

**श्री Jawaharlal Nehru (letters from a father to his daughter, 1929 सबका मालिक एक ,निर्गमन 20:3) stated that you don't change the course of history by turning the faces of portraits to the wall. For the proper emotional and psychological development of our children, our baby love Oonagh Amber, our बाबू, As a wedding promise (A365, A 368) our children, my apprentices, will one day tell you YES MUM, Dad has explained to us all the injustices done to you by others, even my own mistakes, all these Deepfakes AI, legal wars and YES we love you, we trust you, we believe you y El único que realmente te ama, and you will not need to hide them from global Internet, TV, press, movies, social medias, nor fear evil display in public nor be ashamed of lies of Estafadores. I will stand by you. We are together in this: An overview of child psychology, what we teach them in childhood, what they are exposed to in society can shape their whole character and mental wellbeing (Buhler, 1931:138)**

<sup>1</sup>Yudhistir S.M.F. Jugessur, Researcher

---

**ABSTRACT:** श्रीJawaharlal Nehru wrote the book letters from a father to his daughter, 1929. The paper is about teaching to our children the good values and norms to make them become healthy human beings. I promise Piaget, in his studies on children's talk and reasoning, emphasizes that their talk is much more egocentric than social and that children from 3 to 7 years accompany all their manipulations with talk which actually is not so much intercourse as monologue but the special relationship of the child to each of the different members of the household is distinctly reflected in the respective conversations (Buhler, 1931:138). What we teach them in childhood, what they are exposed to in society can shape their whole character and mental wellbeing. For the proper emotional and psychological development of our children, our baby love Oonagh Amber, our बाबू, I promise (A365, A 368) that our children, my apprentices, will one day tell you YES MUM, Dad has explained to us all the injustices done to you by others, even my own mistakes if any, all these Deepfakes AI, legal wars and YES we love you, we trust you, we believe you y El único que realmente te ama, and you will not need to hide them from global Internet, TV, movies, social medias, nor fear evil display in public nor be ashamed of lies of Estafadores. I will stand by you. We are together in this.

**KEYWORDS:** Nehru, Piaget, mental health, emotional health, child development

---

Date of Submission: 12-07-2024

Date of Acceptance: 25-07-2024

---

## I. INTRODUCTION

**Who was Nehru ?**

श्री Jawaharlal Nehru (14 November 1889 – 27 May 1964) was an Indian anti-colonial nationalist, statesman, secular humanist, social democrat, (Ganguly et al, 2011) and author who was a central figure in India during the middle of the 20th century. Nehru was a principal leader of the Indian nationalist movement in the 1930s and 1940s. Upon India's independence in 1947, he served as the country's first prime minister for 16 years. Nehru promoted parliamentary democracy, secularism, and science and technology during the 1950s,

powerfully influencing India's arc as a modern nation. In international affairs, he steered India clear of the two blocs of the Cold War. A well-regarded author, the books he wrote in prison, such as *Letters from a Father to His Daughter* (1929), *An Autobiography* (1936) and *The Discovery of India* (1946), have been read and deliberated upon around the world. India's first and longest serving Prime Minister, श्री Pandit Jawaharlal Nehru, was a man of vision. Having participated in the long struggle for freedom from the British, Nehru, fondly called Pandit Nehru, a reference to his Kashmiri Pandit community roots, was a firm believer in nation building, as he understood that the young Indian nation had a tryst with destiny (INC, 2024). A foreign-educated barrister and a close confidante of Mahatma Gandhi, he came as close as anyone has, or ever will, to becoming the People's Prince. He was Mahatma Gandhi's chosen political heir, and free India's first elected Prime Minister. After the death of Vallabhbhai Patel in 1950, he towered amongst his colleagues in the Congress. His vision of an India fired by educational institutions, steel plants and powered by dams, was widely shared. He was seen as a brave man, who fought chauvinists; as a selfless man, who had endured years in jail to win freedom; and above all as a visionary. His appeal cut across the conventionally opposed categories of low caste and high caste and was undoubtedly, the darling of the masses. श्री Nehru realised that the country, cobbled together from a loose confederation of princely states, that both owed their allegiance to the British as well as opposed them, needed to work hard to unleash its potential and energy into a nationalised channel that would help build India as a truly democratic nation where every citizen matters. श्री Nehru's first commitment was to make India a self-sufficient economy. As a result, he set up temples of modern learning and giant public sector industries that catered to the needs of a growing nation and its people. His efforts to create a scientific temper can be seen from his zeal to establish higher centres of learning. Many Indians believe that the credit for India being a vibrant democracy, an industrial powerhouse, a knowledge partner, a globally respected military power and a technology and space innovator, should go to Nehru; that he had laid strong foundations upon which the institutions built themselves with strong and focused targets. To understand Nehru better, one needs to see his other side, where he inspires children or the 'future citizens' as he called them. Hailed as Chacha (uncle) Nehru by children, his birthday on November 14 is celebrated as Children's Day. Looking back, we can see that Nehru was at a juncture where he fought the very people who had empowered him with education. His perfect sense of right and wrong and his Indian upbringing despite a western education, gave him the opportunity to join and rise up the ranks of the Congress party in its freedom struggle. After he became Prime Minister, he maintained equal distance from both the superpowers, America and the Soviet Union, without fear or favour, even as he charted a Non-Aligned course for the country based on the policy of Panchsheel. A socialist at heart, he signed the Panchsheel Agreement between China and India that was to serve as the five guiding principles of the relationship between these two sovereign nations. Not surprisingly, he felt betrayed when the Chinese attacked India even as he spoke about 'Hindi-Chini bhai-bhai'. An underprepared Indian army took on waves of Chinese soldiers, fought valiantly and paid a heavy price.

## II. DISCUSSION

### **Letter from a father to his daughter**

They say, 'the more you write personal, the more it becomes universal'. This is evident in this collection of letters that Jawaharlal Nehru sent to his daughter Indira when she was 10 years old. This book, *Letters from a Father to His Daughter* is a collection of 30 letters sent in the year 1928 which has become a phenomenal piece of literature over the years because it puts a lot of light on the bond between a father and his daughter and the many things that Pandit Nehru tried to explain to her while being away on business. Originally written in English, these letters are still relevant over a span of ninety years and that is exactly where their beauty lies. Diverse Letters The collection of these letters spans over a large range and has many topics covered in it. Nehru began writing to his 10-year-old daughter when she was in Mussourie and he was in Allahabad. In order to tell his daughter about all the wonderful things in the world and his many thoughts on people and the society, he wrote her diverse letters that initially spoke of how the earth was formed, how animal and human life came into existence and how societies entered the fray. Nehru further also writes about races, faith and beliefs that existed in those times. The letters cover a major portion of human history and the history of India as well (Amazon, 2004).

## III. FINDINGS

### **Child psychology and mental wellbeing**

For the proper emotion, psychological and mental wellbeing of a child, the early education of the child is important. What they are taught can shape their whole character. The role of parents is crucial in teaching to children any norms, values as well as any dangers they might face in their future.

A specific case study involves events about their parents' life. If the children are not taught by their parents how to cope with these issues, the truth and the lies, then the manipulation of the society can have terrible consequences on their life such as difficulties to study, to socialize, emotional and psychological problems as well as even suicidal thoughts.

According to Piaget & Inhelder (1969) the Psychology of the Child deals with mental growth or, what amounts to the same thing, the development of behavior patterns (including consciousness) up to adolescence, the transitional phase marking the entrance of the individual into adult society. Mental growth is inseparable from physical growth: the maturation of the nervous and endocrine systems, in particular, continues until the age of sixteen. This implies that in order to understand mental growth it is not enough to start with birth; there is an embryology of reflexes dealing with the movements and responses of the fetus, and the preperceptive behavior of the fetus, for instance, is relevant to the study of the perception of tactilo-kinesthetic causality.' From a theoretical point of view, it also implies that child psychology must be regarded as the study of one aspect of embryogenesis, the embryogenesis of organic as well as mental growth, up to the beginning of the state of relative equilibrium which is the adult level.

### **The construction of Reality**

Piaget & Inhelder (1969) further explained that the system of sensorimotor schemes of assimilation culminates in a kind of logic of action involving the establishment of relationships and correspondences (functions) and classification of schemes (cf. the logic of classes); in short, structures of ordering and assembling that constitute a substructure for the future operations of thought. But sensorimotor intelligence has an equally important result as regards the structuring of the subject's universe, however limited it may be at this practical level. It organizes reality by constructing the broad categories of action which are the schemes of the permanent object, space, time, and causality, substructures of the notions that will later correspond to them. None of these categories is given at the outset, and the child's initial universe is entirely centered on his own body and action in an egocentrism as total as it is unconscious (for lack of consciousness of the self). In the course of the first eighteen months, however, there occurs a kind of Copernican revolution, or, more simply, a kind of general decentering process whereby the child eventually comes to regard himself as an object among others in a universe that is made up of permanent objects (that is, structured in a spatiotemporal manner) and in which there is at work a causality that is both localized in space and objectified in things.

## **IV. CONCLUSION**

It is a fundamental duty to explain to children the realities of life in order for them tomorrow to become mentally and psychologically healthy adults.

## **REFERENCES**

- [1]. Amazon, 2004. Letters from a Father to His Daughter  
Available at <https://www.amazon.com/Letters-Father-Daughter-Jawaharlal-Nehru/dp/0670058165>
- [2]. Bühler, C. (1931). The social participation of infants and toddlers. In C. Murchison (Ed.), A handbook of child psychology. Worcester, MA: Clark University Press, P 138.
- [3]. Ganguly, Sumit; Mukherji, Rahul (2011). India Since 1980. Cambridge University Press. p. 64. ISBN 978-1-139-49866-1.
- [4]. INC, 2024. Pandit Jawaharlal Nehru  
Available at <https://inc.in/our-inspiration/pandit-jawaharlal-nehru>
- [5]. Piaget J & Inhelder, B, (1969). The Psychology of the child