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**The Journal of *Horizons of Holistic Education* (HHE), published by the Children's University, is an International quarterly Interdisciplinary Journal which covers topics related to holistic development of children. HHE covers all the areas which deal with the children, such as Child education, Child psychology and Panchkosh development of children, children's literature and so on. It also includes intellectual efforts encompassing Sociology, Vedic Science, Medicine, Psychology, Drawing, Music, History, Geography, Home Science, Philosophy, Economics, Commerce and Literature concerned with Children. The researches based on such topics shall be given priority.**

Aim and Scope — an International journal of ***Horizons of Holistic Education***(quarterly) aims to publish original research papers, related to the theory and practice of various disciplines of Humanities. We invite you to contribute your fulllength research papers, short communications and Review articles and Articles concerned with holistic modern development in the area of liberal sciences pertaining to the children's studies.



## FROM THE VICE CHANCELLOR'S DESK

Bharatiy educational history has always been glorified and magnified by the presence of universities like Nalanda, Vikramshila and Taxila, from the ancient epoch. Bharat has got the privilege of establishing universities of high repute, even before there were universities in countries like Europe and other parts of the world.



Bharat is great nation because of the contributions of Arya Bhatta, Chanakya, Kalidasa and Baskaracharyya that could not be forgotten by the entire world. Be it mathematics, science, literature or technology, Bharat would be in the list of one of the historic contributors irrespective of the discipline of education. The great souls of Bharat have produced many of the most successful and remarkable insights, thoughts and inventions. above all the Bharatiy tradition has been focusing on allround devlopment of the human beings. The purpose of holistic education is to prepare citizens to meet the challenges of life as well as academics. Holistic education believes it is important for young people to learn, a bout themselves, about healthy relationships and pro-social behavior, socio-emotional development, resilience and to see beauty, have awe, experience transcendence, and appreciate some sense of truths.

For thousands of years before schools there were social groups which taught people about the great adventure of being human; its trials and tribulations, its challenges, and its enormous possibilities for human goodness and even greatness. These groups were extended families, communities or tribes or clans, and religions. For the most part, these groups have disappeared or become compartmentalized in people's lives.

Now, it is predominantly popular culture (the media, music) and schools from which young people can learn about what it means to be human. But culture has its own agenda (not the welfare of children), and schools were not designed to replace extended families, communities, and religions. They were designed to prepare people for the world of work; to give them the skill sets that would help them up the ladder of material success.

Parents, in increasing numbers, are seeking alternatives to mainstream educationespecially in the period of Pandemic of Covid-19 . Few could criticize the commitment to academic excellence that most schools and teachers have and work hard to actualize. But many parents realize that just learning academics is not enough, and they see young people in their communities suffering from a lack of needed learning, and society suffering as well.

Parents worry about the negative social influence they see affecting their children. Parents see themselves having less impact on their children's behavior, relationships, and attitudes than the media and marketing which directly targets children. As a result children's senses of themselves and self-images are under pressure.

It is high time to get back to our great Bharatiy tradition of bringing up and nurture children for the nation to be Vishv Guru for the rest of the nations in the World. Children's University strives its efforts in this direction through Tapovan and Vidyaniketan projects. It is the aspiration of everyone that their children should be great humanbeings and bring peace into the world. Through these projects we can bring change in education and life after all.

**Mr. Harshad P. Shah**  
**Vice Chancellor**  
**Children's University**

## **FROM THE CHIEF EDITOR'S DESK...**

### **Reminding the special days to sensitize the human race**

There are days in the year, when humankind is able to fully dedicate, celebrate and revel in the magnificence of the planet, the environment and the plethora of life that exists upon it. Along with this, these days are used as a platform to extend awareness on multiple issues that are harming the environment and causing life forms to suffer needless pain. It is desired that human beings should make it a point to actively participate and create events that will garner empathy, increase awareness and further endorse action in the direction that will help, improve and preserve the equilibrium in environment rather than simply taking advantage of it.



October is the second month in the beautiful season of autumn. There are important days in October that blot occasions like festivals and cyclic events. Some of the events in the month are more focused on the events that take place all over the world. In India National Unity day (also known as Rashtriya Ekta Diwas) is celebrated every year on 31st of October by the people all through India. It is celebrated to commemorate the birth anniversary of Sardar Vallabhbhai Patel who unified the country. National Unity Day is celebrated throughout the country with great zeal and respect for Sardar Patel.

November, the second last month of the year that has several important days to rejuvenate and reflect. 1<sup>st</sup> November is observed as 'World Vegan Day' the day that reminds the entire human race to ponder over sustainable development and sustainable living. The day reminds about respecting nature and worshiping the environment.

December month is also unique in its nature wherein the world makes the human race aware about the grave disease like AIDS and Corona Pandemic.

In all these aspects of human life the education plays a crucial role especially the emergence and co-existence of holistic education. Holistic education shapes human beings and their thought patterns to shape the spears around their existence. Education in holistic approach serves many purposes. It will empower a person to broaden his family and society. Through holistic education, it will ignite individual with the responsibility of developing and maintaining a just socioeconomic system, conserving and transmitting human heritage, take up a sensible and sensitive approach towards utilization of resources.

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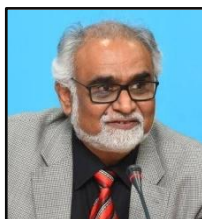
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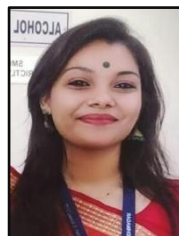
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## Positive Takeaway on Child Psychology from Indian Cinema

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### Abstract

*Children learn in part from what they see and hear, whether they imitate the actions of parents or peers, read books, or watch movies. Indian cinema has played a significant role in the entertainment of the masses in India for decades. Thus, it can be argued that Indian cinema has had, and continues to have, a great influence on the psyche of the people, and can therefore serve as a promising area in future for the study of human psychology. However, while movies are considered effective, there are limited resources for parents on how to use this powerful tool with their children and teenagers. The power of narration stimulates emotions, and these emotional reactions shape learning and behavior. Immersion into a character in a film increases empathy, which helps the viewer to live the character's experiences without having to experience the real-life consequences. The following paper will discuss: movies as positive media, the rationale for how movies influence positive character development in children and the advantages of creating children's' cinema which is positive in India. Positive aspects of each children's' film will be discussed, accompanied by discussion points and potential positive learning.*

**Keywords:** *positive psychology, positive media, Indian children's' movies, positive learning*

### Introduction

Movies are a versatile tool that serves many purposes. Movies engage the audience by acting, music and filmmaking. Besides providing entertainment, films also act as a great tool for disseminating awareness or for

highlighting certain social issues. At times, films represent society and at times project the image of an ideal society. Often audiences perceive pictures, characters and stories as having a deeper meaning beyond

the film itself; they interpret them symbolically as offering insights into human nature and society (Young, 2012). Apart from providing an aesthetic appeal and appealing to one's baser senses, film often activates one's grey matter and stimulates one's intellect. Thus, movies can provide a very potent region of research for psychologists.

Movie-watching is seen in both pedagogical and clinical settings. Cinema education is a term coined by Alexander, Hall, and Pettice (1994), which refers to the use of film in educational settings (Niemic & Wedding, 2008). Indian cinema has played a significant role in the entertainment of the Indian masses for decades. Undoubtedly, this is the most common form of entertainment in the country. The Indian film industry has always had a significant influence on Indian society, including children.

### **Childrens' Cinema**

Children's' films should be made essentially targeting children as their audience. Critics and scholars have suggested that childrens' films require special attention, treatment and care, notably when we know that childrens' films most often deal with adventure stories, social conditions and aspirations of children. A film influences children more profoundly

than adults, possibly because young minds do not have social filters in place. One can easily recall film scenes and dialogues seen in childhood. In children's' films, there needs to be a strong social message, particularly keeping the target audience in mind, to make them understand their immediate social background and also about the vulnerable, oppressed sections of their young age.

### **Positive Indian Cinema for Children**

Talking about Indian movies is indeed a challenging and contentious topic. Indian film is expected to bear many pressures on languages, cultures, traditions and social structures. However, the word Indian Film 'is a debated field and lacks unity.' The slogan - unity in diversity represents the living conditions and communities in which many languages are spoken. According to the 2001 census there are more than 10,000 raw mother tongues in India. However, only the larger language groups figure in the arena of regional film production. These are mainly Hindi, Bengali, Marathi, Tamil, Telugu, Malayalam, Kannada, Punjabi, Bhojpuri, Odia, Assamese and Kashmiri. Interestingly, the forerunners are the language sectors in which childrens' films and theatre is predominantly produced.

**Alegalu (2012)***Language: Kannada*

At the age of nine, life looks unkind to Basu and Putta — two school-going boys living in a small fishing village on the coast of Karnataka. So they plan to go to the island to find the fabled spirit, who may have the solution to their problems.

In the endearing and uncomplicated world of childhood, failing a test, facing a teacher's wrath, or confessing a lie to parents, are considered high-stakes crises. Children, always dreading the wrath of adults, concoct fake excuses or resort to crazy antics to avoid being confronted with music. Alegalu explores the apprehensions and insecurities of children with their wonderful moments of life and conveys many positive messages in the most subtle ways. Suffice it to say, this lovely little movie is going to uplift your mood.

**Halo (1996)***Language: Hindi*

It tells the story of Sasha, a seven-year - old girl without a mother, who's going to stop at nothing to find her missing puppy, Halo. During her quest on the streets of Mumbai, she encounters diverse people.

Halo is made up of many beautiful moments and memories. It is a heartwarming story about human-animal companionship. Halo is

also an ode to the city of Mumbai and its pluralism. It does use the typical childrens' movie conventions and sentimentality, followed by a bittersweet ending. Though, it is essentially an coming-of-age story, it is a fine example of what should a childrens' film comprise of — entertaining, empathetic, and educational without being a preachy.

**Paari (2000)***Language: Manipuri / Meitei*

When young Sanathoi plays the role of a Sangai fawn in a dance drama, he discovers the world of this rare, endemic species of deer in Manipur.

Paari, talks about the heart-warming guilelessness of a young boy to make a heartfelt appeal against man's intrusion in nature's balance. Since Sanathoi assumes that the Sangai he plays in the drama is the same wounded fawn that was separated from his parents, he sets out for an audience with the Sangai King in the jungle. The film beautifully

Captures the interplay of imagination and consciousness in a child's mind. How folklore and bedtime stories encourage young people to become empathized with other beings. For example, when Sanathoi hears the storey of the ancient connection between Sangai and KeibulLamjao, the

gravity of their habitat displacement hits him more strongly.

**Aw, Awkare, Aa/ A, B, C (2003)**

*Language: Odia*

This is a story about a school teacher, Mini. Her efforts to change the traditional paradigm of education are creating obstacles in her own career. Without being able to compromise, she is transferred from one school to another. Her only consolation is her childhood memory, which surfaces over and over again. At the end of the day, Mini does not comply with the current school system, resigns and begins her own school where there are no four-walls and no regimentation.

Aw AakareAa is a genuine effort that challenges the drudgery of teaching the classroom and stresses the need to harbour unorthodox ideas in the process of learning. This film represents the reform in the existing education system and envisions another very important issue — the drudgery and defeatism in the new education system.

**PatherPanchali (1955)**

*Language: Bangla*

The tale appears to be superficially insubstantial. A small boy, Apu, lives with his poor Brahmin family in rural West Bengal. His father, a priest who's lost in his dreams of writing plays and poetry, is so

feeble that he won't even ask his employer to pay back. His mother is mired in everyday activities, looking after Apu and his sister Durga, coping with the demands of her elderly father-in - law and her ageing sister-in-law and her impractical husband.

It's a film that blindsides the viewer by showing a child's perspective on the world: it's Apu and Durga 's perspective on the passing train, their discovery of their aunt's body, or their joy at the sound of the sweet-seller 's bells that captivate us jaded adults. It deals with the innocence of the mind of a child and his loyalty to his kin!

**KakkaMuthai (2014)**

*Language: Tamil*

Attracted by the launch of a new pizza shop in their neighbourhood, two young brothers from the slum are eager to taste a slice of pizza. They plan to go and get a pizza, but they get shooed away by the watchman.

It is an allegory for the huge class disparities that exist in India, showing how people are trying to benefit off from a structure that leaves no room for advancement. The film turns into a reflection on the class divide in our society and how it is manipulated by clever politicians, an allegory of the consequences of globalisation, and even a satire on the media's obsession with sensationalism. KaakkaMuttai is sure to

make you at least a slightly better person than you were before, because of the reflective power of the film.

### **Lilkee (2006)**

*Language: Hindi*

In Lilkee, we have a heart-warming tale about a poor immigrant domestic worker with the subject of class discrimination at its core. The main character is a bright young girl living in Nainital with her mother and younger sister. Like several children who are forced to enter the domestic workforce due to their poor backgrounds, Lilkee's academic pursuit is short-lived and packed to Mumbai to babysit for a working couple's infant son.

Lilkee's greatest victory is the study of social inequality and peer pressure through childrens' eyes. Some of the preconceptions in which young minds grow up are rooted — adopted from the kind of world in which they grow up. So the casual remark from an adult like a servant is filthy, low-witted and should not be socialised with, it becomes a message to the child and clouds his judgement. The reality of class division and the resultant inequality is the painful truth of Indian society in its face which is reflected through the story.

### **Anjali (1989)**

*Language: Tamil*

A heartwarming story about a two-year-old mentally handicapped girl who was kept away from her mother. She's on the verge of dying, and it's hard to see how her family copes with this unexpected trauma. Brought by the dear father who had hidden the child from birth, even from the mother, the child is obviously not usual and finds it difficult to find acceptance, as feared by the father. She winches when she's touched by her mother who longs for her affection, but she's happy to slap her.

Dr R Sathianathan, former director of the Institute of Mental Health, points out that film has an immense power to convey change.

"People with disabilities do not seek help or sympathy, and they just want compassion. Movies can effectively make a difference of attitudes and change them, without making the disabled people look pitiful," he says.

### **Stanley KaDabba (2011)**

*Language: Hindi*

It's about Stanley, a popular class 4 student at an English-medium school in Mumbai, who never carries his tiffin on some pretext or the other. He comes into contact with the Hindi teacher who pressures other teachers and students, to share their food with him. One day, he corners Stanley about why the



boy doesn't get his own food and threatens him with dire consequences.

A tear-jerk, this one is going to teach children sensitivity without you having to utter a word. It sheds light on the day-to-day life of a school boy. The narrator, Stanley, clings to your heartstrings with his indomitable spirit, while warding off the hostile universe that he is surrounded by at all times, everywhere. The film reveals how this child-soldier rises above his choking real life situation, on the way setting a template for all whiners to learn from, even emulate.

### **The Blue Umbrella (2007)**

*Language: Hindi*

The Blue Umbrella is based on Ruskin Bond's Indian novel by the same name. Set in an idyllic village in Himachal Pradesh with a population so sparse that everyone here knows everyone else, the plot is based around a beautiful blue umbrella that a little girl in the village, Biniya has acquired, much to the envy of everyone around her.

The story unfolds masterfully, at a languid pace, with plot revelations that serve to raise issues of ostracism, loss, longing, and alienation, without ever being too intense. The result is a powerful film, a fairy tale where the umbrella is the ultimate metaphor and can symbolise anything to anyone. The

umbrella stands for ambition and status, affection and greed. It wields a magic wand, creating a profound, simple tale of humanity and emotion. This film would certainly teach a kid that even a villain does not deserve brutality or judgment in life.

### **Dhanak (2015)**

*Language: Hindi*

Dhanak tells the story of a brother and sister, eight and ten years old, who traverse across Rajasthan to fulfil a promise made by the elder sister to her younger brother. The film is about a young girl heading out in search of a superstar, Shah Rukh Khan, with her younger brother, who's blind.

We all need a little sparkle and a rainbow in our lives. It's a beautiful movie about sibling-love. Reminds us of the little joys of life and teaches us a lesson in coping with our sorrows. It's a simple, unpretentious tale about how to "see the world not with your eyes, but with your heart." It also speaks of how anything is possible if you have faith.

### **Nil BatteySannata (2015)**

*Language: Hindi*

This is the story of a mother and daughter living in Agra, India. The only hope in Chanda's life is to see her daughter Apu shine. She's a maid who dreams a lot for her child. But Apu is an immature teenager who cannot fathom the sacrifices of her mother.

She 's glad to be lackadaisical. Chanda gets herself enrolled in the Apu class, and in no time is everyone's favourite.

Nil BatteySannata narrates one such story which is a reflection of similar stories in real life. As kids, we are so brainwashed to assume that if the father/mother is an accountant, it's only a matter of time for the child to follow suit. But, when the child tries to do something different, he genuinely feels bad for not following in his parent's footsteps. It is a story of never giving up on your dreams, always working hard and normalizing failure as a part of life.

### **Conclusion**

Children learn in part from what they see, whether they model the actions of parents or peers, reading books or watching movies. Parents and their children share the same and often unspoken goal — to live a "normal life"—in a state of well-being. The power of narration triggers emotions, and these emotional reactions affect learning and behaviour. Immersion of a character in a film increases empathy and helps the children to witness the character's struggles without having to encounter the real-life consequences.

Indian films have made a conscious effort to re-establish their lost heritage by reinforcing their ideals and traditions. It has also acted

as a powerful and emphatic tool to depict the social, economic and political realities of Indian society at different times. Films had a profound influence on the psyche of a typical Indian who always associated himself/herself with the central character of the film, whether he/she was a male or a female protagonist. Cinema is an important part of Indian life. As ShyamBenegal pointed out, Indian audiences are most comfortable and totally accustomed to the cinematic form. He cites Indian psychoanalyst SudhirKakar's opinion that Indian Hindi Cinema is a collective imagination or community daydream, comprising the unconscious content and latent desires of a large number of people.

Films can be an excellent source of moral and social lessons, particularly with regard to children. Every form of life is valuable and deserves respect and such important messages are expressed without preaching or condescension. In one major meta-analysis of cinema viewing, exposures to prosocial content had positive effects at least as high as the negative effects of exposures to violent-scene shows (Mares & Woodard, 2005). Mares and Woodard continue to assert that the pro-social effects of audiovisual media content could be much more important than the negative effects of

exposure to violent content, since current societal norms support pro-social behaviour. In other words, children are likely to obtain more supportive rewards for imitating prosocial or altruistic actions, such as congratulations or smiles (Grusec, 1991).

about change — both social and behavioural. Also based on Bandura's Social Cognitive Theory (1977; 1986), E-E is most useful to instill health prevention behaviors and increased self-efficacy (or self-control) in children.

In addition to the use of films for educational purposes, films can be used for psychotherapy or cinematherapy (Berg-Cross, Jennings & Baruch, 1990). A child's favourite film can offer clues about his/her conflict (Greenberg, 2009). Prescribing films may provide the child with a fictitious distance to externalise either problems or solutions so that the child can achieve non-threatening behavioural changes (Dermer & Hutchings, 2000). Three phases are proposed: assessment, then implementation, followed by debriefing. When using movies therapeutically, it remains important to determine strengths and match children to movies that are good fit. Reactions subsequently necessitate discussions to better analyze the desired outcomes.

Entertainment-Education (E-E) is yet another form of film-promoted education that refers to the placement of educational messages in entertainment media (Singhal & Rogers, 2002). This approach uses film as a means of disseminating ideas that can bring In this manner childrens' cinema in India can be evolved to better suit the needs of the current generation keeping in mind the present social, psychological, cultural and emotional scenario.

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## Implications of Practicing Pedagogy of Happiness in Schools and Curriculum

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### ABSTRACT

*Happiness and sustainable happiness have been the thrusts of discussions for the last couple of decades. Since learning and memorization happen in a relieved state of mind, happiness has its on significance in school settings. Practicing happiness through school curriculum is also highly significant. Globally, there are many experiments in the pedagogy of happiness to ensure better studentship and sustained and comfortable learning. The author highlights the need for happiness pedagogy in this article. Gross National Happiness Index, as a measure, looks into the overall happiness index to test the comfortability in the learning environment with the Psychological wellbeing, health, usage of time, education, cultural, diversity, good governance, community vitality, ecological diversity and living standard. It is undoubted to opine that a well-designed pedagogy is essential for happiness in the institutional settings. Happiness pedagogic practices of select countries are also summarized in this write-up.*

**Keywords:** *Happiness, pedagogy of happiness, happiness index, teaching for happiness, curriculum*

### Introduction

#### 1. Happiness and related Concerns

Happiness is a collection of positive emotional states with optimism, thinking positively, and the perception of the personal wellbeing of the individual (Diener et al., 1999; McCrae & Costa, 1991). As we know, happiness is determined by lots of external factors like home, schools, peer group, society, exposure to media and etc. I opine that similar to family,

school has also have a decisive role in making the stakeholders comfortable and satisfied. A happy school environment becomes an effective environment for the learning experience as well as for developing talents and experiences of the students, which increases their potential positively and may contribute in their further development (Ale Yasin, 2001). In this context, UNESCO has launched “The Happy

Schools Project” in 2014 intending to promote happiness in the school environment through enhanced learner wellbeing and holistic development. However, the outcome of the project was published in 2016, and the report features 22 criteria under three broad categories: People, Process and Place. Positive psychology has been coined with the terms ‘science of happiness’, with creativity, perseverance, kindness and teamwork, and explains the relationship between education and wellbeing also defined with the double helix of academics bonded with character and wellbeing.

Furthermore, happiness is a collective process obtained through friendships and relationships, though education is considered as holistic and multi-dimensional and lead to happiness within itself and around (UNESCO, 2017). Carol Ryff postulated six different dimensions of wellbeing are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth, and happiness (1989). Although the schools should not be devalued or reduced with difficulty and challenges around the school environment, nor the school should become centers for therapy, counseling or with psychiatric support

(Schoffham&Barnes,2011). Similarly, Fredrickson’s broad band build theory explained the positive emotions such as happiness, and it broadest thought process and allows to create psychological resources, and the positive emotion have a decisive action on our thinking process (2000). How does the happiness can be instructed, imparted, or taught? Is it practical?

The term ‘Pedagogy’ is defined as the scientific investigation into educational and process of learning (Array,2014). However, Apple (1982) described it as the educational settings that considered as institutions where state ideologies are developed and implemented. Education considered to be that binds the dimensions pillars, though the pedagogy of happiness believed to be the primary source of education, however, education a pre-requisite for achieving cultural, economic, and broader social goals that develop a nation is an essential factor that unites entire world (Karma.et.al, 2012; RGoB, 2013; Bhutan, 2013; Tshomo, 2016).

Moreover, Nell Noddings (2004) explained the connection between happiness and education, though, life-long learning is considered as one of the components of Taylor’s graduate capabilities as the students

accept changes and view methods in teaching as well as learning. Happy people are more encouraged to provide and accept new ideas which help and motivate them to accept changes and teach and assist the students in the best way as possible. However, happy teachers alone will not constitute to a better environment, though the students who engage in difficult situations and tasks should think deeply about the issues and develop problem-solving skills according to the level, and it is another fundamental approach for a happy learning environment (Seligman, 2002; Post, 2005). Notably, the 'Happiness Model' also known as 'The Hamburger Model' Ben-Shahar explained four significant archetypes: Nihilism; as no pleasure or reward expected from life, Hedonism; expect pleasure and comfortable life without thinking of future, Rat Racing; sacrificing the present for a better future, and happiness; a balance between current pleasure that benefits the future (2007). The human brain works better, and the creation of new ideas and productivity occur due to happiness (Achor, 2010); however, the PERMA Model on wellbeing theory expounds that of happiness that develops from the positive emotions and relationships, engagement, meaning, and accomplishment (Seligman, 2011). Similarly,

for a happy school environment, the reduction of scheduled time-table, life skills training, performing activities, promotion of talents, creativity and innovations, employing skilled teachers and staffs, and students involved in academic works are necessary on reducing the level of anxiety while improving their happiness (Sadeghi, 2006; Talebzadeh & Samkan, 2011).

As the fundamental international principles, learning to know, do, to be, and to live together are considered to be mandatory for enacting learning (UNESCO), have colourful impact on the progress of the learner. Besides, the World Happiness Report on 2015 elaborately explains that consideration of the wellbeing of the learners develops better learning outcomes and more extraordinary achievements in the learner's world (Helliwell et al., 2015; Layard & Hagell, 2015). Generally, Gross National Happiness Index measures the overall happiness index in both teaching staffs as well as students to remain happy in teaching as well as in the learning environment with the Psychological wellbeing, Health, Usage of time, Education, Cultural, Diversity, Good Governance, Community Vitality, Ecological diversity and living standard



(Applasmayetal., 2014). Positive Psychology, however, the promotion of happiness and wellbeing, highlights the strengths and motivation that enhances the learning through education develops happiness and wellbeing of the students(Seligman & Csikszentmihalyi, 2000; Seligman, 2002;Chen&Mcnamee, 2011; Zabihi.et.al, 2015).The promotion of the wellbeing of individuals depend on the vital elements that consist of their improvement in mental health, social relationships, safety, human rights, balance in their work-life and family life as well as emotional competencies should be taken into consideration in the educational settings(Francis,2007;Goody,2001;Matthew s,2006;Radjaet al.,2008;Spence,2003).Moreover, the vital life skills that emphasized by the World Health Organization included with improved psycho-social and inter-personal. Nevertheless, Delors' report (Delors.et.al,1996) explains the four educational pillars which are learning to be, learning to know, learning to live together and also learning to do (Zabihi&Ketabi,2013).

School children face many challenges in life sometimes it leads to an alternative effect to problem

behaviours(Weissbergetal.,2003) due to lack of happiness the personality growth of children affects their intelligence, cognitive skills, creativity as well as their educational achievements(Guilherme&De Freitas,2017;Salavera.et.al,2017). In the environment of education, the students, teachers, parents, principals and staffs became the influential persons that develop psychological growth of children, especially on the emotions. However, school's main component depends on the positive attitudes of the teachers, and their attributes such as kindness, enthusiasm and also being creative, nevertheless, the quality of life of children depends on the peer influences (Lee&Lee,2014).Pedagogic modalities for happiness will definitely control the scene by minimizing the issues and problems at the schools and classrooms level and at the level of their broader social life.

The World Happiness Report release severy year, and the origin of the idea of Happiness Index begins with the Bhutanese Gross National Index, which mainly focused on the factors such as wealth, comfort and economic growth. The term Happiness Index was coined in 2012 by the World Happiness Report. The Gross National Happiness(GNH) measures the total of economic output and the net environmental

impacts, spiritual and cultural growth of citizens, mental and physical health, and the strength of the corporate and the political systems. However, the World Happiness Report of 2019, Nepal is ranked as 100st among the 156 countries, which was released in the NewYork based United Nations sustainable development network. Finland is ranked as the top happiest country with 7.7 scores followed by Denmark, Norway, Iceland, Netherlands, though South Sudan appears at the bottom with 2.8 scores (Zurick, 2006; Acharya.et.al, 2020). As per the South Asia survey, Nepal ranks third after Pakistan(67<sup>th</sup> globally) and Bhutan (95<sup>th</sup>), Bangladesh(125<sup>th</sup>), Sri Lanka(130<sup>th</sup>), India(140<sup>th</sup>) and Afghanistan (154<sup>th</sup>) are included in the fourth, fifth, sixth and seventh in SAARC region. The Maldives was included in the survey. Thus, it is significant that good education equips children with skills and strengths and helps the children to cope with the obstacles with the help of education. Furthermore, it is suggested that education increases the happiness of the children(Hartog& Goosterbeck,1998;Uusitalo-Malmivaara,2012). How the happiness is practiced in school settings? What is the global trend? A few initiatives, globally, by

select countries, are detailed out in the following discussions.

## **2. Pedagogy of Happiness: Practices across the globe**

### ***a. Happiness Pedagogy in Finland***

Education in Finland considered as a public service; however, the general education, vocational education as well as higher education are done free of charge. The state mainly focuses primary as well as secondary education, and the local authorities and the university education has been financed by the government (Maatta& Uusiautti,2012). Schools in Finland are maintained brightly with a clean environment. Furthermore, teachers have professional dignity, capable of making their own decisions on how to teach their students and help the children on learning rather than pressurizing them with the latest programs or hectic curriculum. They consider highly educated professions with massive experiences(Sahlberg,2015). Although, Finnish educational system implemented early childhood education (ECE) as a positive pedagogical practice that focuses on the Teacher-child relationship, positive learning experiences, support for children's autonomy, and relationships among children and adults. Furthermore, the implementation of positive pedagogy has acquired

information about children's behaviour and interest, and it is effective with well experienced and aged teachers in the field (Ranta et al., 2020).

### ***b. Indian Practices of Happiness in Curriculum***

National Curriculum Framework (2005) explains the education as a liberating process for the learners, a process of self-discovery, and the understanding of oneself. Nagaraj (1999) proposed a model for happiness which consists of four dimensions involving material, behavioural, intellectual and experiential aspects, merging into a 'happiness triad' (Sisodia, 2019).

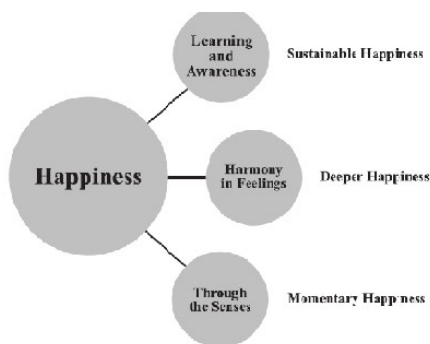


Figure 1

source: Happiness Curriculum 2019, SCERT

Through our senses contribute to the five senses of our system so that we can observe and experience them through the senses. Hence happiness is obtained from a few seconds to a couple of hours can be referred to as 'Momentary happiness'. Feelings in relationships focus on affection, gratitude, respect, these feelings establish the value of

a relationship called values. Moreover, happiness stays with us for a longer time than through the senses, which are known as 'Deeper Happiness'. Learning (change in behaviour according to constructive understanding) and Awareness explains the experience when we solve a problem, learning something new. Furthermore, understanding the concept or some meaning which stays for a much more extended period and this is known as 'Sustainable Happiness' with clarity in thoughts, a more profound understanding of one-self, being mindful, purpose and interconnection in our living (Mittal, 2019; SCERT, 2019; Khan & Jabin, 2020).

### ***c. United Arab Emirates and Happiness Pedagogy***

Quality of life for nationals are the oil revenues which help the individuals to build and support the pensions and employment schemes as well as education, housing, health, recreation and finance of the country. Happiness education is modern as well as adopting the traditional ways of both cultural and religious strengths (Findlow, 2000; Lambert, 2008). The First world happiness Report which scores with wealth, economic activity, social relations and also public welfare gave UAE the position of the seventeenth happiest

country(Khwaja,2012) which increased to the fourteenth position in the recent era(Helliwell.et.al,2012;Lambert & Pasha,2015). Badrietal., (2018) explained that happiness on students depends on the gender, age, nationality, the type of school they are studying and the rest; furthermore, home-school climate as integrated with family, an increase in children's happiness has been found and enhancement of school excellence, and satisfaction progress with the development.

#### ***d. Denmark for Happy Children***

According to Dierneretal. (2009), Denmark ranks in the top three happiest nations in the International surveys of well-being (Gallup World Poll,2007;Inglehart and Klingemann,2000). Berntsson and Kohler (2001) showed an increase in the quality of life of children from 1984 compared with the quality of life in Norway and Sweden. Dierner et al. (1995) displayed the increased score of Denmark on civil rights and individualism. Nevertheless, Vogel (2002) signifies that Denmark is a country which comes up with low-income inequality, low poverty with high welfare expenditures. However, the education policy of Denmark clarifies the current situation of the educational system to promote it to the next level for the development of the nation.

As an exceptional policy for the development of language, a mandatory assessment was developed for the three-years-old to identify language problems at the early stage together with their comfort and happiness (Pont et al., 2014)

#### ***e. Happiness Practices in Sweden***

The convergence on higher education and pedagogical training serves as a most prioritized concern in the country, though the development of higher education training proceeds to maintain professionalism. For 25 years, higher education has formed a dramatic transformation. This quality of educational system provides a valuable lesson for the professionalism of teaching for other countries as teacher training is mandatory in higher education (Hanburyetal.,2008;Trowler &Bamber,2005).In Sweden schools, National Curriculum to provide equal education to all the students independent of gender, class and ethnicity. Schools also should make sure that they provide education to all the students irrespective of any special needs. Furthermore, the system concentrates on the health, wellbeing, peculiarly, happiness of children as it considered as the essential aspect of life, though teacher training amalgamates on the

skills to provide betterment of students (Backman, 2016; Ödalen et al., 2018).

### 3. Conclusion

However, the pedagogy of happiness is associated with positive psychology and education. The structure of the learning environment with positive emotions, engaging the teachers and students actively in the learning environment develops happiness which forms a product of the Gross National Happiness in the educational environment which is inevitable for learning a balanced life. Notably, it provides a positive impact on both teachers and their disciples with a happy environment in their life and it ensured their mental health and hygiene in an improved fashion. Plus, the development of new ideas as well as coping with the obstacles improves the overall growth of children. Most countries elaborately plan to activate positive education upon children. Unfortunately, much of their policy continues to grow inside the box of obstruction. Fundamentally, education is an imperative procedure, with a festive atmosphere, all-embracing growth of children facilitates to the utmost further enabling the growth of nations. It is suggested that all the curriculum should have specific planned elements of happiness in it as a flavor.

Considering the contextual specialties and vibes of the local culture, teachers have to demonstrate specific pedagogic modalities to ensure specific levels of happiness among the learners. Participatory planning will definitely help in designing the same. Happiness is to be trained over all. Let us design happiness instilled schools in near future with no worries with sustainable goals.

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## **A Study of Effect of Mindfulness on the Job Performance of Employees in Educational Organizations of Mumbai**

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### ***Abstract***

*The Multidimensional perspectives of mindfulness in the work context is increasing as organizations constantly face challenges such as competition, high burn-outs, emotionally draining work roles, fake expressions, decision biases, emotional exhaustion, task and contextual performance, technological and informational changes, globalization and cultural diversity. This study is conducted to examine the effect of Mindfulness on the job performance of employees in Educational Organisations of Mumbai on selected variables. Mindfulness is simply being attentive and aware of what is happening right now without thinking if it would be different. The objective is to study the effect of mindfulness on job performance of employees in educational organisations of Mumbai. To achieve the objectives, data was collected probing the aspects of Mindfulness related to the job performance. The data was analysed through calculating Mean, SD, t-test, ANOVA. It was concluded that Salary, Marital status and Gender has significant effects on job performance of the employees in educational organisations of Mumbai. Overall comparisons reflected that Divorced employees are found to be more mindful than single and married employees.*

**KeyWords:** *Mindfulness, JobPerformance, Educational Organisations, Demographic profiles.*

### **Background**

Mindfulness in the workplace is an important innovation for a wide range of reasons but particularly in three key areas: Wellbeing,

### **Relationships**

and Performance. When individuals and teams routinely engage with each other, mindfulness becomes a social norm and practices become

processes and routines that turn entire work places into mindful organizations to be able to perform more reliably than other comparable workplaces. Everyone is racing around at super speed and is afraid to slow down eventually living this way, we miss the actual life we are living. It is the opposite to being absent-minded or being overwhelmed by thoughts of what happened in past, what needs to be done, or what should have been done, feeling of anxiety, fright and like life is slipping away, has no meaning and is out of control. Many companies started to tutor their employees in mindfulness to meet corporate objectives and commercial profit. Mindfulness level becomes one of essential parameter while selecting the right candidate for the right position during recruiting process and in this way, make an immense difference in workplace related psychology.

### Conceptual Framework of the Study

The word Mindfulness was used by Brahmans in the sense of memorizing the Vedic scriptures. Mindfulness is a way of paying attention that originated in Eastern meditation practice, the Buddhist Zen practices. It is nowadays used to describe a psychological trait or a practice of cultivating awareness about the surrounding environment. This term "mindfulness" is a translation of the Pali term "sati" that means memory or being thoughtful meaning constant presence of mind. It is a Sanskrit equivalent of sati, smṛti, originally conveyed the meaning "to remember", "to recollect", "to bear in mind". The term mindfulness commonly refers to a psychological state of awareness—a moment to moment awareness of one's experience without judgment. **Mindfulness is the awareness that arises through "paying attention in a particular way: on purpose, in the present moment, and non judgmentally".** (Kabat - Zinn, 1994, p.4).

**Components of Mindfulness:** The terms *attention* and *awareness* are important components of Mindfulness that improves stability, control, and efficiency. It is a two-dimensional construct composed of awareness of one's experience and the concomitant acceptance of that experience. The four mindfulness skills were found as observing, describing, acting with awareness and accepting without judgment.

**Review of Related Literature:** A few pertinent studies conducted in the present decade have been reviewed here. Williams et al. (2007) conducted meta-analyses of multiple dimensions of compensation satisfaction. An examination of 213 samples from 182 studies yielded several interesting findings among four dimensions of compensation satisfaction (pay level, pay raises, benefit level, pay structure and administration satisfaction), and found that the three dimensions

related to direct pay are highly related to one another. The relationships between benefits and the three direct pay dimensions were modest.

Shao, R., & Skarlicki, D. P. (2009) examined whether mindfulness was related to performance among a group of MBA students (N = 149). The results show that mindfulness interacted with gender to predict performance. Specifically, the positive association between mindfulness and performance was stronger for women than for men. Implications and future directions are discussed.

Glomb et al. (2011) argue that mindfulness confers superior *self-regulation* of behavior that shapes workplace functioning. They suggested that being mindful helps employees in self-regulating their behavior to achieve better social relationships, enhanced well-being, and higher task performance.



Erik Dane and Bradley Brummel (2013) surveyed 98 servers in restaurant chains in Southwest America to assess their level of mindfulness at work, measured their engagement, energy level, and dedication at work to rate the servers job performance. They found that Managers rated servers with higher mindfulness scores as having better job performance. Workplace mindfulness contributed to job performance independently of how engaged servers are in their work. While workplace engagement and mindfulness are similar concepts—both likely direct attention to work-related tasks—the researchers think that workplace engagement likely enhances positive feelings, while mindfulness boosts cognitive resources and breadth of attention to help people juggle many events at once.

Reb et al. (2014) measured the influence of leaders' mindfulness on employee well-being and performance. 96 supervisors and

their subordinates participated on a voluntary basis as part of a larger study involving additional measures. They found leaders' trait mindfulness was positively associated with employees' work-life balance, job satisfaction, citizenship behaviors, and job performance and negatively related to employee exhaustion and deviance; psychological need satisfaction mediated many of these associations. The results suggest a potentially important role of leading mindfully in organizations.

**Need of the study:** A review of related literature reveals that studies have been conducted highlighting mindfulness as an important variable in the work context such that the results could be transferred to the work area. The study was needed to carefully examine the role that mindfulness might play in the performance of individuals at work, importance of salary, marital status and gender factors in managing job performance were also examined.

**Statement of the Problem:** A study of Effect of Mindfulness on the Job Performance of Employees in Educational Organizations of Mumbai.”

**Objectives of the Study:** The study was undertaken with the following specific objectives:

1. To study the demographic profile of mindfulness of employees in educational organisations of Mumbai in terms of their gender, status and salary.
2. To study the effect of mindfulness on job performance of employees in educational organisations of Mumbai.

**Hypothesis of the Study:** Following hypotheses were formulated:

1. There is no significant effect of Mindfulness on the Job performance of male and female employees.
2. There is no significant effect of Mindfulness on the Job performance of high and low salaried employees.
3. There is no significant effect of Mindfulness on the Job performance

of single, married and divorced employees.

**Operational Definition of the key terms**

1. Mindfulness is indicated by total scores of professionals on the scale administered by the researcher.
2. Job performance is the expectation of quality and quantity to perform the particular job well determined by time, motivation, will and ability of the individual employee.

**Methodology of the Study:**

Descriptive Survey method was used for the present study to study the Mindfulness of employees on the job performance. Hypothesis testing was also conducted to predict its effect on selected variables. The study variables are neither controlled nor manipulated. The data was collected from survey conducted through the tool which was distributed manually to respondents.

**Sample for the Study:** The present study was conducted on total sample of 200 Male and Female working

professionals of colleges of western regions in Mumbai. For the purpose of the study, the participants were divided into two groups, top and lower management levels. Data is collected from respondents across all age, sex, status and income groups to gain insights into their work preferences.

**Scope and Delimitations of the Study:** The present study was delimited to 200 professionals of western Mumbai and there was a time constraint to this project as it has to be completed within 1 and a half months.

**Tools used for the present study:** Mindfulness was measured using 15 item **Mindful Attention and Awareness Scale (MAAS)**, trait version to gather information regarding levels of mindfulness developed by Brown and Ryan

(2003). MAAS consists of questions which are answered on 6-point Likert-type scale coded 1 = 'almost always' and 6 = 'almost never'. Items were scored such that higher values indicate higher mindfulness. The Cronbach for this scale was .95. Higher scores reflect higher levels of dispositional mindfulness. Those scoring higher in mindfulness have higher levels of pleasant affect, higher self-esteem, optimism, self-actualization and lower levels of neuroticism, anxiety, depression, and unpleasant affect.

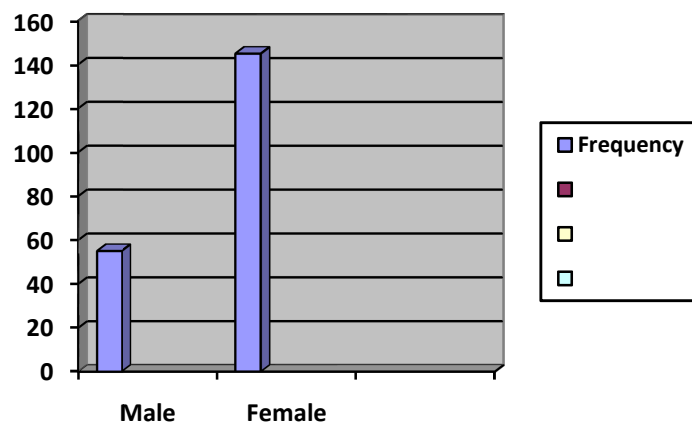
**DATA ANALYSIS:** In the present study, the researcher carried out the descriptive analysis. A total of 200 valid responses were obtained from the distribution of questionnaire, giving the total percentage of responses rate of 100.0%.

**Table 1: Demographic Profiles of the Respondents**

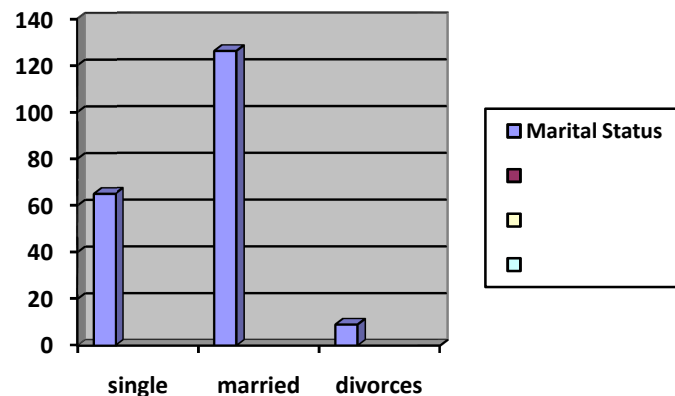
Demographic Variables	Categories	Frequency (200 Respondents)	Percentage (%)
Gender	Male	55	27.5

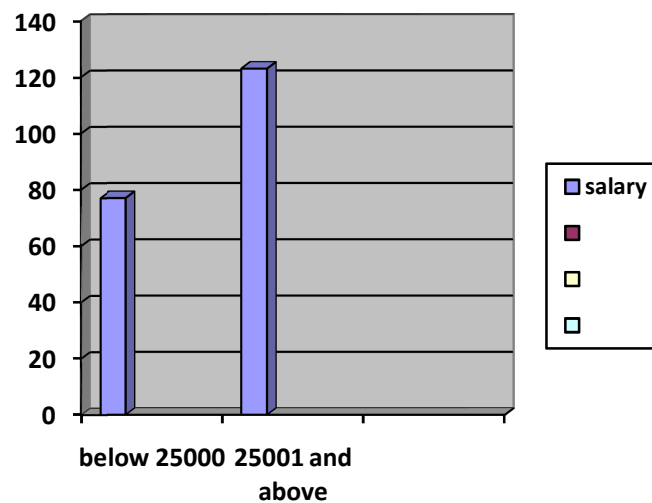
	Female	145	72.5
Marital Status	Single	65	32.5
	Married	126	63
	Divorced	09	4.5
Salary	25000 and below	77	38.5
	25001 and above	123	61.5

The respondents comprised mainly of females, 145 respondents (72.5%) and 55 males 27.5%. As for respondents marital status, 63% or 126 respondents were married, while 32.5% or 65 respondents were single and 9 respondent (4.5%) were divorced. In term of salary, 38.5% earned salary 25000 and below, 61.5% earned 25001 and above.



**Figure1: Gender of Respondents**



**Figure2: Marital status of Respondents****Figure 3: Net salary of Respondents**

**Verification of Hypotheses 1:** The hypotheses reads: There is no significant effect of Mindfulness on the Job performance of male and female employees. The technique used to test this hypotheses is t-test. The table 3.4 shows the relevant statistics:

**Table 2: Significance of t-value of Mindfulness Scores of male and female employees**

Variable	Group	N	df*	Mean	SD	t ratio	Table Value		LOS**
							.05	.01	
Mindfulness	Male	55	198	84.40	14.14	5.83**	1.97	2.50	S at 0.01 level
	Female	145		98.40	19.42				

df\* - degrees of freedom; LOS\*\* - Level of significance; S= Significant; NS= Not Significant.

**Interpretation:** From the table, it could be observed that the calculated  $t = 5.83$  is greater than the table value of 2.50 at 0.01 level. Hence the null hypothesis is rejected.

**Finding** – There is significant difference in the scores of male and female students. Hence, it can be inferred that the female professionals possessed significantly more Mindfulness as compared to their male counterparts.

**Verification of Hypotheses 2:** The hypotheses reads: There is no significant effect of Mindfulness on the Job performance of high and low salaried employees. The technique used to test this hypothesis is t-test. The table 4.3 shows the relevant statistics.

**Table 3:Significance of t-value of Mindfulness Scores of high and low salaried employees**

Variable	Group	N	df*	Mean	SD	t ratio	Table Value		LOS**
							.05	.01	
Mindfulness	High salaried	77	198	92.90	19.89	2.85**	1.97	2.50	S at 0.01 level
	Low salaried	123		85.20	18.29				

df\* - degrees of freedom; LOS\*\* - Level of significance; S= Significant; NS= Not Significant.

**Interpretation:**From the table, it could be observed that the calculated  $t = 2.85$  is greater than the table value of 2.50 at 0.01 level. Hence the null hypothesis is rejected.

**Finding** – There is significant difference in the scores of students with high salaried and low salaried. Hence, it can be inferred that the professionals with high salaried possessed significantly more mindfulness as compared to low salaried.

**Verification of Hypotheses 3:** There is no significant effect of Mindfulness on the Job performance of single, married and divorced employees. The technique used to test this hypotheses is ANOVA. The table 4.5 shows the relevant statistics:

**Table 4: ANOVA Summary of Mindfulness Scores of the Professionals**

Variable	Source of Variation	SS	df	MSS	F RATIO	P- Value
Mindfulness	Among Means	3230.55881	3	1075.8895	<b>7.21</b>	0.000129
	Within Groups	29280.9112	195	149.3924		
	Total	32511.58	199			

*SS- Sum of squares; df - degrees of freedom; MSS-Mean sum of squares*

*(The table value at 0.05 level=2.58; at 0.01 level is 3.95).*

**Interpretation** - The calculated F value is 7.21 which is found to be very high than both the table values at .01 and .05 levels. Hence the null hypothesis is rejected that there is no significant difference in the means.

**Finding** - Here we find that there is a statistical significant difference in the mean Mindfulness score among the three groups considered.

## RESULT AND DISCUSSION

The aim of this research was to study the effect of Mindfulness on Job performance of employees. Research suggests following:

### 1) Mindfulness and Gender:

Representation of each group can be seen in Table 2. Women are represented by 145 responses and men by 55 responses. The tests for normality of distribution and homogeneity of variance for both samples were confirmed. The variable gender has only two categories, hence t-test for

independent samples can be applied. The t-test for independent samples revealed statistically significant differences between male and female gender. In the sample, women scored significantly higher in mindfulness than men; women ( $M = 98.4$ ,  $SD = 19.42$ ) and men ( $M = 84.4$ ,  $SD = 14.14$ ),  $t(df=198) = 5.83$ ,  $p < 0.01$ . Although, what are the reasons of women being more with mindfulness than men, even a first look at such findings suggests, that women and men differ in the level of mindfulness. Not only the samples vary in which female

gender scores higher in mindfulness, moreover, the samples differ statistically. To conclude such findings, the role of gender significantly varies among individual groups. The results indicated that group with more mindfulness was associated with fewer Post Traumatic Stress Disorders, depressive symptoms, physical symptoms, and alcohol problems.

**2) Mindfulness and Salary:** From the demographics, in the original version of the questionnaire the respondents were allowed to choose from 2 different levels of salaried according to what was the lowest and highest one. The options were chosen in aim to fit both categories and therefore the responses were easy to match. Subsequently, these groups were reduced to 2 salaried category, as High and Low. High Group is represented by 77 responses and Low group by 123 responses. Normality of distribution was confirmed, as well as

homogeneity of variance for both samples, t-test tested the effect of level of mindfulness in the general sample. The relationship of salaried and mindfulness was positive and statistically significant, in the sample, High salaried ( $M = 92.9$ ,  $SD = 19.89$ ) and Low Salaried ( $M = 85.2$ ,  $SD = 18.29$ ),  $t(df=198) = 2.85$ ,  $p < 0.01$ . The effect of mindfulness on the job performance of high and low salaried employees was significantly different. Salary was found to have positive relationship with job performance as examined by Williams and McDaniel in their meta-analysis in 2007. So it is expected that an individual pay difference causes the significant effect on their job performance. It was seen that employees who are more satisfied with their pay rated higher in job performance than did those who were less satisfied with their pay. The higher the employees believe that their co-workers are being paid, the less satisfied they will be with their on pay. Employees develop personal standards of



comparison that are based on the minimum salary they consider acceptable, the pay they believe their job deserves and on the amount they think co-workers are being paid. Thus, Job performance with pay is determined by the discrepancy between standards and actual salary and an important factor in pay satisfaction is its perceived equity and relationship to job performance. This result indicates that being more mindful lowers the anxious and depressed symptoms caused by daily stressors. Mindfulness might be considered a protective factor.

### **3) Mindfulness and Marital status:**

Another assessed demographical attribute was marital status. The original answers of participants were re-grouped to three groups, as follows:

i) Single ii) Married iii) Divorced

The biggest group is created by 126 individuals who are married. Single group is represented by 65 individuals, and divorced group consist of 9 responses seen in Table

3. The distribution was confirmed as normal and homogeneity was not violated. To examine the effect of various marital statuses on the level of mindfulness, analysis of variance was conducted. The analysis revealed statistically significant difference between groups with different marital status  $F(199) = 7.21, p < 0.001$ .

In the general sample, those who identified their marital status as “divorced” scored significantly ( $p < 0.01$ ) higher in mindfulness, than all other groups. Differences between the group of singles and other groups were not statistically significant, however, the group of singles scored lower than all other groups. Not being in a relationship is a predictor of lower level of mindfulness, compared to individuals who are married or divorced. Surprising result appeared for the group of divorced individuals, who scored significantly higher in mindfulness in comparison to other groups. Such result can be explained in the way, that encounter

of difficult situations through lifespan leads an individual towards deeper revision and contemplating about their action and thoughts. The analysis of variance, examining the effect of different marital statuses on the level of mindfulness, revealed statistically significant difference between measured groups. The results that divorced being more mindful indicated the less stress he/she perceived in his/her daily life and the less use he/she made of emotion regulation strategies such as rumination and catastrophizing. Above results suggests positive relationship between mindfulness and job performance (Dane & Brummel, 2013; Reb et al, 2015).

### **Main Findings of the Study**

1. The female professionals possessed significantly more Mindfulness as compared to their male counterparts.
2. The professionals with high salaried possessed significantly more mindfulness as compared to low salaried.
3. There is a statistical significant difference in the mean Mindfulness

score among the three groups considered i.e. Single, married and divorced.

### **Educational Implications of the Study:**

This study contributes to emerging body of research focusing on the effect between mindfulness and job performance. Nowadays job performance has become a major problem for employers as well as employees especially for those who are working in big organizations and companies. There are many factors or issues, which causes employees to perform poorly at their job. Job performance is the main influence to variations in employee's commitment, absenteeism and turnover levels. The working environment also can affect employee performance such as stress, salary, workload, and immediate supervisor support and career advancement opportunities. So, the implication of these studies is to help the employees to match between their characteristics of the job and their individual needs to be

satisfied with their job. This could also help the management to understand the employees needs better and the organizations will have lesser problems in absenteeism, less turnover; employees would give their best job performance and would show more loyalty. The importance of stress, salary, workload and work environment factors in managing job performance were proven based on the data analysis. The investigation of mindfulness could now be integrated in the process of personnel selection. Furthermore, organizations should support regular mindfulness practice at the work place and should moreover offer regular mindfulness trainings. By investing in trainings, organizations foster the cultivation of mindfulness as a quality of consciousness that is positively associated with contextual performance and well-being at work.

**Suggestions for Improvement:** The role of mindfulness in decreasing negativity and enhancing positive outcomes in many essential domains

of life includes mental health, physical health, behavioural regulation and interpersonal relationships. For further research a study would be recommended with a long-term experimental design to investigate the effect of mindfulness on performance related variables using various objective and subjective criteria. It would be meaningful to simultaneously use self-reports of job performance and objective performance criteria and analyze how they are differently impacted by mindfulness. The present study brings in to limelight several issues in which further research can be undertaken.

### **Conclusion**

Organizations and Institutions have started to pay more attention to mindfulness in research in the past 10-15 years. By having knowledge and understanding on this research study, it could help many educators, counselors, and psychologist to design and develop proper intervention program to reduce psychological problems among

professionals who could benefit from the study. Information and ideas gained from this research could help them to face, manage, and handle the psychological issues on various variables.

To conclude it, is to say that mindfulness is not a universal panacea but it is a powerful intervention. Rather than worrying about what has happened or might happen, mindfulness trains us to respond skillfully to whatever is actually happening right now, be that good or bad. This includes paying close attention to inner states such as thoughts, emotions and physical sensations, as well as to what is happening in the outside world. Paying attention to your own thoughts and feelings, and to the world around you—can improve one's mental wellbeing.

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## Self Concept as Moderator of the Relationship between Mental Ability and Scholastic Achievement in High School Students

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### Abstract

*The present study was conducted on a sample of 300 (150 M, 150 F) students of high school from Varanasi, with a view to assess gender difference in scholastic achievement, to find out relation of self-concept and mental ability with scholastic achievement, and to ascertain whether self-concept moderates the relationship of mental ability and scholastic achievement or not. Scholastic achievement was measured on the basis of an average of marks obtained in previous three annual examinations. To measure mental ability and self-concept, Verbal Test of Intelligence (Asthana and Verma, 1989) and Mohsin Self-concept Inventory (Mohsin,1979) were administered. Obtained data were analyzed with the help of t-test, coefficient of correlation (r) and moderated regression analysis. Findings revealed that there was a significant difference in male and female students regarding their scholastic achievement. Girls were better than boys in academic performance. Mental ability and self-concept both were positively and significantly related to scholastic achievement Moderated regression analysis as well as sub group analysis revealed that relationship between mental ability and scholastic achievement is moderated by self-concept.*

### Introduction

Nothing succeeds like success is a psychological advice to increase the ability of achievement among students. Psychologists to a large extent bothered about

improving the vim and vigor of the learner.

Education has always been concerned with the prediction of scholastic achievement. Psychologists have termed it as 'Educational Forwardness',

‘Educational Backwardness’, ‘Academic Achievement’, ‘Scholastic Backwardness’ and so on, which refer to the scores obtained in the annual examination by a student, i.e. the end product of a student’s whole year labor. Crow and Crow (1969) defined scholastic achievement as ‘the extent to which a learner is profiting from instructions in a given area of learning, i.e. achievement as reflected by the extent to which skills or knowledge has been acquired by a person from the training imparted to him. Forecasting of performance of school and college students is a problem of obvious importance in education.

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Researchers have tried to unveil the influence of psychological factors in increasing vim and vigor in the form of achievement. Among these factors intelligence has come forth as a prominent correlate. Intelligence test scores have been found to be fairly good predictors of success at school and college levels. The role therefore, played by intelligence in scholastic achievement has been studied frequently (Lassiter et al., 1995; Newsome et al., 2000; Busato et al., 2000; Farsides and Woodfield, 2003; Gurubasappa, 2005; Mayes and Cathoun, 2007; Deary et al.,

2007; Tomporowski et al., 2008; Kpolovie, 2016; Naderi et al. 2016).

There are investigators who hold the view that mental/intellectual ability is a primary determinant of collegiate achievement. On the contrary, such a view has been repudiated convincingly by a large number of investigators in recent years. Stagner (1961) observed that the relation between intelligence and scholastic achievement was dependent upon certain personality factors, in as much as wide differences were observed between intelligence and scholastic achievement of adjusted and maladjusted students (Gurubasappa, 2005). Here one personality variable, i.e. self-concept has been taken into consideration which may intervene the relationship of mental ability and scholastic achievement. Self-concept comprise of one’s physical appearance, belief convictions, values, attitudes, thoughts and feeling which cover a major aspect of personality.

The present study aims to find out gender difference in scholastic achievement and its relationship with intelligence and self-concept. The study also aims to ascertain the moderating effect of self-concept on the relationship between mental ability and scholastic achievement.



## METHODOLOGY

### HYPOTHESES

In the light of above objectives, following hypotheses were formulated—

1. There will be significant gender difference in scholastic achievement.
2. Mental ability and self-concept will be positively related to scholastic achievement.
3. Self-concept will moderate the relationship between mental ability and scholastic achievement.

### SAMPLE

The sample consisted of 300 students of high school of both sex from various Inter colleges of Varanasi. The age range of the sample was 14 to 16 years. Number of boys and girls were taken equal in the sample.

### TOOLS

1. Students' scholastic achievement was measured on the basis of the average marks obtained in the last three annual examinations.
2. Verbal Test of Intelligence constructed and standardized by Asthana and Verma (1989) was used to measure mental

ability of the students. It has 100 questions to be solved in only 20 minutes.

3. Mohsin Self Concept Inventory (Mohsin, 1979) was used to assess self-concept of the students. It consists of 48 items among which half are positively phrased and half are negatively phrased. Higher score on this inventory indicates a good self-concept.

## RESULTS AND DISCUSSION

The scholastic achievement of the students was measured and compared for gender difference. t-test was applied to test the significance of difference between mean academic achievement scores of male and female students. Finding is presented in table 1

**Table 1:** Gender Difference in Scholastic Achievement

Groups	N	M	S.D.	t
Female	150	57.02	11.00	3.77**
Male	150	53.13	7.03	

\*\*significant at .01 level

Table 1 shows that male and female students differ significantly

regarding their scholastic achievement, and female students are quite better than their male counterparts. Gender difference in scholastic achievement has been obtained by several researchers (Hassan, 2001; Pajares and Valiante, 2001; Osborn, 2001; Honora, 2002; Bacharach et al. 2003; Luport et al. 2003; Livadits et al. 2003; Duckworth and Seligman, 2011; Weis et al. 2013). Most of the studies show that more females than males are achievers or over achievers in schools and colleges. Same has been obtained in the present study. This may be due to the fact that females tend to utilize their abilities more effectively than males. Boys on the other hand get less time for their studies because of various distractions.

The coefficient of correlation between scholastic achievement and mental ability (intelligence) and between scholastic achievement and self-concept have been worked out and presented in table 2.

**Table 2:** Correlation of Mental Ability and Self Concept with Scholastic Achievement (n=300)

Scholastic Achievement	Mental Ability	Self Concept
	.65**	.63**

\*\* significant at .01 level

The relationship of intelligence (mental ability) and scholastic achievement is positive and highly significant. It reveals that mental ability plays a significant role in the academic success. At the same time the personality variable chosen in this study, i.e. self-concept is also positively and significantly correlated with scholastic achievement.

Positive relationship between intelligence and scholastic achievement has been reported in several studies (Lassiter et al., 1995; Newsome et al., 2000; Busato et al., 2000; Farsides and Woodfield, 2003; Gurubasappa, 2005; Mayes and Cathoun, 2007; Tomporowski et al., 2008; Kpolovie, 2016) , but Naderi et al. (2010) found no relation between intelligence and scholastic achievement for both males and females.

The relation of self concept with the scholastic achievement of students has been studied by several researchers, and they also found it positive and significant (Grum and Musk, 2001; Zahra et al., 2010; Sagar, 2014; Herrera et al. 2020). In an extensive study Laryea et al (2014) showed that physical, social, educational orientation and religion

self concept constructs were statistically significant with their contribution to academic achievement.

Here, the interest is in knowing whether this self-concept moderates the relationship between mental ability and scholastic achievement or not. To ascertain the moderating effect, the moderated regression analysis was performed. According to Zedeck (1971) moderator effect is present when both the independent predictor model and moderated regression model differ significantly from zero order correlation, and also significantly differ from each other respectively.

**Table 3:** Hierarchical MRC Analysis of Criterion (Y), Predictors (X<sub>1</sub> and X<sub>2</sub>), and Moderated Regression Model (X<sub>1</sub>,X<sub>2</sub>,and X<sub>3</sub>)

	R Y	F	df	P
X <sub>1</sub>	.66	218.1 9	1,29 8	.0 1
X <sub>1</sub> .X <sub>2</sub>	.70	142.6 7	2,29 7	.0 1
X <sub>1</sub> .X <sub>2</sub> .X <sub>3</sub>	.71	241.5 6	3,29 6	.0 1

Y= Scholastic Achievement

X<sub>1</sub>=Intelligence

X<sub>2</sub>=Self Concept

X<sub>3</sub>=Interaction term, i.e.  
Intelligence x Self Concept

Table 3 indicates that the zero order correlation between mental ability and scholastic achievement is .65 which is significant. When scholastic achievement is predicted using both mental ability and self concept, R increases to .70, F (2,297); P<.01. When we add mental ability x self-concept as interaction term (X<sub>3</sub>), the increased R is found to be .71 (F=241.56, df=3,296, P<.01).

The difference between zero order correlation and predictor model as well as between predictor model and moderated regression model were tested for their significance. Findings are presented in table 4 which reveals that all the differences are significant.

**Table 4:** Significance of difference between zero order correlation and predictor model, and between predictor model and moderated regression model

	R <sup>2</sup> Y	$\Delta$ (Incre ment)	F	df	P
X <sub>1</sub>	.42 25	.4225	218. 19	1,2 98	.0 1
X <sub>1</sub> .X <sub>2</sub>	.49 00	.0675	39.7 0	1,2 97	.0 1
X <sub>1</sub> .X <sub>2</sub> .X <sub>3</sub>	.50 41	.0141	8.81	1,2 96	.0 1

Hence it is evident that self-concept has moderating effect on the relationship between mental ability and scholastic achievement. To present this finding more vividly, the subgroup analytical strategy was adopted. For this, the data were first analyzed using product moment correlation for entire sample. Further the sample was divided in two sub groups of high self-concept and low self-concept on the basis of median self-concept score. The coefficients of correlation in these sub groups were worked out for mental ability and scholastic achievement. The difference between these two correlations was tested using t-test.

**Table 5:** Relationship between Mental Ability and Scholastic Achievement (Significance of difference in 'r' values of sub groups) (N=300, r for entire group=.65)

	N	r	t	P
High Self Concept Group	150	.72	4.06	01
Low Self Concept Group	150	.41		

The sub group analysis reveals that significantly higher relationship between aforesaid two variables is found in the high self-concept group in comparison to low self-concept group. It implies that self-concept has moderating effect on the relationship between mental ability and scholastic achievement.

Empirical investigations, from time to time, have shown that univocal and unilateral supremacy cannot be granted to intelligence only in accounting for variation in scholastic achievement of students. Scholastic achievement requires intelligence and ability on the one hand, and favourable contributory personality factors, on the other hand. Motivation (Busato et al, 2000; Farside and Woodfield, 2003), aptitude (Gazalez et al, 2002), social maturity (Malecki, 2002), emotional stability (Marjoribanks, 1991), cognitive style (Newsome et al, 2000), personality (Rindermann and Neubauer, 2001), self-concept

(Kobal and Musek, 2001), level of aspiration (Dondy and Nelttlebeck, 2002), and several demographic variables have been found responsible to contribute academic success. It is quite evident that personality variables play significant role in determining scholastic success of a student.

The findings of the present study lead us to certain conclusions:

- There exists gender difference in scholastic achievement. Girls perform better than boys.
- Scholastic achievement is positively and significantly related with mental ability (intelligence) and self-concept.
- Self-concept of students moderates the relationship between mental ability (intelligence) and scholastic achievement.

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## Study of Strength and Weaknesses of *PratibhaParv*: an initiative for Improvement of Quality of Education in Government Schools of Madhya Pradesh

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### Abstract

The *PratibhaParv* initiative in Madhya Pradesh State evolved as a response to address key educational issues and shortcomings in facilities provided in government schools. To concentrate on qualitative improvement of elementary education of the state along with quantitative improvement, *PratibhaParv* was launched in 2011 by the School Education Department, Government of Madhya Pradesh across all the government elementary schools in the state. As approximately more than 6 years have passed, therefore, need emerged to analyze the initiative and to determine its strength and weaknesses. Present study is based on Survey method. Cluster sampling technique was employed to select schools and from selected schools 100 teachers were selected randomly. Self-made Questionnaire was used to collect Teachers' Perception about the Influence of the *PratibhaParv*. By the analysis of the strengths and weaknesses it is observed that no doubt *PratibhaParv* is an excellent initiative taken by the school education department government of Madhya Pradesh. This programme has really changed the atmosphere of schools in a positive direction. It has strengthened the human power involved in the process of teaching and learning yet there is a need to incorporate some essential steps for better results.

**Key Words:** *PratibhaParv*, Elementary Education, Perception, Government Schools, Madhya Pradesh

### Introduction

The *PratibhaParv* initiative in Madhya Pradesh State evolved as a response to address key educational issues and shortcomings in facilities

provided in government schools. Higher Educational Authorities and functionaries of the state realized, "even as the government is making efforts to address problems related to

infrastructural shortages and student dropouts by implementing schemes such as SarvaShikshaAbhiyan and the Mid-day Meal programme, it is equally important to focus on aspects of teaching and learning to improve the performance of students in schools". To concentrate on qualitative improvement of elementary education of the state along with quantitative improvement, *PratibhaParv* was launched in 2011 by the School Education Department, Government of Madhya Pradesh across all the government elementary schools in state. The Government of Madhya Pradesh designed this initiative explicitly to address the needs of government-run schools and to ensure improvement in education quality in primary and upper primary schools. *PratibhaParv* draws upon the 'Gunotsav model' of Gujarat, which also assesses the performance of students in a similar manner. It seeks to introduce a comprehensive assessment approach to improve the overall education system across all state-run schools in Madhya Pradesh.

It was felt that the school education system suffers not only from a lack of infrastructural facilities but also from the shortage of well-trained and motivated teachers. Factors such as a high rate of teacher absenteeism,

increased drop-out rates and understaffed government schools adversely affect the quality of education. Urgent need emerged to improve the education system in government schools and to assess the tools and techniques used by teachers to provide education. Students attending government schools often lag behind their private school counterparts because the lack of infrastructural facilities, teaching tools and techniques negatively affects the quality of education received in government schools. Realizing the scenario the School Education Department, Government of Madhya Pradesh decided to organize *PratibhaParv* across all the government schools in state. (Source: RajyaShiksha Kendra (RSK)/ SCERT - Bhopal, Madhya Pradesh- Brochure)

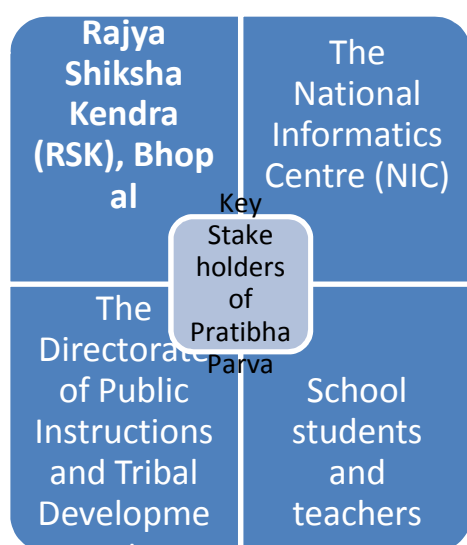
#### **Objectives of *PratibhaParv* -**

Main objectives of *PratibhaParv* are as follows (According to RSK)

- To assess the academic performance of students and ensure improvement in quality of education in primary and upper primary schools.
- To create awareness in teachers and among the general public regarding the quality of education.

- To assess the overall infrastructure ; to verify the availability and usage of school facilities, and strives to provide social audit opportunities
- To develop a sense of ownership of the community in the educational process and institutions.

#### Key Stakeholders of Pratibha-Parv:



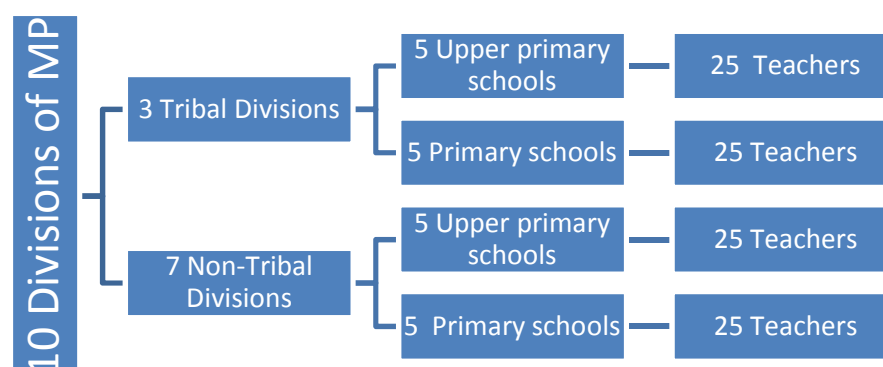
**Need and Justification of the study:** It can be visualized from the objectives of the programme that the basic purpose of PratibhaParv is to improve the quality of school education in the state of Madhya Pradesh. Since this scheme was launched in 2011, it is going to be implemented till then. As approximately more 6than years have passed, therefore, the state raised the need to evaluate the programme and its effect. Realizing the scenario research entitled “Study of Strength and Weaknesses of PratibhaParv: An initiative for Improvement of Quality of Education in Government Schools of Madhya Pradesh” was conducted by the researcher.

#### Objective of the study:

1. To analyze the Strengths and Weaknesses of the PratibhaParv.

#### Research Methodology:

Survey method was used to conduct the study. Cluster sampling technique was employed for section of schools and from selected schools 100 teachers were selected randomly as shown in following figure-



**Fig 1: Flow chart of sampling**

**Tool used for data collection:****Questionnaire for Teachers' Perception about the Influence of the *PratibhaParv*:**

Teachers are the key resource in education system. The responsibility of the quality of education lies on their strong shoulders; they also play a very significant role in *PratibhaParv*. So this tool was developed by the researcher to know the perception of the teachers of the government schools about the effectiveness of the *PratibhaParv*. Basically this tool is a kind of three point rating scale in which there are 27 items were recorded in form of Agree, Can't Say and Disagree.

**Analysis and Interpretation of Data:**

On the basis of analysis of various Programmes and activities under the *PratibhaParv* in the government schools of Madhya Pradesh and analysis of Teachers' Perception about the Influence of the *Pratibha Parv* following strengths and weakness of *Pratibha Parv* are identified:

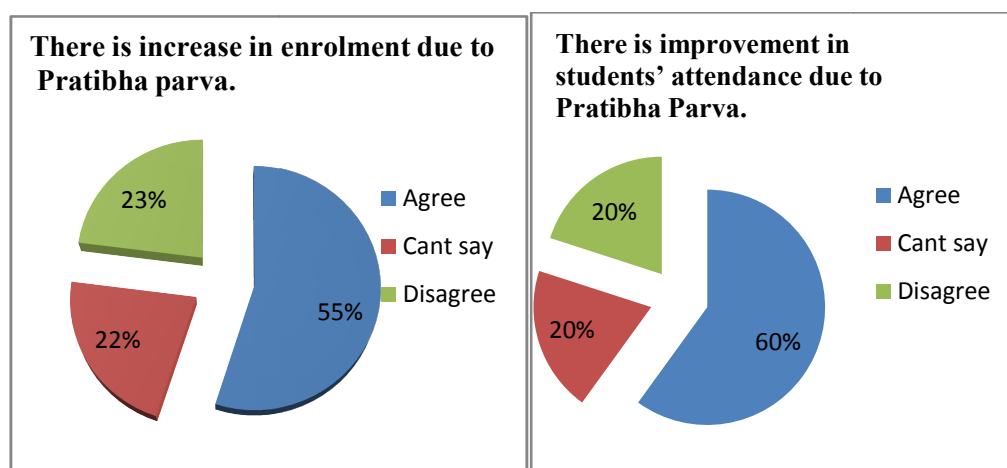
S.No.	item	% Agree	% Can't Say	% Disagree
1	There is increase in enrolment due to <i>PratibhaParva</i> .	55%	23%	22%
2	There is improvement in students' attendance due to <i>PratibhaParva</i> .	60%	20%	20%

**Strengths of *Pratibha Parva*:**

- I. Results of the study indicate that there is increase in enrolment and improvement in students' attendance due to *PratibhaParva*. Since this is the programme of the government in which all the stake holders (Administrative Authorities, Teachers, Students, Parents, SMC Members and Community Representatives) from top to bottom get opportunity to participate and share their views so it gives positive effect to masses results in the form of increase in the enrolment and improvement in the

attendance of the students.. Data reflects that majority of the teachers admit that there is increase in enrolment due to PratibhaParvand improvement in students' attendance.

**Table 1:Percentage of teachers' perception on items related to students' attendance and enrolment**

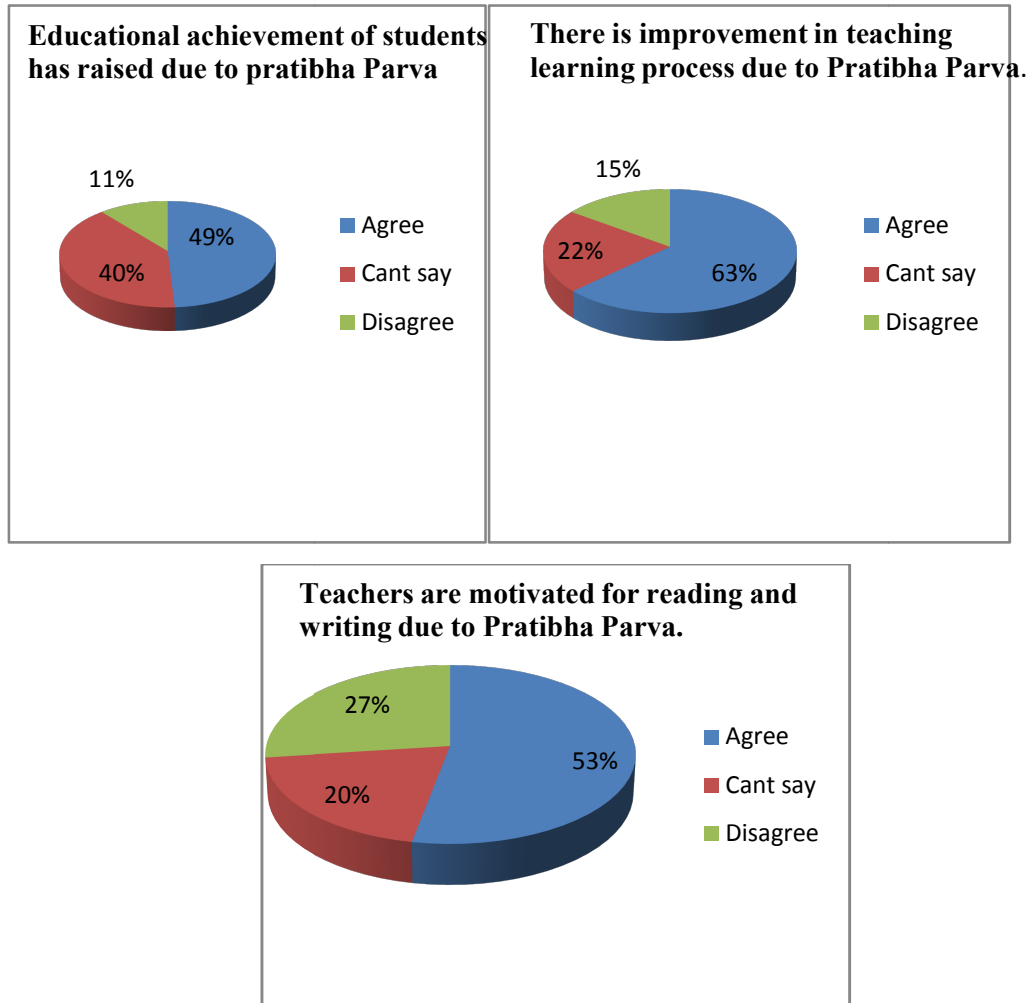


**Fig: 2: Percentage pie charts of teachers' perception on items related to students' attendance and enrolment**

- II. Through SarvaShikshaAbhiyan government has tried to achieve the aim of universalization of elementary education. Quantitatively this aim have been achieved but now the focus is to achieve quality and it can only be achieved by improving teaching learning processes in the school. Pratibha-Parva tries to involve the entire stake holders for it. therefore the results shows better output in the improved teaching learning process, better academic achievement and overall improvement in academic atmosphere as reflected by following responses:

**Table 2: Percentage of teachers' perception on items related to effect of PraribhaParva on teaching learning process**

S.No.	item	% Agree	% Can't Say	% Disagree
1	Educational achievement of students has raised due to PratibhaParva	49%	40%	11%
2	There is improvement in teaching learning process due to PratibhaParva.	63%	22%	15%
3	Teachers are motivated for reading and writing due to PratibhaParva.	53%	20%	27%

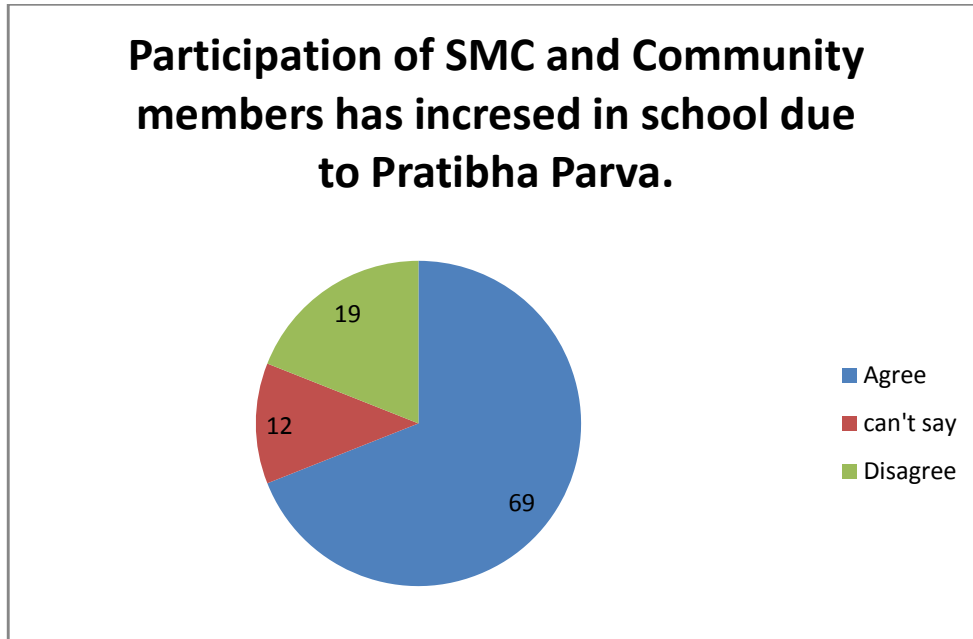


**Fig 3: Percentage pie chart of teachers' perception on items related to effect of PraribhaParva on teaching learning process**

- III. Without support of family and community it is difficult to improve the quality of education. PratibhaParv created a platform to bring parents, community members and teaching fraternity close together as reflect in the following response.

**Table 3: Percentage of teachers' perception on Community Participation**

S.No.	item	% Agree	% Can't Say	Disagree
1	Participation of SMC and Community members has increased in school due to PratibhaParva.	69%	12%	19%

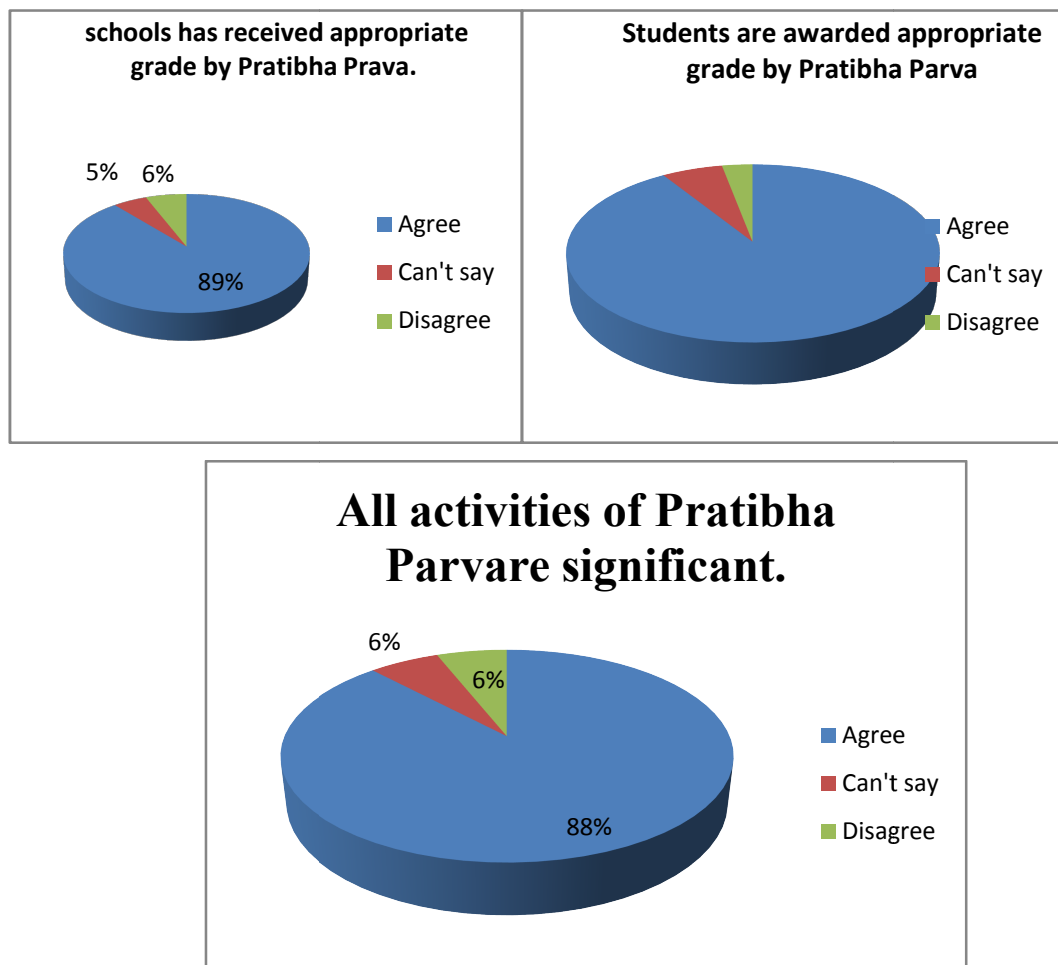


**Fig. 4: Percentage pie chart of teachers' perception on community participation**

- IV. PratibahaParva Provide the grades to the schools. This grading is a kind of feedback to the schools ultimately to the administrators, teachers and students to improve on their part. By this they know their real status and get feedback to improve. So this assessment and related activities are helpful for education system as reflected in the responses:

**Table 4: Percentage of teachers' perception on grading system of PratibhaParva**

Sr.No.	item	% Agree	% Can't Say	Disagree
1	Schools has received appropriate grade by PratibhaPrava.	89%	05%	06%
2	Students are awarded appropriate grade by PratibhaParva	91%	06%	03%
3	All activities of PratibhaParvare significant.	88%	06%	6%



**Fig. 5: Percentage pie chart of teachers' perception on grading system of PratibhaParva**

#### **Weakness of PratibhaParva:**

- I. PratibhaParvis organized once in a year in the whole state of Madhya Pradesh. Research indicates that its effect is limited. The entire stake holders involve in it for few days only. So we cannot accept long term goal from it. If we want then there is need to change in the present style of organization and some follow up is essential. In starting phase, we can organize it

in some schools in surprising manner where dates of the programme will be announced before few days only.

- II. There should be some scheme of proper reinforcement to the schools and their staff on the basis of results of PratibhaParva. Such schools which are performing well their staff and Principal should be awarded.



1. For improving the quality of education, teaching learning process should be effective. We cannot think quality education without it. Therefore observation of class room practices is essential but no attention is paid during *PratibhaParvon* it. It would be better if *PratibhaParv* includes observation of class room practices.

2. There are some technical problems in the organization of the *PratibhaParv* as reported by the teachers which are as follows:

- Examination of three subjects in one day is problematic for students.
- Too much curriculum is assigned for the examination.
- No separate questions for the students having Urdu as a subject.
- Most of the teachers feel that duration of the *PratibhaParv* is not sufficient. Teachers and students are not able to perform their assignment with full energy. Since earlier two days students fully involve in the examination so they feel fully exhausted and don't get time

and energy for the preparation of cultural activities and sports.

- *PratibhaParva* is organized in dates close to other religious, cultural festivals so students could not participate in it with full enthusiasm. Some teachers reported that this duration is also the time of crop cultivation.

### Conclusion:

On the analysis of the strengths and weakness it is observed that no doubt *PratibhaParv* is an excellent initiative taken by the school education department government of Madhya Pradesh. This programme has really changed the atmosphere of schools in positive direction. It has strengthened the human power involved in the process of teaching and learning yet there is need to incorporate following steps for better results:

1. Duration of the *PratibhaParv* should be increased. It may be of one to two weeks.
2. It is not necessary that it should be organized in one phase in entire state. Since Madhya Pradesh is a big state so it might be organized Division (Sambhag) wise.

3. Since, there are various activities in *PratibhaParv* so it may be organized in two to three phases. One phase may be for written tests and other for sports or cultural activities.

Note: This provision is helpful in such a case when we are dividing the activities in scholastic and co-scholastic areas (as state is practicing) and testing scholastic areas by written examination. But it would be better if there will not be any distinction between scholastic and co-scholastic areas. In such a case it might also be thought to use some other testing device in place of written examination.

4. Teacher training is very important for achieving the goal of quality education. So each teacher should be trained in pedagogy. Therefore more training is needed for teachers of the state government schools. Help of Nation level organizations like NCERT may also be taken.

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## Gender Sensitization through Multimedia: An Affective Experiment in Science Education

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### ABSTRACT

*'Zero Hunger' and 'Good Health and Well – Being' are globally accepted as the crucial goals of sustainable development to be achieved by 2030. These goals are directly related with the nutritional needs of the humanity. The good health and well – being of people of any country can be assured by assuring the quality nutritional and health care provided to the children. In India achieved by ensuring the good the by the goal ill demand a change in the society. We know that it's tough to change an adult hence the change must begin from a young age. To realize a society with gender equality in the future, we must sensitize the elementary students today. Attaining the gender equity through gender sensitization is also accepted as one of the affective goals of science education. This paper describes such an experiment of gender sensitization of students of class 8 using multimedia in a science classroom. The experiment asserted multimedia as an effective tool for gender sensitization.*

**Keywords:** Gender equality, Gender sensitization, Affective Goals, Science Education, Elementary Education, Multimedia Package

#### • Introduction:

Gender equality is globally accepted as one of the goals of sustainable development to be achieved by 2030. India's Final Country Report on Millennium Development Goals claimed

that the country has achieved the goal of elimination of gender disparity in school education (MOSPI, 2017). Elimination of gender disparity in education is the most welcomed action for gender equality but there a long road ahead. End of all the

discrimination based on gender is the state of 'true gender equality'. At this state each individual respects the opposite gender and scraps all the gender stereotypes. In a diverse country like us, education can be more powerful to attain such a state than the laws. Children properly sensitized today will become the foundations of the world with 'True Gender Equality' in the future. This paper discusses such an experiment of gender sensitization of elementary students through a multimedia package.

- **Need for the Study:**

Gender refers to the roles assigned to the men and women by society (UNESCO, 2010). Gradually the assigned roles become a rigid identity and converted into gender stereotypes. According to Centurelli&Wyckoff(2017) gender stereotypes in science are not new and remain particularly hard to shift. This observation is indeed a challenge to science teachers because promoting gender equity is one of the goals of science education (NCERT, 2013). Moreover, Sharma (2017) considers the gender sensitization as the measure of the effectiveness of teachers and educational institutes. The unaware elementary school children believe in the science related stereotypes because rarely a teacher works for gender sensitization in a science classroom. Technology is a powerful tool to attain

gender equality (UN, 2005), but in science education very few researches can be seen focusing on this topic. Considering this gap the researcher tried to include some elements for gender sensitization in a multimedia package developed for learning of science in the affective domain.

- **Objective of the Study:**

The objective of the study was to observe the effect of a multimedia package on gender sensitization among the elementary students. The researcher attempted to find the changes in students' perception regarding women scientists after the execution of a particular portion of the multimedia package.

- **Research Design:**

The present study was a qualitative research carried using pre-experimental research design. For the present study one group pre test – post-test experimental design was employed. The qualitative data were collected using different worksheets as the testing and responding tools before, after and during the execution of the multimedia.

- **Sample:**

For the execution of the multimedia package Set R. J. J. High School of Valsad city (Gujarat, India) was selected purposively. A sample of 38 students (21 Girls + 17 Boys) was selected randomly using Android Application Random UX

from a total of 130 students studying in three divisions of class 8 during the academic year 2018 -19.

- **Tools:**

The researcher used self-prepared worksheets for two purposes. The 'Draw a Scientist' worksheet was used as a testing tool before and after the execution of multimedia. The worksheet 'Madam Curie' was used to collect students' responses to the video. This worksheet comprised of following questions: 1. if you have the powers to change the story of the video, what change will you make? Why? 2. What made you surprised in this video? Why? 3. Will you recommend your friends to watch this video? Why? 4. What was your perception about a woman scientist before watching this video and now what do you perceive?

- **Procedure:**

Before the execution of the multimedia, the students were given the 'Draw a Scientist' worksheet and asked to draw a picture of a scientist appearing in their minds. The video on life and works of Madam Curie was played and then the students were given the worksheet 'Madam Curie'. At the end of the multimedia program, the 'Draw a Scientist' worksheets were again given to the students.

The data obtained on the tools were quantitative in nature. The content analysis method was used for the data analysis. First, the idea units emerging from the students' responses were identified and then frequencies corresponding to those idea units were computed. The interpretations were made by identifying the proportion of students' leaning on different idea units.

- **Major Findings of the Study:**

The major findings based on various questions of tools were as follows:

- **Findings based on 'Draw a Scientist' Worksheet:**

Before the multimedia package execution all the students drew pictures of male scientists and after the execution of the package 14 out of 38 students drew pictures of female scientists. Four out of them drew the pictures with male and female scientists working together in labs. These changes in the pictures drawn by the students suggest that the multimedia was capable enough for a positive gender sensitization.

- **Findings based on Q.1 Make a Change in the Story:**

Majority of justifications for the changes made in the story (12 out of 16) were related to the gender sensitization. The thoughts witnessing gender

sensitization were like: *“Women are equality rightful for education”, “Marie was the most appropriate person for the post of a professor” and “Many girls in Poland could excel in science like Marie did (if they were allowed to study)”*. Most of the students noted that they would like to remove the scene of an accidental death of the Pierre Curie because *“He was a good husband and a true man”*. Students’ this response indicates that the children respect those men who respect the women.

- **Findings based on Q.2 Surprising Element of the Story:**

Majority of the students (35 out of 38) found Marie Curie’s excellence in science, her noble cause, and the challenges she accepted for education and science as the surprising elements of the story; not only that they appreciated her such attributes. The students expressed reasons based on denial of gender disparity in education and profession. The students were surprised by the fact that *“Girls in Poland were not allowed for college”* and identified it as an injustice to the girls. The reasons like *“Despite all the odds Madam Curie became first woman scientist and professor”* and *“No other can do what Madam Curie did for an invention”* clearly highlight acceptance of women’s contribution in science.

- **Findings based on Q.3**

- Recommending the Video to Friends:**

All the students asserted to recommend the video to their friends. The most common reason for the recommendation was ‘The inspirational life and attributes of Madam Curie’. The responses of some boys like *“This video inspires us to respect the women”* and *“He (friend) should also know that women are capable to do all the things what the men can”* can be considered as an initiation toward the gender equality because ‘respecting the opposite gender’ is the foundation of the gender equality.

- **Findings based on Q.4 Perception about a Woman Scientist:**

The research revealed that the majority of the students (32 out of 38 - including girls) were not positive about women’s ability to become scientists. A remarkable change in students’ perceptions about ‘women in science’ was seen after the multimedia package execution. The expressions of boys like *“Earlier I believed that women were far behind the men but after watching this video now I believe that women are not behind the men but due to their sincerity and hard work they succeed in science”* and *“After watching this video, I strongly believe that every woman deserves respect”* indicate that an affective multimedia can change the wrong

perception and help in attaining the gender equality. A girl's reflection "*I am inspired a lot and now I wish to become a scientist like Madam Curie*" indicates that multimedia with affective inputs can also sensitize the girls about their own gender and to deny the gender stereotypes in science.

• **Conclusion:**

From the findings following conclusion can be drawn:

1. Science related gender stereotypes prevail in elementary school students hence should be attained.
2. A multimedia package is an effective tool for gender sensitization of the elementary school students.
3. An effective multimedia inspires the students to respect the opposite gender and can become a foundation for gender equality.
4. A proper multimedia package helps the students to identify and refuse the gender stereotypes.
5. The students accept and appreciate the good attribute of an individual

irrespective of the gender of that person.

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## Development of Entrepreneurship Culture among Children

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### Abstract

Entrepreneurship is a risky career alternative and requires investment which also affect the steepness of the lifetime consumption profile. The entrepreneurship as an occupational choice hinges on patience and risk tolerance. All the parents who expects their children to become entrepreneurs need to instil the above values among their wards. The economic growth rate depends on the fraction of the population choosing entrepreneurship as a career. In the present paper we discuss about the issues for the development of entrepreneurship culture among children.

**Key Words:** Entrepreneurship Education, Resilience, Family Business

### Introduction

Entrepreneurship is the ability and readiness of a person to develop and organize and also to run a business enterprise and also ability to face uncertainties to make profits. An entrepreneur is defined as a person who has a desire and an ability to establish, administer and succeed in a venture along with the risk attached to it.

### WAYS TO TEACH ENTREPRENEURSHIP EARLY IN LIFE OF KIDS:

Being an entrepreneur with young children is no easy task. They have to be at work every day and involved with your business. This dedication sometimes calls for you to put in 12 hour days. There will



times when they leave town for business trips — and not be able to spend quality time with the family. But here are some great ideas to teach the kids entrepreneurship early in life.

The last thing one want is to be a distant parent who misses out on your children's childhood.

The good news is that on-top of managing the time better, one can reduce this friction by actually getting their kids involved in the business at an early age.

***How the family business can help their kids be successful in life?***

Not only does having their kids do something for family at the office give the parents a little extra time with them — it will help to make their child become successful in life. Being taught about entrepreneurship at a young age can help a child to develop life-long skills. Skills like networking, marketing, sales and communication and to discover what they're strong at, finding their

passion, and become more self-motivated.

The following are the various ways to teach entrepreneurship to the children:

1. Help the child set effective goals: Setting goals can help the children to develop grit. It also teaches them to take responsibility for their own actions and promotes a “can-do” attitude.

The following are the findings of a research:

- Letting them choose their big goal by asking questions like, “What’s something that you wish you could achieve?”
- Discussing the purpose of their goals by asking, “What’s the benefit of doing well in class?”
- Breaking the big goal into smaller steps.
- Brainstorming potential obstacles so that they have a plan to overcome them.

2. Teach your kids financial literacy: The sooner the parents teach their children about money, the

sooner they'll be able to understand the importance of investing and managing, they earned money from chores or gifts.

- The parents need to explain the difference between wants and needs. This is the basic concept that pre-schoolers can also grasp
- Make sure that the children know that money is finite. This means if they purchase a toy, then they won't have enough to buy a second toy.
- Allow the children to make money mistakes. This is one of the most important steps — it's when they make a disappointing impulse buy. They still have the safety net of living at home.
- Helping them delay gratification. This is having the kids want something really costly. Start it young. Regardless of the fact that the family have a lot of money — they will pay only half of the purchase amount — and allow

the child to save up the other half.

- Teaching them that credit means borrowing money from others at a cost: Handing out the cash — sometimes to buy love — is not what the parents want to do with their children. They may not want to charge interest to your kid. One thing that helps is charging interest and have the child see that interest. When the item is paid off — put the interest amount in a separate savings account.
- *Stress that money has a time value.:* Ask the children “Now how long did it take you to earn that one pair of “Reebok?”
- *Provide a realistic figure of how much money it takes to run the household or business:* Lay it out for the kids — simply and plain. Explain them how much money parents make and Divide the salary up into hours they actually work. Explain them how many hours of work is required to pay

for the house, for the car, school, yoga class etc.

3. Let children solve their own problems: Resist the urge to fix all of the children's problems. One can understand that's not easy, but letting their kids to solve their own problems is an important entrepreneurial skills that can only be developed through experience. Scientific methods which can be helpful to build curiosity, confidence and creativity of the children can be introduced.

4. Foster creativity: Creativity is a key entrepreneurial trait. It can help to strengthen emotional intelligence, and also helpful to become more flexible and to become better problem solvers. In subjects like mathematics, sciences and writing creativity is very essential.

In order To foster creativity among the children, the following seven ideas can be tried: Give your children "unstructured, child-directed, imaginative play – unencumbered by adult direction."

- Fostering a creative atmosphere where children can brainstorm ideas, as well as fail and make mistakes.
- Provide an autonomy to explore their ideas to children
- Encourage the children to participate in arts and develop the habit of reading
- Allowing the children to express "divergent thoughts" and also encouraging them to develop multiple solutions.
- For being creative, it is not advisable to reward them as it interfere with the process of creativity
- Give more emphasis on the process.

5. Get kids involved in the community: Giving back to the community is the common quality found in Successful and happy individuals. Giving activates the part of the brain associated with happiness and altruism.

It is also helpful in finding the passion, development of empathy, strengthening the skills.

For Example: Volunteering will offer networking opportunities.

To start with Small act of kindness like helping the family members, donating food or money to charity etc.

6. Find “learning lessons” in adversities: Throughout the life, and especially in school, parents were taught that failure is bad and it should be avoided at all cost. As one knows, this isn’t the case of an entrepreneur since failure can be beneficial. Napoleon Hill, in this famous book – Think and Grow Rich, stated that “every failure carries with it a seed of equal or greater benefit”.

Not discouraging the children during failures, will encourage them to think about various methods to accomplish goals and learning from past mistakes. With this, the children become more resilient and confident. Parents are advised not to punish their kids whenever they committed a mistake. Brainstorming ideas will help them to prevent such happenings in the future. Whenever

the children experience a setback, encourage them to never give up.

7. Encourage them to learn how to code. : Teaching them how to code, helps the children to develop competitive edge in the future. It can help to improve academic performance in mathematics, building organizational skills and communication and also make them empowered and also prepare them towards career in technology innovations in technology.

After all, coding can improve academic performance in areas like math, build communication and organizational skills, and makes them feel empowered. What’s more, it can prepare them for career in technology — or least prepare them in innovating technology.

The various resources that can helpful are Code.org, hopscotch, move the turtle, daisy the

8. Brainstorm business idea with your kids: The entrepreneurial journey starts from receiving allowances for household chores. Eventually, the children can

discover ideas for making their own money. For coming up with new business ideas, brainstorming session is helpful. Encouraging the children to start preparing and selling home made products to neighbours and during community events; assisting them in setting their own e-commerce website.

9. Be an influencer: In determining children's habits and work ethics, parents have huge influence. They need to talk with their children about job and work, satisfaction derived from it.

### **Making the Case for Kids to Have an Entrepreneurship Education:**

Entrepreneurship education is important for so many reasons, and when it is done right at an early age, its impact can be tremendous. It has the following features:

1. Learning basic business knowledge: Even it sounds obvious, it is often overlooked. All the graduates from universities and school may not have basic business knowledge. For an entrepreneur,

developing a business plan, keeping track of finances, marketing etc., are the basic things. The children need to pick up this at early stages and it will be helpful to them for managing budgets and creating a viability study to venture their business.

2. Sparking innovation and creativity: Successful entrepreneurs need to provide creative solutions to age old problems with their innovation and adaptability. Curiosity is another important trait which drives towards experimentation.

3. Getting emotionally prepared: The current ecosystem is overlooking the emotional and psychological lifestyles of the entrepreneurs. Their focus is only on technical aspects. True entrepreneurial education develops a sense of optimism.

4. Tapping into the economy: Entrepreneurs are considered as generators of sustainable economic growth. Capability building of entrepreneurs is the foundation of such economic plans and part of

business model to generate empowered, productive entrepreneurs in efficient eco system.

5. Building a stronger education system: Reforms in education to address economic, social and political challenges is an important agenda for many economies. Parents and Educators must focus on practical application and critical thinking.

### **Development of Entrepreneurship Education in Schools:**

Education is the driving force for every country's economy. Many educational institutions adopted modernization, group solving methods, online learning and integrating science with arts. It is also noticed that the graduated students lack advanced skills and innovative thinking to face modern day challenges in the workplace. It is very important to develop curriculum which enables the students to start companies, be ambitious and think creatively.

The entrepreneurship education is helpful to students from various socio-economic backgrounds for out of box thinking and nurture their unconventional skills and talents. It provides opportunities and ensures social justice, confidence building and economy stimulation. Entrepreneurship Education is a lifelong learning process, initiating from elementary school and thus progressing through all the levels of education including adult education.

### **Various ways of integrating entrepreneurship lessons in school curriculum are:**

- Learning a business: By conducting interviews with entrepreneurs, forming and practicing writing students can learn a lot. A directory of various types of goods and services, locations and business hours etc, can be compiled. Later on a brain storing can be conducted to discuss about products, location and advertisement involved in the business.

- **Language arts:** Business Idea competition and Business Products challenges competition can be conducted. A debate on political audience can be conducted, suggesting modifications etc, will be alluring audience. Deliberations can be conducted on with what and with whom the product is competing with.
  - **Thinking skills:** The teachers need to teach students about positive or strong points of their work and also letting them to ponder their weaknesses to make the required changes in the products. A project or assignment need to be given to let the students to understand with satisfaction and passion with their original ideas along with limited resources and also persevere their project.
  - **Imagining:** Creativity always dwells with imagination. Give assignments of looking objects through a different perspective to the students which helps them to see various possibilities.
  - **Research skills:** Students need to spot businesses, create innovative names for businesses and products, and check the geographical locations and functions of what the businesses produce and sells.
- Thus educational institutions should foster a pleasant environment for students to develop entrepreneurial abilities and teachers should provide required guidelines.
- Conclusion:**
- It is the ambition of every Individual who owns a business that an individual with high achievement motive and leadership qualities are preferred to take over the business in

order to ensure the survival and maintaining required standards in the future. The ambitious individual has an added advantage of maintaining competitive edge for the business. To transfer entrepreneurship culture to next generations, behaviour of parents in the family and creation of such organizational culture for the business are needed.

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## A Review on Pedagogical Approaches in ECCD for Effective Learning Outcome

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### Abstract

*The Learning is a life-long process starts from birth to death. The initial year is too much crucial for the development of brain that period from birth to 8 years is called early childhood. The aims of education is holistic development of the child in terms of cognitive, conative and psychomotor aspect. Now the education at pre-primary level must be planned with correct pedagogical approach for the benefits of individual in future. This paper focus on pedagogical approach in ECCD (Early Child Care and Development) for the better and impactful learning outcome at the beginning years of life so the cost of remedial programs reduced in coming future. Learning objective decide the learning experience provide by the teacher to the student for powerful learning outcomes. To enhance the learning outcome, teacher must use certain innovative pedagogical approach for ECCD in an organized way.*

**Keywords:** *Early Child Care and Development(ECCD), Pedagogy, Approaches, Learning outcome*

### Introduction

The learning process for a child starts immediately from birth. The

research shows that over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the time

of remarkable growth at its peak. To promote the healthy brain development in the early years of child, need proper care and stimulation. If the child is deprived of optimal care and stimulation at the early years of child, adverse effects on cognitive and emotional processing seen in the future due to deficiencies in the development of the brain. During early stage, children are highly influenced by the environment and the people that surround them and considered extremely critical for ensuring proper brain development and, consequently, desired learning curves over a person's lifetime.

Early childhood care and development is more important than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCD has the possibility to nurture caring, capable and responsible future citizens.

ECCE, on the other hand, promotes human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCD plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

UNESCO's approach is reinforced in the education 2030 agenda and in particular in target 4.2 of sustainable development goal 4 which aims to 'by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.'

### **Importance of ECCD**

1. ECCD is an opportunity to avoid or reduce developmental problems, thereby bringing lasting benefits to individuals and society
2. Early years are crucial in the formation of intelligence, personality and social behaviour.

3. Children are born with physical, social and psychological capacities, which allow them to communicate, learn and develop. If these capacities are not recognized and supported, they will never be developed.
4. Proper care at early age can do much to create an enabling environment that ensures protection and support for more broad-based issues such as children's health, nutrition, psycho-social and cognitive development.
5. ECCD stress the importance of child-friendly, family-focused and community-based programs that not only serve to strengthen ongoing social service programs, but improve the physical and mental capacity of children.
6. Investments in early childhood development can further help to modify inequalities rooted in poverty as well as social, religious or gender discrimination.

The above points are achieved with the effective curriculum and innovative approaches in pedagogy for better learning outcome at early years for child that leads to happy and healthy life of an individual. The draft of National Education policy-2019 put early childhood care and development in the foundation course and notes “all aspects of early childhood education will come under the purview of the ministry of human resource development (MHRD), in order to ensure continuity of curriculum and pedagogy from pre-primary school to primary school, and to ensure due attention nationwide to the foundational aspects of education,”

### **Pedagogical approach**

Children are active and curious learner, a huge responsibility on teacher, parents and surroundings to facilitate learning along with their safety is really a most challenging task. Teacher educator must be clear with objective of holistic development of child so that he/she can plan learning experience to get effective

and desired learning outcome. Learning experience is most crucial part of child development but another issue is the use of innovative pedagogies to deal with the coming problem. The learning experiences should tap the natural curiosity and excitement of children. This includes not only supporting emerging skills in reading, writing and mathematics, but also in the skills of critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development known as 21st Century skills. These skills have significant impact on the learning and development of young children. ECCE experts and child pedagogy specialists note that one major improvement to the policy could be to recognize the importance of non-formal and informal learning approaches at least as an equal foil for formal learning situations. Because, once they get the freedom to learn through a process of games, discovery and by extension dramatic inquiry, children will see different ways of

achieving goals, maybe different but similar approaches. Then they will start seeing the pieces and then link them up to form a whole, thus making their learning memorable and sustainable.

The pedagogies used must be child centred and future oriented. There are some innovative practices used early child care and development are

1. **Play Based approach:** Children learn best through play. Children should engage in play activities which are neither too difficult nor too easy for their developmental level. In a play-based approach teacher provide conducive environment and appropriate material that stimulate the brain of child or encourage the child to self-select or identified the activities as per their interest so that learner learn at their own pace and enjoy learning. Learning while playing is most effective at the early stage. The role of teachers is that of a facilitator and need to

observe and identify learning opportunities and make play materials available accordingly that make learning beneficial. Teacher must be skillful and competent to provide learning experience. If unfortunately teacher is unskilled and ineffective, it may lead to loss of learning opportunities and learning by doing. Play stimulates curiosity and exploration and leads to mastery of body controls, encourages creativity and social skills, and develops emotional balance and language skills.

## 2. **Theme Based Approach:**

Children attract more towards different themes. These helps them to be active to acquire knowledge, skills quickly. Here, Teacher role is to take a particular theme activities on which children acquire skills that make learning more enjoyable and efficient in the future. Similarly, teacher has to plan the content and their

pedagogies, each content need monthsto cover which further divided into subtheme that covers a small period, a week so that information is imparted in to small units in an organized way that make sense to the children.

For example, if the chosen theme is plants, it could be spread over a duration of 1 month with various sub-themes such as parts of plants, types of plants, uses of plants, taking care of plants, etc., each covered in detail over a one-week period. Theme teaching is generally carried out according to a detailed predesigned lesson plan. Such an approach is largely teacher-directed with very limited scope to allow for child-initiated learning.

3. **Activity based Approach:** The principle of 'learning by doing' is much suited at early childhood. Child learn by participating in different activities which provides opportunities for exploration and

experimentation with different teaching learning material. Hands-on activities leave a remarkable mark in the brain of child that make learning more interesting, give better learning outcome that is expected from the child. The experience gained through the activities is useful in the future and that is much needed to omit the rote learning at the pre-primary level. The sensory experience and action make the learning more impactful. This leads to an exciting journey of discovery and enhanced understanding. A preschool teacher implements various types of activities such as outdoor and indoor play, storytelling, art and music activities, organized in a preschool class to obtain learning goals.

#### 4. **Projects /Inquiry based**

**Approach:** A Project is inquiry based, investigation or in-depth study of a topic or theme, usually done by small groups within a

class, an entire class or sometimes by individual children. The teacher assigns any project to the students by interacting with them and identifies student's interest. It is a child centered approach that allows students to talk, investigate the activities. Children decide what they want to know more about and investigate further and teachers encourage children's engagement in activities, to go into the depth to find the answers to their questions, and in turn ask new questions help them to make their learning visible through modeling or building, collage or drawing, dramatic play or music; any means at all. A project may not constitute the whole day's schedule. Teachers may allocate half a day for the project and plan activities for the remaining half.

5. **Integrating Approaches:** The above-mentioned approaches are not mutually exclusive as no single approach is best with no demerit. It

is good to use an integrated approach. The pre-schools are free to choose one or a combination of suggested approaches in their own context. The resulting approach would lead to a balanced preschool programme. In such an approach, methodologies of different approaches are integrated to respond to the needs of the children. The days schedule is divided between teacher initiated planned activities and child-initiated free play leading to self-paced learning.

### **Principles of innovative pedagogies for Early child care and development**

1. **Child-centredness (child as a competent, active learner):** Learning involves culturally-relevant, negotiated, respectful interactions between children and teachers / practitioners / caregivers
2. **Holistic development:** Learning incorporates a focus on linkages

between socio-emotional; physical; cognitive; linguistic; spiritual development;

3. **Equity:** Quality learning opportunities are available to all children without discrimination, especially those from marginalized groups;
4. **Inclusiveness:** Learning responds to the diversity of needs among all learners;
5. **Sustainability:** (i) The innovation presented is coherent with other activities of the programme and has potential for continued utilisation, and (ii) builds children's skills to affect social change for now and in the future;
6. **Cultural reflection/relevance:** Learning is rooted in the learners' socio-cultural context and reflects traditional/indigenous knowledge that supports children's development and learning.

**Conclusion:** In this paper, the author discuss certain pedagogical approach and principles of ECCD used for the development of the child's brain in formal and non- formal setting. During this period, child brain is actively retain all the things;curiosity of the child increases and grasp all the information faster. The growth and development of the child is at the peak. At that development level, teacher must make efforts to learn students as effectively as possible. The role of teacher is to mould their students positively towards a better well-being. He must select the best method and pedagogies to familiarize the children with 21<sup>st</sup> century skills.

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# *Horizons of Holistic Education (HHE)*

## **SUBMISSION GUIDELINES FOR AUTHOR**

### **General**

All submitted manuscripts should contain original work neither published previously nor under consideration for publication elsewhere. Articles shall be accepted from any country provided submitted in English language only. There is no page limitation for articles up to twenty pages; the authors must strive to present their results as clearly and concisely as possible. Authors, in their cover note to Editor, shall have to clearly mention whether the manuscript is to be considered as a Research article, Short communications or a Review article.

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Manuscripts shall go through a peer review process to adjudge their suitability and authenticity, for publication in the journal. A confirmation about the acceptance of the manuscript will be sent to e-mail address of the corresponding author. Please check your e-mail account frequently, because you will receive all important information about your manuscript through e-mail only.

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**For heading or title:** 14 points and Bold (Small Letters, No capitalize, apart from abbreviation)

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The following order should be strictly followed while submitting the article.

### **Front page**

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(Page-2) Start with abstract of about 300-500 words exactly conveying the content of the article, Keywords (at least **5 words**)

### **On third page**

(Page-3 onwards) Main content text with all tables and figures aligned in their proper place (do not send tables and figures separately unless requested), List of symbols and Abbreviations, Acknowledgement, References (APA Referencing Style)

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## **References**

References should be cited in the text in American Psychological Association (APA) referencing style. The references should be cited at the end of the manuscript in the order of their appearance in the text. For more in depth explanation of formatting and preparing works cited lists, please consult the 6th edition (2009) of the Publication Manual of the American Psychological Association. References to journal articles, books, chapters in books, etc. should be cited, as follows:

### **Journal Articles/ Electronic journal article/ World Wide Web:**

Daniels, E. (2010). Welcome to the classroom: Ten tips for teaching college freshmen. *College & Research Libraries News*, 71(8), 424-425.

Milton, C. L. (2009). Leadership and ethics in nurse-nurse relationships. *Nursing Science Quarterly*, 22(2), 116-119. doi:10.1177/0894318409332569

Takeuchi, H., Osono, E., & Shimizu, N. (2008). The contradictions that drive Toyota's success. *Harvard Business Review*, 86(6), 96-104. Retrieved from <http://www.hbr.org>

### **Book**

Marzano, R. J., & Marzano, J. S. (1988). *A cluster approach to elementary vocabulary instruction*. Newark, DE: International Reading Association.

Sander, M. R., Downer, J. L., Quist, A. L., Platmann, L., Lucas, C. L., Cline, J. K., & Campbell, D. R. (2004). *Doing research in the university library*. Chicago, IL: Corbin Press.

### **Book Chapter**

Hawthorne, J., Kelsch, A., & Steen, T. (2010). Making general education matter: Structures and strategies. In C. M. Wehlburg (Ed.), *Integrated general education* (2nd ed.) pp.23-34. San Francisco, CA: Jossey-Bass.

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