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Happiness Curriculum in Education

Prof. Asha Bhimrao Thoke*

Abstract

According to Aristotle “Educating the mind without educating the heart is no education at all”. So current education system is somehow unable to make the children happy rather it is giving children burden. It is educating children how to fulfill all the goals in life but it is not educating children to be Happy in life. Being Happy in life should be one of the most important goal of our education system. In this current conceptual paper Haptitude concept is introduced with its meaning. Also there is need to develop and implement Happiness Curriculum in education so one of Ashoka Schools MOH curriculum Model is elaborated with details.

Keywords: Haptitude, Happiness Curriculum, Happiness Quotient,

INTRODUCTION

According to Aristotle “Educating the mind without educating the heart is no education at all”. Education aims to develop 3H of the students, one is Head second is Heart and Third is Hand. As on today the Education system has given lot of emphasis on the development of Head means the Cognitive development and Psychomotor development but Affective development is ignored in compared to other areas. So current education system is somehow unable to make the children happy rather it is giving children burden. It is educating children how to fulfill all the goals in life but it is not educating children to be Happy in life. Being Happy in life should be one of the most important goal of our education system.

GAPS IN CURRENT EDUCATION SYSTEM

1. Current Education system is focusing on to make children intelligent.
2. It enhances the knowledge and skills of the children but do not develop the attitude of being Happy always.
3. It is more performance centric but not the life centric.
4. Children are taught how to be successful in life by getting education but not taught how to be happy in life.
5. Children are competing with the world by their education but they are not able to defeat their negative thoughts and challenges in life.
6. Children are carrying lot o burden to complete expected tasks which are required for their education but they are missing joy, happiness in this process due to stress.
7. Children have learnt all the knowledge of subjects but they are lacking in finding the happiness in their life.

   All above are the gaps which we notice in current education system so now this is the time that we should design a curriculum for Happiness through which we will be able to develop the Happiness Quotient of our children.

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Happiness this term was discussed by many philosophers in ancient time.so let us know some theories of happiness

THEORETICAL FOUNDATIONS OF HAPPINESS

Aristotle's Theory of Happiness -1.Happiness as the Ultimate Purpose of Human Existence-One of Aristotle's most influential works is the Nicomachean Ethics, where he presents a theory of happiness that is still relevant today, over 2,300 years later. The key question Aristotle seeks to answer in these lectures is "What is the ultimate purpose of human existence?" What is that end or goal for which we should direct all of our activities? Everywhere we see people seeking pleasure, wealth, and a good reputation. But while each of these has some value, none of them can occupy the place of the chief good for which humanity should aim. To be an ultimate end, an act must be self-sufficient and final, "that which is always desirable in itself and never for the sake of something else" (Nicomachean Ethics, 1097a30-34), and it must be attainable by man. Aristotle claims that nearly everyone would agree that happiness is the end which meets all these requirements. It is easy enough to see that we desire money, pleasure, and honor only because we believe that these goods will make us happy. It seems that all other goods are a means towards obtaining happiness, while happiness is always an end in itself.

2. **The Pursuit of Happiness as the Exercise of Virtue-**In this we can see another important feature of Aristotle's theory: the link between the concepts of happiness and virtue. Aristotle tells us that the most important factor in the effort to achieve happiness is to have a good moral character — what he calls "complete virtue." But being virtuous is not a passive state: one must act in accordance with virtue. Nor is it enough to have a few virtues; rather one must strive to possess all of them. As Aristotle writes, according to Aristotle, happiness consists in achieving, through the course of a whole lifetime, all the goods health, wealth, knowledge, friends, etc. that lead to the perfection of human nature and to the enrichment of human life. Developing a good character requires a strong effort of will to do the right thing, even in difficult situations.

SELIGMAN'S P.E.R.M.A THEORY

1. **Pleasure-** An individual leading a life of pleasure can be seen as maximizing positive emotions, and minimizing negative emotions. The essential guide to taking care of your mind and body.
2. **Engagement**-An individual leading a life of engagement constantly seeks out activities that allow her to be in flow. It occurs most frequently when we concentrate our undivided attention on activities that are moderately challenging to us. When you are in flow, it may seem that your sense of self vanishes and time stops. Seligman recommends that in order to achieve flow, you must identify your signature strengths, or strengths that are deeply characteristic of yourself, and learn how to practice them.
3. **Relationships**
   Seligman believes that the need and tendency towards relationships is biologically and evolutionarily ingrained in us. Positive relationships is especially powerful because it plays a role in supporting the other four components of well-being.
4. **Meaning** -An individual leading a life of meaning belongs to and serves something that is bigger than himself. These larger entities could be family, religion, community, country, or even ideas.

5. **Accomplishment**
   Accomplishment involves the pursuit of success, winning, achievement and mastery, both as end-goals and as processes. Seligman argues that many people would pursue accomplishment for its own sake, even when it is devoid of positive emotions or meaning. We look at politicians, and we know this is true.

A PROPOSED HAPPINESS CURRICULUM FOR EDUCATION

It is said that Happiness and Education are the only things in the world which increases after sharing so let us integrate Happiness in Education to make this process joyful and to enrich the life experience by spreading it in to the world.

Concept of Haptitude=Happiness + Attitude + Gratitude

In our school education system the concept of Haptitude needs to implement to develop the Happiness Quotient.

- **Meaning of Happiness-A state of well being and contentment, joy.**
- **Meaning of Attitude-The way of feeling,thinking and behaving.**
- **Meaning of gratitude-The feeling of being grateful and thankful.**

Case study of Ashoka Schools' Model of Happiness Curriculum-Magic of Happiness Curriculum for grade 1st to 12th students

Nature of Curriculum-A handbook designed for implementation of MOH to the school students where this curriculum made part of daily activities and each week two periods are allotted for execution. There are Six pillars of Happiness were designed and to inculcate happiness through this six pillars a manual was released which includes lessons, morals, stories, success stories, failure stories, activities, games, assignments for reflections to guide teachers how to implement in class.

DETAILS OF SIX PILLARS ARE AS FOLLOWS

1. **Vitality**-Fuel of Happiness-"A vital person is someone whose aliveness and spirit are expressed not only in personal productivity and activity-such individuals often infectiously energize those with whom they come into contact." (Peterson and Seligman, 2004) 1. Physical warm-up and cool-down--quality of life that allows you to get through your daily activities without undue fatigue or physical stress, leading to Happiness 2.Mindfulness-Individuals will be able to open your minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment, leading to Happiness 3.Spiritual Wellness-Individual's able to establish harmony in your lives. The ability to develop congruency between values and actions and to realize a common purpose that binds creation together, leading to Happiness
2. **Self Esteem**-I love Myself- Confidence in one's own worth or abilities, self-respect.The "self" part is self-explanatory, referring to you, yourself. So think of self-esteem as how you value yourself.
   Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors.

Healthy self esteem empowers you with the freedom to be yourself. To do the things you enjoy doing & to follow the right path for you. You will be more inclined to seek genuine friendships feel comfortable with who you are. The overall focus will be more positive & that can help with happiness.

So Is Self Esteem the key to happiness?????

While self esteem may help with happiness. It is not the magical solution. That's because there is no single solution. happiness is a complex and there are many factors influence it. However little bit counts and building self esteem can make huge difference. Building self esteem is certainly a building a block towards happiness

3. **Resilleince**-I am Possible- Successful people, Inspiring people are the one whom we look up to. They have many qualities which make them outstanding, one of the best qualities out of all is that they are open to challenges and accepts difficulties happily. We as an individual also can be successful if we have the above mentioned ability which makes us Resilient and develop I AM POSSIBLE attitude. Resilience is the power or ability to return to the original form, position, after being bent, compressed, or stretched. It is an individual's ability to successfully adapt to life tasks in the face of social disadvantage or highly adverse conditions. Resilience leads to Happiness.
4. **Optimism-**GPS to happiness. - Optimism is the tendency to believe, expect or hope that things will turn out well. Even if something bad happens, an optimist sees the silver lining. Optimists believe that their own actions result in positive things happening, that they are responsible for their own happiness, and that they can expect more good things to sharpen in the future.
5. **Positive Relationship**-I connect A Positive relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. By building positive relationships with others, we will be happier and more fulfilled and feel more supported, supportive, and connected.
6. **Self determination**-I am Passionate -Self-determination is firm behaviour by a person without influence of outside world. It is the freedom to live as one chooses, or to act or decide without consulting another or others.

Self-determination is broadly defined as having abilities and opportunities to steer one's life in a direction that contributes to a personally satisfying life. Self-determination is a life skill that must be gradually practised in the life with steady efforts. It is about deciding something and completing it with courage, ability and efforts. Self-determination gives us the ability to stand steady in life which enhances decision making, self-confidence. It is the habit to decide something and make ourselves capable to complete it. Self-determination is believing yourself and all that you are. It knows that there is something inside you that is greater than an obstacle.

Above all Six pillars helped the students to achieve the objective of living life happily and make understand that being Happy is more important than anything.As in current education system as per the changes in society and demand of the world Value Education, Environmental Education, Disaster Education, Vocational education is included like wise now there is need to include Happiness Education and efforts need to take for its implementation. Because ultimately, we do not have to educate our children to be rich but we need to educate them to be happy so they will know the value of things in life and not the price.

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Happiness Curriculum: A Pathway to Foster Experiential Learning

Deepa Nandecha* and Dr. Anita M. Belapurkar**

Abstract

'Experiential Learning' is a pedagogy that has revamped the rote learning system. It has simplified the concepts and enhanced the critical thinking skills amongst the students.The element of 'Happiness' can act as a catalyst that can reveal the application of 'Experiential Learning' in day-to-day life and also helped us to comprehend the real purpose of education. In this paper, the researcher has tried to highlight the supplementary connection of Happiness Curriculum with Experiential Learning. Attempts have been made, to help the readers understand that learning can become more meaningful and can be retained for a longer period of time, when the student experiences joy and happiness and finds real meaning in what he/she is learning or doing. This will help the students for better applications of the learning in the day-to-day life. The paper has highlighted the importance of happiness with reference to visions laid down in NEP2020 where students can be empowered through experiential learning and by allowing them to have flexibility in the courses offered to them so that education becomes a willful and not a forceful activity.

INTRODUCTION

According to the World Happiness Report 2017, India ranks amongst one of the least happy nations and was ranked at 122 among 155 countries in the world. Thereafter, in the next year 2018 as well India slipped to 133 among the 155 nations. This marks the happiness index of Indian citizens at a very crucial state and it needs interventions and reforms.

The students of today are the citizens of tomorrow and hence it is essential that the educational pedagogies help them understand the real essence of education and make them feel happy in life. Mahatma Gandhi has rightly quoted," Happiness is when what you think, what you say and what you do are in harmony" and hence we as educators need to provide experiences of learning to our students so that they can apply their learning in real life contexts.

India can emerge as a developed nation only when the future generation is focused on its vision. This is possible only when the young generation is nurtured with happiness and experience happiness in their learning process. Education should help the students to synchronize their ideas, thoughts and actions and they should able to have clarity of purpose and application in their actions.

SIGNIFICANCE

Experiential learning is an important pedagogical practice, where we help the students to understand a phenomena or a concept or application of the learning outcome in real life situation such that learning becomes meaningful and most important joyful. As UNESCO has stated the four pillars of learning:

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(i) Learning to know
(ii) Learning to do,
(iii) Learning to be and
(iv) Learning to live together

The same ideology has been taken care by NEP 2020, where much focus has been given to Experiential Learning.

We as educators need to take care to see that the teaching learning process happens in a joyful way, where the students are just in the present moment and are given the freedom to comprehend the outcomes and derive conclusions. This will help them to apply their knowledge in other stimuli and generate their responses based on the experiences of the past.

Research has revealed that in order to earn a higher state of income or the pressure of the parents or society, students undertake courses that are much appealing to them. This may lead them to higher income but not harmony with self. The resulting happiness thus tends to be partial or short lived. Thus highly skilled and competent individuals can remain unhappy and dissatisfied despite excellent academic qualifications, due to conflicting emotions.

We thus feel the need for a happiness based curriculum where students experience the learning in a joyful and most importantly a willful way and it does not become a burden to them. A happiness based curriculum can create opportunities for experiential learning.

OBJECTIVES

- To highlight the importance of the element of Happiness
- To study the importance of experiential learning pedagogy
- To integrate the happiness curriculum in experiential learning

RESEARCH QUESTIONS

- What is the need of Happiness Curriculum?
- How can we integrate happiness curriculum in experiential learning practices?
- Can happiness curriculum enhance the importance of experiential learning?

Methodology

The method used for this study is a review of related literature and a survey method. It also includes responses of experiences by the students, teachers, principals and information from various policies issued by the statutory bodies.

Presentation

The element of happiness is an important aspect to live a satisfied and a contended life. Happiness is a broad concept and is subjective in nature. We cannot force happiness but we can help to experience this element by creating opportunities or experiences that will make living meaningful or purposeful and a sense of contentment will be created within the individuals.

Happiness has now become a global policy agenda. (Happiness Curriculum, SCERT Delhi and DoE). Various social reformers and agencies are creating policies to nurture this element not only within the future citizens of tomorrow but within the youth and also with the old.

NCF 2005 emphasizes that education should help to liberate the learners. (NCF 2005). It means that education should not only strive for a better lifestyle but more importantly, it should introduce an individual to himself or herself. It should be able to free the learners from the clutches of depression, greed, jealousy or vicious desires of creating or doing harm for others. Thus, by formulating the framework of education in a way, where individuals/students become more

connected to inner self one can find him or her on the path of self-discovery and will be able to unleash the potential within.

Educational practices should enhance mindfulness, joy and satisfaction. NEP 2020 has therefore focused on empowering the students with flexibility of choices in courses to be taken up by them so that there is a considerable inclination and interest towards what a student wants to study. (NEP 2020) Learning will then be lead with intrinsic motivation which we consider to be the effective motivation and become self-driven.

The Delhi Government has already initiated the Happiness curriculum in its schools across grades I-VIII. Taking this initiative ahead, the researcher believes that the happiness curriculum can be integrated in the experiences of the teaching learning patterns at school instead of introducing it as a separate curriculum. As Dorothy Nolte (1998) has stated 'children learn what they live' and therefore it is very important that they are brought up in an environment that is conducive to stress-free life and happy joyful moments as this is how they will grow as adults as well.

In short, we need to give them lessons for life through experiences at school as we believe that the school is a miniature society within a large society (Dewey). The experiences provided at school will help the students to apply the learning in the real life situations.

According to A. Nagraj (1999),"a state of no-conflict, synergy, or a state of being in acceptance is happiness.' He proposed a model for happiness known as 'The Triad of Happiness'.

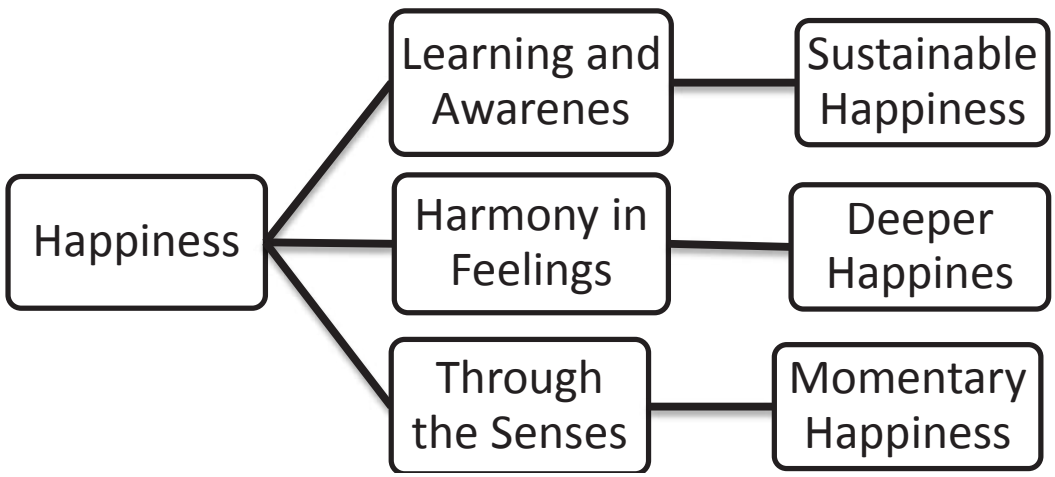

Fig. 1: Traid of Happiness (by A.Nagraj)

Sustainable happiness is what we experience when we solve a problem, learn something new, and understand a concept or some meaning that stays with us for a much longer period. This involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in our living, etc.

In order to attain this sustainable happiness, we need to incorporate the element of joyful or happy moments in experiential learning.

NEP 2020 focuses on the holistic development of the learners. The need for experiential learning is also a must. The National Education policy states that, in all states, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy, among others, as standard pedagogy to bridge the gap between

the experiences at school and the real life contexts where the learning of the experiences can be applied.

CONCLUSION:

Happy moments in experiential learning will help for a longer retention of the concepts and the learning will seem to be meaningful or purposeful to the doers. They will know the reason why they will be doing a particular task or an action. The happiness curriculum with experiential learning situations will introduce the child to himself or herself and they will know their real worth. They will know their potential, be confident about their actions and set goals for them that will lead to individual development and the development of the society as a whole.

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Happiness Education Evaluation Strategies-An Exploration

Dr. V. S. Sumi*

Abstract

Happiness is what everybody want, to get a meaning and reason of life, also ultimate aim of human existence'. Happiness is in itself make one self-sufficient accomplishment of learning. If we need to reach true peace in this world, we ought to begin teaching children about how to attain happiness in whatever they are doing. Even after teaching millions of youthful people every year, we are not able to give an answer that an educated individual can live a life over the disasters of violence, ill will, excitement, noxiousness.

Happiness curriculum was one of the remarkable and welcome step by the Government to impart in school education. The foundations laid should be so strong to get a beautiful structure over it. This Happiness Curriculum is an endeavour to guide the attention of students towards exploring, experiencing and expressing happiness in not just the momentary but deeper and sustainable forms as well. On this outset this paper tries to explore the happiness traid proposed by Nagraj and followed in happiness curriculum and the co-existential philosophy framework. The paper also discusses evaluation strategies proposed for happiness curriculum in detail.

Keywords: Happiness Education, Curriculum, Co-existential Philosophy, Traid

INTRODUCTION

Happiness is the ultimate aim of human existence. Happiness is in itself make one self-sufficient accomplishment of learning. If we need to reach true peace in this world, we ought to begin teaching children about how to attain happiness in whatever they are doing. Even after teaching millions of youthful people every year, we are not able to give an answer that an educated individual can live a life over the disasters of violence, ill will, excitement, noxiousness. Nowadays, the most noteworthy challenges confronting mankind are to deal with conditions that are emerging due to societal disasters. Courses of action just like the government initiatives, legal framework, defense, and police organization which has been put input to bargain with such conditions and keep up propriety have their claim impediments. Children enter the instruction framework in kindergarten at around two and a half a long time of age and proceed to spend about twenty a long time inside the instruction framework until they graduate. So whatever we try to inculcate maybe start from this age onwards. According to Nagraj (1999), happiness is a state of no-conflict, synergy, or a state of being in acceptance. When one is in harmony within and with the world outside, one experiences an absence of struggle or synergy and feels the need to make this state sustainable and continuous. An internal state of bliss provides components that permit people, communities, and social orders to flourish and thrive in society.

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HAPPINESS EDUCATION

The term happiness education, happiness curriculum has got attention not only from the education field but from the public domain also. When talking about the happiness education principle, it goes back to the great thinkers of East as well as West and it is worth study to reveal something to be desired in educational theory and principle. In particular, two great thinkers, Plato and Mencius, have greatly influenced spiritual and practical worlds connected with this education happiness sphere (Gilead, 2002). Lee (2020) suggests that the educational theorists and practitioners may design and teach to impart the two Sages' philosophy and wisdom in contemporary education and community in order to harmonize the diverse societies and cultures as well as to build healthy morals of individuals. The concept of Happiness is different for individuals, in an open note it varies according to the cultural, religious, societal background. Cigman's (2014) notes about the tension between these two different conceptions of happiness in her research is worth to mention here. She proposes a 'poor conception of happiness', and a 'rich conception of happiness'. When going deep into the two different conceptions of happiness that school education really wants to focus on, it really matters. Paulo Friere rarely used the term 'happiness', but it is very much present in his understanding of education and he considered 'happiness' as a common good, and connected it to both education and citizenship (Friere, 2006).

CO-EXISTENTIAL PHILOSOPHY IN THE HAPPINESS EDUCATION

Co-existential Philosophy by Nagraj is an insight into reality & human nature. It is a new discovery of the fundamental nature of the Universe, Human Being, Consciousness & and Human purpose and it in contemplation with many other philosophies. This philosophy deliberates the nature of matter, consciousness, space & evolution and thus elucidates the human being and human existence. It is secular in nature as this is not based on any caste, religion, or sect, but on natural laws, on reality. Each human can get it in his/her possess right and live with this understanding. This philosophy has sound proposals to resolve our current issues like Personal strife and meaninglessness, Interpersonal issues with people, societal conflict – like war & exploitation, and environmental & ecological problems that lead to sustainable development. This is happiness proposed in co-existential philosophy. Based on this understanding of developed human consciousness, the following universal tenets like knowledge, wisdom & science; Reality, Actuality & Truth; Universal humane Justice, Religion & Education; the Basic Structure of Human Society, and the World Constitution & the Organization of Nation States have been understood.

Happiness Triad- The basis of happiness education

The happiness curriculum followed in Delhi School is based on three components of happiness – momentary happiness, long-term happiness, and sustainable happiness proposed by philosopher Agrahar Nagraj Sarman. Nagraj (1999) proposed a model for happiness, in which the four dimensions of human living as an integrated form of the material, behavioural, intellectual & experiential aspects. These four aspects correspond to our senses, feelings, learning & awareness. These are termed as Happiness triad.

THE TRIAD FOR HAPPINESS

1. Momentary Happiness (Happiness through our senses). This is the pleasure we get via inputs through the 5 senses of sight, sound, touch, smell, and taste. One can experience

that happiness through the senses like eating good food, watching a film, or listening to music is highly enjoyable but shorter in duration. Happiness from tasting a piece of sweet, or watching a good film could last from a few seconds to a couple of hours. Hence, this can be classified as Momentary Happiness.

2. Deeper Happiness (Feelings in a relationship). We intrinsically desire feelings like affection, care, gratitude, respect in all our relationships, be it friends, family, and society. These feelings help to establish the value of a relationship and thus they name it 'values'. These feelings must be fulfilled. These expectations can't be fulfilled by any material or physical things, but by feelings only. It is when these expectations are met that we feel happy. When we internally feel values of affection, trust, respect, gratitude for someone, happiness from such feelings stays with us for a longer time than that derived through the senses. This is Deeper Happiness. Their impact on our inner state is long and helps us 'be' in a relationship.
3. Sustainable Happiness (Learning & Awareness): This is to do with being aware of our thoughts, being mindful of our actions, and being free from internal conflict. This happiness is what we experience when we solve a problem, learn something new, and comprehend a concept or some meaning that stays with us for a much longer period. The long-term happiness result from this is Sustainable Happiness, which involves clarity of thought, a deeper understanding of self, being able to focus, being mindful, finding cause, purpose, and interconnectedness in our living, etc.

Human beings seek fulfillment from all these aspects of living, which correspondingly results in happiness, peace, satisfaction, etc that together constitute 'human happiness. When children grow up, their cognitive, psychomotor, and affective abilities develop further. Piaget's theory of cognitive and affective development (1983), explains theoretical and hypothetical thinking, and abstract reasoning starts to develop during their developmental years. There develops a strong desire in them to seek knowledge, to understand the world, and to find meaning and purpose in life. Here the happiness goal stays as the purpose of one's life.

EVALUATION STRATEGIES PROPOSED IN HAPPINESS CURRICULUM

Within the evaluation strategy for the happiness curriculum, we have to be taken after a blended technique. No composed examinations will be conducted for understudies and no marks framework will be taken after but the focus will be specifically to screen and watch the status of happiness within the life of a child. Taking after are the rules for assessment for the happiness educational programs. The instructors will evaluate the students in a subjective way, but will at that point convert their subjective evaluation into quantifiable results. Evaluations have to be versatile to understudies and settings. Instead of the uniform approach that works in a conventional appraisal, the approach given underneath gives a wide run of criteria for the instructors to evaluate the understudies. We'll survey the child as well as the extend at the same time. It would be done at three levels in the Happiness curriculum

1. Weekly recordings: At the time of happiness class, the teacher will transact the subject assigned through different pedagogies. This will be followed by discussions with children where their progress will be continuously evaluated by the teacher. Its record may be kept up week by week by instructors in their journals.
2. Reflective Observations: At the second level of the unified assessment, which will be done at the end of every week i.e. Saturday, the day to day behavior of the children, their communication, content and process, and reflective abilities will be observed on weekly as well as a monthly basis in a diary by the teacher.

3. Course end Assessment: The third and final level of assessment will be done at the end of a semester/year. This will help the teacher to track the progress of students more effectively and regularly by compiling the weekly and monthly records. The teachers will get reflections through various modes which may be recorded not only in tools but also through pictures, photographs, videos, audios, and through projects.

CONCLUSION

Re-contextualising the classroom and the relationship between teacher and the students have to take reshape in order to attain the aim of getting happiness out of learning. It is somewhat impossible to inculcate in each and every classroom since it requires a lot of training, rebuilding, restructuring, modifying the activities, curriculum evaluation structure, etc. No doubt that time will be a major constraint for preparation and implementation, but it will be worth seeing our education system flourish through happiness education. The Happiness Curriculum is designed in a way that focuses on the process rather than the outcome like the constructive framework and the results of the process might take time to appear. Of course, the result will be fruitful as expected. Everybody knows the journey for each student is different and unique and it is well taken care of in imparting the curriculum. This assessment also has to be done with humility and integrity and more qualitative than quantitative manner to get more meaningful results.

The need for putting happiness education to the higher education sector also necessary the experience they bring from the school will have an imprinting effect on their knowledge formation. The Didactic contract'. Which arise will have a harmful on students' autonomy and their relationship to knowledge, and knowledge creation. The happiness curriculum for higher education also foreseeing a better future.

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Happy Schools: Need of Generation Next

Dr. Rakshinder Kaur*

The quest of happiness has always been the desire of every human being. Our society is facing many challenges such as poverty, hunger, religious fanaticism, environmental degradation, deadly pandemics and unprecedented technological advancement. Educational system being a subsystem of society is in no way isolated from such challenges. Deprivations and inequalities in society are clearly reflected in educational system. The rat race of getting highest marks and competition is taking the toll of mental health of students.

The World Happiness Report 2020 released by the United Nations Sustainable Development Solutions Network, which ranks countries on citizens' well-being, ranked India 144 out of 156 countries. On top of the charts is Finland for the third consecutive year with Denmark and Switzerland at the number 2 and 3 spots respectively followed by Iceland and Norway. India slipped from 133rd position in 2018 to 140th position in 2019 to 144 in 2020. This gloomy picture makes us raise questions: Why are Indians not happy? One of the authors of the report John Helliwell in a statement said, "The happiest countries are those 'where people feel a sense of belonging', where they trust and enjoy each other and their shared institutions. There is also more resilience, because shared trust reduces the burden of hardships, and thereby lessens the inequality of well-being." Is there any link between our education system and our happiness quotient? In recent years, the issue of "happiness education" has received significant attention in educational discourse.

Before discussing about the "happiness education" it's important to understand some basic concepts like: What is purpose of education? Ask this question to the educated as well as uneducated persons and you will get many replies such as to prepare good citizens, to develop mental and moral horizon of the child, to make the child ready for some job or vocation etc. but no one will say the purpose of education is to prepare students — to lead a joyful and purposeful life.

Economic growth has been a central policy objective of most governments in both developed as well as developing countries. Their rationale has been that by increasing national and individual incomes, people have more choice and the ability to pursue that choice. However, as an increasing number of commentators have identified, the relationship between growing economic prosperity and both individual happiness and social well-being that may have existed in 'developed countries' appears to have broken. Shah and Marks (2004: 4) comment, 'whilst economic output has almost doubled in the UK in the last 30 years, life satisfaction has remained resolutely flat. Meanwhile depression has risen significantly over the last 50 years in developed countries'. They go on to argue that many people are suffering rather than flourishing.

Keeping in view the above context an attempt has been made to study the recent policy discourse on happiness education at international and national level and also to put forward various strategies and techniques to incorporate happiness in the classroom and schools.

HAPPINESS EDUCATION: INTERNATIONAL AND NATIONAL SCENARIO

According to Nel Noddings (2003) Happiness and education are, properly, intimately related: Happiness should be an aim of education, and a good education should contribute significantly to

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personal and collective happiness (Noddings,2003:1).He further stated that 'Education aimed at happiness cannot be satisfied by simply teaching students about happiness. Here, again, aims-talk is crucial. If our means are to be compatible with our ends, then the quality of life in schools must yield some happiness, and students must be encouraged to put what they have learned into practice.' (ibid.:4).

Viewing the over spread of unhappiness and anxiety in the societies 'happiness' as a goal was also reflected in the global policy agenda. In 2011, it was recognized as a fundamental human right in a United Nations General Assembly resolution. One year later, another resolution declared that it would be celebrated through an International Day of Happiness, which falls on 20th March each year. There have also been increased efforts to measure countries' levels of happiness and well-being through global indices including the World Happiness Report and the Happy Planet Index. UNESCO's "Happy School Report" 2016 prepared a Happy Schools Framework considering 'people', 'place' and 'process' as its key focus. According to the 2016 World Happiness Report, happiness is now increasingly considered as a 'proper measure of social progress and a goal of public policy'. (UNESCO, 2017:2).

In India also lots of efforts has been made to make the schooling an anxiety free journey. From time to time policy makers have been introducing ideas such as " Child Centred Education", "Learning Without Burden", Constructivism in Education", Experiential Learning" etc. On 2nd July 2018 Delhi Government launched 'Happiness Curriculum' for the students of class nursery to VIII in government schools of Delhi. All these efforts are to make education more human centric.

To translate the vision of "every student happy" into action, the system should have sound curriculum and educators. The moral responsibility of such educators is to produce happy individuals who find joy in what they learn and meaning in what they do. The purpose of such curriculum is to help students develop self-awareness, boost confidence, improve mental wellness, build character, and instil values in them in order to enable them to encounter problems boldly and face challenges confidently. (Rayan,2020).To achieve this goal, moral/value education, self-awareness exercises, mental health activities, and social awareness programmes should be given more importance and incorporated into the curriculum. This should be done on a regular basis at the primary and secondary levels of education.

VARIOUS STRATEGIES FOR A HAPPY CLASS ROOM

A happy classroom is that in which students emotional, social and academic needs are addressed. It has been found that schools that give priority to learner wellbeing are more effective with better learning outcomes and greater achievements in learners' lives. So, classroom environment, teachers and teaching strategies should be such that they should value the students and their experiences. Few strategies which can be adopted in the schools for the happiness and well being of the students are as follows:

Freedom to Learner

Classroom environment should be flexible. Learner freedom, creativity and engagement should be the centre of classroom. A happy classroom should allow learners to express their opinions and to learn freely without the fear of making mistakes rather mistakes should be valued as part of the learning process.

Creative Learning Environment

Wherever possible think of changing the environment creatively. Generally, the education system tends to homogenise everything. This could be one of the causes for misbehaviour as the same fit does not fit all. Every teacher and every student are unique and therefore the system should be dynamic, constantly evolving and changing.

- Warm and friendly learning environment.
- A secure environment free from bullying
- Open and green learning and playing spaces.
- Plurality of thought and religion should be encouraged.
- To enhance happiness and well-being, school systems need to value learners' unique strengths and talents, recognizing that there are 'multiple intelligences' and that each of these has equal importance.
- Children are happy when they can experience, explore, observe, communicate – in other words, when they are fully engaged in the process of learning. It is also important to remember that children learn differently. Thus, 'learning by doing' and learning by reflecting on the diverse experiences of the learner should be followed in the classroom wherever possible.

Teachers: The key to learner happiness

Teachers are the centre of happy schools and it includes : positive teacher attitudes and attributes, teacher working conditions and well-being, teacher skills and competencies, fun and engaging teaching and learning approaches, as well as learning as a team between students and teachers. Teachers can create magic in the classroom. Some simple tricks can help them to make their classrooms conducive and happier

- Know Your Students- Their likes, dislikes and hobbies.
- Integrate humour and laughter in your classroom
- Redesign your classrooms by spreading democracy and positivity in the atmosphere.
- Use hopeful and optimistic language.
- In times of uncertainty and unknowing, create a space where your students' voices be heard.
- Emphasizing praise rather than criticism.
- Introducing age-appropriate courses in positive life skills at all levels of education.
- Training teachers to identify and promote well-being and positive mental health in students.

Curriculum

Curriculum of the schools should have relevant and engaging learning content, content of curricula must reflect on contemporary and relevant issues. "Learning: the Treasure Within" the report of the International Commission on Education for the Twenty-first century chaired by Jacques Delores and published by UNESCO in 1996 provides new insights into education for the twenty first century. It stressed that each individual must be provided learning opportunities throughout life not only to broaden his/her knowledge, skills and attitudes but also to adapt to a changing, complex and interdependent world. It emphasized four pillars of education:

- Learning to know- That is acquiring the understanding of the subject.
- Learning to do-To enable a person to act creatively in one's environment
- Learning to live together- To participate in and cooperate with other people in all human activities; and
- Learning to be- To develop one's personality and to act with ever greater autonomy, judgement and personal responsibility.

Among the four pillars the commission has put greater emphasis on the 'learning to live together,' and described it as the foundation of education. Learning to live together is a dynamic, holistic and lifelong

learning processes through which mutual respect, understanding, compassion, social responsibility, solidarity, acceptance and tolerance of diversity among individuals and groups are developed so as to build a peaceful and sustainable societies and democracies. To live together we must learn to accept diversities education for pluralism is not just a safeguard against violence but an active principle for the enrichment of the cultural and civic life of present day societies.(Delors, 1996:58).

CHALLENGES IN MAKING CLASSROOMS HAPPY

Happy Schools are need of the hour. Through various studies it has been found that depression among students is increasing. But there are many challenges in making our classrooms happy such as:

- Overcrowded curriculum and examination based education system
- Poor infrastructure and lack of even the basic facilities in the schools.
- Lack of parents and community participation
- Too much competitive and job oriented education system
- Commodification of education
- Banking concept of education where it is assumed that knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing (Freire,1972:56).
- Rote memorisation and too much importance given to the examination results.

CONCLUSION

Internal factors of schools such as poor learning environments, educators' insensitivity, obsolete curricula and an overemphasis on academic content impact negatively on learner well-being and can make schools unhappy places. In addition, learners and educators both face increased pressure due to high emphasis on grades and exams (UNESCO,19 :2016). This situation is more aggravated by growing insecurity, inequality, life stress, along with poverty, conflicts at local, national and international level, unsustainable developmental model etc. All these are posing different types of challenges before educators. We require that type of education system which can play a role in addressing these challenges. Without truly creative/autonomous teachers; without relative autonomy of schools, and a fairly respectable teacher-taught ratio not much can be done. Still, hopes are there and a move can be made in this direction.

Education must develop the behavioural and socio-emotional skills that can contribute to peaceful coexistence and tolerance. Test scores are important but the real meaning of education is far beyond that. As teacher educators we must make efforts to prioritize learner well-being and happiness and must teach the future teachers by using different techniques which they can use in their classrooms.

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International Multidisciplinary Webinar on Exploring Happiness Education: Need of Generation Next. On 20th and 21th January 2021 "Development of 'Empathy Skills Education' Program for Happiness of Would be Teachers."

Dr. Usha Prakash More*

INTRODUCTION

Happiness is basic Emotion of human mind so positive emotions creating changes in human life then happiness increasing in human life Change is basic nature of human life. According to the changes styles. Hence there is considerable change required in aims, curriculum, evaluation system, teaching learning methods and role of teacher which enables a person to live complete and perfect life also needs to be education changed. In order to adjust to the changes positively NCF 2005, National knowledge commission recommended need of empathy skill education. Empathy skill are helpful to live a positive life, Happiness and achieve individual development. In the present study researcher prepared a training program for would be teachers based on empathy skill

EMPATHY SKILL EDUCATION

- World Health Organization has defined empathy skill" **Empathy: -** means an ability to put oneself into other's position and understand his/her problems and emotions..

The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

Empathy skill are psycho social skills and they are directed towards personal actions or actions towards others. Empathy skill are interpersonal skills empowering individual to interact with the self as well as others and develop healthy lifestyle and responsive and responsible behavior.

Title of Research

"Development of 'Empathy skills Education' program for Happiness of would be teachers."

Objectives of the study

1. To develop a ' Empathy skill Education ' Program for would be teachers.
2. To study the effectiveness of the 'Empathy skill Education' Program.

Operational definitions of the terms

1. **Would be teacher :** All the students enrolled for B. Ed. course. Present study was involve students enrolled to B. Ed. course of S.N.D.T. college of Education for women Pune.

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2. **Empathy** : Empathy means an ability to put oneself into other's position and understand his/her problems and emotions. Empathy will be measured in terms of score obtained on test of Empathy developed by the researcher.

"EMPATHY SKILL EDUCATION" PROGRAM

A Special program developed by the researcher to impart empathy skill amongst the would be teachers. Total duration of the program will be of 10 clock hours in which 3 hours will be Theoretical orientation of empathy skill given through worksheets and printed self learning material. 7 hours will be assigned to practical work.

Effectiveness

The positive difference in the mean scores of would be teachers on pretest and post test about empathy skill developed by the researcher.

Research Hypotheses

There will be positive and significant difference in pre-test and post-test mean scores of would be teachers after implementation of 'Empathy skill Education Program.'

Scope and limitations of the Study

1. Present study included training program including one of the Empathy skill empathy defined by WHO for would be teachers.
2. The Sample was included sample including only female students.
3. Data collection tools were not standardized but were prepared by researcher.
   There will be limitations to broader generalizations of the conclusions due to incidental sample including only female students and non-standardized tools prepared by researcher.

METHOD OF RESEARCH

The experimental method was used suitable to objectives of the study.

Experimental Design

Single group pretest post design was used.

Sample

Incidental sampling was used. All the 45 students enrolled for B. Ed. course in S.N.D.T. College of Education for Women Pune, were included.

Tools Used for data Collection

- Empathy skill measurement tool was developed by the researcher based on empathy skill given by WHO
- A feedback questioner

- **Tools used data for analyses :**

1. **'t' Test :** Significance of the difference between mean scores of empathy skills measurement in pre test and post test was tested by using 't' test.
2. **Qualitative analysis :** open responses on training program, test and feedback questioner were analyzed qualitatively.

Development and implementation of the empathy skill Education program

Empathy skill education program was prepared by the researcher based one empathy skill given by WHO. Empathy skill Education program was of 10 hours, which included various activities related to the role of teacher in educational transaction. Along with this some conceptual and applicational activities and learning experiences were also organized.

The study was conducted on the student teachers from S. N. D.T. College of Education, Pune.

Analysis and Interpretation of data Presentation of Data

One of the objectives of the present research was to study the effectiveness of the Empathy skill education Program for would be teachers. So first pre-test of Empathy skill measurement was administered. After Implementation of Empathy skill Education Program the post test was administered mean scores of Empathy skill Measurement pretest and post test of would be teacher s were increasing.

TESTING OF HYPOTHESIS

Research hypotheses

There will be positive and significant difference in Empathy skill Measurement pre-test and post-test mean scores of would be teachers after implementation of 'Empathy skill Education' program.

This positive research hypothesis was converted into Null hypotheses for statistical testing.

Null Hypotheses

There would be no positive and significant difference in Empathy skill Measurement pre-test and post-test mean scores of would be teachers after implementation of Empathy skill Education program.

Hence Null hypothesis is rejected and research hypothesis is accepted. The score on Empathy skill Measurement post-test is higher than pre-test of the would be teachers.

Hence, the program was developed by researcher was significantly increased of happiness of would be teachers through Empathy Skills.

Qualitative analysis

Qualitative analysis in empathy skills pre-test and post-test included five open ended questions. Responses of the would be teachers to these questions were analyzed on the basis of frequently would be teachers responses Responses of the training program feedback questionnaire of the would be teachers on the various activities included in the training program were analyzed qualitatively.

CONCLUSION OF THE RESEARCH (LIMITED TO THE SAMPLE IN EXPERIMENT)

1. The post-test means score of empathy Skill Measurement of student teachers is found significantly higher than that of pre test mean score. That means Happiness of Education program prepared by the researcher based on empathy skill given by WHO was effective in developing happiness through Empathy skill of would be teachers.
2. Open responses of post test are qualitatively better as compared to responses on pre test regarding fluency, flexibility and originality. Hence the empathy Skills Education Program implemented by the researcher has prove to be effective for developing social skills for Happiness.

Relationship of Cognition of Symbolic Factors with Academic Achievement in Social Science – An Analysis

Dr. Vikram P. Hiremath*

Abstract

Intelligence is one of the most widely discussed concept. There are so many theories that explain about intelligence, the most prominent among is multifactor theory of J.P. Guilford. The objective of this research is to study the relationship of Cognition of Symbolic Factors with Academic Achievement in Social Science. For this researcher has developed academic achievement test which was developed, administered and collected data from 250 samples from different schools of Ballari district. The data was analysed by using product- moment coefficient of co relation technique, Multiple regression analysis and path analysis techniques. On the bases of the research analysis it can be conclude that The Cognition of Symbolic ability of students studying in secondary schools has positive and significant correlation with their Academic Achievement in Social Science.

INTRODUCTION

The field of intelligence testing grew from the soil nourished by the early experimental psychologists who were developing psychophysical methods (e.g., Weber, Fehner, Muller, and Urban), and by the pioneering efforts of 'Galton' in England, 'Cattell' in America, 'Kraepelin' in Germany, and "Binet and Simon' in France. The focus on higher mental processes enabled Binet to develop a useful test of intelligence.

Theories of intelligence are beginning to show a coalescing of views, stressing the importance of both innate and developmental influences. Intelligence is viewed as being a central, "fluid" kind of genetically determined basic ability which is modified by experience. However, the ways in which people use their intelligence are determined by the unique learning history of the individual. Thus researcher interested to study Guilford's Intellectual abilities (Cognition) in predicting Academic Achievement in Social Science of Secondary School Students.

The review of the pertinent research studies conducted so far in the field reveals the following:

(i) There are very few studies on the Cognition factor of Guilford's SOI model. The studies by Ari, (1984), Harapanalli, (1994), have tried test construction for selected Cognition factor and validate the same.

(ii) Studies by Tiwari (1984), Venugopal (1994) have tried to understand the relationship between selected Cognition factor and achievement in set concept and biology respectively.

There are no extensive works undertaken to measure and analyze the Cognition factors in terms of Figural content. Guilford found that there are 24 factors in Cognition category. The association of these abilities with academic success of the students is not studied comprehensively. Hence, there

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is an urgent need in the Indian context to construct appropriate tests in Cognition abilities based on Figural contents and to study their relationships with academic achievement in Social Science of secondary school students.

Independent Variables

Based on the different type of contents suggested in Guilford's SI model. The following were considered as independent variables :

(i) Cognition of Symbolic Abilities

Dependent Variable

(i) Academic Achievement in Social Science

Demographic Variables

(i) Sex – Male and Female
(ii) School – Government and Aided
(iii) Locality – Rural and Urban

OBJECTIVE

1. To study the association of Cognition of Symbolic abilities with academic achievement in social science.

HYPOTHESES

1. There exists a significant relationship between Cognition of Symbolic abilities and academic achievement in social science of students.
2. There exist joint direct and indirect effects of Cognition of Symbolic abilities on academic achievement in social science of students.

Scope of the Study

The present study was limited to students studying social science in various schools in Bellary district.

Method of Research

The study is a descriptive and analytical study.

Data Collection Tools

Since the available tests for the assessment of Guilford's Cognition factors were not found to be that satisfactory in terms of comprehensiveness and relevance, the tests covering all the 24 Cognition abilities were developed using the standard procedure.

The following tests were developed using scientific procedure:

(i) Guilford's type tests of Cognition Abilities
(ii) Academic Achievement Test in Social Science

SAMPLE

In the selection of sample from IX Standard the method of random sampling technique was used. About 502 students studying 12 high schools belonging to Bellary district constituted the sample for the study. The sample involved 243 boys and 259 girls.

COLLECTION OF DATA

In order to collect essential data for the purpose of the study, the investigator used the **Guilford's Symbolic Type Test of Cognition Abilities.** For **Academic Achievement in Social Science the test** was developed specifically for the purpose. The tests were administered by the investigator personally in all the twelve high schools with a view to control class teachers' influence on the test performance. The testing was done in a normal classroom situation and during normal school hours only. The students were properly given instructions regarding the time allotted to each test and the marking procedure. The proper care was taken with regard to the seating arrangement, size of the class, ventilation, etc. The investigator collected the response sheets personally after the test.

STATISTICAL TECHNIQUES USED

In order to investigate the relationship of the predictors with the criterion and its components in case of secondary students, Pearson's correlation coefficient technique was applied and simple relationships were obtained. In order to test the significance of obtained **'r'** s the appropriate **'t'** test was used. The values of **'r'** and **'t'** with their significance are presented in the following table.

Table-1: Correlations of Dimensions of Symbolic Abilities/ Factors with Academic Achievement of Students in Social Science (n=502)

Cognition of Symbolic Abilities	Correlation Coefficients- Academic Achievement in Social Science			
	"r"	"t"	P-value	Significance
CSU	0.1571	3.5559	<0.01	Yes
CSC	0.2040	4.6587	<0.01	Yes
CSR	0.1836	4.1773	<0.01	Yes
CSS	0.2527	5.8399	<0.01	Yes
CST	0.1854	4.2193	<0.01	Yes
CSI	0.0984	2.2111	<0.05	Yes
Total	0.3087	7.2573	<0.01	Yes

The analysis of the above table reveals the following *:*

1. There is a positive and significant relationship between the ability of Cognition of Symbolic Units (CSU) and Academic Achievement of Students in Social Science at Secondary level.

2. There is a positive and significant relationship between the ability of Cognition of Symbolic Classes (CSC) and Academic Achievement of Students in Social Science at Secondary level.
3. There is a positive and significant relationship between the ability of Cognition of Symbolic Relations (CSR) and Academic Achievement of Students in Social Science at Secondary level.
4. There is a positive and significant relationship between the ability of Cognition of Symbolic Systems (CSS) and Academic Achievement of Students in Social Science at Secondary level.
5. There is a positive and significant relationship between the ability of Cognition of Symbolic Transformations (CST) and Academic Achievement of Students in Social Science at Secondary level.
6. There is a positive and significant relationship between the ability of Cognition of Symbolic Implications (CSI) and Academic Achievement of Students in Social Science at Secondary level.

MAJOR FINDINGS

In summary, the study reveals the following findings using path analysis.

1. The Cognition of Symbolic Units (CSU) has direct positive and significant effect on Academic Achievement of students in Social Science at secondary level. Further, its indirect positive and significant effect on Academic Achievement of students in Social Science at secondary level is through CSC, CSR, CSS and CSI.
2. The Cognition of Symbolic Classes (CSC) has no direct positive and significant effect on Academic Achievement of students in Social Science at secondary level. But its indirect positive and significant effects on Academic Achievement of students in Social Science at secondary level is through CSU, CSR, CSS and CSI. However, its indirect negative significant effect on Academic Achievement in Social Science through CST.
3. The Cognition of Symbolic Relations (CSR) has no direct positive and significant effect on Academic Achievement of students in Social Science at secondary level. But its indirect positive and significant effects on Academic Achievement of students in Social Science at secondary level is through CSU, CSC, CSS, and CST.
4. The Cognition of Symbolic Systems (CSS) has direct positive and significant effect on Academic Achievement of students in Social Science at secondary level. Further, its indirect positive and significant effects on Academic Achievement of students in Social Science at secondary level is through CSC, CSR and CST.
5. The Cognition of Symbolic Transformations (CST) has a direct positive and significant effect on Academic Achievement of students in Social Science at secondary level. Further, its indirect positive and significant effects on Academic Achievement of students in Social Science at secondary level is through CSR, CSS and CSI. However, its indirect negative and significant effect on Academic Achievement in Social Science through CSC.
6. The Cognition of Symbolic Implications (CSI) has no direct positive and significant effect on Academic Achievement of students in Social Science at secondary level. But, its indirect negative and significant effects on Academic Achievement of students in Social Science at secondary level is through CSU, CSC, and CST.

CONCLUSIONS

Based on the discussion of findings of the study, the following conclusions could be drawn:

1. The Cognition of Symbolic ability of students studying in secondary schools has positive and significant correlation with their Academic Achievement in Social Science.
2. The Cognition of Symbolic ability of students studying in secondary schools is a second potential predictor among the four predictor variables of Academic Achievement in Social Science.
3. The percentage of contribution of Cognition of Symbolic ability to Academic Achievement in Social Science (11.4090).
4. Half of the Cognition of Symbolic abilities have direct positive effect on Academic Achievement in Social Science. However, these factors have indirect significant effect through other factors on academic achievement in Social Science.
5. Students who are Above Average, Average and Below Average in their Cognition of Symbolic abilities differ in the Academic Achievement in Social Science.

EDUCATIONAL IMPLICATIONS OF THIS STUDY

1. Although factor analysis as generally employed is best designed to investigate ways in which individuals differ from one another, in other words, to discover traits, the results also tell us much about how individual are alike. Consequently, information regarding the factors and their interrelationships give us understanding of functioning individuals.
2. The five kinds of intellectual abilities in terms of operations may be said to represent five ways of functioning. The kinds of intellectual abilities distinguished according to varieties of test content and the kinds of abilities distinguished according to varieties of products suggest a classification of basic forms of information of knowledge.
3. The kind of organism suggested by this way of looking at intellect is that of an agency for dealing with information of various kinds in various ways. The concepts provided by the distinctions among the intellectual abilities and by their classifications may be very useful in our future investigations of learning, memory, problem solving, invention, and decision making, by whatever method we choose to approach those problems.
4. The major implication for the assessment of intelligence is that to know an individual's intellectual resources through we shall need a surprisingly large number of scores. It is expected that many of the factors are inter correlated, so there is some possibility that by appropriate sampling we shall be able to cover the important abilities with a more limited number of tests. At any rate, a multiple-score approach to the assessment of intelligence is definitely indicated in connection with future vocational operations.
5. Considering the kinds of abilities classified as to content, we may speak roughly of four kinds of intelligence. The abilities involving the use of figural information may be regarded as "concrete" intelligence. The people who depend most upon these abilities deal with concrete things and their properties. Among these people are mechanics, operators of machines, engineers (in some aspects of their work), artists, and musicians.

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भौतिकशास्त्र विषयाच्या अभिरूची व संपादनावर होणाऱ्या परिणामकारकतेचा अभ्यास

सौ. हवालदार मनिषा संजय*

सारांश

प्रस्तुत संशोधन उच्च माध्यमिक स्तरावरील विद्यार्थ्यांच्या भौतिकशास्त्र विषयातील अभिरूची व संपादनाशी निगडीत आहे.इ. 11 वी मधील शास्त्र शाखेच्या विद्यार्थ्यांना हा विषय क्लिष्ट व समजण्यास कठीण वाटतो. या विषयाची नावड निर्माण होऊन अध्ययन नीरस वाटू लागते. याचा परिणाम विषयातील संपादनावर होतो.

भौतिकशास्त्र हा विषय मनोरंजक करण्यासाठी संशोधिकेने जगातील प्राचीन माध्यम, 'गोष्टी सांगणे' वापरण्याचे ठरविले. यामध्ये मूळ उद्देशाकडे लक्ष ठेवून शास्त्राज्ञांच्या कार्यावर आधारित कथा सांगितल्या. वेळापत्रका प्रमाणे 15 दिवसांमध्ये संशोधिकेचे 5 तास भौतिकशास्त्र या विषयासाठी असतात. दर तासाला शेवटच्या 10 मिनिटामध्ये एक कथा सांगितली गेली.

या उपक्रमापूर्वी विद्यार्थ्यांची शास्त्रज्ञांबद्दलची माहिती, विषयाची अभिरूची व संपादन पातळी माहिती करून घेतली. उपक्रमांतर्गत विद्यार्थी आंनदित होऊन गोष्टी ऐकू लागले व शास्त्रज्ञांशी जवळकीचे नाते निर्माण झाले.

गटचर्चा, प्रश्नोत्तरे, प्रश्नावली, पूर्वचाचणी व उत्तरचाचणी ही साधने माहिती संकलनासाठी वापरली. आलेख व परिमाणन ही साधने माहितीचे विश्लेषणासाठी वापरली. संशोधनाअंती इ. 11 वी च्या विद्यार्थ्यांना भौतिकशास्त्र विषयात रस निर्माण झाला. हे विद्यार्थी भौतिकशास्त्र विषयाच्या अध्ययन प्रक्रियेत सक्रीय होऊन विषयाची अभिरूची वाढल्याचे निर्देशित करू लागते. यामुळे त्यांचे विषय संपादन वाढले.

सदर संशोधनामुळे इ. 11 वी च्या विद्यार्थ्यांची भौतिकशास्त्र विषयाची अभिरूची व संपादन यामध्ये सकारात्कता दिसली.

ठळक शब्द : भौतिकशास्त्र विषय, कथाकथन पद्धती

प्रस्तावना :

महाराष्ट्र शासनाने प्राथमिक व माध्यमिक शिक्षण प्रक्रियेमध्ये ज्ञानरचनावादाचा अंतर्भाव केला आहे. उच्च माध्यमिक स्तरावर हा ज्ञानरचनावाद विद्यार्थ्यांनी अंगीकारून स्वतःच्या क्षमता वाढविणे अपेक्षित आहे.

शालेय प्रशासनाने यासाठी पूरक,पोषक वातावरण निर्माण करायला हवे.

राष्ट्रीय अभ्यासक्रम आराखडा (NCF 2005) मधील मार्गदर्शक तत्त्वांनुसार विद्यार्थ्यांना मिळणारे ज्ञान शाळेपुरते अथवा पाठ्यपुस्तकापुरते मर्यादित न राहता शाळेबाहेरील जीवनाशी संबंध जोडणारे असायला हवे. पारंपारिक

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पाठांतर पद्धतीपासून (Rote Methods) परावृत्त करणारे व नवनवीन मार्गाने विद्यार्थ्यांना स्वतःची ओळख करून देणारे शिक्षण असावे, असे अपेक्षित आहे.

असे विद्यार्थी शालेय परिक्षेस आत्मविश्वासाने सामोरे जातील व धैर्यशील वृत्तीने जबाबदार भारतीय नागरिक बनतील.

संशोधनाची गरज :

उच्च माध्यमिक स्तरावरील शास्त्र शाखेमधील विद्यार्थ्यांना भौतिकशास्त्र (Physics) हा विषय अध्ययनासाठी आहे.

भौतिकशास्त्र हे एक मूलभूत शास्त्र आहे. हा विषय तर्कशुध्द (logical) व कल्पनाशक्तीने शिकण्यासारखा आहे.

सदर विषयाच्या अभ्यासक्रमामध्ये दहा उद्दिष्टे नमूद केली आहेत.

या उद्दिष्टांमधून विद्यार्थ्यांची आकलनशक्ती वाढणे, कार्यकारणभावाची समज वाढणे, प्रश्नांना यशस्वीपणे सामोरे जाणे, आत्मविश्वासाने संपादन केलेले ज्ञान व्यावसायिकतेमध्ये रूपांतरीत करणे इ. गोष्टी साध्य होणे अपेक्षित आहेत. शिक्षक म्हणून काम करत असताना सध्याच्या विद्यार्थ्यांची सखोलपणे अध्ययन करण्याची वृत्ती दिवसेंदिवस कमी होताना दिसत आहे. या विषयाकडे बघण्याचा दृष्टिकोन गांभीर्यहीन व निष्काळजीपणाचा वाटतो आहे तसेच वर्गात अध्ययन- अध्यापन प्रक्रियेत सक्रिय सहभागा बाबत उदासीनता दिसत आहे. ही मनोवृत्ती भौतिकशास्त्र विषयाच्या संपादनामध्ये ही दिसून येत आहे. H.S.C. बोर्ड परीक्षेत विद्यार्थ्यांची उच्च संपादणूक पातळी (scoring) खालावलेली दिसते आहे.

असे असूनही विद्यार्थी स्वतःमध्ये सुधारणा करण्यासाठी प्रयत्न करताना दिसत नाहीत. सदर विषयाची उपरोक्त उद्दिष्टे विद्यार्थी उच्च प्रमाणात साध्य करण्यासाठी विद्यार्थ्यांमध्ये या अभ्यासक्रमाबद्दल आस्था व आवड निर्माण करण्याची गरज संशोधिकेस जाणवत आहे.

संशोधिकेसमोर असणा-या विद्यार्थीगटाचे अंदाजे वय 16 ते 18 असल्यामुळे, या विद्यार्थ्यांच्या संवेदनशीलतेस चालना दिली तर भौतिकशास्त्र विषयाकडे पाहण्याचा त्यांचा दृष्टिकोन सकारात्मक होऊन त्यांना या विषयामध्ये रस निर्माण होण्यासाठी सदर संशोधनाची गरज वाटते.

भौतिकशास्त्र विषयाच्या अभ्यासक्रमामध्ये अनेक शास्त्रज्ञांचे शोध, तत्वे, गृहितके यांचा अंतर्भाव आहे. विद्यार्थ्यांना या शास्त्रज्ञांच्या कार्यावर आधारित छोटया गोष्टी सांगितल्या तर त्यांना हे शास्त्रज्ञ जवळचे वाटून त्यांच्याबद्दल आपलेपणा व कुतूहूल निर्माण होऊ शकेल.

विद्यार्थ्यांचे मनोरंजन होऊन भौतिकशास्त्र विषयाच्या अध्ययनास आवश्यक असणारी मनोवृत्ती जोपासण्यासाठी व संपादणूक क्षमता वाढवण्यासाठी सदर संशोधनाची गरज आहे.

संशोधन विषयाचे महत्व:

लहानपणापासून मानवी आयुष्यात गोष्टी ऐकणे या पारंपारिक पद्धतीस खूप महत्त्व आहे. पक्षी,प्राणी,परी,राक्षस इ.च्या गोष्टींतून त्यांचे भावविश्व समृद्ध होते. कोणत्याही वयामध्ये मूल गोष्ट ऐकण्यास उत्सुक असते, आनंदाने तयार असते. म्हणून गोष्ट हे उपदेशांचे किंवा तत्त्वज्ञानाचे माध्यम आहे.

या प्राचीन माध्यमाचा उपयोग भौतिकशास्त्र विषयामध्ये केला तर विद्यार्थ्यांची भावनिक गरज, संवेदनशीलता , निसर्गप्रेम तसेच कुतूहूल, चिकित्सकवृत्ती यांना न्याय मिळू शकेल.

या शास्त्रज्ञांच्या कार्यावरील गोष्टींच्या कथकथनाचा उपयोग भौतिकशास्त्र हा विषय आकर्षक व सोपा करण्यासाठी होईल. या विषयज्ञानामागील शास्त्रज्ञांची कल्पनाशक्ती,हुशारी,मेहनत व सातत्य लक्षात घेऊन विद्यार्थी या ज्ञानाचा आदर करतील व विषयाकडे गांभीर्याने पाहतील.

भौतिकशास्त्रांची अभिरूची वाढल्यामुळे विद्यार्थ्यास शास्त्रशाखेतील उच्च शिक्षण सोपे वाटू शकेल. तसेच pure science कडे आकर्षित होऊन तो शास्त्रज्ञ बनू शकेल.

संशोधनाची उद्दिष्टे :

1. विद्यार्थ्यांचे शास्त्रज्ञांबद्दल असलेले पूर्वज्ञान व भौतिक शास्त्राबाबतचा दृष्टीकोन,गटचर्चा व पूर्वचाचणी यांच्या आधारे तपासणे.
2. कथाकथन उपक्रमाची अंमलबजावणी करणे.
3. कथाकथन उपक्रमाच्या परिणामकारकतेचा अभ्यास विद्यार्थ्यांची अभिरूची व संपादन यासंदर्भात तपासणे.

संशोधनाची व्याप्ती व मर्यादा :

सदर संशोधन भारत इंग्लिश स्कूल व कनिष्ठ महाविद्यालय शिवाजीनगर, पुणे येथील इंग्रजी माध्यमाच्या शास्त्रशाखेतील इयत्ता 11 वी च्या विद्यार्थ्यांवर केलेले आहे.

या कनिष्ठ महाविद्यालयात co-education दिले जाते. त्यामुळे विद्यार्थी व विद्यार्थिनी यांचा वयोगट साधारणतः सारखा म्हणजे 16 ते 18 वर्षे असा असतो. म्हणून सदर संशोधनाचे निष्कर्ष या पौगांडावस्थेतील विद्यार्थ्यांपुरते मर्यादित आहेत.

सदर विद्यार्थी शास्त्रशाखेत रसायनशास्त्र, जीवशास्त्र, गणित, इंग्लिश असे अनेक विषय शिकतात. या सर्व विषयांसाठी उपरोक्त संशोधन राबविले जाऊ शकेल. परंतु इथे फक्त भौतिकशास्त्र या विषयासाठी सदर संशोधन मर्यादित आहे.

कार्यात्मक व्याख्या :

भौतिकशास्त्र : महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ व अभ्यास मंडळाने इ. 11 वी साठी प्रमाणकानुसार निश्चित केलेला पाठ्यक्रम.

कथाकथन : भौतिकशास्त्र विषयातील शास्त्रज्ञांच्या कार्यावर आधारित गोष्टींचा कार्यक्रम.

अभिरूची : विद्यार्थ्यांनी भौतिकशास्त्र विषय अध्यायनात दाखवलेली रूची .

संपादन : शास्त्रज्ञांच्या कार्यावरील कथाकथनाच्या आधारे वाढलेल्या अभिरूचीमुळे वाढलेले शैक्षणिक संपादन.

परिकल्पना : संशोधकनिर्मित शास्त्रज्ञांच्या कार्यावर आधारित कथाकथनाचा इ. 11 वी तील विद्यार्थ्यांमध्ये भौतिकशास्त्र विषयाच्या अभिरूची व संपादनावर सकारात्मक परिणाम होईल.

संशोधन संबंधित साहित्य व संशोधनाचा आढावा :

1. राष्ट्रीय संशोधन आराखडयानुसार अभ्यासविषयांच्या चौकटी लवचिक होऊन, एका विषयाचे ज्ञान दुस-या विषयासाठी उपयुक्त व्हायला हवे. तसेच पाठ्यपुस्तकांच्या बाहेर येऊन विद्यार्थ्यांच्या शिक्षणात त्यांच्या सभोवतालचे ज्ञान व पारंपारिक कौशल्ये यांचा वापर करुन शालेय वातावरण, विद्यार्थ्यास स्वतःच्या घरासारखे वाटण्यास प्रयत्नशील रहायला हवे, असे समजते. विद्यार्थ्यांना आवडणारे गोष्टीचे माध्यम वापरुन शालेय वातावरण आनंददायी बनू शकते.
2. महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक मंडळाने भौतिकशास्त्र विषयाच्या अभ्यासक्रमामध्ये एकूण दहा उद्दिष्टे दिलेली आहेत. त्यातील प्रथम उद्दिष्ट शिक्षकास अध्यापन करताना मुलभूत संकल्पनांवर भर द्यावयास सांगते. तिसरे उद्दिष्ट विषयामधील तर्काची योग्य रचना करुन उत्तम अध्ययनास चालना द्यावी असे सांगते. शास्त्रज्ञांच्या गोष्टीमध्ये एक तर्क असून त्या शास्त्रज्ञाने कसे शोध लावले याची योग्यप्रकारे मांडणी केलेली असते. ज्यामुळे विद्यार्थी तर्कबध्द विचार करण्यास प्रवृत्त होऊ शकतो व मूळ संकल्पना सहजतेने समजू शकतो.
3. Using narratives and storytelling to communicate science with nonexpert audiences.
   - by Prof. Michael F. Dahlstrom

   Greenlee School of Journalism and communication, Lowa State Univ. Ames. IA - 50010
   - Published in PNAS on 2014 Sept. 16.

   प्रो. एम.एफ.डलस्ट्रॉम यांच्या संशोधनाचा निष्कर्ष "Story telling in science should not be disregarded." The Plural of anecdote is not data," but for non expert audiences it might be the Plural of anecdote is engaging science communication."

   बरेच लोक शास्त्रावर आधारित गोष्टींना महत्त्व देत नाहीत. परंतु या गोष्टींना सुद्धा स्वतःचे स्थान (महत्त्व) आहे. असे संशोधकास वाटते.

   सदर संशोधनास या निष्कर्षाचा उपयोग होईल पण यामध्ये श्रोते म्हणून इ. 11 वी चे विद्यार्थी असतील.

4. What makes Physics difficult?
   -Research paper published in International Journal of environmental & science education, 2008-Australia,
   -Authors- 1) Funda ornek
   Balikesir University Turkey
   2) William R.Robinson & Mark. P.Haugen
   -Purdue University, USA.

निष्कर्ष : विषय अवघड वाटण्याचे 10 घटक अभ्यासल्यानंतर संशोधकांनी एका घटकावर आधारित भाष्य केले आहे. त्यांच्या मते 'Not Studying more' म्हणजे जास्त अभ्यास न करणे या कारणामुळे विद्यार्थ्यांना भौतिकशास्त्र हा विषय अवघड वाटतो.

या शोधनिबंधातील इतर घटक उदाः/ प्रोत्साहन न मिळणे गृहपाठ न करणे या गोष्टींचा विद्यार्थ्यांच्या बाबतीत होणारा परिणाम यामध्ये दोन्ही संशोधनात साधर्म्य आढळते.

प्रस्तुत उपक्रमाद्वारे विद्यार्थ्यांना प्रोत्साहन दिले तर ते जास्त अभ्यास करतील व त्यांचे विषय संपादन वाढेल, असे संशोधिकेस वाटते.

संशोधन कार्यपद्धती :

संशोधनाच्या ऐतिहासिक, प्रायोगिक व वर्णनात्मक संशोधन पद्धती अशा तीन पद्धती आहेत.

सदर संशोधनासाठी प्रायोगिक पद्धतीचा वापर करण्यात आला आहे. विद्यार्थ्यांची भौतिकशास्त्र विषयातील अभिरूची व संपादणूक पातळी यामध्ये संशोधिकेच्या नवीन प्रयोगामुळे झालेला बदल अभ्यासण्यासाठी प्रायोगिक पद्धती योग्य आहे असे संशोधिकेस वाटले.

नमुना निवड : भारत इंग्लिश स्कूल व कनिष्ठ महाविद्यालयातील शास्त्रशाखेतील इयत्ता 11वी तील दोन तुकड्यांमधील एकूण 104 विद्यार्थी नमुना म्हणून संशोधिकेने निवडले.

माहिती संकलनाची साधने :

संशोधिकेने विद्यार्थ्यांचे शास्त्रज्ञांबद्दलचे पूर्वज्ञान जाणून घेण्यासाठी गटचर्चा हे साधन वापरले.विद्यार्थ्यांचा भौतिकशास्त्र विषयाकडे पाहण्याचा दृष्टीकोन समजून घेण्यासाठी तोंडी प्रश्नोत्तरे हे साधन वापरले. उपक्रमा आधीची विद्यार्थ्यांची संपादणूक पातळी पाहण्यासाठी घटक चाचणी गुण विचारात घेतले आहेत. उपक्रमाअंती सहामाही परीक्षेतील गुण विचारात घेतले आहेत. अभिरूची वृद्धी तपासण्यासाठी प्रश्नावली सोडवून घेतली.

संशोधन कार्यवाही :

शालेय प्रशासनाच्या परवानगीने न्यादर्शावर खालीलप्रमाणे उपरोक्त संशोधनाची कार्यवाही केली.

- प्रत्येक वर्गामध्ये संशोधिकेने विद्यार्थ्यांचे असे विभाजन केले. एका गटात साधारण सहा असे विभाजन केले. त्यांच्याशी चर्चा करून शास्त्रज्ञांच्या यादीमधील किती शास्त्रज्ञांचे त्यांना पूर्वज्ञान आहे हे जाणून घेतले.
- पुढील तासाला भौतिकशास्त्र विषयाकडे बघण्याचा दृष्टिकोन समजावून घेण्यासाठी संशोधिकेने पूरक प्रश्न विचारून विद्यार्थ्यांची विषयातील आवड,कल व संपादनातील अडचणी जाणून घेतल्या.
- प्रथम घटक चाचणी झाली. यामधील भौतिकशास्त्र विषयातील गुणांवरून विद्यार्थ्यांची संपादणूक पातळी लक्षात आली.
- गोष्ट ऐकणे विद्यार्थ्यांना आवडते. संशोधिकेने उपक्रमाची कल्पना मांडल्याबरोबर विद्यार्थी.उत्सुकतेने शास्त्रज्ञांच्या गोष्टींकडे लक्ष देण्यास तयार झाले.

- प्रत्येक तासाच्या शेवटच्या 10 मिनिटात संशोधिकेने विद्यार्थ्यांना अध्ययनाशी संबंधित भौतिकशास्त्र घटकाशी निगडीत शास्त्रज्ञांची एक गोष्ट सांगितली.
- संशोधिकेने या उपक्रमांतर्गत विद्यार्थ्यांच्या प्रतिसादाचे निरिक्षण केले.

सहा आठवडयाच्या कालावधीनंतर विद्यार्थ्यांची भौतिकशास्त्र विषयातील अभिरूची व संपादन यावरील परिणाम अभ्यासला. उत्तरचाचणी व प्रश्नावली सोडवून घेतली.

माहिती विश्लेषण तंत्रे :

1. अभिरूची वरील परिणामकारकता अभ्यासण्यासाठी परिमाणन (Quantification) हे गुणात्मक माहितीचे विश्लेषण करणारे तंत्र वापरले आहे.
2. पूर्व चाचणी व उत्तर चाचणी वरून आलेल्या माहितीचे विश्लेषण परिमाणन व आलेखाच्या सहाय्याने केले आहे. आलेखास वर्णनात्मक सांख्यिकीचे एक परिमाण म्हणून ओळखले जाते.

माहिती विश्लेषण व अन्वयार्थ:

उद्दिष्ट 1 : संशोधिकेने क्रमित पाठ्यपुस्तकातील 26 शास्त्रज्ञांची यादी विद्यार्थ्यांना दिली. त्यातील 50% शास्त्रज्ञांची नावे व त्यांची माहिती विद्यार्थ्यांना नव्हती. विद्यार्थ्यांबरोबर केलेल्या प्रश्नोत्तरावरून केलेल्या खालील माहिती मिळाली.

1) विद्यार्थ्यांना भौतिकशास्त्र विषय समजण्यास जड वाटतो.
2) भौतिकशास्त्र विषय त्यांना आवडत नाही.
3) भौतिकशास्त्राचा खूप अभ्यास करावा लागतो.
4) भौतिकशास्त्राची भिती वाटते.

उद्दिष्ट 2:

नियोजित वेळापत्रकाप्रमाणे आठवडयातील एका तासाला शेवटच्या दहा मिनिटात विद्यार्थ्यांना एका शास्त्रज्ञाची कथा सांगितली. ही कथा ऐकताना विद्यार्थ्यांच्या चेह-यावरचे भाव जाणून घेतले.

(a) त्यांच्या चेह-यावर सर्वप्रथम आनंद दिसत होता.
(b) ते विस्मयाने सदर कथा ऐकत होते.
(c) तेवढया वेळेत जणूकाही ते लहान मूल झाले होते, असा निरागसभाव त्यांच्या चेह-यावर दिसत होता.
(d) या शास्त्रज्ञाने खूप कष्टाने, मेहनतीने, हुशारी ने हे कार्य केले आहे, याची जाणीव होताना दिसून आली.
(e) त्या शास्त्रज्ञाच्या गोष्टीकडे विद्यार्थी गांभीर्याने पाहू लागले.
(f) प्रतिकुल परीस्थितीतून शास्त्रज्ञांना सुध्दा मार्ग काढावा लागला, हे त्यांना समजले.
(g) या शास्त्रज्ञाबद्दल आपुलकी व आदर वाटायला लागला.
(h) विद्यार्थ्यांनी सदर कथेवर प्रश्न विचारले. एखादा नवीन शास्त्रीय शब्द आला तर त्याचाही अर्थ लगेच जाणून घेतला.
(i) या कथेमुळे त्यांना प्रेरणा मिळाली असे दिसते.

(j) शास्त्रज्ञ हे सुध्दा सर्वसामान्य होते. परंतु त्यांनी एखाद्या विषयाचा (संकल्पनेचा) ध्यास घेतला होता म्हणून ते असामान्य (वेगळे) झाले हे त्यांना जाणवले.

उद्दिष्ट 3:5

सहा आठवडयांच्या कालावधीनंतर विद्यार्थ्यांमध्ये भौतिकशास्त्र विषयाकडे बघण्याच्या दृष्टीकोणात काय फरक पडला हे जाणून घेण्यासाठी प्रश्नावली सोडवण्यास दिली.

प्रश्न क्रमांक	प्रश्नांचा तपशील	विद्यार्थ्यांचा प्रतिसाद	
		होय	नाही
1	कार्यक्रम आवडला का?	142	--
2	गोष्टीतून आनंद.....	142	--
3	मनावर सकारात्मक परीणाम	138	04
4	लक्षात राहणे	138	04
5	घरच्या सदस्यांना गोष्ट सांगणे	125	17
6	मित्रमैत्रीणींना ऐकलेली कथा सांगणे	125	17
7	शास्त्रज्ञांविषयी आदर वाढणे	132	10
8	शास्त्रज्ञांविषयी कुतूहल	140	02
9	'शोधाकडे' पाहण्याची सहजवृत्ती	140	02
10	विजयाची सखोलता लक्षात येणे	140	02
11	विषय मनोरंजक व नाविन्यपूर्ण वाटणे	140	02
12	'प्रेरणादायी' उपक्रम	142	--
13	रोज भौतिकशास्त्राचा अभ्यास करणे	125	17
14	भौतिकशास्त्र विषयातील गुण वाढ	142	---
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16	शास्त्रज्ञांवर आधारित इतर साहित्य वाचन	133	09
17	असा उपक्रम इतर विषयांसाठी उपयुक्त	142	---

वरील तक्त्यावरून विद्यार्थ्यांच्या प्रतिसादाचे सविस्तर विश्लेषण पुढीलप्रमाणेः

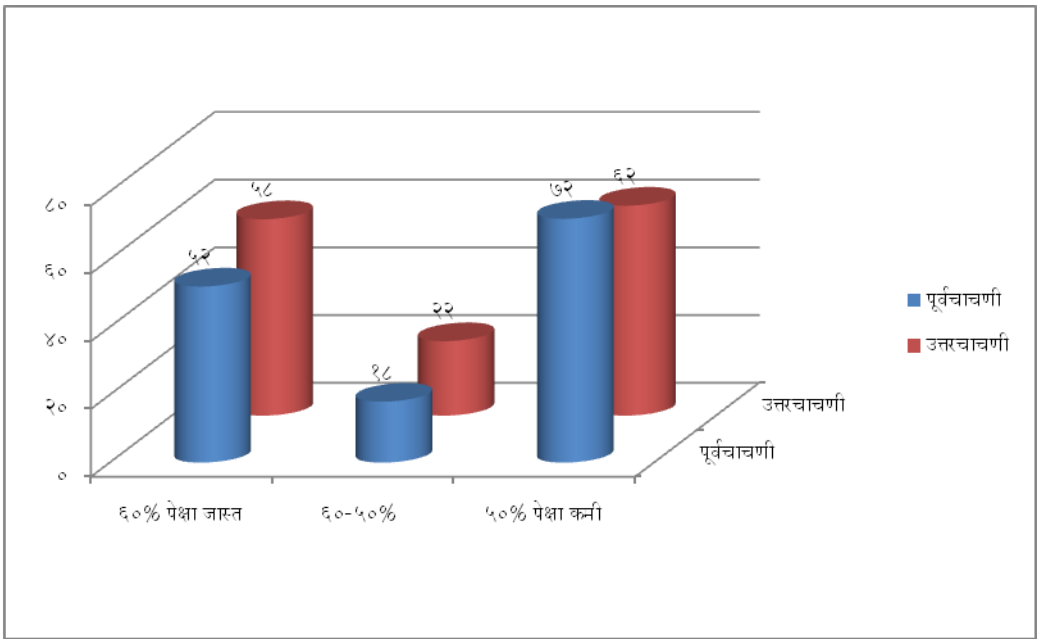
1. प्र.क्र.1 व 2- उत्तरावरून असे दिसून येते की सर्व विद्यार्थ्यांना गोष्ट ऐकायला आवडते आणि त्यांना त्यातून आनंद मिळतो.
2. प्र.3 व 4- ऐकलेली कथा ही सकारात्मक परीणाम करणारी व लक्षात राहणारी असते, असे मत 97% विद्यार्थ्यांचे आहे.
3. प्र.5 व 6- कथा ऐकल्यावर, ती घरच्या सदस्यांना आणि मित्र मैत्रिणींना सांगितली जाते, असे 88% विद्यार्थी लिहीतात. याचाच अर्थ ही कथा त्यांना नावीन्यपूर्ण किंवा मनोरंजक वाटत आहे.
4. प्र.क्र.7- शास्त्रज्ञांविषयीचा आदर वाढू लगला असे 93% विद्यार्थ्यांचे मत आहे.
5. प्र.क्र.8,9,10 व 11- या उत्तरांवरून असे दिसून येते की 99% विद्यार्थ्यांना या शास्त्रज्ञांबद्दल आत्मियता किंवा आपलेपणा वाटू लागला. त्यामुळे ते शिकत असलेले घटक त्यांना जवळचे किंवा सहज लक्षात राहणारे वाटू लागले. भौतिकशास्त्र हा विषय रोचक वाटू लागल्यामुळे त्यामध्ये ज्ञानाचा सखोलपणा आहे त्याची जाणीव त्यांना हळूहळू होऊ लागली.
6. प्र.क्र.12, 14 व 15- 100% विद्यार्थ्यांना या उपक्रमातून प्रेरणा मिळाली. ज्यामुळे त्यांना भौतिकशास्त्र विषय आवडू लागला आणि त्यांची गुणात्मक वाढ होईल अशी प्रतिक्रिया नमूद करावीशी वाटली.
7. प्र.क्र.13- उपक्रमाचा विषय प्रेरणादायी असल्यामुळे 88% विद्यार्थ्यांना रोज भोतिकशास्त्राचा अभ्यास करावासा वाटतो, असे दिसून येते.

   प्र.क्र.16- या उपक्रमामळे विद्यार्थ्यांच्या मनात शास्त्रज्ञांबद्दल ओढ निर्माण झाल्यामुळे त्यांना शास्त्रज्ञांवरचे इतर प्रकाशित साहित्य उदाः गोष्टींची पुस्तके, चरीत्रे आत्मचरीत्रे शास्त्रीय सिनेमा, शास्त्रीय दूरचित्रवाहिनीवरील मालिका इ. गोंष्टीमध्ये रमण्याची इच्छा निर्माण झाली. असे 94% विद्यार्थ्यांचे मत आहे.

उपरोक्त विवेचनावरून विद्यार्थ्यांची भौतिकशास्त्र विषयाची अभिरूची वाढली असे दिसते. विषय संपादनावर संशोधनाचा परिणाम अभ्यासण्यासाठी प्रथम घटक चाचणी व प्रथम सत्र परीक्षा यांचे विश्लेषण पुढीलप्रमाणे

कोष्टक क्र. 2

शेकडा गुण	गुण	पूर्वचाचणी	उत्तरचाचणी
60/ पेक्षा जास्त	15	52	58
60-50/	15-13	18	22
50/ पेक्षा कमी	813	72	62
	एकूण :	**142**	**142**



चित्र क्रमांक 1

I) प्रथम घटक चाचणीचे विश्लेषण व अन्वयार्थ या चाचणीच्या गुणांचे वारंवारिता वर्गीकरणावरून केलेले विश्लेषण व अन्वयार्थ खालीलप्रमाणे (कोष्टक क्र.2)

1. पूर्वचाचणीमध्ये 50 % पेक्षा कमी गुण मिळविणारे 72 विद्यार्थी असून त्यांचे शेकडा प्रमाण 51% आहे.

2. 60% - 50 % मध्ये गुण मिळविणारे 18 विद्यार्थी असून त्याचे शेकडा प्रमाण 13%आहे.

3. प्रथम श्रेणीत 52 विद्यार्थी असून त्यांचे शेकडा प्रमाण 36 % आहे.

यावरून असे दिसून येते की सदर विद्यार्थ्यांची गुणांमध्ये वाढ करण्यासाठी त्यांना विषयाची आवड निर्माण केली पाहिजे. त्यासाठी संदर्भित कार्यक्रम राबविला व त्यानंतर त्यांची उत्तरचाचणी घेतली गेली.

II) उत्तरचाचणीचे विश्लेषण व अन्वयार्थ

प्रथम सत्र परिक्षा म्हणजेच उत्तरचाचणीतील गुणांची माहिती कोष्टक क्र.2 मध्ये दिलेली आहे.

या वारंवारिता वर्गवारीचे विश्लेषण पुढीलप्रमाणे

1. उत्तरचाचणीमध्ये 50 % पेक्षा कमी गुण मिळविणारे 62 विद्यार्थी असून त्यांचे शेकडा प्रमाण 43%आहे.

2. 60% - 50%मध्ये गुण मिळविणारे 22 विद्यार्थी असून त्यांचे शेकडा प्रमाण 16%आहे.

3. प्रथम श्रेणीत 58 विद्यार्थी असून त्यांचे शेकडा प्रमाण 41%आहे.

यावरून असे दिसून येते की, प्रस्तुत संशोधनामुळे विद्यार्थ्यांचा गुणांचा स्तर उंचावला आहे.

संशोधनाचे निष्कर्ष :

प्रश्नावलीचे विश्लेषण आपणास दर्शविते की,विद्यार्थ्यांमध्ये भौतिकशास्त्र या विषयाची आवड निर्माण झाली. हा विषय कंटाळवाणा नसून मनोरंजक आहे. या विषयाचा अभ्यास करावासा वाटला. त्यातील ज्ञानाची सखोलता म्हणजेच विषयाचे गांभीर्य आपोआपच समजू लागले. यातूनच त्यांची भौतिकशास्त्र या विषयाकडे पाहण्याची सकारात्मक वृत्ती तयार झाली.

त्याचप्रमाणे त्यांना मिळालेली शास्त्रज्ञांची माहितीची त्यांनी कुटुंबाबरोबर व मित्र मैत्रिणीबरोबर चर्चा केली, यावरून ते स्वतः प्रेरित झाल्यामुळे त्यांनी इतरांनाही प्रोत्साहित केले असे दिसते.

उपरोक्त विवेचनावरून विद्यार्थ्यांची भौतिकशास्त्राची अभिरूची वाढली असे दिसून येते.

परिणामतः या विषयातील संपादनाचा स्तर वाढल्याचे आलेखावरून (चित्र क्र. 1) स्पष्ट होते.

फलनिष्पत्ती :

प्रस्तुत संशोधनावरून प्रकर्षाने असे जाणवते की उच्च माध्यमिक स्तरातील विद्यार्थ्यांची मानसिकता समजून घेतली तर वेगवेगळ्या मनोरंजक पद्धती अनुसरून विद्यार्थ्यांना अभ्यास विषयाकडे आकर्षित करता येते .याचा परिणाम त्यांची सदर विषयाची अभिरुची वाढण्यामध्ये दिसतो.

एका अभ्यास विषयाची अभिरुची वाढल्यामुळे या विषयातील संपादन पातळीत सकारात्मक वाढ दिसते. ज्यामुळे विद्यार्थ्यांचा आत्मविश्वास वाढू शकतो.

तसेच एका अभ्यास विषयाची अभिरुची वाढल्यामुळे अध्ययन संक्रमणाच्या तत्त्वानुसार (ट्रान्सफर ऑफ लर्निंग), इतर विषयांमधील अभिरुची वाढू शकते .ज्याचा परिणाम त्या विषयातील संपादन पातळीमध्ये सकारात्मक दिसू शकतो.--

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Happiness Education and Citizenship Education

Kaurobi Ghosh* and Dr. Megha Uplane**

Abstract

The NEP 2020 states that education must aim to "develop good human beings capable of rational thought and action, possessing compassion and empathy". In the chapter on Early Childhood Care and Education the NEP 2020 has underlined the importance of "Social and Emotional Learning" (SEL) along with other academic competencies. SEL forms the basis for Happiness Education. Citizenship Education also looks at developing competencies which are directed at developing holistic individuals capable of taking responsibility for their own lives and that of others. This research paper explores how Happiness Education and Citizenship Education are aligned and can be contributing and complimentary curricular approaches towards realising the goals of the NEP 2020. The researchers have presented a conceptual understanding of happiness and citizenship and the approaches adopted for the implementation of such programs and the importance of capacity building for teachers.

INTRODUCTION: CONTEXT FOR HAPPINESS EDUCATION IN INDIA

In March 2020, the United Nations ranked India 144th on the World Happiness Report amongst a total of 156 countries (World Happiness Report, 2020). The ranking is based on a survey conducted in the years 2018 and 2019 wherein people were asked to rate their personal level of happiness and to give a happiness score to their own country based on GDP, the social support they have, the extent of personal freedom which they enjoy and the levels of corruption in their country ("UN World Happiness Index: India at 144 rank, Pakistan 66, Finland tops again", 2021).

Research has proven that there is both direct and indirect relationship between education and happiness (Rampell, 2010). Given the context of a dismal score on perceived happiness and faced with the challenges of poor infrastructure, poor teacher student ratio, poor quality of education, high dropout rate, expensive higher education (Singhal, Tiwari 2012), etc., India has taken definitive steps to improve the quality of education through the National Education Policy 2020. The NEP 2020 states that education must aim to "develop good human beings capable of rational thought and action, possessing compassion and empathy". In the chapter on Early Childhood Care and Education the NEP 2020 has underlined the importance of "Social and Emotional Learning" (SEL) along with other academic competencies. SEL forms the basis for Happiness Education. Citizenship Education also looks at developing competencies which are directed at developing holistic individuals capable of taking responsibility for their own lives and that of others.

In 1998, the UNESCO stated that the purpose of Citizenship Education is "to educate children from early childhood, to become clear- thinking and enlightened citizens who participate in decisions concerning society." Through this research paper, the researchers have made an attempt to explore

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how Happiness Education and Citizenship Education are aligned and can be contributing and complimentary curricular approaches towards realising the goals of the NEP 2020.

This research study was undertaken keeping the following objectives in mind

- To explore the context for Happiness Education in India
- To understand the meaning of Happiness Education
- To ascertain the role of Citizenship Education in Promoting Happiness
- To determine how Citizenship Education and Happiness Education are aligned

TYPE OF STUDY

Being descriptive in nature, the study findings are based on desk research and the researchers referred to a variety of secondary data sources such as blog articles, news articles, and journals, chapters from books, policy documents and websites available on the internet.

HAPPINESS EDUCATION

Definition of Happiness: Across the Social Sciences, 'Happiness' is considered synonymous with 'Life Satisfaction' or 'Subjective Well-Being' (SWB, Kahneman et al, 1999). It includes both the cognitive component of life satisfaction and the affective component of emotions (Veenhoven, 2012; Diener et al., 2013). Many Psychologists have conceptualised 'Happiness' as 'Well-being'. According to Ryff (1989) Psychological Well-Being (PWB) refers to a sense of autonomy, positive relations, mastery over the environment, acceptance of self, purpose in life and personal growth. According to Waterman (2008) 'Eudaimonic Well Being' (EWB) refers to self-expressiveness, development of inner potentials and self-actualisation (Delle Fave et al, 2016). The concept of 'Eudaimonia' was introduced by Aristotle; Eudaimonia originates from the term 'daimon' which means 'true- nature'. Aristotle considered happiness as a vulgar idea, according to him not all desires are worth pursuing. Instead he suggested that true happiness lies in leading a virtuous life and doing what is worth doing. According to Aristotle, achieving human potential is the ultimate human goal (Boniwell, 2017).

Determinants of Happiness: According to Clark et al (2017), the extent of poverty, education, employment, marital/ partnered status, physical and mental illness are some of the determinants of happiness in adulthood. In addition, family life during childhood and 'social ambience of primary and secondary school' also plays a very crucial role in the development of characteristics in children and has an impact on their level of happiness during adulthood.

HAPPINESS EDUCATION MOVEMENT

Paulo Friere provided a 'rich conception of happiness' in education. Paulo Friere and George Snyders proposed that it is possible to bring 'happiness' into education by bringing back the pleasure to teach and to study and by bringing about a transformation in places that strengthen and encourage 'happiness' in our lives, especially in the lives of those suffer outside the school or university". They suggested a shift from the system of 'Banking Education' to active dialogue between teachers and students where both parties collaborate and take responsibility for the learning that takes place (Guilherme, Freitas, 2017).

In the U.S. the Happiness Education Movement finds its roots in the – 'self-esteem movement' (Smith 2008, Guilherne, Freitas, 2017). This movement is based on the belief that 'there is widespread incidence of psychological harm caused by damage done to the child's sense of self-worth' (Smith

2008), including damage done by the educational system, and a response to this, it seeks to make happiness education as a tool to repair this damage.

In India, the Delhi Government introduced the "Happiness Curriculum" in 2018 in Government schools. The curriculum is based on the philosophies of Mahatma Gandhi, Tagore and Agrahar Nagraj Sarman's 'Happiness Triad'. This curriculum is aimed at developing social and emotional skills in children, The SEL are a set of transferrable skills and help children understand their own emotions and that of others, manage their emotions and maintain healthy relations and take socially responsible decisions (Loomba, Chawla, 2020). Taking inspiration from this curriculum, revised versions of the program are being implemented in other states such as Andhra Pradesh and Uttarakhand and is being adopted by other countries too.

ROLE OF CITIZENSHIP EDUCATION IN PROMOTING HAPPINESS

Concept of Citizenship Education: The concept and meaning of Citizenship has evolved over the last six decades. The initial notion of citizenship was that of an individual being identified as merely a person who fulfils the legal criterion of citizenship of a particular Nation State and enjoys a reciprocal relationship with the State in which the State grants certain rights and privileges to the citizen and the citizen has duties and obligations towards the State. With the blurring of boundaries due to globalisation people now see themselves as global citizens who have loyalties towards not just their own country but towards other countries too and towards their workplace and religion which is not confined to national boundaries. Accordingly, Citizenship Education also encompasses knowledge, skills, behaviours and attitudes about local, national and global concerns and more specifically the competencies that need to be developed in students for them to become active and responsible citizens. According to Halstead and Pike (2006) citizenship education offers an opportunity for children to reflect on local, national and global issues. It also helps them reflect on their personal values as young citizens and think about the kind of society that they wish to live in.

Importance of Responsible Citizenship: One of the key questions in research in Happiness has been about the kind of institutions which promote happiness among people. According to Frey and Stutzer (2000)"the more developed direct democracy is the happier the citizens are". According to their analysis the higher level of happiness is associated partly with the political process itself rather than the political outcome. Democratic, socially integrated and active citizens are created (reproduced) through a socialisation process. Hence, democracy has to be learned and needs to be maintained which is the task of citizenship education, of civic and political educators and of professional institutions. Also, while citizenship education can occur through a variety of sources, particularly through family and the media, schooling remains the main source of formal citizenship education for young people.

EXTENT TO WHICH CITIZENSHIP EDUCATION AND HAPPINESS EDUCATION ARE ALIGNED

The NEP 2020 mentions the need for the development of citizenship skills and values and the inclusion of programs based on Global Citizenship Education (GCED) (NEP 2020, 4.23 and 4.24). Some of the competencies of a global citizen include the ability to empathise, solve problems, think critically, communicate, develop a sense of security and identity, resolve conflicts, practise shared universal values such as maintaining peace, justice and ensuring human rights; the competencies also include - tolerance for diversity and being able to see the interconnectedness of various global issues. These resonate with the competencies which happiness education aims to develop

in students such as mindfulness, social emotional learning, critical thinking, problem solving and relationship building.

Both citizenship education and happiness education sessions are conducted through activity based interactive sessions and mainly rely on open communication between teachers and students. Citizenship education is adopted in a wide variety of ways in schools world over, such as a once a week session, as a whole day event or through a whole school approach. It is sometimes taught as a stand-alone subject, in some places through the social sciences and in others through a variety of subjects which include not only the social sciences but also subjects such as science, literature, art and drama. While happiness education in India has a defined curriculum and methodology, in India the onus of citizenship education is on the social science subjects for the development of humanistic values. There are other issues with respect to the teaching- learning of social sciences in India – the popular perception of social science is that it is a non-utility subject. As a result, low self-esteem governs the classroom- transaction process, with both teachers and students feeling uninterested in comprehending its contents. From the initial stages of schooling, it is often suggested to students that the natural sciences are superior to the social sciences, and are the domain of 'bright' students (Khasnavis, 1983). Therefore, as far as citizenship education is concerned there is need for a proper approach to be developed for equipping both the teacher and the student with the necessary knowledge, skills, attitudes and behaviours required to become active and responsible citizens.

IN CONCLUSION

Challenges before the Happiness and Citizenship Education Teacher

According to Mahatma Gandhi, "True education must correspond to the surrounding circumstances or it is not a healthy growth". Happiness Education, Citizenship Education and the academic curriculum have to be blended together in such a way that students are able to get a holistic exposure to academic concepts through the lens of reality and what is happening in their surroundings. For instance a student who experiences or is witness to violence at home is likely to feel disconnected with what is taught at school at school unless the school actively takes up such issues and talks about child rights or human rights, provides information and facilitates institutional help and helps the child address and cope with issues at home. In such situations, the happiness and citizenship teachers play a key role in empowering children and their families. The researchers are of the opinion that happiness and citizenship competencies should be facilitated by all teachers at school and should not be confined to 'once a week' or separate sessions. Capacity building of teachers is of utmost importance because apart from 'Irrelevant teaching materials, job dissatisfaction, large classroom size' (Adeyemi, Boikhutso & Moffat, 2003), teachers face multiple challenges in teaching citizenship education. To begin with teachers face the task of relating complex public issues to students concerns. The teacher's voice is the one that is most often heard in the classroom (Halstead and Pike, 2006), therefore it is the responsibility of the teacher to explain the different perspectives of a situation and also express his / her position on the matter. In all, school teachers should take care to stay within the law and be sensitive to the fact that their views may differ with the views held in the home of a child. They have to ensure that children are able to express themselves freely and are encouraged to debate and discuss issues that matter to them in a safe and non-judgmental environment. Similarly, 'Happiness' can be facilitated by teachers by helping children enjoy immediate experiences while addressing problems and challenges they face in their personal lives and seeking solutions that are empowering for various parties involved, making 'happiness' long term in nature.

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Exploring Dr. Babasaheb Ambedkar's Educational Thoughts : A Step Towards Happiness in Education and Collective Happiness

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Abstract

"The very purpose of life is to seek happiness." says The Dalai Lama

In the Nicomachean Ethics, written in 350 BCE, Aristotle stated that happiness (also being well and doing well) is the only thing that humans desire for their own sake, unlike riches, honour, health or friendship. He observed that men sought riches, or honour, or health not only for their own sake but also in order to be happy.

It is said, 'a good society is a happy society'

Dr Ambedkar's vision of a good society was based and closely related to his ideals of liberty, equality and fraternity. He laid emphasis on the collective aspects of human life.

He firmly believed that good education can lead to Intellectual, psychological, social, moral and Spiritual development which further leads to knowledge acquisition and satisfaction further aspiring towards self-realization and happiness

The slogan about gross national happiness in Thimphu's school of traditional arts says, gross national happiness is more important than gross national product. This slogan has indeed conveyed a great message to the world by Bhutan. What does this really mean? What does happiness mean? What does collective happiness mean? Many such questions arise in our mind when we think about happiness, well-being and collective happiness. The present article will focus on :

(*a*) happiness in education and its need

(*b*) the concept of collective happiness and its implementation at various levels

(*c*) Dr Ambedkar's thoughts and its relationship with collective happiness and the changes expected in the teachers attitude

Keyswords : self-realization, gross national happiness, well-being, collective happiness

INTRODUCTION

Our children are the most beautiful gifts to us who are always happy and pleased with whatever they have, but, then why happiness in education. Here, we realise that in this 21st-century our children are experiencing all the vices of this world. It may be dishonesty, selfishness, anger, criticism, irritation, at times even by parents and the surrounding society. They are being continuously bombarded by these negative emotions and are enveloped by stress and therefore the need of happiness in education.

Education should facilitate the pursuit of happiness Happiness is often defined as a feeling or state of satisfaction that resides internally within the individual. And, what makes an individual satisfied? What are the ways through which he acquires satisfaction and that happiness feeling ? As we go deeper and

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deeper to investigate we come to know that the answer lies in education, yes education is the key that can open any lock. Education is the solution to all the human problems and their existence. Education is a powerful weapon that can be widely used and further aimed for happiness. The concept of Happiness in education, 'आनददायीं शिक्षण', wherein students will experience joyous moments at every step of learning.

AIMS OF THE STUDY

- to stress the importance of happiness in education
- to identify and analyse the educational thoughts of Dr Ambedkar
- to propagate the concept of collective happiness through Dr Ambedkar's thoughts(ideology)

SIGNIFICANCE OF THE STUDY

- The Study is intended to highlight the ideals for which Dr. Ambedkar stood and toiled
- The Study is intended to highlight Dr. Ambedkar's thoughts which lead to happiness through the path of equality, liberty and fraternity
- This study will highlight the importance of happiness in education which will guide the future generation of India.
- The Study will also focus on the creating students who would be good humans with happy hearts
- The Study will also focus on the creating students who would be good citizens with pleasing personalities
- This study will help to understand the relationship between happiness in education and collective happiness
- This study will help the government to focus and advocate happiness education at school and college level
- This study will help teachers to develop an attitude conducive to happy classrooms.

AIMS OF EDUCATION

The ultimate end of education is happiness or a good human life, a life enriched by the possession of every kind of good, by the enjoyment of every type of satisfaction The ultimate aim of education in ancient India was not knowledge as preparation for life but for complete realisation of self and experience eternal happiness. Ancient educationist considered 'Vidya' knowledge as the third eye of man which gives him insight to all affairs and teaches him how to act righteously.

Thus the aim of Education was self- Realisation and further Happiness. The Immediate aim of education was to prepare the different classes of people for their actual needs of life. In Medieval

India the aims of education stressed upon religious ideals and vocational growth. However education during British rule wasn't related to the needs of India, therefore it was opposed. Education in Free India brought in qualitative changes. Many committees and commissions were appointed during this time and aims of Modernization, National Integration, Development of social and moral values; Increasing Productivity; promoting secularism were enforced in education. These aims are also stressed by Dr. Babasaheb Ambedkar (Agarwal, J.C. 1999: 48-56) Dr. Ambedkar upheld the democratic concept in education propounded by Dewey as it not only provides them with knowledge but happiness too.

HAPPINESS IN THE LEARNING PROCESS

Dr Babasaheb stressed upon the minds of his people, the importance of liberty, self respect and self-elevation. He encouraged them to take higher education for their progress. He thought that

the progress of a community always depended upon how its members advanced in education. That is why he laid more stress on higher education than on primary education. In the realm of higher education. Dr. Ambedkar was in favor of giving teachers necessary freedom to frame their own syllabi and assess the performance of their students. He was opposed to prescribing and following a rigidly structured syllabus. Here, we can measure his thoughts which promotes happiness not only in students but teachers too. And as we know that joyful and happy teachers are able to keep their students interested and joyous

Dr. Ambedkar worked as a professor and after-wards as a Principal of a college. He studied the state of University Education in our country as well as abroad. He was of the opinion that Colleges should not be separated from the University. Colleges should be partners on terms of equality and participate in promoting together the cultural progress of both undergraduate and postgraduate studies. He wanted that the undergraduate faculty and the postgraduate faculty should work in an integrated fashion. If both the faculties run together in a University, the students at the undergraduate level may get the opportunity to attend the lectures of the senior and distinguished professors. The senior teachers may also get the opportunity to select the best students and train them properly from the very beginning. He thus advocated the pooling system for maximum benefits for students. Here, we feel that this flexibility and transparency can not only make students acquire knowledge from all sources but happiness too

HAPPINESS IN THE BOOKS AND LIBRARY

There is no denying the fact that Library occupies a very prominent place in the educational setup at present. The changing pattern of education demands that the learning must be accelerated and broadened by the use of many and varied devices and materials. In a dynamic approach to teaching, library is an essential part of school. It not only supplies enriched materials in all fields of study but also supplies materials in all levels of difficulty. (Kochhar, S. K.; 2000:254)

As we all know Dr. Ambedkar was a polymath and had a great craving for reading more and more. Thus he emphasized the use of library in all possible ways. He is considered to be the only person to have his own private library with more than 50,000 books in it, yes we all know about his dwelling “Rajgruh” which was built for books. Dr Ambedkar was a voracious reader. He brought books by curtailing his daily needs, and during his stay in the United states of America, it is said that he had purchased about 2000 books, and had sent to India in 32 boxes, which were insured He firmly believed that books not only impart knowledge but can be your good friends and give you eternal happiness. Let us teach our students to indulge in the joy of reading

WOMEN EDUCATION AND THEIR HAPPINESS

The women of any country have an important contribution in the progress of that country. Educated women makes the family and the society cultured. It is necessary that women are respected, proper provision of education made for them and they are given freedom equal to men in the society. The utmost expansion of women education is necessary for the achievement of all sided development of India. In ancient India, education of women had made a great progress. But then again we see a downfall in the status of the woman. According to Manusmriti they were treated brutally and did not possess any rights or status

They were victimised by different ways like devadasi system, sati, Parda system, Johar, child marriage etc How could a person be happy and satisfied in such situations, and our woman were not. It was Dr Ambedkar who strove hard for improving the status of the Indian women and sought solutions for their emancipation through the Hindu code Bill and the constitutional provisions. He strove for their education and gifted them with liberty, equality and happiness

HAPPY EDUCATION AND VALUES

Dr. Ambedkar emphasized on values and virtues. He propagated **Pradnya, Sheel and Karuna** which stands for knowledge, character and kindness We have been experiencing that happiness is closely associated with the virtues of love, peace, respect, responsibilities, honesty, humility and many more. It is observed that these values dwell in a happy person.

CONCLUSION

The fundamental reason why happiness is so important is that it's extremely vital to our own goals in life and can help us achieve many other cherished personal ambitions and goals through education. Moreover happy education can lead you to self satisfaction and self-realisation.

We realise that the Indian society, its culture and tradition did not allow the deprived, the lower castes, the women, the tribal on this land to enjoy education and further self satisfaction and happiness.

But then it is seen that Dr Ambedkar who fought for all these oppressed classes and motivated them to acquire knowledge and prosperity and be happy individuals. We observed that Dr Ambedkar strove for the collective happiness throughout his life. He dreamt of a country, of a society, that would be established on equality, liberty and ultimately happiness for all. Then, why not practice and preach these virtues in the classroom. Students will not only be just happy by games and stories but they will experience real happiness when they will be treated as equals and they will develop; that will be the time when they will experience self esteem and happiness

To conclude with, let us have a takeaway message for all the teachers, as it's high time to change. Firstly let us practise **equality** in our classrooms because students will never be happy if we differentiate between them.

Secondly let us believe and take efforts for our impartial behaviour which will definitely boost self-confidence among our students.

Thirdly give them that liberty but at the same time show them the line of control so that they do not misuse the freedom that they have got and learn to value it

Remember, students will learn these values by watching us because values are not taught but are caught

As teachers it is our responsibility to boost self-esteem and confidence among our students. Let us not just teach them the textbooks, the different concepts, the theories but values, virtues, good habits, and many more life skills. Let us indulge in research activities and learn to find solutions to our problems.

Let's remember that every child is unique and he/she has his/her own story to tell.Every class that we conduct is a unique class and each class has a number of such stories which are untold, unheard and undiscovered by no one in the world and they remain unidentified. Let us take a step forward and find out these untold stories

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Importance of Physical Education to the Students for Happiness of Life During the COVID-19

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Abstract

In today's world of competition our children face demands to be more focussed on their academics so that they can pursue higher education at reputable educational institutions. They need more time to study and conduct research online, usually sitting for long periods of time in front of their computers. This is just a reality of today, as academics are highly important.

Nowadays, though many of our students, are leading very sedentary lives, especially during their leisure time. Although use of gadgets, social media and online games creates tech-savvy kids who are virtually active however, physically inactive. The World Health Organisation (WHO) states that levels of physical inactivity are rising and are responsible for increasing the risk of diseases. It also affects children's mental health and cognitive process. These two variables have tremendous effects on the mind.

Any physical activity has a significant association with happiness in that the social interaction gained through games and sports was found to increase one's happiness. It was found that physical activity through sports participation has a statistically significant positive impact on health and happiness.

Keypoints: Education, physical education, physical activity, Happiness, Obesity.

INTRODUCTION

Ms Dhoni, Virat Kohli, Usain Bolt these are the famous personalities who depicts that sports and personality are interrelated. Playing Sports have a major role in formulating your personality.

Ex- Playing hockey, football have a different psychological effect on the personality whereas mind games like chess would have a different effect. However whatever sport you play, it would surely bring out the best in you as a person.

Playing sports helps you discover yourself and you dug dep into your inner talent to bring out your best performance when it is needed the most.

OBJECTIVE

1. To design a physical training activity to improve BMI of the students
2. To study the effect of training program on BMI of students.

METHODOLOGY

This research was done with experimental method.

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Population

In the population included all the students of 17 – 19 yrs. old students of pune district.

Sample

30 students were selected from MHB society airport road pune
Procedure of the Study:

I Phase: Pre-Test

Collect the BMI data from all students with the help of height and weight.

II Phase: Training Session

The programmed intervention was conducted every day. The intensity of the selected training program was 45 min. Total duration of training was for a minimum 6 week. Create 2 group for this study one group is experiential group and second group is control group. Each group were including 15 students. This physical activity applies only experiential group.

III Phase: post Test

Collect the BMI data from all group. Calculate the effect physical activity on experimental group and also check the control group.

Following activity used for training session

Warming up, stretching exercise, run in place, skipping, side shuffle, jumping jack, burfy jumping, plank, squats, suryanamaskar, cool down.

Statistics Tools: descriptive statistics use for present study

Table No. 1: Analysis of Experimental Group

Statistics					
		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair	**Pre. Exp**	**27.7467**	**15**	**1.57972**	**.40788**
	Post Exp.	**25.6733**	**15**	**1.17502**	**.30339**

From the above table it is observed that the BMI of 15 students through pre-test and Post- test were received. The descriptive analysis of the BMI of 15 students is given in table no.1 and shows that the pre-test and post - test mean is 27.74 and 25.67 respectively and the standard deviation is 1.57 and 1.17 respectively.

It is therefore interpreted that there has been a decrease of students BMI due to the implementation of physical activity program which proves that the program was effective to decrease the BMI percentage.

Table No. 2: Correlation

		N	Correlation	Sig
Pair	**Pre.Exp & Post Exp.**	**15**	**.939**	**.000**

From the above table we can seen that BMI of all 15 students is decrease due to the treatment given.

Table No. 3: Analysis of Control Group

Statistics					
		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair	**Pre. Cont.**	**27.3000**	**15**	**1.16005**	**.29952**
	Post Cont.	**27.2400**	**15**	**1.12237**	**.28979**

From the above table it is observed that the BMI of 15 students through pre- test and Post- test were received. The descriptive analysis of the BMI of 15 students is given in table no.3 and shows that the pre-test and post - test mean is 27.30 and 27.24 respectively and the standard deviation is 1.16 and 1.12 respectively.

It is therefore interpreted that there has been a no change of students BMI due to the non-implementation of physical activity program which proves that physical activity program was require to decrease the BMI percentage.

Table No. 4: Correlation

		N	Correlation	Sig
Pair	**Pre.Cont & Post Cont.**	**15**	**.995**	**.000**

From the above table we can see that BMI of all 15 students there is no any changes due to the non-treatment.

Finding

From above analysis it is concluded that effect of 6-week physical actives helps reducing the BMI percentage of students.

OPERATIONAL DEFINITIONS

Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.

Physical Activity

Physical activity is defined as any voluntary bodily movement produced by skeletal muscles it encompasses all activities, at any intensity, integrated into daily activity.

Happiness

The term happiness is used in the context of mental or emotional states, including positive or pleasant emotions ranging from contentment to intense joy.

Obesity

A disorder involving excessive body fat that increases the risk of health problems. Taking in more calories than are burned by exercise and normal daily activities.

BMI

The BMI is defined as the body mass divided by the square of the body height, and is expressed in units of kg/m^2, resulting from mass in kilograms and height in metres.

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आनंद शिक्षणाद्वारे आध्यात्मिक आणि नैतिक विकास
आनंद शिक्षणाच्या निर्मित्तीसाठी वाचन समृध्द करणारा बोधकथेचा उपक्रम राबविणे व त्याची परिणामकारकता तपासणे

मनिषा राजेंद्र दरेकर* और मा. डॉ. विजय धामणे**

प्रस्तावना:

शिक्षणाच्या प्रक्रियेत विद्यार्थी हा सर्वात महत्त्वाचा घटक, त्याची जडणघडण भाषा विकासासाठी खूपच महत्त्वाची, भाषा विकास साधण्यासाठी वाचन क्षमता हे सर्वात महत्त्वाचे क्षेत्र आहे. तंत्रज्ञानाच्या प्रवाहात वाहत जाणारी आणि मोबाईलमध्ये वाहवत जाणारी मुले पुस्तकापासून लांब पळताना दिसत आहेत. त्यांच्यामध्ये वाचनाची गोडी लागावी आणि वाचनाचा आनंद मुलांना मिळावा, वाचनाच्या माध्यमांतून नवनवे ज्ञान प्राप्त व्हावे यासाठी नव्या शैक्षणिक धोरणांमध्ये एक उद्दिष्ट ज्ञानप्राप्ती तर दुसरे कौशल्यप्राप्ती आणि या दोघांचा समन्वय म्हणजे अप्रत्यक्षरित्या आध्यात्मिक व नैतिक विकास निर्माण करणे आणि त्यासाठी मूल्यशिक्षणाची, नीतीमूल्यांची रूजवणूक करणे अत्यंत महत्त्वाचे आहे.

गरज व आवश्यकता :

वाचन कशासाठी केले जाते? तर आपल्याला आपल्या पूर्वजांनी, समाजाच्या नेत्यांनी, राजकारण्यांनी, राजे महाराजांनी, ऋषीमुनींनी, इतिहासकारांनी भूतकाळात केलेले लेखन व विचार, आधुनिक ज्ञान, तंत्रज्ञान समजून घेण्यासाठी केले जाते. आधुनिक काळात टेलिफोन, मोबाईल फोन या आधुनिक साधनांमुळे कोठेही त्वरीत संभाषण करता येते, त्यामुळे माणसा-माणसांतील पत्रव्यवहार

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**शिक्षण महाविद्यालय, टिळक कॉलेज, पुणे.

व त्याचे वाचन कमी झाले आहे. तरीही या आधुनिक काळात आनंद मिळविणे, माहिती मिळविणे, ज्ञान मिळविणे याकरीता वाचनाचे महत्त्व वाढत आहे. समृध्द व्यक्तिमत्त्वासाठी वाचन करणे आवश्यक आहे.

आधुनिक युगात वाचन आवश्यक आहे. जीवनाच्या प्रत्येक क्षेत्रातला वेग वाढत आहे. उपलब्ध असलेल्या ज्ञानांमधून माहितीमधून आपल्याला हवी असलेली माहिती, ज्ञान कमी वेळेत निवडण्याची क्षमता आपण प्राप्त केली पाहिजे, त्यासाठी विद्यार्थ्यांच्या औपचारिक व अनौपचारिक दैनंदिन व्यवहारात वाचन सराव हा अविभाज्य भाग आहे. विद्यार्थ्याला व्यावहारीक जगात दैनंदिन गरजा भागविण्यासाठी, ज्ञानाच्या कक्षा उंचाविण्यासाठी, नैतिक विकास व व्यक्तिमत्त्व विकास वाढीस लागण्यासाठी आणि तसेच आत्मविश्वास यश, समाधान, वाचनातून आनंद मिळण्यासाठी कथा, लहान मोठ्या गोष्टी, मनोरंजक गोष्टी, वर्तमानपत्रे, साप्ताहिके, मासिके, सोपी पुस्तके, इ. वाचनाची साधने विद्यार्थ्यांनी दैनंदिन जीवनात उपयोगात आणली पाहिजे व स्व:आनंद मिळविला पाहिजे, त्यासाठी वाचन समृध्द करण्यासाठी संशोधिकेने स्वत:च्या वर्गावर उपक्रम तयार केला.

पाठ्यपुस्तक वाचनापलिकडे सहज उपलब्ध होणारे कधीही, केव्हाही, कोठेही वाचता येणारे दैनंदिन वर्तमानपत्र मुलांसाठी उपलब्ध करून दिले, त्यासाठी सकाळ वर्तमानपत्राने सहकार्य केले. वैयक्तिकरित्या विद्यार्थ्यांना एन.आय.ई. सकाळ पेपर विद्यार्थ्यांना मोफत देण्यात आला. विद्यार्थ्यांनी त्यातील मनोरंजक, बोधपर कथा, कविता, शास्त्रज्ञांची माहिती, विज्ञानकोडे, हस्तकला, ओरिगामी, शाब्दिक इंग्रजी व मराठी कोडी, सामान्य ज्ञानावर आधारीत प्रश्नकोडी, विनोद, क्रिडाविषयक व सांस्कृतिक विषयक माहिती व त्याचबरोबर जागतिक घडामोडी यांचे वाचन हळूहळू करण्यास सुरूवात केली. त्यांच्यामध्ये आवड निर्माण व्हावी व सातत्य राहावे म्हणून दररोज पंधरा मिनिटे परिपाठात एक बोधकथा सादर करावी, त्यावर चर्चा करून त्यातील तात्पर्य सर्व विद्यार्थ्यांनी शोधावे.

अशाप्रकारे वैयक्तिक उपक्रम हा वर्गात सार्वजनिक झाला. बोधकथांचे कात्रणे संग्रहीत वहीत रूपांतर झाले. उपजतच विद्यार्थ्यांमध्ये स्वयंअध्ययनाला, स्वयंस्फूर्तीला, नैतिक व आध्यात्मिक विकासाला पोषक ठरणारी संस्काराची शिदोरी वाचनातून आत्मसात होऊन त्यांच्या मूल्यसंवर्धनाला खतपाणी मिळाले. ज्ञानप्राप्ती, आनंदमय जीवन, शिस्तपणा, आत्मविश्वास निर्माण होऊ लागला.

उद्दिष्टे :

१ विद्यार्थ्यांमध्ये अवांतर वाचनाची आवड निर्माण करणे.

२ विद्यार्थ्यांना नवीन शब्दांची ओळख होणे.

३ विद्यार्थ्यांमध्ये नैतिक व आध्यात्मिक मूल्यांची जोपासना व्हावी.

४ विद्यार्थ्यांसाठी राबविलेल्या कृतीकार्यक्रमाची परिणामकारकता तपासणे.

व्याप्ती व मर्यादा :

व्याप्ती :

१ प्रस्तुत शोधनिबंध पिंपरी-चिंचवड महानगरपालिका शिक्षण मंडळातील उच्च प्राथमिक शाळांसाठी आहे.

२ प्रस्तुत शोधनिबंध पिंपरी-चिंचवड महानगरपालिकेतील खाजगी उच्च प्राथमिक शाळांसाठी आहे.

३ प्रस्तुत शोधनिबंध पिंपरी-चिंचवड महानगरपालिका शाळा क्रं. ५४, पिंपळे गुरव शाळेतील उच्च प्राथमिक स्तरावरील इयत्तेसाठी आहे.

मर्यादा :

प्रस्तुत शोधनिबंध पिंपरी-चिंचवड महानगरपालिका शाळा क्रं. ५४, पिंपळे गुरव उच्च प्राथमिक शाळेतील इयत्ता सातवीच्या विद्यार्थ्यांशी संबंधित आहे.

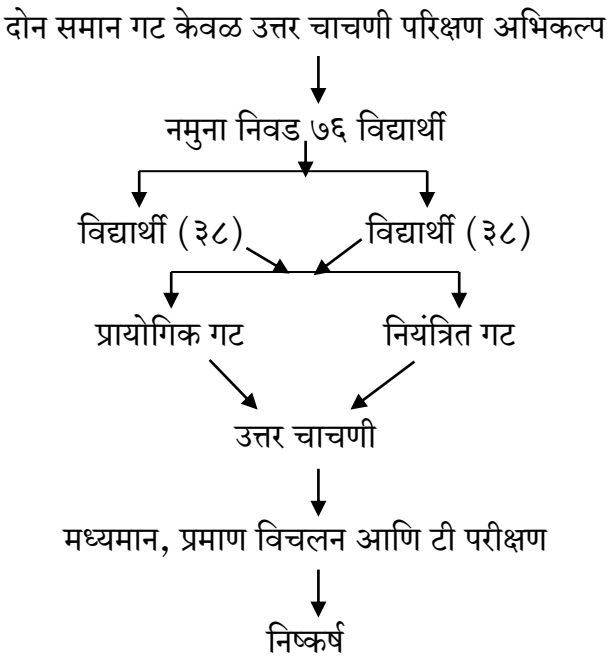
नमुना :

प्रस्तुत शोधनिबंध पिंपरी–चिंचवड महानगरपालिका शाळा क्र. ५४, पिंपळे गुरव या शाळेतील इयत्ता ७ वीच्या सर्व विद्यार्थी (पट ३८) यांचा समावेश आहे.

संशोधन अभिकल्प:

संशोधन पध्दती : प्रायोगिक पध्दत

दोन समान गट केवळ उत्तर परिक्षण अभिकल्प (द्विगट) या अभिकल्पाचा प्रयोगासाठी वापर केला आहे.



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कृतीकार्यक्रम आराखडा:

१	कृती : कृतीपाठ	बोधकथा, शब्दकोडी, कविता विचार, शास्त्रज्ञ यांचे वाचन	३ आठवडे
२	कृती कार्यक्रम	परिपाठात दररोज बोधकथा सादर करणे	१२ आठवडे
३	वाचनकौशल्य विकास कार्यक्रम तपासणे	१ काही विद्यार्थी स्वत: गोष्टी व कविता तयार करू लागले २ वाचन सराव आकलनयुक्त वाढीस लागला. ३ सभाधीटपणा, वक्तृत्त्वगुण, गटचर्चा, गुणदर्शन, इ.	१० आरखडे

गृहितके :

१ अवांतर वाचनाची आवड निर्माण होणार आहे.

२ विद्यार्थ्यांमध्ये जीवनविषयक मूल्ये, सृजनशीलता, साहित्यिक वृत्ती वाढीस लागणार आहे.

३ स्वयं–अध्ययनाची सवय लागणार आहे.

४ वर्तमानपत्रे वाचनाची आवड निर्माण होणार आहे.

५ छंदात्मक वृत्ती व संग्रहवृत्ती वाढीस लागणार आहे.

६ शिक्षण आनंददायी व सुसंस्कारक्षम होण्यास मदत होणार आहे.

संशोधन प्रश्न :

१ वर्तमानपत्राचा उपयोग शिक्षक मूल्यमापन व अध्यापनासाठी करतात का?

२ विद्यार्थ्यांमध्ये प्रसार माध्यमांतून मूल्यसंवर्धन विषयक कोणत्या समस्या येतात?

निष्कर्ष :

१ विद्यार्थ्यांना दैनंदिन व साप्ताहिक वृत्तपत्राचे महत्त्व पटले. त्यांच्यात वाचनाची आवड निर्माण झाली. अवांतर वाचन करू लागले.

२ स्वयं–अध्ययनाची आवड व सवय होत गेली.

३ बोधकथेचे वाचन करून परिपाठात सादर करू लागले. त्यांच्यामध्ये सभाधीटपणा, वक्तृत्त्व कला, नेत्तृत्त्व गुणास वाव मिळाला.

४ विद्यार्थ्यांच्या सुप्त कलागुणांना वाव मिळून त्यांच्यामध्ये सृजनशीलता, साहित्यिक वृत्ती वाढण्यास हातभार लागला व आपोआपच मूल्य शिक्षणातून कळत–नकळत विद्यार्थ्यांचा बौध्दिक, भावनिक, मानसिक, विकास वाढीस लागण्यास मदत झाली.

शिफारशी :

१ कौशल्याधिष्ठित, मूल्याधिष्ठित, आनंदी जीवन देणारे शिक्षण सामान्य, कमी खर्चिक साहित्य (साधने) शिक्षण पध्दतीत वापरून विद्यार्थ्यांच्या कलागुणांना वाव दिला गेला पाहिजे.

२ आनंद शिक्षणाची गरज ही आजच्या काळची भूक आहे हे समजून विद्यार्थ्यांना सुसंस्कारीत, चारित्र्यसंपन्न माणूस घडविणारे मानवता शिक्षण दिले पाहिजे.

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Education for Happiness- A mission for Parents, Teachers and Government

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Abstract

Happiness is the important key in education system. Happiness motivates activities, increase awareness, facilitates social relationships and strengthens creativity. So, there should be a clear program for creating happiness in the students through education. The purpose behind this conceptual paper is to study the meaning of happiness and the ways for creating happiness in schools.

Keywords: Education, happiness, schools.

INTRODUCTION

There are many low-excited or passive students who are not interested in class and sometimes they have hidden escape feeling, therefore no progress as a result. Although there is no difference among schools from the perspective of superficial forms and official duties there are still a lot of differences by deep investigations. While in some schools you may observe students' great interests to take part in classes, in some others you may witness students going to classes by force. Such varieties in school environments are the signs of different functions of schools. Serious revitalizing should be given to school administration. While current problems in schools may prevent from finding social requests and viewpoints, our society needs to have schools for betterment of social life of children. Therefore, this paper intends to find effective factors on happiness of students in schools

MEANING OF HAPPINESS

Happy people have more safety feeling and make decisions more easily with higher level of partnership mode. They are more satisfied through living with others (Myers, 2002). According to Veenhoven, (1993b), humanistic psychologists believe that happiness may cause personal activities and increase its knowledge and encourage its innovation with easy methods for creating social relations. It may also encourage any political partnership and better maintenance of health and life span. In spite of finding happiness, it may cause betterment of bodily health. Certainly, positive transaction in the school and omission of negative transactions and excitement are necessary for better learning of students. On the other hand, positive excitements may cause better recognition functions. As a result, omission of negative excitements and depression are the most important goals in any educational organization. Therefore, there will be an increase in operational quality of students.

Elements of happiness

- **Joyful feelings-** People in this condition will be happy by joyful voices and excitement social accidents. In its other form which is calmer happiness, people may enjoy from calmness and personal activities. The other type of happiness is very serious and when

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performing dangerous sports. People who may perform these sports are so much interested in excitement.

- **Absence of negative emotions-** Negative affections or negative excitements are the contrast points of happiness. Different types of it include stress and depression. Needless to state that enrichment of happiness factors is so much effective in reducing these conditions.
- **Satisfaction-** Some of the effective factors in satisfaction are mental evaluation of a problem, judgment about it and manner of performing an activity in present or in the past. Satisfaction level is depending upon the manner of thinking about problems and goal making of people. On the other hand, any disability in finding a goal could be changed into a source of dissatisfaction.

FACTORS AFFECTING HAPPINESS IN EDUCATION

1. Amusement and sport exercise**-** Satisfaction of amusement has a great relation with total satisfaction. Studies proved that bodily exercises may reduce any stress and depression and increase their self-confidence and bodily health. Sport exercise are the easiest and most powerful way for creation of positive behaviour somehow an anti-depression factor (Argyle, 2001). There are social aspects for the sport because it is in group form and will enrich social relations.
2. Social activities- One of the ways for finding happiness is to be a social person. Human being is naturally a social creature. Therefore, more and successful and social activities of persons may cause more happiness in their life.
3. Training and skills- Training and experience are valuable factors for self-confidence and internal satisfaction which may cause the learners to work with their maximum abilities. Skills in job performance may increase the positive mode of persons and has a direct relation with self-confidence as one of the happiness factors.

HAPPY SCHOOLS

If school experiences may destroy any learning soul of children and remove their excitement and curiosity against the world and their intend for paying attention to people, in spite of their participation in standard tests, is it possible to say that we were successful as teachers.

Paying attention to various elements may change the school space into a happy condition. Followings are different ways effective in creating happiness in schools.

- **Active teaching methods:** Preparing the learner for better recognition of active learning methods and dominance on education skills, learning methods are the most important changes in educational systems. Benefiting from active teaching methods is really effective in increasing their learning, understanding of self-conscious and finally freshness of students.
- **Revealing any success made by students:** We can show any progress and efficiency of students by encouraging and respecting them. It is possible through introducing of active students, inviting their parents and granting them award and gifts.
- **Group thinking and works:** It is possible to benefit from facilities, group thinking and group cooperation in problem solving and performing of school responsibilities in this method. Kindness, competition, efforts and cooperation are the consequences of this method in upgrading of students.
- **Interaction:** The important point in this process is classroom, content, functions quality and any relations between student & teacher. Furthermore, any benefiting of students from

class activities means better participation in school and obtaining life skills in personal & social dimensions.

- **Role of a teacher:** The role of teachers includes a complex of rules and programs which are not only effective but also under the effect of other items. Therefore, it is two times more important because may create good relations and cooperation with students and also make happy the teacher.
- **Course content:** One of the most important problems in upgrading the learning and providing an internal motivation for learning is any connection between courses and life of learners.
- **School organizational climate:** If the major goal of education is creation of human being and especially active and powerful creatures for performing of new jobs and some creative and innovative creatures, the special duty of education organizations are to employing of innovative managers and submission of new plans and methods accompanied with a suitable situation for arising these specifications in teachers.

Therefore, it is necessary to pay more attention to these factors. Furthermore, since happiness is one of the permanent goals of human beings and they search the case in different ways and methods, school is one of the most important organizations for their behaviour and with a considerable share in happiness creation of people inside the school and then all people of society.

CONCLUSION

Happiness in children forms the future, because those who are happy as children can find the purpose of their lives sooner, have goals and are ready to act. They are lively and throw themselves into life with much enthusiasm. For every human being, happiness is the balm for the soul, the inner motivating power, the foundation for their creativity, the motor of their actions and the real meaning of their life. Education for happiness is not simply a goal, it is a mission for parents, teachers and government.

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International Multidisciplinary Webinar on Exploring Happiness Education: Need of Generation Next. Sub Theme: Happiness Education for Well-being in Education. Positive Education for Development of Well-beings Skills: A Way Forward

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Abstract

One thing common among all humans is that everyone wants to be happy. How one imagines happiness may differ from one another**.** According to Aristotle, a good life is a happy life. He believes that happiness is an end in itself. The good life does not mean only feeling happy (hedonic philosophy) but it means functioning well and doing good in life. Positive Education is an approach to education that caters to development of achievement skills along with well-being skills. This paper is an attempt to share the Positive Education Programme developed by the author. This paper is also an effort to express the need to incorporate Positive Education Approach in the current Indian Education System.

Keywords: Positive Education, Well- Being skills, Happiness.

INTRODUCTION

One thing that is common to all in this world is 'Everyone wants to be happy'. To be happy and satisfied is each one's goal in life. How we imagine our happiness may differ from one another. According to Aristotle, a good life is a happy life. He believes that happiness is an end in itself. He developed theory of good life called as Eudaimonia for humans. Eudaimonia can best be explained as living well and doing well. The good life does not mean only feeling happy (hedonic philosophy) but it means functioning well and doing good in life. Man primarily is in pursuit of happiness, contentment and meaning in life. Positive education is believed to develop well-being skills which help one to be happy and experience meaning in life.

What keeps one happy, satisfied and fulfilling as one goes through life? A plethora of research in the area of positive education suggests that it contributes to optimal functioning and well- being in life. It proposes some skills, attitudes and behaviour that promote well- being in life.

Life is a baggage of mixed experiences. Some are pleasant, happy, satisfying and euphoric but some can be adverse, stressful and sad. All these experiences are a part of life but how one responds to these experiences contribute to one's well- being in life. The person's response depends on the development of psychological resources of that individual. People have biased attitude towards physical health. Most people gain knowledge from home and school about taking care of their physical health but few know to be concerned about their psychological health. Even those who know may not be practising psychological hygiene on a daily basis as they would practise

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physical hygiene. Thus there is a need to develop psychological resources in children at an early age. Desirable habits and attitudes if shaped early in life go a long way in shaping the young children. Positive education works towards developing these desirable habits and attitudes that will equip students with psychological resources. This psychological resource turn into habit and skill of individuals, which can then be availed on a regular basis to deal with different life situations.

CONCEPT OF POSITIVE EDUCATION

Positive education is defined as education for both traditional skills and for happiness.[1] Positive education brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle.[2]

Positive education challenges the current paradigm of education which values academic achievement above all other goals. It emphasizes academics plus character and well- being. That is along with fulfilment of intellectual potential through the learning of the best that has been thought and known, focus should also be on development of character strengths & well-being, which are intrinsically valuable and contribute to variety of life outcomes.[3]

Positive education is about what goes well in life. It believes well-being as equally fundamental as cognitive development of children in school and life.

NEED OF POSITIVE EDUCATION

The emphasis of the present education system on academics and cognitive development has sidestepped the whole concern of human goals and values. Does high academic achievement assure one of a well- lived life? It can guarantee one a place in a big university and later of a well-paid job. Does it mean one will be able to lead a happy and well- lived life? The 21st century learner faces stress from different stakeholders. The expectations of teachers, parents and society lay a great deal of stress on students. As a result of high level of academic stress students face different psychological problems of anxiety, stress and in some cases even depression. Therefore if positive education is embedded in the current education system, it will equip students to navigate through adverse life situations in a skilful way.

The present education system prepares students for the future at the mere exclusion of their present. The emphasis is too much on the test scores achieved by the students. This takes away the pleasure of learning from students. They look at knowledge that is to be reproduced during examination and not something that is related to life and the view that education prepares them for life is missing. This helps in cognitive development of students but how about development of other faculties like emotional, psychological, moral, etc.? Approach of positive education values both academic development as well character development. Positive education can lead to development of psychologically and socially competent citizens.

The need for positive education is felt even in teacher education curriculum. Teachers are nation builders and destiny shares of future citizens of the country. If they are equipped with well-being skills, they will be in a position to develop the same in their students through direct approach or indirectly through their conduct. By building the competencies of future teachers, positive impact can be made on the coming generations of the nation.

Positive Education Programme

The Positive Education Programme was developed by the author in her doctoral research. It comprises of the following components:

- Positive Emotions
- Resilience
- Positive Relationships
- Character Strengths
- Meaning in life

Each component further comprised of different sub- components which covers activities catering mainly to the development of well- being skills.

The structure of the Positive Education Programme is shown in figure 1

The brief description of each component of the Positive Education Programme is as follows:

Positive Emotions

Happiness lays in the little pleasures that one experience frequently in life rather than in great fortunes that seldom occurs. These frequent experiences of positive emotions are said to have important benefits for psychological health. Thus a core goal of positive education is to anticipate, initiate, experience, prolong and cultivate positive emotions. It is believed that life lived high on positive emotions of interest, joy, love, serenity, hope, gratitude, inspiration and awe is a goal worthy in itself. Fredrickson and Branigan (2005)[4] define emotions as short-lived experiences that produce changes in physiology, thoughts, and behaviours.

People who frequently experience and express positive emotions tend to be more resilient (Fredrickson and Tugade, 2004)[5], more socially connected (Mauss et al.,2011)[6], and more likely to function at optimal levels (Fredrickson and Losada, 2005)[7].

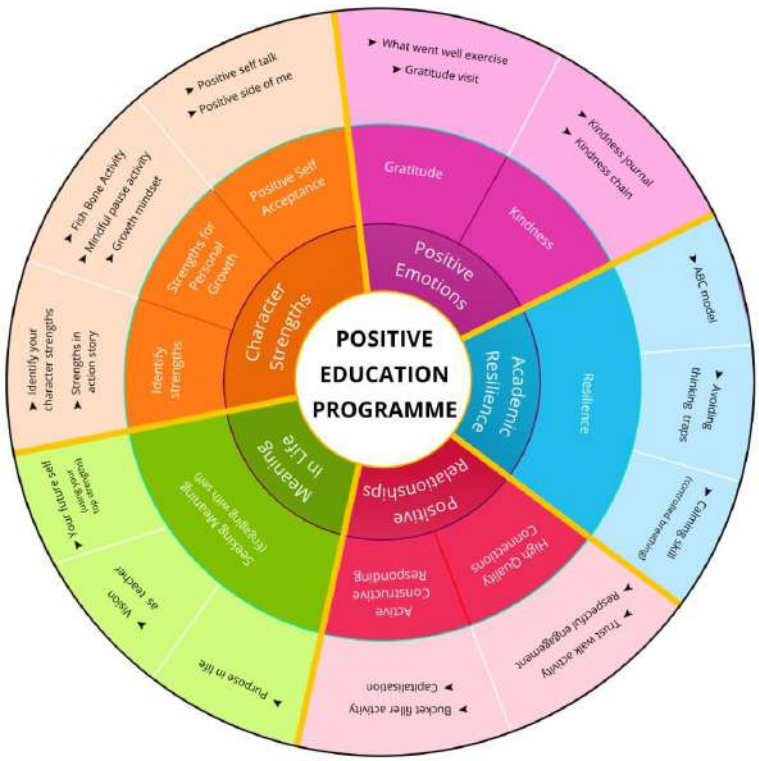

Figure 1

Positive Education Programme comprises of exercises that help participants experience positive emotions. Regular practice of these exercises develops personal, psychological and social resources among the learners.

Resilience

One thing inevitable about life is adversities. The ability required by a person to recover from adversities is resilience. Resilience is 'an ability to recover from or adjust easily to misfortune or change' (Merriam-webster.com, 2015). When we see resilience through the perspective of positive psychology it is not only to bounce back from obstacles but to bounce forward.

Poor academic performance, inter- personal conflicts, loss of any kind (person, property, asset, etc.), managing study stress, managing work load, any unfortunate event in life (accident, theft, etc) can cause stress in people and leave a negative impact on them. Skills of resilience help an individual to cope well with such adverse situations, make meaning out of it and live life well.

The way we think and react to these adverse situations is in our control and this can make a big difference in handling daily life challenging situations. Thus learning some basic strategies in dealing with such adverse situations can help one to be resilient.

Positive Relationships

Human being is a social animal. As social animals we are intimately related to people- be it a family member, friend, peer or community member. Positive relationships are vital component of one's life. There is increasing research to show that healthy relationships lead to a long, happy and healthy life, whereas loneliness and isolation can be detrimental to one's life. Relationships are indeed an intricate part of our lives. Such relationships when strengthened can lead to satisfying and fulfilling lives, however if poorly managed it can lead to negative emotions and stressful lives.

The Positive Education Programme by giving knowledge about establishing high quality connections and active constructive responding equips participants with the skills of developing positive relationships.

Character Strengths

Each individual is endowed with some unique abilities and capabilities, exploration of which can help them to be at their best self. In addition to being valuable in it's own right, character strengths are believed to have important benefits for making normal life more fulfilling. Positive education can help in identifying signature strengths and using it for one's personal growth.

Meaning in Life

The only specie on Earth that can make meaning is Human beings. Research has shown that people who confronted trauma go on to lead meaningful lives, have greater satisfaction, experience more positive emotions, and evidence greater vitality (Emmons, 2003).

One is said to find meaning in life when one belongs to and serves something larger than him. When sense of one's self is driven by a sense of purpose, and this purpose has greater activation when one contributes to community that is beyond immediate environment. Having purpose in your life helps you to focus on doing the things that make you happy. By regularly considering your purpose you can remain more focused. You may not realise it, but when you live with purpose, you've made a decision to take control of your life. This allows for a deeper level of wellbeing rather than finding simple pleasures, as it gives your life meaning.

CONCLUSION

'We are creatures of the future, not one's driven by the past'- Seligman.

If we allow ourselves to believe that the past determines what might happen in the future, we will render ourselves helpless to the environment. Instead we should focus on how we, as humans, can take control of our personal well- being and put in steps towards the future. As teachers, in every decision we make, facing a classroom of students, impacts their future in strong ways. Thus we need to balance teaching of achievement skills with well- being skills. We teachers have an opportunity to integrate skills of resilience, positive emotions, positive relationships, character strengths in classroom environment as a framework for equipping students with well- being skills.

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Happiness Education and Mental Health at School Level in India

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Abstract

This paper is a genuine attempt to describe happiness education and mental health at the school level in India. The present paper is a review paper and based on some research studies. Presently, India has 122nd position in the Happiness Index among countries all over the world. It is also seen that many countries of the world did not have such rich natural resources, economic stability, and cultural diversity as India. As we know that Happiness deals with feelings of joy, satisfaction, contentment, and more positive feelings than negative. Research studies show that various factors affecting the happiness of an individual's life like- economic, social, educational, health, etc. National Education Policy (2020) also assumed that the introduction of true happiness/well-being, cognitive development, and cultural identity of individuals learning from early childhood can contribute to great change in the education system. The learning at school should develop empathy, counting on the support and dealing with negative-worry, stress, and anxiety, the orientation of parents towards understanding the key elements of happiness education and mental health. School curricula should be the focus on child-centric activities and developing five major abilities i.e. physical, social, moral, academic, and emotional. In this Happiness, education can play an important role in promoting a happy school as well as the nation.

Keywords: Happiness Education, Mental Health, Schools

INTRODUCTION

Presently, India has 122nd position in the Happiness Index among countries all over the world. It is also seen that many countries of the world did not have such rich natural resources, economic stability, and cultural diversity as India. As we know that Happiness deals with feelings of joy, satisfaction, contentment, and more positive feelings than negative. National Education Policy (NEP, 2020) also assumed that the introduction of true happiness/well-being, cognitive development, and cultural identity of individuals learning from early childhood can contribute to great change in the education system.

The new education policy of India has come up with a bundle of opportunities in education and research for all the stakeholders and nation for their holistic development. It comes up with the aim of national development through the development of individuals of India and aimed to imbibe arts in education to strengthen culture, identity, awareness, and uplift society which will enhance true happiness through gearing up the abilities of individuals with the help of cognitive and creative abilities (NEP, 2020, p.53). It is thought that to build the connection between individuals, their education, and their true happiness from their early childhood education. It is an initiative towards positive psychology to fill young hearts with positivity.

It can be said that positive psychology got introduced with the introduction of the final chapter 'Towards a Positive Psychology' in the first edition of 'Motivation and Personality' of Maslow's

book. Later it was removed from the chapter but the concept grabbed the minds of psychologists. Later, it appeared by the name of 'Authentic Happiness' in a book-themed by the president of the American Psychological Association. It claimed that mental health, well being, and happiness are interrelated and sometimes are used as synonyms. Human psychologists like Abraham Maslow, Carl Rogers, and Erich Fromm come up with new theories and practices to enhance the concept of human happiness.

In Authentic Happiness (2002), Seligman proposed three paths to happiness as a pleasant life (life of enjoyment), good life, and meaningful life (life of affiliation). The concept was more expanded in Flourish (2011) by Seligman's new theory of 'PERMA' expanded as Positive Emotions, Engagement, Relationships, Meaning/purpose, and Accomplishments. Several other studies added value, wisdom, humanity, justice, courage, etc. as the source of happiness in an individual's life. According to Romo-González (2013) "The value through which student's personal and social progress is recognized in the classroom, is known as Positive Education".

Educators usually take education, ability, and capability, as defrayal element which assists students in finding the appropriate job to make their life comfy (Arguís-Rey et al., 2010) several studies proved it false. Studies found that positive psychology enhances attention power (Bolte, Goschke, & Kuhl, 2003; Fredrickson, 1998; Fredrickson & Branigan, 2005; Rowe, Hirsh, Anderson, & Smith, 2007), and creative thinking (Estrada, Isen & Young, 1994; Isen, Daubman & Nowicki, 1987; Isen, Rosenzweig& Young, 1991; Kuhl, 1983, 2000), in opposite psychopath known as negative psychology limits the concentration (Bolte et al., 2003) and encourage "critical thinking and analytical thinking" (Kuhl, 1983, 2000). It proved that both concepts are equally significant for students as critical thinking is important in school classroom education (Seligman & Csikszentmihalyi, 2000). Now a day students endeavor themselves in engaging their lives and in making life meaningful (Seligman, Steen, Park & Peterson, 2005). All efforts these days approaching towards creating true happiness in life for individuals.

FACTORS AFFECTING HAPPINESS EDUCATION AND MENTAL HEALTH

Economical Factor

Current century is like 'Tom and Jerry chase' for wealth and success. Children are not unaffected by it. Earning, saving and consumption is the best practice for economical activities. Studies found a positive relationship between wealth and education. Higher investment in schooling provides a high-quality educational environment which also depends upon family background **(**Hartog & Oosterbeek, 1998). It is evident that high-quality education also contributes to wealth in the form of scholarships for students. Individual happiness and mental health is positively affected by their income and negatively affected by others' income (Layard, 1980). Most of all materialistic happiness depends upon economical conditions which depend upon education.

Social Factor

Relationships and social status are important elements of non-material happiness and mental health. Individuals with more education able to receive extensive social networks worldwide, connections, and recognition with the outer world provide a positive condition for happiness (Chen, 2011). Good mind, good body, quality relations, and healthy community affairs enhance the happiness of life (Michalos, 2008). The feeling of belongingness, connectedness, and a sense of connection bring happiness (Layard, 2005) in life. Non-materialistic social factors enhance an individual's capability to involve worldwide with a more open attitude (Chen, 2011).

Educational Factors

The concept of 'nature and nurture' evident that education is affected by 'heredity and environment'. Education is one of the elements of socio-demographic factors that

have a positive relationship with happiness (Blanchflower and Oswald 2004; Easterlin 2001). Higher and quality education increase the probability of employment, improve behavior and relations which contribute to greater happiness (Layard 2005; Yang 2008). Higher education ensures lifelong higher earnings (Oreopoulos & Salvanes, 2011) which ensures happiness in life and improved mental health. Higher education ensures upward growth with short term sacrifice of happiness in the form of failure in exams, pressure for deadlines (Heckman, Lochner, & Todd, 2006) but provides long term success, happiness, and stable mental health. The connection between education and happiness also relies on the present age of the individual (Nikolaev & Rusakov, 2016). Lower age with more education individuals achieves greater happiness and healthy mental conditions.

Health Factors

It is assumed that a highly educated person produces good health with less unhealthy habits, controlled and stable mental health, they visit their doctors occasionally. The educational choice of young students can be affected by their health status **(**Hartog & Oosterbeek, 1998). Leigh (1989) in his model explained that the school environment directly affects the health of the child. Haveman et al. (1994) in their model found that "The primary impact of education on health is direct" (p. 175). Behrman and Lavy (1994) in their study found no evidence of the observed range of child health on child cognitive achievements. There found empirical evidence that claims the positive relationship between child health and schooling.

HAPPINESS EDUCATION AND MENTAL HEALTH AT SCHOOL LEVEL

An empirical study based on observation is required for research in school education. Studies based on empirical studies found that education has a positive correlation with happiness in poor nations and a negative correlation in the rich nation **(**Hartog & Oosterbeek, 1998). Clark and Oswald (1994) in their British data found that there is a positive correlation between happiness or well-being and health. Woittiez and Theuwes (1995) in their Dutch data found a positive relation of happiness with income and health. Michalos (2008) found that education and learning enhance happiness not only with materialistic things but with non-materialistic things also.

NEP (2020) has focused on the non-materialistic thing like language, arts, and culture to be enhanced and make them part of children's lives from their childhood. In this field communication, collaboration, and creativity are encouraged. Studies say that a child's mind is like raw clay, anything can be carved from it which later took permanent shape and contribute to national development as an asset. Special attention and expertise is required while dealing with children.

The learning at school should develop empathy, counting on the support and dealing with negative-worry, stress, and anxiety, the orientation of parents towards understanding the key elements of happiness education and mental health. School curricula should be the focus on child-centric activities and developing five major abilities i.e. physical, social, moral, academic, and emotional.

NEP (2020) has provided the opportunity to researchers in the field of education to explore the concept of economic, social, health, and educational factors as the catalyst of happiness and healthy mental condition in an individual's life. These dimensions should be positively empowered and introduced in a child's life from childhood in association with the culture, values, and tradition of India.

CONCLUSION

A healthy nation lies in the body, mind, and soul of its citizens, and an ideal citizen can be formed from early childhood. With this concept NEP (2020) has paved a path toward an ideal nation with ideal citizens with the help of the ideal education system in India. An education system that provides true and great happiness in the lives of individuals can lead to the holistic development of the nation. Materialistic and non-materialistic sources of happiness should be improved and introduced to the child in a polished way that helps them to drive their lives on the right path. The learning at school should develop empathy, counting on the support and dealing with negative-worry, stress, and anxiety, the orientation of parents towards understanding the key elements of happiness education and mental health. School curricula should be the focus on child-centric activities and developing five major abilities i.e. physical, social, moral, academic, and emotional.

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आनंददायी शिक्षण : नई पीढ़ी की जरूरत
उपविषयः आनंददायी शिक्षण-शिक्षा स्वास्थ्य और कल्याण

रेशमा शकिल शेख*

सारांश

शिक्षा किसी समाज में सदैव चलने वाली वह सोद्देश्य सामाजिक प्रक्रिया है जिसके द्वारा मनुष्य की जन्मजात शक्तियों का विकास उसके ज्ञान एवं कला – कौशल में वृद्धि तथा व्यवहार में परिवर्तन किया जाता है और इस प्रकार उसे सभ्य, सुसंस्कृत एवं योग्य नागरिक बनाया जाता है। इसके द्वारा व्यक्ति एवं समाज दोनों निरन्तर विकास करते है। शिक्षा से विकास करना चाहिए जो दूसरों के साथ खुशी से रहने व एक अच्छा नागरिक बनाने में सहायक हो। "हम सभी बचपन से ही सुनते आ रहे है जिसका शाब्दिक अर्थ होता है स्वास्थ्य ही धन है यानी अच्छा स्वास्थ्य एक अच्छे दिमाग का घर भी होता है यानि अगर आप स्वस्थ है तो निश्चित ही आपका मन प्रफुल्लित हो सकता है। समाजशास्त्र सामाजिक विकास और उन्नति के लिए उन सभी सामाजिक प्रतिक्रियाओं एवं सामाजिक अन्तः–प्रक्रियाओं का अध्ययन करता है। जिनको जाने बिना शिक्षा के स्वरूप एवं समस्याओं का समाधान नहीं किया जा सकता। खुश रहने का मतलब है खुशी से लेकर खुशी तक सकारात्मक भावनाओं से युक्त अच्छी तरह से अपने आप को पा लेना। खुशी की अवधारणा विसरित है और इसका अर्थ अलग–अलग लोगों और संस्कृतियों के लिए अलग–अलग हो सकता है। संबंधित शब्द कल्याणा जीवन की गुणवत्ता संतुष्टि और परिपूर्णता हैं।

प्रस्तावना

शिक्षा जीवन पर्यंत चलने वाली प्रक्रिया है जो बालक के जन्म लेने से लेकर उसकी मृत्यु तक निरंतर चलती रहती है। शिक्षा के माध्यम से बालक का सर्वांगीण विकास किया जाता हैं। समय समय पर अपने देश मे लोगो को शिक्षित करने हेतु विभिन्न प्रकार की योजनाओं का भी आयोजन किया जाता हैं। प्लेटो का कथन है कि "अज्ञान समस्त विपत्तियों का मूल कारण है अज्ञानी रहने की अपेक्षा जन्म न लेना ही अच्छा है।" जीवन के यथार्थ लक्ष्य को शिक्षा के माध्यम से सभी सकारात्मक अर्थ प्राप्त हो सकता है। शिक्षा जीवन पर्यंत चलने वाली प्रक्रिया है जो बालक के जन्म लेने से लेकर उसकी मृत्यु तक निरंतर चलती रहती है। शिक्षा के माध्यम से बालक का सर्वांगीण विकास किया जाता हैं। समय समय पर अपने देश मे लोगो को शिक्षित करने हेतु विभिन्न प्रकार की योजनाओं का भी आयोजन किया जाता हैं।

*अध्यापिका, एम. सी ई. सोसाइटीज ज्युनिअर कॉलेज ऑफ एज्युकेशन, डि.एल.एड्. इंग्लिश मिडीयम, आझम कॅम्पस पुणे.

समाज सामाजिक संबंध क्या है ? जब दो या दो से अधिक व्यक्ति आपस में अपने विचारों, परंपराओं, अपने लगाव को व्यक्त करता है, दूसरा व्यक्ति उस पर अपनी राय व्यक्त करता है।

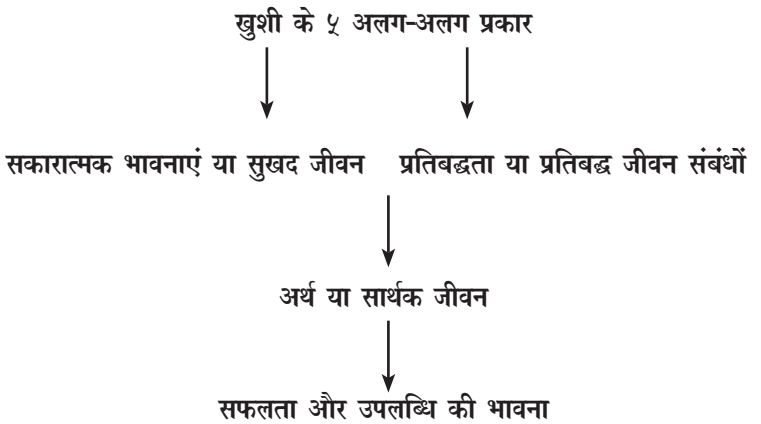
उद्देश्य

१) छात्रों में स्वयं के प्रति जागरुकता का स्तर आनंदमयी शिक्षण के माध्यम से बढाना।
२) आनंदमयी वातावरण से अध्ययन के प्रति रुचि बढती है।
३) स्वास्थ्य और समाधान आनंदमयी शिक्षा के माध्यम से विकसित होता है।
४) शिक्षा यह चयन का उत्तम माध्यम है।

परिभाषा

शिक्षा और खुशी खुद पर निर्भर करती है।– अरस्तू.

महात्मा गांधी के अनुसार, "सच्ची शिक्षा वह है जो बच्चों के आध्यात्मिक, बौद्धिक और शारीरिक पहलुओं को उभारती है और प्रेरित करती है। इस तरीके से हम सार के रूप में कह सकते हैं कि उनके मुताबिक शिक्षा का अर्थ सर्वांगीण विकास।" स्कीनर के मुताबिक, "शैक्षणिक परिस्थितियों में मानव व्यवहार का वैज्ञानिक अध्ययन शिक्षा मनोविज्ञान कहलाता है।"



विषय विवेचन

ज्ञान जीवन के सत्य का दिग्दर्शन ही नहीं करता बल्कि वह व्यक्ति को बोलना, चलना, व्यवहार करना भी सिखाता है। इससे व्यक्ति तथा समाज दोनों का कल्याण सम्भव है। इसी विचार की पुष्टि करते हुए लिखा है शिक्षा बालक को इस प्रकार से सहायता प्रदान करे कि वह समाज में अथवा मानवीय जीवन को परख सको वर्तमान दुनिया की दौड़ में हम सफलता पाने के लिए करते हैं परंतु इस उठापटक के बावजूद खुश नहीं हो पाते। यदि हम स्वयं में सुखी रहना सीख लें तो तनाव का स्तर कम हो जाता है और स्वयं के साथ–साथ दूसरों के प्रति भी स्नेह की भावना उत्पन्न होती है। शिक्षा का उद्देश्य अत्यंत विशाल है। इसलिए इसे वर्तमान

समाज की आवश्यकता से अलग नहीं देखा जा सकता। वर्तमान में आनंददायी शिक्षण वैश्विक नीति का मुद्दा बन चुका है। इस संदर्भ में यह बात गौर करने की है कि आज दुनिया भर में छात्रों को माइंडफुल या उन्हें सज्ज बनाने के प्रति अधिक जोर दिया जा रहा है।

शिक्षा के नव निर्माण के लिए यूनेस्को दवारा जारी मूलभूत सिद्धांतों के चार स्तंभ– बताए गए है।

- जानने के लिए समझना (Learning to Know)
- करने के लिए समझना (Learning to do)
- होने के लिए समझना (Learning to be)
- एक साथ रहने के लिए समझना (Learning to live together)

"स्वास्थ्य ही धन है" का अर्थ बहुत ही साधारण और सरल है। इसका अर्थ है कि, हमारा अच्छा स्वास्थ्य ही हमारी वास्तविक दौलत या धन है, जो हमें अच्छा स्वास्थ और मन देता है और हमें जीवन की सभी चुनौतियों का सामना करने के लिए सक्षम बनाता है। अच्छा स्वास्थ्य अच्छे शारीरिक, मानसिक और सामाजिक स्वास्थ्य को बढ़ावा देता है। इसी कारण आनंदायी शिक्षण का महत्व जरूरी है।

आनंददायी शिक्षण पाठ्यचर्या की यह परियोजना नर्सरी से आठवीं कक्षा में प्रारंभ की है। कहानी एवं चचार्रु ३० मिनट हैप्पीनेस पीरियड २–३ मिनट ध्यान देने की प्रक्रिया होती आनंददायी शिक्षण पाठ्यचर्या इस उद्देश्य से बना है कि विद्यार्थियों का ध्यान शैक्षणिक सुख से और गहरे संबंधों में स्थिर भाव तथा समझ से स्थायी सुख की तरफ जा सके। इससे वे स्वयं में, संबंधों में तथा समाज में सुख (हैप्पीनेस) को समझ सकें। मन के अंदर तनाव की कमी क्लास में ध्यान न देना इस प्रयास से विद्यार्थी बाह्य दुनिया में खुशी/सुख ढूँढने के स्थान पर स्वयं में समझ और मूल्यों के आधार पर अपनी खुशी सुनिश्चित करने में सक्षम हो सके।

निष्कर्ष

मानव का प्रत्येक कार्य उसके सुख के प्रति चाहने को ही दर्शाता है। क्या आंनद को समझा जा सकता है? अनुभव किया जा सकता है? और प्राप्त किया जा सकता है? आंनद और शिक्षण से जो भी परिर्वतन आते है वह छात्रों के मन और मस्तिष्क पर गहरा प्रभाव डालते है। शिक्षा स्वास्थ्य और कल्याण की दृष्टी से आनंददायी शिक्षा से उन के बचपन के अनुभवों से उनके सीखने, समझने, जीने और विकास का क्रम प्रभावित होता है। वास्तव में जन्म से लेकर मृत्यू पर्यंत मानव का समस्त प्रयास केवल अपने अंदर खुशी को अपने भीतर स्थापित करना ही है। खुशी/सुख यानी को सकारात्मक और सुदृढ़ रुप में देखा जा सकता है।

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Correlation of Academic Procrastination and Academic Achievements among Secondary School Students

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Abstract

Procrastination is a prevalent and chronic problem among secondary school students which negatively effects on their academic achievement. This study examine the prevalence of academic procrastination among the secondary school students, frequency of procrastination, reasons of procrastination and its effect on academic achievements of students. For data collection descriptive survey method has been used. To examine the extent of procrastination, PASS-Procrastination Assessment Scale for Student is used. Total 564 students of IXth standard of sangli district, state of Maharashtra India have participated out of which 282 are boys and 282 are girls. All boys and girls are in the age of between 14th to 17th years. Demographic questionnaire also conducted on sample students to gather information about grade points in the last three years of examinations, Family background, other school activities, overall performance and their age. The study shows that the highly procrastinated students are low achiever. The findings of this research show that procrastination is critical issue for consideration and it plays important role in academic achievement in secondary school students. To deal with such procrastination issues there is need of developing a programme like self regulation learning considering special aspects.

Keywords: Academic procrastination, Academic Achievement, PASS, Secondary School Students

INTRODUCTION

Education at secondary school level is bedrock and establishment towards higher knowledge in different institutions, optimal goal of schooling is that students develop an in-depth understanding of various content domains and achieve higher success but it seems to be an illusion as many student do not take their study seriously until very close to examination period and major reason for this is academic procrastination.

Procrastination is delay in conjunction with subjective discomfort [9](Solomon and Rothblum 1984). Procrastination is the action of delaying or postponing something. Academic procrastination is common among college students and may negatively impact in academic achievement (clark and Hill 1994, Ellis and knaus 2002; Harriot and Ferrari 1996). Wilter also defined (2003) academic procrastinations failing to perform an academic activity within the desired time frame or postponing until the last minute activities one needs to complete. Procrastination is a frequent failure at doing what

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ought to be done to reach goals (Lay 1986), Popoola (2005) defines procrastination as dispositional trait which has cognitive, behavioral and emotional components. Most people who procrastinate would rather spend time socializing with friends or relatives rather than working on an important work that ought to done soon. It is also the dysfunctional self-handicapping behavior. Chu and choi (2005) shows that active procrastination is a self regulatory behavior that some procrastinators intentionally engage in for adaptive values and their positive outcomes. In 1995 Senecal et.al. Academic procrastination is a motivational problem including more than time management or trait laziness [8].

RELEVANT LITERATURE

Filiz Bezci et.al. [1] in his article "Academic procrastination and gender as predictors of science achievement" investigate elementary student's science achievement in relation to academic procrastination and gender & their study explore relationship among seventh grade elementary students science achievement and academic procrastination using multiple regression analysis. Findings of study are procrastination negatively linked to science achievement scores compared to Boys.

Firouzeh Sepehrian Azar [2] in his article "Self efficacy, achievement Motivation and academic procrastination as predictors of academic achievement of precollege student" determine relationship between variables like achievement motivation, academic procrastination, self efficacy, gender and Academic Achievement. The result of this research shows that academic self efficacy and gender were best predictors of academic procrastination and are inversely predictors of Academic achievement.

Crystal X tan et.al. (2008)[3] in his research on correlation of academic procrastination and students grade goals used Tuckman's Procrastination scale, self efficacy for self regulation learning scale to measure students efficacy for self regulation learning. Motivation strategies for learning questionnaire, Test anxiety scale also conducted to measure academic stress arising from expectations of parents, Teachers and self. Findings from study shows that help seeking predicts student's expectations of getting grade and also shows that academic stress, test anxiety, helps seeking were significantly associated with procrastination.

Miligram et.al. [4] Investigated the relationship between academic anxiety and procrastination and parental involvement in students and their parents and find direct and indirect influence of parental influences on their children's procrastination and results shows inverse relationship of anxiety and procrastination with regard to homework students were less anxious about homework than other academic assignments. Older adolescents were less anxious about their overall school work than younger.

Joseph(2015)[5] in his article "Preventing academic procrastination" explained simple methods to prevent procrastination by using splitting assignment Awareness / Mindfulness and Inventing.

Caroline Trezza [6] in his article "The relationship between Academic procrastination and beliefs about Efforts and capability in high school students to find reasons of procrastination using Tukman Procrastination scale and performance failure appraisal Inventory. Results of the study are Fear of failure, positive perfectionism, self efficacy are predictors of academic procrastination.

Bilge Uzun Ozer et.al(2010)[7] in his article "Effect of academic procrastination on college students life satisfaction" conduct Tuckan procrastination scale and satisfaction with life scale on college students. Result of study showed that half of student procrastinates but most of them procrastinate more than female students. They also find that Procrastinators reported to have low life satisfactions score than non-procrastinators. They also suggested that overcoming procrastination; workshops should be arranged for students by taking into consideration the effect of procrastination on student's life satisfaction.

METHODOLOGY

Aim of study was to assess existing level of academic procrastination, prevalence of academic procrastination, Frequency of procrastination and degree to which student feel it is a problem and would like to change their behavior. It is based on Descriptive survey method.

1. Sample: The participants of the study were IXth standard high school students. They were randomly selected using a clustered sampling design. All students from sangli district and Marathi medium co-educational schools. Total 564 STUDENTS (282 Boys and 282 girls) between age 14 to 17 years are participated.
2. Data Collection: Data Collection from student at the end of semester using data collection tool
3. Demographic Questionnaire:
   Students asked to complete demographic questionnaire which gives information of students about age, gender, grade points in last three examinations, Semester Exam. Marks, Family background, study habits, their interests in different school Activities, Overall performance.
4. PASS:
   Procrastination assessment scale student developed by Solomon and Rothblum in 1984. This is most widely used scale for measuring procrastination in an academic context.
   44 item PASS(Solomons and Rothblum, 1984) It Measures two components

(i) Reasons of procrastination in terms of Fear of Failure, Aversiveness of task, difficulty in making decisions, Dependency, Lack of Assertion, Risk taking, Rebellion against control, Peer pressure, Low self esteem, Perfectionism, laziness, Time Management.

(ii) Frequency of Procrastination: Frequency of Procrastination examined in six academic areas

- **a.** Writing a term Paper
- **b.** Study for an exam
- **c.** Keeping up with weekly reading assignment
- **d.** Performing administrative work
- **e.** Attending Meetings
- **f.** Performing academic Task in general.

5. point likert scale used to score questionnaire (a=1 b=2 c=3 d=4 e=5) higher score indicates more self reported procrastination.
   Mean standard deviation and Pearson's correlation coefficient is calculated to find the extent of academic procrastination in male and female secondary school students

DISCUSSION AND CONCLUSION

Purpose of the study was to find existing level of procrastination, reasons of procrastination among secondary school & it's effect on their academic achievement for this purpose pass test is conducted on 564 students of 9th standard and also demographic questionnaire conducted to known their academic performance. Students have given instruction about the test and rating of five points as a=1 b=2 c=3 d=4 e=5 from data analysis participants were classified either high or low procrastinators. In males means of procrastination level is slightly greater than female students. Most of the students procrastinate nearly about 70%. Data analysis shows that procrastination in writing term paper is 46%, procrastination in study for an exam 31%, procrastination in keeping up with weekly reading assignment22%, in performing administrative work 10%, in attending meeting 17% and in performing academic task in general is about 10%.

Major findings of the study are

(i) Male students slightly greater procrastinate than female student.
(ii) Fear of Failure or Success, Aversiveness of task, laziness, Time management are important predictors of academic procrastination.
(iii) Students which are having high scores of academic procrastination are lower achievers.

Limitations and Suggestions

1. Data only based on 9th standard students of sangli District so it is not generalized to other area, social, economical background role of school, teachers must be studied to improve academic achievement.
2. Procrastination is found to be a common and serious issue and trend which not only overlooked but poorly understood so deeply study of various areas and different educational levels, Grade should be done.
3. Research study should focus on other socio – economical aspects of procrastination.
4. Workshop should be conducted on students to reduce academic procrastination.

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Role of Art Integration to Explore Happiness in Education

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Abstract

In today's fast-paced world if one learns to be happy with oneself, stress levels reduced automatically and one develops the deeper inside not only of themselves but also of others. Hence in Indian schools it becomes more essential to implement a curriculum which promotes joyful learning and holistic development in combination. It is possible by implementing Art Integrated learning which develops cognition, language, literacy, numeracy by integrating it with arts to address well being and happiness of the students. The art integration in education helps the child to apply art-based inquiry, investigation and exploration for the deeper understanding of the concept, topic, subject with the due emphasis on Co scholastic skills of mindfulness, self-awareness, critical thinking, problem solving and reflection. Through Art Integrated Learning we can make the education happy process where students are treated as future citizens who are responsible, liberate, aware, awakened, empathetic, expressive towards oneself and the society as well.

INTRODUCTION

According to the world happiness report 2018 India is among the least happy Nations and rank 133 among 155 countries in the global ranking. This compel us to rethink the purpose of education and to rethink how happy are the children within the education system? (UNESCO 2016). Considering these aspects Government of Delhi has started Happiness Curriculum as an educational program for children in grades one to eight based on the "Happiness Triad" by A. Nagraj Sarman. In 2018. While NCERT considering the recommendations of National Curriculum Framework 2005 has also introduced the Art Integration in Education. From 2019 Central Board of Secondary Education has made it mandatory to use Art Integrated Approach in all the schools affiliated with the board to make teaching –learning experiential and joyful. Art has the power of expressing the innermost thoughts of an individual. Mahatma Gandhi says, " Happiness is when what you think, what you say and what you do are in harmony." Art is the perfect medium to bring happiness in education through the use of various art forms- Literary, visual and performing art.

SIGNIFICANCE

The national curriculum Framework- 2005 mention that education must be seen as a liberating process for the learners. Art is a best medium through which one can express his ideas, emotions, perceptions and at the same time understand others. According to the 2015 World happiness report (Helliwell,et.al.2015). Schools that priorities learners well being have the potential to be more effective with better learning outcomes and greater achievements in the learners lives.(Layard and Hagell, 2015)

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According to a A.Nagraj (1999) ” a state of no conflict, Synergy or a state of being in acceptance is happiness”. Nagraj has proposed model of happiness in which he addresses the four dimensions of human living as an integrated form :

- Material
- Behavioral
- Intellectual
- Experiential.

The Art Integrated Approach of learning includes all these four in combination. Art Integration is an approach of teaching learning that integrates the visual art forms like drawing, craft, film making, painting, photography and the performing art forms like music, dance, drama, mime act as an primary pathway of learning. It is an approach in which student construct and demonstrate understanding through an art form. Student engage in a creative process which connects an art form and another subject and meet evolving objectives in both (John F. Kennedy)

OBJECTIVES

- To explore the relationship between happiness and art integration
- To study the role of Art Integration in creating happiness in education.
- To examine, how integration of various art forms make learning an happy process for students

Research Questions

- What is the correlation between Art Integration and happiness in education?
- What is the role of Art Integration in Joyful learning?

Methodology

Method selected for exploring the happiness in education through Art integration is literature review and survey. It includes information from related literature, books, internet sources, schools and teachers.

Presentation

Art librates the person. Art Integrated Learning is a pedagogy of joyful and experiential learning. Art is the medium through which the child can express his emotions, ideas, feelings, freely without any burden. It provides the platform to find out the potential, hidden talent and skills of the students and promotes learning.

One can tell the benefits of AIL as:

1. It helps child to apply art-based inquiry, exploration, critical thinking, and creativity for deeper understanding.
2. It enables student to derive meaning and understanding directly through learning experience.
3. It makes teaching and learning process joyful and positive. It develops the life skills, confidence level, self-esteem, appreciation for aesthetic and creativity.
4. It broadens the mind of students and enable them to see multidisciplinary links between subjects, topics and real life.

SIGNIFICANCE OF AIL TO BRING HAPPINESS IN THE CLASSROOM

The academic researches done to find out the significance of art integration has prove that learning through arts aims at development of cognitive affective and psychomotor abilities of the learner. Art integration helped the learner by promoting the learning at various stages. It made the learning happy and joyful through the following strategies :

Art and the cognitive process

N.Giri in 2010 stated that art leads to dramatic change in the brain such as strengthening the attention network for example music becomes beneficial for processing language auditory perception attention memory and motor control art education promote balance mental development in today's knowledge-based world.

Arts and social emotional development

In 1989 Harvey found that at process relates to cognition achievement motivation and self concept in elementary school the use of art movement and music result in metaphor making and problem solving of social emotional conflicts in this way the creative art become very beneficial for the student to understand the behavioral and personality changes.

Arts and Happy classroom

Puri and Arora in 2013 observed that art integrated learning fruit beneficial for the student in municipal corporation in New Delhi it brought the remarkable difference in the school environment it increased the level of student involvement in learning process it also significantly improve the student attendance improved academic achievement and more confidence and openness to handle new situation than they appear in the non art integrated classroom Thus the research underline the role of Art in the creation of suitable environment which helps the social emotional, cognitive and psychomotor development of the student and overall made the teaching learning process happy and joyful. A study in a New Delhi school proved that when art integration was implemented as an approach, the students and the classrooms were happy. It brought the drastic change in the school environment. The children become more confident, attentive, interactive responsible and helpful. There were always sounds of clapping, singing, performing observed in the classes. Overall the academic level of children was uplifted. Their participation in various competitions increased remarkably and the number of merit scholarship also went up. Totally the learning and teaching become interesting and school became a happy place.

Role of Art in creating Happiness

Subject such as languages, Social Studies, science and mathematics are made to correlate with art. Many times art can clarify science concepts with ease. Thus the Abstract concepts within the subjects can be made easy through various art forms and learning in this way helps to increase the knowledge, interest and understanding of the subject area and also fosters a greater appreciation of Arts. This leads the child to the holiest development, complete learning.

Art makes the process of learning Holistic

While engaging with arts learner go through different stages such as observing, thinking, imagining, exploring, experimenting, deducting, creating, recreating and expressing. These stages

need actual involvement of all the three domains: cognitive, Psychomotor and effective. Hence it is exponential in nature and Holistic development of every learner can be thus achieved.

CONCLUSION

It indicates that **A**rt integration significantly creates happiness through its joyful and experiential methods and techniques. As it is a activity based approach students Spontaneously responds to the teaching –learning. The role of teacher is of facilitator. The teacher has to select the learning experiences very carefully considering the age of students, availability of time cost, resources etc.

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आनंददायी शिक्षणातून विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा विकास

डॉ. सीमा राघू आवचर*

प्रस्तावना

पूर्वीच्या काळी "छडी लागे छम-छम, विद्या येई घम-घम" असे वातावरण किंवा स्थिती शाळांमधून पाहायला मिळायची. पण जसा काळ बदलत गेला तसे अनेक बदल शिक्षण व्यवस्थेत होत गेलेले दिसतात. आजच्या शिक्षण प्रक्रियेत अनेक नवीन विचार प्रवाह येत आहेत आलेले आहेत पण या सर्वांच्या केंद्रस्थानी विद्यार्थी आहेत. आत्ताचे विद्यार्थी हे नाविण्यपूर्ण विचारशैलीचे आहेत. चौकस आहेत. त्यामुळे आजच्या विद्यार्थ्यांना फक्त पुस्तकी ज्ञान देवून किंवा पाठांतर करून घेवून उपयोगाचे नाही. प्राथमिक शिक्षणाचे सार्वत्रिकीकरण झालेले असले तरीही विद्यार्थ्यांच्या समस्या काही पूर्णपणे कमी झालेल्या नाहीत असे दिसून येते. विद्यार्थ्यांना पर्यायाने व्यक्तीला जीवन जगायला शिकविणारे शिक्षण मिळणे गरजेचे आहे. कारण जीवन आणि शिक्षण या परस्परावलंबी म्हणजेच एकाच नाण्याच्या दोन बाजू आहेत. शिक्षण प्रक्रियेत शिक्षक-विद्यार्थी यांबरोबरच अनेक घटक असतात जे शिकण्यास मदत करत असतात. शिक्षण पक्रियेत विद्यार्थ्यांचा पर्यायाने व्यक्तीचा विकास साधने हा उद्देश असतो. त्यातून आपोआपच देशाचा विकास होतो आणि म्हणूनच शाळांमधून विद्यार्थ्यांच्या व्यक्तीमत्वाचा विकास साधण्यासाठी आत्मविश्वासू विद्यार्थी निर्माण करण्यासाठी त्याला मिळणारे शिक्षण हे अनंददायी असावे. अशा आनंददायी शिक्षणातून खंबीर नेतृत्व समतोल व्यक्तीमत्वाचे विद्यार्थी निर्माण व्हावेत म्हणजे देशाचे भावी नागरिक समतोल व्यक्तीमत्वाचे निर्माण होतील. म्हणूनच आनंददायी शिक्षण हे विद्यार्थ्यांच्या व्यक्तीमत्व विकासासाठी नवसंजीवनी आहे.

संकल्पना

१. "मुलांना स्वतंत्र वातावरण देऊन मनोरंजनातून सहजपणे शिक्षण देण्याची पद्धती म्हणजे आनंददायी शिक्षण होय."

२. "शिक्षणाला चार भिंतींच्या आत बद्ध न करता मुक्त वातावरणात मुलांना आनंद देणारे शिक्षण म्हणजे आनंददायी शिक्षण."

व्यक्तीमत्व

१. 'व्यक्तीमत्व म्हणजे स्वतःच्या परिसराशी व्यक्तीचे जे वैशिष्ट्यपूर्ण समायोजन होत असते त्याला कारणीभूत असणारी वर्तनाला चालना देणारी शारीरिक व मानसिक यंत्रणांची संघटना होय.' - जि. डब्ल्यू. आलपोर्ट

२. 'व्यक्तीची शरीररचना वर्तनपद्धती अभिरूची अभिवृत्ती बद्धिमत्ता विविध योग्यता आणि प्रगट वैशिष्ट्यांच्या संघाताला व्यक्तिमत्त्व असे म्हणतात.' - नॉर्मल एल्. मन.

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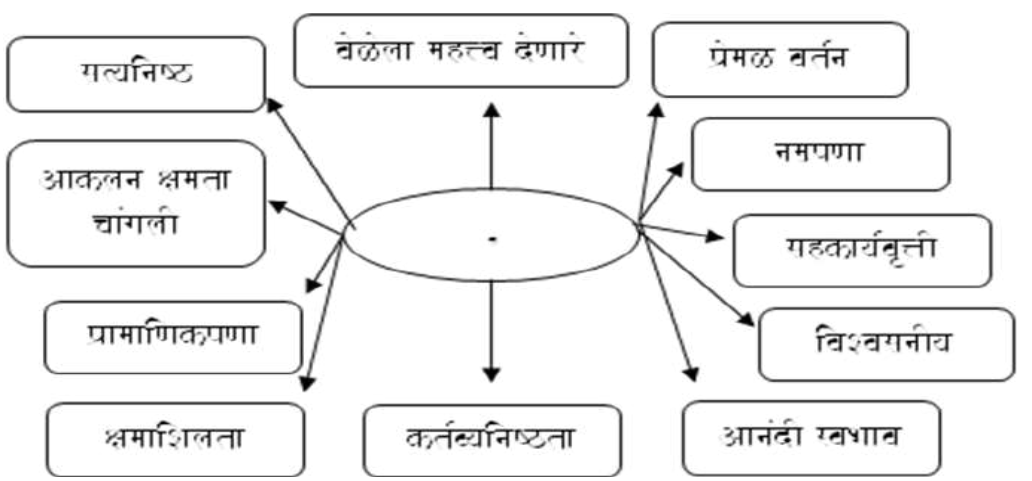
आनंददायी शिक्षणाची गरज

१. विद्यार्थ्यांना आत्मविष्काराची संधी देण्यासाठी.
२. लोकशाहीप्रधान वातावरण निर्मितीसाठी.
३. विद्यार्थ्यांना ताण-तणावापासून दूर ठेवण्यासाठी.
४. विद्यार्थ्यांच्या कलागुणांना वाव देण्यासाठी.
५. विद्यार्थ्यांच्या सर्जनशीलतेची जोपासना व वाव देण्यासाठी.
६. विद्यार्थ्यांमध्ये शिक्षणाची शिकण्याची आवड निर्माण करण्यासाठी.
७. सकारात्मक दृष्टीकोन निर्माण करण्यासाठी.
८. विद्यार्थ्यांना मनोरंजनातून शिक्षण देणे.
९. विद्यार्थी शिक्षणापासून वंचीत राहू नये यासाठी.
१०. 'शिक्षण म्हणजे ओझे' ही भावना कमी करण्यासाठी.
११. विद्यार्थ्यांना कृतीतून शिक्षण देणे.
१२. शिक्षणाविषयी शाळेविषयी आदराची भावना निर्माण करण्यासाठी.
१३. विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण करण्यासाठी.
१४. स्थगन व गळती कमी करण्यासाठी.
१५. विद्यार्थ्यांची अभिरूची व अभिवृत्ती यांच्या जोपासनेसाठी.
१६. एकंदरित विद्यार्थ्यांचे समतोल संतुलित व्यक्तिमत्त्व बनविण्यासाठी.
१७. देशाचे उत्तम नागरिक व भावी पिढी सक्षम करण्यासाठी आनंददायी शिक्षणाची गरज आहे.

संतुलित व्यक्तिमत्त्वाची लक्षणे/वैशिष्टये



ज्या व्यक्तीचे व्यक्तीमत्त्व संतुलित असते त्यांच्याकडे वरील वैशिष्टये दिसतात. व्यक्तीला जर आनंददायी शिक्षण दिले तर तिच्यामध्ये या गोष्टीचा विकास आपण करू शकतो. तसेच चांगल्या व्यक्तिमत्त्वाच्या व्यक्ती या सुसमायोजित व स्व ची ओळख असणाऱ्या असतात. त्यांच्या बोलण्यात आणि वागण्यात एकवाक्यता असते. समाधानी वृत्ती व सतत आनंदी उत्साही असतात. कठिण प्रसंगी योग्य निर्णयक्षमतेचा वापर करून संघर्षाचा सहजपणे सामना करतात. नैराश्याला ताण-तणावाला दूर ठेवतात. म्हणून संतूलित, स्थिर व्यक्तीमत्व असणे गरजेचे असते व ते जर तयार करयचे असेल तर विद्यार्थी दशेतच त्याचा विकास होणे आवश्यक असून त्याच्यासाठी आनंददायी शिक्षण अतिशय उपयुक्त आहे.

आनंददायी शिक्षणाची सूत्रे

१.हसू दया - खेळू दया २.रमू दया ३.सांगू दया, ऐकू दया ४.गाऊ दया, नाचू दया ५.प्रश्न विचारू दया. आनंददायी शिक्षणात मुलांनी मनसोक्त हसण्यावर भर दयावा. तसेच मुलांनी भरपूर खेळावे, मुलांनी आपल्या सर्जनशीलतेचा वापर करून विविध कल्पना कराव्यात, स्वतःच्या शिवात रममाण व्हावे, बोलण्याबरोबरच ऐकण्याचीही सवय मुलांना असावी, लावावी, मुलांनी खेळावे, नाचावे, गाणी गावीत, मनात येणारे प्रश्न, शंका बीनधास्त विचाराव्यात. हे सर्व स्वातंत्र्य मुलांना असावे. तरच ते शिक्षण मुलांना आनंददायी वाटेल.

तसेच विद्यार्थ्यांसाठी विविध उपक्रम राबवावेत. ञ्सत-खेळत शिक्षण मुलांना दयावे. मैदानी खेळाला महत्त्व दयावे. विविध स्पर्धांचे आयोजन करावे. मुलांना तोडणे, फोडणे, जोडणे अशा गोष्टी आवडतात त्या करू दयाव्यात. कोडी, गोष्टी व भेंडया यांच्या माध्यमातून शाळेतील वातावरण आनंददायी बनवावे व आनंददायी शिक्षण मुलांना दयावे.

शैक्षणिक महत्त्व/शिक्षकाची भूमिका

आनंददायी शिक्षण देणे, शाळेतील वातावरण आनंददायी बनवणे ही जबाबदारी शिक्षकाची असून त्यासाठी जाणीवपूर्वक प्रयत्न शिक्षकांनी करावे. आपला विषय सोप्या पद्धतीने मुलांपर्यंत पोहचवावा. शाळेतील वातावरण प्रसन्न ठेवावे. लोकशाहीप्रधाना वातावरण निर्माण करून मुलांना आत्मविष्काराची संधी दयावी. विविध उपक्रम, जयंत्या, पुण्यतिथ्या, स्नेहसंमेलन, स्पर्धा, क्रीडास्पर्धा, खेळ यांचे उत्तमरित्या नियोजन-आयोजन करावे. वास्तव, दैनंदिन जीवनातील उदा.प्रसंग मुलांना सांगावेत. कृतीतुन शिक्षण देवून मुलांना बोलते करावे. आता नुकताच टिली-मीली हा आनंददायी उपक्रम सहयाद्री वाहीनीवर चालू होता. तसेच 'ओझ्याविना शिक्षण' हा ही एक आनंददायी शिक्षणाचा एक उपक्रम आहे. अशा उपक्रमांमधून मुलांच्या शिक्षणासाठी प्रयत्न शिक्षकांनी, शाळांनी करावेत. मुलांना भावनिक पातळीवर समजून घेवून त्यांना उत्साही क्रियाशील बनवावे. एकंदरित शिक्षक हा आनंददायी वातावरण निर्मितीसाठी अतिशय महत्त्वाचा घटक असून त्यांनी जे जे शक्य होईल त्यातून मुलांना आनंददायी शिक्षण दयावे व मुलांच्या व्यक्तिमत्त्वाचा विकास करण्यासाठी विविध उपक्रमांचे आयोजन करावे.

समारोप

अशा रितीने आनंददायी शिक्षणातून विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा विकास करण्यासाठी मुलांच्या सुप्त गुणांना वाव देवून, शोधकवृत्तीला प्रोत्साहन देवून, शिक्षकांबरोबर विद्यार्थीही उपक्रमशील बनावा. शाळेमधील कृत्रिमता, औपचारिकता कमी करून

मुलांना, विद्यार्थ्यांना हसत-खेळत मनोरंजनात्मक आनंददायी शिक्षण मिळाले तर नक्कीच उत्तम, संतुलित, स्थिर व्यक्तिमत्त्व असणारे विद्यार्थी तयार होतील. हेच विद्यार्थी पुढे जाऊन स्वतःबरोबर देशाचेही नाव उज्ज्वल बनवतिल. म्हणून देशाची भावी पिढी सदृढ बनवायची असेल तर विद्यार्थ्यांच्या व्यक्तिमत्त्व विकासासाठी त्यांना आनंददायी शिक्षण दयावे.

संदर्भ

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Happiness Education and Multicultural Society

Shahnaz Shabbir Shaikh*

Abstract

The enhancement of the cross-cultural interfaces of students is the content of this article. It is revealed that country studies projects have a positive effect on the process of teaching students. The content of this article can be used to improve the process of teaching a foreign language. It is to also provide students with the best possible academic environment in which they can excel while fulfilling their educational and academic potential. Presently, there is not a uniform standard of multicultural education in primary schools across the country, which means that children can benefit unequally from the various multicultural education efforts currently in place within a school curriculum. Happiness education is for to prepare students from multicultural society to live a joyful and purposeful life to transform vision into action at the primary and secondary levels of education and develop a positive attitude towards life.

Keywords: cross-cultural interaction, multicultural education, improvement, culture, higher educational universities.

INTRODUCTION

March 20 is celebrated as International Day of Happiness. The term 'happiness education and multicultural society' has been in the news in the recent past, and almost everyone in Delhi is familiar with it. The First Lady of the United States (FLOTUS), Melania Trump, during her maiden visit to India, attended a happiness classes at government schools in Delhi and interacted with its teachers and students. While the FLOTUS and other guests were watching a cultural performance happening on the stage, a little boy in the audience started dancing and won their appreciation. Witnessing the jolly kid's impromptu dance, Mrs. Trump too smiled at the student, applauded and expressed her joy. It was an incident of joy in action. The 'Happiness education and multicultural society' scheme launched in 1,030 Delhi government schools in 2018, has been hailed as a major school education reform in the country. The scheme that targets students of different cultures from kindergarten to class VIII is seen as a shift from exam-and-marks-oriented education to holistic education with the focus on cognition, literacy, numeracy, values, and learner well-being. Is learning a joyful experience for learners in India? Do children really learn what they need to, in order to lead a happy life? What are the factors that affect effective learning and act as hurdles for joyful learning? Does our education system prepare students for life or for exams and career? These questions arise when we think of 'happiness education' and 'happy schooling' for multicultural society.

WHY 'HAPPINESS EDUCATION'?

The World Happiness Report 2019 published by the United Nations Sustainable Development Solutions Network, which ranks countries on citizens' well-being, ranked India 140 out of 156 countries. Finland topped the list for the second year in a row whereas India slipped from 133rd position in 2018 to 140th position in 2019. This gloomy picture makes us raise questions: Why are Indians not happy? Is

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there any link between our education system and our happiness quotient? The purpose of education is to prepare students — to lead a joyful and purposeful life. To translate this vision into action, the system should have sound education and educators. The moral responsibility of such educators is to produce happy individuals who find joy in what they learn and meaning in what they do. The purpose of such education is to help students from multicultural societies develop self-awareness, boost confidence, improve mental wellness, build character, and instil values in them in order to enable them to encounter problems boldly and face challenges confidently. To achieve this goal, moral/value education, self-awareness exercises, mental health activities, and social awareness programmes should be given more importance and incorporated into the education. This should be done on a regular basis at the primary and secondary levels of education. Education for happiness for students from multicultural societies should be one of the aims of primary and secondary education. Learners who are happy will be able to develop a positive attitude towards life. One of the reasons given for Finland's high level of happiness is the country's high-quality education system which aims at improving learners' well-being. Finns guided by the slogan "there is no bad weather, only bad clothes", learn to do the right thing at a young age. One of the most important tasks of modern education is to introduce students to global values, to develop in children and adolescents the ability to communicate and interact with representatives of neighbouring cultures and in the global space. The tendencies of modern society in social, cultural, economic and political terms led to the formation of a multicultural society. Multicultural society is an educational space in which students of different ethno-linguistic, religious and socio-economic affiliations live and study. In recent years, in domestic pedagogy, they have increasingly begun to talk about the importance of multicultural aspects in the school audience. Independently formed such a direction as a multicultural education. Teaching a foreign language and foreign language culture contributes to the formation of students' ability to communicate, coexist with people of different ethnic groups, forms a rich experience of socio-cultural communication, which is a solid base for students to become familiar with the global values of civilization. The transition to the information society requires full development of the personality, including its communication skills, facilitating its entry into the world community, allowing it to function successfully. There are various factors that kill learners' happiness and make them behave like machines. One of the factors is the hidden agenda of our education system: "education for exams and career". In the book *Creative Schools*, Ken Robinson and Lou Aronica (2015) stress the need for shifting away from 'exam-factory' education to developing creativity among students. According to the authors, the eight core competencies (8C's) that education should develop in students are: creativity, curiosity, criticism, communication, collaboration, compassion, composure and citizenship. The UNESCO Happy School Framework (2014-2015) also highlights the need for recognising values and competencies that contribute to enhancing happiness. In this context, it is good to look at two models of happiness education: Delhi and Finland.

DELHI MODEL

To find answers to the question, The Delhi government's Happiness Education for the student from multicultural society was designed with an attempt "What makes a good life of the students from multicultural society?" Training on "co-existential thought" was given to 45 selected teachers the main route of this training was understanding material and spiritual aspect of their daily routine life which was accompanied with intelligence and their behavioural aspects they were trained so that they should become educationist to nourish compassion and increase their creative and critical thinking competencies

FINLAND EDUCATIONAL MODEL

Autonomy is also enjoyed by the teachers. Permitting autonomy to teachers results in creating Happy Teachers who, in turn, play a very key role in creating happy students. Is happiness a skill?

Can it be taught? The answer to these questions can be found in the motto of the Happiness School of Finland: "Finnish happiness is a skill — and it can be taught". The Finnish education system encourages learner autonomy and creativity. It does not pressurise students by giving them meaningless homework and unproductive tests. According to the Organisation for Economic Cooperation and Development, Finnish teachers are happier than teachers in other countries. In Finland, it is very hard to be certified as teachers. Only those who have the aptitude for teaching and teaching skills are certified to become teachers. Teachers in Finland are highly respected and trusted. They enjoy a great deal of autonomy to plan lessons and run classes. In Finland, no parent expects their children to be reading and writing formally until they are seven. Sue Palmer, literacy specialist and author of *Toxic Childhood*, in an interview to CNN says, "My admiration for the Finns is for their education in general and the trust they put in teachers..." She also attributes Finland's success in education to the later starting age.

FOCUSING ON THE PROCESS RATHER THAN THE OUTCOME

The education calls for schools in India to promote development in cognition, language, literacy, numeracy and the arts along with addressing the well-being and happiness of students. It further says that future citizens need to be "mindful, aware, awakened, empathetic, and firmly rooted in their identity…" based on the premise that education has a larger purpose, which cannot be in isolation from the "dire needs" of today's society. For the evaluation, no examinations are conducted, neither will marks be awarded. The assessment under this education is qualitative, focusing on the "process rather than the outcome" and noting that each student's journey is unique and different.

OBJECTIVES OF THE EDUCATION

The objectives of this Education should include: Developing self-awareness and mindfulness, Inculcating skills of critical thinking and inquiry, enabling learners to communicate effectively and Helping learners to apply life skills to deal with stressful and conflicting situations around them

LEARNING OUTCOMES OF THIS EDUCATION

The learning results of this education are reached across four categories: Becoming mindful and attentive (developing increased levels of self-awareness, developing active listening, remaining in the present); Developing critical thinking and reflection (developing strong abilities to reflect on one's own thoughts and behaviours, thinking beyond stereotypes and assumptions); Developing social-emotional skills (demonstrating empathy, coping with anxiety and stress, developing better communication skills) and Developing a confident and pleasant personality (developing a balanced outlook on daily life reflecting self-confidence, becoming responsible and reflecting awareness towards cleanliness, health and hygiene).

HOW IS THE EDUCATION IMPLEMENTED?

The education is designed for students of classes nursery through the eighth standard. Group 1 consists of students in nursery and KG, who have bi-weekly classes (45 minutes each for one session, which is supervised by a teacher) involving mindfulness activities and exercise. Children between classes 1-2 attend classes on weekdays, which involve mindfulness activities and exercises along with taking up reflective questions. The second group comprises students from classes 3-5 and the third group is comprised of students from classes 6-8 who apart from the aforementioned activities, take part in self-expression and reflect on their behavioural changes. In changing educational landscape, teachers are challenged with creating inclusive classrooms where students of all backgrounds feel represented and welcomed. The following guide explores how teachers can build inclusive multicultural learning

environments. Long hailed as a melting pot of cultures, India is home to millions of varieties of different cultures belonging to Christians, Muslims, Hindus and Buddha. It is found that one-tenth of Indian students are considered racial or ethnic minorities, a number that is set to increase to more than half by 2050.

HAPPY TEACHER = HAPPY CLASS

Positive education is not just for the sake of the students. One commenter has argued that not only should student happiness be the aim of education, but that teacher happiness should also be the aim of education. This author also claims that happy teachers will directly lead to happy students, by helping their student's associate education with happiness, as the teachers do. Even teachers who believe that student well-being is a crucial part of teaching can feel burdened if asked to attend to both the academic and emotional needs of their students. If teachers are being asked to increase their workload, then steps must be taken to ensure their happiness as well. This is another reason to focus on teacher happiness as well as student happiness. After all, as indicated above, teacher happiness is related to student happiness. Research has even shown that teacher wages can affect their teaching outcomes. Specifically, teachers who felt that their wages were unfairly low were in classrooms which were rated as having lower levels of emotional support. Conversely, teachers who earned higher wages ended up with students who exhibited more positive emotional expressions and behaviours. In other words, both perceiving one as being underpaid and actually making less money are associated with worse student outcomes for teachers. These findings indicate that raising teacher wages would likely lead to improved emotional outcomes for students.

SOCIO ECONOMICAL CONTEXT

This study aims to assess how multicultural education can benefit students across academic environments in different socioeconomic contexts. Children in different socioeconomic contexts are presumed to have different degrees of exposure and experiences with diversity while interacting with individuals whom they may have few, if any, cultural similarities.

RECOMMENDATION AND SUGGESTIONS

Celebrate different cultural festivals

An easy and enjoyable way to embrace different cultures, and also one that pupils will find the most fun. Recognising significant festivals across the world are important for educating your class in new cultures, as well as giving the opportunity for some creativity if you assign activities relating to the festival. It will also help build an inclusive atmosphere, making 1st generation immigrants feel more comfortable.

Attempt to learn a bit more about the different backgrounds of pupils in your class

This is particularly helpful for 1st generation immigrants. You can learn a little background to their culture or even go as far as to learn a bit of their language to demonstrate understanding. It may even be worth speaking to the parents of particular children who are struggling to integrate a bit more to best understand how to help them.

Include a variety of books in your classroom book collection

Including a variety of books from different cultures and backgrounds is a great way of introducing multiculturalism into the classroom. For children of different cultures, it can provide a bit of familiarity,

and it allows other pupils the choice to read something different to what they would perhaps normally choose. It also indicates that different texts have a place in western culture and education.

Hold a food fair to celebrate different dishes from around the world

This idea could be a full day event or an occasional monthly occurrence. Each pupil could bring in a dish that is commonly eaten in their culture for others to try.

Set presentation projects for students on a culture or nation

For this, you could either get a pupil to write about their own culture and present to the class or you could get pupils to look at a culture other than their own to present on. It might be good to do this in pairs so they can be a bit more confident presenting. This sort of project can add to your education by tying in topics the pupils are currently studying.

Host a culture day

This could be a day for pupils to share their cultural identities with others, whilst also learning about other students. There could be a variety of things to include in this day, maybe bring in certain foods, and make posters with visual information for each pupil to talk about. Encourage pupils to ask questions and give each one a chance to discuss their cultural heritage.

Hold events with guests and motivational speakers from different backgrounds

It is quite common for schools to hire speakers and guests from various industries and workplaces to inspire students or share an important message. When doing this it could be an idea to have a good variety of guests that represent different parts of the society, as it can be more motivational for pupils to have role models then can relate to. It will show that no matter what you gender, physical ability or cultural heritage, you can succeed in life. The tips above are just a few of the measures you can take to embracing all cultural backgrounds in your class, there's still a multitude of ways for you to celebrate multiculturalism in the classroom. The efforts are certainly worth it, as supporting multicultural understanding between pupils creates mutual respect, a positive working environment and it prepares students for an active role in this diverse world we live in.

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Exploring the Development of Moral Values

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Abstract

Happiness is attained when a person is well satisfied with his own self. A person with a strong Moral Values is always satisfied when living with high standards of Morality.

Development of Moral Values is a very vital process when shaping a human character. And this process starts at a very young age. In this Conceptual paper the researcher has tried to explore the Morals and the development of the moral values with respect to Moral Sensitivity, Moral Reasoning, Moral Integrity and Moral Courage. These values have different elements attached with them. For better understanding of the development process, it very important to study the different Theories of Development of Moral Values by famous Psychologist such as Jean Piaget, Lawrence Kohlberg and James Rest.

INTRODUCTION

The word Moral comes from a Latin word Habit. It means good or bad. And the word Value are the things we care about. The study of Values is also called Axiology.

Moral by Collin English Dictionary: Moral: "It means relating to beliefs about what is right or wrong."

Values: "principles or standards of behavior, one's judgment of what is important in life."

Actually moral values are the standards set by the society to recognize what is good and what is evil. They help in the growth of an individual's behavior and his overall personality.

Significance

Moral Science or Moral Education which was an integral part of school curriculum is no longer taught. It has lost the importance in today's curriculum. Currently there is an over emphasis on utilitarian professional education. However for the right balance there is an urgent need to reintroduced and revive the Value Education classes in school across the country.

Objectives

- To study the Development of Moral Values with regards to Moral Sensitivity, Moral Reasoning, Moral Integrity and Moral Courage.
- To study the various elements of values related to Moral Sensitivity, Moral Reasoning, Moral Integrity and Moral Courage.

Research Questions

- Why is the development of Moral Values important?
- What are the elements that are related to these Moral Values

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METHODOLOGY

Methods selected for the study of the development of Moral Values is a literature review and survey. It includes information from books, internet sources, and previous researches.

PRESENTATION

Moral Values play a very vital role in formation of a human behavior. A person's upbringing and the overall development depends on the Moral values inculcated in them when they were a child. Moral Values develop man's overall attitude towards life. The character of a person is shaped in all the aspects such as emotional, physical, social and spiritual on the base of the moral values learnt at the younger stages of life.

Education has played a very important role is inculcating the development of Moral Values amongst the students. Teaching depends on three aspects

- Pedagogical
- Emotional
- Social

Pedagogy is the various methodology to impart knowledge, Emotional and Social development depends on the values imparted during the school curriculum. Almost every Education policy has emphasized on the development in fostering values.

National Curriculum Framework (NCF) 2005 strongly advocates values like

- Cooperation
- Respect for human rights
- Tolerance
- Justice
- Responsibility
- Diversity
- Reverence toward democracy
- Peace conflict resolution

Moral values can be classified into four aspects

Moral Sensitivity, Moral reasoning, Moral Integrity and Moral Courage

Moral Sensitivity

Moral sensitivity means to recognize the ethical problem and to understand the consequence of the decisions made, it mainly depends on the trust factor.

The 5 Elements of Moral Sensitivity are

- Perception: To see or to perceive what is good and what is bad.
- Affectivity: How is the decision taken going to affect or create consequences?
- Boundaries: Boundaries set by oneself as to how to act to a situation and the consequences.
- Preconditions: The conditions in which a problem is perceived or occurred.
- Justification: The courage to justify the decisions.

Moral Reasoning

Reasoning is a process of making sense of things around. To understand, experience and draw conclusions from the information received. It is basically based on understanding.

Reasoning can be divide into 3 parts:

- Inductive Reasoning: based on examples
- Deductive Thinking: based on facts
- Casual Reasoning: based on the relationship between the cause and effects.

Moral Reasoning is interdependent on Moral Sensitivity. Moral reasoning includes Inductive Reasoning, Deductive Reasoning and Casual Reasoning. It is how we recognize moral considerations and how we cope with conflicts among them and how they move us to act.

Moral Reasoning revolves around two important questions:

- What we ought to do? (Moral question)
- What to do? (Practical question)

Moral Integrity

Integrity means to do the correct thing when no one is watching you. It's basically based on Self-respect.

The 5 elements of Moral Integrity are:

- Responsibility
- Respect
- Fairness
- Trustworthiness
- Honesty

Moral Courage

Moral courage is the brave behaviour of a person. It shows how you stand for what is correct without thinking of the consequences. It means to live with Integrity and with Loyalty.Grittemeyer Fischer, Kastenmueller and Frey (2006) define Moral Courage as brave behaviour accompanied by anger and indignation which intends to enforce societal and ethical norms without considering one's own social cost. It's based on fearlessness and heroism. The 3 main elements of Moral Courage are:

- Dangers
- Principles
- Daring

Moral Development

Moral development is a continuous process through which children develop proper attitudes and behaviour towards their family, peers, society and the community at large based on the social and cultural norms, rules and laws.

CONCLUSION

The object of basic education is the physical, intellectual and moral development of Children. According to Kant the moral development and improvement of men is considered as the Supreme goal of human evolution.Children with poor early care result in having brains that are less flexible, less integration, less attention, no patience, less supportiveness. These children end up with weak personalities and with a low level of Morality. It is important to inculcate Moral Values at the school level.

Therefore to implement various programs for the development of Moral Values it is very important for the educators to learn and understand the various theories of Development of Moral Values.

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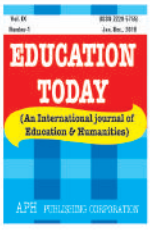

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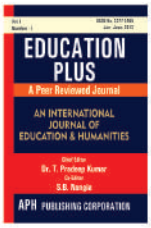

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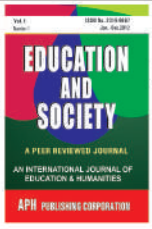

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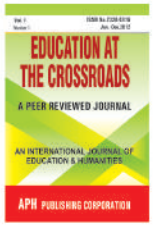

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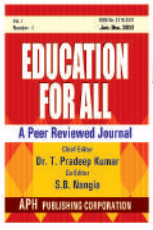

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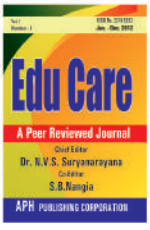

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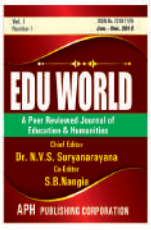

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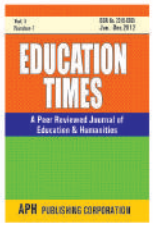

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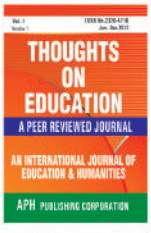

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