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COLLEGE
SCHOOL
SOCIETY

PAGE
NO.

ACTIVITY RECORD

UNDESTANDING SELF

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ACTIVITY - 1

- * Visit a Slum area and prepare a report on Sources and difficulties of the children present in the Slum area.

The physical Environment of slums presents many challenges to residents, particularly children. Even so, there are thriving communities in slums with strong social and economic networks. This article looks at the reality of growing up in slums in Delhi and explores how well-intentioned slum improvement efforts can fail children. It concludes by identifying ways in which India's policy Environment could support efforts to make slum improvement programmes more child friendly.

Children growing up in slums experience a childhood that often defies the imagination of both the innocent childhood proponents and the universal childhood advocates. The slums typically lack proper sanitation, safe drinking water (or) systematic garbage

Collection; there is usually a ~~severe~~ shortage of space inside the houses where the children live, and no public spaces dedicated to their use. But that does not mean that these children have no childhood, only a different kind of childhood. That sees them playing on rough, uneven ground, taking on multiple roles in every day life and sharing responsibilities with adults in domestic and public spaces in the community.

Some years ago I spent a year working closely with and observing children in Nizamuddin Busti Courts, Cars and bikes all served as play props in the streets. As soon as they could walk, children could be seen outdoor walking around mostly bare-foot climbing on debris and petting goats that freely roamed around. Girls as young as 5 carried infants and toddlers on their hips and moved around freely in narrow pedestrian bylanes of the villages, visiting shops for sweets and houses of friends down the street.

Many houses open out directly on to the streets through a doorway that often is nothing more

than a ~~5~~ foot high opening in a wall. Infants reach out of these holes in the walls and interact with the passers by.

The Basti has an approximate population of 15,000 based on the counting done by the Hope project 3 years ago. Since a major focus of hope projects admirable work was on health and education. I looked up the data on child health as recorded in the outpatient registers of the pediatric unit, just over 5000 children aged under 14 years lived in the Basti. For common ailments the majority of households visit the hope Dispensary, with the next most commonly visited medical facilities being private doctors and government hospitals and dispensaries.

The most common childhood diseases reported at hope project are respiratory fight outside their homes. The new toilet blocks were parts of a larger improvement plan in Basti that did not adequately consider children. For example, the Basti improvement plan also partly benefited children by creating two new landscaped parks. one of them was exclusively for women and children although it opened its secure gates for only

a few hours in the evenings. The other new park replaced a large central open space in the heart of the community which was used for sorting scrap. As most the residents in the peripheral slums of the Basti depend on this business for a livelihood, the unavailability of this space means sorting scrap at home.

As a result the home environment is now extremely hazardous for children. These kinds of problems result when communities are not made partents in development and solutions instead come from a myopic outside view.

In Khirkhee, another urban village in Delhi South of the Nizamuddin Basti, children living in a small area has to use the public realm of neighborhood not only for playing but for many other activities including privacy needs and concealing secrets. This require a range of spaces of different scales and characters. Well-designed parks are no doubt very necessary for them. Kids but throughout the day most play happens in the streets and informal open spaces.

of neighbourhood than in formal parks children in Both Nizamuddin Basti and Khirkee referred to the importance of having friendly adult around their play territories, which tells us we need to create new, more imaginative solutions for children's play than resource intensive parks. In the outpatient registers of the paediatric unit, just over 5000 children aged under 14 years lived in the Basti. For common ailments the majority of households visit the hope Dispensary, with the next most commonly visited medical facilities being private doctors and government hospitals and dispensaries.

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Importance of having friendly adults around their play territories, which tells us we need to create new, more imaginative solutions for children's play than resource intensive parks.

Children from both communities routinely sought out open spaces in the local area outside their neighbourhoods. This points to the importance of integrating slums with the wider local area and securing access to open space resources for slum children outside of the slum. The importance of community-level open spaces for children living in slums cannot be overemphasised. As there is little opportunity for innovations within the 125 billion population.

Poverty Environment in India:

India deals with slums only through poverty alleviation strategies. Since the 1980's every five years plan has included strategies targeting the environmental improvement of urban slums through provision of basic services including water supply, sanitation, night shelters and employment opportunities. But as urban slum growth is outpacing urban growth by a wide margin, the living

Conditions of more than 100 millions urban Slum dwellers in India remain vulnerable.

Is it possible to create a new imagination of slum development within the current policy environment of India? following the liberalisation of India's Economy in 1991, two land mark events unfolded which may enable this.

1) The 74th Constitutional Amendment of 1992 which proposes that urban local bodies should have a direct stake in urban poverty alleviation and slum improvement and upgrading with participation of citizen.

2) The Jawaharlal Nehru National Urban Renewal housing to Indian citizens.

Slum free cities is operationalised through government scheme called Rajiv Awas Yojana, using JNNURM Support. Its developmental programmes include:
 Slum Improvement :- Extending infrastructure in the slums where residents have themselves constructed incremental housing.

Slum upgrading :- Extending slum infrastructure along with facilitation of housing unit upgrading, to support incremental housing.

Slum redevelopment :- In-situ redevelopment of the entire slum after demolition of the existing built structures.

Slum resettlement :- In case of untenable slums, to be rehabilitated on alternative sites.

Thus it develops the slums by recommending participative process to upgrade the slum areas.

ACTIVITY-2

* Visit and prepare a report on yoga (or) meditational Centre.

Yoga and meditation are Spiritual Endowment for hindus in India. In recent years demand to learn yoga and meditation has grown around the world that boosted up the Indian wellness tourism and according to tourism industry records, since year 2000 onwards India is fastest-growing wellness tourism destination with an annual growth of 22 percent per year. If you are interested to study yoga and meditation, this article can help you to find a good and reputed yoga Institute in India.

In this activity I hope collected a report on the "yoga Nikethan" — Centre for yoga and meditation and submitted a detailed account on it. about its establishment, facilities provided in it, Activities that are performed in it and about its publications

Report ON YOGA NIKETHAN ASHRAM

Yoga Nikethan is one of the oldest yoga Ashram in Rishikesh. It is situated on a gentle hill by the bank of holy river Ganga. It was established in the year 1964 by "yogacharya Swami yogeshwarananda - Saraswati maharajji". with the sole purpose of spreading yoga and spirituality in the world.

Swami yogeshwarananda paramhansa formally known as vyas Devji was one of the greatest yogis of the 20th century. He left a comfortable home at the tender age of 14 to live a life of extreme austerity mainly in the Himalayas practicing all that is laid down in Hindu Scriptures for the realisation of soul and God. He spent his entire life time reviving the ancient science of yoga and imparting valuable knowledge that he had gathered from many ascetics and his own spiritual experiences.

He has left behind a vast collection of very well documented books which is kept in Ashram library. Swami^{ji} merged with Brahma on April 28th, 1985.

Facilities provided in the Ashram:

SADHNA HALL: The Sadhna Hall / meditation hall is fully air conditioned for the comfort of the students to enable them to practice meditation in all seasons. It can accommodate up to 100 Sadhaks. Cushions are provided to sit upon. Meditation classes are held early morning before yoga class and in the evening after yoga class.

LIBRARY: The library is very well stocked with books authored by many spiritual Gurus. It also has a vast collection of books based on yoga and meditation in many different languages. Daily newspaper is provided in Hindi as well as English.

Kitchen and Dining: Vegetarian Sattvic food is prepared and served by well trained staff. Sadhaks are required to wash their own dishes after all their meals.

ACTIVITIES: The yogic Education here is based totally on patanjali's yoga shashtra. The main activity of the Ashram is to train and provide guidance in the practice

of patanjali's eight fold path. This include physical, mental and spiritual training.

The admission to stay in YNA is open to all without any discrimination of caste, creed (or) Nationality.

on Sunday, when there is no class, all the residents may visit our Radha-Krishna temple at Ganga Ghat at the time of Aarti, if so desired and clean the yoga and meditation hall. As majority of students are from different parts of world and different nationality. The mode of Education is English and Hindi.

The Daily Schedule Report of the Yoga Niketham:

Daily SCHEDULE:

MORNING BELL	4.45 AM
MORNING MEDITATION	5:00 TO 6:00 AM
MORNING YOGA	6:30 TO 7:45 AM
BREAKFAST	8:00 AM
LIBRARY	9:00 TO 12:00 PM
LUNCH	12:00 Noon
LECTURE	3:15 TO 4:00 PM
(Questions, Answers on yoga, meditation & philosophy)	
EVENING TEA	4:00 PM
EVENING YOGA	4:30 TO 5:45 PM
EVENING MEDITATION	6:00 TO 7:00 PM
DINNER	7:30 pm
MUSICAL Holy Hymns	8:15 TO 9:15 PM

ACTIVITY - 3

* prepare a report on Biography of great people.

A biography (or) simply bio is a detailed description of a person's life. It involves more than just the basic facts like Education, work, relationships and death. It portrays a person's Experience of his life events.

Unlike a profile (or) Curriculum vitae a biography presents a Subject's life story, highlighting various aspects of his (or) her life including intimate details of Experience and may include an analysis of the Subject's personality.

An authorized biography is written with the permission, co-operation and at times, participation of a Subject (or) Subject's heirs. (An autobiography is written by the person himself (or) herself) Sometimes with the assistance of a collaborator (or) ghost written.

Biography of Mother Teresa:

Born on : 26th August 1910 at Kosovo vilayet, Ottoman Empire.

Died on : 5th September 1997, Calcutta, West Bengal

Venerated in : Roman Catholic Church.

Attributes : Nun's habit

Rosary

Patronage : World Youth Day.

Missionaries of charity.

Religion : Roman Catholics.

Title : Superior General.

Mother Teresa, known in Catholic Church as Saint Teresa of Calcutta was born on 26 August 1910. She was born in Skopje, then part of the Kosovo vilayet in the Ottoman Empire. After having lived in Macedonia of eighteen years she moved to Ireland and then to India, where she lived for most of her life.

In 1950, Teresa founded the Missionaries of Charity, a Roman Catholic religious Congregation which in 2012 consisted over 4,500 Sisters and was active in 133 Countries. They run homes for people dying of HIV/AIDS, leprosy and tuberculosis (Members must adhere to the vows of chastity, poverty and obedience as well as a fourth vow, to give wholehearted free service to the poorest of the poor).

Mother Teresa by the age of 12 had become convinced that she should commit herself to a religious life. Her final resolution was taken on 15th August

1928.

She left home in 1928 at the age of 18 to join the Sisters of Loreto at Loreto Abbey in Rathfarnham, Ireland to learn English, with a view to becoming a missionary. (She never again saw her mother (31) her sister) Her family continued to live in Shopte until 1934, when they moved to Tirana in Albania.

She arrived in India in 1929, and began her novitiate in Darjeeling, near the Himalayan mountains, where she learnt Bengali and taught at St. Teresa's School, a school house close to her Convent. She took her first religious vows as a nun on 24 May 1931. (At that time she chose to be named after Teresa de Lisieux, the patron saint of missionaries.)

She took her solemn vows on 15th May 1937 while serving as a teacher at the Loreto Convent School in Entally, Eastern Calcutta. Teresa served there for almost twenty years and in 1956 was appointed head mistress.

This made her to purely live as a nun and follow the spiritual eternity and there by gaining and serving for the poor.

Although Teresa enjoyed teaching at the school she was increasingly disturbed by the poverty surrounding her in Calcutta. The Bengal famine of 1943 brought misery and Calcutta (to the city; and the outbreak of) Hindu/muslim violence in August 1946 plunged to the city into despair and hatred.

On 10th September 1946, Teresa experienced "the call within the call" while travelling by train to the Loreto for her annual Retreat. "I was to leave the convent and help the poor while living among them. It was an order." She began her missionary work with the poor in 1948 with simple white cotton saree decorated with a blue border. In the beginning of 1949, she was joined in her effort by a group of young women and laid foundation of a new religious community helping the "poorest among the poor". Her efforts quickly caught the attention of Indian officials, including prime minister who expressed his appreciation.

Teresa wrote in her diary that her first year was fraught with difficulties. She had no income and had to resort to begging for food and supplies. Teresa experienced doubt; loneliness and the temptation to return to the comfort of convent life during these early months.

In 1952, Teresa opened her first Home for the Dying in space made available by the City of Calcutta. Those brought to home received medical attention and were afforded the opportunity to die with dignity according to the rituals of their faith.

Teresa was the recipient of numerous honours including the 1962 Ramon Magsaysay peace prize and 1979 Nobel peace prize. She was Canonized on Sep. 4. 2016.

Teresa was widely admired by many of her charitable works. Her authorized biography was written by Indian Civil Servant Navin Chawla and published in 1992 and there are other books & films about her.

ACTIVITY - 4

- * Explain about Brain Storming and prepare a report on it.

BRAIN STORMING

process for generating creative ideas and relations through intensive and free wheeling group discussion.

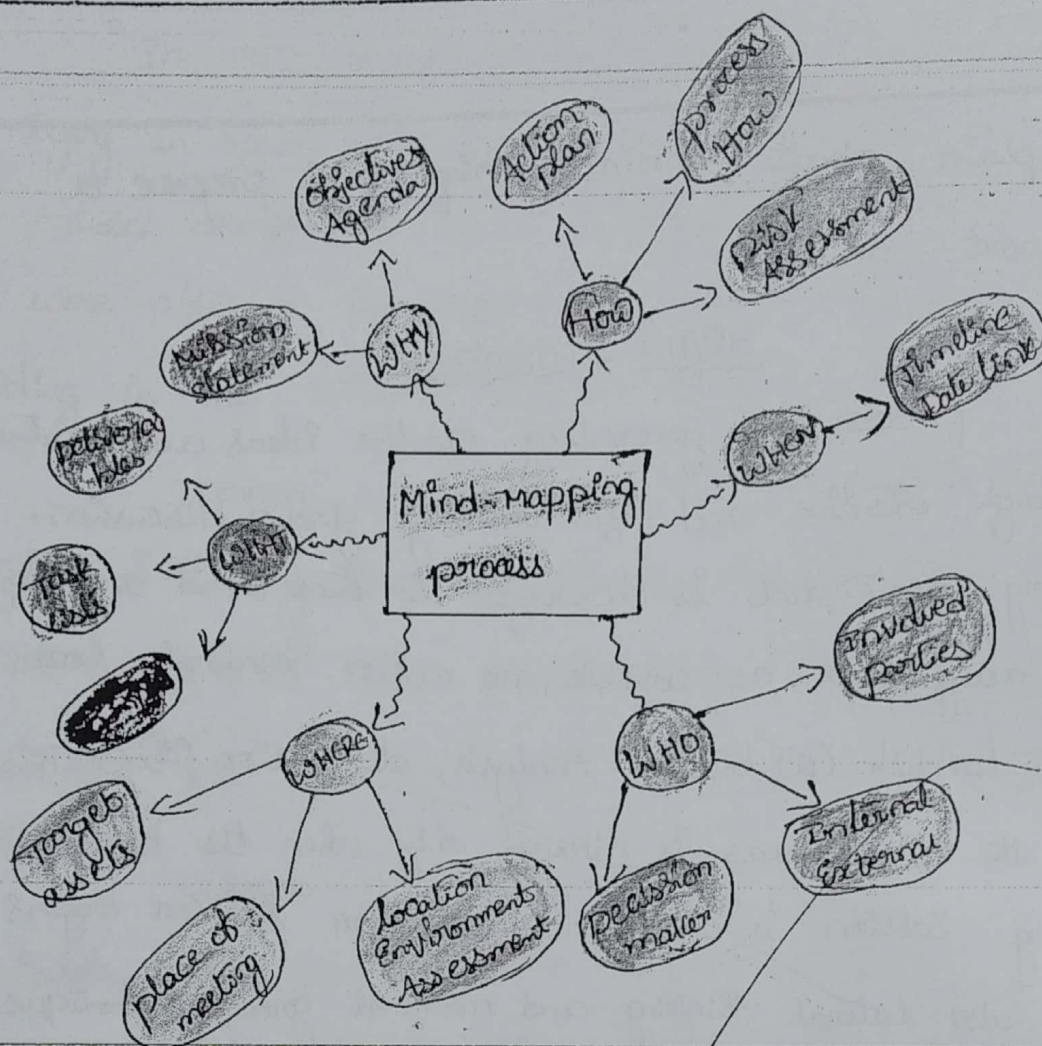
Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish (or) bizarre. Analysis, discussion (or) criticism.

Of the above ideas is allowed only when the brain storming session is over and evaluation session begins.

See also lateral thinking and nominal group technique

OBJECTIVES:

- * When things aren't going well you may need to hold a brainstorming session so that you can come up with ideas to fix the problems.
- * The brainstorming engaged in by our intelligent and creative team resulted in many great ideas for the future of our firm.
- * (Before we started our film, we had to do some brainstorming with ideas to figure out the best story we wanted to tell)



DIVERGENT THINKING:

Idea generation technique (such as brainstorming) in which an idea is followed in several directions to lead to one (or) more new ideas, which in turn lead to still more ideas. In contrast to Convergent thinking, divergent thinking is creative open-ended thinking aimed at generating fresh views and novel solutions.

CREATIVE THINKING:

A way of looking at problems (or) situations from a fresh perspective that suggests unorthodox solution. Creative thinking can be stimulated both by an unstructured process such as Brain-storming and by a structured process such as lateral thinking.

USAGE EXAMPLES:

- * You should surround yourself with people that are good at creative thinking so your company comes up with good ideas.
- * Our company fosters creative thinking by putting a suggestion box in the lobby and rewarding the suggestion that get implemented by giving the suggester a \$10 Starbucks Card.
- * The creative thinking displayed by our writers was outstanding and made everyone in the firm laugh at their jokes and styles.

CHALLENGES TO EFFECTIVE BRAIN STORMING:

A good deal of research refutes Osborn's claim that group brain-storming could generate more ideas than individual working alone (However this conclusion is brought into question by a subsequent review of 50 studies by Scott G. Isaacs. Showed that a misunderstanding of the tool, a weak application of methods and the artificiality of the problems and groups undermined most such studies and the validity of their conclusion.

Collaborative fixation:

Exchanging ideas in a group may reduce the number of domains that a group explores for additional ideas. Members may also conform their ideas to those of other members, decreasing the novelty (or) variety of ideas even though the overall number of ideas might not decrease.

Evaluation apprehension: Evaluation apprehension was determined to occur only in instances of personal evaluation. If the assumption of collective assessment were in place, real-time judgment of ideas, ostensibly an induction of evaluation apprehension failed to induce significant variance.

Personality characteristics: Extroverts have been shown to outperform introverts in computer mediated groups. Extroverts also generated more unique and diverse ideas than introverts when additional methods were used to stimulate idea generation, such as completing a small related task before brainstorming (or) being given a list of classic rules of Brain-storming.

ACTIVITY - 5

- * Prepare a Report on Self Knowledge and Self Emotions of great people.

Report:

I.K. Sujatha, an Student Teacher Trainee of B.Ed programme from P.V.G. Rajah Sahib College of Education has prepared a report on self knowledge Exercise and inner observations, self emotion of great man of the world "Swami Vivekananda". He was a great philosopher, scholar, poet, he was one of the chief Saints of India.

Brief Biography:

Born as Narendranath Dutta on 12 January 1863, "Swami Vivekananda" was one considered as chief Saints of India. The prime disciple of 19th century. The Indian mystic Ramakrishna paramahansa has reintroduced the Indian philosophy of vedant yoga to the western world.

Early Life: Naren popularly known as Vivekananda was born at his ancestral home at 3 Govindmohan Mukherjee Street in British Capital Calcutta.

He was the son of Viswanath Datta, who was an attorney at the Calcutta High Court and devout housewife Bhuvaneshwari Devi. Naren up bringing was

influenced by his father thinking and mother's spirituality and religious temperament. His mother said, "I prayed to Shiva for a son and he has sent me one of His ghosts",

Education:

Swamy Vivekananda was intelligent since childhood. He was the only student to receive first division marks in presidency College Entrance Examination.

He was an avid reader of various subjects, including religion, history, social science, art and literature, he also had profound interest in puranas, Vedas and Upanishads.

Narenbra was trained in Indian classical music and regularly participated in physical exercise, sports and organized activities.

Narenbra's first introduction to Ramakrishna who was his Guru happened in a literature class at General Assembly's institution in 1881.

Travels and philosophy:

He travelled to the west bearing Hindu philosophy and introduced Indian heritage, culture and

philosophy to the west. of his manufactures the one in Chicago at the parliament revered. Here he gave brief speech that time a crowd of seven thousand were attended.

Parliament of world's Religions:

The parliament of world's Religions opened on 11th September 1893 at the art Institute of Chicago as part of the world's Columbian Exposition on this day Vivekananda gave a speech. He initially nervous, bowed to Saraswati and begun his speech with "Sisters and brothers of America!! At these words, vivekananda received a two - minutes standing ovation from the crowd of seven thousand people.

Death:

Swami Vivekananda attained Mahasamadhi on July 4, 1902. on this day he woke up early; went to Belur Math and meditated there for three hours. After taking classes and discussing a planned vedic College in Ramakrishna Math, he went to his room at 1pm and asked not be disturbed. At 9:10pm while meditating, medically a rupture of a blood vessel in his brain led to his death.

