large amount of oxygen goes to the brain, lungs, heart, and capillaries.

Pranayama helps you to increase your concentration. Regularly practicing Pranayama will make your mind steady and relaxed.

**Kaka** – There are a few other types of Pranayama as well. I will teach you those another day. As of now, it will be great for you to practise these two types of Pranayama.

**Aarvi** – Thank you kaka! I will also teach this technique to my friends in school.



## Question time

---



1. People who practise pranayama can live a healthier life. Explain.
2. There are various organisations which have started teaching Yoga, including Pranayama. Do you think this is a good sign? If so, how do you think people should take advantage of this?
3. What precautions should you take while practising pranayama?

## Let's do these exercises

---



### a. Tick the correct answers:

1. The inhalation and exhalation should be (**noisy** / **silent**) when we practise Pranayama.
2. The Pranayama in which we inhale completely and gradually exhale is known as (**'Aabhyantar' Pranayama** / **'Bahya' Pranayama**).
3. The practice of Pranayama helps large amount of (**carbon dioxide** / **oxygen**) reach the brain, lungs, heart, and capillaries.

### b. Fill in the blanks:

1. 'Prana' means \_\_\_\_\_ 'Ayama' means \_\_\_\_\_.
2. When you join your thumb and index finger it is called \_\_\_\_\_ mudra.
3. The word Bahya in Sanskrit means \_\_\_\_\_ and the Pranayama in which one exhales completely, holds the breath at that point is called \_\_\_\_\_.
4. We have to sit in \_\_\_\_\_ or \_\_\_\_\_ poses while doing pranayama.
5. Practise of Pranayama will make you feel \_\_\_\_\_.

**c. Write 'T' for true and 'F' for false:**

1. Padmaasan is the name of a Pranayama.
2. We should inhale and exhale gradually and not in a hurry.
3. Pranayama does not help in increasing one's concentration.
4. Pranayama is conscious breathing.
5. Pranayama purifies the blood.

## Facts from around the world

---



1. Pranayama was used as a part of sports training in East Europe in the late 1960s?
2. Pranayama is used the world over for treating asthma.



# 7

## OM ANNAPATE!



### Expected learning outcomes

Students:

- Understand the importance of food.
- Understand where food comes from.

### Glossary

<b>prevalent</b>	- widespread	<b>approvingly</b>	- acceptance
<b>relevance</b>	- meaning	<b>exploiting</b>	- make full use of in an unfair way
<b>proceeded</b>	- to go ahead	<b>intently</b>	- attentively
<b>prescribed</b>	- suggested		



### Story time

*It was a late Sunday morning. Rohan was playing carrom at home with his elder sister, Ruchika. Just then they got to know that a lady Vedic scholar, 'Aacharya Gargi' who was visiting their town, would be coming home for lunch. She arrived at*

1:00 p.m. Grandpa asked Rohan and Ruchika to touch her feet and seek her blessings. Grandpa then asked Rohan to get a glass of water for Acharya Gargi.

The family shortly sat down for lunch. Food was served on banana leaves – a practice prevalent in South India. Rohan and Ruchika’s mother had also prepared ‘Badam halwa,’ which was Rohan’s favourite. Rohan’s mouth was watering looking at the halwa. As they were about to start eating Acharya Gargi softly remarked – “My dear children, shall we say a small prayer together before we begin our meal?”



“Prayer?” Ruchika was surprised. “But why now?”

Acharya Gargi replied “Let us say the prayer. This is a mantra from the Yajur Veda. It will take us about half a minute. I will then explain its relevance to you. Is that ok?”

All the family members closed their eyes and recited along with Acharya Gargi -

ओ३म् अन्नपतेऽन्नस्य नो देहयनमीवस्य शुष्मिणः ।  
प्र प्र दातारं तारिष ऊर्जं नो धेहि द्विपदे चतुष्पदे ॥

*Om Annapate Annasya no dehi Anamivasya Sushminah:*

*Prapra datarum taarisha Oorjam no dhehi dwipade Chatushpade*

Acharya Gargi proceeded with the translation “Oh Ishvar! You are the Giver of food! May this food provide us, i.e. all human beings, birds and animals with good nutrition and free us from all diseases. We also pray for the welfare of those who have helped in obtaining this food, i.e. right from the farmer to our mothers or anyone else who has cooked this food for us.”

ओ३म्	<i>Om</i>	<i>Oh Ishvar!</i>
अन्नपते	<i>Annapate</i>	<i>The Giver of Food</i>
अन्नस्य नो देहि	<i>Annasya no dehi</i>	<i>Give us healthy and nutritious food</i>
अनमीवस्य शुष्मिणः	<i>Anamivasya sushminah</i>	<i>Which is free from all diseases.</i>
प्र प्र दातारं तारिष	<i>Pra pra datarum taarisha</i>	<i>Bless all those who have been involved in preparation of this food. May they all be prosperous.</i>
ऊर्जं नो धेहि द्विपदे चतुष्पदे	<i>Oorjam no dhehi dwipade chatushpade</i>	<i>May all living beings (humans, birds and animals) be blessed with energy giving food.</i>

**Aacharya Gargi** – Food is an extremely important aspect of human life as it satisfies our hunger and provides us with nutrition and energy. The Mantra from the Yajur Veda makes us realise multiple key aspects before we eat every meal.

**Aacharya Gargi** – You thank Ishvar, who is the giver of food. He created this complex Earth wherein you sow the seeds and the grains grow! There are several types of fruits and vegetables, each with a different taste, color and texture. A miracle indeed!

You pray to Him, that the food that we eat should make us healthy and free us from all diseases. If you eat good wholesome food as prescribed by Ayurveda, you will remain healthy and will not need to have any specific medicines. Indeed **‘Food is Medicine.’**

Also have you ever wondered as to how many people would have been involved to ensure that you have the badam halwa kept in front of you?

Rohan who was still distracted with the aroma of the halwa did not follow the question. “Hmm...all I know is how to eat the halwa quickly”, he replied innocently. The entire family burst into laughter.

Aacharya Gargi gave a warm smile and turned towards Ruchika seeking an answer.

**Ruchika** replied – “I guess, my mother cooked it. She must have got the various ingredients like flour, ghee etc. from the nearby shop. The farmer must have raised the crop and must have given it to the shopkeeper”.

“You are on the right track, my dear Ruchika” remarked Aacharya Gargi approvingly.



**Aacharya Gargi** – There are numerous people involved in ensuring that we have this tasty food. The most serious effort is put in by the farmer who tills the land and grows the grain for us to consume. The trader then buys from the farmer and sends it to the distributor from where it reaches the retail outlet. Our parents buy it from there and then they cook it at home for us to eat.



We must thus thank and pray for the welfare of all those who have been involved in preparation of this food. Our beloved Prime Minister, (late) Lal Bahadur Shastri, indeed gave us the slogan – ‘**Jai Jawan Jai Kisan,**’ that is ‘**Hail the Soldier, Hail the Farmer**’.

**Aacharya Gargi** – There is one last very important aspect of the prayer. We pray that ‘May all living beings (human beings, birds and animals) be blessed with energy giving food’. The term ‘Dwipade’ refers to one with two legs, i.e. Human beings and birds. ‘Chatushpade’ refers to one with four legs, i.e. animals. This mantra advises us to respect animals and have only vegetarian food. Just because animals are voiceless and are far less powerful than us, we should not be exploiting them.

Rohan was now getting impatient, but was hesitant to say anything. He wondered when the half-minute as mentioned by Aacharya Gargi would get over.



But Ruchika who was listening intently, remarked “Wow! this short mantra has so much to tell us. It is indeed a Thanksgiving mantra. I will definitely memorize it and recite it before every meal.”

Sensing the end of conversation, Rohan happily declared – “So...shall we start having this halwa now?” Aacharya Gargi smiled and all of them started having the delicious meal.



## Let's talk about these

---



1. What do you understand from the slogan “Jai Jawan, Jai Kisan”?
2. We pay money to buy foodgrains from the farmers. Why do we need to thank them separately?
3. Do you recite this mantra daily before eating? What is the significance of this mantra in our life?
4. Where do you think food comes from?

## Let's do these exercises

---



### a. Tick the correct answers:

1. ‘Om Annapate’ mantra comes from (**Yajur Veda / Sama Veda**) and is recited before (**sleeping / eating**).
2. The term ‘Dwipade’ refers to one with (**two / four**) legs, and ‘Chatushpade’ refers to one with (**four / two**) legs.
3. The most important effort in the food chain, which helps us procure food, is made by the (**retailer / farmer**).
4. ‘Om Annapate’ mantra teaches us to (**respect / disrespect**) the animals and consume only (**non-vegetarian / vegetarian food**).
5. In South India, food is mostly served on (**banana / palm**) leaf.





**b. Fill in the blanks:**

1. प्र प्र दातारं तारिष (Pra pra datarum taarisha) means \_\_\_\_\_  
\_\_\_\_\_.
2. Food is very important in our life as it satisfies our \_\_\_\_\_ and provides  
\_\_\_\_\_.
3. We should thank Ishvar before every meal as He is \_\_\_\_\_ and He created  
\_\_\_\_\_ wherein we sow seeds and \_\_\_\_\_ grows.
4. Eating wholesome food as prescribed by the \_\_\_\_\_ will keep us healthy  
and there will be no need for us to take \_\_\_\_\_.
5. We should pray for the \_\_\_\_\_ involved in the preparation of this  
food.
6. ऊर्जं नो धेहि द्विपदे चतुष्पदे (Oorjam no dhehi dwipade chatushpade) means  
\_\_\_\_\_.

**c. Write 'T' for true and 'F' for false:**

1. "Food is medicine" when we have wholesome food as prescribed in the Ayurveda.
2. We need not specifically care about the welfare of those who strive hard to prepare food for us.
3. The food that we get is the result of the efforts put in by farmer, trader, retailer, parents.
4. We should eat food which is healthy and nutritious and keeps us away from diseases.
5. The slogan "Jai Jawan Jai Kisan" was coined by Shri Lal Bahadur Shastri.

# 8

## STRENGTH FROM ADVERSITY

### Expected learning outcome

Students understand that ‘struggles’ are important to our lives

### Glossary

- struggle** - have difficulty
- appreciate** - be grateful for
- achieve** - do something successfully through effort, skill or courage
- challenges** - a task or situation that tests someone’s abilities
- intervene** - take part in something so as to prevent or alter the result
- cripple** - unable to move or walk properly
- tinker** - an act of attempting to repair something



### Story time

*Dhaval’s aaji (grandmother in Marathi) often told him interesting stories before bedtime.....*

**Dhaval** – Aaji, tell me an interesting story as always.

**Aaji** – Sure Dhaval. Let me tell you about a butterfly today.

A young boy once found the cocoon of a butterfly. He was inquisitive and started observing it every day. One day a small opening appeared. He sat and watched the butterfly for several

hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress, and remained absolutely still.

**Dhaval** – Poor butterfly!

**Aaji** – Yes. This is exactly what the boy thought. He rushed inside his house and got a pair of scissors. He very carefully, cut the opening further so that the butterfly could come out easily. He continued to watch, hoping that, at any moment, the butterfly would open its wings and fly away. But it did not happen.

**Dhaval** – Did he accidentally hurt the butterfly?

**Aaji** - No. He was very careful. The butterfly came out, but it had a swollen body and small, crumpled wings. The boy continued to watch the butterfly expecting that the wings would enlarge and expand to be able to support the body. But nothing happened. He waited for couple of days. There was absolutely no progress. The butterfly was only crawling around. It was unable to fly.

**Dhaval** – He must have been very disappointed.

**Aaji** – Yes Dhaval.

**Dhaval** – What went wrong?

**Aaji** – Dhaval, we should sincerely appreciate this boy for his love and concern. However, he committed a mistake by widening the opening with a pair of scissors.

**Dhaval** – But the butterfly was struggling. He only made it easier for it to come out.

**Aaji** – Yes, that is true. But he ended up making the process too easy for the butterfly, which resulted in the problem. Had the butterfly continued to struggle to force its body through the small hole, it would have helped the butterfly's body to become stronger.

The tight cocoon and the efforts that the butterfly had to make in order to squeeze out



**A cocoon**



**Butterfly trying to come out of the cocoon**

of that tiny hole were nature's way of training the butterfly and of strengthening its wings. The struggle was meant to force the fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

**Dhaval** – This is so interesting.

**Aaji** – Yes - sometimes, a little extra effort is precisely what prepares us for the next obstacle to be faced. Anyone who refuses to make that effort, or gets the wrong sort of help, is left unprepared to fight the next battle and never manages to do well.

This is the reason why parents also often encourage their children to face small challenges by themselves. If they keep supporting them for every little thing, it will harm the child in the long term.

**Dhaval** – I get the message aaji. I will also learn to face small struggles in school by myself rather than expecting help from parents for everything.

**Aaji** – Yes, Dhaval. So for instance, if you have a small fight with your friend, resolve it yourself. You may inform you parents, but they need not intervene unless it is very serious.

It is the struggles that we undergo in life that makes us resilient. Indeed, if you notice, many of the highly successful people are those who went through some struggle in their childhood. Struggles could be in so many different ways – being away from a parent, health issues, poverty, lack of resources etc.

**Dhaval** – Why is it that many of those who struggle during their childhood become successful?

**Aaji** – Because they realize the importance of both - what they have and what they don't. They often are more responsible and do not take things for granted. They are able to appreciate finer nuances of life.

**Dhaval** – So, does this story imply that we should not help anyone who is struggling?

**Aaji** – No, this is not the key message here. Based on the situation, we from our side should definitely go out of our way to help animals and support our fellow human beings. Yes, we should not tinker with the natural processes that have been designed by Ishvar.

But the larger takeaway from the story is that struggles are bound to arise in everyone's life sooner or later. At that point of time, we should be mentally strong and look at them as

learning experiences. If nature allowed us to go through our lives without any obstacles, it would cripple us. We would not be as strong as what we could have been.

## Let's do these exercises

---

### a. Answer the following :

1. The young boy wanted to help the butterfly, struggling to come out of its cocoon. Did the boy's effort succeed. Discuss.
2. Many of those who struggle in their childhood grow into being successful. Discuss on why/how they are able to achieve?
3. How does nature help the butterfly by giving it the struggle to come out of the cocoon?
4. After reading the story of the butterfly, how do you feel when you have a seemingly hard task to do? Explain.

### b. Fill in the blanks :

1. The struggles we undergo in life make us \_\_\_\_\_ .
2. We should be mentally strong to look at struggles as a \_\_\_\_\_.
3. At school you should face small problems \_\_\_\_\_ rather than \_\_\_\_\_.
4. There are different forms of struggle such as \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_.
5. If nature allowed us to go through life without any obstacles it would \_\_\_\_\_ us.

## Let's ponder on it

---

1. Narrate the first time you learnt to ride a cycle. Did you face challenges? How did you overcome it?
2. List a few of the struggles that people around you face.



# Let's have some fun



1. Think of some challenges you faced in life. Fill in the table accordingly.

S.No	Problem that I faced	Did I handle it myself? How?	Did my parents help me? How?
1.			
2.			
3.			
4.			

2. Paste pictures of four great Indian personalities, who had a tough childhood, but achieved success in their chosen field. Write their names below the boxes.

# 9


# PROCRASTINATION

## Expected learning outcomes

Students:

- know what Procrastination is.
- understand the reasons for it.
- Know how to avoid procrastination.

## Glossary

<b>suspended</b>	- kept away for a short while	
<b>anticipating</b>	- expecting	
<b>neutral</b>	- impartial	
<b>trailed</b>	- dragged, faded	
<b>scenario</b>	- situation	
<b>commitment</b>	- responsibility	
<b>burdened</b>	- heavy load	<b>consistently</b> - at same speed
<b>hesitatingly</b>	- reluctantly	<b>perspective</b> - point of view
<b>accomplishment</b>	- achievement	<b>simultaneously</b> - at the same time

## Story time

*The morning rays woke Naba Doley from his bed. He was hesitating to get up, but he had to go to his school in Itanagar as he had a project submission on that particular day. Naba hadn't completed his project and, this wasn't the first time he hadn't submitted his project on time.*

He got up from his bed; brushed, bathed, ate breakfast and cycled to school. He was sure that this time his teacher would take this issue to the Principal and, he might even be

suspended from school for a few days. Naba entered the classroom and found that everyone had submitted their project.

His teacher said, “Submit your project, Naba.” The teacher knew that Naba hadn’t completed his project, but to encourage him she asked him, “Did you have any problem yesterday since you weren’t able to complete the project?”

Naba was surprised to see his teacher remaining calm even though he hadn’t finished his work. Naba replied, “I had a severe headache the other night and I couldn’t complete the work.”

“See Naba, everyone in the class has submitted, and you are the only person who has not submitted. You should complete your work well in advance, anticipating problems.” her voice was still neutral.

**Naba** – Sorry ma’am, I will complete it as soon as possible.

**Teacher** – Are you asking for an extension?

Hesitatingly he said, “Yes, ma’am...” his voice trailed off.

**Teacher** – I have faced the same scenario with you in earlier projects, you never stick to your commitment.

**Naba** – This time I will stick to my word and submit the project tomorrow for sure.

**Teacher** – Ok, on one condition I will give you an extension.

Naba asked excitedly – “What is it?”

**Teacher** – You have to submit the past two project reports along with the present one.

She gave a pause and again said, “Tomorrow!”

**Naba** – Tomorrow?

**Teacher** (in a firm tone) – Yes, Tomorrow!

“If I had completed my projects on time I would never have been burdened with a lot of work at the same time.” Naba spoke in his mind.

Naba was upset. He came home in the evening and narrated the entire incident to his *didi* (*elder sister in Hindi*), Indrani, studying in Class XI.



**Indrani** – Naba, now that you have no other option left, why don't you sit and complete all your three projects? Don't go out to play. You may also want to skip your piano classes today.

Naba hesitatingly agreed. He immediately got down to work. Naba, who would otherwise not touch his books after school, sat that day for five hours to complete the projects. Indrani was very caring. She gave him company while studying for her upcoming exams. She also clarified his doubts.

Naba was feeling terribly bored, but the firm voice of his teacher kept ringing in his ears. It was almost 10:00 p.m. and he was yet to have his dinner. After finishing all three projects, Naba let a huge sigh of relief and he felt very happy because something unpleasant has ended. He was elated and was also filled with a sense of accomplishment.

“Oh, finally, it's over! I can now walk into the class tomorrow with my head held high”, he remarked.

**Indrani** – Yes Naba. It is great that you got over with your work today. However, remember that we should never procrastinate.

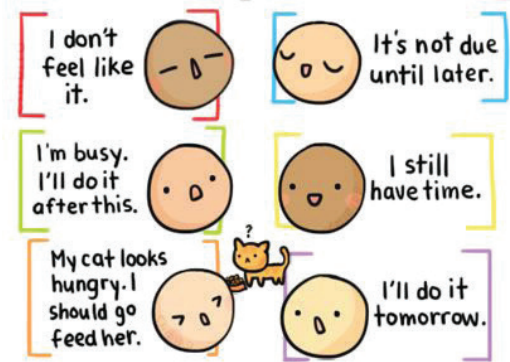
**Naba** – What is Procrastination, didi?

**Indrani** – Procrastination is putting off important tasks to do at a later time. If we procrastinate then one day all the work will be piled up and it will be a burden to complete them.

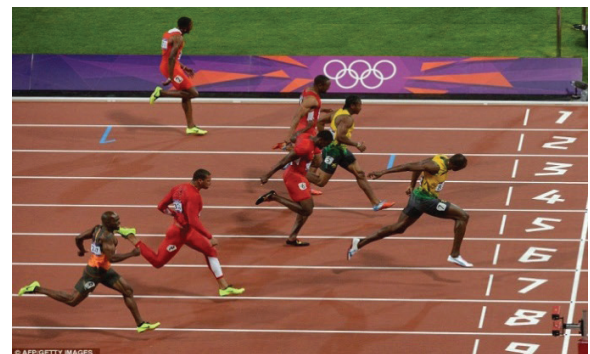
**Naba** – Why do many of us procrastinate?

**Indrani** – We procrastinate because we are disorganized, lazy, or worse, because we just don't care enough! We tend to come up with various kinds of excuses.

### excuses for procrastinating chibiro



**Marathon**



**100-Meter Sprint**



**Indrani** – I know you are a good athlete. To use an analogy, it is better to run life like a marathoner rather than as a 100-meter sprinter.

**Naba** – Why do you say so?

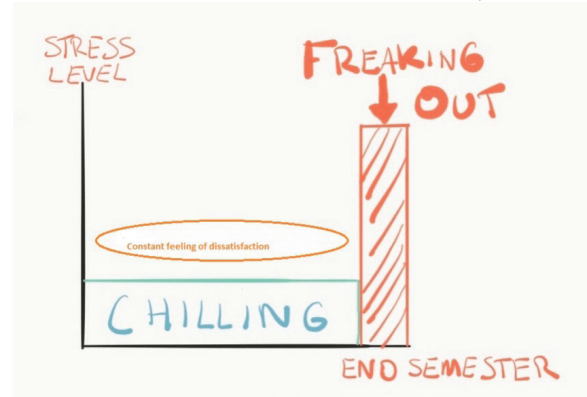
**Indrani** – At a marathon, you run consistently over a long distance maintaining the pace. Whereas in a 100-meter sprint, it is a gush of energy and you complete the race in a few seconds.

**Indrani** – You must have also heard about the story of the tortoise and the hare. Haven't you? The tortoise ran the race like a marathon with a consistent approach, whereas the hare took a carefree approach and lost the race.

**Indrani** – Naba, when you procrastinate, tension builds up. You know that you are doing something wrong and are not really peaceful. And when the dreaded moment arrives – submission of assignment or examinations, you feel tensed and stressed out. So, you are unhappy during the entire period.

On the other hand, if you complete your assigned work every day, you will have a sense of satisfaction on a daily basis. Indeed, slowly you will start enjoying the process.

**Naba** – Will I start enjoying this boring work every day?



**Indrani** – Definitely Naba. It is all about the view you have. If you understand the criticality of the work you are supposed to do and how this is important for your well-being, you will start developing an interest! When you develop a genuine interest you'll complete the work without anybody asking you to do it. Do not look at it as 'work', rather look at it as a 'passion'.

**Indrani** – As I mentioned, life is a marathon. You should constantly keep running at a certain pace and keep enjoying the journey simultaneously.

*Acknowledgement – Story partially adapted from [mrkhyd.wordpress.com](http://mrkhyd.wordpress.com)*



# Let's do these exercises

---



## a. Tick the correct answers:

1. Completion of assigned work, on a regular basis, gives us a feeling of (**satisfaction** / **discontent**).
2. When we procrastinate our work, we end up feeling (**bored** / **tensed**).

## b. Fill in the blanks:

1. In a marathon, an athlete runs \_\_\_\_\_ over a long distance maintaining \_\_\_\_\_.
2. If we understand the \_\_\_\_\_ of work assigned and its \_\_\_\_\_, we will start developing an interest towards that work.
3. We procrastinate because we are \_\_\_\_\_ and \_\_\_\_\_ and we even come up with many \_\_\_\_\_.

## c. Write 'T' for true and 'F' for false:

1. Procrastination means to complete important tasks without any delays.
2. We feel stressed and tensed when lots of work gets accumulated.

## d. Think:

1. Draw emojis to represent your feelings when you (a) Procrastinate (b) Complete your work on time.
2. Do you still procrastinate your work? If 'yes', chalk out a plan to overcome this habit. If 'No', list the steps that you followed to give up procrastination. If you have never procrastinated, share with your friends, what keeps you going.



# Activity

Complete this table

*Do I want to change?*

<b>Being a procrastinator...</b>	
How does it affect me?	How does it help me?
<b>If I change and no longer procrastinate</b>	
What will I gain?	What will I lose?



# 10

# WORLD PEACE



## Expected learning outcomes

Students:

- Understand the meaning of the 17<sup>th</sup> mantra from the 36<sup>th</sup> chapter of the Yajur Veda praying for universal peace.
- Understand with humility that the entire world is one small family.

## Glossary

consequence - result or effect

tranquil - calm

pursue - to go after



## Story time

*It was summer vacation time. Though Chaitanya did not really like reading the newspaper, he had promised to do so for at least 15 minutes every day.*

As he sipped from his glass of hot milk and opened the newspaper, the headline screamed – **“Terror strikes Delhi – 22 feared dead; 40 injured in bomb blast,”** with photos of injured men, women and kids being carried on stretchers.



Another headline towards the bottom of the page read – “**Family of 4 washed away in floods near Shimla**”.

Chaitanya was disturbed. “Why does someone need to plant a bomb and kill others?,” he wondered. He asked his *aaita* (*Grandmother in Assamese*) who had just completed her morning meditation session. But his aaita just did not know how to make her young grandson understand the complex reason behind such cowardly acts. However, she could clearly see that Chaitanya was disturbed. Chaitanya left his glass of milk and went to the balcony looking at the broad expanse of the sky amidst the chirping of birds, an otherwise beautiful morning.



Aaita went up to him and remarked – “My son, I understand you are feeling very upset. You may not be able to understand why all this is happening? Why this mindless violence? However, I suggest that we do one thing. Let us pray to Ishvar for peace (शान्ति). This will definitely help you relax and stay calm.”

Chaitanya readily agreed. He sat down near his aaita and closed his eyes gently. Aaita recited this.

ओ३म् द्यौः शान्तिरन्तरिक्षं शान्तिः  
पृथिवी शान्तिरापः शान्तिरोषधयः शान्तिः ।  
वनस्पतयः शान्तिर्विश्वेदेवाः शान्तिर्ब्रह्म शान्तिः  
सर्वं शान्तिः शान्तिरेव शान्तिः सा मा शान्तिरेधि ॥

**Yajur Veda | Chapter 36 | Mantra 17**

*May the Sun (द्यौः) and the sky (अंतरिक्ष) bring us peace!*

*May there be peace on Earth (पृथिवी)!*

*May Water (आपः) bring us peace!*

*May the various Herbs (औषधयः) be a source of peace!*



*May all Trees (वनस्पतय) bring us peace!*

*May all Leaders and Scholars (विश्वेदेवा) bring us peace!*

*May Ishvar and the Vedas (ब्रह्म) inspire us with peace!*

*May all of us co-exist peacefully!*

*May I be always in peace!*

*May all of us be blessed with peace!*

Aaita continued – “Ishvar is the Giver of happiness and bliss. He also removes all our sorrows. We pray to Him that all aspects of His creation – Sun, Sky, Earth, Water, Herbs, Trees bring us peace. May we co-exist peacefully with Nature. We human beings have exploited the environment around us in multiple ways which has led to severe air, water and soil pollution. We have also cut scores of trees and set up concrete jungles. We are now facing the consequences. At times, we have drought and sometimes we have floods, both of which lead to loss of valuable human lives. We hereby pray to Ishvar that let all these natural bodies bring us peace and tranquillity. Of course, we need to follow it up with actions. Just prayers alone, without specific action will not help much!



Also, in the mantra we pray that let all our leaders and scholars bring us peace. Today, lot of bloodshed is happening because a few leaders are misguiding their followers. The key to stopping this violence is to inspire our world leaders to take collective decisions in the interest of mankind rather than pursuing their own immoral interests.

Chaitanya felt much better listening to the wonderful meaning of the mantra praying for universal peace. He innocently remarked – “Aaita, I promise I will do all I can to bring peace in this world, so that all of us can live together happily.” I understand the meaning of what you always say [ ' वसुधैव कुटुम्बकम् ' – The entire world is, one family! ”].



## FACT BOX

The United Nations' (UN) International Day of Peace is celebrated on September 21 each year to recognize the efforts of those who have worked hard to end conflict and promote peace.

## Question time

---

1. What are the consequences of cutting trees?
2. "The entire world is one large family." Explain.
3. What are the ways in which one can co-exist peacefully with others?

## Activity

List the names of all countries in the world that you know.

## Let's do these exercises

---

### a. Write 'T' for true and 'F' for false:

1. We face natural calamities because we have over exploited the resources.
2. Prayer along with an effort to bring peace can make the world a better place to live.

### b. Fill in the blanks:

1. All of us need to live according to the principle of 'वसुधैव कुटुम्बकम्' which means \_\_\_\_\_.
2. Ishvar is the giver of \_\_\_\_\_ and \_\_\_\_\_ and is the remover of \_\_\_\_\_.
3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ bring us peace and we pray for peace on the \_\_\_\_\_.
4. We should \_\_\_\_\_ with nature and stop \_\_\_\_\_ of the environment which leads to \_\_\_\_\_.



**d. List a few observations that indicates that we are in peace. What are your plans to bring it around?**



# 11

# TALE OF TWO SEAS

## Expected learning outcome

Students understand the joy of sharing

## Glossary

<b>vibrant</b>	- lively	<b>observation</b>	- finding
<b>enormous</b>	- huge	<b>bestowed</b>	- grant or present
<b>retains</b>	- keep	<b>inter-changeably</b>	- that can be exchanged
<b>aggressively</b>	- strongly	<b>vaguely</b>	- unclear
<b>flourishes</b>	- to prosper	<b>humility</b>	- simplicity
<b>immensely</b>	- extremely		
<b>phenomenon</b>	- event or happening		



Mitul's *foi* (*father's sister in Gujarati*) was visiting them during vacations. Mitul liked to spend time talking to her.....

**Mitul** – Foi, will you narrate a story tonight?

**Foi** – Sure Mitul. Let me tell you about the Tale of two seas. Have you heard about the Dead sea and the Sea of Galilee?

**Mitul** – Hmm....yes, I vaguely remember hearing about the Dead sea. But except the name that stands out, I do not know much.

**Foi** – There are these two seas which are more like very large lakes, located close by. Dead Sea borders Jordan to the East, and Israel to the West.



Very interestingly, the water from River Jordan flows into both the seas – Dead Sea and the Sea of Galilee.

**Mitul** – Hmm....yes, I can notice this from the map.

**Foi** – The Sea of Galilee is beautiful. It has blue water and is full of flora and fauna. Life exists. Trees line its banks where children splash and play. The Jordan River which flows from the sunny hills makes this sea lively. Life is happy and vibrant around this sea.

Through the Sea of Galilee, the Jordan River continues to flow south, into the Dead Sea. Here, there are no fish swimming, no birds flying above, no families holidaying near the shoreline. No man or animal will drink the water here. Life does not exist and no one wants to be here.

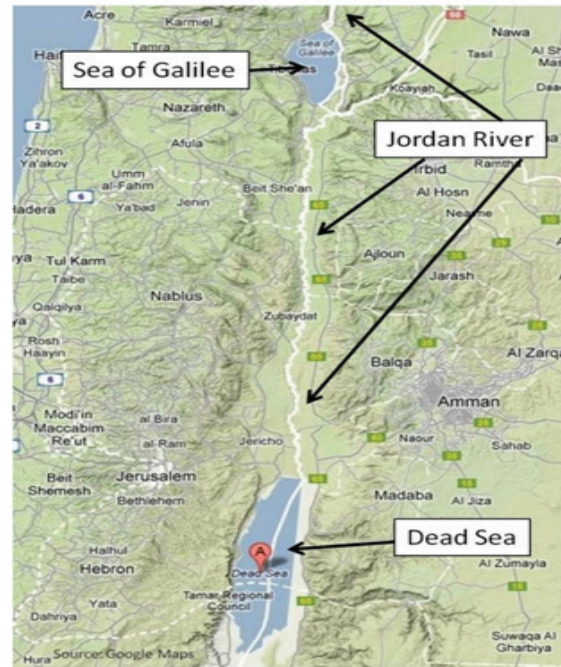
**Mitul** – Oh! I see. But what makes this enormous difference between these neighbouring seas?

**Foi** – It cannot be the Jordan river. The same flowing waters empty into both water bodies. It is also not the soil, not the people, not the geography.

**Mitul** - So what is the difference?

**Foi** - The Sea of Galilee receives, but does not keep the Jordan water. Water flows in and out as a continuous process. The Sea of Galilee gives equally as it receives.

But the Dead Sea keeps the water from the Jordan river. It has no outlet. Every drop it gets, it keeps. It cannot share and retains its incoming waters. The shore that surrounds the Dead Sea is about 1,400 feet below sea level, making this the lowest point on Earth that people can travel to and still be in the open air.





**Mitul** – Oh, this could be the reason why water does not flow further due to lack of gravitational force, as it is already the lowest point on Earth.

**Foi** – Great point Mitul. The landlocked nature of the Dead Sea causes the water to evaporate and leave behind massive amounts of salt. With 33% salinity, the Dead Sea is one of the world's saltiest bodies of water. It is roughly 8.6 times saltier than the ocean. This salinity makes for the harsh environment in which animals cannot flourish (hence its name). It is also known as the Salt sea.

Also, the Dead Sea's unusually high salt concentration means that people can easily float in it due to natural buoyancy.

**Mitul** – Wow! So no one will drown in this sea due to its high salinity!

**Foi** – Yes, this is tale of the two seas - The Sea of Galilee gives and flourishes, the Dead Sea keeps everything, shares nothing and is dead.

**Foi** – Remember, we can learn immensely from this natural phenomenon. We humans always need to keep sharing and giving in life. It is the act of sharing which leads to utmost satisfaction. There is this famous quote 'The more you give of yourself, the more you find yourself'.

**Mitul** – How can I possibly give, foi? I am a small kid.

**Foi** – We all can give in different ways. On most occasions we tend to equate giving to 'materialistic things', related to money. But the most important thing that we all can give is our time.

**Mitul** – I agree. Can I make a small observation?

**Foi** – Yes. Sure.

**Mitul** - Interestingly, wealth is unequal in nature. Some people may have more wealth to give and some less. However, all of us have been bestowed with the same amount of time – 24 hours!

**Foi** – Very nice thought! So all of us can share our time in different ways. You can resolve to help kids from disadvantaged background near your own house. You can possibly help them with studies in the evenings or during holidays. You can also spend your time frequently visiting an old age home, gaushala, or an orphanage during holidays. You can visit your own friend who is sick and can actively help him complete his class notes or cope up with whatever he missed at school.





**Mitul** – I agree foi.

**Foi** – I would leave you with one more thought. While we use the words sharing and giving interchangeably as synonyms, there is a subtle difference between the two. Of the two words, sharing evokes a finer sense of humility. Think about it!

## Let's talk about these

---

1. Water does not flow from the Dead Sea. Why?
2. The more you give of yourself the more you find of yourself.  
Pen down your understanding of the statement.
3. What makes life around Jordan river happy and vibrant?

## Let's do these exercises

---

### a. Tick the correct answers:

1. Jordan river feeds the (**Galilee** / **Dead**) sea.
2. Dead Sea borders Jordan to the (**West** / **East**), and (**Israel** / **Syria**) to the West.
3. (**Dead Sea** / **Sea of Galilee**) has rich flora and fauna.

### b. Fill in the blanks:

1. Life does not exist in \_\_\_\_\_ due to \_\_\_\_\_.
2. An act of sharing leads to \_\_\_\_\_ and \_\_\_\_\_.
3. The different ways in which we can share our time with others are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, etc.

### c. Write 'T' for true and 'F' for false:

1. The Sea of Galilee keeps Jordan water and water does not flow in and out.
2. Giving time to someone and for a noble cause is the best form of sharing.
3. The water from Sea of Galilee flows. Hence life flourishes there unlike the

Dead Sea that keeps everything.

4. The Pacific Ocean is saltier than the Dead Sea.

**d. Do you give/share or have done both with your things with your friends.**

## Let's have fun

---



### Test your knowledge about Seas and Oceans!

1. Southern ocean is also known as - \_\_\_\_\_
2. The Strait of Gibraltar connects the Atlantic Ocean to- \_\_\_\_\_
3. Second largest ocean of the world- \_\_\_\_\_
4. Largest inland water body of the world - \_\_\_\_\_
5. Baltic canal connects this sea with the Baltic sea- \_\_\_\_\_
6. Also known as the Salt Sea- \_\_\_\_\_
7. The smallest ocean in the planet- \_\_\_\_\_
8. Also known as Sindhu Sagar- \_\_\_\_\_
9. The largest bay in the world- \_\_\_\_\_
10. This ocean separates India from Africa- \_\_\_\_\_
11. The world's northernmost tropical sea- \_\_\_\_\_
12. The Kiel canal connects this sea with the Baltic sea- \_\_\_\_\_.



# 12

# INDIAN AIR FORCE AND NAVY

## Expected learning outcome

Students:

- Know the significance of Indian Air Force and Navy.
- get inspired to serve the country.

## Glossary

**submarines** - underwater warship

**submerged** - to be under water

**exceptional** - unusual

**undoubtedly** - without doubt

**superior** - higher in rank

**integration** - combination

**diverse** - various or different



## Story time

*Raghavan's father was a 'Major' in the Indian Army. He wanted to know more about the other two forces of the Indian Armed forces the Airforce and the Navy.*

**Nanna** – Enemy country can attack us on three fronts – land, skies and seas. Our Air Force, protects our skies.



**Raghavan** – So, we have these fighter jets with us?

**Nanna** – Yes, we have different types of fighter jets, planes and helicopters.



### Fighter jets, Planes, Helicopters

**Nanna** – Similar to the Army, here too there are different ranks. The highest rank is Air Chief Marshal. The motto of Indian Air Force is ‘**Nabha Sparsham Deeptam**’ – Touch the Sky with Glory!

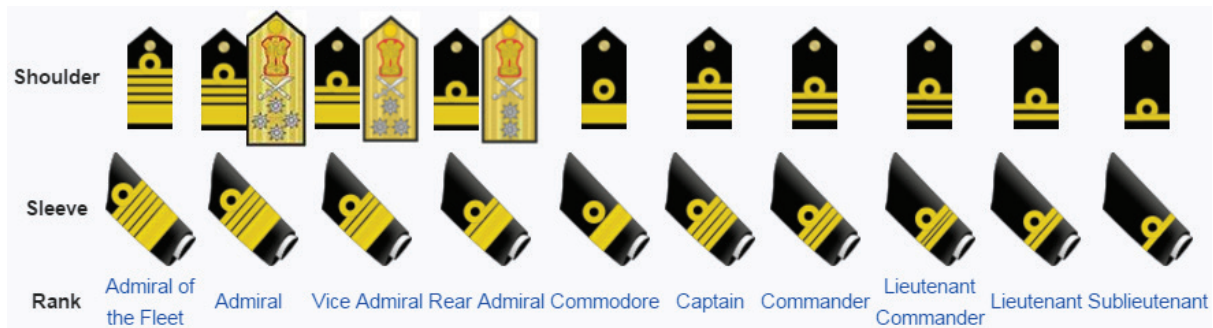
Shoulder										
Sleeve										
Rank	Marshal of the Air Force*	Air Chief Marshal	Air Marshal	Air Vice Marshal	Air Commodore	Group Captain	Wing Commander	Squadron Leader	Flight Lieutenant	Flying Officer

\* Honorary/War time rank.

### Ranks in the Indian Air Force

**Raghavan** – And to protect our seas do we have different types of ships?

**Nanna** – Yes, Raghavan. We have various types of warships, including aircraft carriers and submarines.



### Ranks in the Indian Navy

**Nanna** – Aircraft carriers are very large warships with long runway on which our fighter jets can land and take off as well. Submarines are warships that can remain submerged in water for long period of time, and can attack enemy ships without being noticed.

**Nanna** – Similar to Army and Air Force, here also there are different ranks. The highest rank is Admiral. The motto of Indian Navy is ‘**Sham No Varunah**’ – May the Lord of the Water be auspicious unto us!



**Warship**



**Param Vir Chakra**

**Raghavan** – You also have a few medals on your uniform? What are they for?



**Nanna** – For exceptional bravery and commitment, the personnel in Indian Armed Forces are given gallantry awards. The highest gallantry award that any one of us can aspire to get is the ‘**ParamVir Chakra**’, that is the, ‘Wheel of Ultimate Bravery’.

**Nanna** – I have been a recipient of ‘**Shaurya Chakra**’ (Wheel of the ‘Brave’) which I proudly wear on my uniform. This was for an operation we had carried out to stop terrorists from entering into our country.

**Raghavan** – I am proud of you, nanna! What is the best thing that you like about the Indian Armed Forces?

**Nanna** – It is undoubtedly discipline. We are always alert. Each one follows the command of the superior.

**Raghavan** – Being in Indian Armed Forces, have you fought in a war, nanna?

**Nanna** – We are a very peace loving country. We have never attacked any other country. However, we have to protect ourselves from our enemies. After our Independence in 1947, Indian Armed Forces have faced five wars – four with Pakistan and one with China.

**Nanna** – Raghavan, apart from guarding our nation from the enemies, we also help the people of India in many other ways. Whenever there is a natural calamity like floods, earth quakes, tsunamis in any part of India, our help is sought to rescue the victims.

**Nanna** – Indian armed forces is all about national integration. We have people from all states of the country who follow a different culture and ethos. But, we all actively work together. We share a special bond of friendship with each other.

**Raghavan** – Can I also join the Indian Armed Forces? I want to fly a fighter jet.

**Nanna** – Sure my son. But, first you must cultivate the following three habits.

- Study well and gain sound knowledge on diverse areas.
- Eat healthy food, play outdoor games, exercise and stay physically fit.
- Pray every day – It will help you control your emotions and take balanced decisions.

**Raghavan** – Yes, nanna. I will surely develop these qualities and make you proud nanna!!!

## Question time

---

1. State the motto of the Indian Navy and Indian Armed Force.
2. What values do the Armed forces teach us?



3. List three habits that would help you become a good citizen.

## Let's do these exercises

---

### a. Name the following

1. The countries with whom we had to fight wars.
2. Any two gallantary awards.
3. The senior most rank in the (a) Indian Air force (b) Indian Navy.
4. The present chief of (a) Indian Air force (b) Indian Navy.
5. The supreme commander of the armed forces.

### b. Fill in the blanks:

1. Indian armed forces depict \_\_\_\_\_, as people from different states actively work together.
2. After Indian Independence, our country has faced five wars, four with \_\_\_\_\_ and one with \_\_\_\_\_.
3. The current Air Chief Marshal is \_\_\_\_\_ and the current Chief of Navy is \_\_\_\_\_.
4. The highest gallantry award that is given for exceptional bravery and commitment is \_\_\_\_\_.

### c. Write 'T' for true and 'F' for false:

1. India is a peace loving nation and has never initiated a war with any country.
2. Frigates are warships that can remain submerged in water for long period of time and can attack enemy ships without being noticed.
3. The Armed forces help the people of India during natural calamities.
4. The 'ParamVir Chakra' means the Wheel of the Brave.
5. The senior most rank in the Indian Navy is Admiral.

### d. Find out:

- i) The names of few warship in the Indian Navy.
- ii) Warships with runways on which fighter jets can land and take off.



## 13

## SEVEN GEMS



## Expected learning outcome

Students imbibe and nurture good qualities — Vidya (Knowledge), Tapa (Penance), Daan (Share), Jnyaan (Put knowledge to practical use), Sheelam (Humility), Guna (Good qualities), Dharma (Righteousness)

## Glossary

guise	- appearance	
spiritual	- sacred, holy	
penance	- repentance for wrong doing	achievements - attainment
possessions	- owning	imbibe - to take in
humility	- modesty, simplicity	attitude - frame of mind
irrespective	- regardless of	immense - great



## Time to learn

येषां न विद्या न तपो न दानं ज्ञानं न शीलं न गुणो न धर्मः।  
ते मर्त्यलोके भुवि भारभूता मनुष्य रूपेण मृगाश्चरन्ति॥

Yeshan Na Vidya Na Tapo Na Danam, Jyanam Na Shilam Na Guno Na Dharmah ।

Te Martyaloke Bhuvi Bharabhutah, Manushyarupena Mrrigashcharanti ॥



**Meaning:** *One who does not possess Vidya (Knowledge), Tapa (Penance), Daan (Sharing), Jnyaan (Put knowledge to practical use), Sheelam (Humility), Guna (Good qualities), or Dharma (Righteousness), is a burden for Mother Earth. He is like an animal roaming about in the guise of a human being.*



There are so many living beings on this planet Earth. How are we human beings different? This shloka teaches us about important human qualities.

**Vidya** – We human beings are able to acquire knowledge in multiple ways. We go to schools learn mathematics, science and social science and various languages. We also have the opportunity to learn how to lead a good, healthy and spiritual life by being able to read the four ‘Vedas’ and various other scriptures. We are also able to acquire knowledge about Ishvar. Do animals have an opportunity for these? They do not. It is indeed unfortunate that many of us do not make use of the opportunity.



**Tapa** – We human beings are able to do Penance. What does this mean?

Is it meant only for sages? No. Each one of us should do ‘Tapa’, which is nothing but bravely facing challenges in our everyday lives. Difficulties are bound to arise for everyone. Some face them bravely while others completely break down. We should face unpleasant experiences and try to find out right solutions.

**Daan** – We should share whatever we have with the needy. This could be food, class notes, or even money. Life is all about living for others. We should share our possessions with everyone – brother, sister, parents, grandparents, relatives, friends and even strangers.

**Jnyaan** – We often possess knowledge but do not put it to practical use. For example, we all know that we should always speak the truth. However, many a times we lie to our teachers, parents and friends. Sometimes we knowingly do something wrong. Therefore, our Rishis have cautioned us that one should not only have knowledge, but should also have ‘Jnyaan’.

**Sheelam** – It is very important for all of us to have a sense of humility. We feel proud of our achievements, that we may have attained with the blessings of Ishvar, parents, grand parents and teachers. We start looking down upon our friends. This is not the right way to conduct ourselves.



We should always have a sense of humility, irrespective of our achievements. We need to attribute our success to blessings from Ishvar and our elders, apart from the hardwork that we have put in.

**Guna** – We should imbibe various good qualities including non-violence, speaking truth, not stealing, cleanliness, punctuality and eating healthy vegetarian food.

**Dharma** – We should follow ‘Dharma’, as the way of life. Ishvar has given us the intellect to distinguish between good and bad. Whenever we intend to do something incorrect, Ishvar ensures that we have a feeling of fear, doubt or shame warning us not to commit the wrong deed. We should listen to our inner conscience and always do what is right.

The Rishi says that one who does not possess the above Qualities is more like an animal. He is a burden for Mother Earth since a human being with a negative attitude can cause immense harm to everyone around.

Let us develop the qualities of Vidya, Tapa, Daan, Jnyan, Sheelam, Guna, Dharma that differentiates us from animals.

## Question time

---



1. Discuss some of the difficult situations that you faced in your life and how you overcame them (Tapa)?
2. How should you behave with your classmates after having stood first in an examination?
3. You have dinner with your family and come out of a restaurant. You see a poor man asking for some help. What can you possibly do?
4. You won the 100m dash in the school sports day competition. How did you feel? List the reasons for your success.
5. You prepared well for an Examination, but you were not able to write the exam. How did you face the situation?



## Let's do these exercises

---

### a. Write 'T' for true and 'F' for false:

1. By reading the Vedas and other scriptures, we can gain knowledge on how to lead a good, healthy and spiritual life.
2. We should listen to our conscience and use our intellect to distinguish between right and wrong.
3. We should accept difficulties and need not engage ourselves in finding the right solution.
4. If we do not possess qualities like sheelam, jnyaan, guna, dharma, etc. we are a burden for the Mother Earth.

## What can I do?

---

### Introspect:

Which of these qualities do you lack? How can you develop that quality?



## Expected learning outcome

Students understand the various dimensions of 'Asteya', which means 'not stealing'.

## Glossary

<b>inappropriately</b>	- not suitably
<b>embarrassed</b>	- awkward
<b>highlight</b>	- draw special attention to
<b>refrains</b>	- holds back
<b>abject</b>	- miserable
<b>conscience</b>	- that which lets you know what is right and what is wrong
<b>philanthropist</b>	- a person who donates money to help others



## Story time

*Madhav and Satish were good friends at school. They usually meet after school at the chess coaching class. There was a small shop just beside the coaching center that sold ice-cream. Madhav loved ice-cream, especially the chocolate flavour.*



One evening he invited Satish to enjoy an ice-cream with him. Satish readily agreed and both of them went to the shop. As they were enjoying the ice-cream from the cup, Satish asked Madhav, How come your mother gave you money today to buy ice-cream?”



Madhav hesitated for a moment and said – “My mother had left some change on the table yesterday, I picked it up.”

Satish was surprised. “But Madhav, isn’t this stealing?”

“Come on, Satish. Not really. The money belonged to my mother. After all, it is only a small sum of Rs. 15. Anyway, she will not know about this.”

Satish, by now, had stopped eating the ice-cream. He disapprovingly said – “Madhav, the other day my Grandpa taught me that God is everywhere. He constantly knows what we think, speak and do. I am sure He is seeing us and this is not right.”

Madhav was feeling irritated. He said – “Satish, do not give me a sermon. Eat if you like to, I don’t care.”

Satish quietly threw his spoon in the nearby dustbin and left for his home.

Though Madhav quickly finished the remaining ice-cream, he was disturbed. He realized that he had behaved inappropriately. His conscience kept reminding him that what Satish said was right.

Next day during the lunch break, Satish came up to Madhav and greeted him. Madhav once again felt embarrassed and said – “Hey, I am sorry!”

Satish understood what Madhav was referring to. “It’s ok, Madhav”, replied Satish.

Madhav admitted – “Satish, I never thought that it was stealing to take money belonging to our parents. But now I do see the point you were trying to make. If we take it without their permission, it does amount to stealing.”

“Yes, Madhav. That’s absolutely right. Indeed my grandpa had once highlighted a few other instances, that are equivalent to stealing,” replied Satish.

“What are those?” inquired Madhav.

“Sometimes we tend to borrow our friend’s stationery or book without asking him. Though there is an intention to return it after use, still taking it without permission is a form of stealing” remarked Satish.

“Hmm... is copying also a form of stealing?” asked Madhav.

“Oh, absolutely! Copying too is definitely a form of intellectual stealing!” replied Satish.

There is another subtle form of stealing which my grandpa told me about. Sometimes, when a shopkeeper by mistake gives us a higher amount than what is due to us, we ignore it, thinking that we need not point it out to him – as it is his mistake. Had he given a lesser amount, we would have pounced on him. ‘Dharma’ requires us to voluntarily give back the extra amount to the shopkeeper.”

He continued – *“There is also this sutra from Yog Darshan written by Maharshi Patanjali, which says*



अस्तेय प्रतिष्ठायां सर्व रत्नोपस्थानम् |

### **Asteya Pratisthaayaam Sarva Ratna Upasthaanam**

*This sutra means that when one refrains from stealing, but puts in hardwork, he is blessed with all treasures in life. Ishvar provides him with mental peace and happiness.”*

“Many people steal because of abject poverty, which is sad. But even that should not be done. Indeed if they describe their situation to a philanthropist, they will be able to get some help. There is lot of power in saying the Truth”, added Satish.



The bell rang and the lunch break was over.

“Hey, let us get back to our desks, before ma’am arrives” remarked Satish.

The friends went back to their respective desks. Madhav felt relieved after talking to Satish, happy at having learnt a valuable lesson for.

## Let's talk about these

---

1. How do you practise Asteya in your daily life?
2. You notice a ₹ 50/- note lying on the school play ground. What would you do?

## Let's do these exercises

---

### a. Think:

1. Ravi is in his neighbour's garden. He plucked a lovely rose. What do you think about his act? Share your thoughts with your friends in class.

### b. Fill in the blanks:

1. The sutra from Yog Darshan means that when one refrains from \_\_\_\_\_ and instead puts in \_\_\_\_\_, he is blessed with \_\_\_\_\_ in life. Ishvar provides him with \_\_\_\_\_ and \_\_\_\_\_.
2. When you copy during examination it is \_\_\_\_\_ stealing.

### c. Write 'T' for true and 'F' for false:

1. Ishvar is present everywhere and He constantly knows what we think, speak and do.
2. We can take our friend's book without asking his permission with an intention of returning it later.
3. We need not voluntarily give the extra money to the shopkeeper if he has mistakenly given it to us.



4. We should never steal anything. Instead we should work hard to achieve it.

## What can I do?

---



1. Return the excess money to the shopkeeper, if you receive any.
2. Do not use/take other's things without their permission.
3. Do not copy.

15

# CAPTAIN VIKRAM BATRA



## Expected learning outcomes

Students:

- know the life of Capt. Vikram Batra, a Kargil war hero.
- understand the spirit of patriotism and sacrifice of our soldiers for the nation.

## Glossary

**gigantic**

- huge

**flinging**

- throw or hurl forcefully

**invaders**

- attackers

**triumph**

- victory

**valour**

- bravery

**enthused**

- interested

**evacuating**

- shifting

**endurance**

- tolerance



- regiment** - a large group of soldiers
- credo** - a set of beliefs that influence the way you live
- cautioned** - warned



## Story time

Vikram Batra was born on September 9, 1974 and grew up in the hills of Himachal Pradesh. During his college days at D.A.V. Chandigarh, he was adjudged recipient of the Best Cadet of N.C.C. (Air Wing) in the North Zone.

He was ready to join the Merchant Navy, with his uniform stitched and tickets booked. However, he changed his mind and decided to join the Indian Army. He joined the IMA (Indian Military Academy) and was commissioned as a Lieutenant. His first posting was at Sopore in Baramulla district of Jammu and Kashmir.

Ever since India's independence, Pakistan has been unjustly trying to occupy Kashmir. India and Pakistan had already fought three wars since 1947. Pakistan once again tried to sneak into Kargil (a part of Kashmir) in 1999.

As the conflict broke out in Kargil, Vikram Batra's regiment was asked to capture one of the most crucial peaks i.e. Point 5140 (Dras region), which was at an approximate height of 15,000 feet above the sea level. Here, the Pakistani invaders had taken their positions in bunkers. The task was to climb up the hill. The enemy had a clear advantage as they were on top of the hill and could easily fire at anyone trying to climb up. It was thus decided that this operation should be carried out at night, when the visibility for the enemy would be low compared to daytime.



*Capt. Vikram Batra and others after winning back Pt. 5140*

~~~~~

**The safety, honour and welfare of your country come first,  
always and every time.**

**The honour, welfare and comfort of the men you command come next.**

**Your own ease, comfort and safety come last, always and  
every time.**

*- Credo of the Indian Military Academy (IMA)*

~~~~~

On the dark cold night of June 19, 1999 – Vikram Batra decided to lead his men from the rear side of the peak, so as to take the enemy by surprise. They almost reached the top before facing heavy firing from the enemy. Marching ahead for a hand-to-hand battle, and flinging grenades at the invaders' gun posts, Vikram Batra and his team finally captured the peak. This brilliantly manned and planned operation considered one of the toughest in mountain warfare brought Vikram Batra and his leadership to fame. His triumph was flashed on TV screens all over the country. The most amazing part of this attack was that there was no casualty on the Indian side.

After all the heroic deeds, Capt. Vikram Batra craved for more dare devilish actions. More was yet to come! His regiment was sent for operations in the Mushkoh valley for the capture of Point 4875. Having proved their worth and valour, Vikram's team was given the task to clear a narrow ledge with steep sides, heavily guarded by the enemy. With the previous victory still fresh in mind, the enthused team intelligently engaged themselves in an effective war but the heavy firing started to take its toll. Vikram kept attacking the enemy and he killed five of them.

The early morning hours and sub-zero temperatures could not dampen the spirit of this brave soldier. Capt. Batra, all charged up roared his battle cry '*Jai Mata Di!*', attacked the enemy with full vigour, refusing to be stopped. It was while evacuating an injured soldier that he was shot at, fatally. He shifted aside his fellow soldier, saying, "*Tu bal-bachchedar hai, hatja peeche!*" (You have children to look after, get aside), and stood up to face the enemies. A shell ripped through his mid waist and he collapsed with the words '*Jai Mata Di!*' on his lips. Capt. Vikram Batra's sacrifice and heroic act prompted his company to advance further and capture the Ledge, which in turn enabled his battalion to regain its hold on Point 4875.



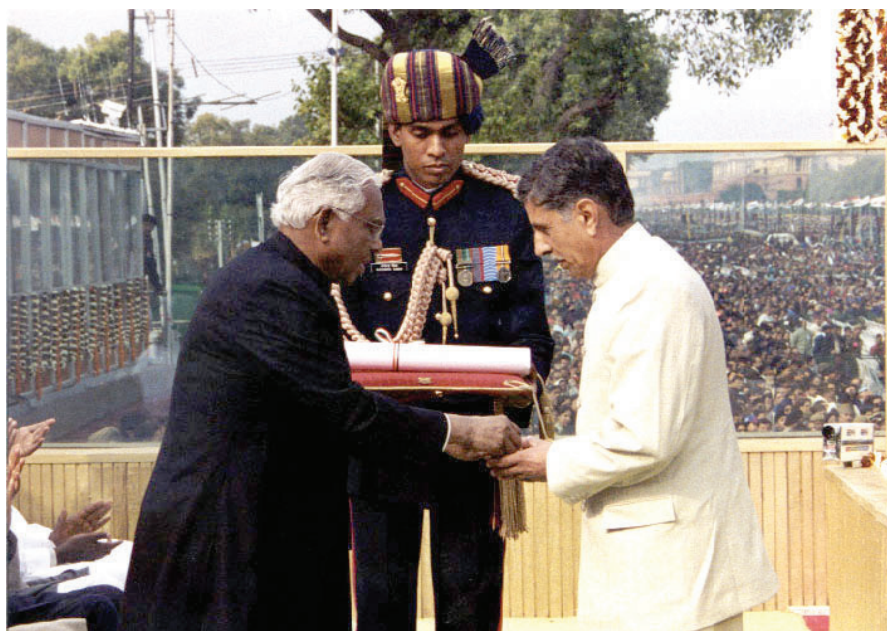


For his brave act, unmatched bravery and endurance, the nation honoured him with the country's highest gallantry award, the '**Param Vir Chakra**', i.e. 'Wheel of the Ultimate Brave' and renamed Point 4875 as 'Capt. Vikram Batra Top.'

During his last visit home, when one of his friends cautioned him to be careful in the war, he replied, "I'll either come back after raising the Indian flag in victory or return wrapped in it. But I'll come for sure."

The nation salutes Captain Vikram Batra!

*Acknowledgement - partially adapted from 'Veergaatha', NCERT publication*



The President, Shri. K.R. Narayanan, presenting 'PARAM VIR CHAKRA' to the father of Capt Vikram Batra (Posthumous) at the Republic Day Parade in 2000

## Activity 1

Do you know anyone who is in the armed forces? Write a paragraph on them.



## Question time

---



1. How did Vikram Batra's team manage to capture Point 5140?
2. What qualities inspire you from the life of Vikram Batra?
3. Vikram Batra's team decided to carry out the operation of clearing Pt.5140 in the night. Why?
4. Would you join the school NCC? Why / Why not?

## Let's do these exercises

---



### a. Tick the correct answers:

1. On the dark cold night of June 19, 1999 – Vikram Batra decided to strategically lead his men from the (**rear** / **front**) side of the peak so as to surprise the enemy.
2. He was commissioned as a (**Lieutenant** / **Colonel**) in the army and was posted at (**Anantnag** / **Sopore**) in the Baramulla district of Jammu and Kashmir.
3. His regiment was sent for operations in the (**Bangus** / **Mushkoh**) valley for the capture of Point (**4875** / **5140**) and was given the task to clear a narrow ledge with steep sides, heavily guarded by the enemy.

### b. Fill in the blanks:

1. As the conflict broke out in Kargil, Vikram Batra's regiment was asked to capture one of the most crucial peaks i.e. \_\_\_\_\_ which was at an approximate height of 1500 feet.
2. The Nation honoured him with the country's highest gallantry award, \_\_\_\_\_ and renamed Point 4875 as \_\_\_\_\_.
3. Vikram Batra's words "I'll either come back after raising the Indian flag in victory or wrapped in it" shows his \_\_\_\_\_.

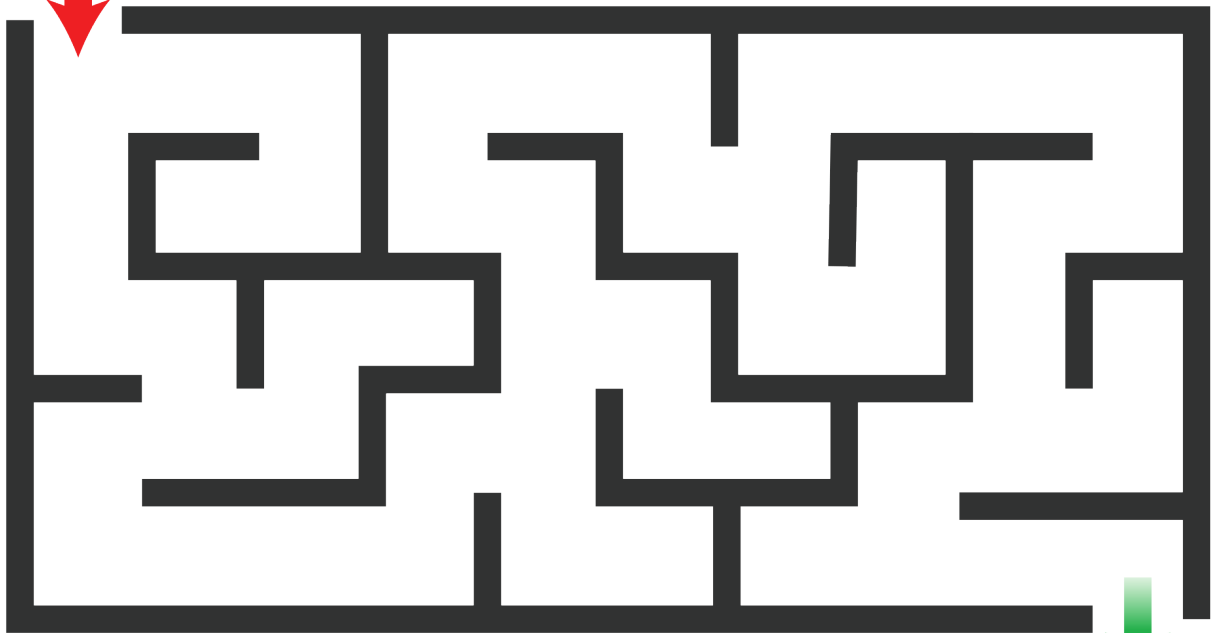
c. Write 'T' for true and 'F' for false:

1. Pakistan has unjustly tried to occupy Kashmir by waging four wars since 1947.
2. While he was evacuating an injured soldier he was shot fatally and when his fellow soldier came for rescuing him, he shifted aside his fellow soldier, saying, "Tubalbachchedarhai, hatja peeche!" and stood up to face the enemies.
3. Capt. Vikram Batra's sacrifice and heroic act prompted his company to advance further and enable his battalion to regain its hold on Point 4875.

## Activity 2



Guide the pilot through the plane maze to find his own plane



# FOSTERING VEDIC VALUES -4

## INSPIRATIONAL POSTER



Coin a caption \_\_\_\_\_



Coin a caption \_\_\_\_\_





Coin a caption \_\_\_\_\_



Coin a caption \_\_\_\_\_



# Fostering Vedic Values

‘Fostering Vedic Values’ is a series of 10 books (for Classes I – X) with 12-16 chapters in each. Almost half the chapters focus on ensuring that the children are able to obtain a reasonably good understanding of the key spiritual principles as highlighted in Vedas. The remaining chapters are focused towards imbibing the spirit of patriotism, compassion towards all living beings including animals, social service and other human values.

Through these, we envision children to develop as responsible citizens, who contribute to the world as a family, but in the face of a national threat, are also ardent patriots. We hope to see them evolve into empowered individuals who can overcome the challenges of life through spiritual strength and lead themselves, their families and societies to peace and happiness.

The core content of the book originates from the Vedas. We owe it to the tradition of Rishis who passed on the Vedic knowledge since ages. Therefore, there is no copyright on the content of this book. One can seek permission and print all or only certain chapters of the book. However, no unauthorized modification is permitted in any chapter.

