

# Pragya College of Education

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Distt. - Jhajjar (Haryana)

Session .....



## Understanding The Self

(1st Year)

Name .....

College Roll No. ....

University Roll No. ....

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### Understanding The Self

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Signature



# 1. SELF

The self is what makes someone an individual; it is the essential being of a person, one's ego and the awareness of one's own inner person. Or in other words self is who a person is, including the qualities such as personality and ability that make one person different from another.

There are two parts of the self :-

- The lower self / ego : This consists of temporary body, the five senses, changing thoughts and opinions.
- The higher / true self : It is the essential core of a person that is unchanging.

Self-concept is the image that we have of ourselves. This image develops in a number of ways but is particularly influenced by our interactions with important people in our lives. Self-concept is generally thought of as our individual perceptions of our behaviour, abilities and unique characteristics. Self-concept tends to be more malleable when people are younger and still going through the process of self-discovery and identity formation. As people age, self-perceptions become much more detailed and organised as people



## 2.

form a better idea of who they are and what is important to them. According to the book "Essential Social Psychology" by Richard Cripps and Rhianon Turner, self concept has three types-

\* **The individual self** :- This consist of attributes and personality traits that differentiate us from other individuals

Eg:- Introversion or extroversion, etc

\* **The relational self** :- It is defined by our relationships with significant others.

Eg:- siblings, friends, spouses, etc

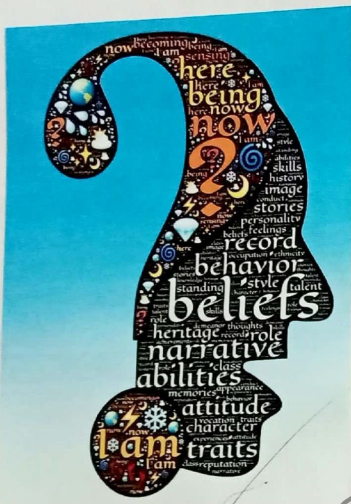
\* **The collective self** :- This reflects our membership in social groups.

Eg:- British, Republican, Anglo-Indian, etc

Psychologist **Dr Bruce A. Bracken** suggested in 1992 that there are six specific domains related to self-concept :

- **Social** : the ability to interact with others.
- **Competence** : the ability to meet basic needs
- **Affect** : the awareness of emotional states
- **Physical** : feelings about looks, health, physical condition and overall appearance.
- **Academic** : success or failure in school.
- **Family** : how well one functions within the family unit.





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## Self-Identity

In order to understand self-identity we first need to review what we know about the social nature of human beings as social beings desire social interactions with others. These interactions often involve seeing others and being seen by others, such as walking with others, working with others, or perhaps even interacting virtually in the online world. We engage in these processes largely as part of our ongoing existence and do not reflect on it much. We do this many times in a contributory way, in order to establish and strengthen social bonds and linkages with people who hold significant positions in our lives. We engage in these processes because, in part these help us to form our self-identity, to establish the view we have about ourselves.

Self-identity refers to the global understanding a person has of themselves. Self-identity is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes.

For example, the statement, "I am lazy" is a self-assessment that contributes to the self-

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identity. In contrast, the statement, "I am tired" would normally be not considered as part of someone's self-identity, since being tired is a temporary state.

The self-identity is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individual's ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

In 1994, J.C. Murray done first known use of self-identity in his definition below:-

"Self-understanding is the necessary condition of a sense of self-identity."

According to Baumeister (1999),  
"The individual's belief about him-self or her-self, including the person's attributes and who and what the self is."

Three goals are required for the task of identity formation :-

▶ The first task is discovering and developing one's

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personal potentials These personal potentials refer to those things that the person can do better than other things that the person can do better than other things. How a person to discover what those best potentials are? The answer is a process of trial and error. This requires exposure to a wide array of activities, some of which one become able to do relatively well. However, the development of skills and talent requires time, effort and willingness to tolerate frustration when obstacle to improvement encountered.

- **Second** step is choosing one's purpose of life. It is necessary to choose what we are seeking to accomplish in our lives. To achieve substantial success in fulfilling our purpose, the objectives must be compatible with one's talent and skills. To choose a purpose not compatible with one's capabilities is lead to frustration and failure.
- Finally in **third** step, one is required to find opportunities for the implementation of those potentials and purpose. Open societies allow for role mobility and flexibility to implement identity-related choices. However, this is not the case in close and rigid societies.

Identity is never "final" and continues to develop through the lifespan. Knowing one's identity accurately increases self-esteem and reduces depression and anxiety.



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# Self Esteem

Self-esteem is a way of thinking, feeling and acting that implies that one accept, respect and believe in oneself.

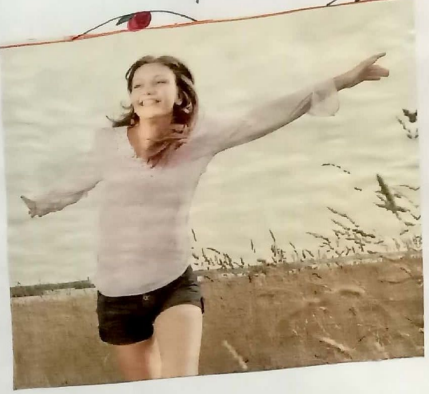
When one accept oneself, one is okay with both the good and not so good things about oneself.

When one respect oneself, one treat oneself well in much the same way one would react or treat someone else one respect.

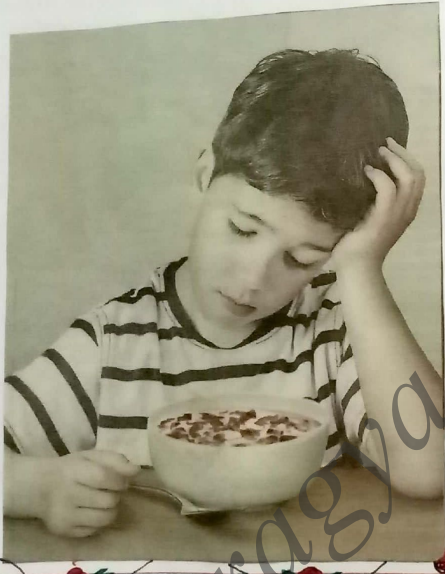
To believe in oneself means that one feel one deserve to have the good things in life. It also means that one have confidence that one can make choices and take actions that will have a positive effect on one's life.

Part of self-esteem is knowing that one is important enough to take good care of oneself by making good choices for oneself. Having self-esteem also means one don't have to put other people down to feel good about oneself. Self-esteem needs to come from within and not be dependent on external sources such as material possessions, one's status, or approval from others. Self-esteem doesn't

HIGH SELF-ESTEEM

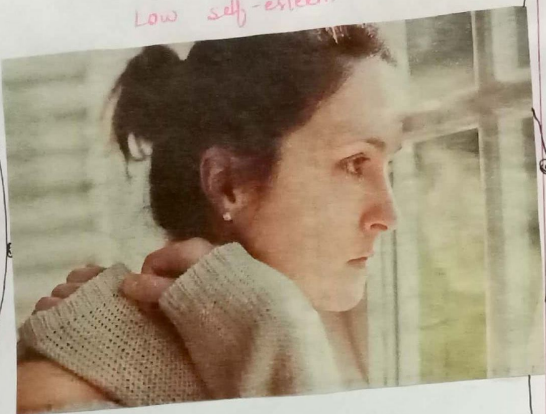


LOW SELF-ESTEEM



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Low self-esteem



High self-esteem

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mean one think one is better or more important than other people are, it means that one respects and values oneself as much as other people.

According to Rosenberg (1965),

"Self-esteem refers to an individual overall positive evaluation to the self."

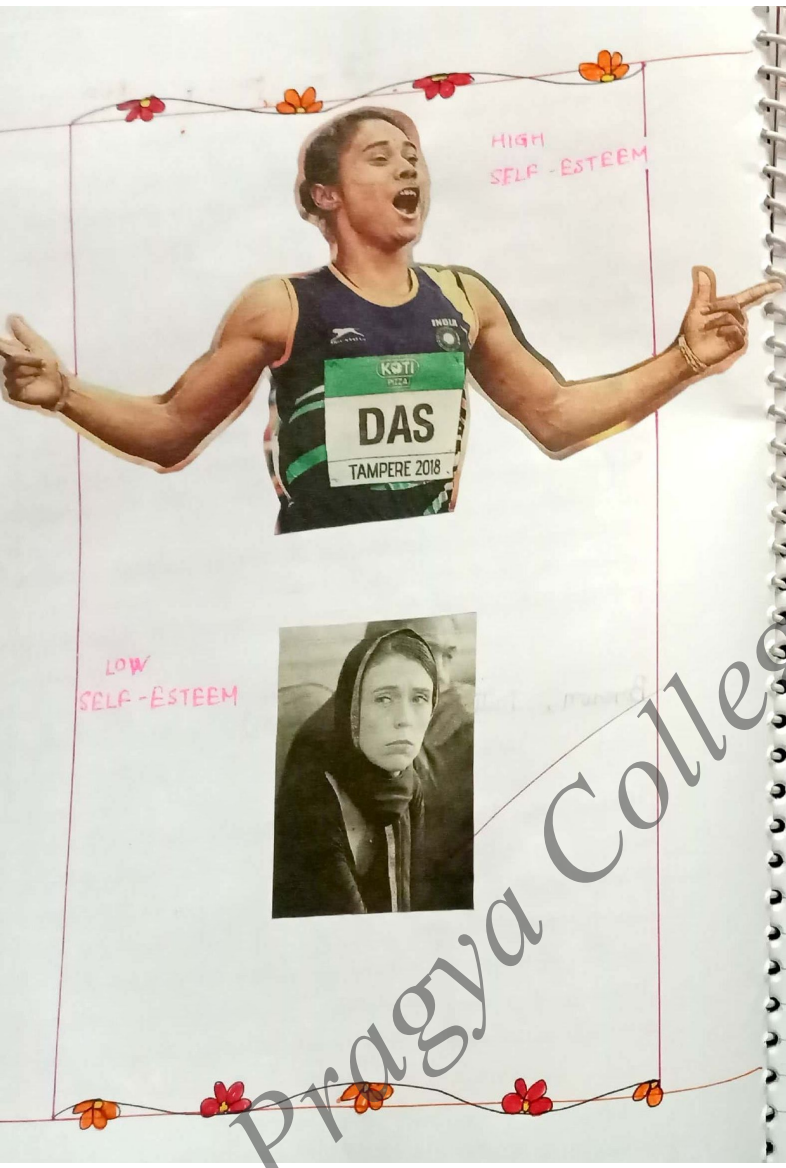
According to Sedikides and Gress (2003),

"Self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self respect and self-confidence and the extent to which the individual holds positive or negative views about self."

Brown, Dutton and Cook (2001) distinguished three ways in which the term self-esteem is used-

- \* Global or trait self-esteem to refer to the way people characteristically feel about themselves i.e. feelings of affection for oneself.
- \* Self-evaluation to refer to the way people evaluate their various abilities and attributes.
- \* Feelings of self-esteem to refer to momentary emotional states e.g., a person might say his self-esteem was sky-high after getting a big promotion, or a person might say his self-esteem plummeted after a divorce.





HIGH  
SELF-ESTEEM

LOW  
SELF-ESTEEM

If someone have healthy self-esteem, their beliefs about themselves will generally be positive. They may experience difficult times in their life, but they will generally be able to deal with these without them having too much of a long-term negative impact on them.

If someone have low self-esteem, their beliefs about yourself will often be negative. They will tend to focus on their weaknesses or mistakes that they have made, and may find it hard to recognise the positive parts of yo their personality. They may also blame themselves for any difficulties or failures that they have

Signs of  
Low  
Self-Esteem

Lack of confidence, negative view of life, mistrusting others inappropriately, blaming behaviour, fear of taking appropriate risks, dependence on others to make decisions, etc are signs of low self-esteem.

Signs of  
High  
Self-Esteem

Confidence, self-direction, non-blaming behaviour, optimism, ability to make mistakes and learn from them, ability to solve problem, ability to appropriately trust others, etc are signs of high or healthy self-esteem.

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## Inner Self

The inner self is an individual's personal identity - one that is distinct from identities defined by external social forces and relationships. It is closely related / linked to the person's values, beliefs, goals and motivations. The term also implies a level of authenticity not associated with external identities and labels; it is the "true self". Many refer to the inner self as the soul.

It is more useful to use the term "inner self" to describe the complete self because, compared to the external world, it appears to be inside of you.

When we look at the reality of life, everything is inside us. As a spark of infinite being the entire universe is inside of us because the universe was created within the consciousness of infinite being. The infinite being is consciousness of infinite being.

An individual is composed of two basic aspects of the inner self. They are the intellectual and conscious aspects as they relate to the spirit mind, and the emotional

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and intuitive aspect as they relate to the spirit

It may be important to some that their mind be prominent and well educated. The mind is important as it is the part of self that directs the other aspect. The mind learns to do things and communicate the information to the body and the feelings. What the mind believes, the body manifests or acts so, and the emotions feel, or respond with. The mind stores both healthy and destructive thoughts, beliefs; and it provides access creativity and serenity which are important for processes as prayer, forgiveness, passion, etc.

The human emotions are the most feared aspect of the self, as individuals are reluctant and unprepared to manage them. Managing feelings is like trying to hold water in the palm of your hand. A decision made under emotional stress and strain usually impacts emotions negatively. Accessing feelings when they are needed now becomes difficult, leaving the individual numb and hopeless.

# Self Development Strategies

Self development is most effective tool which helps in achieving excellence in our respective fields. It utilize the concept of reflection to enable one to keep track of the steps they made to acquire skills and knowledge.

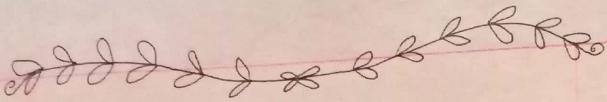
Here are 15 tips to help us develop our own personal development strategy:

- ★ Make your own development your number one priority.
- ★ Spend more time developing as a person than developing as a professional.
- ★ Give yourself a self-appraisal.
- ★ Imagine you had to make the case to yourself regarding the development you need, write down what would you it take to convince you to invest?
- ★ Choose how you want to develop, rather than conform to whatever someone might tell you to do.



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- ★ Spend much more time on getting better at what you're good at, than struggling to improve your weakness.
- ★ Identify some specific strengths you're and commit to getting even better at them.
- ★ What do you aspire to do/be? Think.
- ★ Take an ordinary project and find something extraordinary in it - try to make a real impact.
- ★ Take real pride in something that you do.
- ★ Learn more about what you really enjoy doing.
- ★ Vary your learning diet. Experience a bite-size learning, the small learning snacks just when you need them. But make sure you also experience the breadth of learning from a longer, more measured, learning meal taken regularly.
- ★ Cultivate a healthy dissatisfaction with how things are. But your motive here is to improve, not to become frustrated.
- ★ Promote healthy habits to have mind-body wellness.
- ★ You should make effective goals, that will provide extra incentive to beat own expectations.



13.

# Personality

The term 'personality' is derived from the latin word 'persona' which means mask. In psychological language, personality refers to person's unique and enduring patterns of thinking, feeling and behaving. Which means personality encompasses nearly every aspect of human experiences. Our personalities have the potential to generally make great impact on our wellbeing. Also, since human beings are social creatures, this means our personalities greatly influence our overall success and satisfaction with life. Our personality does not change just from one day to another, actually it changes hardly at all. If there are any changes that are very limited and slow and may be caused by trauma or life changing experiences.

According to Watson,

"Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information."

According to Hall and Lindzey,

"Personality is the essence of human being."

According to Ogburn and Hirkoff,  
"Personality is the totality of sentiments, ideas, attitudes, habits, skills and behaviours of an individual."

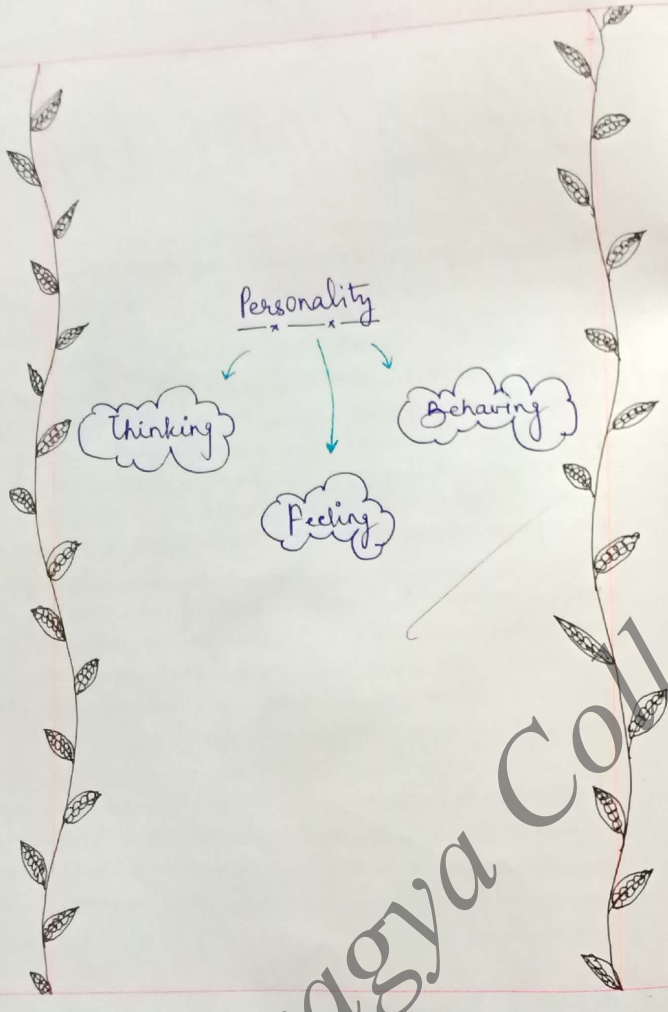
To sum up we can say that :-

- Personality is not related to bodily structure alone. It includes both structure and dynamics.
  - Personality is neither good nor bad.
  - Every personality is unique.
- Personality is influenced by social interaction and is defined in terms of behaviour. And it refers to persistent qualities (consistency, regularity, etc) of individuals.

### Types :-

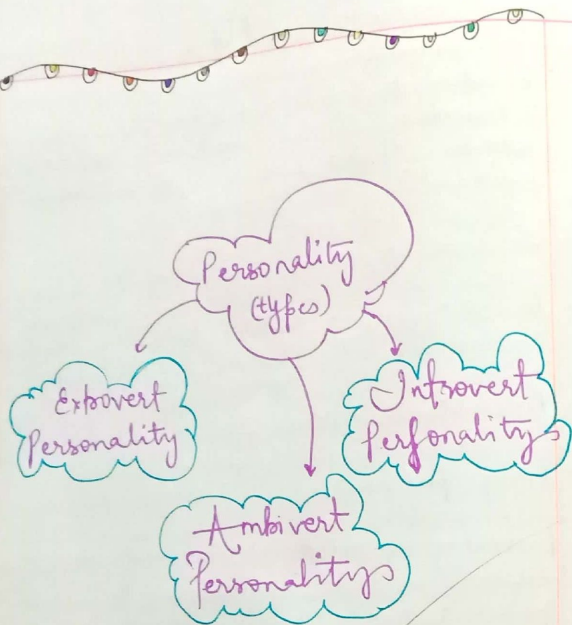
There are three types of personality :-

- **Extrovert Personality:** This type has the tendency to live mostly outside with others. These individuals are highly socialized. They always want to join groups which have more members in it.
- **Introvert Personality:** This is opposite to extrovert. These people prefer calm.



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minimally stimulating environments. Introverts tend to feel drained after socializing and regain their energy by spending time alone.

**Ambivert Personality:** An ambivert is someone who falls in the middle of the introvert-extrovert continuum. These are fascinating individuals who can be excellent conversationalists as well as excellent listeners. They have the blend of traits and unique strengths from both other personalities.

## Determinants of Personality

Many things influence in the process of development of personality. Mainly there are two factors that influence development of personality, namely biological and environmental factors.

### ⇒ Biological Factors:

These are the factors that we can see. These factors are also known as heredity factors. These are -

**Physique:** Physical development of human influence

## Biological Factors

- Physique
- Intelligence
- Sex differences
- Nervous System
- Endocrine Glands

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the development of personality such as : height, weight, physical defect, etc.

**Intelligence :** Intelligence is the thinking power of human. It is the hereditary. Persons who are very intelligent can make better adjustment in around them.

**Sex Differences :** Generally boys are more assertive, tough minded and vigorous. They show interest in winning also in our daily activities. Girls are interested in less vigorous games. They remain quite and show interest in personal physical appearance. This is why, most of the girls have a better sense of fine art. Thus, sex differences play a vital role in the development of individual's personality.

**Nervous System :** Nervous system controls or limits one's learning capacity.

**Endocrine Glands :** Endocrine glands also plays very important role in physical, intellectual, emotional and social development.

## ⇒ Environmental Factors :

**Geographical Environment :** Individual's personality is influenced by the geographical conditions.

**Childhood Experience :** It is of vital importance when in childhood, the individual is hunted by tensions and emotions, it influences its development.

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## Environmental Factors

- Geographical Environment
- Childhood Experience
- School
- Culture

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• **School** : School plays a major role in the development of personality. Most precious sign is the teacher's personality. That is the attitudes, beliefs, habits, etc. of teacher. Also how teacher teaches to an individual. It plays a vital role in personality development.

• **Culture** : Personality is the image or mirror of culture. It plays a special role in the development of personality.

## Approaches to Personality

We have observed that even two children of the same family develop dramatically different personalities. Not only they look physically different, but they also behave differently in different situations. These observations often generate curiosity and force us to ask: "Why is it that some people react differently in a given situation than others do? Why is it that some people enjoy adventurous activities, while others like reading, watching television or playing cards? Are these differences stable all through one's life, or are they just short-lived and situation-specific?"

A number of approaches and theories have been developed to understand and explain differences



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among individuals. There are majorly two theories namely :

### Type Approach :

The type personality approach attempts to comprehend human personality by examining certain broad patterns in the observed behavioural pattern refers characteristics of individuals. Each behavioural pattern refers to one type in which individuals are placed in terms of the similarity of their behavioural characteristics with that pattern.

It includes -

- Sheldon's Endomorphic, Mesomorphic and Ectomorphic typology.
- Jung's introverts and extroverts typology.
- Friedman and Rosenman's Type-A and Type-B personalities.
- Morris's Type-C personality.

### Trait Approach :

In contrast with the type approach, the trait approach focuses on the specific psychological attributes along with which individuals tend to differ in consistent and stable ways. For example one person may be less shy, whereas another may be more, or one person may be less friendly, whereas another may be

more. Here "shyness" and "friendliness" represent traits along which individuals can be rated in terms of the degree of presence or absence of the concerned behavioural quality or a trait.

It includes -

- Allport's trait theory
- Raymond Cattell's personality factors
- Eysenck's theory

### Psychodynamic Approach:

This view owes largely to the contributions of SIGMUND FREUD. He used free association (a method in which a person is asked to openly share all the thoughts, feelings and ideas that come to his/her mind), dream analysis and analysis of errors to understand the internal functioning of the mind.

### Post-Freudian Approach:

A number of theorists further developed their ideas following Freud. Some had worked with him and then moved on to develop their own versions of the psychoanalytic theory. These theorists have been called neo-analytic, or post-Freudian in order to differentiate their work from Freud's. These theories are characterised by less prominent roles to sexual and aggressive tendencies of the

Id and expansion of the concept of ego. The human qualities of creativity, competence, and problem solving abilities are emphasized. It includes:

- Carl Jung's Aim and Aspiration theory
- Karen Horney's Optimism theory
- Alfred Adler's lifestyle and social interest theory
- Erich Fromm: The Human Concerns
- Erik Erikson: Search for Identity

Behavioural Approach:

This does not give importance to the internal dynamics of behaviour. The behaviourists believe in data, which they feel are definable, observable, and measurable. According to them, personality can be best understood as the response of an individual to the environment. They see the development simply as a change in response characteristics i.e. a person learns new behaviours in response to new environment and stimuli.

Cultural Approach:

This approach attempts to understand personality in relation to the features of ecological and cultural environment. The climatic conditions, the nature of terrain of the habitat and the

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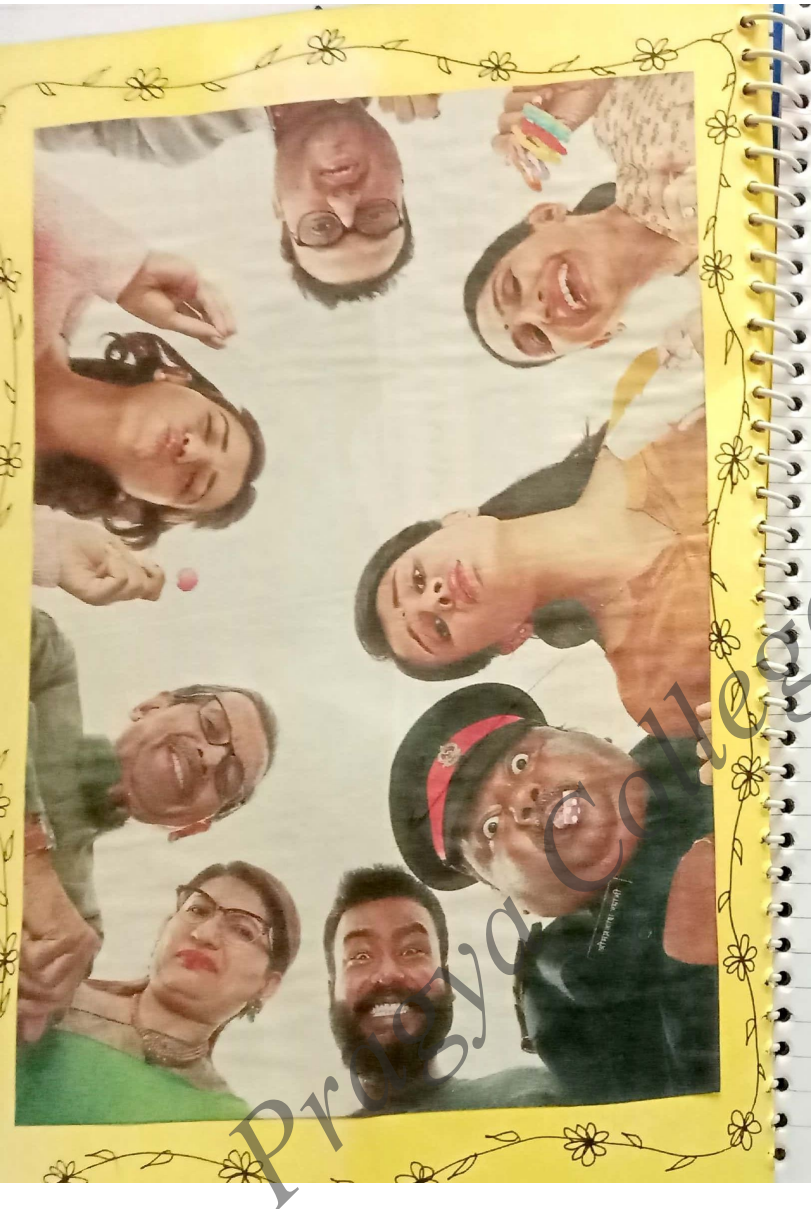




availability of food (food, fun) in it determine not only people's economic activities, but also their settlement patterns, social structures, division of labour, and other features like child rearing practices. All these elements (taken together) constitute a child's overall learning environment. People's skills, abilities, behavioural styles, and value priorities are viewed as strongly linked to these features. People develop various personality (behavioural) qualities in attempt to adapt the ecological (arts, recreational activities, games and play) and cultural features (rituals, ceremonies, religious practices) of a group's life.

### Humanistic Approach:

Here psychologists try to see people's lives as those people would see them. They have optimistic perspective and focus on the ability of human beings to think consciously and rationally, to control their biological urges and to achieve their full potential. These theories are mainly developed in response to Freud's theory. Carl Rogers and Abraham Maslow have particularly contributed to this theory's development.



# 29. Self Expression

Self-expression is the expression of one's feelings, thoughts and ideas. It's a reflection of a person's individuality and autonomy, and is about behaving in line with one's states and traits. It enables one to distinguish oneself from others, reflect on one's beliefs and needs and leads to self-empowerment and plays an important role in self-concept development. Suppression or lack of self-expression can lead to negative consequences on mental health. Therefore, self-expression is a highly significant aspect of behaviour and has major implications on development and well-being.

According to Kim and Ko,  
"Self-expression is expressing one's thoughts and feelings and these expressions can be accomplished through words, choices and actions".

One can improve self-esteem by speaking, writing, improving body language and artistic endeavors (creating music, dancing, painting, etc.).



Construct  
↓  
mental structure  
↑  
Personal Experiences

23.

There are two forms of self-esteem like - personal constructs and social constructs.

## Personal Construct

It is a psychological theory developed by George Alexander Kelly in *The Psychology of Personal Constructs* (1955), which argues that a person's processes are psychologically channelized by the ways in which he anticipates events. The theory therefore examines the ways in which people construct meanings.

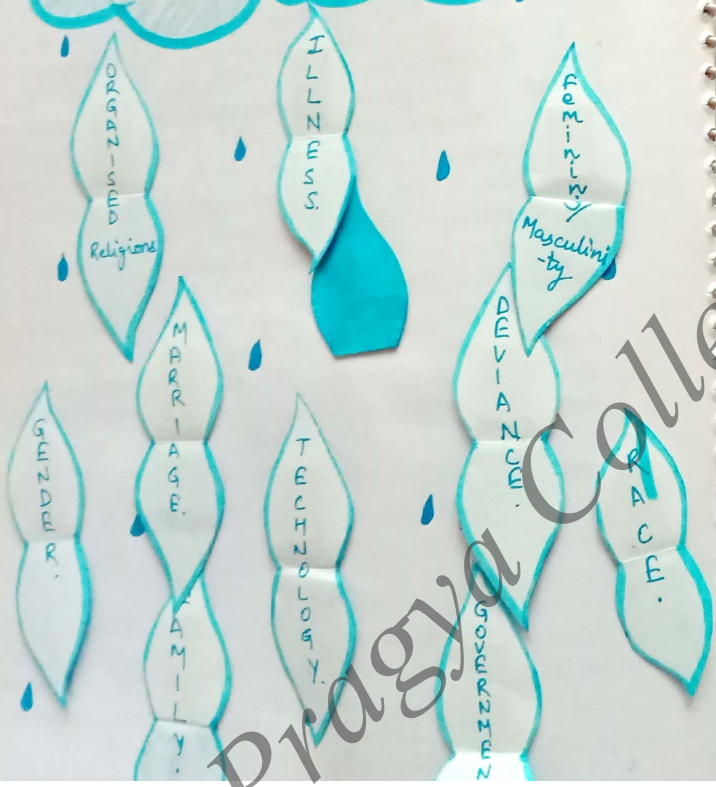
Constructs (mental structures) are unique and vary from person to person because they are formed based on individual experiences. This theory differed from behaviourism and psychoanalysis when it was introduced because it placed emphasis on an individual's influence on their personality instead of focusing solely on the environment or the unconscious.

### Example:

Two friends are at a carnival and see roller coaster. The first person gets excited and immediately wants to ride it. The second person is horrified, has a fear response.



# Social Constructs



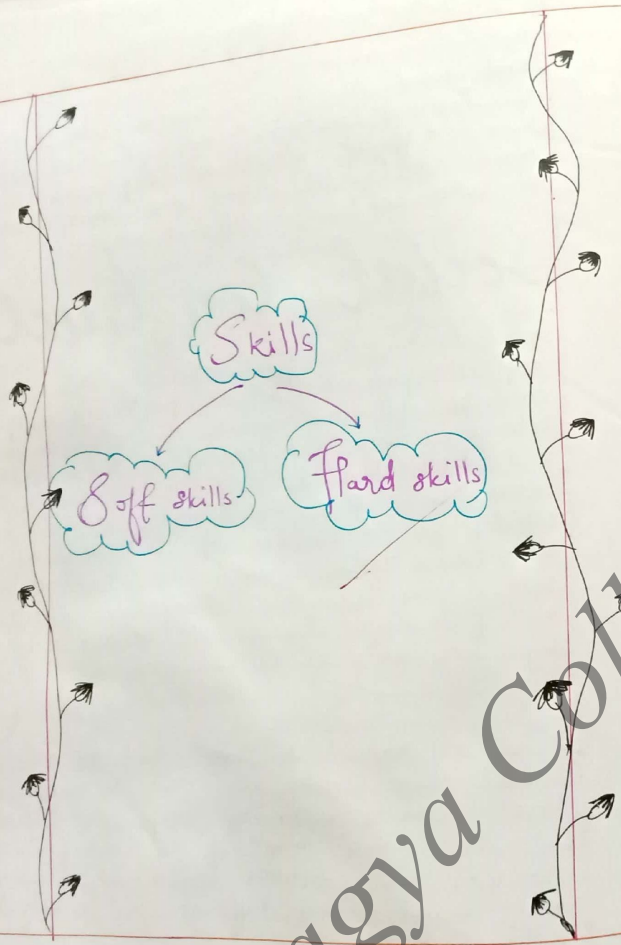
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and wants to go on another ride. According to Personal Construct Theory - the two people have different individual experience and framework (mental) that make them think of the roller coaster in different ways.

## Social Construct

Social Construct Theory is an unwritten and implicit agreement between people in group. It can be between members of a group or between citizens and leaders. It is a political and philosophical theory that states that in order to receive the benefits of being in a society we must give up some natural behaviours, desires, and freedoms. The first modern defence of this theory was proposed by philosopher Thomas Hobbes and elaborated by Jean-Jacques Rousseau in the 16th century.

It is not natural but is created by society. Without them society would not be the same. These constructs very much shape our life but we also shape them. If the existing society changed, new constructs would develop and old ones may weaken. Different societies have different constructs.



25.

# Soft skills

Soft skills are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, these are considered to be a complement to hard skills, which refer to a person's knowledge and occupational skills. Sociologists may use the term soft skills to describe a person's emotional intelligence quotient (EQ).

## Some Important Soft-skills :-

It's hard to say which soft skills are important, since it varies by situation.

- Communication Skill :**  
 People with strong communication skills can build relationships. They can listen well and vary their communication to suit the circumstance. They avoid misunderstandings, and in general make any workplace setting better working.
- Decision-Making Skill :**  
 Being able to make good decisions help with problem solving, and also help to getting on

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in life more easier.

• **Leadership skills:**

They include the ability to manage and motivate others and to delegate work. These are the skills required to take the lead when necessary.

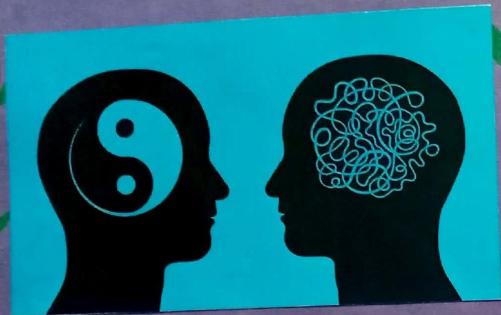
• **Creativity and Problem solving skills:**

Like leadership skills, creativity skill and problem-solving skills are highly valued because they are hard to find and develop.

• **Positive attitude:**

It is the idea that can improve one's life, and the lives of those around them. It helps in every situation whether at home or school.





## 27. Locus of Control

**Control**: an easy word to understand but yet a challenging word to actually deal with. For all people that think they control everything, others that think they are controlled by the world around them and pretty much everything in between. **Control** can be defined as the power to determine outcomes by directly influencing actions, people and events. It's not true that we can not control or can control everything, but it is important to understand, in context of definition, the analysis of what can and can't be controlled by us.

The word become more interesting when we have the word locus before it. Locus is defined as a position, point or place or a location where something occurs.

Locus of Control as a principle was originated by **Julian Rotter** in 1954. It considers the tendency of people to believe to believe that control resides internally within them, or externally, with others or the situation.



A person's locus of control may be internal or external, but many have that in balance of both, perhaps varying with situation.

**Internal**

People with a high internal locus of control believe in their own ability to control themselves and influence the world around them. They see their future as being in their own hands and that their own choices lead to success or failure.

According to Rotter (1990) Locus of control is "the degree to which person expect that a reinforcement or an outcome of their behaviour is contingent on their own behavior or personal characteristics."

Their belief in their ability to change things may well make them more confident and they will hence seek information that will help them influence people and situations. They'll also likely to be more motivated and success-oriented. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control.

A downside of an internal locus of control



is that, in accepting responsibility, the person has to also accept blame for failure. These persons tend to be less influenced by the opinions of other people.

External:

People with a high external locus of control believe that control over events and what other people do is outside them, and that they personally have little or no control over such things. They may even believe that others have control over them and that they can do nothing but obey.

According to Rotter (1990), **EXTE** **CO** **BT** is "the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or simply unpredictable."

With such beliefs, people with an external locus of control tend to be fatalistic, seeing things as happening to them and that there is little they can do about it. This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts.

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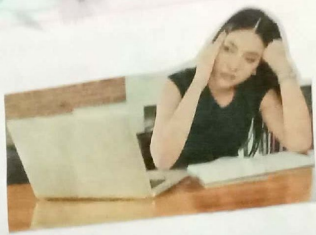


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They are less likely to have expectancy shifts, seeing similar events as likely to have similar outcomes. They hence step back from events, assuming they cannot make a difference. Younger and older people tend to have higher external locus of control than people in middle age.

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# Stress

Stress is the body's natural defence against predators and danger. It flushes the body with hormones to prepare systems to evade or confront danger. This is known as **fight-or-flight** mechanisms. When we face a challenge part of our response is physical. The body activates resources to protect us by preparing us either to stay and fight or to get away as fast as possible. The body produces larger quantities of the chemicals cortisol, adrenaline, and noradrenaline. These trigger an increase heart rate, heightened muscle preparedness, sweating and alertness. All these factors improve the ability to respond to hazardous or challenging situations. Factors of the environment that trigger this reaction are called **stressors**. Example includes noise, aggressive behaviour, a speeding car, scary moments in movies, or even going out on a first date. The more stressors we experience, the more stressed we tend to feel.

**Causes :**

Stress can be caused by any type of physical or emotional stimulus or situation. Often, people speak of different kind of stress, such as work stress, relationship stress, or parenting stress. Some kind of stress may be related to specific stages of life such as aging, pregnancy, the teen years, or the menopause transition, stress for getting good grades, stress for having a job, etc. Children can also be affected by stress too.

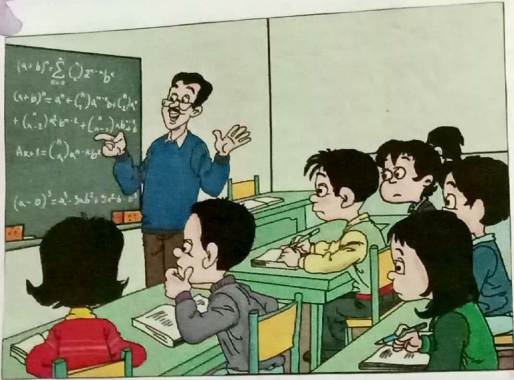
Beside its source, any type of stress can become unmanageable or overwhelming. The following are risk factors for uncontrollable stress :-

- > Social and financial problems,
- > Physical or mental illness,
- > Lack of social support networks,
- > Family history of stress or family conflict.

### Types :

There are three types of stress that require different levels of management:-

- **Acute Stress :** This type of stress is short-term and is most common way





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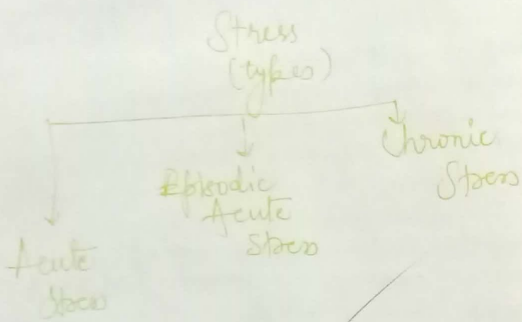
that stress occurs. It is caused by thinking about the possibilities of events that have recently occurred, or upcoming demands and in near future.

Short-term effects include tension headaches and an upset stomach, as well as moderate amount of sorrow.

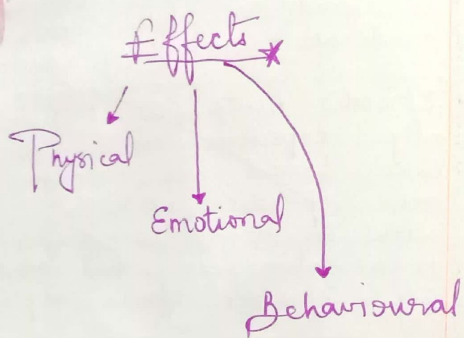
➤ **Episodic Acute Stress:** People who frequently experience acute stress, or whose lives present frequent triggers of stress, have episodic acute stress. A person with too many commitments and poor organization can find themselves displaying episodic stress symptoms.

This type of stress can also lead to high blood pressure and heart disease.

➤ **Chronic Stress:** This is the most harmful type of stress and grinds away over a long period. It occurs when a person never sees an escape from the cause of stress and stop seeking solutions. It can continue unnoticed as people can become used to it, it can become part of an individual's life and personality.



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People with chronic stress are likely to have final breakdown that can lead to suicide, violent actions, heart attacks and strokes.

### Symptoms:

We can see change in our body in three ways when we are stressed. These are-

- **Physical effects:** It includes - sweating, pain in the back or chest, cramps or muscle spasms, erectile dysfunction, fainting, headache, heart disease, high blood pressure, muscular aches, sleeping difficulties, upset stomach, etc.

- **Emotional reactions:** It includes - anger, anxiety, burnout, concentration issues, depression, fatigue,

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feeling of insecurity,  
nail biting,  
forgetfulness, etc.

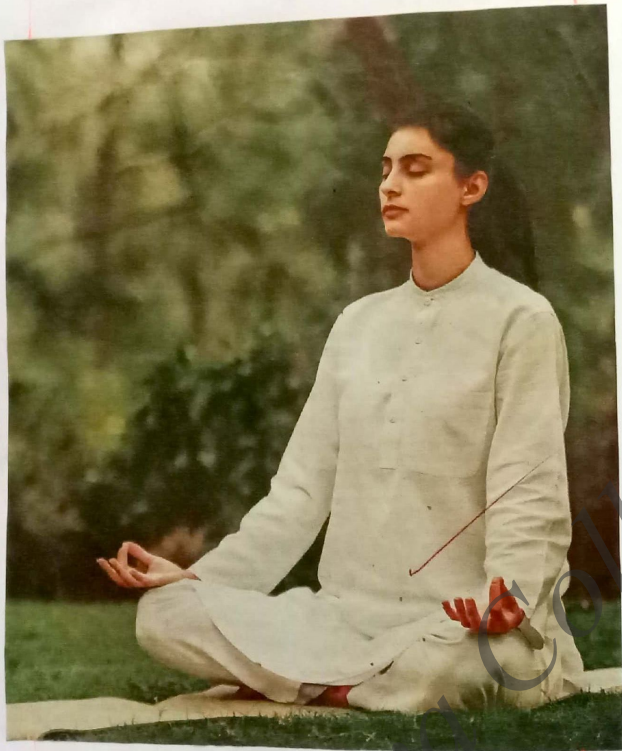
**Behavioural effects:** It includes -  
food cravings,  
eating too much or too little,  
sudden angry outbursts,  
drugs and alcohol abuse,  
social withdrawal,  
frequent crying,  
relationship problems, etc.

### Managing Stress:

Stress affects each person differently. Managing stress is important to staying healthy. It's impossible to completely get rid of stress. The goal here is to identify the stressors and reduce them to overcome the negativity. Some recommendations are -

- Take care of self (eat healthy, do exercise, get plenty of sleep)
- Talk to people to get problems off the chest.
- Connect socially (don't feel isolated ever).
- Take a break from the cause of stress.
- Avoid drugs and alcohol, which may seem to help in short term, but can actually cause more problems in long term.





## 36. Relaxation Techniques

There is no single relaxation technique that is best for everyone. The right relaxation technique is the one that resonates with us, fits our lifestyle, and is able to focus on our mind and interrupt our everyday thoughts to produce the relaxation response. We can even find that alternating or combining different techniques provides the best results. How one reacts to stress may also influence the relaxation technique that works best for them:

### • The Fight response:

If one tends to become angry, agitated or "keyed up" under stress, one will respond best to stress relief activities that quiet them down such as meditation, progressive muscle relaxation, deep breathing or guided imagery.

### • The Flight response:

If one tends to become depressed, withdrawn, or spaced out under stress, one will respond best to stress relief activities that are stimulating and engage their nervous system, such as rhythmic exercise, massage, mindfulness, or power yoga.

### • The Immobilization response:

If one has experienced some type of trauma and tends to freeze or become stuck under stress, their challenge is to first awaken their nervous system to a fight or flight response so one can employ the applicable stress relief techniques. To do this, choose physical activity that engages both their arms and legs, such as running, dancing or tai chi and perform it mindfully, focusing on the sensation on their limbs as they move.





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## Social Interaction

Social interaction is a social process between two or more than two persons. It is always reciprocal in nature. It can be called a stimulus-response condition among the individuals. When two persons talk with each other or respond to each other on telephone or internet, develop correspondence through letter, there is an interaction. A mother suckling milk to her child, a doctor attends a patient, a customer buys a thing from a shopkeeper and a passenger gets ticket from the booking clerk. It means interaction is social relationship among the individuals. It is a sort of action and reaction position among the people.

According to Dawson and Gettyer,  
"Social interaction is a process by which men interpenetrate the minds of each other."

According to Merrill,  
"Social interaction is the general process whereby two or more persons are in a meaningful contact, as a result of which their behaviour is modified however slightly."



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According to Conkiness,  
"Social interaction is such a process which influences the overall behaviour or state of mind of the individuals."

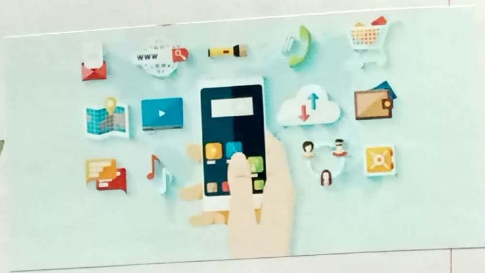
### Types:

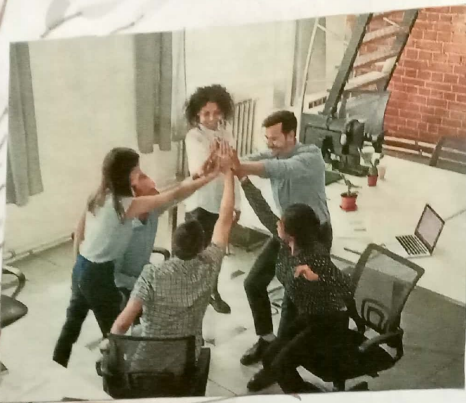
According to Young and Mack there are two types of social interaction :-

- > **Direct or Physical Interaction:** It involves physical actions among the individuals. This type influences others by physical action in different ways. Eg: beating, biting, thrashing, pulling, pushing, killing, scratching, boxing, kissing, playing match, wars, etc.
- > **Symbolic Interaction:** Communication through a common language is symbolic process. This is the most common method of human societies. Without language no culture can live. Means of communication are - Telephone, wireless, telegraph, postal system, rail, etc. Gestures are also symbolic ones.

### Social Bonds:

Bonding typically refers to the process of attachment that develops between romantic or platonic partners, close friends, or





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parents and children. These bonds are characterized by emotions such as affection and trust. Social bond is the degree to which an individual is integrated into the society or 'the social'. It also includes social bonding to school, workplace and to the community.

### Group Formation:

Every team or group goes through the five stages of group formation/development. The first four stages were first developed by Bruce Wayne Tuckman (1965). His theory called Tuckman's Stages. In 1977, Tuckman jointly with Mary Ann Jensen added fifth stage. These stages are -

- Forming - coming together
- Storming - struggling together
- Norming - being together
- Performing - achieving together
- Adjourning - saying goodbye together.

### Cooperation:

It is the process in which people work together to achieve shared goals. It is a social process that gets things done, no group can complete its task or





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achieve its goals without cooperation from its members. Oftentimes it works together with other forms of interaction. Ex: In a baseball game a team work will work together, while attempting to achieve a victory.

### Competition:

It is a process by which two or more people attempt to achieve a goal that only one can attain. It is a common feature of western societies and basic of the capitalist economy and the democratic form of government. Most socialists view it as a positive thing that can motivate people to achieve goals. However, it can also lead to psychological stress, a lack of cooperation in social relationships, inequality and even conflict.

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# Conflict Resolution

There are five ways that can be used to resolve conflict among individuals or organisations. They can bring social harmony amongst the human race. These are:

## → Collaborate :

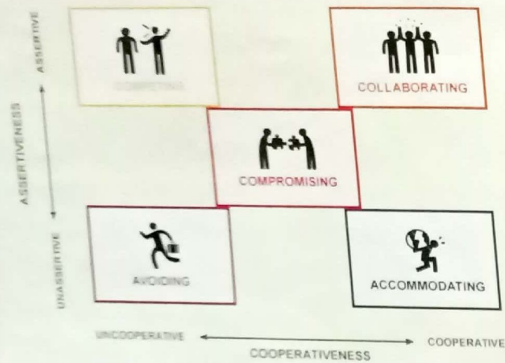
This strategy matches the needs of the individuals to build commitment and reach consensus. It can take time and energy and requires an environment of trust. Here, both sides win.

## → Compromise :

This strategy involves some giving and some taking on both sides; not a perfect outcome but one that works if both sides are willing and flexible. Often achieving a compromise can be done more quickly than collaboration.

## → Competition :

This strategy puts one individual's (or group's) interests ahead of others. While the conflict might be resolved for a time, the losers do not feel satisfied and the conflict may escalate into different areas. This is the riskiest strategy; it will minimize



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ze the future cooperation.

→ **Accommodate :**

This strategy involves one individual (or group) giving in or admitting they were wrong.

→ **Avoid :**

This strategy puts the conflict on the "back burner" to be dealt with at a later time (often with the hope that the issue will disappear on its own). This is most often used when the conflicts are not large issues or when there are other issues in the forefront. Sometimes not dealing with the conflict through avoidance can result in the issue growing, rather than disappearing.

It's most important to understand the conflict from the perspective that there are times when we need to agree to disagree, and move forward. We will not always be able to get all the parties to agree and it's best to understand that and move everyone forward.

## WHAT IS YOGA SUTRA?

• Text written by Patanjali on the theory and practice of Yoga with greater emphasis on practice

• Written in the SUTRA - Aphoristic form of short, sharp and clear statements

• Consists of FOUR chapters and 195 aphorisms or 'sutra's

- Samadhi Pada - chapter on Meditation
- Sadhana Pada - chapter on Practice
- Vibhuti Pada - chapter on Powers or 'Siddhi's
- Kaivalya Pada - chapter on Realisation/Liberation

• It is considered as a compilation or codification of the Yoga practices by Patanjali into a systematic framework

In Sanskrit, the primary definition of the term yoga is the state of union with the Divine or the experience of oneness with the great reality. Yoga therefore, represents the experience of Truth, the consciousness of Reality, the union with the Divine.

There are also secondary meanings of the term Yoga. Yoga is also a set of scientifically evolved and intelligently formulated practical techniques enabling man to shed himself of all the impurities imposed upon him by the nature of his body, mind and senses, and aiding him to concentrate his thoughts entirely upon the Supreme. Thus Yoga means anything that man may do to purify his lower nature, to restrain his senses, to direct his mind towards God, to come into a deep interior level of worship of the Divine and finally to realise his eternal oneness with the Divine consciousness.

## History:

There is no written record of the inventor.



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of yoga. Yoga is a mind and body practice with a 5000 year history in ancient Indian philosophy. The Yoga-Sutra a 2000 year old treatise on yogic philosophy by the Indian sage Patanjali, is a guidebook on how to master the mind, control the emotions, and grow spiritually. The Yoga-Sutra is the earliest written record of yoga and one of the oldest texts in existence and provides the framework for all modern yoga.

The tradition began to gain popularity in the West at the end of the 19th century. An explosion of interest in postural yoga occurred in the 1920s and 1930s, first in India than later in the West.

Male yoga practitioners are known as yogis, and female yoga practitioners are called yoginis. Both practiced and taught yoga long before any written account of yoga came into existence.

Over the next five millennia, yogis passed the discipline down to their students, and many different schools of yoga developed as the practice expanded its global reach and popularity.

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## Branches of Yoga :

To convey its spiritual message and guide the sessions, yoga often uses the imagery of a tree with roots, a trunk, branches, blossoms, and fruits. Each branch of yoga represents a different focus and set of characteristics. The six branches are-

### Raja Yoga:

Royal, Chief or King, alluding to being the best or highest form of yoga. Closely linked to Patanjali's Eight Fold Path of yoga. It is also known as Classical Yoga.

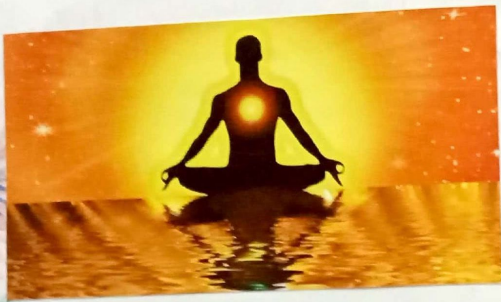
This path is precise and contemplative. It aims to control the intellect and thoughts through meditation.

**Primary practices:** meditation, Svadhyaya (self-inquiry and study of texts) and Tapas (self-discipline). Brahmacharya (purity).

**Originally intended for:** Brahmins. This type of practice was originally intended only for high caste royals, who had the time and education and the means to practise this.

### Jnana Yoga:

meaning: wisdom or knowledge. This is the yoga of 'knowing', of realising the truth of oneself. This is thought of as one of the most direct paths to insight and illumination.





but also as one of the most difficult. Study of philosophical and yogic texts by priests and scholars, along with discrimination and inquiry, are the ways these practitioners understand the depths of the body, mind and spirit.

Primary practices: Meditation and svadhyaya.  
Intended for: Brahmins.

Tantra Yoga:

The root word of Tantra is "Tan" meaning 'to expand' or 'to weave'. It explores all aspects, sensations and energies that weave through the body and mind.

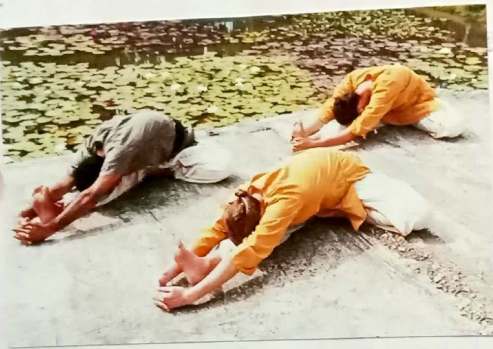
According to Robert F. Svoboda, "One should never seek to practise classical Tantra without a guru, because no Tantric texts exist which provide thoroughly accurate details of any ritual. Each text omits an essential step, or includes false information, and only through a guru can the reality handed down from teacher to disciple over generations, be known."

Primary practices: Mantra, Yantra, Pranayama, Asana, Meditation, Visualisation.

Intended for: Householders.

Hatha Yoga:

Meaning "the yoga of force". Many teachers equate Ha to mean sun and tha to mean



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**Mean** The physical yoga practice is intended to balance the Sun and Moon energies within us. It is to change the physical body and mind by means of experimentation, movement and physical force. Liberation is attained through cultivating a **Yoga-Deha** (yogic-body) - which is immune to disease and free from limitations that ordinarily bind human beings.

**Primary practices:** Asana, Prāyama, Mudra, Meditation, Purification rituals, Bandha, Mantra, Kriya.

**Intended for:** Householders.

### Bhakti Yoga:

Meaning: devotion. First mentioned in the Bhagavad Gita around 300 BC, the word Bhakti comes from the root word "Bhaj" of which the essence is "to share". This type of yoga is based upon the heart, love and devotion towards a chosen deity (Ishta Devata). Bhakti yoga has limbs (anga) for each practitioner to adhere to. take part in :-

Shravana - listening to sacred scriptures,  
Kirtana - singing of devotional songs,  
Smarana - remembering lord through meditation,  
Pada-sevana - service at the feet of lord,  
Vandana - prostration before the image of God,  
Dasya - slavish devotion to the lord,



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Sakhya - friendship, through which the Divine raises the devotee to the status of a friend.

Atma-nivedana - self-offering.  
**Primary practices:** Mantra, devotional rituals, meditation upon a chosen deity.  
**Intended for:** Householders.

### Karma Yoga :

The yoga of action, also contemporarily known as the "Religion of Love". The word "Karma" in this context is derived from the root verb "kri" means "to do". First mentioned around 300BC, this form of yoga is the main focus of the Bhagavad Gita. It suggests that we relinquish attachment to the consequences of our actions and instead focus on the moment in action.

**Primary practices:** Mindfulness, selfless service, ahimsa (non-violence).  
**Intended for:** Householders.

1<sup>st</sup> June is declared by the UNO as the International Day of Yoga with the slogan "Yoga for Peace and Harmony". He is able to take from the moment and ultimately more from life. The yoga practitioner does experience glimpses of the "peace that passes all understanding".

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## Meditation

Meditation (dhyana) is a precise technique for resting the mind and attaining a state of consciousness that is totally different from the normal waking state. It is the means for fathoming all the levels of ourselves and finally experiencing the center of consciousness within. Meditation is not a part of any religion; it is a science, which means that the process of meditation follows a particular order, has definite principles, and produces results that can be verified.

In meditation, the mind is clear, relaxed and inwardly focused. When you meditate, you are fully awake and alert, but your mind is not focused on the external world or on the external world or on the events taking place around you. Meditation requires an inner state that is still and one-pointed so that the mind becomes silent. When the mind is silent and no longer distracts you, meditation deepens.

### Preparing to Meditate:

Before we begin to meditate, it's helpful to keep these things in mind to get the



most from meditation practice:

1. Relax
2. Pray
3. Sit still
4. Look up

Relax by inhaling sharply through nose, with one short and one long inhalation (double breath). Tense the whole body until it vibrates with energy. Hold breath and tension for 5 seconds. Exhale through mouth forcibly, with one short and one long exhalation. Repeat several times and throw the tension out.

Begin meditation with prayer. This will help us remember why you're meditating. A glass of muddy water will become clear in time if it's undisturbed. The same is true for us. The purpose of yoga is to withdraw that energy inward and upward, to the brain, so stay still while sitting for meditation. Eyes should be closed and held steady, looking slightly upwards. It's essential to keep your gaze gently raised to that point throughout your practice. This will magnetize your spiritual eye, and draw the energy to the highest spinal center, the seat of spiritual awakening in the body.



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