

# Voiceless Children: Bullying in a Primary School

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## Abstract

It was class III, in which a quiet and shy boy named Azhar was teased as 'ZEHER' (Hindi translation of the word poison). In another incident, a sudden pencil fight started between two children and one boy hit the private part of the other boy saying "You are not a boy, you speak like girls" (translated from Hindi "tu toh ladka nahi hai, ladki jse bolta hai"). Instances like these, when repeatedly occur, lead to bullying. There are numerous such examples in our classrooms and have become a major problem in our society. Bullying may depress someone, thus making his/her self-esteem degrade and gives pleasure to someone who bullies. The continuous bullying leads to loss of self-confidence, a loss of empathy towards peers and even social rejection at times or developing antisocial personalities. These are probably the most dangerous psychological conditions (distress) - both for the individual and for school as a unit of society.

Right to Education (RTE) Act, 2009 emphasized on "making the child free of fear, trauma and anxiety and helping the child to express views freely" (Chapter V, Clause 29 (2) (g)). In this light, the present research paper has attempted to identify different case studies of different types of bullying experienced by children between the age groups of 8-9 years, in a Municipal Corporation School of Delhi. It was conducted over a period of about 4 months during school internship practicum of B.El.Ed. (Bachelor of Elementary Education) programme of University of Delhi. The paper has also found some reasons behind bullying and behavioral pattern of the victimized children. Finally, various interventions by the researcher and school teacher are listed which led to reduced frequency of bullying leading to inclusion of all children in classroom.

**Keywords: Bullying, Children, Primary School**

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- Video from <https://www.youtube.com/watch?v=RrXwU7cPGkE>

#### Notes

- At present the Bachelor of Elementary Education (B.El.Ed) programme is offered in eight girls colleges of University of Delhi, Delhi. Aditi Mahavidyalaya is one of the eight colleges.
- In the fourth and final year of B.El.Ed programme, students are placed in schools for sixteen week long School Internship. During the internship periods students (Interns) teach and interact with groups of students.
- The Action research activities discussed in this paper were drawn from the school internship experience of fourth year B.El.Ed student: Ishita Chugh, placed in Nagar Nigam Co-Education School, Rohini Sector 3, Block F and G Delhi -110085.

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# Acumen of Psychotherapy in Bhagwad Gita

Sakshi Vermani

## Abstract

Bhagwad Gita is the refined spiritual essence of Vedas and Upanishads in Indian philosophy. The Bhagwad Gita shows us the path of self realization. In the words of Mahatma Gandhi, "Gita is a text which offers both the answers and the solutions". A text which gives the insight of valuable case study for lessons in psychotherapy. Krishna's message of Bhagwad Gita teaches man to free oneself from the worldly affairs, also realize the actual nature of one's own self and go beyond the human limitations of sorrow, ageing and death. This paper discusses the therapy process involved in Bhagwad Gita's discourse and discussion. The focus would be on the personality, conflicts and situations of the person, technique of therapy, theories and principles of psychology, the Guru - Sishya concept, etc. In this paper we see relation between the Bhagwad Gita and the contemporary psychotherapies. Arjuna was under dilemma and Lord Krishna helps him through a process parallel to Cognitive Behavioral Therapy (CBT). In an age, when spirituality is constantly working on a straight line on the global phase and materialism rules the roost, most people in the scenario doubt the efficacy of teachings such as the Bhagwad Gita. While reading Gita the comparison between the principles of Gita and CBT, grief emancipation, role transition, self-esteem, and motivation enhancement, as well as interpersonal and supportive psychotherapies have been discovered. So here we advocate the pragmatic approach to find out the wisdom of Bhagwad Gita which teaches us the various paths to gain self knowledge on inner peace and a complete guide to life and provides "All that is needed to raise the consciousness of man to the highest possible level".

**Key Words: Psychotherapy, Types of Psychotherapy, Bhagwad Gita, Acumen of psychotherapy in Bhagwad Gita**

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# Establishing the Need for Financial Education for Teachers

Pooja Bhardwaj

## **Abstract**

Researches worldwide have highlighted Financial Education as an important life skill. (Russia's G20 Presidency and OECD, 2013)(APEC, 2012) Various international, government and non government organizations are working for promotion of Financial Education for school children.(OECD, 2015) Specifically, 31 countries (including India), have included 'Financial Education in school' as an important element of their national strategy.(OECD, 2014) (OECD, 2013) While the stated overall objective of these initiatives can largely be defined as 'improving Financial Literacy or providing Financial Education', the exact shape and form of these interventions and crucially what Financial Education means to each program bears significant variance.

Financial Education is a dynamic subject. Teaching of Financial Education requires knowledge of various subjects including economics, psychology, sociology and philosophy.(Carmela Arpea, 2016) Also, as a school subject it is important to understand its epistemological and pedagogical aspects. That said, only a small body of research is available today on the need for Financial Education for teachers. Particularly the, researches available show that teachers lack the confidence to impart Financial Education. Given that teachers' competence and teaching learning activities have significant impact on students' achievement, it is important to equip the teachers with this knowledge. (Wuttke E. , 2016).

This paper examines the meaning and need for Financial Education for teachers. It is divided in four sections:1) Meaning of Financial Education, 2) Need for Financial Education in Schools, 3) Need for Financial Education for Teachers, 4) Financial Education programs for Teachers around the world.

**Keywords: Financial Education, Teacher Education, School**

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# **Identity Formation in Champaran's East Bengal Migrant Community: Perspective and Possibilities – A Preface**

**Sanjit Kumar Das**

## **Abstract**

This paper probes into a human dilemma of one of the earliest episodes of mass displacements in the history of post-partition Indian subcontinent. It engages with a specific category of marginalized people—the East Bengal Migrant Community (EBMC) of Champaran in north Bihar and explores upon the issue of identity formation of EBMC. This investigation examines the different perspectives on identity formation of the migrant communities ranging from the dominant disposition of a macro-level analysis to a micro-level analysis and ponders upon the possibilities of a dynamics between Bengali language, identity formation of migrants and the educational processes at the school level of education, both in temporal and spatial context. A study on this migrant community is peculiar due to its geopolitical scenario, as the migrants got rehabilitated with the approach of New Refugee Settlement (NRS) unlike the migrants from West Pakistan who were rehabilitated under the purlieu of Traditional Refugee Settlement (TRS). The study probes through the curricular resources, policy documents and builds upon in-depth accounts of social interactions between the migrant community and the local community amongst whom they now reside. It, then unfolds the possibilities in the identity formation of the EBMCs and the dynamics of the ‘peripheral complex’ in which the local people find themselves trapped into. This study brings out a classic case of political apathy on the part of the modern post-colonial state. It discovers the complex inter-linkages between four significant realms: historical context, ethnicity, language, and identity formation. The study advocates for new frames of thought towards a more inclusive engagement and nurturing child-centered intervention in the pedagogical processes and at the larger level of school education. It urges for creating space and the possibilities of the role of teachers in promoting equity for the subaltern migrant voices.

**Keywords: Migration, Identity Formation, East Bengal Migrant Community, Subaltern Voice**

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# Exploring Construction of Adolescence Across Social Class

Rashi Mukhopadhyay  
Vishakha Kumar

## **Abstract**

This study is an exploration of adolescence as a psycho –social construct at the micro level by observing and engaging with individuals in 13 to 20 years age group. The study broadly adopts the research structure outlined by T.S. Saraswathi (1999) who has tried to see adolescence as a socio-cultural construction. It documents the process of development from the class perspective and attempts to understand individuals as situated in their contexts. We found that adolescence in an urban context is experienced in some way or the other by people of all classes and gender. However, the manifestation and concerns of adolescence may vary. Secondly, for some, adolescence can be seen as a prolonged period between childhood and adulthood when they may engage in ontological questions and for some others it can be a brief interlude between the two stages.

**Key words: Adolescence, Social Class**

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# **Problematizing Reform Thinking in Indian Higher Education: Choice Based Credit System and Centralized Curriculum Framing**

**Manasi Thapliyal Navani**

## **Abstract**

The rapid expansion in Indian higher education system in the last two decades has highlighted the concern for maintaining quality with expansion. The state commitment to expansion post 2000 has been accompanied by a strong articulation of the need for academic and administrative reforms in the Indian higher education system. At the core of the academic reform strategy has been standardization of curricular frames across Universities, adoption of credit system, uniform calendar and examination reform. Given the scale and expanse of the system, a deeply centralized and bureaucratized regulatory system, maintaining standards and pursuing reforms across one of the largest higher education systems in the world, has created a field of dilemmas and challenges for the system. It is in this context that the paper attempts to problematize the reform thinking in higher education in India. It does so by engaging with the national policy context and problematizing the gap between the pedagogic potential of the idea of the Credit-Modular system of curriculum thinking and the translation/implementation of the idea of Choice Based Credit Framework (CBCF) in practice.

**Keywords: Higher Education, Choice Based Credit System, Undergraduate Education, Curriculum Reform.**

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# Concern of Community at Primary School Level

**Kapil Loomba**

## **Abstract**

Primary schools are the foundation stone for the educational structure of the country. Primary schools are the imperative components of the community at large. The participation of community in Primary education is very important. Nobody can separate the involvement of community in education, as education pays and receives a lot from community. These cannot work in isolation. The environment of the community moulds and modifies the behaviour of the children according to its ideals, ideas and goals. It is in the midst of community environment alone in which the child develops its innate and inherent tendencies according to his nature and learns his language and norms of living. Schools prepare the children in such a way so that they may become good citizens and serve the society.

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# **Legal Acts and Inclusion of Persons with Disability**

**Suman Prashar**

**Key Words - Legal Acts, Nigam Vidyalya, Stake holders of Education, Inclusion and Disability.**



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## **Book Review**

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**Gill, Scherto and Thomson, Garrett., Human Centered Education –  
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