

## INNOVATION IN PROCESS FELLOWSHIP 2009/10 (Making children more aware and disciplined by making a balance between inner and outer world)

Mrs. Renu Vashistha<sup>[1]</sup>

### **Abstract:**

*The importance of the internal world in making a balance with the external world in order to improve upon the undesirable behavior of the students. It illustrates that how the awareness of the basic nature of the soul and its knowledge helps in improving the undesirable behavior of the students and makes them more disciplined. It also illustrates how exemplary teachers use the technique of self actualization in the classroom to reach students' heart and help them to improve upon their behaviour. How do teachers who know and understand it in particular ways learn to transform their knowledge into representation that make sense to the students is discussed.*

### I. INTRODUCTION

***“Don't just invest on child, also invest in the child, “Investment on” gives outer prosperity, “Investment in” ensures inner unfoldment and lasting prosperity. True education is “investment on” the child complimented with “investment in” the child.”***

Swami Chinmayananda

In scheme of education prevailing today, we seem to be in a perpetual hurry to mass information and develop competencies needed for material success in life. We are hardly concerned with the identification and nurturing of the basic nature of the learners.

This lacuna creates immediate problems as well as proves fatal for the individual and the society in the long run too.

We ignore the fact that life and education are synonyms. We continue giving education with a view to livelihood from the very beginning and no time is made available there for peaceful contemplation on the basic nature, which is one of the reasons of the undesirable behavior of the students, without which no education is ever complete.

The nurturing of the basic nature is missing element in today's education. We need to work on this issue from right now else we'll have to face the consequences of our faults, like global warming, a global behavioral warming can also be foreseen which would badly affect all the fields of the life.

The internal world has the basic nature that is always moral based and consists of love peace and happiness. When it is brought to the focal centre by the use of will of self actualization it acquires a thousand fold the force it manifests under ordinary circumstances.

Activities gain potency from the power of soul that feeds them. By self actualization and thinking about it we end up amplifying it. It creates our feelings, beliefs and experiences.

If we live only in the external world, we'll be drowning in the sea of negativity, internal world helps us to float on the ocean of the life smoothly.

The external world is only a reflection of our inner world. Our thoughts and feelings dictate the way we perceive and experience life. People and environment only respond and correspond to the kind of vibrations, a teacher generate students' behavior correspond to them. At times teachers make students suffer as per their mood swings.

Controlling the mind is as impossible as harnessing the whirlwind but it is possible by living in the basic nature of the soul. It helps us to transform our inner and outer world and fill it with contentment and peace.

Mahavira revealed the truth 2000 years ago that the violence is first born inside us and only later on manifests externally. The external world is manifest; the inner one is non manifest. The world of our mind is manifest. Most things first happen in the inner world and then manifest themselves out worldly. One who has tried to understand the theatre of the inner happening, knows what is happening and where. What matter ultimately bringing about transformation?

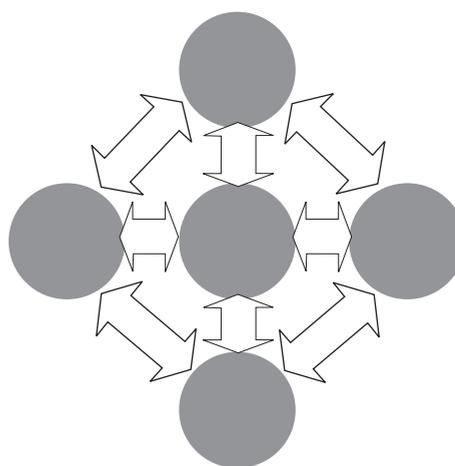


Fig: 1 Inner and outer world is always in a constant flux

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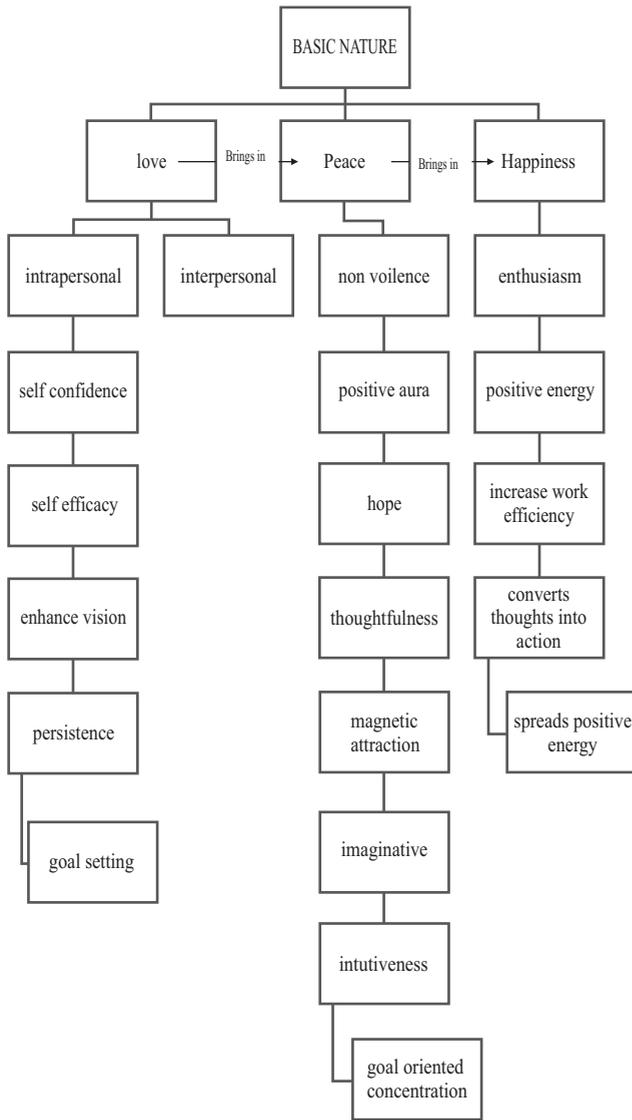


Fig: 2 Basic natures of the human beings. To experience the wonders/miracles, nurture it carefully.

**How much to be grown inward?**

**What can be ratio of being in the inner and outer world?**

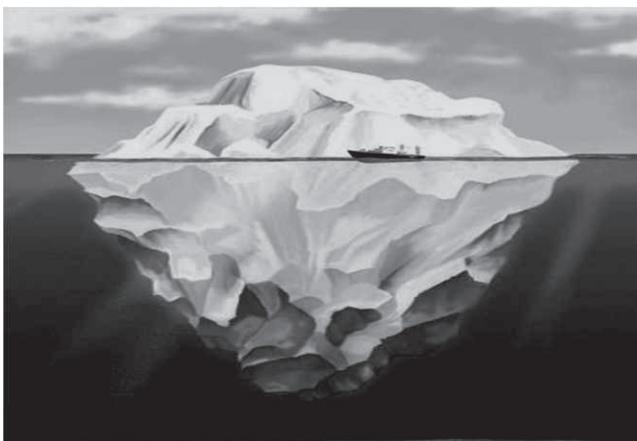


Fig: 3 Be like an iceberg  $\frac{3}{4}$  in and  $\frac{1}{4}$  out.



Fig: 4 as much as the roots grow deeper the tree becomes more firm and would help even the surrounding to be firmed.

The teacher need to be calm and compassionate while dealing with the children , so they can surrender themselves to the teacher, take her messages and follow her instructions and keep their actions in control.

In Angulimala’s story (Annexure-G) nobody had ever spoken to him in such a calm and compassionate manner like Buddha. The tale of Angulimal reveals many truths-

- 1 message of compassion and empathy (the ability to imagine how another person is feeling and so understand his mood)
- 2 Transformation of personality.
- 3 Acceptance
- 4 Patience

This tale is eternally relevant in showing us that when a hardcore criminal can turn into a socially responsible and caring individual why can’t the behavioral problems of the students can be changed if they are approached with understanding and empathy.

Every teacher can reach close to the Buddha hood if she nurtures the basic nature of hers and many of the children would get the right path from the very beginning.

The teacher’s love refuge to the body, mind and soul of the student. They feel comfortable under the grace of their teacher; feel protected, good, proud and confident.

Most of us do not live in such state of consciousness because we have all been conditioned to see only the superficial side of our identity, the ego self. Our predicament is the result of our ignorance of the true self.

We need to change the direction from external to internal.

**II. WHAT IS UNDESIRABLE BEHAVIOUR?**

Here is no undesirable behavior actually; it is the matter of expression. The same behavior can be denoted as courage, boldness, energetic, decisive etc. if expressed at the right place and time with a right attitude.

Like the foul smell of the manure can be transformed into the fragrance of flowers one day. Even the undesirable behavior /destructive behavior can be transformed into productive behavior. We need to adopt the method of transformation not

the elimination. Elimination is not possible because it's not the matter of quantity; it's the matter of quality. We need to turn the filth (the undesirable behavior) into manure. Growing inward helps in transforming self and others.

### III. WHY DO SOME CHILDREN DO NOT BEHAVE PROPERLY?

Because their decision making brain does not support them to discriminate between good and bad but their basic nature is moral and upright so they can be improved by taking care of their basic nature.

### IV. THE BASIC NATURE OF THE INNER WORLD

Love, Peace and Happiness

#### V. LOVE

The teachers' love refuge to the body mind and soul of the students. They feel comfortable under the grace of their teacher, feel protected, great proud and confident.

Love of the teacher can inspire the students to do wonders. It irrigates the potentials of the students to reap the best crop through out the life. The teacher needs to expand the constricted world of the students into an endless expanse of joy. We need to assimilate ourselves with nature; this will lead to make us love all. An unconditional love would develop in us.

Love gives everything; there is no thought of receiving. Love has no complaints: it accepts all, love removes all fears, and it transforms all fears and ugliness into beauty. Because love is the real refuge, it is the beauty of the life. It is the spring of the life and expression of the self. It is the thread on which all beings are strung. When love awakens in a person, the divinity in him or her also awakens for love is god, it is the manifestation of the divine. When love awakens, the ego disappears and feeling of oneness generates.

Love is our true essence. Love is our inherent nature. Love is only religion of the teachers that can help humanity rise to great and glorious heights.

A child can live without materialistic things but not without love. When love is absent in a teacher student relationship, children tend to become aggressive.

We need to have inner compassion, which got reflected in the behavior. A teacher needs to think that she is enveloped by love and this will enable her to do her duty well.

#### VI. PEACE

Love brings in peace. It plays a vital role in ones behavior. A peaceful mind generates new ideas. Greatest minds are the peaceful minds. Peace develops power, conserves energy and makes us creative. It energizes mind. It is the austerity of mind. Who am I? Can be practiced with in peace. The golden rule is to listen more and talk less. One should learn the art of holding the words in the mouth if the words are of little consequences.

To attain peace we need to live in silence that is not just closing the lips and abstain from talking. It is much more.

True peace means total self transformation. The teacher should enlighten herself and requires speech to spread knowledge and goodness all around.

We need people, committed teachers. If we have many Buddha, many Jesus, many Mahaviras in the form of teachers we can convert the undesirable behavior into desirable and evaporate the violence from the planet.

### VII. HAPPINESS

It is the product of love and peace. We need to work on the love and peace happiness would come on its own. The soul consciousness makes people enthusiastic and happy, brings in positive energy to be happy and make others happy.

### VIII. BASIC ASSUMPTION

For the purpose of Innovation in Education Fellowship 2009/10 Basic nature of the soul that consist the inner world will be revealed by using musical and existential intelligence in order to modify the behavior of the students.

Accumulated knowledge about the same would be used in teaching, including the goals, procedures and strategies that form the basis for the teachers to do in the classroom.

It must be further stated that the basic nature of the soul seems theoretical in the field of modern teaching where the emphasis is laid on the outer surroundings only. The sense organs of the students are trained to connect them with the outer world only, and the minds are programmed accordingly. The basic nature of the soul cannot be directly observed or otherwise discerned in the classroom. Therefore it is necessary to investigate the effect of the inner world and the techniques that demonstrates the knowledge of inner world to the teachers and the students.

The study is in the preliminary in its nature as with general knowledge with inner world, soul consciousness is highly complex and clearly a much deeper analysis of study an investigation of inner world must be done to further understand the theory that underlies the inner world.

For this reason, it is imperative to look at what teachers do in the classroom.

The techniques that demonstrate the effect of inner world which teachers themselves may not be able to verbalize because much of what they know about has become automatic. They have done it so often there is no need for them to think about what needs to be done, they simply do what needs to be done that is why teachers in this study were trained through workshops (Annexure c) and personal counseling sessions in order to better understand the what, why and how of what they do in the class room.

### IX. THE PURPOSE OF THE STUDY

The purpose of the study was to examine how awareness of the inner world helps in making a balance with the outer world and helps in modifying the undesirable behavior of the students to make them disciplined.

How does the calm and centeredness of the teacher helps in aligning the distracted energies of the children in a positive manner.

### X. VISION STATEMENT

The study prepares the teachers to become effective professionals who set the standards for excellence in order to modify the behavior of the students, improve their will and the skills, and regulate self.

### XI. PROCEDURE

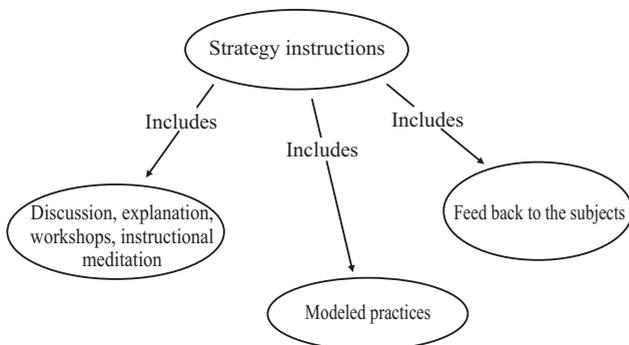
First of all the teachers were made aware of that they are participating in a study, their role as a person, teacher, guide and mentor is really important (Annexure B). Their efforts will bring a change in creating the conducive environment in the field of education.

The techniques implemented in the study would first help in the personal growth of the teacher, then their families, society and the nation. Their efforts would be taken forward by the students to their families, relatives, society, and nation to worldwide. So it is sure that their efforts would work globally one day. Teachers need to be the role models for the students. They need to learn the techniques of making a balance between the inner and the outer world.

Teachers were given a check list to monitor the proceedings in order to systematize the monitoring.

- Q1 what is the purpose for learning this information?
- Q2 Do I know anything about this?
- Q3 Do I know strategies that will help me learn?
- Q4 Have I accomplished the goals I set myself?

### XII. STRATEGY



Proper instructions were given to the teachers (Annexure B) Students/ teachers should understand why they are being asked to learn strategies. How they would use the strategies to create a balance between the inner and outer world in order to modify the behavior. Strategies would compensate for lack of prior knowledge and ability of this field.

- Workshops were conducted (Annexure C) to make the teachers understand the techniques and how to implement in their class.
- Instructional meditation sessions were conducted to make them calm and centered, to make their heart full of love and to know about the vibrations generated by the purity of mind, thought and action and connecting to the higher frequency by having self actualization in order to bring a change in the behavior of the students.

Workshops were conducted to make the teachers aware of the inner world. (Annexure C)

Instructional meditation sessions were conducted to make them experience the inner world.

Musical and the existential intelligence were stimulated. Music has a direct connectivity with the higher self and the existential intelligence is always ethical. Ethics never allow the undesirable behavior to take place.

Songs were taught as every one has musical intelligence and it easily stimulates the inner world, on the most it streamlines the energies.

They were taught some physical and Yoga exercises to deal with the students in the class.

Theme based assembly was conducted all through the session. Each theme lasted for a month. Truthfulness, love, peace and kindness etc. were the themes which were conducted.

Teachers were expected to do many tasks in order to grow themselves and implement in the class with the students.

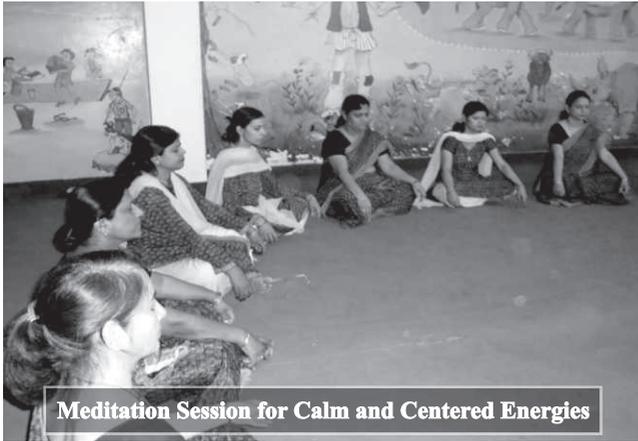


An awareness program – Innovation WHAT, WHY, HOW

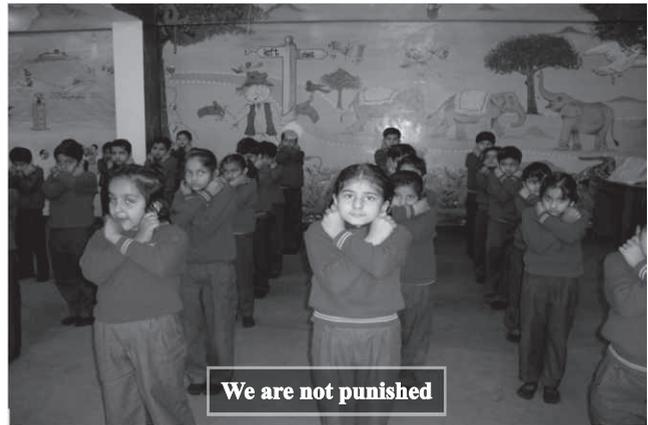


Workshop- Self Management





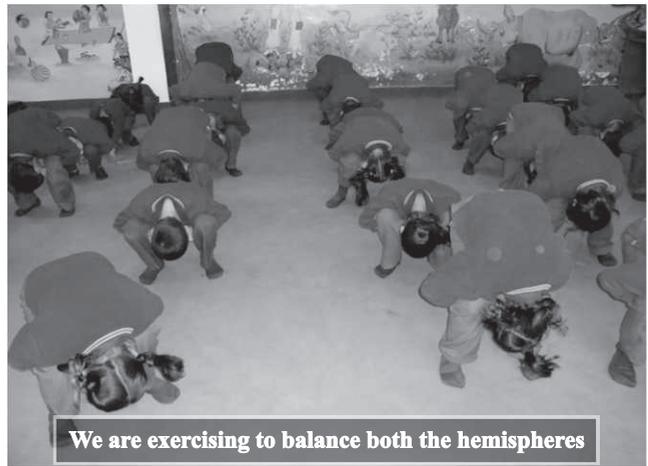
Meditation Session for Calm and Centered Energies



We are not punished



Tu pyaar Ka Sagar Hai



We are exercising to balance both the hemispheres



### XIII. HOW TO ASSESS THE INNER WORLD

Inner world is basically consisting of morals and values. Anyone who is sensitive to people and who is willing to spent a bit of time looking and listening, can asses morals informally but quite accurately and at a minimal cost.

Some methods which were used to assess—

#### I. listening to the humor

Only a few smiles turn into a healthy humor to which is indicator of trust and positive moral.

#### II. be sensitive to complaints

People who grow inward become very sensitive; they try to find out the root cause of the problems and work to eradicate the unwanted elements.

#### III. Complaints v/s suggestions

Instead of complaints people come up with suggestions. People become the part of the solution instead of the problem.

#### IV. Even a marginal change is noticeable by the inward grown person

#### V. Acceptance of the children or people as they are.

#### VI. Blame game was over. Sympathetic and encouraging words were in use.

#### VII. Persistence efforts were seen.

#### VIII. Promptness in working for the betterment of the students.

**IX. the spirit could be seen, We'll not give up, we'll achieve it.**

**X. Raised understanding level.**

**XIV. TARGET POPULATION**

All the teachers and students of Pre-school to std. II of Children's Academy Bani Park, Jaipur.

Being an Academic coordinator of the aforesaid group the entire group was taken to implement the planned methods. The group included about 375 students and 17 teachers.

It was further divided into small class wise groups (Annexure A) some scrutinized cases were taken individually too.

Students, adopted by the teachers to work individually.

Students were adopted on the basis of their undesirable behavior in the class.

Undesirable behavior includes

Children with extreme behavior,

Severe learning or emotional difficulties that are 'running riot' and causing substantial upset and damage.

Excessive talking in the class.

Verbal abuse

Interrupting and bothering and teasing other student

Not settling to work

Not listening

Day dreaming

Failing to complete work assignment

Not sitting in seat

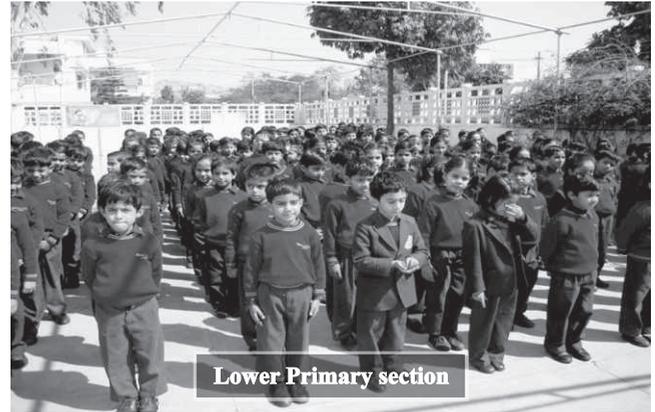
Complaining

Aggressive body language

Failing to work effectively

Being noisy

Anything that irritate and stop the flow of well prepared lesson.



**XV. TIME SCHEDULE**

The study was conducted from November, 2009 to May 7<sup>th</sup>, 2010.

Name of the month	November	December	January	February	March	April	May	Total
Number of working days	15	16	15	19	06	20	05	96

**XVI. FINDINGS**

*“Not everything that can be counted counts and not everything that counts can be counted,”*

Albert Einstein

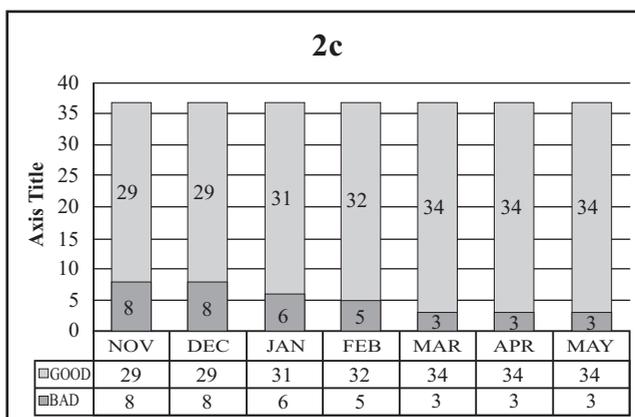
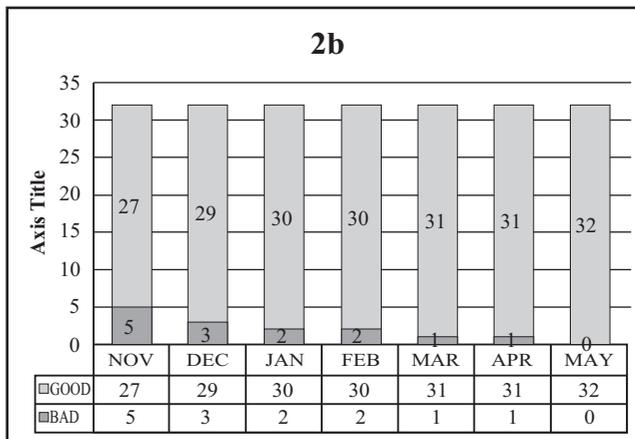
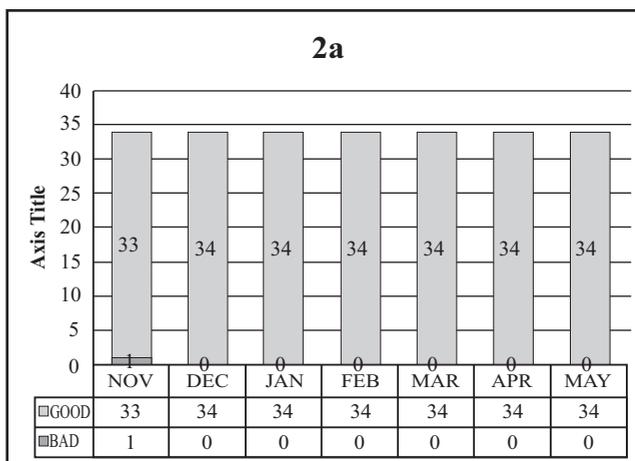
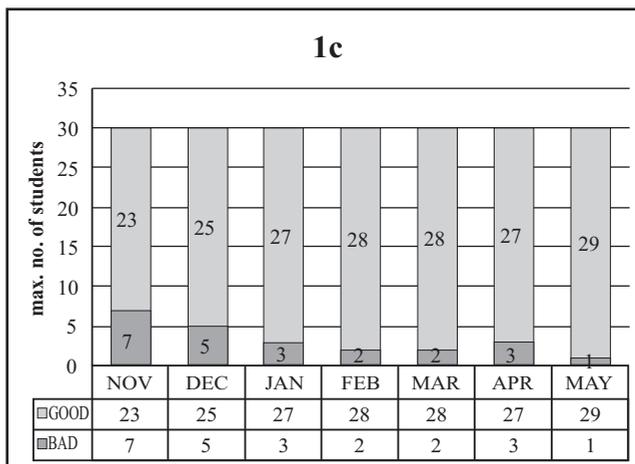
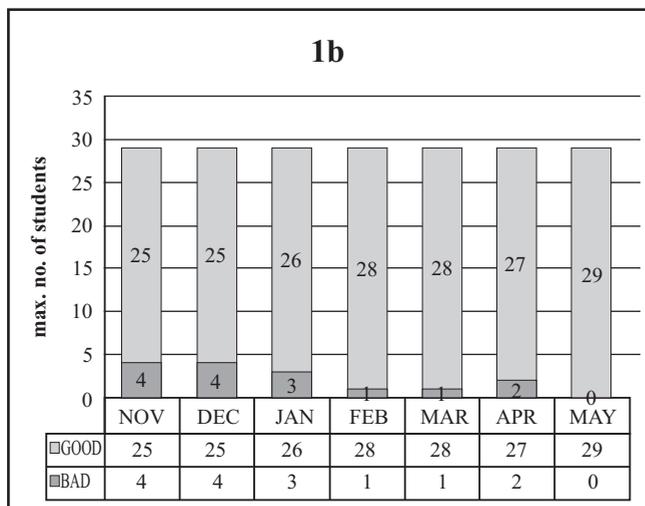
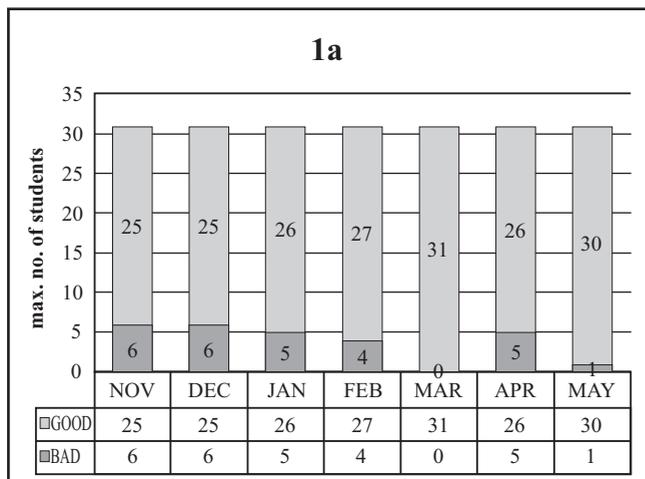
1. Various levels of calm and centeredness were seen among the teachers.
2. Positive moral sprang up among the teachers and they started giving their best performance, resulted in the behavioral improvement of the students.
3. Positive moral became highly contagious which even affected the peons and maids, although they were not directly the subject of the study.
4. Teachers used to share their personal growth and the skills they developed and implemented in the class.
5. Some of the teachers experienced a positive change in themselves which helped them to adjust in their personal lives too.



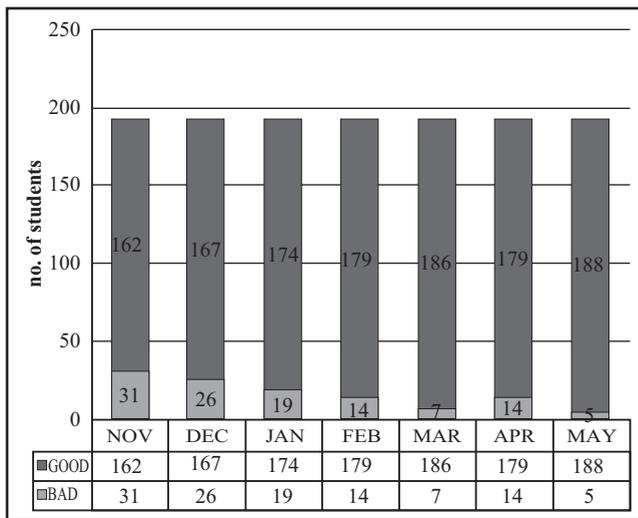
**Target population  
(Teachers of Pre and Lower Primary section)**

6. Created a strong emotional bond for the children as love, peace and happiness necessitates a direct relationship between the teacher and the taught.
7. Minimum amount of grumbling could be seen. Earlier the teachers used to crib a lot for substitution class now they offer their services willingly.
8. A change was felt in the appearance of the teachers, they started walking and talking very confidently. They started coming up with suggestions.
9. Blaming to the students got over; teachers started looking for the causes of undesirable behavior.
10. Teachers started taking the problems as challenges.
11. Instead of reacting towards the students, teachers started responding them.
12. The teachers whose self awareness was raised to the higher level started working faster and efficiently even when the ability was not higher.
13. Corporal punishment was reduced to zero.
14. A gradual improvement was seen in the behavior of the students even their academic performance was improved.

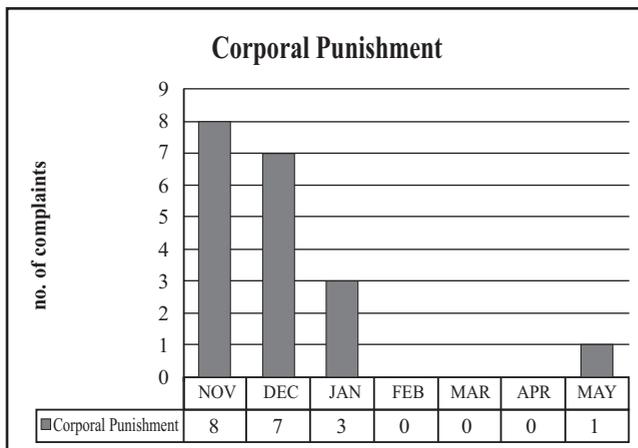
**XVII. GRAPHIC PRESENTATION OF BEHAVIOURAL IMPROVEMENT AMONG THE STUDENTS**



**Consolidated Result of standard I & II**



A gradual improvement can be seen in this bar graph. The undesirable behavior reduced from 31 to 7 students from November to March, a raise in the month of April and a fall can be seen in the month of May again. There is a reason for the raise in the undesirable behavior, that the school was closed for twenty two days after the examination. The students' behavior could not be monitored by the teachers during this period.



**XVIII. DISCUSSION**

Teachers must not only be capable of defining for students the accepted truth in domain. They must also be able to explain why a particular behavior is not accepted and how can the behavior be transformed. Teachers should have a strong self realization .They need a deep self awareness and they should be empathetic and willing to use relevant practice to attend to the needs of the students. The perception indicates the teachers should come into the classroom with the belief that all students can be controlled well by stimulating the basic nature.

The findings of this study indicate that teachers should be able to structure their knowledge in ways that facilitate students' learning the desirable behavior.

The result also indicates that the teacher should also know themselves and have a confidence in themselves. They

should realize the need of to be flexible and be able to adapt to the needs of the students.

**What makes this different from the other innovations**

The teacher is valued unconditionally; therefore it will be easily taken to the classroom to modify the undesirable behavior of the students. The teacher is the key in this study.

Aggressive children need even more help at that particular moment because he is in fear and pain of scolding and assumed fear of revenge from the other children. The teacher acknowledged and soothed those feelings. They tried to find out the source of undesirable behavior e.g.

- Is the child hungry?
- Was he beaten before he came to school that morning?
- Did the child he misbehaved with, misbehaved with him previously?
- Is he projecting his inner instability?
- Teachers redefined their own role by approaching the teaching/learning session by child's point of view.

Teachers established a relationship with the children to gain the trust of them to enter their world and become a resource for the child. Teachers tried to look the situation through the child's eyes and gave a rationale.

The child got the fundamental guarantee that his feelings are important; he got the sense of security, relaxes and expresses his interests. He was made to aware the same thing can be achieved without showing tantrums, snatching/rushing/hitting etc. The persistent efforts of the teachers made children felt that politely and humbly too they can fulfill their desires. Earlier the child had no reason to trust the teacher but now the teacher had won the trust of the child.

**The following are some examples of actual cases involving**

**I A six years old boy and his parent Mother**

Kartik Agarwal was attending the school in first standard. The child was very restless, his attention span was very less, never wanted to sit in his seat, was very much interested in other class mates; he could not complete his tasks in the class. His mother frequently came to see the teachers to complaint that why he was not able to complete the work in the class and how can she help the child at home to study? Meanwhile the fellowship scholar and the teachers had become concerned about the child. He was adopted by the class teacher.

The teacher helped him to learn a desirable behavior by loving his positive behavior and keeping herself calm and peaceful when his energies were very unstable and the behavior was irritating. His thoughts used to fluctuate from here to there that made him a hip hop child. He was given regular breathing exercise to bring in inner peace and stability. He was given a lot of space by the teachers to express his feelings. With a period of time he started showing a little calmness in his actions. Now he could complete his work with lesser help. His behavior as well as the academic performance showed an improvement.

In this case his mother was asked to have patience. She fully cooperated with the teachers and satisfied with the child's performance.

Teachers redefined their roles by approaching the teaching/learning session by child's point of view. They maintained a relationship with the child to gain his trust. They tried to look at the situation through the child's eyes and controlled his behavior with love and affection.

## II Abhidha Sharma and his Mother

Abhidha Sharma was a six years old girl, took admission in std. I. The child was very coy hearted, used to cry through out the day. She was finding difficult to adjust in the new surroundings. She was not ready to listen to anyone. She just wanted to go back home. There was no obvious cause for this at school. Her parents used to call up many a times to find out whether the child stopped crying or not. The teacher took up the responsibility of the child in the school and asked the parents not to call up in the school.

Her parents were consulted to find out if they had any idea about the child's such behavior. With the conversation it was evolved that Abidha's mother was also the same in her childhood, and still finds it difficult to adjust in the new surroundings. The parents were made assured that the child would definitely adjust well in the class.

In this case first her mother was made realized that the child was imitating her behavior, so she needs to develop and show a little boldness. Her mother was willing to improve upon her weakness as she had faced many problems due to this behavioral problem of hers. She worked on it, with the support of the co-coordinator and teachers of her daughter's school, she could modify her behavior.

Here in the school, teachers made the child felt valued. Their calm and centered energies helped the child to feel secured in the school. The positive environment of security and love for the well being of the child was created by the teachers as well as the peer group of the child. The positive input started bringing a positive change in the child. Gradually she settled in the class. In the month of April when many new arrivals were there in her class she was seen to help and make them comfortable in the school.

Parents came to thank the teachers for their concerned about their daughter. Her father happily shared his views that the school has not only taught his daughter but also his wife.

### *Teacher's response about the study*

1 Mrs. Rita Kewalramani

Working experience 2 years 9 months.

To modify the undesirable behavior of the students I used find very difficult to control the class as behavior of few students in each class was very irritating and disturbing. I couldn't tolerate them. I used to shout and scream at children. After attending the workshops-How to love children? How to keep calm and centered? Self management and instructional meditation sessions at the school, I become more humble and tolerant, I started loving children. Now the silly and innocent behavior of the students makes me smile. I have come close to the children.

2 Mrs. Vinita Maity

Working experience 20 years.

Earlier I used to just avoid the students and make them quiet by scolding. Now I have started taking more interest in

children's undesirable behavior. I have got the technique to divert the undesirable behavior of the students. I try to find out the root cause of their behavior. When they show an improvement it gives me immense pleasure.

3 Mrs. Arti Tambi

Working experience 8 years

Earlier I had a professional relation with students and used to maintain a hand's distance with them .I used to take the unmanageable children to the coordinator or the principal to solve their problems. Now I have learnt to maintain a good relation with the students.

This change came in me after knowing that there is an inner world also which is more important than the external world. I have started growing inward and enjoying the life. Children have started coming close to me .Now they have opened up and feel free in my class.

## XIX. LIMITATIONS AND THE DELIMITATIONS OF THE STUDY

The greatest limitation of this study is to make people understand the importance of the inner world, specially the children because from the day one we try to connect them with the external world. We train their sense organs to observe and analyze the external world or their surroundings. The weight age is on the external side whereas inner world is absolutely ignored at the developmental stages of the life.

In this study the most important aspect of the education system has not been taken care of that is the parent body, without which we cannot think of a better implementation of any technique and gain better results as the children live with the parents more than the teachers.

## XX. CONCLUSION

The results of the study show that to gain the long term results we need to work persistently with the teachers as well as the students because external world has a magnetic force and it quickly overpowers the inner world. And the alignment gets disturbed. Teacher models as well as the peer models are important. Teachers and the students have to be in harmony with each other. Whatever one does must come from the heart, it should be an expression of spirit it'll spread love and joy all around. We must minimize the evil through our spiritual growth. Every child is born in this world with the basic nature. Teachers need to ignite it in the students and enable them to explore their inner world excel in the outer world by making an alignment in both as two are integrated. We cannot treat one and ignore other.

## XXI. REFERENCE

This is the result of a collection from various sources such as newspapers, magazines, other speakers over the last 20 years. Unfortunately, sources were not always noted; hence, it is impractical to provide an accurate acknowledgement. Regardless of the source, I wish to express my gratitude to those who may have contributed to this work, even though anonymously.

## ANNEXURE (A)

### TARGET POPULATION

All the students and teachers from Pre School to Std. II of Children's Academy Bani Park Jaipur were the subject for the study.

Being an Academic Co coordinator of the aforesaid group the entire group was taken to implement the planned methods. It was further divided into small class wise groups.

S.No.	Class/ Section	No. of students	Names of teachers
1	Pre School	32	Mrs. Anju Sharma Mrs. Nalini Singh Mrs. Meenaxi Biyani
2	LKG A	34	Mrs. Avlokita singh Mrs. Shalu Sharma
3	LKG B	32	Mrs. Nirmala kumari
4	UKG A	31	Mrs. Renu Jain Mrs. Sushma Goenka
5	UKG B	28	Mrs. Sunita Sharma Mrs. Vinita Maity
6	I A	32	Mrs. Pratima malik
7	I B	30	Mrs. Rita KewalRamani
8	I C	31	Mrs. Anvita Sharma
9	II A	34	Mrs. Swati Mohite
10	II B	32	Mrs. Arti Tambi
11	II C	37	Mrs. Anuradha Agnihotri

Total No. of teachers: 16

Total no of students: 373

Principal's signature

## ANNEXURE (B)

### Letter to the teachers

Subject: education Innovation in process Fellowship, 2009.

Dear teachers,

The purpose of this letter is to solicit your participation in the study entitled "Making children more aware and disciplined by maintaining balance between inner & outer world."

The project will be conducted over the course of 2009-2010 school years as fulfillment of my innovation in education fellowship 2009-2010.

The project will consist of an importance of inner world (self awareness) in modifying the behavior of the students. Information gained from the study will shed light on how successfully the undesirable behavior can be modified by living in the basic nature of the soul. Your participation in this study will assist me in my efforts to create a study base presentation for the forthcoming Education Leadership Roundtable conference scheduled to be held from 1st to 5th August 2010 in Lucknow.

All responses will be confidential as far as questionnaires and problems are concerned. There will be no disclosure of personal information of any kind.

Please feel free to contact me in school in your free period or when you stay back in the school on Fridays or over the phone afterschool, on holidays if you have any questions to concern. Thank you in advance for your sincere participation in this study.

(Mrs. Renu Vashistha)  
Academic Coordinator  
Children's academy  
Bani Park, Jaipur

## ANNEXURE (C)

### Work shops conducted

Following workshops were conducted which includes instructional meditation sessions too.

- Awareness program Innovation what, when, how and why.
- Selfmanagement
- Be calm and centered to manage the undesirable behavior of the students.
- How to love children? Train of love. tu pyar ka sagar hai.
- My cup is full and running over.(meditation)
- Brahmand ki yatra.(meditation)
- Ek Bund (meditation)

## ANNEXURE (E)

### Letter to the Principal to seek permission to conduct the study.

The Principal  
Children's Academy,  
Bani Park Jaipur.  
November, 3, 2009

Ref:- Innovation in Education in process Fellowship 2009-2010.

Subject:- To grant permission to conduct a study with the teachers and students of Pre School to Std II.

Respected Madam,

In reference to the above mentioned subject I would like to request you to kindly allow me to conduct a study with the teachers and students of Pre School to Std. II.

Here I assure you that the study would bring in a positive change among the teachers and students and the smooth functioning of the school would not be affected by this study.

Thanking you

Yours sincerely

(Mrs. Renu Vashistha)  
 Academic Coordinator  
 Children’s Academy  
 Bani Park, Jaipur

**ANNEXURE (E)**

**List of students adopted by the teachers.**

S. No.	Name of the student	Class & Section	Adopted by
1	Dheeraj Lalwani	II A	Mrs. Swati Mohite
2 3	Arya Kaul Rudra pratap	II B	Mrs. Arti tambi
4	Tushar Shukla	II C	Mrs. Anuradha Agnihotri
5	Nilesh Chandwani	IA	Mrs. V. Maity
6	Aryan Mathur	I B	Mrs. Rita Kewalramani
7	Abidha Pareek	I C	Mrs. Anvita Sharma
8	Harshit Jhalani	UKG A	Mrs. Renu Jain
9	Anjoury Chodhary	UKG B	Mrs. Sunita Sharma
10	Prince Agarwal		Mrs. Sushma Goenka
11	Arib Mohd.	LKG A	Mrs. Avlokita singh
12		LKG B	Mrs. Nirmala Kumari
13	Garvit	Pre school	Mrs. Anju Sharma

**ANNEXURE (F)**

**Guideline to the teachers to record the Anecdotal report of the adopted students.**

Recommendation for pondering upon while preparing the anecdotal records.

**Class performance/ response**

Interest

Curiosity

Attention

Response

**Written work**

Work completion

Quality – Hand writing

Neatness and carefulness

Spellings, Grammar & Punctuation- Re correction work

**Regularity**

Should be understood not in term of school but in term of Regularity in general in work- promptness with which an action is performed and also presence in school.

**Behaviour**

The way a student acts, behaves or conducts. To report- positively-well-behaved, co-operative, supportive, friendly, helpful courteous etc, & negatively- as opposite to all positive attributes.

**Record of co curricular & Extra-curricular activities**

To check out Intra class- Intra section competition- Transcription Spellings, Quiz, composition, Painting, collage, music, dance etc.

**ANNEXURE (G)**

**Angulimal’s story**

Long ago in ancient India Angulimala’s terror was in the hearts of all. Once Buddha set off on the route frequented by Angumala. People told him not to go on that route as Angumala spares none but Buddha merely smiled and told them to be at ease.

As soon as the Buddha went a little distance, he could hear thundering foot steps . Angulimala had seen him and was trying to catch up. The Buddha walked steadily while Agulimala ran desperately, utterly frustrated, he cried out. O Buddha stop, stop though he did not really expect the monk to stop, thinking there was some magical power in the monk.

To his surprise, the Buddha stopped and replied calmly, “I have stopped. It is you who have not stopped. I say that I have stopped because I have given up killing all beings and have established myself in universal love, patience and knowledge through reflection. But you still have not given up killing or ill treating others and you are not yet established in universal love and patience. Hence you are the one who has not stopped. You could, however, stop anytime you wish to

Nobody had ever spoken to Angulimal in such a calm and compassionate manner> the peace that he felt just by being in the Buddha’s presence was overwhelming, with tears in his eyes, he threw away the necklace of fingers and his weapons. Choked with emotions, he pleaded with the Buddha to admit him to the order of the bhikshus. The Buddha willingly did so

This tale reveals many truths

- Message of compassion and empathy
- Transformation of the personality
- Patience may be tested severely but, if it is genuine, there is acceptance at the end of the struggle.

Redemption happens only with time and sincere efforts.

At the societal level, this tale is eternally relevant in showing us that even a hardcore criminal can be turned into a socially responsible and caring individual if he is approached with understanding and empathy. Buddha hood is with in reach if only we take the path of love and compassion.