



# childhood matters

AIF's Digital Magazine

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CHILDHOOD MATTERS

A Digital Magazine by Anthropos India Foundation,  
September, 2024





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## About Us

Anthropos India Foundation (AIF) is a trust registered in Delhi since October 2011. Anthropology is one of the most vibrant and fascinating subjects. Anthropology deals with communities both big and small and people from all walks of life. It engages with people and communities for solving various social issues of communities by furthering understanding from an 'emic' perspective and respecting the local cultures and ecology. The philosophy, theories, concepts and methods of anthropology have made notable contributions in every field, be it law, human rights, public health, education and child rights. The aim of AIF is to promote the discipline of anthropology, its philosophy and methods. It also aims to conduct anthropological research; applied, visual and action research.

Childhood matters and the experiences of childhood play an important role in the making of an adult. The impact of childhood experiences will decide the personalities, attitudes, and actions of future adults. The current situation is grim because crimes against children are on the rise. Child rights are violated every second in this vast country. To have a safe, healthy and happy childhood is every

child's right. This digital magazine aims to promote creative articulation of children and with its humble efforts seeks to disseminate the knowledge and information related to child rights and protection. We are publishing the digital magazine "CHILDHOOD MATTERS" for the well-being of children to bring a positive impact on society. The methodology and approach of the digital magazine is participatory, where all the stakeholders will be involved: children, parents, teachers, child welfare activists, child protection professionals and all those who are concerned about children. Each one of us can contribute to this digital magazine, in the form of poems, stories, illustrations, paintings, podcasts, short films, images and many other forms of expression. We attempt to take into consideration the existence of multiple childhoods along with specific circumstances of children shaped by the intersection of caste, class, gender, ethnicity, religion and other specific context. We shall keep the diversity of children in mind and come up with meaningful, useful, and impactful content. This is a small effort to bring a small change by the AIF team to make childhood a better experience.

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## The Team

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## Editorial



### Dr Sunita Reddy

*Founder-Chairperson, AIF  
Associate Professor, JNU*

We are back with another intriguing edition of "Childhood Matters," with a wide range of stories that are tinged with a variety of emotions including hope, joy, grief, rage, and frustration.

The brutal attack, rape, and murder of a young woman in Kolkata, over the past several months has left young girls fearful and apprehensive about their protection and security. Though our country regained freedom 78 years ago, the question of when girls and women would be able to roam the streets confidently and work in peace remains unanswered. The irony is that the crime happened in a big city rather than a lonely, distant place, and the guys who did it were educated, successful men who acted in a very demonic manner. Any penalty pales in contrast to the anguish and suffering the girl endured. The present issue covers the unfortunate event through a creative poem by Subham that attempts to see everything through a girl's eyes while raising uncomfortable questions.

The guest editorial by Pardarshita's Founder Director Rajiv Kumar offers hope that one person can abandon a lucrative career to devote his life to the welfare of the marginalized children, giving them access to high-quality education by helping dropout children enroll in classes and even helping them get into private schools through the EWS program. These children don't number in the hundreds or thousands, but rather exceed a lakh.

The tales of hope: ten-year-old Anna, an orphan who found solace and strength in the care offered by Prayas JAC Society, is now starting college to further her studies and fulfill her aspirations. Another motivational tale is that of armless archer Sheetal Devi, who competed in the Paralympics and earned a bronze medal despite having a congenital illness. Stories like these encourage children to pursue their passions, even if they are seemingly beyond their abilities.

Parents can peruse a plethora of insightful publications, but it's crucial to recognise the needless fixation on mathematics and, by extension, science, engineering, and medical field, given the plethora of disciplines and professions available. Prioritizing a child's interests and passions above helping them with their life journeys should come first. Every field is captivating and fascinating when a child's enthusiasm is combined with perseverance, hard effort, and unwavering dedication.

This volume's edition comprising insightful and engaging essays about child psychology, play therapy, and kids from diverse backgrounds will be helpful in assisting parents in raising their kids. You can all read and appreciate some extremely intriguing stories that are brought to you in a new format with the addition of a multilingual section, the Regional Rhythms.

Happy reading, dear parents and children!





## Guest Editorial



**राजीव कुमार**  
फाउंडर-डायरेक्टर, पारदर्शिता

सन 2000 में मेरी मुलाकात अरविंद केजरीवाल से हुई। उस समय अरविंद केजरीवाल आयकर विभाग में जॉइंट कमिश्नर हुआ करते थे और स्टडी लीव लेकर करप्शन पर स्टडी कर रहे थे। मैं उनसे मिलकर, और उनके कामों को देखकर इतना प्रभावित हुआ कि मैं तुरंत ही एक वालंटियर के तौर पर उनके साथ काम करने लगा। कुछ ही महीनों के पश्चात मैंने फैसला किया कि मैं अपना बिजनेस छोड़कर फुल-टाइम उनके साथ ही काम करूंगा।

सन 2000 से लेकर 2007 तक मैंने अरविंद के साथ काम किया। इन सात सालों में मुझे बहुत कुछ सीखने को मिला। सन 2001 में सूचना का अधिकार कानून दिल्ली में लागू हुआ था। इस कानून को हमने दिल्ली सरकार के विभागों में इंप्लीमेंट करवाया। उसके पश्चात हमने बहुत सारे लोगों के अधिकारों से जुड़े हुए कामों को करवाने के लिए सूचना के अधिकार का प्रयोग किया और देखा कि किस तरह सूचना के अधिकार का प्रयोग करने के बाद उनके रुके हुए काम न केवल पूरे हुए बल्कि सरकारी विभाग और ज़िम्मेदार बन गए।

सन 2005 में केंद्र सरकार सूचना का अधिकार लाई जो कि पूरे देश में लागू हुआ और हमने कोशिश की कि यह कानून सभी लोगों तक पहुंचे, ताकि लोगों को इसका फायदा मिल सके। इसके साथ साथ सरकार की बहुत सारी नीतियों और कानूनों में इसी कानून की मदद से सुधार करवाने में भी हम लोग सफल रहे। इस कानून पर काम करने के कारण मुझे मौका मिला कि मैं देश भर के कई विभागों के अधिकारियों को सिखाऊँ कि वे कैसे बेहतर तरीके से सूचना के अधिकार के कानून को जमीनी स्तर पर इंप्लीमेंट कर सकते हैं।

सन 2007 में कुछ कारणों के चलते मैं अरविंद केजरीवाल से अलग हो गया और पारदर्शिता का गठन किया। इन आठ सालों में अरविंद के साथ काम करते हुए बहुत कुछ सीखने का मौका मिला-ईमानदारी, विश्वास, लोगों के प्रति जबाब देही, ज़िम्मेदारी इत्यादि।

सन 2007 में पारदर्शिता का गठन करने के बाद मैंने दिल्ली के बवाना और सीमापुरी क्षेत्र में लोगों के लिए शिक्षा, स्वास्थ्य, राशन वितरण प्रणाली इत्यादि मुद्दों पर काम शुरू किया। अभी तक हमने 60,000 से ज्यादा ऐसे बच्चों को स्कूल में दाखिला दिलवाया है जो किसी न किसी वजह से स्कूल के बाहर थे और उन्हें दाखिला नहीं मिल पा रहा था। शिक्षा का अधिकार कानून लागू हो जाने के बावजूद देश की राजधानी दिल्ली में शिक्षा ना तो फ्री की गई और ना ही स्कूल मैनेजमेंट कमेटी का गठन किया गया। पारदर्शिता के प्रयासों के चलते कक्षा 8 तक के बच्चों के लिए शिक्षा फ्री की गई और साथ ही स्कूल मैनेजमेंट कमेटी (SMC) का गठन करने की प्रक्रिया शुरू हुई।

शिक्षा के अधिकार कानून में प्रावधान है कि आर्थिक रूप से पिछड़े वर्गों के बच्चों को प्राइवेट स्कूल मुफ्त दाखिला देंगे मगर दाखिला देना तो दूर, ऐसे बच्चों को स्कूल में घुसने भी नहीं दिया जाता था। पारदर्शिता के प्रयासों के चलते 40,000 से ज्यादा बच्चों को इस कानून के तहत प्राइवेट स्कूलों में दाखिला मिला और सरकारी व्यवस्था में इंप्लीमेंटेशन के स्तर पर जो भी कमियां थी उन्हें दूर करवाकर बच्चों के दाखिला मिलने के रास्ते को सुगम बनाया गया। आज हम दिल्ली के साथ-साथ उत्तर प्रदेश और राजस्थान में भी बच्चों की बेहतर शिक्षा पर काम कर रहे हैं।







# DID YOU KNOW?

Lesser-known facts for children

By Nivedita Pandey, Prayas JAC Society



**Jellyfish Immortality:** Some species of jellyfish, like the *Turritopsis dohrnii*, are considered biologically immortal. They can revert to their youthful state and start their life cycle all over again.

**Plant that Eats Metal:** The "Panda Plant" from the Philippines is a type of plant that can absorb nickel from the soil, storing the metal in its leaves, and can even change colors depending on the metal content.

**Octopuses** have blue blood, three hearts and nine brains.

**Snails Have Thousands of Teeth:** Snails have tiny, ribbon-like tongues covered with thousands of microscopic teeth. Some species can have as many as 20,000 teeth, which they use to scrape or cut food.

**Kangaroo Hopping:** Kangaroos can't walk backward! Their strong tail and muscular legs are designed for just forward movement.

**The Taj Mahal's Secret:** The Taj Mahal, one of the most famous landmarks in the world, changes color depending on the time of day. It appears pinkish in the morning, white in the afternoon, and golden under the moonlight.

**Jantar Mantar Observatories:** The Jantar Mantar in Jaipur is an ancient astronomical observatory with giant instruments used to measure time, track celestial bodies, and predict eclipses. It's an amazing example of ancient scientific knowledge.



## STORIES OF HOPE-I

### The Armless Archer: Sheetal Devi's Inspiring Journey of Determination and Triumph



By Dr Promila Pandita  
Anthropos India Foundation

Sheetal Devi is the armless archer that has metamorphosed from a stereotype, to a Paralympic Gold medalist, becoming a symbol of strength and perseverance. Born on January 10th, 2007, Sheetal Devi had a congenital birth defect; she was born without arms. Despite her humble beginnings her achievements in archery are absolutely spectacular. She clinched a bronze medal at the 2024 Paralympics in the mixed team compound event and won two gold medals and one silver at the 2022 Asian Para Games. Her outstanding performance is what has earned her the prestigious Arjuna Award, cementing her status as a leading figure in para-archery.

#### A Chance Encounter and a New Beginning

One could say Sheetal's journey truly began during a youth event that has been organized by the Indian Army. Through her participation, Coaches Abhilasha Chaudary and Kuldeep Wadhwan were introduced to the confident young woman. Struck by her steadfastness and unyielding spirit, they made the decision to take her under their wing. They explored the possibility of using prosthetics to assist her, but screening via doctors shut that road. Undeterred, Sheetal Devi thrives in her life, indulging in her normal activities. It was through this unfettered attitude, the coaches discovered her unique talent for climbing trees using solely her legs.

#### Breaking Barriers and Redefining Strength

Sheetal Devi's triumph extends beyond medals and awards; it challenges societal perceptions of disability and strength. Her victory has redefined what is possible, showing the world that limitations are often a matter of the mind, not the body. She has become a beacon of hope and inspiration, proving that with determination and perseverance, one can overcome any obstacle.

Her story highlights the power of support and belief. The commitment of her coaches, along with her personal resolve, enabled her to break barriers and achieve her dreams. Sheetal's journey also sheds

light on her internal struggles, moments of doubt, and eventual triumphs, reflecting the depth of her courage and resilience. Pushing herself beyond her own limits, Sheetal Devi sets herself apart through not just her rigorous training and steel-like nerves, but her sharp mind and determination.

#### An Ongoing Legacy: Inspiring Future Generations

Today, Sheetal Devi is more than just an accomplished athlete; she is a mentor, training others and inspiring the next generation of archers. She is no longer seen as "the armless girl," but rather as the revered "Armless Archer" who dared to dream and triumphed against all odds. Her story is a testament to the strength of the human spirit and the endless possibilities that lie beyond perceived limitations.

#### Key Takeaways from Sheetal's Story

**Perseverance and Determination:** Sheetal's journey underscores the importance of dedication in achieving one's dreams, regardless of physical limitations.

- **Breaking Stereotypes:** Her story challenges societal norms and perceptions about disability, showing that true limitations are often in the mind.
- **Support and Belief:** The role of willpower, determination, and the support of mentors and loved ones in overcoming personal struggles.
- **Moments of Triumph and Joy:** Sheetal's journey is filled with moments of doubt and struggle, but ultimately, it is her triumph and joy that inspire us all.

Sheetal Devi's story is a powerful reminder that with courage and the right support, anyone can achieve greatness, regardless of the obstacles they face. She continues to inspire countless others to reach beyond their limits and pursue their dreams with passion and purpose.





## STORIES OF HOPE-II

### From Abandonment to Ambition: Anna's Inspiring Journey



By Jeebanjyoti Mohanty  
Prayas JAC Society

#### Anna's Journey: From Abandonment to Hope

Anna's story showcases her resilience, personal growth, and the profound influence of kindness. At just 9 years old, her life was turned upside down when her parents left her. With no family to rely on, she found refuge at Prayas Children Home for Girls (PCHG), a safe haven for vulnerable children. The trauma of her abandonment left Anna feeling lost, distrustful, and pessimistic about her future.

#### A Fresh Start at Prayas

When Anna arrived at Prayas, she was quiet and withdrawn, her eyes reflecting deep sadness. The staff at Prayas understood that healing required time and consistent support. They established a nurturing environment focused on safety and unconditional love. In the beginning, Anna struggled to connect with others, often isolating herself and refusing to join activities. Recognizing her need for individualized care, the staff adapted their approach, encouraging her to express her feelings through creative outlets like art therapy and dance.

#### Steps Toward Healing and Growth

Gradually, Anna began to open up. With the gentle guidance of dedicated counselors and caregivers, she started to share her fears and sadness. They employed various therapeutic methods to help her work through her trauma and understand that her past did not dictate her future. Each counseling session helped Anna gain strength and confidence. The supportive environment at Prayas and its focus on mental health were essential for her healing. Staff members celebrated every small achievement—whether it was her first smile in weeks, participating in a group activity, or simply expressing her thoughts. Each success, no matter how minor, contributed to her recovery.

#### Education as a Pathway to Empowerment

Recognizing her potential and eagerness to learn, Anna was enrolled in a non-formal education program. Initially, she struggled to focus and often felt overwhelmed by academic demands. However, her teachers were attentive to her unique needs and provided personalized support, creating a conducive

learning environment tailored to her pace. Over time, Anna rediscovered the joy of learning. Her natural curiosity, previously suppressed by her trauma, began to shine through. With encouragement from her teachers and their innovative teaching techniques, Anna's enthusiasm for education flourished. Her progress in the non-formal education program was notable, and soon she was ready to transition to a formal school. Despite facing challenges, Anna excelled academically, achieving an impressive 84% in her Class 10 board exams, which reflected her determination and the unwavering support from Prayas. Although Class 12 presented new pressures, Anna persisted and graduated in the science stream with a respectable 70%.

#### A Promising Future Awaits

Today, Anna stands on the cusp of a new chapter in her life. Her resilience and the strong foundation provided by Prayas have opened the doors to one of the top colleges in the National Capital Region (NCR), where she plans to pursue a Bachelor of Physiotherapy (BPT). This field, centered on healing and rehabilitation, mirrors Anna's own journey and her desire to help others navigate their physical and emotional challenges.

#### The Impact of Prayas on Anna's Transformation

Anna's transformation from a frightened, abandoned child to a confident young woman is a testament to hope and healing, made possible by the dedicated efforts of Prayas. This organization offered her not only shelter but also a strong foundation built on empathy, care, and empowerment. By addressing her emotional needs, fostering her educational development, and helping her rebuild her self-worth, Prayas played a crucial role in her journey from trauma to triumph. Today, Anna is not merely surviving; she is thriving. Her story serves as a powerful reminder of the profound effect a compassionate and supportive environment can have on a child's life. With the help of Prayas, Anna has overcome her past and is now looking forward with hope. She has a purpose and a bright future ahead.



## FILM REVIEW

### *Dead Poets Society*



By R. Harini,  
AIF

"If you listen real close, you can hear them whisper their legacy to you. Go on, lean in. Listen, you hear it? - Carpe - hear it? - Carpe, Carpe Diem, seize the day boys, make your lives extraordinary."  
-John Keating, *Dead Poets Society*

"*Dead Poets Society*" is a 1989 American coming-of-age film featuring Robin Williams as John Keating, an English professor at Welton Academy whose unconventional approach to teaching and learning the humanities serves as an inspiration for a group of seven students to resurrect the 'Dead Poets Society' that Keating was once a part of. The film's narrative explores the journey of students who, having unconsciously conformed to societal norms and institutional expectations, begin to critically examine and question these conventional structures. Through their engagement with poetry, they embark on a journey of self-discovery, finding purpose and redefining their understanding of life and love. For Keating, humanity can only sustain itself through the arts; through passion, contestation, query and aspiration. Poetry then extends beyond lyric, rhythm and structure; it evolves into the exuberance of human expression, curiosity, temper, and mirth.

A key focus of the story is the profound impact of Keating's teachings on two students, Neil Perry and Todd Anderson. Neil, constrained by his father's authoritarian control and expectations for him to attend Harvard and pursue a career in medicine, struggles for autonomy, while Todd lives in the shadow of his brother, a distinguished Welton alumnus. It is through Keating and the Dead Poets that both Todd and Neil gain agency over their lives and voices. However, even as the narrative renders primary focus on their stories, multiple characters undergo implicit transformations and confront dilemmas through what Keating offers. Be it Charlie 'Nuwanda' Dalton, who constructs his own epithet to frame his identity and vocally retaliates against authority at Welton or Latin professor George McAllister, whose nuanced acceptance of Keating's ideals nearing the closing of the film represents change within a continuum. What I particularly enjoy about the film is how the students and their lived realities become centralized within the plot; their exploration and introspection of the maladies and romances of life direct how the audience interprets the same. Companionship and love are recurring themes; the Dead Poets are able to express themselves, seek out their dreams and vocalize their journeys through their togetherness. Nonconformity is another thematic pulse emphasized within the story. The film directly critiques conventional educational frameworks and institutional

hierarchies, in particular reference to how free will and creative choice are curbed within academic spaces. I find this particularly relevant even within the context of current educational structures, where individuality is constructed by those who can wield power and enforce control. By choosing to question and resist, one frames their own distinct, unbridled narrative. The despair emerging out of the symbolic demise of choice and expression becomes central to the film's climax and Neil's ultimatum. Unlike other films that employ similar figures of inspiring educators within their narratives, *Dead Poets Society* progresses realistically towards its conclusion. Trauma, grief and recovery are empathetically portrayed during Neil's suicide and its aftermath. One can note how Keating's presence does not produce immediate and profound structural transformations; rather, the inherent dilemmas and philosophical confrontations within the students subtly progress. Keating's most momentous achievement as an educator culminates within Todd's stance; for now he stands alone in the face of authority; unafraid and undeterred. For each of his students that chose to stand on their desks and call upon their 'captain', invisible yet empowering journeys have been undertaken; for they dream, love and live.

As we all must inevitably become "food for worms" as mortals, our aspirations can only be fulfilled when we leap beyond the boundaries restricted by society and "seize the day". Through this endeavor we become extraordinary, unrestricted and free.

*"No matter what people tell you, words and ideas can change the world." -Carpe Diem.*



*"You must strive to find your own voice, boys, and the longer you wait to begin, the less likely you are to find it at all."*

## BOOK REVIEW

## Child Protection and Child Rights in India: COVID -19 Experiences and Contemporary Challenges

Editors: Sunita Reddy and Javaid Rashid

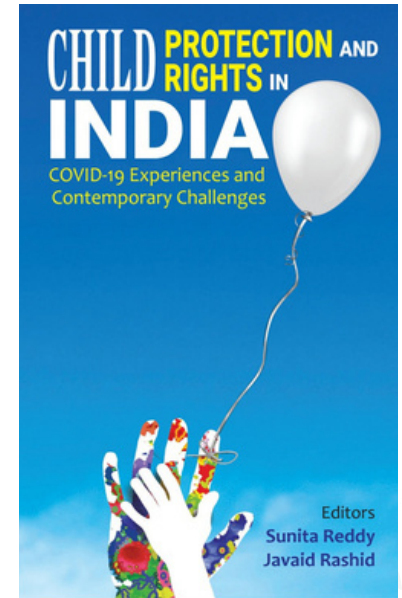
Published by Anthropos Books

**Theme and Scope:** The book extensively examines pertinent complexities associated with the protection of children and enforcement of child rights as well as the history and development of social, legal, cultural, and familial institutions related to the same, particularly within the Indian context. It provides a cross-disciplinary exploration of child abuse and crimes targeting children while delving into the various frameworks and policies that influence how a child is defined across different contexts. This edited volume of articles endeavors to address questions regarding violence against children, the role of the state, family, community, and school; the resolution of structural inadequacies, vulnerability, and intersectionality, the impact of the pandemic on the well-being of children and effective strategies to curtail crime against children; among other broad themes. It aims to share knowledge on child rights and protection issues with researchers, policymakers, practitioners, and educators, fostering a deeper understanding of the challenges, practical obstacles, and solutions implemented within the realms of child welfare and child protection. An interdisciplinary analysis has been employed to understand backgrounds, experiences and narratives of child abuse with particular reference to cross-cultural contextualities of childhood, interconnected and pervasive institutional structures and the historical processes of colonialization, de-colonialization and global capitalism.

**Content:** This edited collection encompasses a wide range of issues concerning child protection and rights, featuring contributions from leading authorities in child rights, legal practitioners, members of the judiciary, child rights activists, and scholars from disciplines such as sociology, anthropology, psychology, and social work. The chapters draw on the contributors' extensive research and professional experience in the field of child rights, alongside original reviews and empirical studies conducted within their areas of specialization. The volume is divided into the following sections:

- **Child Rights, Legislations and Policy Response**  
Authors: Bhula Bhadra, Amod Kanth, Amithabh Srivastava, RN Srivastava and Bindiya Shajith
- **Child Sexual Abuse, Vulnerabilities and Institutional Child Care**  
Authors: Sunita Reddy, Itishree Padhi, Rossama Francis and Sojo Varughese, Javaid Rashid, Shaweta Anand, Rajender Dhar and Jyoti Mathur
- **Child Protection in Disasters and COVID-19 Pandemic**  
Authors: Renu Shah and Sangita Pant, Anjaiah Pandiri and Anuradha Vidyasankar, Biswajit Ghosh, Seema Naaz, Shamikh Arsh and Zubair Meenai, and Santosh Kumar

The volume chronologically expands upon the cultural notions associated with childhood and children across history, the universalization of childhood and the development of the 'school' as an institution. The contemporary notion of childhood has been shaped by the rise of free-market liberal capitalism and the development of modern nation-states, alongside the establishment of authoritarian institutions centered on children.



**Conclusion:** The book emphasizes how a child-centric approach is crucial, emphasizing the importance of listening to children's voices. Ethnographic, context-based research on child abuse and protection at the micro level is essential for a nuanced understanding of abuse. Effective prevention strategies require understanding the perpetrators, social contexts, and application of child laws. This volume is a deliberate effort to contextually deconstruct children's well-being in India by incorporating expert insights from various disciplines. However, as the book itself acknowledges, broader themes associated with children including children with disability, accessibility, cyber-crime, indoctrination and contemporary parenthood debates have not been discussed within this limited volume. Despite this, it serves as a key driving force for continued research on childhood in India, where significant opportunities remain for further documentation and analysis of these critical issues.

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## ARTICLE

## Careers and Choices



By Amitabh Srivastava  
Governing Body Member, Prayas JAC Society

Ever since I was in school I have been thinking and asking questions to every academician I met, why must a child of Class X study Algebra, Geometry or Trigonometry? I have received no answers, only apologies by teachers who teach science, and who feel that knowledge of maths makes a child intelligent and more systematic.

That still does not answer my basic question. How much maths does a normal human being (who is not into teaching) need in life? This was at a time when calculators were not discovered. Maximum dealing of housewives was with grocery or the milk vendor. The other bills of electricity or water or gas came ready made.

With this basic premise I want to say that when VIPs in various fields take it as a matter of pride to mention that they flunked their maths papers or were very scared, it gives a sort of reassurance to children that they are not the only duffers. But now that the admission season has begun in right earnest, those passing out of school should be well advised to take up subjects that they are good at because they have to spend four years for graduation, thanks to the New Education Policy.

Choice of careers are endless even for those who quit maths. Even science students have been taking up subjects like History to join the prestigious UPSC competition.

Besides the IAS, another shining option is that of MBA with Indian IIMs ranking among the best in Asia if not the world. There was a time when it was believed that the CAT exam to enter a recognised MBA course was oriented towards engineering students.

May be, it still is but the fact is that a lot of Humanities students are getting into MBA. I personally know of a girl who was an MA English and just managed to get into an MBA institute at the last minute.

True there is a proper English paper to compete for a PG B School but that is not the only one. But this girl was so determined to prove herself that she ultimately topped her batch after two years.

That's the basic funda of choosing a career- putting your heart and soul into it. And that will only come when you love what you are doing not what peer pressure forced you to take up. As I read the reports of Delhi University admissions, once again it is Commerce that is the first choice of students, not Humanities, not Science. Maybe parents feel that with the rise in commercial ventures including the share market, where a lot of educated youth are invested in due to lack of jobs, commerce is a safe bet.



But it is also a fact that many of the top cricketers of the country are engineers by qualification. Beginning with good old EAS Prasanna and S Venkataraghavan, modern names include K Srikanth, Anil Kumble, Javagal Srinath, R Ashwin, to name only the topmost few.

The best colleges in the country and even government bodies including banks give due recognition to sportspersons. Two wrestlers just resigned their jobs in Railways to join politics.

Even though many student leaders have made a career in politics there is no minimum degree needed for joining politics in India.

Just for information, several qualified engineers have also joined Bollywood. The list includes R Madhavan, Kriti Sanon, Kartik Aaryan, Vicky Kaushal, Sonu Sood, late Sushant Singh Rajput and Taapsee Pannu while comedian and dialogue writer Kader Khan was teaching at an engineering college before joining Bollywood.

Which again proves what I said in the beginning - the choices before the students today are endless. It depends on you where you want to fly. And of course, there is journalism.

There was a time not long back when taking Hindi honours was the last option and seats were left unfilled even after the last cut off was announced.

When I joined journalism in 1976 I had the choice of taking either Hindi or English since I was writing in both languages. But there were only two or three Hindi newspapers which were not paying well in comparison to English.

But today Hindi journalism, both in print and electronic, is flourishing. I told girls of Prayas who were joining college that even if they could not become Mahadevi Verma, Subhadra Kumari Chauhan or Amrita Pritam there were several anchors on the Indian TV Channels or those like Richa Anirudh who had made a name and huge fan following for themselves.

And lest the academia running Childhood Matters feel left out, the quality of the writings and editorials in this issue and the earlier ones should convince children that teaching is one of the noblest professions in the world. Also that if they choose it as their vocation, they would never be alone.



# ज़रा सोचिए

'बच्चों का आत्मबल'



मालविका जोशी

बच्चे बहुत सारे काम खुद से करते हैं, और हम क्या करते हैं; "अरे तुमने ऐसा क्यों किया?" "अरे! ऐसा नहीं करना था बेटा। इसको ऐसे करना चाहिए था, तुमने तो सारा काम बिगाड़ दिया; तुम ऐसा मत किया करो।" ऐसा बोलकर कहीं न कहीं हम बच्चे का आत्मबल गिरा देते हैं। हमें हमेशा बच्चे को सही काम करते हुए पकड़ना चाहिए। जैसे कि "अरे! ये बेड तुमने लगाया है? अरे! ओह माई गॉड! कितने अच्छे से किया है, चादर भी तुमने बहुत अच्छे से बिछाई है; गुड, कीप इट अप।" "आह हा! तो आज यह सैलेड की पत्तियाँ तुमने तोड़ी हैं? और बहुत अच्छे से तोड़ी हैं और गुड, तुमने बहुत अच्छी पत्तियाँ चुनी भी हैं।" "आज तुमने अपने पसंद कि ड्रेस पहनी है? तभी मैं कहूँ इतने स्मार्ट कैसे लग रहे हो आप"।

तो हमेशा बच्चे को कुछ सही करते हुए पकड़िये। और उसकी तारीफ़ करिए। हमेशा हम यह सोचेंगे कि यह क्यों किया, वो क्यों किया, ऐसा न कर, वैसा न कर। कई बार थोड़ा सा झूठ बोलने से भी चलेगा। बहुत अच्छा नहीं किया फिर भी, अच्छा बोलेंगे तो चलेगा वो इस बात पर निर्भर करता है कि बच्चे की मानसिक स्थिति (मेंटल हेल्थ) कैसी है? मेंटल हेल्थ का मतलब ये नहीं कि वो कुछ गड़बड़ है। यदि कभी बच्चा खुश है तो वो आपकी तारीफ़ों को बहुत अच्छे से लेगा, और कई बार ऐसा भी हो सकता है कि उसे कुछ फ़र्क ही ना पड़े। लेकिन कई बार हो सकता है कि बच्चा कुछ परेशान हो तो ऐसे में हो सकता है कि आपकी की हुई तारीफ़ उसे ऐसे लगे कि जैसे आप उसपर कटाक्ष कर रहे हैं, या उसे क्रिटीसाइज़ कर रहे हैं। तो अपनी चीज़ को बहुत अच्छे से, सुंदर से सजाकर प्रस्तुत करिये। बस, सोचिए, सोच कर देखिए, फ़र्क पड़ेगा।

For viewing the content on her Facebook page, [click here](#).

## ARTICLE

## Unlocking Children's Potential Through Fingerprints: The Science Behind DMIT

*"A scientific procedure to test one's intelligence and abilities through fingerprint pattern"*



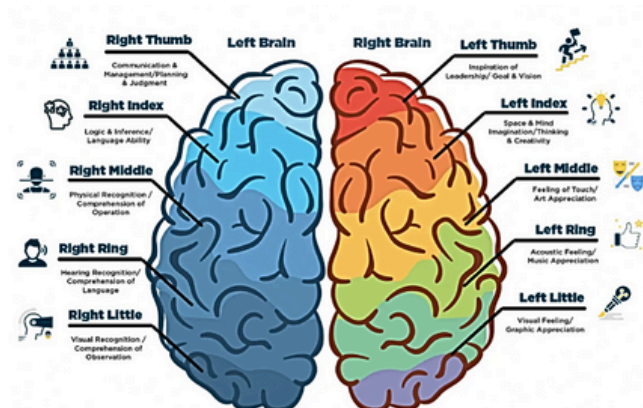
By Habiba Haroon  
AIF

In an age where parents and educators strive to mold children into well-rounded, successful individuals, the quest to understand and nurture individual talents has never been more crucial. Traditional methods of assessing intelligence and abilities often fall short, failing to capture the unique qualities that make each child special. But what if the key to unlocking a child's full potential lies not in standardized tests or traditional evaluations, but in something as intrinsic and unique as their fingerprints?

Dermatoglyphics is the scientific study of the intricate patterns formed by ridges on the palms, fingers, soles, and toes. These patterns are not just random designs but are closely linked to our genetic makeup. The human body is covered with hairs and sebaceous (oil) glands except for the planter and palmer regions which are continuously corrugated with narrow ridges that make certain patterns. The Dermatoglyphics configurations are formed in the same intrauterine period when neuronal development takes place in the intrauterine life of a fetus. Thus, dermatoglyphics is also correlated with genetic abnormalities and is useful in the diagnosis of congenital malformations and many other medical disorders.

The theory of Multiple intelligences was introduced by Dr. Howard Gardner and is related to the lobes of the left and right brain and their usage. Building on Gardner's work, Dr. Chen Yi Mou (Harvard Ph.D. student), used Dermatoglyphics to prove that there is a direct connection between fingerprints and the brain.

Between the 13th- 24th week, the brain begins to develop in the mother's womb, and the fingerprints begin to form at the same time.



<https://www.brainwonders.in/images/brain.webp>

Thus, he proved that the baby born without a brain had no fingerprints. This is scientifically approved by scientists worldwide. It's long research on this field of fingerprints and brain connectivity. Also, he applied dermatoglyphics to the educational field and brain physiology.

Fingerprint patterns can be categorized into three main types: **whorls, loops, and arches**. Each pattern type is associated with different cognitive traits and learning styles. For example, individuals with whorl patterns are often self-motivated learners who excel in discovering new information on their own, while those with loop patterns may prefer learning through imitation of role modeling (ulnar) or reverse thinking (radial). Arch patterns are linked to open-mindedness and a willingness to explore new ideas.

Fingerprints are unique and begin to develop in the mother's womb at the same time during brain development. Each fingerprint represents different abilities and each pattern has its meaning.

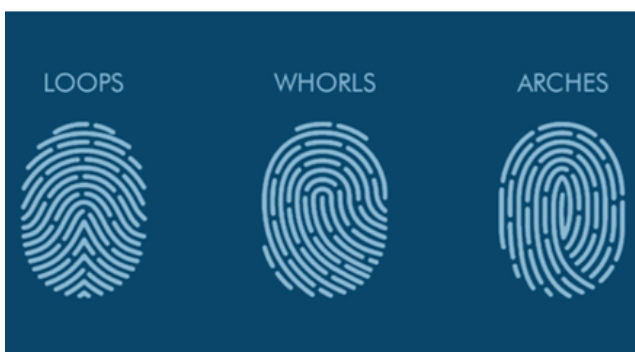
Moreover, the statistical analysis shows that the accuracy rate of dermatoglyphics analysis can be up to 85%.



Thus, by analyzing fingerprints, we can accurately understand the distribution and amount of cells in the left and right parts of the brain and can predict the potential relationship with the abilities. DMIT is based on a combination of dermatoglyphics analysis and Gardner's theory of Multiple Intelligences. The test involves analyzing the patterns and ridges on all ten fingers to identify an individual's dominant intelligence, learning style, and personality traits. Thus, it offers a revolutionary approach to understanding human potential, blending the realms of science, psychology, and education. This biometric analysis delves into the patterns of ridges on our fingers to uncover the hidden strengths, abilities, and traits that define who we are.

Studies show that identifying a child's innate traits early on can enhance development by up to 80%. Early childhood is crucial for establishing brain functions like memory, attention, and adaptability. By analyzing fingerprint patterns, DMIT uncovers a child's natural talents, learning styles, intelligence, and personality. This non-invasive test provides parents with the insights needed to nurture their child's growth effectively, helping them reach their full potential.

Fingerprints are a remarkable feature of human identity—each person's fingerprints are unique, even among twins. However, recent technological advancement of DMIT delves into the patterns of fingerprints to reveal insights into a person's innate abilities and potential. While DMIT benefits people of all ages, it is particularly valuable for parents and educators looking to understand a child's natural talents and areas for development.



**Types of Fingerprint patterns**

<https://dmitcounseling.com/fingerprints-demonstrating-different-characteristics/>

DMIT reveals the genetic links between our fingers and our intrinsic qualities and talents. Since each person's fingerprints are unique and reflect during the fetal stage, it is possible to determine a person's an individual's innate potential, personality, and preferences. Research has demonstrated that the development of ridged skin patterns is governed by chromosomes and is influenced by polygenic inheritance. Anatomically, human hands dominate all other organs as the brain gives the hands the majority of its 200 million nerve endings. In other words, a person's hands can reveal psychological and physiological information about them.

Fingerprint analysis plays a crucial role in personal growth, education, and enterprise development by identifying strengths and areas for improvement. By analyzing fingerprints, individuals can develop balanced brain growth, enhance emotional intelligence, and improve communication skills, ultimately leading to a more fulfilling and happy life. In education, this analysis helps parents and teachers understand a child's natural talents, allowing for personalized learning approaches that cater to their unique strengths. In business, fingerprint analysis<sup>9</sup>s can assess employees' potential, communication styles, and leadership abilities, aiding in recruitment, training, and overall development.

By recognizing different types of intelligence—such as kinetic, interpersonal, and logical—this analysis helps individuals grow in a way that aligns with both personal goals and societal demands.

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## ARTICLE

## Healing Through Play



By Saba Farhin  
AIF

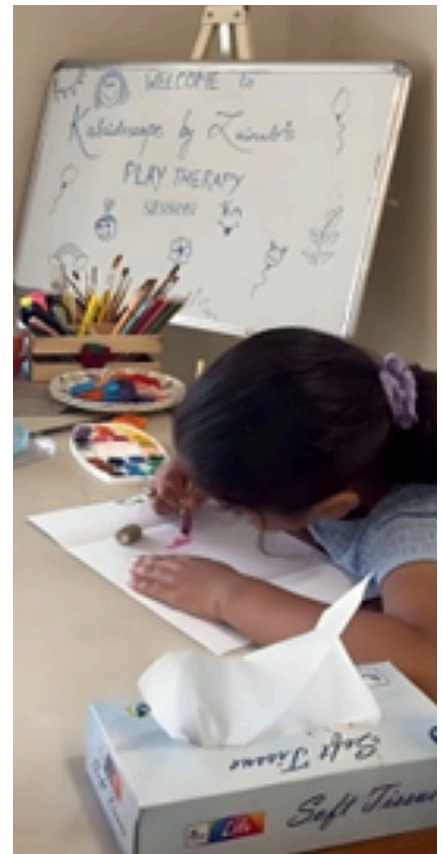
Childhood is a developmental period between infancy and puberty, and it is often seen as a time of innocence, joy, and boundless energy. During this delicate period, play has a vital role as it contributes to the child's physical, cognitive, emotional, and social development. Play is not just a source of enjoyment but a crucial building block for overall growth and learning in childhood, as it allows children to find a way to express their emotions, practice decision-making, and develop resilience.

Unfortunately, beneath the surface, many children tussle with emotions, behaviours, and developmental challenges that can cloud their happiness and hinder their growth. According to a study published in Indian Journal of Psychiatry 2019, at any given point in time, nearly 50 million Indian children suffer from mental disorders, and this number will increase if the adolescent population is considered as well. The World Health Organization states that worldwide, 10% of children and adolescents experience a mental disorder, but the majority of them do not seek help or receive care. Many parents may deny or misunderstand their child's emotional or behavioural problems, attributing them to phases or discipline issues rather than recognizing the need for professional help. This is where play therapy can serve as an easy, gentle, and effective approach to addressing these issues.

Author and clinical psychologist Dr. Virginia Axline, in her book "Dibs in Search of Self" (1964), illustrates how five-year-old boy Dibs, who rarely interacted with others and threw temper tantrums was thought to be mentally disturbed by his teachers even though he seemed highly intelligent at times. Even his parents acted cold to the situation and thought Dibs could not be helped. On Axline's request, the parents agreed to bring the child to a weekly play therapy session. After a few sessions, Dibs opened up about his feelings to Axline, and she slowly tried resolving everything. Years later, Axline saw 15-year-old Dibs' letter defending a friend, written in the school newspaper. It illustrated that the child was bright, and with a little help, he turned out to be morally upstanding and courageous.

**ROLE OF A THERAPIST: A GUIDE AND A SUPPORTER**

During my interaction with Zainab Samiwala, a certified psychotherapist, counselor and art & play therapist based in Nagpur, Maharashtra, I gained more insights through her experience in play therapy. She currently conducts play therapy sessions for children aged five to eight years old and has a separate playroom in her residence used only for these sessions.





Here is an illustration of a short interview session with her talking about play therapy:

Saba - What is play therapy?

Zainab - Imagine a child playing, lost in its own imaginary world, acting out scenarios, creating colourful masterpieces. For adults, what might seem like a mere play is actually a window to a child's inner world—a language through which they express their feelings, fears, and hopes. Just as adults use words to communicate, children use toys, games, and creative activities to express what they might not be able to verbalize. Using play as a therapeutic tool, therapists try to understand and resolve the emotional and psychological difficulties the child is going through.

Saba - Does play therapy actually help children express their inner emotions?

Zainab - In my three years of experience as a psychotherapist and play therapist, I have witnessed that play therapy creates a safe space for children to communicate feelings of anxiety, sadness, or confusion that are otherwise difficult to verbalize. Through my sessions, children, in their own unique ways, reveal emotional struggles through play, as it is their natural mode of communication. They often express emotional abuse from parents, constant comparison with older siblings, family dynamics, and peer competition in schools. As each session unfolded, children were seen to explore their emotions through different activities and role plays, and parents were amazed by their resilience, improved behaviour, and ability to process their inner world through play.

Saba - A typical session is done in a specially designed playroom. What equipment is there in these playrooms?

Zainab - A typical playroom has art supplies for creative expressions, puppet and masks for role-playing scenarios, dolls and action figures to act out family or social situations, sand, tray and miniatures for creating and exploiting symbolic worlds, and games and blocks for teaching problem-solving skills and cooperation through structured play.

Saba - Among all these, what do you mostly use in your sessions?

Zainab - I use a variety of tools, such as age-appropriate games, art supplies, figurines, puppets, dolls, and sensory apparatus, in facilitating the play therapy sessions. As a psychotherapist and a play therapist, I blend more than two to three techniques in my sessions as per the severity of a child's problem.

Saba - How long are these play therapy sessions, and how many sessions are needed for a child?

Zainab - The foremost thing to be done is to build trust with the child; it is the heart of play therapy. I try to create a safe and supportive environment in which the child feels safe and comfortable enough to explore and share its difficult emotions, and this takes time. It cannot be done in a single session; one has to be patient with children. Each session typically lasts 45 to 60 minutes, once a week, depending on the child's needs. Sometimes it takes months for the child to heal completely, again depending on the severity of the problem.

Saba - Is there a certain approach for conducting the sessions?

Zainab - Yes, a play therapy session is tailored to each child. There are two main approaches to play therapy: child-centered and directive play.

In child-centered play therapy, the child leads the session, choosing the toys and activities themselves. The therapist only observes the child, interacting occasionally but largely allowing the child to direct the session. This freedom of choice gives the child a sense of control, which is crucial for emotional expression and healing.

In directive play therapy, the therapist takes an active role by directing the play to address specific issues or goals. This might include introducing the child to a new toy or game to provoke discussion about certain topics, feelings, fear, or social interaction.

Saba - Most parents hesitate about seeking help for mental health conditions of their children; do you recommend parents opting for play therapy for their child?



Zainab - With my extensive experience in play therapy, I highly recommend parents to support their children for emotional expression all the time. Parents should consider play therapy because:

It offers them an opportunity to heal and grow in a way that is natural to them.

Emotional disturbances, such as stress from family dynamics, school pressure, or trauma can manifest in behavioural changes, and play therapy allows children to confront these issues at their own pace.

Play therapy helps children develop emotional intelligence, confidence, self-worth, self-regulation, and coping skills.

So, investing in their emotional well-being early can make a profound difference in their overall development and mental health.

Saba - How can parents support their child's healing process outside of therapy sessions?

Zainab - I believe parents play a very crucial role in supporting their child's healing process outside of therapy sessions. One key way is by creating a safe and open environment at home where the child feels comfortable expressing their emotions. Encourage free play and use of creative apparatus, and being patient with their feelings can help reinforce what they experience during therapy. It's also important to listen attentively and validate their emotions, even when they can't fully verbalize.

#### **CONCLUSION:**

Imagine witnessing your child transform from an anxious, sad and withdrawn individual into a confident, emotionally resilient and joyful person. That's the magic of play! It's not merely about mending the broken pieces within them, it's also about helping them explore their inner strength, navigate their emotions, and develop the skills necessary to thrive in life. As we continue to break the stigma surrounding mental health and raise awareness, more children can get the benefit from the transformative effects of play therapy - unlocking their potential and paving the way for a brighter, healthier future.

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## ARTICLE

## Child Psychology

By Priya

### What is it?

The goal of the study of child psychology is to comprehend how children think, feel, and act as they mature. Child psychology studies the social, emotional, and cognitive aspects of childhood development. Psychological research is crucial in assisting parents, teachers, and other caregivers in comprehending the needs and behaviors of children. Researchers look for patterns and trends in children's behavior.

### History of Child Psychology

Children have always been dressed like adults and have had to work alongside adults in mainstream employment because they have always been treated like miniature copies of adults. The children's psychology was an alien concept in this setting. Jean Piaget is widely regarded as the founder of modern child psychology. His studies, which began in the 1920s, gave validity to the idea that children and adults thought in different ways. His revelation that children go through multiple stages of emotional and mental growth during childhood, however, was one of his greatest accomplishments. Furthermore, he proposed that a person's intellectual development is closely linked to their emotional, social, and physical development. In addition, he described the various stages of a child's learning growth and talked about how they saw the world and themselves at each stage.



## CONTEXTS IN CHILD PSYCHOLOGY

In addition to internal factors such as genetics and personal characteristics, the development of a child also includes environmental factors such as social relationships and the culture in which a child lives. Three major types of contexts are studied in child psychology.

These are:

- (i) Cultural Context
- (ii) Social Context
- (iii) Socioeconomic Context

### Cultural Context:

A child's upbringing imparts beliefs, norms, presumptions, and lifestyle choices that impact their development throughout the course of their lifetime. The way that kids relate to their parents, the kind of schooling they get, and the kind of daycare they get can all be influenced by culture.

### Social Context:

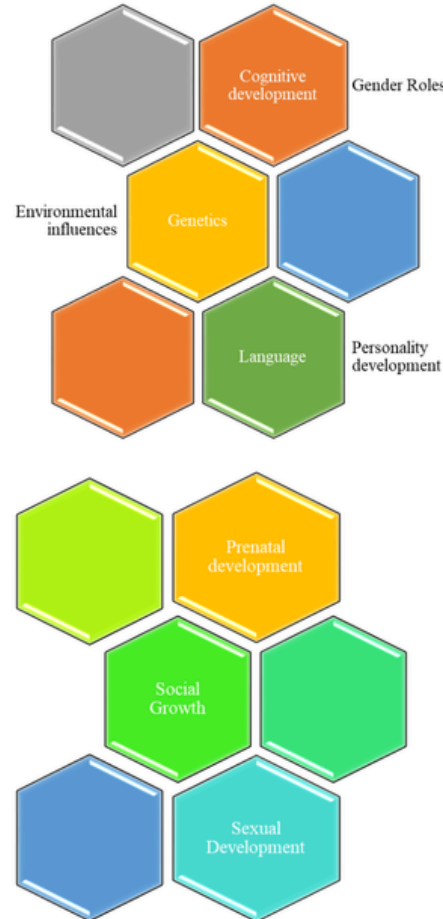
Children's thinking, learning, and development are influenced by their relationships with peers and adults. Peer groups, schools, and families are all significant components of the social context.

### Socioeconomic Context:

Child development can also be significantly influenced by social class. A person's socioeconomic position is determined by a variety of characteristics, such as their level of education, income, employment status, and place of residence.

## Elements That Affect Child Psychology

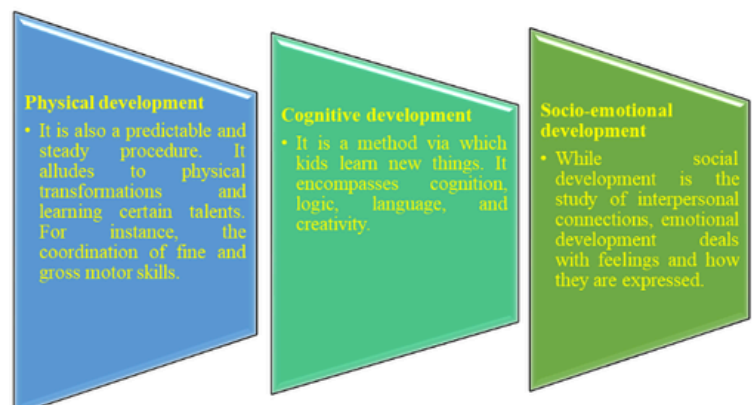
The field of child psychology covers a broad spectrum of subjects, including the effects of societal factors and genetics on behavior and development. Some of the vital subjects that are essential to the study of child psychology are:



## Child Psychology's Five main topics of study

Five fundamental sections of child psychology are:

### 1) Development



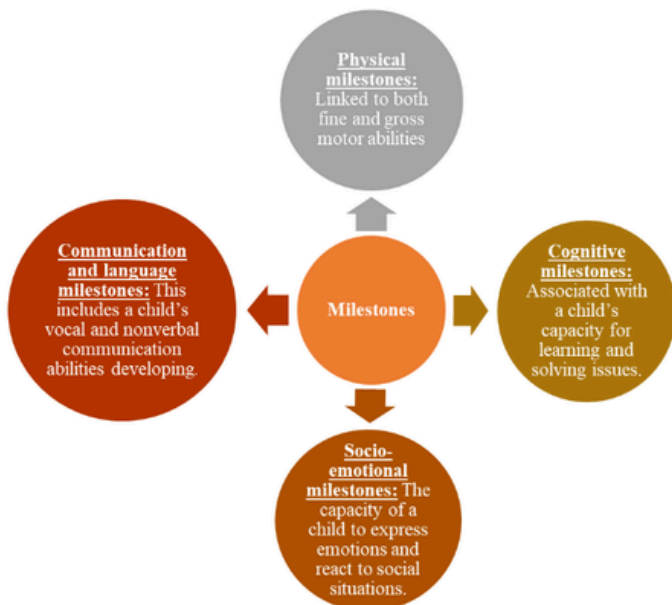


## 2) Milestones

Milestones are the benchmarks used to assess a kid's growth and determine what a typical child can accomplish at a certain age.

Child psychologists typically use four primary milestones to assess a child's aptitude.

- i. Physical milestones
- ii. Cognitive milestones
- iii. Socio-emotional milestones
- iv. Communication and language milestones



## 3) Behavior

Kids can be mischievous and impetuous at times. In addition, there are a lot of disputes between parents and kids. These kinds of behavioral shifts are typical and common. These modifications in behavior are a necessary aspect of growth. Some kids do exhibit severe behavior, though. These kids are linked to certain behavioral issues.

Such behavioral problems are occasionally acute, or perhaps more accurately described as transient, as a result of a stressful stimuli. However, if these severe behaviors persist for an extended period, they are inappropriate for the youngster. This suggests that several severe behavioral disorders, including OCD, ADHD, and ODD, have similar symptoms that may worsen as a result of behavioral issues.

## 4) Emotions

Emotional development is knowing what emotions are, why they arise in response to a certain stimulus, identifying one's own and other people's sentiments, and learning how to control them. These things fall under the category of emotional growth. On the other hand, emotional development starts in early childhood and lasts into maturity. Babies experience delight, rage, terror, and their first cry initially. Later in life, people start to experience feelings like shyness, surprise humiliation, etc. Youngsters pick up various coping mechanisms and techniques to deal with their emotions.

Every child has a particular way of regulating their emotions. While some have little trouble controlling their emotions, others struggle. While some people just react to feelings, others react strongly to every emotion. Child psychologists are responsible for overseeing those kids and assisting them in resolving their unpredictable emotional issues.

## 5) Socialization

Learning how to communicate in a social setting is a necessary part of socialization. This facilitates a constructive contribution to the community, school, and family. The first stages of childhood are when social development happens. The parent-child bond is the child's most important one. Later in life, this partnership has an impact on his or her other relationship.

A youngster learns to interact more in social situations as they form peer relationships. Nonetheless, youngsters who struggle with social development may have severe issues in their later years. They frequently exhibit impulsive or violent behavior. They take part in activities that are detrimental to society. Psychologists work to stop these kids' aggressive, hostile behavior and help them develop in positive ways.

## TYPES OF CHILD PSYCHOLOGY

- **Developmental Psychology:**  
This area of study focuses on how kids develop, learn, and evolve over time.
- **Clinical Child Psychology:**  
This area of study focuses on diagnosing and treating mental, behavioral, and emotional problems in children.
- **Educational Psychology:**  
This area of study focuses on how kids learn and grow in classroom environments. Studying elements that affect learning, such as drive, focus, memory, and problem-solving abilities, is part of this.
- **Social Psychology:**  
It focuses on how a child's social environment affects their thoughts, feelings, and behaviors.
- **Cognitive Psychology:**  
Study of how kids learn, analyze, and interpret their environment in the setting of child psychology. They research things like cognitive skill development, language development, and decision-making.
- **Milestones Psychology:**  
This area of study tracks and analyses the important developmental milestones that kids hit at various points in their lives.
- **Emotional Psychology:**  
This field of study looks at how kids identify, comprehend, and control their emotions as well as how they express and react to those of others.



## IMPORTANCE OF CHILD PSYCHOLOGY

- It facilitates our understanding of how kids develop socially, emotionally, cognitively, and physically.
- It helps us to see the difficulties at an early age that ultimately result in better results for kids
- Aids in fostering children's good mental health.
- Aids in preventing unfavorable consequences including social isolation, mental health issues, and failure in school later in life.
- It facilitates the development of closer bonds between educators, parents, and other caregivers and kids.

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## ARTICLE

## Is There A Difference Between Children Raised In Heteronormative Families And Those Raised In LGBTQ Families?



By Drishti Gupta  
AIF

Over time, the idea of a family has changed dramatically, incorporating a variety of relationships and arrangements. Among these, LGBTQ-led families have attracted notice and even unjustified criticism. Is it different for children raised in LGBTQ homes compared to heteronormative ones? This is a frequently asked question. In order to solve this, we must go beyond presumptions and take into account studies, personal experiences, and the various realities of contemporary family life.

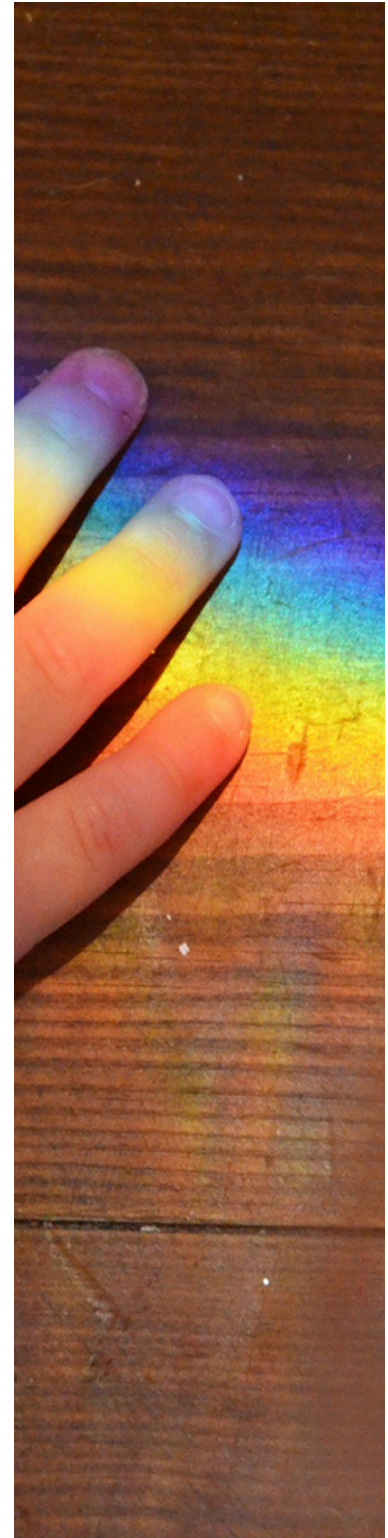
The growth and well-being of children raised in LGBTQ domiciles as opposed to those reared in heteronormative families have been the subject of several studies. Researchers generally agree that LGBTQ parents bring their children to similar levels of emotional, psychological, and social development.

**Emotional and Psychological Health:** Research indicates that children of LGBTQ parents have comparable levels of anxiety, sadness, and self-worth to their straight counterparts. For example, an American Psychological Association (APA) research revealed no appreciable variations in the mental health of children raised by heterosexual moms and those raised by lesbian mothers.

**Social Development:** Studies that were published in the "Pediatrics" journal show that children of same-sex parents had an equal chance, alongside their heterosexual counterparts, of growing up in healthy social interactions. Because they are raised in a variety of situations, these kids tend to exhibit empathy and tolerance levels that are comparable to or even greater than average.

**Academic Performance:** Children of same-sex parents outperform children of different-sex parents in academic settings, according to research by the UCLA School of Law's Williams Institute. Academic achievement is more heavily influenced by the home environment, including parental participation and socioeconomic level, than by the sexual orientation of the parents.

Misconceptions and prejudices endure despite the increasing amount of research that supports the wellbeing of children in LGBTQ homes. It is imperative that they be addressed via open communication and education:



**Sexual Orientation of Children:** There is a widespread misperception that children of LGBTQ parents are more likely to identify as LGBTQ individuals. Studies reveal that a parent's sexual orientation does not dictate their child's. Rather, these kids grow up in settings that allow them to freely explore and comprehend who they are.

**Gender Roles and Identity:** It is baseless to worry that children of LGBTQ parents would struggle with gender roles or identity. These kids frequently interpret gender roles more flexibly, which helps to foster an open and tolerant worldview.

Regardless of the parents' sexual orientation, the main factors that determine a child's well-being are love, support, stability, and the caliber of parenting they get. The pleasures, difficulties, and developmental milestones shared by children raised in LGBTQ households and those reared in heteronormative homes are indistinguishable. Maybe what makes them different is the distinct viewpoint they acquire from belonging to a varied and dynamic family definition.

Real-life examples give intimate insights into the lives of children raised in LGBTQ households, whereas statistics only offer a general knowledge.

**Zach Wahls:** Zach Wahls, a well-known supporter of LGBTQ rights, was raised by two lesbian mothers. His 2011 defense of same-sex marriage address to the Iowa House Judiciary Committee went viral, highlighting the beneficial impact of his upbringing on his lobbying abilities, character, and principles.

**Stella Keating:** A young woman brought up by LGBTQ parents, Stella gave a testimony in favor of the Equality Act before the US Senate. Her eloquent and impassioned statement brought to light the strong feeling of advocacy and justice that her inclusive family environment had instilled.

**Arianna and Ryleigh:** Raised by their two fathers, these sisters have been highlighted in a number of media sources. In order to dispel misconceptions and highlight the depth of their family ties, they frequently talk about the love, support, and normalcy of their childhood.

Moving over prejudices and realizing that LGBTQ parents offer love and support that is just as strong and caring as that of parents in any other family arrangement is crucial as society develops. We can build a more welcoming and inclusive environment for all families if we accept and respect this variety.





## ARTICLE

## తెలంగాణ మాలి సమాజం: పిల్లల పెంపకం మరియు సామాజిక నిర్మాణం

(English translation available below)



అభిలేష్ జోషి,  
AIF

తెలంగాణలోని మాలి సమాజం యొక్క సామాజిక నిర్మాణం మరియు పిల్లల పెంపకం పద్ధతులు ఒక ఆసక్తికరమైన దృశ్యాన్ని అందిస్తాయి. మాలి సమాజంలో ఐదేళ్ల వయస్సు వరకు పిల్లలను పాఠశాలకు పంపరు. ఈ పద్ధతి అనేక సాంప్రదాయ సమాజాలలో సాధారణంగా కనిపిస్తుంది, ఇక్కడ పాఠశాల విద్య ఆలస్యం చేయబడుతుంది, ఇంటి ఆధారిత సంరక్షణ మరియు నేర్చుకోవడాన్ని ప్రాధాన్యతగా భావిస్తారు. ప్రారంభ సంవత్సరాల్లో పిల్లలు కుటుంబ సభ్యులతో అనుబంధం ఏర్పరచుకోవడానికి, అలాగే రోజువారీ కార్యకలాపాలలో గమనించడం మరియు పాల్గొనడం ద్వారా నేర్చుకోవడానికి సమయం ఇచ్చారు.

మాలి సమాజంలో పెద్ద సోదరుల పాత్ర ముఖ్యమైంది. పెద్ద పిల్లలు తమ చిన్న సోదరుల బాధ్యతను తీసుకోవడం అనేక సంస్కృతుల్లో సాధారణం. ఈ విధానం ద్వారా పెద్ద పిల్లలు సంరక్షణ నైపుణ్యాలు, బాధ్యత మరియు నాయకత్వం వంటి లక్షణాలను అభివృద్ధి చేసుకుంటారు. చిన్న పిల్లలు తమ పెద్ద సోదరులతో పరస్పర చర్య ద్వారా సామాజిక మరియు భావోద్వేగ అభివృద్ధికి సహాయపడతారు. ఈ వ్యవస్థ తల్లిదండ్రులకు పొలాల్లో పనిచేయడానికి లేదా ఇతర ఆర్థిక కార్యకలాపాలలో పాల్గొనడానికి సహకరిస్తుంది, చిన్న పిల్లలు పెద్ద సోదరుల సంరక్షణలో ఉండటం వారికి భరోసానిస్తుంది.

మాలి సమాజంలో సమూహ సంరక్షణ కూడా ఒక ముఖ్యమైన భాగం. పెద్ద పిల్లలు తమ చిన్న సోదరులతో కలిసి సమూహంలో చేరడం సామాజిక ఐక్యతను బలపరుస్తుంది. పిల్లలు కలిసి పెరిగే సమయంలో సహకరించడం, పరస్పర సహాయం చేయడం వంటి సామాజిక విలువలను నేర్చుకుంటారు. ఇది ఆహారం మరియు పర్యవేక్షణ వంటి వనరులను పూలింగ్ చేయడానికి కూడా అనుమతిస్తుంది, దీనివల్ల పిల్లల సంరక్షణ మరింత సమర్థవంతంగా మారుతుంది. పెద్దలు మరియు తాతలు సాంస్కృతిక జ్ఞానం, కథలు మరియు విలువలను చిన్నతరానికి అందించడంలో కీలక పాత్ర పోషిస్తారు.



తాతలు మరియు అమ్మమ్మలు కూడా పిల్లల పెంపకంలో ముఖ్యమైన పాత్ర పోషిస్తారు. వారి శారీరక పరిమితులున్నప్పటికీ, పిల్లలను పర్యవేక్షించడం, వారికి మార్గనిర్దేశనం చేయడం, సాంస్కృతిక విలువలను బోధించడం వంటి బాధ్యతలు నిర్వహిస్తారు. వారు పిల్లలకు భావోద్వేగ స్థిరత్వం మరియు నిరంతరత భావనను అందిస్తారు, ఇది పిల్లల భావోద్వేగ అభివృద్ధికి సహాయపడుతుంది. మాలి సమాజంలో తల్లులు భోజనాలను సిద్ధం చేయడం, పిల్లలకు ఆహారం అందించడం వంటి గృహ పనులు నిర్వహించడం ద్వారా సాంప్రదాయ లింగ పాత్రలను ప్రతిబింబిస్తారు. కథల ద్వారా మరియు పరస్పర చర్య ద్వారా, వారు సాంస్కృతిక విలువలు, సాంప్రదాయాలు మరియు జ్ఞానాన్ని అందిస్తారు. ఈ విధంగా మాలి సమాజం పిల్లల సంరక్షణ పద్ధతులు వారి సామాజిక-ఆర్థిక వాతావరణానికి అనుగుణంగా ఉంటాయి. పెద్ద పిల్లలు మరియు తాతలను పిల్లల సంరక్షణలో భాగస్వామ్యం చేయడం ద్వారా, వారు ఆర్థిక ఉత్పాదకతను పెంపొందించే స్థిరమైన వ్యవస్థను సృష్టిస్తారు. పిల్లల పెంపకంలో అనేక తరాలు పాల్గొనడం వల్ల తరాల మధ్య బంధాలు బలపడుతాయి, మరియు సాంస్కృతిక పద్ధతులు, విలువలు నిరంతరం కొనసాగుతాయి.



The social structure and child rearing practices of the Mali community in Telangana provide an interesting scenario. In the Mali community, children are not sent to school until the age of five. This practice is common in many traditional societies, where schooling is delayed, home-based care and learning are prioritised. Early years give children time to bond with family members, as well as learn by observing and participating in everyday activities.

The role of elder brothers is important in the Mali community. It is common in many cultures for older children to take responsibility for their younger siblings. Through this approach older children develop qualities such as caring skills, responsibility and leadership. Young children are aided in social and emotional development through interaction with their older siblings. This system enables parents to work in the fields or engage in other economic activities, ensuring that younger children are under the care of older siblings.

Group care is also an important part of the Mali community. Social cohesion is strengthened by older children joining the group with their younger siblings. Children learn social values like cooperation and helping each other while growing up together. It also allows for the pooling of resources such as feeding and supervision, making child care more efficient. Elders and grandparents play a vital role in passing down cultural knowledge, stories and values to the younger generation.

Grandparents also play an important role in child rearing. Despite their physical limitations, they are responsible for supervising the children, guiding them and teaching them cultural values. They provide children with a sense of emotional stability and continuity, which helps children's emotional development. In the Mali community, mothers reflect traditional gender roles by performing household chores such as preparing meals and feeding children. Through stories and interaction, they impart cultural values, traditions and knowledge.

Thus the Mali community's child care practices are adapted to their socio-economic environment. By involving older children and grandparents in childcare, they create a sustainable system that fosters economic productivity. Multi-generational involvement in child rearing strengthens intergenerational bonds, and perpetuates cultural practices and values.



## POEM

## মা, আমি কি নিরাপদ? (Mother, Am I Safe?)



শুভম কুন্ডু,  
AIF

মা, আজ খবরটা শুনে আমি শিহরিত, কেঁপে উঠলো মন,  
এক ডাক্তার দিদির কান্না, রক্তে ভেজা শহরের কণ্ঠস্বর।  
আমি কি নিরাপদ মা, রাতে এই একা ঘরে?  
নাকি অসুরেরা লুকিয়ে আছে, আঁধারের দুয়ারে?

মা, মনে পড়ে মহাভারতের সেই দ্রৌপদীর কথা,  
সভায় তাকে কেউ রক্ষা করলো না, ছিল কেবল অন্যথা।  
পাঁচজন পাশে থেকেও, ছিল সে সম্পূর্ণ একা,  
আমরাও কি মা, এমন দিনেই বিচার পাবো না?

মা, যদি আমি ডাক পাঠাই, সেই নির্জন রাতের আঁধারে,  
দেবতা কি আসবে মা, আমায় রক্ষা করতে দ্বারে?  
নাকি আমিও হারাবো সম্মান, ভয়ে মুখ বন্ধ করে,  
এই সমাজের চোখে হয়ে যাবো আরেকটা মেয়ের গল্পের  
পরে?

মা, দুর্গা কি দেখছেন না, তার মেয়েরা আজ কতটা ভীত?  
কেন অসুরেরা আজও মুক্ত, শহরের পথে দাপিয়ে বেড়ায়  
চিরতীত?  
তবে কি দেবীর অস্ত্র থেমে গেছে, চিরদিনের মতো?  
আমরা কি ভয়ে ভয়ে কাটাবো আমাদের প্রতিটি রাত?

মা, আমি কি কোনোদিন শান্তিতে হাঁটতে পারবো পথে?  
নাকি প্রতিটি পদে ভয় পিছু ছাড়বে না আমায়?  
দ্রৌপদীর মতো আমিও কি হারিয়ে ফেলবো আশা?  
নাকি একদিন দুর্গা দেবীর কৃপায় পাবো সাহসের ভাষা?



*Mother, today I heard news that shook me to the  
core,  
The cries of a doctor, her voice drowned in a blood-  
soaked roar.  
Am I safe, mother, in this lonely room tonight?  
Or are demons lurking in the shadows, hidden from  
sight?*

*Mother, I remember the story of Draupadi's despair,  
In the grand hall, her dignity was stripped bare.  
Though five stood by her side, she was left all alone,  
Will we too, mother, find no justice of our own?*

*Mother, if I cry out in the dark, silent night,  
Will the gods come to protect me, to defend my  
right?  
Or will I too lose my honor, with no voice to scream,  
And become just another tale lost in society's  
stream?*

*Mother, can't Durga see how her daughters tremble  
in fear?  
Why do demons still roam free, year after year?  
Has her weapon fallen silent, never to rise again?  
Will we live in fear, trapped in this endless chain?*

*Mother, will I ever walk freely in peace one day?  
Or will fear follow me, every step of the way?  
Like Draupadi, will I lose all hope and faith?  
Or will Durga's blessing one day give me strength,  
not hate?*





**बोलता बचपन**  
**(Hindi Section)**



# ट्रैफिक लाइट

आरिफा खातून, रिसर्चर, कानपुर

रोहन और प्रिया स्कूल जा रहे थे। रास्ते में रेड सिग्नल होने पर उनकी गाड़ी रुकी तभी उन्होंने देखा की एक बाइक सवार आदमी ट्रैफिक सिग्नल का उल्लंघन कर निकल गया।

रोहन ने प्रिया से कहा, “हमें ट्रैफिक नियमों का पालन करना चाहिए फिर अंकल ने नियम क्यों तोड़ा”?

अभी वे रास्ते में आगे बढ़े ही थे कि उन्होंने देखा की सड़क पर भीड़ जमा है। वह दोनों भीड़ के पास गए। रोहन - “प्रिया, यह तो वही अंकल हैं जो ट्रैफिक नियम तोड़कर भागे थे”। वह आदमी दर्द से कराह रहा था, लेकिन उसकी मदद के लिए कोई आगे नहीं आ रहा था। सब फ़ोटो और विडियो बनाने में लगे थे। प्रिया ने रोहन से कहा, “हमें इनकी मदद करनी चाहिए”। रोहन ने तुरंत एम्बुलेंस को कॉल कर अंकल को अस्पताल पहुंचाने में मदद की।

यह देखकर एकत्रित भीड़ बच्चों की प्रशंसा करने लगी, लेकिन रोहन को इससे बहुत गुस्सा आया।

उसने कहा - आप लोगों को शर्म आनी चाहिए! अंकल की मदद करने के बजाय आप सभी अपने-अपने मोबाइल फोन से फोटो और विडियो बना रहे हैं। रोहन की बात सुनकर सभी लोग बहुत शर्मिंदा हुए और माफी मांगी।

कभी-कभी बच्चे हमें अपनी उम्र से बड़ी सीख दे जाते हैं।



## परदेशी ! मत भूल्या आपन गांव रे...!!!



पवन कुमार पाण्डेय  
एम. ए. (साहित्य), एम. ए. (लोक प्रशासन) & एम.  
ए. (ज्योतिष),  
अनुभाग अधिकारी श्री वेंकटेश्वर महाविद्यालय  
(दिल्ली विश्वविद्यालय) नई दिल्ली



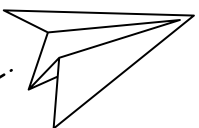
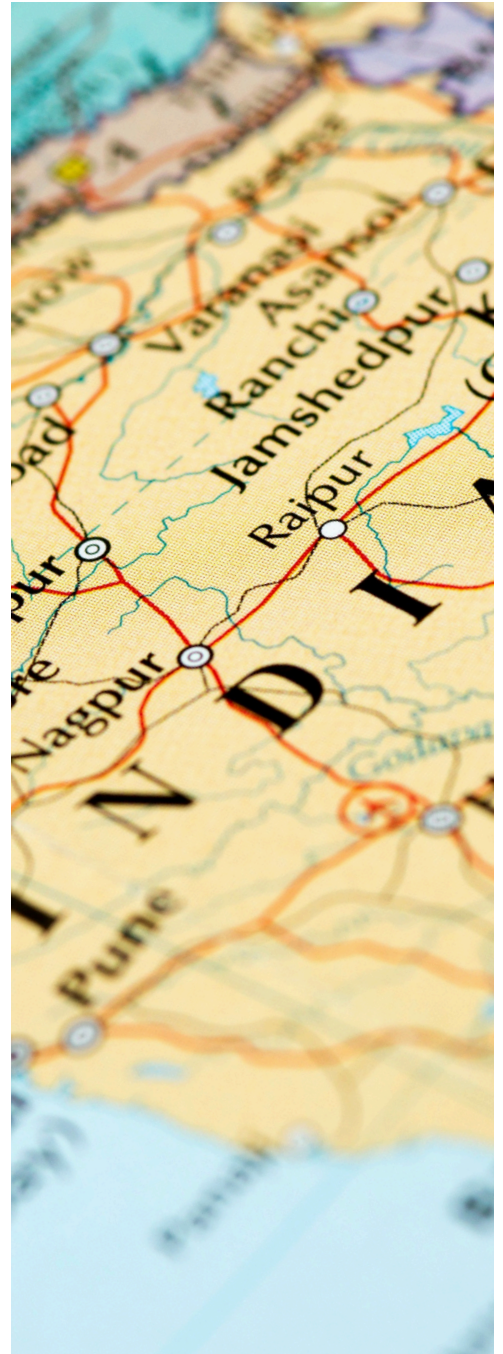
जहां कभी उस पावन गांव में बहती शुद्ध हवाएं;  
दादा-दादी, अम्मा-बाबू की प्रिय स्मृति रेखाएं।  
चाचा-ताऊ का निश्छल प्यार भी याद हमेशा आए;  
कोशिश चाहे जितनी कर लो फिर भी याद न जाए॥  
परदेशी...॥1॥

बाबू-अम्मा के चरण कमल वो याद हमेशा आए;  
वरद हस्त उनका जीवन में हर पल रंग जमाए।  
गांव की मिट्टी की खुशबू में एक प्यारा अहसास;  
याद हमेशा रखना प्रियवर! जब तक तन में सांस॥  
परदेशी...॥2॥

धोबीभार, पिपरी स्कूल की यादें कभी न जाए;  
पढ़ना-लिखना खेलना दिल से कभी न जाए।  
विधि का करतब बड़ा अनोखा क्या-क्या गज़ब दिखाए;  
बचपन के सपने औ यादें हर पल गले लगाएं॥ परदेशी...3॥

गली, मुहल्ले, पेड़, जानवर, खेत और खलिहान;  
याद मुझे ये हरदम आते इनमें बसती जान।  
'करमोली' है बड़ा ही प्यारा पास अयोध्या धाम।  
निर्मल नदी सारयू बहती; हर दिल रहते राम॥परदेशी...4॥

बड़े- बुजुर्गों की यादें उनके पावन संदेश;  
याद हमेशा मुझको आएं काटें कठिन कलेश।  
उनकी पावन दुआ हमेशा लेती मेरी बलैया;  
'पवन पाण्डेय' वापस आना मेरे बाबू-भैया॥ परदेशी...5॥







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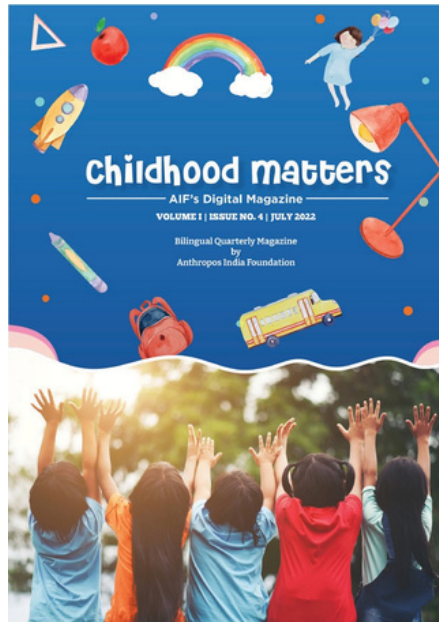
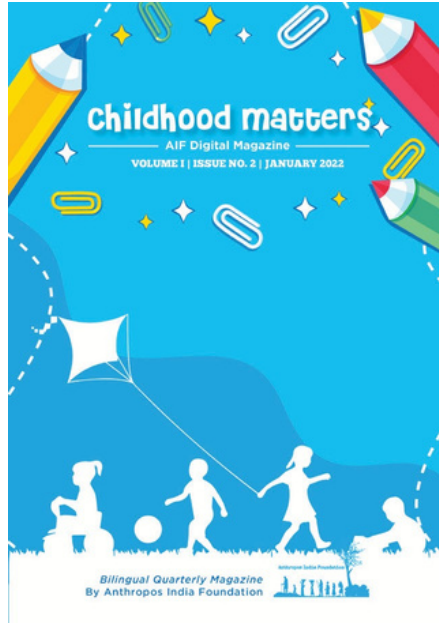
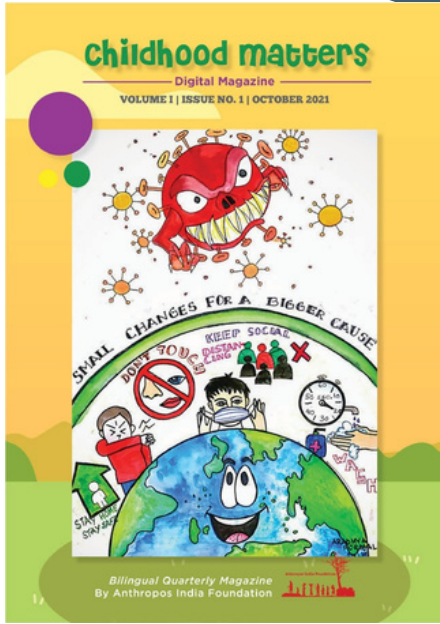
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The background of the cover is a sunset sky with warm orange and yellow tones. In the foreground, the silhouettes of two children are visible. One child is standing and holding a string attached to a kite that is flying in the upper right corner. The other child is partially visible on the left side. The overall mood is peaceful and nostalgic.

# childhood matters

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