

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY



AWADH CENTRE OF EDUCATION



INSTITUTE OF VOCATIONAL STUDIES
BACHELOR OF EDUCATION PROGRAM

SESSION 2021-2023

SUBMITTED BY: GURIYA KUMARI

ASSIGNMENT (COURSE TITLE):
UNDERSTANDING THE SELF

ENROLMENT NO: 122211203299

ROLL NO: 111226108318

PROGRAMME: B. ED 1st SEMESTER

COURSE CODE: B. Ed-151

OBJECTIVES OF UNDERSTANDING THE SELF

UNDERSTANDING THE SELF MEANS KNOWING OURSELVES IN A BETTER WAY

Due to our everyday hectic schedule, we don't give much time to ourselves, due to which we don't think much about our body, our past, our future, and our lifestyle. But it is important to introspect about ourselves and think about the rewards and punishments life gave us. In this file, we have learned about that only.

While writing Journals we thought about our life experiences which made us learn something and we recollected those memories. While writing Educational Autobiography we recollected all our life achievements and our school memories. While doing that I felt so proud of myself.

While writing about Yoga and Meditation we learnt the importance of Yoga for our body and how important it is to practice it every day. After reading about so many Asanas and Pranayamas, I learnt the benefits of all these. Glimpses of the multiple childhoods helped us get a bigger picture of the present-day scenario. All in all, it made me more aware of my journey till date and has helped me realize the factors and experiences that have shaped my present life, expectations and aspirations.

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UNIT-1
JOURNAL WRITING
SUBMITTED TO: MS ERAM AZIZ

JOURNAL WRITING WHAT IS A JOURNAL?

A journal is a scholarly publication containing articles written by researchers, professors, and other experts.



Journals focus on a specific discipline or field of study. Unlike newspapers and magazines, journals are intended for an academic or technical audience, not general readers. Journals are published regularly (monthly, quarterly, etc.) and are sequentially numbered. Each copy is an issue; a set of issues makes a volume. Like newspapers and magazines, journals are also called periodicals or serials.

A journal is a record that can be used to detail everything from your feelings about a particular situation in your social life to your thoughts on a current event in the political world. Hence, journals serve a range of purposes.

WHAT IS JOURNAL WRITING



Journal writing is the process of recording personal insights, reflections, and questions on assigned or personal topics. Journal projects assigned in class may include your thoughts about daily experiences, reading assignments, current events, or science experiments. Journal entries are a form of reflective writing, in that you can use them to consider and respond to something you have read or learned.

However, journal entries should not merely summarize what you have read, nor should they focus only on your feelings. Instead, they should demonstrate your ability to conduct a critical inquiry. The term, critical inquiry, refers to the steps involved in collecting and analyzing ideas or information.

Because journal writing allows you to examine different ideas and writing strategies, it's also a form of exploratory writing. Keep in mind that a class journal is not the same thing as a private diary, in that the writing maybe a little bit more formal, although not as formal as an essay. And while a personal diary is private, your teacher may have access to your class journal or require you to share portions with other students.

IMPORTANCE OF JOURNAL WRITING



- While writing a Journal, students become more confident about writing.
- It serves as a great place to explore ideas and improve our writing skills
- It helps us to broaden our perspectives about different topics.
- It helps us to gather material for letters/essays etc.
- It helps us to identify our progress in writing.
- It helps us to spend more time with ourselves.
- It helps us to write without any fear of criticism.
- It also helps to alleviate the stress associated with writing, a task some people find daunting.
- While journaling, there's no need to worry about grammar and spelling or polishing work. Instead, we can use our journal as a place to brainstorm and form your points.
- Regular writing of Journal also makes writing easier, which can help us feel more comfortable approaching formal

documents, presentations, and polished essays.

- About reading, we can also use our journal to summarize what we have read, to remember important points, and organize arguments. Sharing journal entries about the same readings with other students can also serve to broaden our perspective.

SHORT REFLEXIVE ACCOUNTS OF SIGNIFICANT LIFE EXPERIENCES

A significant experience that changed my life.

It is rightly said that 'Experience is the best teacher.' Experience teaches a lot more things.

According to me, experiences are very important to forge our personality over time. From the very childhood, I grew up in a nurturing and loving environment where I always felt safe and loved. My parents always made me feel important. I was a stubborn child. I used to throw tantrums if things didn't go my way. I was a very demanding child as well, though my mother loved me unconditionally. My mother was very patient and compassionate and used to explain things so well to make me understand why things couldn't always be how I wanted them to be. But as a child, I never wanted to understand her preachings. But then once on a school trip to an orphanage changed my view towards life.

The orphanage is the place where the orphans (children who are homeless having no parents) are taken care of once when I was in Grade 4 our school planned an educational trip to an orphanage institute. We were asked to bring whatever we wanted to donate. My mother gave me some of my old toys,

clothes and some sweets. We collected a good amount of material to distribute.

As we entered the orphanage all the kids gathered in a hall. There were children of all ages. They stared at us with eyes full of hope. We were asked to distribute the things and spent some time with them. They were so excited to receive these old things. In conversation with them, we came to know that they have only two to three dresses to wear. One plate and a bowl for their food. Even the food served to them was always the same and limited. They don't have many varieties of food to eat. They have toys in common to play with. These children don't know the meaning of love, care, and affection. They cannot demand anything. The plight of every child was so miserable. I realized all my mistakes. I realized fortunate I am to receive all the luxury.

I never liked it when my parents reprimanded me for not studying properly when I made blunders when I didn't listen to them but there was a concern behind every word that they said. They took care of me at every juncture of my life no matter what their condition.

But I felt so sorry for these children because they are lacking all those words of care, anger, and love.

Visiting the orphanage is a life-changing experience for me. From that day I started appreciating the little things in life. I never demanded unexpected things. I feel like helping every needy person.

I also started understanding my mother's preaching and with her help, over time, I learned how to deal with my emotions and situations, and these experiences shaped my behavior and personality.

I feel extremely fortunate that I have parents with me, and they provide me with all the luxury. I am thankful to them.

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Sometimes things are out of our control, and we can't do anything about it. Experiences can be good and sometimes terrible that results in a positive or negative impact on one's life. Life is full of many unexpected challenges and unknown turning points that will come along any time. People must learn and grow from every experience that they go through in life rather than losing themselves. Change is a part of life. Life gives many experiences almost every day.

An experience that changed my life was on that very day of my biggest life-changing experiences was the time when I lost my mother suddenly to a heart attack. Till that very day, I was a very immature and jolly person. I don't know what the worries were. I was the eldest one in my family. But as we lost the head of our family life took a new turning point in my life, I had to take charge of all the decisions made which I had never done before. My mother was not in a state to understand anything. I started making big decisions even about finances, our house, and many more.

When my mother died, my life had changed completely. I lost her in my lap. She took his last breath, and it was very heart-breaking. Accepting his loss was one of the hardest things that I've ever had to do. It was very hard because it was unpredictable. I let all my emotions out because I had to remember taking care of myself and my family. Now it was the time for me to be more responsible.

She was the one who made me religious towards god's existence, taught me everything about God, shlokas, chanting mantras, performing festivals. I am carrying out her all teachings very sincerely though.

Her death made me an introvert, more responsible, think for myself and my family, and see things differently. Now that he is gone, I must take charge of many things. My mother was my

friend, my guidance, and most of all my motivator. I feel completely lonely without her. there was nobody who can ask me for my well-being rather than my family members.

I also experienced how people were falsely claiming that he is a family member of theirs and they will take care of me and my family, but two weeks after the cremation they were the same as before with no sympathy. I finally got a glimpse of the real world: my real well-wishers and who is not. Looking back at all of this I realized how important my mother was to me. Now I am a more focused and responsible person. I still feel my mother lives through me. Even though my mother is gone he still guides me at every point in life. His death made me an introvert, think for myself and my family, and live life practically. I wish I could thank her for making me a better person. It was his inspiration that made me properly handle things.

OBSERVATIONS OF LIFE SITUATIONS THAT EVOKE QUESTIONS AND RESPONSES



SITUATION 1:

There was a boy in my class. He was not very good in studies. But his

family was very rich and they had their own wholesale business of

Beauty Products. They had their branches all over the world. The boy

did not get good marks in 12th Class as he was not so good in studies.

But, needless to say, he has to take over his father's business in the

future.

His family sent him Canada to do a course as they can afford it. But in

the middle of the course, he came back as he was not comfortable

there. But, after sometime his parents asked him to go there again and

continue with the course. He had to repeat one semester, but he was

not worried as his parents could afford that easily.

So, some questions arise in my mind regarding such situation.

- ❖ Just because such people have the privilege of having ample of

money, does it mean they are free to waste it?

- ❖ Shouldn't we all value the resources and the opportunities we get in our life?

- ❖ Don't our goals and objectives matter at all in front of our comfort zone.

SITUATION 2: One of my neighbor's daughters wanted to pursue her education in the field of art. She was very good in

painting and had no interest in academics. So, after her 12th boards, she wanted to do Bachelors in Fine Arts but her parents did not allowed her to do so. She was forced to do B.com and after that they wanted her to do MBA and get married. They did so because according to them a girl should have a degree and then get married and look after her husband's family. So, some questions arise in my mind regarding such situation.

- ❖ Why a student can't be given full independence to select his/her course according to him/her interest?
- ❖ Why in our society, a child is liked if he/she wants to make his/her career in Dance, Music, or Arts?
- ❖ Why a girl in our society is always forced to marry and not study or do job?

QUESTIONS ON EDUCATION, LEARNING AND TEACHING THAT HE/SHE IS FACING



Talking about the Education System, questions that arrive in my mind are:

Q1) Does the Education System is really helping to develop personality of a child?

ANS) Today's education is all about getting good marks in examinations. Children do not get time to explore them or their ideas freely. Developing personality is also important and so getting good marks. To develop personality in child, schools, colleges and institutes must organise vocational courses so that child can enhance his/her talent through these vocational courses and subjects.

Q2) "Now a day's children are not critically analyzing things, they are just following the establishment". Is this statement really true?

ANS) Children should learn their own Culture, Religion and they should know to explore their own thinking. Just following the textbooks is not enough. Everybody must see things from their own view. This will help them to share their ideas with others and this improves the thinking power of the children. So, children should just not follow others but must establish their narratives.

Q3) Are we actually improving the education system or just adapting the western culture?

ANS) So many reforms are there which come from time to time and got rolled back FYUP or the CCE pattern is all what we wanted to adapt from the western countries. In India, in ancient times teachers were treated as God or said as Guru. Gurus were followed by their student till their death. That time guru provides quality of education and they focus on student's talent and help to enhance their talent and make them perfect. Guru do not put burden on students, there were no exams, and no grading system nothing but still student had more knowledge than today's student has. Now education based on quantity not on quality but earlier education was totally based on quality.

Q4) Why do curriculum needs to change to improve learning and encourage the inclusion of all pupils?

ANS) An inclusive curriculum addresses the child's cognitive, emotional and creative development. It is based on the four pillars of education that are, learning to know, to do, to be and to live together. This starts in the classroom. The curriculum has an instrumental role to play in fostering tolerance and promoting human rights and is powerful tool for transcending cultural, religious and other differences. An inclusive curriculum takes gender, cultural identity and language background into consideration. It involves breaking gender stereotypes not only in textbooks but in teachers' attitude and expectations. Multilingual approaches in education, in which language is recognized as an integral part of a student's cultural identity, can act as a source of inclusion.

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UNIT 2
WORKSHOP 1
SIGNIFICANT LIFE EXPERIENCE
Submitted to –
Ms. PRIYANKA GUPTA

SIGNIFICANT LIFE EXPERIENCES

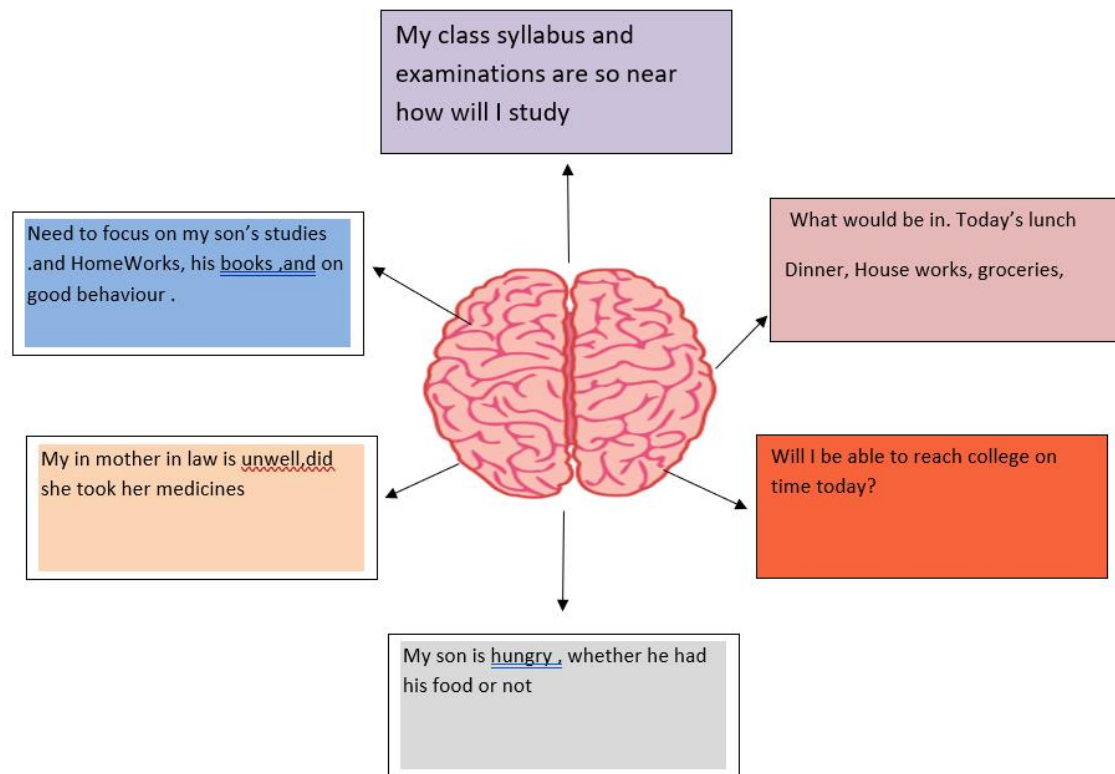
A life experience means the state of having been affected by or gained knowledge through direct observation or participation; practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity.

We all have experienced daily in our lives, but some experiences tend to affect us more than others. We all have faced situations in our lives, but certain situations or experiences force us to think deeper, analyse ourselves and some situations just force us to change. Some of these changes may happen for the worse, some for the better.

We all are looking for the extraordinary, but it is in the ordinary that we find our happiness. It is in ordinary situations that we get our most learning from. Every experience of my life has taught me so much more about my capabilities. For instance, after every challenge, I faced, all I wanted to do was give up, but I chose not to give up and continued making efforts and came out with flying colours. The most important skill one needs to have is to be able to adapt the changing situations. If a person remains stuck in the past, he finds great difficulty in finding happiness.

SIGNIFICANT LIFE EXPERIENCES

MIND MAP



My mind mapping is all about my daily routine

A mind map **involves writing down a central theme and thinking of new and related ideas which radiate out from the centre**. By focusing on key ideas written down in your own words and looking for connections between them, you can map knowledge in a way that will help you to better understand and retain information.

My pictorial picture of friends in academics



Digital story



My digital story is about the beautiful places of Bangalore.

Workshop 2

Learning to observe and listen

SUBMITTED TO: Ms. ANURADHA DAHERIYA

OBSERVATION OF NATURE



City life often makes us lethargic and monotonous. We tend to lose our interest in our day-to-day activities and become irritated. Nature not only provides peace but also helps in rewinding our body, mind and soul. Nature has a very strong attractive power to connect with anyone who finds a home in it. My last trip was to “Bangalore”.



One of the main reason due to which I was attracted towards natural beauty was lack of peace. In our busy schedule, I don't think we truly live, we just survive. There is a constant rush in everything. All of us are running to just complete deadline, projects and assignments.



I strongly believe that all of us should take a break every now and then and head towards the nature. This would actually increase a person's efficiency. One of the best features of the nature is the beauty of sunrises and sunsets. On my trip, I got the opportunity to trek the mountains at "Nandi Hills" and the clouds were below us. That moment was so mesmerising. I cannot even explain in words the magic that the nature can experience us.

All the different creatures that nature has gifted us in the form of various birds and animals are definitely a marvel. We have so much to learn from all this. They often teach us the complicated art of staying in groups.

In the lap of nature, I found the true me. I forget all my thoughts and confusions that have stayed with me from a very long time. I feel that I was actually living inside a hole, not knowing the beauty of the Mother Nature that surrounds us. After living in crowded city all my life, I had completely forgotten the value of peace that nature has. It was sort of an eye opener to know that there are so much more just a few hours away from us.

OBSERVATION OF PEOPLE AND SITUATIONS.

Everyone is unique and everyone behaves differently. What is more fun than sitting somewhere, on a park bench, at a cafe, or on a terrace, and watching people go by?



Postures, Movements, Non-Verbal and Verbal behaviour - all these can be observed. Watching people, seeing their behaviours, looking at their performance, can be interesting from many reasons. It's fun, but it is also very revealing.

Knowing what motivates people, why they do what they do, and how they respond to the influences around them can only lead to improvements in terms of quality of life. People tend to behave differently in different life situations.

Our behaviour is not so much controlled by our mind but more so by the people and the situation in front of us. For instance, when we all were given assignments in the course and were running short of time, although we were very frustrated and angry at the work being assigned and criticize the workload but in front of the teachers, we all keep our calm.

Thus, our anger somewhere got hidden and behaviour got altered in front of the authority holders. Another instance is how people react under stress and when they are relaxed. I have observed that even the happiest and luckiest people who tend to keep their calm in normal situations, tend to lose their cool and lash out when under stressful conditions.

Thus, observing people in different situations is fun and opens a scope to learn from them by reflecting on situations.

EXERCISES IN OBSERVATION AND LISTENING TO UNCOVER ONE'S JUDGEMENT AND INTERPRETATIONS.

Sometimes, we meet people who simply do not know how to relate with us and judge us. Some behave this way with all people, others with only certain people as though they are allergic to them. Judgments can either be positive or negative. A judgment is when we attach a feeling to an observation. But when we observe, we simply witness what is "right" or "wrong," "good" or "bad", what determines our feelings and judgments towards a specific incidence is our past conditioning, upbringing, and life experiences. We observe something when we become aware of it. We acknowledge "this is so". We judge when we form an opinion as "I think this about that." Observation is a neutral act of taking information which we base our responses. Judgment involves rendering an opinion regarding the relative value of what is being observed.

The best way to understand someone is by communication which means expressing our ideas and putting them forward to others. When we talk about our ideas, we get to know someone else's point of view as well and this might prevent us from getting misjudged.

ONE WAY COMMUNICATION: One-way communication flows from a sender to a receiver, but nothing goes back in return. The sender can use one-way communication to inform, entertain, persuade or command the audience.

This communication happens when a care professional meets with a person who has health worries or personal concerns, such as during a doctor to patient appointment. One-to-one communication also occurs when care professionals meet and talk to each other or with partners, relatives or friends of people receiving care. In such observation, the observation is unbiased as it does not involve a third party or an intermediate. It often

helps us to understand the person who is in front of us in a better way and clear our misjudgements. This is the most effective form of communication as we can openly talk about things and get to know each other's perspectives. For E.g., Talking to a friend, clearing our doubts with the teacher and so on. We tend to learn the maximum from such a kind of communication as this is our first-hand experience.



ONE-TO-MANY COMMUNICATION:

One-to-Many is the type of communication commonly found in 'old' media such as print, radio, and television. When one person communicates with many people at the same time is called One-to-many kind of communication. This is often useful in the professional sector. For E.g., our education sector or the entertainment sector. I have personally observed that in this kind of communication, there are many chances of misinterpretations of what the sender is trying to speak.



Since it is not a dialogue but more of a speech delivery, we often tend to form varied judgements about the topic and they completely depend on our past experiences etc. This kind of communication has its own advantages and disadvantages and has highest chances of difference of opinion.

CLASSROOM SITUATIONS AND HUMAN SITUATIONS IN A SCHOOL CONTEXT.



In the school, I have observed that the relationship between students and teachers varies in different classes. In some classes, the students are very overfriendly with the teachers and did not hesitate in asking any questions and in some classes the students are hesitant in asking questions or communicating in the classroom.

This could be primarily due to teacher being strict with the students. Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts and numerous instructional components related to teacher characteristics and behaviours. There is a relationship between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships, and group dynamics. Early researchers recognized that behaviour is

a function of people's personal characteristics and their environment.

DIFFICULT SITUATIONS FACED IN THE CLASSROOM

During my school observation, I observed that in the school we may face difficult situations in a classroom most of the issues usually tend to arise with the students. In such cases the teacher needs to effectively deal with the students.

Some of the situations which I observed are:

Unprepared Students –

A small group of students often attends the class, but its members

have not read the assigned readings, and therefore contribute little in

discussions.

Things that can be done to avoid such situations can be:

- Try to give brief, periodic quizzes.
- Try to provide study questions or study guides to be completed by class session.
- Assign the students to present selected content to the class.

Unattentive Students –



A few students enjoy reading the paper during class or frequently carry on their own conversation, which, at times, annoys others. Things that can be done to avoid such situations can be:

- Try using small groups that is increasing engagement.
- Use think/pair/share that is call on inattentive students, asking questions that students think about and share with a peer.
- Use write/pair/share that is to call on inattentive students, after asking a question, having students write down an answer, and having them share their answers with a partner or one- minute paper that is to call on those students, after asking a question, and students write a one-minute answer
- Move around the classroom for proximity to inattentive students, rotate class seating or re-group students, confer with student privately.

Students Reluctant to Participate –



Student comes to class, sits in the back of the class near the door,

rarely speaks to classmates, and has yet to ask or share information in

class.

Things that can be done to avoid such situations can be:

- Use structured small groups, assign group roles and require group processing.
- Randomly select group members to share a summary of group work.
- Use think-pair-share and write-pair-share i.e., asking a question related to the course content and then instructing students to think about or write a possible answer.
- Pair up the students with partners next to them and share their responses.

Hostile/Oppositional Students –



Student seems to have a chip on his/her shoulder. His/ her comments in class often sound either angry or hostile. Even his/her Non-Verbalbehaviour seems contentious (looks of contempt).

Things that can be done to avoid such situations can be:

- Acknowledge the student as an individual that is encouraging him/her on assignments, confer with student on assignments, and respond in a constructive manner.
- Meet privately with the student and respectfully ask him/her to moderate his/her behaviour.
- Listen carefully and respectfully, and then state your position.
- Calmly presenting the issue to entire class and encourage responses.

Argumentative/Heated Discussions –



Lively class discussions can turn into intense arguments involving.

Hostile and damaging comments are being exchanged.

Things that can be done to avoid such situations can be:

- Using constructive controversy.
- Encourage discussion of multiple views.
- Instruct students to debate the opposite view.
- Encourage discussion of multiple views and listing evidence of views on board.
- Slow tempo of voice and ask an open-ended question.
- Use rotating chair technique where speaker summarizes previous statement before sharing their comment.
- Use the technique of circular response discussion.

Cheating/Dishonesty –



Students tend to cheat in an exam or a classroom test.

Things that can be done to avoid such situations can be:

- Review university's policy.
- Remind class about consequences of cheating e.g., failing

assignment/test, lowering final grade, failing course, etc.

- Review policy in syllabus.
- Use different forms of the same test or randomized test items.

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Workshop 3

Mindfulness in the classroom

SUBMITTED TO: Ms. NAHID RAEES



INSTITUTE OF VOCATIONAL STUDIES

A UNIT OF AWADH PUBLIC CHARITABLE TRUST
(NAAC ACCREDITED AND AFFILIATED TO GGSIPU & SCERT, DELHI)



is organizing an Online Workshop
(under IQAC cell)

on

Mindfulness, Meditation and Yoga

Date- 3rd and 4th February'22

Time- 10 am onwards

Platform- Google Meet



<https://meet.google.com/hem-rcrw-vrv>

Click on the link to join the meeting

Key Speaker-Dr. Badrul Islam Kairanvi

(Founder Director- Institute of DrBIK Yoga
and Clinic of AYUSH Paramedics)

Principal- Dr. Mandira Gupta

MINDFULNESS

Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not over react or overwhelmed by what's going on around us.



While mindfulness is something, we all naturally possess, it's more readily available to us when we practice on a daily basis.



Whenever you bring awareness to what you're directly experiencing via your senses, or your state of mind via your thoughts and emotions, you're being mindful. And there's growing research showing that when you train your brain to be mindful, you're actually remodelling the physical structure of your brain.

PRACTICING MINDFULNESS



Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind. It also helps in reducing stress.

Mindfulness practice involves the process of developing the skill of bringing one's attention to whatever is happening in the present moment. There are several exercises designed to develop mindfulness meditation, which are aided by the guided meditations.

MEDITATION:



Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state. When we meditate, we venture into the workings of our minds, our sensations (air blowing on our skin or harsh smell of wafting into the room), our emotions (love this, hate that, crave this, etc) and thoughts. Mindfulness meditation asks us to suspend judgment and unleash our natural curiosity about the workings of the mind, approaching our experience with warmth and kindness, to ourselves and others.

BENEFITS OF MEDITATION:

If relaxation is not the goal of meditation, it is often a result. Here are

some benefits of Meditation.

- Lower blood pressure
- Improved blood circulation
- Lower heart rate
- Less perspiration
- Slower respiratory rate

- Less anxiety
- Lower blood Cortisol levels
- More feelings of well-being
- Less stress
- Deeper relaxation.

PRANAYAMA:



- Pranayama is the conscious awareness of breath, the life force that
- both energizes and relaxes the body.
- The term is derived from the Sanskrit in which 'Prana' means "Life
- Force" and 'Ayama' means "Extension".
- Pranayama is an integral part of yoga. The controlled breathing
- enables both the rhythm of performing yoga poses and relaxing the
- mind for meditation.

KAPALBHATI PRANAYAMA

KAPALBHATI PRANAYAMA SKULL SHINING BREATH



Kapalbhati Pranayama is a yogic breathing practice that is considered as a kriya, or internal purification practice. The term is derived from Sanskrit where 'Kapal' means "Skull" and 'Bhati' means "To Shine".

To practice Kapalbhati Pranayama, the yogi assumes a seated position where the belly and chest are not restricted. The attention is brought to the lower abdomen and the hands are placed on the lower abdomen. While inhaling, the lower abdomen is contracted and while exhaling, the breath is forced out quickly. This is repeated for as many times as is comfortable in 60 seconds.

Advanced yogis can complete multiple rounds of this pranayama. Kapalbhati pranayama may also be referred to in English as skull shining breath.

Kapalbhati pranayama is considered as an intermediate to advanced breathing technique. It is believed to clean the internal organs, energize the nervous and circulatory systems, and also improves metabolism. In addition, many yogis practice this pranayama technique in order to clear the nadis. Kapalbhati pranayama increases oxygen supply in the body which can promote clarity of mind and helps in focusing also. According to Hatha yoga practitioners, the Kapalbhati technique cleans all the impurities of the body.

ANULOMA VILOM PRANAYAMA –



Anuloma Viloma Pranayama is a yogic breathing exercise that is a form of alternate nostril breathing designed to calm the body and mind. The term is sometimes used as a synonym for Nadi Shodhana, but the latter encompasses several different types of alternate breathing exercises. Anuloma Viloma Pranayama is also known as Nadi Shodhana.

The name comes from the Sanskrit Language where 'Anu' means "With", 'Vi' means "Against" and 'Loma' means "Hair".

Anuloma, therefore, means "With the Hair" or "With the Grain," and Viloma means "Against the Natural Course".

In Anuloma Viloma Pranayama, the forefinger and middle finger of the right-hand rest between the eyebrows while the thumb closes the right nostril. The inhalation is through the open left nostril.

Then the thumb is released and the ring and little fingers close off the left nostril, allowing the exhalation of the right nostril.

The cycle finishes with an inhalation through the right nostril and exhalation through the left.

A typical practice of Anuloma Viloma Pranayama continues for 10

cycles of this pattern, followed by two to three minutes of normal breathing. The yogi then reverses the pattern, beginning with an inhalation through the right nostril, exhalation through the left, followed by inhalation through the left, and exhalation through the right nostril.

This pranayama is basically designed to create emotional and spiritual balance. It also has some benefits. They are:

- It helps to oxygenate the blood.
- It strengthens the respiratory system.
- It calms the nervous system.
- It also helps to get relief from headaches.

BHRAMARI PRANAYAMA

BHRAMARI PRANAYAMA
THE HUMMING BEE BREATH



Bhramari Pranayama is the action of making a light humming sound

while practicing pranayama or yogic breathing.

Bhramari is a Sanskrit word derived from 'Bhramar' which means "Humming Black Bee."

This pranayama is practiced in a comfortable seated position such as lotus pose. In a four or six count breathing pattern, the yogi makes a humming sound similar to the buzz of a bee during the exhale of the breath. Once the sound on the exhale is mastered, a sound can also be attempted during the inhale.

Bhramari pranayama is also known as humming breath in English.

Bhramari pranayama is considered to be beneficial for thyroid and

sinus problems due to the effect of the buzzing sound's vibrations.

Many yogis also consider this breathing technique to alleviate stress, anger, tension in the mind, insomnia, and anxiety. The believed benefits of Bhramari Pranayama stem from the concept that the soothing buzzing sound is beneficial for both body and mind.

Yogis may choose to practice this breathing technique with a mudra or with a finger in each ear and remaining fingers over the eyes in order to reduce other auditory or visual stimulation and fully take in the relaxing effects of the sound.

YOGA:



Yoga is a physical, mental, and spiritual practice that was originated in ancient India. It became popular in the West in the 20th century.

The word 'Yoga' comes from the Sanskrit Yuj which means "To Yoke"

Thus, Yoga is the practice that aims to join the mind, body and spirit. The ultimate goal of yoga is to achieve liberation.

Yoga has been practiced for thousands of years and, over the years, many different interpretations have developed about what

yoga means. Each different type of yoga has its own emphasis and practices.

DIFFERENT ASANAS:

TRIKONASANA –



Stand with feet wide, 3–4 feet apart. Shift your right heel out so your toes are pointing slightly inward. Turn your left foot out 90 degrees. Line up your left heel with the arch of your right foot. Keeping both legs straight, ground through your feet. Lift arms into a T at shoulder height.

Reach forward with your front arm. When you can't reach anymore, hinge at the front hip. Bring your front arm down to your shin, a foam block, or the ground. Lift your back arm up toward the sky and spread your fingers. Take your gaze down to the floor or up toward your lifted hand.

Benefits:

It helps to promote balance, stretch the hamstrings and inner thighs, and create a feeling of expansion in the body.

SETU BANDHA SARVANGASANA –

Lie face up with knees bent, feet flat on the floor, and arms at your sides with palms facedown. Keep your feet parallel and hip-width apart, heels stacked under your knees.

On an inhale, activate through the legs and the glutes. Press the floor away with your feet and lift the hips off the floor toward the sky.

If your shoulders are tight and you want more leverage, try holding the sides of your yoga mat and lifting your hips.

You may also wish to interlace your fingers underneath your “bridge” and shimmy your shoulders under the chest. When you’re ready to come down, lift your heels up and slowly lower your hips back to the ground, one vertebra at a time. Pro tip: To keep your knees from bowing out to the side, place a block between the upper thighs. Squeeze it tight as you lift up into Bridge Pose.

Benefits

This backbend opens our chest and stretches our neck and spine. It can calm the mind,

BENEFITS OF PRACTICING MINDFULNESS BY YOGA AND MEDITATION EXERCISES:



- Attention:

Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.

- Emotional Regulation:

Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

- Adaptability:

Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.

- Compassion:

Awareness of our own thoughts, emotions, and senses grows our

understanding of what other people are experiencing.

- Calming:

Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

- Resilience:

Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

MINDFULNESS AND EMOTIONAL WELL-BEING

Both mindfulness and emotional intelligence are associated with positive life outcomes, including greater subjective well-being. The present study examined whether emotional intelligence mediates the relationship between mindfulness and subjective well-being. Participants completed measures of characteristic mindfulness, emotional intelligence, and affect and life satisfaction as indices of subjective well-being. Higher levels of

mindfulness were associated with greater emotional intelligence, positive effect, and life satisfaction and lower negative effect. Higher levels of emotional intelligence were associated with greater positive affect and life satisfaction and lower negative effect. Emotional intelligence mediated between mindfulness and higher positive effect, lower negative effect, and greater life satisfaction. These results provide information regarding a possible process through which mindfulness exerts its beneficial effects.

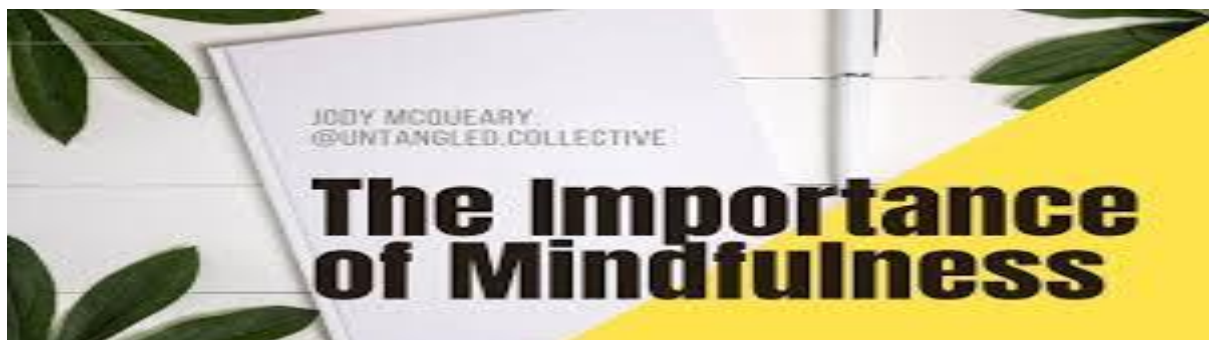
MINDFULNESS AND DECISION MAKING

Mindfulness has been a focus of psychological research and practice in recent decades. Yet, there is limited research on the relationship between mindfulness and vocational decision-making. This study's purpose was to examine the role of mindfulness in a career context by investigating the relationships among mindfulness, decision-making style, negative career thoughts, and vocational identity. The sample included 258 undergraduate students (204 women, 54 men) at a large south-eastern U.S. university. Mindfulness was significantly associated with fewer negative career thoughts, external and thinking-based decision-making styles, and higher vocational identity. Multiple regression procedures found that mindfulness, coupled with decision-making style, accounted for 31% of the variance in negative career thoughts and 22% of the variance in vocational identity. These findings suggest that more holistic career counselling interventions could incorporate mindfulness techniques to help reduce anxiety and negative thoughts while increasing self-clarity and problem-solving skills. Future research could include more diverse samples, additional constructs (e.g., choice volition, self-efficacy), and a prettiest post-test design to examine the efficacy of mindfulness-based career interventions.

MINDFULNESS IN COGNITIVE LEARNING

The increased popularity of mindfulness-based interventions and the growing body of empirical evidence confirming the positive effects of these interventions on well-being warrant more research to determine if the effects are indeed related to learning mindfulness. The present study extends previous studies, by examining whether and how changes in five core aspects of mindfulness are related to changes in the report of negative and positive affect during an 8-week course of mindfulness-based cognitive therapy. The study was performed in 64 individuals from the community with mild to moderate psychological problems. Data were collected by self-report questionnaires before and directly after the training. Results showed significant decreases in negative affect and increases in positive affect. We also found significant increases in four of the five aspects of mindfulness. Importantly, changes in mindfulness were significantly associated with improved affect, with a distinct pattern found for positive and negative effect. Hereby, our findings extend previous research by showing that learning distinct aspects of mindfulness is differently related to an improved positive affect and a decreased negative effect. Future randomized controlled trials with a larger sample and longer follow-up period are needed to replicate these findings.

IMPORTANCE OF MINDFULNESS IN STUDENT



TEACHER RELATIONSHIP OR EDUCATION

For Students

- Self-Awareness

- Emotional Management
- Attention and Concentration
- Relationship Skills
- Decision Making

For Educators

- Less stress
- Better sleep
- More Workplace Satisfaction
- More Effective In the Classroom
- Improved Student Relationships

For Schools

- Enhanced Teacher Engagement with Parents
- Better Staff Workplace Satisfaction
- More Effective Staff

CONCLUSION

Mindfulness is a pretty straightforward word. It suggests that the mind

is fully attending to what's happening, to what you're doing, to the space you're moving through. That might seem trivial, except for the annoying fact that we so often veer from the matter at hand. Our mind takes flight, we lose touch with our body, and pretty soon we're engrossed in obsessive thoughts about something that just happened or fretting about the future. And that makes us anxious.



-----finished-----

Unit 3

Understanding working in groups

Submitted to- Ms. Aradhna Jha

WHAT IS A GROUP?

A group is a collection of individuals who interact with each other such that one person's actions have an impact on the others.

In other words, a group is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.

EFFECTIVE GROUP WORK WORKSHOP



Groups where people get along, feel the desire to contribute to the team, and are capable of coordinating their efforts may have high performance levels.

Group can be defined as a collection of individuals who have regular contact and frequent interaction, mutual influence, the common feeling of friendship, and who work together to achieve a common set of goals. It can be understood as a collection of individuals (two or more), who come together and interact with each other.

Functions of a Group

- The entire group works meticulously towards achieving a standard set of goals.
- All the group members are responsible for performing specific kinds of tasks to accomplish their group objectives.

- Independent task that is too complex for one person to work around. They can also be a task that is very tough to break down as an individual task.
- Brainstorming ideas wherein the inputs are required from many people to come to a productive conclusion.
- Coordination among several workgroups to work towards the achievement of a standard set of goals.
- Simplifying the application of the compound decision. A group of individuals comprising different groups can synchronize towards the activities of all the related groups.
- Groups serve as a means to train new individuals who are starting at work. They get to know the rules and regulations of the organization by staying in a group.

TYPES OF GROUPS:

1) Formal Groups

Formal groups are created to achieve specific organizational objectives. Usually, they are concerned with the coordination of work activities. People are brought together based on different roles within the structure of the organization. The nature of the task to be undertaken is a predominant feature of the formal groups.

Goals are identified by management and short and rules relationships and norms of behavior established. Formal groups tend to be related to permanent although there may be changes in actual membership.

However temporary formal groups may also be created by management, for example, the use of project teams in a matrix organization.

2) Informal Groups

Within the formal structure of the organization, there will always be an informal structure.

The formal structure of the organization and system of role relationship, rules, and procedures, will be augmented by interpretation and development at the informal level.

Informal groups are based more on personal relationships and agreement of group members than on defined role relationships.

They serve to Satisfy psychological and social needs not related necessarily to the tasks to be undertaken.

Groups may devise ways of attempting to satisfy members affiliations and other social motivations that are lacking in the work situation, especially in industrial organizations.

3) Managed Group

Groups may be formed under a named manager, even though they may not necessarily work together with a great deal. The main thing they have in common, at least the manager and perhaps a similar type of work.

4) Process Group

The process group acts together to enact a process, going through a relatively fixed set of instructions.

The classic environment is a manufacturing production line, where every movement is prescribed. There may either be little interaction within process groups or else it is largely prescribed, for example where one person hands something over to another.

5) Semi-Formal Groups

Many groups act with less formality, in particular where power is distributed across the group, forcing a more collaborative approach that includes- negotiation rather than command and control. Families, communities and tribal groups often act as

semi-formal ways as they both have nominal leaders yet members can have a high degree of autonomy.

6) Goal Group



The goal group acts together to achieve a shared objective or desired outcome. Unlike the process groups, there is no clear instruction on how they should achieve this, although they may use some processes and methods along the way. As there is no detailed instruction, the members of the goal group need to bring more intelligence, knowledge, and experience to the task.

7) Learning Group

The learning group comes together to increase their net knowledge. They may act collaboratively with discussion and exploration, or they may be a taught class, with a teacher and a syllabus.

8) Problem-Solving Group

Problem-solving groups come together to address issues that have aroused. They have a common purpose in understanding and resolving their issue, although their different perspectives can lead to particular disagreements. Problem-solving may range along a spectrum from highly logical and deterministic to

uncertain and dynamic situations their creativity and instinct may be better ways of resolving the situation.

9) Friendship Group Groups often develop because individual members have some common characteristics.

We call these formations of friendship groups. Social alliances, which frequently extend outside the work situation, can be based on similar age or ethnic heritage, support for Kolkata Knight Rider's cricket, or the holding of similar political views, to name just a few such characteristics.

The group task we were assigned was Republic Day Activity.

It was celebrated on the 25th of January in an online mode. They was divided into groups of 25 students each.

How was it done?

We had to choose a state and make a video on the same, where we had to represent its culture and heritage. The division of groups was done alphabetically.

The states that were assigned were:

1. Gujarat (Anshu and Monika)
2. Punjab (Aditi and Shraddha)
3. Rajasthan (Saurabh and Uma)
4. Delhi (Maxwell and Guriya)
5. Madhya Pradesh (Sarita and Sneha)

I was a part of the second group i.e., Punjabi

- The group members were
- Guriya kumari

- Anshu
- Aditi
- Maxwell
- Saurabh singh
- Sarita
- Shraddha
- Monika
- Uma
- Sneha

Benefits for students

- They can learn content, as in mastering the material.
- They can learn content at those deeper levels we equate with understanding
- They can learn how groups function productively.
- They can learn why groups make better decisions than individuals
- They can learn how to work with others.

Me Gudiya Kumari and Maxwell Dadu were the group coordinators.

- ❖ We carried out the group task in a systematic way. Since everything was online, we did face difficulties and challenges, but to face them and keep working and to get success was the aim.
- ❖ We first planned all ideas we could use and how to represent Delhi.
- ❖ Then after planning and thinking of ideas, we divided the work amongst the group.
- ❖ Every member conveyed the type of work they wanted to do.
- ❖ After the division of work, we decided upon a deadline when we'll collect and start compiling the video.
- ❖ One of the members sang a patriotic song while some danced to the tunes of the same.

- ❖ We finally collected all the work in one place and started the compilation.
- ❖ One of the highlights was the introduction which had taglines of Delhi spoken by each group member.
- ❖ The whole video was compiled by me, and every member contributed wholeheartedly.

Highlights of the group video:

- We tried to cover every aspect of Delhi.
- We used all the original pictures and sub videos.
- We tried to depict the culture and heritage of Delhi.
- And one of the main highlights was to display Delhi as the heart of India or mini-India.
 - Benefits for instructor
- Faculty can often assign more complex, authentic problems to groups of students than
- they could to individuals. Group work also introduces more unpredictability in teaching, since
- groups may approach tasks and solve problems in novel, interesting ways. This can be
- refreshing for instructors.
- We included all the diversity of Delhi as Delhi is a place where all religion people are found. We all made small videos and merged them together. In that video, we included Food, Transportation, Historical Places, Dances, and Songs. Every student made small videos regarding the facts of Delhi. We also included different collages related to Delhi. We all did team work and came to know many facts regarding Delhi.
- Here are some pictures regarding that day.



Happy in our team work



Advantages of working in a Team

- Division of Work
- Shared responsibility when things go wrong
- Gaining a new perspective
- Improves communication skills
- Development of leadership qualities
- You get to play to your strengths

Disadvantages of Working in a Team:

- Indulging in the blame game when things go wrong
- Unequal involvement and participation of different members
- Clash of ideas

- One team member desire to outshine the rest
- You might have to deal with an overbearing team leader

What did I learn from this group activity?

- Through that task I learned to work in a team and to co-operate with all the colleagues without
- any conflict. We developed a sense of understanding among us by listening to every one and
- choosing the best option with the agreement of all.
- Gained a sense of confidence to speak and enhance my skills.
- To give suggestions nicely.

Command on learning skills.

conclusion of teamwork



Teamwork is becoming increasingly important in contemporary organizations, and as long as teams are formed, managed, and implemented effectively, can provide a source of competitive advantage in terms of increased group satisfaction, creativity, and innovation.

Self-awareness

The benefits of team building include increased communication, planning skills, employee motivation, and

employee collaboration. Fun activities that help people see each other in a different light allow them to connect in a different setting

Productivity

Forming is about orientation, socialization, and developing relationships. Discovering what is acceptable behavior, focusing on objectives. Discovering the nature and boundaries of the task, developing team behaviors.

Accepting challenges

Accepting the challenges in group processes and behavior cannot be separated from the pursuit of effective team working. Therefore, leaders and managers must develop and emotional awareness of the influence of the psychological group on the overall performance of the team.

Always we have to work unitedly with one and other.



Workshop 5
CELEBRATION OF AN
ICONIC CULTURAL
FIGURE
MS. Priya Chaudhary



MEERA BAI

- **Born In: 1498**
 - **Nationality: Indian**
- **Famous For: Poets Indian Women**
- **Also Known As: Mira, Meeraan,**

Meeran Bai, Meerabai

- **Religion: Hinduism**
- **Died at Age: 59**
- **Born In: Kudki**
- **Famous As: Bhakti Saint**
- **Known for: Poet Bhakti movement, Vaishnavism (Krishna)**
- **Spouse: Bhoj Raj**
- **Father: Ratan Singh**
- **Mother: Veer Kumari**
- **Died In: 1557**
- **Place of Death: Dwarka**

INTRODUCTION: Meerabai was a great Bhakti Saint, Hindu mystic poet and a devotee of the Lord Krishna. Born in the late fifteenth century into a royal family of Rajasthan, Mira, from her childhood was a great devotee of Lord Krishna and wrote many beautiful poems in praise of her Lord. The 'bhajans' she wrote so many centuries ago are still sung by Krishna devotees all over the world. However, her life is equally inspiring from another point of view. One may draw parallel between her life and the struggle many modern women have to undergo in order to lead a life of their choice. She was married to Prince Bhoj Raj of Chittor at a tender age. She was expected to lead the life of a princess and was pressured into devoting her time to her domestic duties. Yet, as she was young, she stood firm and

devoted her life in the service of her Lord. Neither riches nor danger to her life could deter her from her path. When it became impossible to live within the royal household, she chose to leave home and went to Vrindavan, where Lord Krishna had spent his boyhood days. There she led the life of a saint, devoting her time in the service of Lord Krishna.

CHILDHOOD AND EARLY LIFE

It is believed that Meerabai was born in 1498 AD in the Chaukari village of Merta, a feudatory estate in the state of Rajasthan. However, according to some accounts the place of her birth was Kudki, not Chaukari.

Mira's father Ratan Singh Rathore was the younger son of Rao Dudaji, the ruler of the kingdom. He spent most of his time away from home fighting the Mughals. According to one account he died at a young age while fighting in a battle. Her mother too died when Mira was around seven years old and therefore, as a child Mira got very little parental care and affection.

Mira was brought up by her grandfather Rao Dudaji, who was a devout Vaishnav. From him Mira received lessons in religion, politics and government. She was also well educated in music and art.

One day, when her parents were still alive, Mira saw a bridegroom being taken to the wedding venue in procession. Like all children of her age she was attracted by the jamboree. Her mother explained to her what it was all about and hearing that, little Mira wondered who her bridegroom was. At this, her mother jestfully said, "You have Lord Krishna as your husband." Little did she realize that her words would change her daughter's life forever?

Sometime later, a wandering sage came to Merta. He had an idol of Lord Krishna with him. Before leaving the fortress town, he

handed over the idol to Mira. He also taught her how to worship the Lord. Mira was delighted.

Remembering her mother's words, Mira began to serve the idol of Lord Krishna as she would serve her husband. Time flew past and Mira's devotion to her Lord grew to such an extent that she began to see herself as married to him.

LATER LIFE

As Mira began to grow up her guardians began to look for a groom for Mira. That she considered herself wife of Lord Krishna meant nothing to them. In 1516, she was married off to Prince Bhoj Raj, the crown prince of Mewar, and the eldest son of Rana Sangram Singh.

After marriage, Mira went off to live in the Chittor Fort with her husband and his family. However, she still considered Lord Krishna to be her husband and remained detached from the worldly affairs.

Bhoj Raj was initially confused and could not understand what to do. In the beginning he tried to pull Mira back into the worldly life. Soon enough he began to appreciate her and before long, a relationship, based on friendship and mutual respect, began to grow between them.

It is said that Bhoj Raj protected her young wife from all kinds of criticism and encouraged her to write poems. He also built the temple of Lord Krishna within the fort complex so that Mira could serve her Lord at will.

Unfortunately, Bhoj Raj died in a battle in the year 1521. His death had a profound effect on Mira; she not only lost a friend, but also her mentor and her protector. They did not have any children. With the death of her husband Bhoj Raj,

Mira began to devote more time to her spiritual practices. She danced and sang for hours in front of the deity in the temple. Devotees, consisting of common people, came from far and wide to listen to her songs.

This was not taken kindly by the royal household and they tried to stop her. However, Mira did not let anything to come in her way. She began to concentrate on the spiritual practices more and more.

Within a short period, her father-in-law Rana Sangram Singh too lost his life in a battle and her brother-in-law Vikram Singh became the ruler of Mewar. He highly disapproved of such public show of devotion and at point of time tried to lock her up inside her quarters. It is also said that on two occasions, he even tried to kill her by administering poison; but each time, she was miraculously saved. Ultimately, she was sent into exile. Mira first went back to her paternal home. However, her relatives too disapproved of her conduct. So, Mira decided to leave Rajasthan and go to Vrindavan, where her Lord had spent her boyhood days.

Once in Vrindavan, Mira was free to serve her lord without restraint. There she led the life of hermit, writing poems, having discourses with other sages and interacting at will with the devotees. She also undertook pilgrimages, visiting places associated with Lord Krishna. Her popularity began to increase day by day and everywhere she went devotees gathered around her in the hope of listening to her words and to hear her sing. She passed her last days in Dwarka, where Lord Krishna and his clan was said to have lived after leaving their original home at Mathura. Here in 1547, Meerabai left her mortal body to unite with her Lord. It is not exactly known how Meerabai died. According to folklore she merged into the idol of Lord Krishna and became one with Him.

MIRABAI IN VRINDAVAN



In Vrindavan Meerabai was free to worship Giridhara to her heart's content. She would spend her time in singing bhajans and in ecstatic communion with Krishna. Like a true Bhakti, she worshipped God wholeheartedly. The riches of the world offered no attraction to Meerabai; her only satisfaction came from her single-minded devotion to Sri Krishna. Her soul was ever yearning for Krishna. She considered herself to be a Gopi of Vrindavan, mad only with pure love for Krishna.



Her devotion and spiritual magnetism were infectious. She inspired many to follow the path of Vaishnavism. As Swami Sivananda stated: "Mira wafted the fragrance of devotion far and wide". Those who came in contact with her were affected by her strong current of Prem. Mira was like Lord Gauranga. She was an embodiment of love and innocence. Her heart was the temple of devotion. Her face was the lotus-flower of Prem. There was

kindness in her look, love in her talk, joy in her discourses, and power in her speech and fervour in her songs. Even learned Sadhus would come to her for inspiration. There is a story of one respected Spiritual Master, who refused to speak to Meerabai because she was a woman. Meerabai replied there was only one real man in Vrindavan; Sri Krishna. Everyone was a Gopi of Krishna. On hearing this, the spiritual Master accepted the wisdom of Meerabai and agreed to talk to her. Later, Meerabai would become his student.

MAJOR WORKS

Meerabai has left a rich collection of poems. The impassionate emotions displayed by these poems have such a universal appeal that they have been translated in many languages, including English.

SELECTED POEMS OF MIRABAI

- **Do not leave me alone**
- **I Have Found**
- **In A Sudden**
- **Life in The World**
- **Listen**
- **Nothing is really mine**
- **O My Mind**
- **That Dark Dweller**
- **The Plums Tasted**
- **The Saffron**
- **Unbreakable**
- **We Do Not**
- **Your slander is sweet**

- Drink the Nectar

POEMS OF MEERA BAI

Much of what we know about Meerabai comes from her poetry. Her poetry expresses the longing and seeking of her soul for union with Sri Krishna. At times, she expresses the pain of separation and at other times the ecstasy of divine union. Her devotional poems were designed to be sung as bhajans, and many are still sung today.

Meerabai was a devotee of the highest order. She was immune to the criticism and suffering of the world. She was born a princess but forsook the pleasures of a palace for begging on the streets of Vrindavan. She lived during a time of war and spiritual decline, but her life offered a shining example of the purest devotion. Many were inspired by her infectious devotion and spontaneous love for Sri Krishna.

Meerabai showed how a seeker could attain union with God, only through love. Her only message was that Krishna was her all. It is said in her death she melted into the heart of Krishna. Tradition relates how one day she was singing in a temple when Sri Krishna appeared in his subtle form. Sri Krishna was so pleased with his dearest devotee that he opened up his heart centre, and Meerabai entered leaving her body while in the highest state of Krishna consciousness.

MEERA BAI POEMS

The Dark Dweller

“My Beloved dwells in my heart,

I have actually seen that Abode of Joy.

Mira’s Lord is Hari, the Indestructible.

My Lord, I have taken refuge with Thee,

Thy slave”

I Am Mad

“I am mad with love

And no one understands my plight.

Only the wounded

Understand the agonies of the wounded,

When the fire rages in the heart,

Only the jeweller knows the value of the jewel,

Not the one who lets it go,

In pain, I wander from door to door,

But could not find a doctor,

Says Mira: Harken, my Master,

Mira’s pain will subside

When Shyam comes as the doctor”

The Rainy Season

The rainy season is abroad

And the skirt of my dress is wet.

You have gone off to distant lands,

And my heart finds it unbearable.

I keep sending letters to my Beloved

Asking when He will return,

Mira’s Lord is the courtly Giridhara:

O Krishna, O Brother of Balram,

Grant me thy sight.

From Mira’s Bhajanmala

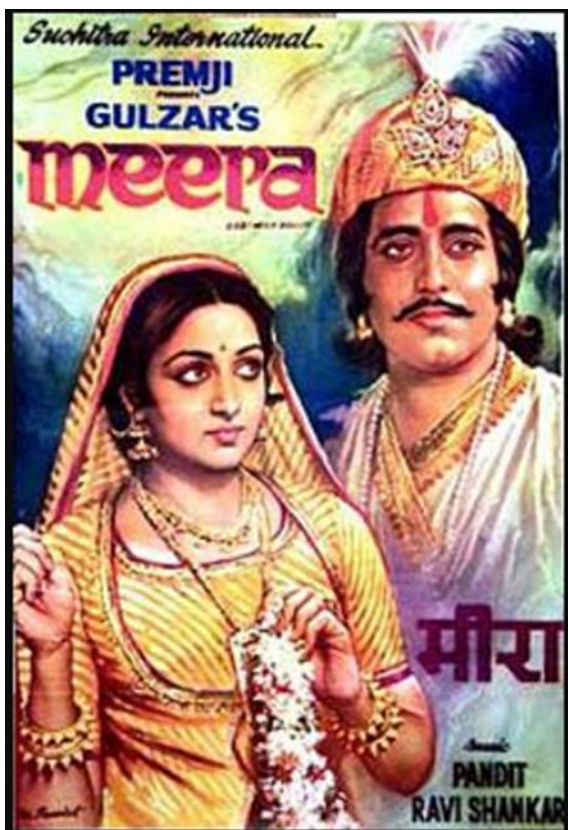
Mira Kahe Bina Premse Mile Nahi Nandalala.”

(her sayings) “ “Unflinching faith and devotion led a man/woman to salvation. All expansion is life, all contraction is death. All love is expansion, all selfishness is contraction. Therefore, Love for Love’s sake. Love to all, Love is the law of life:”

LEGACY OF MIRA BAI

Mirabai's legacy continues not only through music, but also through historical temples. The Mirabai temple in Vrindavan, constructed by the minister of Bikaner state in the mid-nineteenth century, revolves around the story of Mira drinking and remaining unaffected by the cup of poison sent by her in-laws.

documentary and movies on mira bai.



There are many documentaries and movies made on mira bai .i have chose to write the name of the movie in hindi called Meera (Hindi: मीरा) is a 1979 Hindi language film by Gulzar. The film is

based on the life of Meera, a Hindu saint-poet who renounced princely comforts in pursuit of her love for Lord Krishna. The film portrays the life and times of Meera from a historical perspective rather than a mythological one. The soundtrack by Pt. Ravi Shankar features the award-winning playback singer Vani Jairam.

The film did not perform well at the Indian box office, although it received critical acclaim.

Awards and nominations

1980 Filmfare Award for Best Female Playback Singer - Won - Vani Jairam for "Mere To Giridhar Gopal"

Earlier Versions

In 1945, a film named Meera was made in Tamil, with M. S. Subbulakshmi in the role of Meera, and music by S V Venkataraman. After the film's huge success it was dubbed in Hindi and released in 1947, with music composed jointly by 3 composers.

Conclusion

Meera Bai was one of the foremost exponents of the Prema Bhakti (Divine Love) and an inspired poetess. She is regarded as an incarnation of Radha. She did not believe in the caste hierarchy and instead attacked higher caste standards. She fled the kingdom because of her great devotion to Lord Krishna.

She was not a follower of kingly traditions.

She preached love while avoiding hatred.

SANT KABIR



- **Born In: 1398**
- **Nationality: Indian**
- **Famous For: Music, Dohe, Poetry etc**
- **Religion: Both Hinduism and Islam**
- **Born In: Varanasi, Banaras, India**
- **Died In: 1518**
- **Place of Death: Dwarka**

INTRODUCTION

Kabir also known as Kabir Das and Kabira was born and brought up in a Muslim weaver's family by Niru and Nima. He was a mystic poet and a musician and was one of the important saints of Hinduism and also considered a Sufi by Muslims. He is respected by Hindus, Muslims and Sikhs. He was a disciple of Ramananda. He was never formally educated and was almost completely illiterate. According to legend, the only word that he ever learned how to write was "Rama".

The years of Kabir's birth and death are unclear. Some historians favoured 1398–1448 as the period Kabir lived, while others favoured 1440–1518.

Many legends, inconsistent in their details, exist about his birth family and early life. According to one version, Kabir was born to a Brahmin unwed mother in Varanasi, by a seedless conception and delivered through the palm of her hand, who then abandoned him in a basket floating in a pond, and baby Kabir was picked up and then raised by a Muslim family. However, modern scholarship has abandoned these legends for lack of historical evidence, and Kabir is widely accepted to have been born and brought up in a family of Muslim weavers. According to the Ideologist, Wendy Doniger, Kabir was born into a Muslim family and various birth legends attempt to "drag Kabir back over the line from Muslim to Hindu".

Some scholars state that Kabir's parents may have been recent converts to Islam, they and Kabir were likely unaware of Islamic orthodox tradition, and are likely to have been following the Nath (Shaiva Yogi) school of Hinduism. Kabir is widely believed to have become the first disciple of the Bhakti poet-saint Swami Ramananda in Varanasi, known for devotional Vaishnavism with a strong bent to monist Advaita philosophy teaching that God was inside every person, everything. It is widely believed that the Hindu saint Ramananda had clearly refused to accept him as his disciple officially but Kabir very cleverly accepted his disciple hood by covering himself in a rag and lying on the steps that led the Ganges where Ramananda was bound to go for a holy dip in the river before dawn: the saint accidentally touched him with his foot and habitually cried "Rama Rama!", having touched him with feet and quoting Hinduism's most holy words (that became Kabir's "guru-mantra") were enough, even for the orthodox Ramananda to accept him as his disciple.

Some legends assert that Kabir never married and led a celibate's life. Most scholars conclude from historical literature that this legend is also untrue, that Kabir was likely married, his wife probably was named Dhania, and they had at least one son named Kamal and a daughter named Kamali.

Kabir's family is believed to have lived in the locality of Kabir Chaura in Varanasi. Kabir matha a matha located in the back alleys of Kabir Chaura celebrates his life and times. Accompanying the property is a house named Nirutila which houses Niru and Nima's graves.

BIRTH ANNIVERSARY OF KABIR:

It is considered that the great poet, Saint Kabir Das, was born in the month of Jyestha on Purnima or Full Moon in the year 1440. That's why Saint Kabir Das Jayanti or birthday anniversary is celebrated every year with great enthusiasm by his followers and lovers on the Purnima of Hindi month of Jyestha that falls in May or June.

TEACHINGS OF KABIR DAS:

The period after 13th century was a new wave of Bhakti movement all around India as common folk was fed up with Brahmanical traditions and complex rituals. This was the age when India saw intermingling of various faiths be it Hinduism, Islam, Buddhism, Sufism, Siddhas or Yogis. This tradition rejected all orthodox tradition.

Most of the saints and poets used regional languages as medium of teaching. Kabir was also a child of this revival and some he learnt from his harsh life experiences. Language used by him is Awadhi, Braj, Rajasthani and many other regional languages as these were the best medium to reach to the people. Since Kabir was not educated so his language becomes hard to comprehend sometimes. Kabir preached Bhakti or devotion as only path to salvation. It is said that Kabir had followers from all walks of religions. Kabir's teachings were completely based on

logic, beyond superstitions beyond customs, traditions and belief. He ridiculed all forms of external worship.

KABIR KE DOHE

संत कबीर



ऐसी वाणी बोलिए, मन का आपा खोये।
औरन को शीतल करे, आपहुं शीतल होए।।

दुःख में सुमिरन सब करे, सुख में करे न कोय ।
जो सुख में सुमिरन करे, तो दुःख काहे को होय ।

LEGACY OF KABIR DAS Though the great saint died, he left behind a rich tradition that would always be grateful to him. He left behind a great tradition of devotion not only to god but also to humanity and reason of self. Kabir Das was a Bhakti Saint and the tradition started after him called 'Kabir Panth' meaning "Way of Kabir".

His followers are called Kabir Panthis. They still follow the same method of wandering from place-to-place singing and chanting his compositions, preaching his teachings to folks and remembering their Guru. Kabir still resides in hearts of people of India. Even illiterate can be found to have heard of him. Though Kabir Das could not write himself he had a large number of followers and his followers managed to compile his teachings in one book Bijaka. Bijaka has teachings of Kabir Das. Kabir Das had a great creative and composing skill.

His teachings called 'Sabad' which means "word" and 'Dohe' which means "couplets" are compiled in several books. These books are; Kabir Grantha wali, Bijaka, PanchVaani. Some of his compositions are also found in Guru Grantha Sahib, the religious scriptures of Sikh. His teachings are as relevant in present age of religious atmosphere as it was at his times. Kabir ridiculed all Brahmanical traditions and conservative Islam.

SIDDHAPITHA KABIR CHAURA MATHA AND ITS TRADITIONS.

Kabir Chaura Matha, the place associated with Kabir's meditation and Samadhi is a historical place. It is said that Bhakti Parampara is incomplete without the mention of Kabir Chaura. Kabir Chaura Matha still works as a place of inspiration for later saints. Many of the followers and saints of Medieval India are said to have got inspiration from the place. St. Kabir is also called Sab Santan Sartaj meaning Crown of all saints. The weaving machine used by saint and Rudraksha wreath that he got from his Guru Swami Ramanada, Khadau, the wooden slippers and rust-free tridents are the things preserved at Kabir Chaura Matha. Kabir has a great value in Indian tradition. His teachings helped common folk in their upliftment. The St. was not a great reformer but he reformed more than anyone can reform. His teachings brought out the poor ignorant masses in light and made them capable of getting knowledge without help of complex Brahmanical rituals. He gave a new hope of life to the downtrodden, to the suppressed and women. Kabir Chaura Muth keeps alive all the legacies of St. Kabir. Kabir gave a balanced

way between devotion and social life. He insisted that there is no need to renounce world to get salvation. God only see the devotion.

At Kabir Chaura Muth devotees from across the world come to study thoughts, to find meaning of his couplets, to research on his teachings.

DEATH OF KABIR

Sant. Kabir died by going into a Samadhi. He chose his place of death himself to break the myths. He chose Magahar, a place near Lucknow to die as the people at that time believed that those who died at Maghar would never get a place in Heavens.

Magahar is 240 km away from Lucknow. He died in the year 1575 on Magh Shukla Ekadashi of the Vikram Samvat that is followed by India officially.

It was believed that those who die in Kashi have a place in Heavens. Though Kashi was a birth place of Kabir he left it to die in Magahr because he wanted to eliminate the superstition that had crept into people's mind.

RABINDRANATH TAGORE



- **Date of Birth: May 7, 1861**
- **Place of Birth: Calcutta, British India**

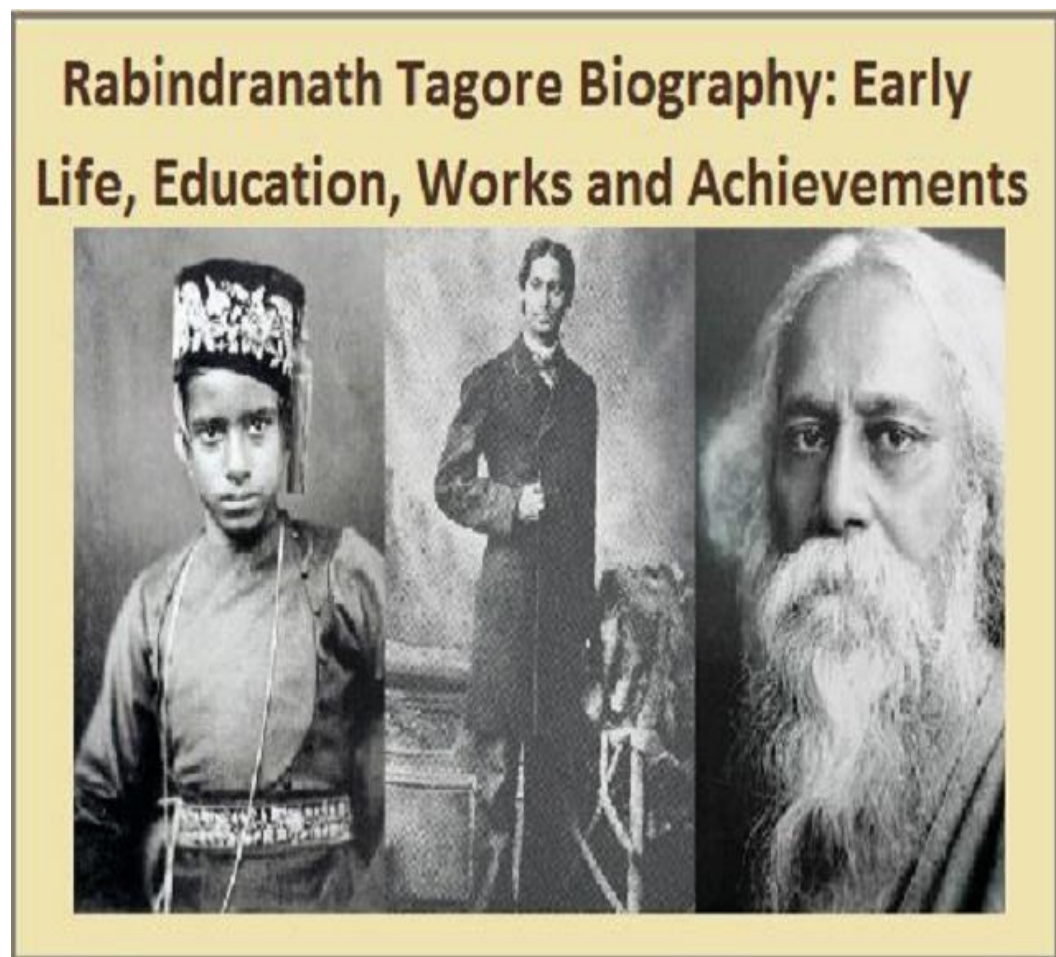
- **Date of Death: August 7, 1941**
- **Place of Death: Calcutta, British India⁷⁹**
- **Resting place: Cremated at Nimtala, Calcutta, British India**
- **Nationality: British Indian**
- **Language: Bengali, English**
- **Profession: Writer, song composer, playwright, essayist, painter**
- **Other names: Bhanu Singha Thakur (Bhonita)**
- **Spouse: Mrinalini Devi**
- **Children: Renuka Tagore, Shamindranath Tagore, Meera Tagore,**
- **Rathindranath Tagore and Madhurilata Tagore**
- **Father: Debendranath Tagore**
- **Mother: Sarada Devi Notable**
- **Works: Gitanjali, Gora, Ghare-Baire, Jana Gana Mana, Rabindra**
- **Sangeet, Amar Shonar Bangla (Other Works)**
- **Award: Nobel Prize in Literature (1913)**

INTRODUCTION

Rabindranath Tagore, who composed the National Anthem of India and won the Nobel Prize for Literature, was a multitalented personality in every sense. He was a Bengali poet, Brahmo Samaj philosopher, visual artist, playwright, novelist, painter and a composer. He was also a cultural reformer who modified Bengali art by rebuffing the strictures that confined it within the sphere of classical Indian forms. Though he was a polymath, his literary works alone are enough to place him in the elite list of all-time greats. Even today, Rabindranath Tagore is often remembered for his poetic songs, which are both spiritual and mercurial. He was one of those great minds, ahead of his time, and that is exactly why his meeting with Albert Einstein is considered as a clash between science and spirituality. Tagore was keen in spreading his ideologies to

the rest of the world and hence embarked on a world tour, lecturing in countries like Japan and the United States. Soon, his works were admired by people of various countries and he eventually became the first nonEuropean to win a Nobel Prize. Apart from Jana Gana Mana (the National Anthem of India), his composition 'Amar Shonar Bangla' was adopted as the National Anthem of Bangladesh and the National Anthem of Sri Lanka was inspired by one of his works.

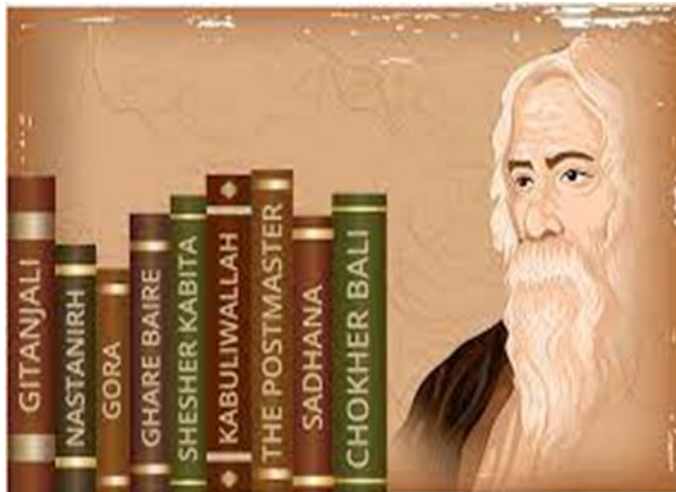
CHILDHOOD AND EARLY LIFE



Rabindranath Tagore was born on 7th May 1861 to Debendranath Tagore and Sarada Devi in the Jorasanko mansion (the ancestral home of the Tagore family) in Calcutta. He was the youngest son among thirteen children. Though the Tagore family had many members, he was

mostly raised by servants and maids as he lost his mother while he was still very young and with his father being an extensive traveller. At a very young age, Rabindranath Tagore was part of the Bengal renaissance, which his family took active participation in. He was also a child prodigy as he started penning down poems at the age of 8. He also started composing art works at a tender age and by the age of sixteen he had started publishing poems under the pseudonym Bhanusimha. He also wrote the short story, 'Bhikharini' in 1877 and the poem collection, 'Sandhya Sangit' in 1882. He drew inspiration by reading the classical poetry of Kalidasa and started coming up with classical poems of his own. Some of his other influences and inspirations came from his brothers and sisters. While Dwijendranath, his elder brother, was a poet and philosopher, Satyendranath, another brother of his, was in a highly respectable position. His sister Swarnakumari was a well-known novelist. Tagore was largely homeschooled and was trained by his siblings in the field of gymnastics, martial arts, art, anatomy, literature, history and mathematics among various other subjects. In 1873, he accompanied his father and toured the country for many months. During this journey, he accumulated knowledge on several subjects. His stay at Amritsar paved the way for him to learn about Sikhism, an experience which he would later on use to pen down as many as six poems and many articles on the religion.

EDUCATION

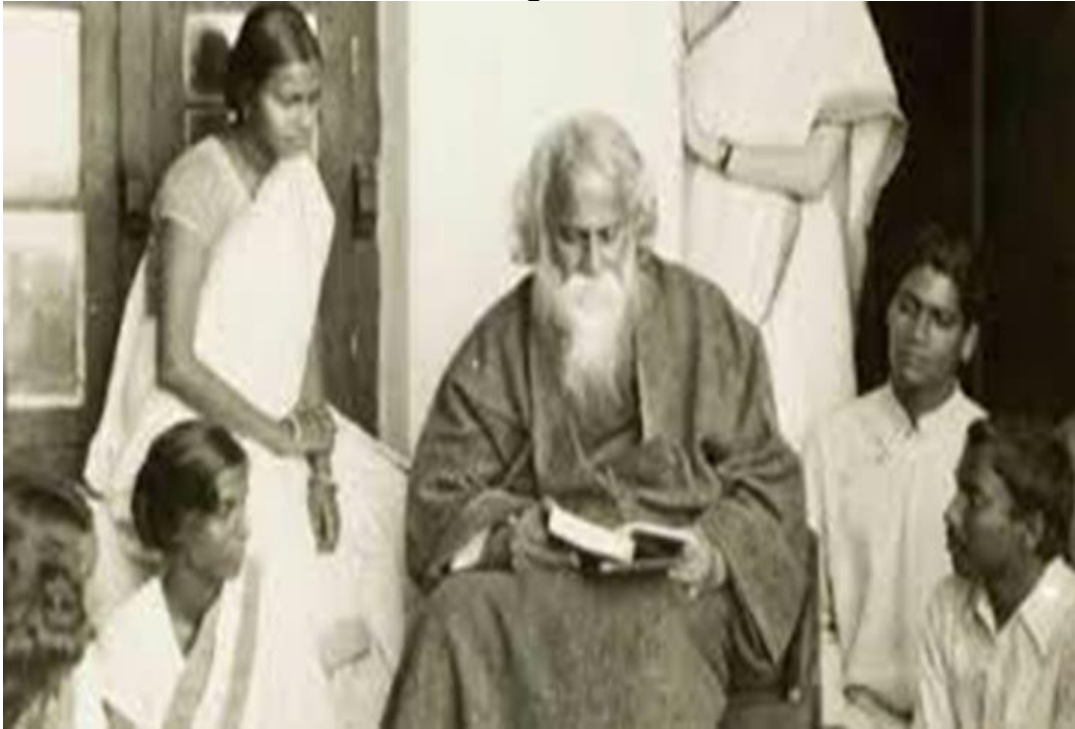


Rabindranath Tagore's traditional education began in Brighton, East Sussex, England, at a public school. He was sent to England in the year 1878 as his father wanted him to become a barrister. He was later joined by some of his relatives like his nephew, niece and sister-in-law in order to support him during his stay in England. Rabindranath had always despised formal education and thus showed no interest in learning from his school. He was later on enrolled at the University College in London, where he was asked to learn law. But he once again dropped out and learned several works of Shakespeare on his own. After learning the essence of English, Irish and Scottish literature and music, he returned to India and married Mrinalini Devi when she was just 10 years old.

ESTABLISHMENT OF SANTINIKETAN.

Rabindranath's father had bought a huge stretch of land in Santiniketan. With an idea of establishing an experimental school in his father's property, he shifted base to Santiniketan in 1901 and founded an ashram there. It was a prayer hall with marble flooring and was named 'The Mandir.' The classes there were held under trees and followed the traditional Guru-Shishya method of teaching. Rabindranath Tagore hoped that the revival of this ancient method of teaching would prove beneficial when compared

to the modernized method. Unfortunately, his wife and two of his children died during their stay in Santiniketan and this left Rabindranath distraught. In the meantime, his works started growing more and more popular amongst the Bengali as well as the 82 foreign readers. This eventually gained him recognition all over the world and in 1913 Rabindranath Tagore was awarded the prestigious Nobel Prize in Literature, becoming Asia's first Nobel laureate.



LITERARY WORKS

During his lifetime, Rabindranath Tagore wrote several poems, novels and short stories. Though he started writing at a very young age, his desire to produce a greater number of literary works only enhanced post the death of his wife and children. Some of his literary works are mentioned below:

SHORT STORIES – Tagore began to write short stories when he was only a teen. He started his writing career with ‘Bhikharini’.

During the initial stage of his career, his stories reflected the surroundings in which he grew. He also made sure to incorporate social issues and problems of the poor man in his stories.

He also wrote about the downside of Hindu marriages and several other customs that were part of the country's tradition back then. Some of his famous short stories include 'Kabuliwala', 'Kshudita Pashan', 'Atottju', 'Haimanti' and 'Musalmanir Golpo' among many other stories.

NOVELS

It is said that among his works, his novels are mostly underappreciated. One of the reasons for this could be his unique style of narrating a story, which is still difficult to comprehend by contemporary readers, let alone the readers of his time. His works spoke about the impending dangers of nationalism among other relevant social evils. His novel 'Shesher Kobita' narrated its story through poems and rhythmic passages of the main protagonist. He also gave a satirical element to it by making his characters take jibes at an outdated poet named Rabindranath Tagore! Other famous novels of his include 'Noukadubi', 'Gora', 'Chaturanga', 'Ghare Baire' and 'Jogajog'

POEMS – Rabindranath drew inspiration from ancient poets like Kabir and Ramprasad Sen and thus his poetry is often compared to the 15th and 16th Century works of classical poets. By infusing his own style of writing, he made people to take note of not only his works but also the works of ancient Indian poets. Interestingly, he penned down a poem in 1893 and addressed a future poet through his work. He urged the yet to be born poet to remember

Tagore and his works while reading the poem. Some of his best works include 'Balaka', 'Purobi', 'Sonar Tori' and 'Gitanjali'.

TAGORE'S AS AN ACTOR

Tagore wrote many dramas, based on Indian mythology and contemporary social issues. He began his drama works along with his brother when he was only a teen. When he was 20 years old, he not only did pen the drama 'Valmiki Pratibha', but also played the titular character. The drama was based on the legendary dacoit Valmiki, who later reforms and pens down one of the two Indian epics – Ramayana.

TAGORE AS THE ARTIST

Rabindranath Tagore took up drawing and painting when he was around sixty years old. His paintings were displayed at exhibitions organized throughout Europe. The style of Tagore had certain peculiarities in aesthetics and colouring schemes, which distinguished it from those of other artists. He was also influenced by the craftwork of the Malanggan people, belonging to the northern New Ireland. He was also influenced by Haida carvings from the west coast of Canada and woodcuts by Max Pechstein. The National Gallery of Modern Art in New Delhi houses as many as 102 art works of Tagore.

TAGORE'S VIEWS ON POLITICS

Though Tagore denounced nationalism, he also vouched for the Indian independence through some of his politically charged songs. He also supported Indian nationalists and publicly criticized European imperialism. He also criticized the education system that was forced upon India by the English. In 1915, he received a knighthood from the British

Crown, which he later renounced citing the massacre held at Jallianwala Bagh. He said that the knighthood meant nothing to him when the British failed to even consider his fellow Indians as humans.

LAST DAYS & DEATH

Rabindranath Tagore spent the last four years of his life in constant pain and was bogged down by two long bouts of illness. In 1937, he went into a comatose condition, which relapsed after a period of three years. After an extended period of suffering, Tagore died on August 7, 1941 in the same Jorasanko mansion in which he was brought up.

Seminar
Glimpses of different childhood in India
Submitted to – MS. Neetu Sharma

SEMINAR 1

**GLIMPSES OF
DIFFERENT
CHILDHOODS IN
INDIA**

SUBMITTED TO:

MS NEETU KAUSHIK

MULTIPLE CHILDHOODS IN INDIA

WHAT IS CHILDHOOD

- The Age Criteria Birth to 13 years (average)
- Legal view: UN- Human Being the Age of 14 years.
- RTE- Below 14 years (class I-VIII)

CHILDHOOD IN INDIA

1. Diversity

2. Various types of family

A) Traditional -> Two hetro-sexual parents married to one another.

B) Non-Traditional -> Single Parent, divorcing family (A child who is cared or dependent on single parents and may be the person who is widowed, divorced, or unmarried).

BASED ON DIVERSITY THERE ARE DIFFERENT TYPES OF CHILDHOOD

There are many special children around us who faces many difficulties in their life.



They classify these children into ten categories so that we can understand their attitude very easily. These categories are:

1. High Class Society Children
2. Middle Class Society Children
3. Socially and Economically Deprived People for Our Society
4. Physical Disabilities Children
5. Children with Learning Disability
6. Delinquent Child
7. Orphan Child
8. Survivor of Child Abusement
9. Child Labour
10. Single Parent Child

1. High Class Society Children:

High class society children suffer with mainly the problem of obesity. Most of the high-class children like junk food. They are rich so junk food is easily available for them and further obesity takes the form of diabetes. Parents are working so they will not able to adequate time for their children, and they form bad habit like drinking alcohols and smoking cigarettes.

2. Middle Class Children:

Middle class children are suffering with mental health problems. They don't have affordable money for higher education. Their parent can't provide a high class house, personal vehicle and good clothes. They feel very shyness in front of their friends.

Another problem is that most of the parents pressurize their children to get 99% result in the examination. Parents always love their self-respect in the society. They prohibit the girl to go out from the house. Sometimes the child became upset from this type of argument and they do suicide.

To tackle these problems, we have to realize them that they can achieve any goal whatever they want in their life.

3. Lower Class Children:

These children face the problem of basic needs like proper food, clothes and home. They go to school for food. Mostly these children are malnourished. They drop out the school after receiving the primary education.

Reducing the number of drop out students, Principal should implement the rules made by government very well in his school.

4. Physically Disabled Children:

A Physically disabled child has the problem of physical dysfunction or impairment of his anybody part. These types of children are very special, so they require special care from their surroundings. Also, children are very genius so we have to provide all facilities to them by this; they can put out their innate gifted abilities.

5. Learning Disabled Children:

To understand these children our group, represent the seminar. They have the problem of reading and writing books. They face difficulty to solve math's problem and composition of paragraph. They can't co-ordinate their eye and finger. They also can't adjust their hand and finger. They do not recognize the same word like d and b, u and v, m and n etc. Teacher should give extra time to these children and they must use activity method to solve their problem in learning and writing.

6. Juvenile Delinquent Children:

These types of children do crimes in their minor age. They steal other articles and things. They used to drink alcohol and consumed drugs. Sometimes they do heinous crimes like rape and murder. This is very shameful for us. To ameliorate their criminal behaviour child have been sent to borstal. They follow the rules of borstal and reform their behaviour.

7. Orphan Children:

Those children whose parents are died and separated from their parents completely by any reason are called orphan children. These children are appetite of affection. They afflicted with many problems. We should give maximum help to these children and also encourage other people to help them by whole heart.

8. Survivor of Child Abuse:

Child sexual abuse is a form of child abuse that includes sexual activity with a minor. A child cannot consent to any form of sexual activity, period. When a perpetrator engages with a child this way, they are committing a crime that can have lasting effects on the victim for years. Child sexual abuse does not need to include physical contact between a perpetrator and a child.

They need our support, help and presence. If the survivor needs medical attention or plans offer to be there. Avoid putting pressure on them to engage in activities they aren't ready to do yet.

9. Child Labour:

A child who does at least one hour of economic activity between 5 to 11 years of age or at least 28 hours of domestic work in a week, in the age of 12 to 14 years.

By these rules, we can protect children from child labour:

- The Child Labour (Prohibition and Regulation) Act of 1986
- The Right of Children to Free and Compulsory Education Act of 2009.

10. Single Parent Child:

A single parent, or solo parent, is a parent, not living with a spouse or partner, who has most of the day-to-day responsibilities in raising the child. Teachers should have to remember that children are naturally fought to get what they want. So, we have to give moral support.

Teachers should have not to *be* worn down and try to give maximum help.

CASE STUDY 1



NAME OF THE CHILD: RITIKA MALHOTRA

AGE OF THE CHILD: 13

FATHER'S NAME: MR AMIT MALHOTRA

FATHER'S OCCUPATION: COMPUTER OPERATOR

MOTHER'S NAME: MRS BHARTI MALHOTRA

MOTHER'S OCCUPATION: HOUSE WIFE

FINANCIAL STATUS OF THE FAMILY: MIDDLE CLASS FAMILY

WHETHER HE GOES TO SCHOOL: YES

NAME OF THE SCHOOL: RISING STAR ACADEMY, DELHI

TYPE OF SCHOOL: PRIVATE

SIBLINGS: MANSI MALHOTRA

PLACE: DELHI

CLASS: VIII

PERFORMANCE IN ACADEMICS: GOOD

FACILITIES GIVEN TO HER

Before COVID 19 came, the child regularly used to go to take proper tuitions. She has reference to the only books which provided by her school. There are financial constraints for her as she belongs to a Middle-Class Family. She does not have access to the latest technologies like Laptops, Wi-Fi etc. They also have Television in their home also. She has given a Mobile Phone this year only as because of COVID 19, school classes are taking place online.

DAILY ROUTINE

As because of COVID 19, she has her classes online. So, early morning she wakes up and sits on the mobile phone to attend the classes. While attending the classes, she also does her breakfast side by side. Nowadays, as we all know that students are having examinations. She is also having her exams via Online Mode. After her classes end, she watches Television for some time to make her mind fresh and have lunch. In the evening, she spends her time with her sister. Then have dinner with family.

LEISURE TIME

During her Leisure time, she plays with her little sister or talks to her friends on phone. She also spends her free time with her Grandparents.

CASE STUDY 2



NAME OF THE CHILD: ROHAN NAGPAL

AGE OF THE CHILD: 14

FATHER'S NAME: MR NAGPAL

FATHER'S OCCUPATION: BUSINESSMAN

MOTHER'S NAME: MRS RAJNI NAGPAL

MOTHER'S OCCUPATION: HOUSE WIFE

FINANCIAL STATUS OF THE FAMILY: HIGH CLASS FAMILY

WHETHER HE GOES TO SCHOOL: YES

NAME OF THE SCHOOL: MODERN SCHOOL, SECTOR 17

TYPE OF SCHOOL: PRIVATE

SIBLINGS: NO SIBLING

PLACE: FARIDABAD

CLASS: IX

PERFORMANCE IN ACADEMICS: EXCELLENT

FACILITIES GIVEN TO HIM

The child gets regular tuitions after school. He has access to all kinds of books for reference, apart from books prescribed by the school. There is no financial constraint on the child. He has access to all kinds of latest technology which includes a personal laptop, a cell phone, a television in the house, a Wi-Fi connection etc. Even he has his personal I-pad. Nowadays, he is having his exams via Offline Mode.

DAILY ROUTINE

Earlier due to COVID 19, he used to have his classes Online. Some schools are opened so his school is opened. Early morning, he goes to school. After school, he comes back, eat food and watches television. Then he goes for his daily tuition. After classes he, often goes for sport activities in the evening. He goes to the park to play cricket, badminton etc. In the evening he comes back home, has his dinner, studies a little and invests time in other activities and spends time with family before going to bed.

LEISURE TIME

During his leisure time, he goes to his friend's place. He likes watching series on Netflix, Amazon etc in his leisure time.

COMPARISON OF THE TWO CHILDHOODS

Rich people are often bestowed with the best of opportunities and the best facilities. Children of middle-class groups fall at the lower edge of socio-economic hierarchy and belong to category of daily wage earners. People of this class, few of whom have finished high school, suffer from lack of medical care, adequate housing and food, decent clothing, safety, and vocational training. Middle Class families a lot. I know this very well as I also belong to a Middle-Class Family.



RITIKA MALHOTRA



ROHAN NAGPAL

HEALTH

Ritika gets good health facilities but not the best facilities, as in Middle Class Family there is limited source of income and those earnings are that good that a middle class can provide their kids the best facilities.

While Rohan gets the best health facilities. If he suffers from a little fever also, then his parents take him to a hospital which fees is very high. Few days back only, his ears were got blocked, and his father

took him to the ENT Specialist and paid a high amount of fees for the cleaning of the ears.

HOUSING

Aryan has access to a very comfortable house. All his needs are timely completed and he do not face any problem.

While Ritika lives in a small house. Her house consists of 2 rooms, a kitchen and bathroom only. In one room, they 4 sleep and in other room, her grandparents sleep. So, she does not have access to a comfortable house.

EDUCATION

Rohan studies in a big school of Faridabad and gets the best education. Her school consists of all the facilities and provides the best education to the students.

While Ritika also goes to a good school situated in Delhi. In Middle Class Families, as parents have low income, so they try to provide best education to their children on their part. Same is with Ritika.

LEISURE TIME

Rohan has all facilities like Personal Mobile Phone, Laptop, I-Pad, and Wi-Fi so in free time he loves to watch movies, series etc either on Netflix or on Amazon Prime. If not that, then he goes to park to play Cricket, Badminton.

While Ritika don't have access to Laptops, Wi-Fi etc so she doesn't have anything to do in free time. As she is also not allowed to go to park alone and her parents don't have time to take her to the park.

FUTURE GOALS AND ASPIRATIONS

Rohan wants to become Jet Pilot. He always understands the importance of education. He wants to become a successful man like his father and he wants to achieve his goals.

While Ritika want to become Teacher in her life. Her father is a Computer Operator in a company and mother is a housewife. She wants to give her education to the future generations and wants to become a good and understanding teacher.

CONCLUSION

The living conditions and financial status of the family greatly affects every aspect of a child's life. Their future aspirations, health conditions, living standards and mindset on education standard of living as well affected greatly by the financial status. Poverty, low literacy rate, large families, food insecurity, food safety, women's education appears to be the important underlying factors responsible for poor health status of children from low socioeconomic class. It requires economic, political and social changes as well as changes for personal advancement mainly through educational opportunities to improve the nutritional status of the children.