

Indian Journal of **School Health & Wellbeing**

September - December 2024, Volume 10 Issue 3

ISSN 2349-5464

● Health Services ● Life Skills Education ● Healthy School Environment



The National Life Skills, Values Education & School Wellness Program

Healthy Schools Healthy India

Education is not preparation for life...
Education is life itself

- John Dewey

Submission Guidelines

- All submissions should follow the APA 7th Edition style
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 - The submission should be original and should not be in the process of consideration by any other publication at the same time.
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 - The initial acceptance of any submission does not ensure publication. The editorial board will make the final selection.
 - The editors may edit the manuscript if necessary to maintain uniformity of presentation and enhance clarity.
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10. Book/ Movie reviews: Reviews of books or movies relevant to school mental health and wellbeing may also be submitted. The word limit is 1000 words.
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Manuscripts for publication in the peer-reviewed and refereed Indian Journal of School Health and Wellbeing (IJSHW) should be emailed to journal@expressionsindia.org along with a copy of the email to the editor.

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Message from the Editor

The collection of research papers in the current volume presents a robust discussion examining the psychological, educational and socio-cultural dimensions of human experiences in the current time, concerning well-being, development and educational policy perspectives. Each piece presents astute insights into issues concerning human well-being contextualised to schooling, parenting, mental health and identity.

The axiological aspects of humanistic psychology are examined in the first paper, which also emphasises the importance of values in the quest for self-actualisation. Framing psychological growth as a value-based process of being, it explores the ethical aspects of the human quest for unity and completeness, drawing on the work of thinkers such as Maslow, Rogers, and Goldstein.

Our focus shifts to parenting in the second piece, which highlights the need of psychological, intellectual, and emotional support for a child's overall development. In tackling behavioural and learning difficulties, it emphasises the value of empathy, comprehension, and harmonious home-school relationships, supporting a nurturing rather than authoritarian parenting style.

The third study looks at the school environment as a place where people can grow psychologically. Since the author offers a model of school culture that actively promotes emotional safety, self-worth, and a sense of community, psychosocial well-being is positioned as a fundamental aspect of education rather than an afterthought.

The fourth piece assesses life skills instruction as a preventative and developmental strategy for teenagers facing the problems of the twenty-first century. By using information from counselling records and school graduates, the study shows how life skills—like empathy, emotional control, and critical thinking—are essential for preparing young people for adulthood in a world that moves quickly and is frequently unstable.

With an emphasis on curriculum innovation spearheaded by the state, the fifth paper offers an assessment of the Happiness Curriculum that has been introduced in Delhi government schools. The results, which were derived from teacher and student answers, demonstrate the efficacy of the program works to enhance student engagement, classroom connections, and emotional well-being. With careful suggestions for improving legislation, it also highlights issues with teacher preparation and resource distribution.

The sixth paper investigates the relationship between student mental health and inclusive education. It uses procedures from a progressive school to show how inclusive methods based on cooperation and empathy may meet the various requirements of students. The study urges a rethinking of educational frameworks in which emotional and intellectual achievement are based on inclusivity.

The seventh paper focuses on socio-emotional support for students with exceptional needs. This contribution, which is based on educational theory and lived experience, clarifies the obstacles these students encounter, which range from behavioural issues to social stigma, and describes the cooperative roles that parents, teachers, counsellors, and legislators play in establishing supportive learning environments.

The eighth paper offers a quantitative analysis of general self-efficacy and academic motivation among college students at both public and private universities. The statistical analysis shows a favourable relationship between motivation and self-efficacy as well as notable disparities between the two groups. These revelations highlight how psychological factors impact college students' academic achievement.

The ninth study examines how single-parent families are portrayed in recent Bollywood films, moving the discussion to cultural representations. The study examines issues of parental aspiration, educational access, and emotional resilience using Nil Battey Sannata and Angrezi Medium as case studies. It provides an intersectional perspective of family dynamics in the Indian context.

In the tenth paper, which closes the volume, the psychological importance of wonder is thoughtfully investigated. By combining imago therapy with philosophical ideas, the author suggests that wonder can be a potent force for relationship and personal change. Wonder has been demonstrated to revitalise respect for oneself, others, and the world by breaking cognitive stagnation, confirming its importance for psychological and emotional health.

Put together as a volume, these ten articles present a complex story that spans both the theoretical and applied fields. Each contribution enhances the discussion on human development and societal well-being, whether it focuses on cultural representation, educational reform, or personal improvement. All parties involved in fostering the full potential of people, including educators, psychologists, researchers, legislators, and others, will find this collection interesting. I humbly present this volume with the hope that it enriches the reader's understanding, inspires further reflection, and contributes meaningfully to the ongoing dialogue around human development and well-being.

Pinky Yadav
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Message from the Patrons

It is a matter of great happiness to note that the latest issue of the Indian Journal of School Health & Wellbeing, published by Expressions India, is being released. It is a well-known fact that Research publications and Journals, in particular, are the most authentic sources of verified knowledge and experiences. The sharing of such knowledge and experiences not only amongst the researchers, scientists, policy planners, and implementers but also among the activists working in the concerned area and persons having a special interest in that area benefits all. It is our privilege to reiterate that Expressions India has been doing pioneering work for a long in the field of Health Education under its banner of “Holistic Health and School Wellness Programme” to enable school education and teachers’ holistic facilitation in realising the goal of Health Education in Schools. The present publication is a momentous indicator of this initiative.

The major bottleneck in achieving Health Education's objective has been the particularistic conceptualisation of its transaction process. The goal of developing holistic health and well-being of young learners cannot be attained by making them gather certain information and rote-learn it. It can be achieved only by a transaction process focused on experiential co-scholastic methodology that ensures the active participation of learners and substantially contributes to the development of life skills, enabling young children to manage their lives more competently and grow as truly empowered human resources of the nation and human society at large. To facilitate this process, it is critical to encourage and empower the teachers to act like facilitators and mentors.

The formal school education system needs to look towards interacting and taking support from initiatives like the one taken by Expressions India under its National Life Skills Education & School Wellness Programme aimed at realising the Goal of “HEALTHY SCHOOL.....HEALTHY INDIA”. It is pertinent to state that the Schools and other educational institutions associated with such endeavours have strongly felt the need for such programs to be adopted by all schools, including the Higher Education System.

In this context, the Journal of School Health has the potential to reinforce the process of realising the vision of Health Promoting Schools getting integrated into the education system in India. We are more than confident that the present issue of the Journal will strengthen this grand endeavour and empower all those who are creatively engaged in promoting Health Education in Schools. With immense pleasure, we would like to express our gratitude to the Advisory Group, Editorial Board and Members of the Executive Editorial Committee for their valuable contribution, ungrudging cooperation and keen interest and also for making available the benefits of their rich experiences and knowledge.

“If there is a will, there is a way, and if enlightened path-breakers reinforce the will, the way will lead to the destination at the earliest “.

Dr. Jitendra Nagpal, M.D., D.N.B.

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Axiological Aspects of Humanistic Psychology

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Abstract

Humanistic psychology, often referred to as the "third force" in psychology, emerged as a response to the reductionism of behaviourism and psychoanalysis. It sought to emphasise the uniqueness, dignity, and potential of human beings. According to Kurt Goldstein, one very basic human motivation is directed toward unity and wholeness. A similar idea was embodied in the work of other phenomenologically and humanistically oriented personality theorists such as Gordon Allport, Abraham Maslow and Carl Rogers. According to them, the striving for unity embodies a search for 'self-actualisation', a process wherein individuals attempt to realise some of their unfulfilled potentials, to be something more than they presently are, and in so doing, become more complete. The axiological dimensions of humanistic psychology explore the study of values embedded in this psychological framework. This article delves into these axiological aspects, examining how they shape and are shaped by humanistic principles.

Keywords: *Values, Humanistic Psychology, Self-Actualization, Axiology*

Understanding Axiology in Humanistic Psychology

Axiology, derived from the Greek word 'Axios' meaning 'worthy,' refers to the study of values—their origin, nature, and application. In the context of humanistic psychology, axiology is concerned with understanding what is valued and deemed desirable in human behaviour and experiences. It emphasises the intrinsic worth of individual experiences, fostering a holistic approach to understanding human nature.

Humanistic psychology emphasises subjective values, which stem from individual experiences and perceptions. This orientation aligns with existentialist and phenomenological standpoints, which emphasise the centrality of individual choice and authenticity in determining behaviour and evaluating life situations.

Humanistic Psychology—Its Basic Premises

Humanistic Psychology is primarily an orientation toward the whole of psychology rather than a distinct area or school. It was introduced as early as the nineteenth century by William James and G. Stanley Hall, both of whom advocated a psychology that would leave the wholeness, passion and uniqueness of the individual intact. Personality theorists such as Goldstein, Allport, and Maslow renewed this

emphasis. It was after 1958 that 'humanistic psychology' as a specific term acquired appreciable existence. In 1958, Maslow called this movement 'The Third Force'. He was called the founder of humanistic psychology. However, he said in 1970 that Humanistic psychology is the work of many men and that it has no single leader, no one great name by which to characterise it.

In the 1960s and 1970s, it came to be strongly identified with the human potential movement, which was directed toward liberating people from a dehumanising culture through a series of specific techniques. At approximately the same time, reacting to the 'deadening alienation' in society (Fromm, 1955; Kenry, 1963; Keniston, 1965; and Reich, 1970) rose a parallel prominent movement called the 'counterculture' movement (Reich, 1970; Roszak, 1969). The common points between the two movements may be briefly summarised as: (a) urge towards rebellion and change; (b) freedom and rejection of the idea of 'role-appropriate behaviour'; (c) need to expand one's consciousness; (d) avoidance of the western tendency to view polarities in a dichotomous, either-or fashion in favour of more Eastern conceptions in which each pole dynamically relates to and interpenetrates another. The two came to represent a set of

values among which freedom, authenticity and openness to experience were significant.

The human potential movement in psychology found expression in humanistic psychology, which thus became the 'third force' in psychology. It went beyond psychoanalysis and behaviourism and therefore discarded the notion that the human personality is shaped by determining influences from within (the biological drives) as held by the psychoanalytic school or without (stimuli or reinforcers) as upheld by the behaviouristic school of psychology. As a 'third force' in contemporary psychology, it is concerned with "love, creativity, self, growth, organism, basic need gratification, self-actualisation, higher values, being, becoming, spontaneity, play, humour, affection, naturalness, warmth, ego-transcendence, objectivity, autonomy, responsibility, meaning, fair play, transcendental experience, peak experience, courage and related concepts." (Shaffer, 1978, p. 2). This reflects the humanistic attention on the phenomenological and existential approaches to the study of man.

Before looking closely into various aspects and characteristic formulations of Humanistic psychology, it is necessary to take stock of what Humanism stands for. Humanism connotes a wide spectrum of meanings. In the academic world, 'humanism' implies 'having to do with the humanities or what refers to the studies which promote human culture'. In philosophical terminology, Humanism, as opposed to absolutism, is best described in the words of Protagoras: 'Man is the measure of all things and that all beings and truth are related to man.' According to Good, "Humanism, in general, means any philosophy that emphasises the dignity or interests of human beings or the importance of man in relation to the cosmic order." (Good, 1950, p.274). According to Chamber's dictionary, "Humanism means literary culture or any system which puts human interests as paramount" (Kirkpatrick, 1983). In Machan's words, "Humanism is the view in terms of which the ideals to pursue are identified by reference to human potential either individual or collective". (Machan, 1977, p. 338). Another

definition of Humanism expresses it as "a quest for the ethical and spiritual values of life through philosophy, science, the arts and literature" (Titus, 1968, p. 216). It becomes evident that despite a few literary variations in meaning as given by various dictionaries, the philosophical connotation is common to all, i.e. emphasising man's central position in matters concerning his existence.

In the field of psychology, humanistic psychology has no conclusive definition. The movement can be viewed as both a protest and a new program, even as a new school and a system. "Its protest is directed against the entire orientation of psychology since Hobbes and Locke, against its Newtonian and Darwinian models of man, against its mechanistic, deterministic and reductionistic character" (Donald, 1986). "While both Freudianism and Behaviourism emphasise Man's continuity with the animal world, Humanistic psychology pays special attention to characteristics which make man uniquely different from the animal" (Misiak & Sexton, 1973). Focusing human behaviour and not rat behaviour; it is humanistic and not "rodenticistic" (Roberts, 1975. p.291). Thus Maslow, who is honoured as the father of this psychology describes the humanist field of exploration as "the prime reality human experience itself - and starting from there to derive the concepts, the necessary abstractions and the definitions of real human experience and human needs, goals and values" (Roberts, 1975. p.291).

There is an impressive array of psychologists whose names are irrevocably associated with Humanism, such as Maslow, Erich Fromm, and Rogers. They all emphasised human potential in the context of human existence. Their stereoscopic vision examines the prevailing conditions of human existence and simultaneously attempts to gain insight into the perspectives that man would acquire if he realised his potential. Erich Fromm comments, "Man is the only animal for whom his own existence is a problem.... he cannot go back to the prehuman state of harmony with nature; he must proceed to develop his reason until he

becomes the master of nature and himself. (Singh, 1979, p. 77)".

Maslow (1954) expresses his humanistic concern in his formulation of need hierarchy. He recognises five levels of need that motivate human nature or conduct. At the apex of this hierarchy is the overarching need for self-actualisation, which refers to man's tendency to become actualised in what he is potentially.

Rogers' humanistic orientation is more inclined towards the existentialist position. His focus is an individual's awareness of his existence, and his philosophy is that "when awareness of experience, that peculiarly human attribute, is most fully operating, then he is to be trusted, then his behaviour is Constructive" (Rogers in Roberts, 1975). This philosophy is well reflected in his client-centred therapy, in which the major concepts are congruence, empathy, and unconditional positive regard.

In summary, these psychologists' primary concern is the peculiar state of human existence, man's uniqueness, and his helplessness in the existential dilemma. This line of thought threads together the five central principles of Humanistic psychology identified by Shaffer (1978).

Humanism is Strongly Phenomenological or Experiential

Its starting point is conscious experience. Humanistic psychology holds consciousness to be sacred and inviolable, and each person has an unassailable right to their unique feelings and point of view. However, this respect for each person's beliefs does not align with moral or intellectual relativism, wherein all viewpoints are seen as equally valid. The humanist, however, is fully aware of an 'empathic realisation that his particular stance is not the only possible one and that the world or 'reality' is not so much objectively given as it is 'personalised' and individual, somewhat different for each perceiver. Thus, humanistic psychology shows a strong interest in subjective psychological 'events'. This interest is co-existent with the interest in building a 'science of human experience' for the sake of which it insists on its

rightful place within psychology as well as within philosophy.

With regard to consciousness, the behaviourist position is that it is an 'epiphenomenon', and the psychoanalysts regard it as a 'manifest event' derived from the 'latent' (Unconscious). The Humanists, however, insist that consciousness is the 'causa sui' and not the result of more fundamental causes. They 'remain true to their phenomenological heritage and avoid the error of reductionism'. Thus, they have become strongly identified with an emphasis on living in the 'here and now', i.e. in the immediate experience of the present moment.

Man's Essential Wholeness and Integrity

This holistic emphasis recapitulates the level of personality theory, an earlier movement in the development of perceptual theory. Kurt Goldstein (1940), who had been strongly influenced by Gestalt-Perceptual theory, applied similar holistic notions to personality and motivation. He concluded that one very basic human motivation is directed toward unity and wholeness. A similar idea was embodied in the work of other phenomenologically and humanistically oriented personality theorists such as Gordon Allport, Abraham Maslow and Carl Rogers. According to them, the striving for unity embodies a search for 'self-actualisation', a process wherein individuals attempt to realise some of their unfulfilled potentials, to be something more than they presently are, and in so doing, become more complete.

Their main contention is that human beings have an essential core or being that integrates their seemingly isolated traits into a unique, patterned whole, which gives each of them their own, never-to-be-repeated character. Their attention is equally focused on the essential unity of body and mind.

Existential Concept of Freedom and Autonomy

Strongly anchored in existential philosophy, humanistic psychology acknowledges that while there are clear-cut limits inherent in human existence, nevertheless, human beings retain a seemingly essential freedom and autonomy. The

situation, though seemingly paradoxical, is truly representative of existential thought. It describes the parameters of the field, wherein the individual gets the opportunity to exercise his choice. 'Choice is a central idea in existentialist philosophy, which underscores an individual's responsibility for his or her own decisions and which, like phenomenology, provides crucial philosophic underpinnings to humanistic emphases.'

Humanists do not disagree with the fact that each of us is, to a great extent, affected by heredity, the constitution and the very limitations of existence itself. What they see as crucial, however, is the thin margin of freedom we have when we react to and attempt to exploit the given, usually unalterable conditions of our lives. These conditions, in the words of Martin Heidegger (1962), constitute our 'thrownness' (Donald, 1985)

Antireductionist Orientation

Rollo May, who introduced existential concepts into American psychology, expressed (the existential humanists) stand against splitting the being into parts. What is called unconscious, they hold is still part of this given person; being in any living sense is at its core indivisible" (Shaffer, 1978, p.16).

However, these reservations notwithstanding, most existential and humanistic psychologists do not reject Freud's notion of the unconscious in spirit. They tend to agree that Freud's development of the idea of the unconscious helped reveal the darker, irrational aspects of human nature. Existentialism strives to emphasise this darker aspect, particularly as it is exemplified in feelings of dread, fear, and anxiety.

Indefinability of Human Nature

Humanistic Psychology, consistent with its strong grounding in existentialism, believes that human nature can never be fully defined. The limits of human nature are not certain, and thus, the human personality is infinitely expandable. This emphasis on the possibilities of expanding and transcending the self is associated indirectly with man's striving for self-actualisation and

with the central thrust of the human potential movement, which, in general, urges the individual to actualise their as yet unrealised potential.

Similar thoughts are echoed in the characteristics of Humanistic Psychology as listed by the Association for Humanistic Psychology. These, as quoted by J. Robert Donald (1985, pp.9-10), are as follows:

- A centring of attention on the experiencing person and thus focus on experience as the primary phenomenon in the study of man. Both theoretical explanations and overt behaviour are considered secondary to experience itself and to its meaning to the person.
- Emphasis on such distinctive human qualities as choice, creativity, and self-realisation as opposed to thinking about human beings in mechanistic and reductionistic terms.
- An allegiance to meaningfulness in the selection of problems for study and of research procedures and opposition to a primary emphasis on objectivity at the expense of significance.
- An ultimate concern with and valuing the dignity and worth of man and an interest in the development of the potential inherent in every person. Central in this view is the person as he discovers his being and relates to other persons and social groups,

This background knowledge about humanistic psychology equips us to investigate the theoretical positions of this school's eminent psychologists and illustrate their humanistic orientation.

Like Maslow, Erich Fromm authored the humanistic orientation and tried to look beyond man's animal nature. To him, humans are not just a 'large white rat'. Thus, he viewed man's gregariousness in the psycho-socio-spiritual continuum. Therefore, to him, man's herd instinct was not a mere biological need but a higher social and spiritual need.

According to Erich Fromm, the psychological needs that lower animals lack are important in

influencing human personality. All human beings, healthy and unhealthy, are motivated by these needs; the difference between them is how these needs are satisfied. While the ways of a healthy person would be creative and productive, those of an unhealthy person would be irrational.

The needs cognised by him are as follows:

- Need to relate or unite with others.
- Need to transcend or rise above passive roles as creatures.
- Need to establish roots to replace the severed primary ties with nature.
- Need to have a sense of identity as unique individuals, an identity that places them apart from others in terms of their feelings about who and what they are.
- Need to have a frame of reference. It is acquiring a context within which to interpret all the phenomena of the world. It is formulating one's philosophy of life.

His description of the unhealthy and healthy modes of satisfying each of these needs and the very nature of the needs reflect the existentialist influence on him. Within the set for the 'frame of reference' need, he takes stock of the unresolvable existential dichotomies man faces. He observes that Man "is part of nature, subject to her physical laws and unable to change them, yet he transcends the rest of nature. He is set apart while being a part of it, and thus, being aware of himself, he realises his powerlessness and the limitations of his existence. (Fromm (1971) in Roberts, 1975, p.77)"

He cognises "Man's main task in life is to give birth to himself, to become what he potentially is. The most important product of his efforts is his own personality." (Fromm (1971) in Roberts, 1975, p.81). At every step, the humanistic orientation becomes evident at a level that is a little deeper than what meets the eye. The need for rootedness and relatedness provides the terra firma to the concept of a holistic, integrated personality in a society suffering from alienation. The need for transcendence is rooted in the existential awareness of the role of the creature and the urge to transcend it and acquire the role

of the creator. 'Awareness' implies a significant role of consciousness. Anchored as it is to the social milieu, the identification of and emphasis on the need for a sense of identity reflects the antireductionist orientation. The need for a frame of reference, in simple words, can be identified as the phenomenological thrust of the theory. Erich Fromm's theory thus meets the conditions of humanistic psychology.

The most systematic and representative thought Abraham Maslow gave the system of humanistic psychology. His theory of human nature is termed the Theory of Motivation because he looked at human nature from the point of view of what motivates him. He identified the needs of the individual as the motivational forces. The underlying thought was:

Man is a wanting animal and rarely reaches a state of complete satisfaction except for a short time. As one desire is satisfied, another pops up to take its place. When this is satisfied, another comes into the foreground, etc. It is characteristic of human beings throughout their lives that they practically always desire something.¹⁶

Maslow (1954) saw human needs operating in a multilayered and dynamic fashion. Some needs, he felt, are more salient at a particular stage of human development than others. The illustration is obtained from the more pronounced security need during childhood than during adulthood. Similarly, needs differ in their prepotency or degree of priority; some press for satisfaction harder than others. From the developmental point of view, lower-level needs must be tended to before higher-level needs emerge. Hence, Maslow was able to devise a motivational hierarchy that included five distinct levels of need (Shaffer, 1978, p.36). Maslow was unwilling to view one need as somehow based on or derived from another. For him, each level of need is as human and basic as any other and is reasonably independent of another. He rejected the tension-reducing principle of both the psychoanalytic and behavioural theories of motivation.

Maslow describes the nature of this hierarchy in a reply to a question. Question: But what

happens to man's desires when there is plenty of bread and his belly is chronically filled? Reply: At once, other higher needs emerge, and these, rather than physiological hunger, dominate the organism. When these, in turn, are satisfied, again, new and still higher needs emerge, and so on. This is what we mean by saying that the basic human needs are organised into a hierarchy of relative prepotency" (Maslow, 1959, p.83).

The various levels of need are:

Level 1: Physiological Needs

Survival-related needs include oxygen, food, sex, and sleep (Shaffer, 1978, p.35). These are undoubtedly the most important of all needs.

Level 2: Safety Needs

Needs for order, stability, routine, economic and job security. (Shaffer, 1978, p.35).

In life, there are apparent dangers that are neutralised by knowledge acquired through education. This refers to the conative function of education. For example, I am not afraid of thunder because I know something about it. In Maslow's words, "We may list the study of science and philosophy, in general, as partially motivated by the safety needs" (Maslow, 1959, p.85).

Level 3: Belongingness and Love Needs

Physical contact, affection, family membership, informal social networks, clubs and organisations are their manifest expressions (Shaffer, 1978, p.35). Not to be overlooked is the fact that love needs to involve both giving and receiving love (Maslow, 1959, p.90).

Level 4: Esteem Needs

These include both the need for self-esteem (e.g. a sense of competence, autonomy and mastery) and awareness and indication of being held in esteem by others. (e.g. praise, recognition, status and reputation).

Satisfaction with these needs leads to feelings of self-confidence, worth, strength, capability, and adequacy in being useful and necessary in the world. But thwarting these needs produces feelings of inferiority, weakness and helplessness. The noteworthy feature about the

satiation of these needs is that most stable and healthy self-esteem is based on deserved respect from others rather than on external fame and unwarranted adulation.

Level 5: Self-Actualisation Needs

Even if all the above-mentioned needs are satiated, one may still often expect that a new discontent and restlessness will soon develop unless the individual is doing what he is fit for. What a man can be, he must be" (Maslow, 1959, p.91).²⁴ This need has been stated as a Self-Actualization need. The term 'Self Actualization' was first coined by Goldstein. It refers to man's desire for self-fulfilment, namely the tendency for him to become more and more what man is, to become everything one is capable of becoming.

Maslow described need levels one through four as 'deficiency' needs and need level five as higher order needs, growth needs and "meta needs" (Shaffer, 1978, p.36). Meta needs differ from deficiency needs in that they are long-term and active forever and, in this sense, can never be easily satisfied. In contrast, deficiency needs like hunger and belongingness can be appeased, even temporarily. Hence, it is "only deficiency needs that lend themselves to a homeostatic model wherein the individual after a period of need-related activity finds himself 'at rest', in a state of relative satiation" (Shaffer, 1978, p.36). Operating at this level, the individual does not seek to acquire something new to fill the lacunae or satiate the deficiency; instead, the efforts are directed towards the meaningful investment of that which is, in his acquisition, his potential.

In a corollary fashion, the means-end dichotomy often employed in looking at deficiency motivation no longer applies to meta needs; here, one's activity is not so much a means of reaching a specific goal as it is a gratifying activity in its own right. At level five, it is not 'D'-motivation (deficiency of a need serving as motivational force) but 'M' or 'B' motivation, i.e. Meta-motivation or Being Motivation, which is operational. (The need to operate at this level is its motivational force and thus the term 'Meta' or beyond motivation).

Hence, if satisfied on a reasonably periodic basis and woven into the daily fabric of living, deficiency needs do not have to become prominent in one's life. Maslow tried to emphasise the fact that Meta needs simply are in no way less rooted in the fundamental nature of the human being.

According to Maslow, the search for self-actualisation, whether via intellectual, aesthetic or spiritual pursuits, was endemic to man and was what made him truly human. We do need to transcend the more animalistic and security-conscious side of our beings. He sees people as "becoming completely human when they strive for some kind of perfection and fulfil their highest possibilities by discovering a non-egocentric, creative engagement with the world" (Shaffer, 1978, p.37). The "ultimate direction that the satisfaction of such needs may take in the case of any particular individual has much to do with the person's basic constitution or inherent capacities" (Shaffer, 1978, p.36) as well as with specific environmental differences.

An introduction to this hierarchy of needs leads one to decipher the manifestation of the satiation of these needs. Satisfaction of physiological and safety needs would ensure physical health and prepare grounds for social adequacy. Social maturity would be contingent on emotional health, which the individual would have by virtue of satiation of belongingness, love and esteem needs. This would open the doors of interpersonal growth. However, this in itself would be incomplete; it needs to be supplemented with intra-personal growth to achieve the overarching aim of 'human life'- a meaningful existence and self-actualisation. This need launches man into the orbit of self-actualisation. Self-actualizers show certain common traits and expressions of behaviour, too. These have been summarised as follows:

More Efficient Perception of Reality

The self-actualizers are more comfortable with reality. Considerations, which are a priori, encourage the hypothesis that this superiority in the perception of reality results in a "superior ability to reason, to perceive the truth, to come to

conclusions, to be logical and to be cognitively efficient in general" (Maslow, 1959, p.205).

Acceptance of Human Nature Perse

They see human nature as it is and not as they would prefer it to be. Their eyes see what is before them without being strained through spectacles of various sorts to distort the shape or colour the reality (Maslow, 1959, p.205).

Simplicity and Naturalness

These are the hallmarks of their behaviour. It lacks artificiality or straining for effect. Their impulse, thought, and consciousness are unusually unconventional, spontaneous and natural. However, they do not let convention hamper them from doing anything that they consider as important. They are relatively autonomous, individual and unconventional codes of ethics.

Problem-Centering Life

Individuals operating at lower levels have an ego-centred life. However, self-actualizers use their energies to fulfil certain tasks that they feel are responsibilities, duties, or obligations. Also, their tasks are non-personal. This reflects that they work within a framework of broad and universal values, in terms of a 'century rather than moments'. Philosophical proportions characterise their whole disposition.

Detachment, Autonomy

Self-actualizers show a strong need for privacy, and this is manifested in their behaviour, their objectivity, and their intense concentration. A correlated expression is their independence of culture and environment, which is qualified by their relative stability, serenity, and happiness during circumstances which may prove to be a rough tide for an average normal person. "They have also been described as 'self-contained'" (Maslow, p.214).

Continued Freshness of Appreciation

The basic goods of life hold a "naive appeal" for them, and "this they express with awe, pleasure, wonder and even ecstasy" (Maslow, p.214). They possess an acute richness of subjective experience.

Mystic Experiences; Oceanic Feelings

It has been described as a “feeling of limitless horizons, opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before” (Maslow, p.216)—an experience characterised by loss of self or transcendence of it. The subject emerges transformed and strengthened, convinced that something valuable has happened.

Gemeinschaftsgefühl

Adler invented this word and describes the feelings for humanity expressed by self-actualizers very well. A general deep feeling of identification, sympathy and affection despite occasional anger, impatience or disgust. It's a genuine desire to help humans.

Inter-Personal Relations

These are more profound, marked by a greater degree of fusion, love, perfect identification, and obliteration of ego boundaries, although they were established with rather fewer individuals. These are complementary to their widespread Gemeinschaftsgefühl benevolence.

Character-Structure

It is democratic, and the most profound aspect of their character is their tendency to give a certain quantum of respect to any human being just because he is a human individual.

Discrimination Between Means and Ends

Their means are subordinated to their ends. Their notions of right and wrong are not often conventional. They show an adherence to moral standards by doing only that which they perceive is right.

Philosophical, Unhostile Sense of Humour

The kind of humour associated with them is rather philosophical humour that elicits a smile, that is spontaneous, rather than planned and that very often can never be repeated” (Maslow, p.222).³⁴

Creativeness

Their originality or inventiveness has certain peculiar characteristics. It "seems rather to be kin

to the naive and universal creativeness of unspoiled children” (Maslow, p.235). It is expressed in whatever activity the person is engaged in. It simply describes the earlier-mentioned traits like freshness and efficiency of perception. They have less inhibited, less enculturated behaviour.

Resistance to Enculturation

Their inner attitude is one of detachment from culture; however, they yield to convention in a rather casual and perfunctory manner. They guide themselves by the laws of their character rather than those of the society, i.e. 'autonomous nature'.

Values

A firm foundation for a value system is automatically furnished to the self-actualizer by his philosophic acceptance of the nature of his self, of human nature, of much of social life and nature and physical reality. Thus, the self-actualizers have a value system distinct from that of the average normal man, wherein the value system is guided by D-motivation. A striking aspect of their value system is that, for each one of them, the topmost portion of the value system is unique, idiosyncratic- character structure expressive. They may be described as simultaneously very much alike and very much unlike each other.

Resolution of Dichotomies

Their operating principle is to see the synergistic nature of the dichotomies and their organismic unity.

These characteristics reflect the core of Maslow's philosophy that an individual earns his worth by virtue of being a human being and more so by virtue of being a unique individual at 'a' level of psychological and philosophical maturity.

Thus, well aligned with the principles of humanistic psychology echoing the underlying existentialist and phenomenological notes, this theory takes cognisance of the following:

i) Man's Consciousness of his potential and his motivation to reach a state of 'heightened consciousness' wherein he perceives.

ii) Man's essential wholeness and integrity of elements within and the elements without; the former crediting him with uniqueness and the latter furnishing him with the potential to transcend this uniqueness for the essential oneness of Man with the other members of his universe.

iii) Retention of essential freedom and autonomy. It becomes an indispensable aspect for the maintenance of uniqueness. The humanist position is opposed to the idea of human beings being fed as the grist into the mill of conformity.

iv) Worth of Individuality. The individual is not to be understood in terms of conscious and unconscious. However, in the verbal explanation of the holistic understanding of personality and behaviour, it becomes imperative to describe that 'Human behaviour is guided neither by the conscious nor by the unconscious but by that 'essence' or 'being' which emerges when those mentioned above unite into a single whole or entity the 'self'. It is consciousness which plays an important role in the development of personality.

v) Indefinable Human Nature. This fifth principle of the humanistic school is echoed in the concept of self-actualisation. The individual who operates at the highest level of needs and is self-actualized is in a state that is beyond need, i.e., 'Meta need'. Being in this state is his motivational force. He is always in the process of becoming what he can be, 'actualising', 'realising', and 'manifesting' that which is 'latent' in him. It is the capacity to acquire the form of ability.

An individual can never reach the limits of their potential. The simplistic explanation of this process is that investing in each potential creates opportunities to tap into other potentials. The logical parallel of this system is a feedback mechanism in the human body. While Maslow has illuminated the broader spectrum of human consciousness, Rogers deserves credit for expressing similar ideas in axiomatic or epithetic formulations.

Congruence

"He is congruent to the degree to which he is without facade and does not pretend to be anything he doesn't feel himself to be" (Shaffer, 1978, p.82). It echoes some of the characteristics that Maslow identified in self-actualizers. These are the traits of simplicity, naturalness, acceptance of self and others, and problem-centred life. It relates to being aware of one's responses and being comfortable with them, being courageous enough to face them as one's subjective feelings instead of labelling them as objective facts.

Empathy

Emphasised here is Roger's interest in grasping and adhering to other people's frames of reference. It is the approach of being one with the person, of being in the shoes of the person, of experiencing an event or phenomenon as the experiencer and not as distinct from him. There is no direction from without, but full scope is given to the direction from within. Herein is the complete faith in the individual's ability to make a wise choice of his set of values or frame of reference in arriving at a greater measure of congruence.

Positive Regard

That is unconditional acceptance of an individual regardless of his particular behaviour at that moment. It is caring in a non-possessive manner; it is an open willingness for the individual to be whatever feelings are real in him at that moment. It's a love equivalent to the theologian's term agape. It provides an environment which is most conducive to an individual's personal growth.

Interpreting Humanistic propositions, J. Robert Donald coins the terms *Mitwelt* and *Eigenwelt*. Expressing his views about Humanists, he says:

In their effort to analyse and study the Image of Man from the point of view of the individual's subjective experience, they have proposed several dimensions of primary structures of Human Existence. One can see in these structures the consistent Humanistic emphasis on the fundamental significance of Human relationships. The forms and purposes of such relationships. Every facet of living may be considered as simultaneously manifesting a way

and purpose. In relating it to other people, it is technically termed as Mitwelt, and in relating to oneself, it is called Eigenwelt” (Donald, 1985, p.147).

Donald also considers the various themes which build the foundation of humanistic thought. He especially mentions 'autonomy', 'freedom' and 'creativity'. 'Creativity' is the mystery of 'freedom', and it is in freedom' and 'autonomy' that existence becomes meaningful. Intrinsically associated with these themes is the theme of authenticity. In his view, he who is on the way to self-hood and fulfilling himself is experiencing a truly authentic existence (Donald, 1985, p.147). The notion of 'authentic existence brings us back to the starting point. "Man not only exists but knows that he exists, but man is something more than what he knows of himself today. He has possibilities, through freedom, to make himself an authentic being. Man must transcend; go beyond himself; and discover himself” (Donald, 1985, p.160). (sic)

All that has been discussed above makes it imperative to form a genuine philosophy of life that is sound enough to explain various facets of human existence and place man in a position where he can 'choose' his values. In the context of the present study, it is to be seen how far humanistic psychology lends itself to Axiological interpretations.

Axiological Aspects of Humanistic Psychology

Axiology is the theoretical study of values, their origin, meaning, nature and structure. Axiological problems pose questions such as: what is value? What are the springs of value? How do we justify our values? How do values relate to reality and knowledge? In psychology, 'value' is taken to mean 'what is valued' or the 'dominant interest', which serves as a frame of reference for determining one's choice or behaviour. From the axiological perspective, value refers to 'what is valuable?', clearly referring to the desirability of a particular trait, disposition or interest. This axiological aspect enables a person to pass a judgment of value on any mode of behaviour. The study of facts must move in close proximity to the study of values, which is the subject matter of axionoeics.

Humanistic psychology distinguishes itself in adding value dimension to all personal human experiences.

Subjective Nature of Values: By identifying and analysing humanistic formulations, we find that this science prizes the 'personal' nature of human experiences more than anything. Humanistic psychology is heavily oriented towards 'personal' responses to situations. A person's feelings and appreciation of the situation enable him to 'choose' and determine his behaviour. Completely dedicated to the development of human potential, this psychology is subjective in its approach.

The major themes of humanistic psychology are as follows: (i) The need for relatedness, rootedness, transcendence, frame of orientation, and sense of identity (Fromm). (ii) Maslow's need hierarchy comprises physiological, safety, belongingness, love, esteem, and higher self-actualizing needs. Being-motivation guides the latter. The impressive array of characteristics associated with the self-actualizers is the axiological 'blinkers' for the alienating society. Amongst these traits are spontaneity, simplicity, naturalness, purposiveness, detachment, acceptance (self and others), efficient perception, 'self-start', 'self-movers', 'self-contained,' freedom, autonomy, love, safety, serenity, stability, 'self-disciplined', autonomy, respect, prestige, naivete, 'peak - experience,' sympathy, affection, benevolence, profundity, genuineness, genuineness, the democratic character, ethical, definite moral standards, creativity, inventiveness, originality, philosophic vision, self-actualizing, self-affirming, holistic and unique.

The subjective nature of values emanating from humanistic contentions brings this branch of psychology close to existential and phenomenological standpoints in philosophy. In this context, Berkeley's assertion that reality is only what is 'perceived' also becomes significant. It implies that evaluation reveals nothing about the object but only about the individual and his psychological state. The existential dictum that 'existence precedes essence' again suggests the priority given to the

‘personal’ human experiences rather than to an external, general idea or theorisation. In Sartre’s words, “it means first of all that man exists, turns up, appears on the scene, and only afterwards defines himself” (Fromm, 1971, p.134).

It is this emphasis on existence which is mirrored in Rogers’ concept of unconditional positive regard in Maslow’s concept of unconditional positive regard and Maslow’s concept of the need for Self-Actualization, which obtains its driving force from meta-motivation or Being-Motivation. While the former develops a case for taking cognisance of existence, the latter asserts the indispensability of establishing the ‘existence’. “To be what one can be” (Shermis, 1967, p.134).

Rogerian concepts of congruence and empathy are also based on this line of thought. Individuals credited with the capacity for authentic existence and responsibility lend meaningful expression to this capacity through a congruent personality. The conditions in the surroundings are not static, as the individual is always in interaction with a living and non-living environment. Thus, he is perpetually involved in making responsible decisions that affect the authenticity of his existence and the congruence of his personality.

Maslow, too, acknowledges this heritage of Man, for he clearly states that though the four lower-level needs and the higher need of self-actualisation circumscribe man’s personality, nevertheless, the mode of satisfying these needs is essentially different for every individual, according to their disposition. Similar views are expressed in Erich Fromm’s ideas. The satiation of a need may be in a healthy manner or a disintegrative manner. In his own words, “Creation and destruction, love and hate, are not two instincts which exist independently. They are both answers to the same need for transcendence” (Fromm, (1959, p.154). The same guiding principle is applicable to the satiation of all needs.

The recurrent themes in these psychological viewpoints are needs or motives. Amongst the primarily significant themes are – Freedom, Autonomy, Choice, Creativity, Authenticity, Genuineness, Simplicity, Spontaneity,

naturalness, humaneness, etc., leading to the development of human potential, man as a person, the person as a subject and not as an object. The support for the acceptance of these values comes from the humanistic-existential faith in the potential of the individual. He is ‘self-guiding’, ‘self-starter’, ‘Self-mover,’ ‘Self-Contained,’ and ‘self-directing.’ In the words of Protagoras: ‘Man is the measure of all things.’ Rollo May, commenting on the problems that man experiences, states, “man’s consciousness of himself is the source of his highest qualities” (May, 2009, p.118) because “in the achieving of consciousness of one’s self, most people must start back at the beginning and rediscover their feelings” (May, 2009, p.118) which shall lay the groundwork for ‘knowing what one wants’. Thus, he establishes that values emanate from that which is embedded in man’s consciousness.

Erich Fromm, expressing the same, says, “Humanistic ethics is anthropocentric in the sense that his value judgements are rooted in the peculiarities of his existence and are meaningful only with reference to it....The humanistic position is that there is nothing higher and nothing more dignified than human existence” (May, 2009, p.75). Man works not merely from automatic routine but because he consciously believes in the value of what he is doing. Fromm distinguishes humanistic ethics by formal and material criteria. Formally, it is based on the principle that only man himself can determine the criterion for virtue and aim and not an authority transcending him. Materially, it is based on the principle that ‘good’ is what is good for man and ‘evil’ is what is detrimental to man; the sole criterion of ethical value being man’s welfare” (May, 2009, p.75).

The idea co-exists with ‘personal freedom’, which is that of ‘responsibility’. Evidently, then, the discipline from outside is changed into self-discipline. Thus, the value – the goal towards which man moves, “serves him as a psychological centre, a kind of the core of integration which draws together his powers as the core of a magnet draws the magnet’s lines of force together” (May, 2009, p.123). One such virtue is courage, a sine qua non in this age of

anxiety. In the humanistic Weltanschauung, “Not self-renunciation nor selfishness but self-love, not the negation of the individual but the affirmation of his truly human self are the supreme values” (May, 2009, p.76). To sum up, good in humanistic ethics is the affirmation of

life, the unfolding of man’s powers. “Virtue is responsibility towards his own existence. Evil constitutes the crippling of man’s powers; vice is irresponsibility towards himself” (May, 2009, p.123).

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Positive Parenting and Child Development

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Abstract

Parenting is the process or experience of helping a kid develop self-esteem, self-worth, and other attributes needed to become a "good human being." The World Health Organization states that parenting should promote confidence, health, safety, morality, ethics, positive development, motivation, direction, and life preparation. Therefore, parenting models the courteous, loving, and understanding you want your kid to be—teaching instead of demanding, understanding instead of labelling, and boosting instead of putting down. Surprisingly, many parents believe they know what's best for their kids. Parenting involves more than just giving food, water, and shelter. It also requires emotional support, physical safety, and intellectual stimulation. The interaction and alignment of mental, physical, and psychological variables is called holistic development. Understanding and support from parents and teachers may help children with behavioural changes, conduct concerns, and learning challenges. This chapter does not negate existing worries and care, but it may expand knowledge of parenting in current conditions and develop strong connections.

Keywords: *Children, Development, Parenting*

Developing Positive Relationships with Children

The role of parents is significant. The act of raising children is both rewarding and difficult. You are likely to receive a plethora of advice from a variety of sources, including physicians, family, acquaintances, and even strangers. However, each parent and offspring is distinctive. Building positive, healthy relationships with your children can be facilitated by demonstrating sensitivity and responsiveness.

Dr. Keith Crnic, a parent-child relationship expert at Arizona State University, asserts that "being a sensitive parent and responding to your kids cuts across all areas of parenting." "It entails identifying the immediate needs of your child and ensuring that they are met in a timely manner."

He also emphasises that this can be particularly detrimental to infants and adolescents. In the early years of life, sensitive, responsive, and consistent parenting frequently fosters the formation of strong emotional connections. For

example, cradling an infant with affection and responding to their calls facilitates this development.

Establishing Relationships

Strong emotional connections help children develop self-confidence and learn to manage their emotions and behaviours. They also help establish a secure foundation for exploration, learning, and social interaction with others.

Experts refer to this robust connection between children and their caregivers as "secure attachment." Children who are securely attached are more likely to manage challenges such as poverty, family instability, parental stress, and melancholy.

Four out of ten children who lack such bonds may avoid their parents when they are unhappy or resist them if they cause them more distress. Research indicates that this may increase the likelihood of severe behavioural issues in children. To assist parents in cultivating behaviours that foster secure attachment, researchers have been testing programs.

Availability

Numerous factors in contemporary life can affect your capacity to be responsive and sensitive to your child. These consist of mobile devices, additional labour, lack of sleep, and competing priorities. Certain professionals are apprehensive about the potential consequences of distracted parenting on children's language development, social interaction, safety, and emotional attachment.

Parents' inconsistent availability can cause children to experience distress, feelings of rejection, and lack of attention. They may also experience increased emotional outbursts and feelings of isolation. Some children may even cease to attempt to contend for their parents' attention and begin to establish emotional bonds with them.

Crnic explains that there are instances in which children require your attention and desire your acknowledgement. According to him, parents must convey their children's value and significance, and children must be aware that their parents are invested in their well-being.

It can be difficult to respond sensitively to outbursts, arguments, or other difficult moments with your children. "If parents respond by becoming irritable or aggressive themselves, children may imitate this behaviour, perpetuating a negative cycle," explains Dr Carol Metzler, a researcher at the Oregon Research Institute who specialises in parenting.

Around the age of three, children begin to regulate their own emotions and behaviour, as per Crnic. Until then, they have relied more on you to assist them in regulating their emotions, whether it be by calming them or igniting their excitement. "They are observing your actions and listening to your conversations regarding it," he clarifies. "It is imperative that parents function as effective self-regulators." You are not only endeavouring to regulate your own emotions in the present moment but also assist

your child in developing the ability to manage their emotions and conduct.

It is crucial to assist children in developing coping skills, such as active problem-solving, as they improve their ability to manage their emotions and behaviour. These skills can instil a sense of assurance in their ability to manage any situation that may arise.

According to Metzler, children acquire the ability to regulate their emotions and adhere to norms when their parents engage in positive interactions with them, imparting the necessary skills and behaviours to navigate the world.

"We make a concerted effort as parents to shield our children from negative experiences," Crnic elucidates. "However, if you consistently shield them from challenging or adverse situations, they are unable to cultivate healthy coping mechanisms."

He recommends that you provide your children with an increased number of these experiences and then assist them in acquiring the skills necessary to resolve any issues that may arise. Discuss the circumstances and their emotions. Then, collaborate with them to identify possible solutions that can be implemented.

Fulfilling Requirements

As children mature, it is crucial to bear in mind that providing them with the necessities does not necessarily equate to the provision of all of their desires. Crnic elaborates, "These two items are considerably distinct." "Deeply concentrate on the current circumstances of your child." This parental skill is of paramount importance and is associated with numerous positive outcomes for children.

Consider a child's developmental stage and the skills they require at that particular moment. For example, they may need assistance with emotion management, learning how to conduct themselves in a specific situation, completing a new task, or interacting with peers.

"You aspire to assist children in developing self-assurance," Crnic asserts. "You should avoid

setting the bar too high, as this may result in their inability to achieve it, or too low, as they may have already mastered the skill." Another method to enhance your relationship and increase your confidence is to allow your child to take the lead.

"Allocate time with your child that is not overly directive, in which your child is the leader of the play," suggests Dr John Bates, a researcher at Indiana University Bloomington who specialises in children's behaviour issues. "The relationship is significantly enhanced by the fact that the children anticipate it and enjoy it."

Bates also advocates for parents to prioritise their child's genuine requirements over adhering to any particular parenting principles.

Guidelines For Engaging In Communication With Children

Observe children displaying positive conduct and provide targeted commendation.

Assign children important tasks at home and provide them with positive acknowledgement afterwards. Avoid excessive criticism; instead, assist them in enhancing their talents gradually.

Employ kind language, tones, and gestures while providing directions or making appeals.

Dedicate a portion of your daily routine to affectionate and constructive communication with your children. Seek occasions to bond with them, such as going on post-dinner strolls or sharing reading sessions.

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Collaborate to generate solutions for issues encountered at home or school.

Establish guidelines for personal mobile device use and other sources of diversion. For example, examine your phone while your youngster is asleep.

Inquire about your child's anxieties, fears, aspirations, and thoughts.

Engage in activities that pleasure your youngster. Assist and participate in their events, games, activities, and performances.

Conclusion

Commencing the process of cultivating a stronger and more positive bond with your kid is always feasible, regardless of any existing tension or stress that may have arisen. "Above all, ensure that your child is aware of your affection for them and your unwavering support," advises Metzler. With regard to older children, it is important to convey your sincere dedication to fostering a more robust connection with them and aiding in their achievement.

By exhibiting sensitivity and attentiveness as a parent, you may effectively guide your children towards a favourable trajectory, instil self-discipline in them, diminish the probability of problematic behaviours, and foster a nurturing and affectionate parent-child bond.

Psychological Well-being As a Part of School Culture

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Abstract

This document highlights best practices for Psychosocial Well-being of children as a part of School Culture considering the overall emotional, social, and mental health of students within a school environment, encompassing their relationships with peers, teachers, and the wider community, as well as their ability to manage stress, cope with challenges, and feel a sense of belonging and positive self-esteem within the school setting

Keywords: CPX, Unlocking potential, CPX Ideals, Integrity, Humility, Perseverance, Collaboration Service

Integrating Life Skills and Mental Wellbeing in the Holistic Health Curriculum.

As children spend a significant portion of their formative years in school, we must prioritise their well-being and address their mental and physical health needs. A holistic approach to education encompasses a range of factors, from providing nutritious meals to promoting mindfulness practices and offering opportunities for exercise. By prioritising students' overall health, schools can create an environment that fosters growth, resilience, and lifelong learning. This paper discusses the benefits of a holistic approach to education and some practical steps educators can take to promote student wellness in the classroom.

It's no secret that the mental and physical health of students is closely linked to their academic success. Yet, for years, schools have largely ignored this connection, focusing instead on standardised test scores and tangible measures of achievement.

However, as more research demonstrates the importance of social-emotional learning and whole-child development, schools are beginning to take a holistic approach to education. This comprehensive approach recognises the importance of addressing mental and physical health to create a safe and supportive environment where students can thrive academically, socially, and emotionally.

There are a number of ways to address mental and physical health in schools. Some key strategies include:

- Providing access to counselling and mental health services
- Incorporating social-emotional learning into the curriculum
- Promoting healthy eating habits and physical activity
- Creating a safe and supportive school climate

Each of these strategies is significant on its own, yet they become even more effective when combined. Adopting a holistic approach to education allows us to start genuinely addressing the needs of the whole child.

The Benefits of Holistic Education

Holistic education is an approach to learning that considers the whole person—body, mind, and spirit. It is based on the belief that all three aspects are interconnected and should be considered when promoting health and well-being.

There are many benefits to pursuing a holistic approach to education. For one, it can help address mental and physical health concerns in schools. Mental health issues like anxiety and depression are on the rise among young people, and research has shown that they can have a negative impact on academic performance. By taking a holistic approach to education, we can help identify students who may be struggling

with mental health issues and connect them with resources to get the support they need.

Physical health is also important for academic success. Physically healthy students are more likely to attend school and perform well academically than those who are not. A holistic approach to education can help ensure that students have access to healthy food options, opportunities for physical activity, and safe spaces to learn and grow.

Holistic education promotes mental and physical health and can also foster social-emotional learning (SEL). SEL skills like empathy, teamwork, and self-regulation have been shown to lead to academic success, better workplace performance, and improved overall well-being. By incorporating SEL into the curriculum, we can give students the tools they need to thrive in all areas of their lives.

A holistic approach to education considers the whole person, including their mental and physical health. This type of education has many benefits, including improved academic performance, better social and emotional development, and increased overall well-being.

When students are supported in all aspects of their lives, they can thrive academically and personally. A holistic approach to education recognises the importance of a healthy mind and body for success in school and life. This type of education provides students with the tools they need to manage stress, develop positive relationships, and maintain their physical health. As a result, students who receive a holistic education are more likely to succeed in school and life.

Holistic education is an approach that considers the student's mental and physical health. It is beneficial for students because it can help them better understand and manage their own and others' health.

The Joy of Learning-Enabling Psychosocial Wellness in School Culture

Historically, children were educated through life experiences; people learned from other humans. In ancient India, the basic notion of schools that all children would attend—a time and place to

intentionally structure teaching and learning—came into existence. Schools are institutions that cultivate reason and the capacity of people to improve their lives and build a better social order through individual agency and collective efforts.

All youth need to develop a set of core life skills to manage school, work, outside interests, and social relationships successfully. From the perspective of brain development, these skills include planning, focus, self-control, awareness, and flexibility. We know that early childhood is a critical time for the brain when connections are being made that become the foundation for a child's future health, learning, and behaviour.

Adolescence is also a vital “window of opportunity” for building core life skills—and for practitioners to provide support.

The Adolescent Brain: A Second Window of Opportunity

In the earliest years of childhood, children's brains form neural connections at an unmatched rate. This represents the first opportunity to shape their brain development through nutrition, stimulation, and protection from violence and other harm.

However, a growing body of scientific knowledge shows that experience and environment also combine with genetics to shape the brains of adolescents. This presents a second, crucially important window of opportunity to influence the development of children's brains – and, thus, their futures. During this period, the brain strengthens its most-used connections, making them faster and more efficient, and “prunes” away less-used ones. As the different areas of the brain mature during adolescence, their ability to function as an interconnected system improves. Practising core life skills during adolescence helps the brain build the most efficient pathways to support these skills throughout life.

With 1.2 billion adolescents in the world today, all of us have a stake in helping them to reach their full potential. Today's independence-seeking adolescent is tomorrow's doctor.

Tomorrow's teacher. Tomorrow's worker.
Tomorrow's leader.

Their Future is the Future of Our World.

Research on the developing brain shows us that early childhood experiences build the foundation for a skilled workforce, a responsible community, and a thriving economy. A new evidence base has identified a set of skills that are essential for school achievement, for the preparation and adaptability of our future workforce, and for avoiding a wide range of population health problems. In the brain, the ability to hold onto and work with information, focus thinking, filter distractions, and switch gears is like an airport having a highly effective air traffic control system to manage the arrivals and departures of dozens of planes on multiple runways. Scientists refer to these capacities as executive function and self-regulation—a set of skills that relies on three types of brain function: working memory, mental flexibility, and self-control. Children aren't born with these skills—they are born with the potential to develop them. The full range of abilities continues to grow and mature through the teen years and into early adulthood. To ensure that children develop these capacities, it's helpful to understand how the quality of the interactions and experiences that our communities provide for them either strengthens or undermines these emerging skills. When children have had opportunities to develop executive function and self-regulation skills successfully, both individuals and society experience lifelong benefits.

- **School Achievement:** Executive function skills help children remember and follow multi-step instructions, avoid distractions, control rash responses, adjust when rules change, persist at problem-solving, and manage long-term assignments. For society, this results in a better-educated population capable of meeting the challenges of the 21st century.
- **Positive Behaviours:** Executive functions help children develop skills in teamwork, leadership, decision-making, working toward goals, critical thinking, adaptability, and awareness of their own and others' emotions.

For society, this results in more stable communities, reductions in crime, and greater social cohesion.

- **Good Health:** Executive function skills help people make more positive choices about nutrition and exercise, resist pressure to take risks, try drugs, or have unprotected sex, and be more conscious of safety for themselves and their children. Good executive function primes our biological systems and coping skills to respond well to stress. For society, the outcome is a healthier population, a more productive workforce, and reduced healthcare costs.
- **Successful Work:** Executive function skills increase our potential for economic success because they make us better organised, able to solve problems that require planning, and prepared to adjust to changing circumstances. For society, this means greater prosperity due to an innovative, competent, and flexible workforce.
- The critical factors in developing a strong foundation for these essential skills are children's relationships, the activities they have opportunities to engage in, and the places in which they live, learn, and play.
- **Relationships:** Children develop in an environment of relationships. This starts in the home and extends to caregivers, teachers, medical and human services professionals, foster parents, and peers. Children are more likely to build effective executive function skills if the important adults in their lives can support their efforts and model them.
- Research on the developing brain shows us that early childhood experiences build the foundation for a skilled workforce, a responsible community, and a thriving economy.
- A new evidence base has identified a set of skills that are essential for school achievement, the preparation and adaptability of our future workforce, and the prevention of a wide range of population health problems.
- A series of summaries of essential findings from recent scientific publications and

presentations by the Center on the Developing Child at Harvard University. Tests measuring different forms of executive function skills indicate that they begin to develop shortly after birth, with ages 3 to 5 a window of opportunity for dramatic growth in these skills. Development continues throughout adolescence and early adulthood.

Executive Function: Skills For Life And Learning

- Engage in activities in which they practice the skills;
- Provide a consistent, reliable presence that young children can trust;
- Guide them from complete dependence on adults to gradual independence and
- Protect them from chaos, violence, and chronic adversity because toxic stress caused by these environments disrupts the brain circuits required for executive functioning and triggers impulsive, “act-now-think-later” behaviour.
- Activities—Building these abilities in young children requires communities and caregivers to provide and support experiences that promote emotional, social, cognitive, and physical development broadly, including a range of strategies that:
- Reduce stress in children’s lives, both by addressing its source and helping them learn how to cope with it in the company of competent, calming adults;
- Foster social connection and open-ended creative play, supported by adults;
- Incorporate vigorous physical exercise into daily activities, which has been shown to positively affect stress levels, social skills, and brain development;
- Increase the complexity of skills step-by-step by finding each child’s “zone” of being challenged but not frustrated and
- Include repeated practice of skills over time by setting up opportunities for children to learn in the presence of supportive mentors and peers. Places—The home and other environments where children spend most of their time must:

- Feel (and be) safe; Provide space for creativity, exploration, and exercise;
- Be economically and socially stable in order to reduce the anxiety and stress that come with uncertainty or fear.

If children do not get what they need from their relationships with adults and the conditions in their environments—or (worse) if those influences are sources of toxic stress—their skill development can be seriously delayed or impaired. That said, science shows that there are opportunities throughout development to provide children, adolescents, and the adults who care for them with the relationships, environments, and skill-building activities that will enhance their executive function capacities.

It’s just easier, less costly, and more effective to get them right from the start.

Embrace Teaching and Learning as a Dynamic Relational Human Exchange.

Embracing an interplay of heart and mind between educators and students. That means shifting our focus from academic content and skills to understanding the integrated, interwoven social, emotional, and academic aspects of learning. We must balance academic expectations with a holistic perspective of who our students are as full human beings, each with their own rich story.

5 Ways to Help Youth Build Their Core Life Skills

Practice With Real-life Situations: Encourage youth to problem-solve around real-life challenges they face (for instance, trying to finish a project for school when a friend texts with a personal problem or handling a peer’s depression). WHY? Young people learn best when the experience is relevant to the real world, and they can test out their solutions.

Skills: Focus, Flexibility

Spot and Plan for Triggers: Help youth recognise what triggers their intense emotions (for example, criticism from an adult, losing a game) and learn to take preventative actions—taking a deep breath, stopping to think, focusing on long-term goals—when those triggers come

up. WHY? This empowers youth to become more self-aware and develop coping strategies for the heat of the moment.

Skills: Awareness, Self-Control

Take another's view of stressors: Encourage youth to ask people they trust how they cope with stress. Or suggest they look at situations from someone else's point of view. For example, if a young person is upset over an early bedtime, ask them what might motivate a parent to have a firm time for "lights out." A parent caring about youth getting enough sleep to function well feels very different from a parent trying to control a young person's behaviour. WHY? Seeing stressors in a new way can diffuse anger, frustration, and fear. Young people learn there is more than one way to view problems and solutions.

Skills: Awareness, Flexibility, Self-Control

Focus on Personally Motivating Goals: Adolescence is a time for finding one's place in the world and forming a consistent sense of self that will serve as a framework for making choices now and in the future. Encourage youth to try new activities and discover their passions. Support them in mapping out steps for setting and reaching their goals—and for dealing with obstacles. WHY? This empowers young people to strengthen their self-identity, think long-term, and practice goal-directed behaviour.

Skills: Planning, Flexibility

Build on Positive Memories and Small Successes: Adversity may cause youth to feel that they lack control over their lives. They may internalise negative self-talk or peer interactions like bullying. Help them recall positive memories (such as a time when they helped a friend or finished a tough assignment) to see that even small actions make a difference. WHY? This gives youth a starting point for building up their sense of self, undoing negative internalisations, viewing challenges as less threatening, and planning for the future.

Skills: Focus, Planning

How Stress Affects Developing Core Life Skills?

Some stress in life can be positive, but extreme, ongoing stress can wreak havoc with young people's health, behaviour, and ability to develop and practice their core life skills. WHY? Stress and adversity trigger an automatic reaction in the brain—the immediate (and at times necessary) "fight or flight" response that spurs us to act first and think later. When that response is triggered repeatedly by extreme stress or trauma, however, it can overload the brain's capacity for more reflective, intentional responses. If this occurs during childhood, the brain actually overdevelops the ability to perceive and respond quickly to threats instead of the ability to assess and respond to situations thoughtfully.

Extreme Stress Impacts Core Life Skills in Two Ways :

In early childhood, extreme stress redirects brain development away from core life skills toward automatic ("fight, flight, or freeze") responses.

In adolescence, excessive stress overloads the ability to develop and practice core life skills, leaving youth to rely primarily on their automatic responses.

That's why experiencing a pile-up of adversity—such as neglect, hunger, homelessness, peer suicide, addiction, or violence—can cause youth to struggle to concentrate in school, keep track of the details in their lives, find constructive solutions for problems, and make plans for the future. It's also why interventions that add the threat of punishment or undermine autonomy are especially ineffective during adolescence. To maximise opportunities for youth to learn core life skills, we must find ways to reduce chaos and adversity in their lives while supporting their independence.

5 Ways to Deliver Services That Reduce Stress

Create a Safe Environment: Youth need physically and emotionally safe environments. Depending on the type of services you provide, this may mean setting up spaces that maximise privacy and confidentiality or inspire peer collaboration. Tap into their need to express their creativity and independence and engage youth in creating welcoming, appropriate spaces. Enlist their help with selecting lighting and furniture

and designing the room's layout. WHY? Optimising the program environment gives youth the best chance to succeed and avoids triggering any stress or fear.

Leverage Social Relationships: Collaborative time with peers may put youth more at ease and reduce any perceived threat of adult judgment. Encourage them to learn when to turn to friends for help and when to seek an adult's support. Give them opportunities to develop leadership skills (for example, as peer educators or facilitators). Maintaining supportive, open relationships with adults is still critical, so encourage both when appropriate. WHY? Adolescent brains are more attuned to social acceptance and rejection than at any other period of development. Aiding them in navigating social relationships helps them learn how to respond to feedback.

Support and Listen: Adolescents can be hyperaware of anything that makes them feel diminished. Offering advice may send the message that you do not believe they can make the best choices. Approach youth with respect, check your assumptions, and truly listen. Give them space to think about their decision-making process without telling them what to do. Have high but realistic expectations, and use challenges as opportunities for reflection. WHY? Supporting young people's autonomy reduces the chance of activating their emotional and threat response systems. They'll learn to trust you and build self-confidence.

Use Accessible, Familiar Tools: Ask youth what helps them get and stay organised. Checklists, apps, and other tools may help them manage life's many demands and break down tasks into incremental steps. Let them sign up for text messages to remind them of upcoming meetings, deadlines, or classes. WHY? This puts problem-solving into the hands of young people and makes them familiar with the tools they already rely on.

Streamline and Simplify: Make it easy for youth to register for and attend life skills programs. They already juggle many different responsibilities and expectations. Be sure that forms and requirements are simple and meeting

times and locations are convenient. Why? This avoids putting additional stress on developing core life skills and increases the odds of adolescent recruitment and retention.

Throughout our adolescent years, we become increasingly capable of contributing to those around us in deeper, more meaningful ways than when we were younger. Opportunities to not only contribute but also reflect on the meaning of our contributions and have our contributions recognised are important to healthy development during these years.

Integrating Life Skills and Mental Wellbeing in the holistic health

Curriculum

Guiding Principles Of The Programme

- Uphold that children are a positive resource and are trusted, appreciated and respected.
- Anchored in a rights-based perspective and recognises that children and young people are heterogeneous, there is diversity in terms of urban, rural, caste, class, religion, region, language, cultural beliefs, disability, gender, sexual orientation and so on.
- Focus on the transformational potential of education based on principles of equity and social justice. · Integral part of the content and process of school and teacher education.
- Flexible in terms of content, context and processes to respond to the diverse and dynamic needs of learners at every stage of development.
- Create an open, non-threatening and nurturing environment which is not prescriptive and/or stigmatising.
- Enable learners to understand, adapt and negotiate existing and constantly changing realities.
- Empower learners through participatory, process-oriented, non-judgmental approaches that build on their experiences and provide them with opportunities to think critically, analyse and draw inferences.
- Contribute towards enhancing the physical, mental, emotional and social well-being of

learners by taking a strengths-based approach rather than a deficit perspective.

- Create opportunities for and support educational functionaries, school administrators, and teachers to unlearn and learn about content, attitudes, and pedagogy.
- Sensitise different stakeholders, particularly parents, community and media, to the needs and concerns of children and young people and respond to them in positive ways.

Sustainable Peer Leadership Approach for Life Skills Education.

Methods Used by ODM Sapphire Global School

Peer Educators Led Activities

- *Case studies:* Case studies allow students to analyse an event experienced by someone else, use this analysis and apply the lessons learnt. Analysis of these cases individually or in a group leads to fostering skills like problem-solving, decision-making, critical thinking, creative thinking, and effective communication.
- *Role Plays:* Role plays help students understand real-life situations by engaging with other participants while enacting these situations. This helps develop diverse perspectives of the situation and understand alternate ways to deal with them. Interactions and reflections after role play help inculcate skills like self-awareness, critical thinking, creative thinking, empathy, and effective communication.
- *Guided Discussions:* Group discussions of the eight life skills modules allow students to share their perspectives on significant topics with others and appreciate others' points of view. These discussions encourage students to become more confident in asking questions and speaking up. They are also effective in developing skills such as empathy, managing emotions, effective communication, and critical thinking.
- *Stories and picture books:* Stories and picture books enable students to learn complex issues interestingly and engagingly. When images are paired with the text, it leads to better learning and retention. Therefore, learning becomes better and faster. The use of stories and picture books leads to building skills such as creative thinking, managing emotions, and self-awareness.
- *Yoga:* Students derive many benefits from age-appropriate yoga activities. On the one hand, yoga builds physical strength and flexibility. On the other hand, it enhances compassion, concentration, relaxation, reflection, and calmness, making students more self-aware. These activities help develop skills like self-awareness, emotional management, and empathy.
- *Theatre:* Theatre is one of the most powerful methods for teaching life skills and preparing people to face real-life challenges. Students learn to think creatively and behave confidently through enacting different plays and collaborating with others. Skills like creative thinking, effective communication, managing emotions, self-awareness, and empathy can be effectively taught beyond the classroom in a theatre.
- *Art:* Art activities enable students to explore and understand what defines their art object by examining scenery, people, or situations more closely. A work of art can be extremely engaging and interesting, helping students learn how things look from the other side. This medium of self-expression helps develop skills like empathy, self-awareness, problem-solving, emotional management, and creative thinking.
- *Sports:* In this competitive environment, children often learn that putting their best foot forward will yield the desired results. Sometimes, this may not be the case in real life because no matter how hard we try, there is always someone better than us. Sports help us learn to get along with others and accept failure while building confidence and team spirit. They also help foster skills like decision-making, problem-solving, effective communication, empathy, and emotion management.
- *Quizzes:* Quizzes help teachers & peer educators to check and further build students'

understanding of various life skills in areas like gender equality, nutrition, health and sanitation, safety and security. On the one hand, it provides an opportunity to assess their basic understanding, and it helps create awareness of the other. Quizzes help in decision-making, critical thinking, problem-solving, and self-awareness.

- *Puppetry*: Puppetry can be a powerful way to stimulate imagination, encourage creative play, and bring interesting stories to life in an engaging manner. It helps build students' confidence and critical thinking while they learn complex topics. It also fosters skills like creative thinking, critical thinking, emotional management, empathy, and self-awareness.
- *Human library-Expert talks*: Inviting experts who can engage with the students on various themes like growing up healthy, sexual and reproductive health, emotional well-being and mental health, value education, safety and security is an effective way to impart knowledge leading to building skills like problem-solving, self-awareness, critical thinking, effective communication.
- *Exposure visits*: Exposure visits are an effective method for enabling students from a particular setting to interact with and learn from others from different settings to understand real-life situations. These visits help build diverse perspectives on situations and people, enabling the acquisition of skills

like critical thinking, empathy, and effective communication. Visits to neighbouring villages, Old age homes, and schools help students gain real-life exposure by investigating their problems and providing solutions.

- *Reflective Exercises*: Peer-led mindfulness activities, such as breathing exercises and anti-stress activities, help people reflect on their thoughts, emotions, and actions. Reflecting on one's thoughts, emotions, and actions leads to a much deeper understanding of oneself. Looking within also helps people build better relations with others by becoming more compassionate and empathetic toward themselves and others. Reflection on a regular basis helps build skills such as self-awareness, empathy, managing emotions, problem-solving, and decision-making.
- *Teacher-parent circle: Engaging parents*: A supportive and congenial environment at home is critical for a child's healthy upbringing. Engaging parents in various activities in and outside school, with a focus on building their understanding of life skills and enhancing their child-rearing practices, is important for a child's emotional well-being.

Let your preparations be wise, correct and of such kind that will lead to your true welfare, supreme good and lasting satisfaction and happiness. This must engage your active, enthusiastic attention throughout your youth life.

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Adolescent Life Skills Development: Creating Future Ready Landscape in Schools

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Abstract

Background: Adolescence is known as a turbulent period in a person's life in which they develop from a child into an adult. It is important for the mental health of adolescents that they establish and maintain social relations. Global trends and developments in the 21st century are making this increasingly difficult. Adolescence is a time to develop knowledge and skills, learn to manage emotions and relationships and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles. Though it is a period when the intellectual, physical, social, emotional, and all capabilities are at their peak, most adolescents are unable to utilise their potential to the maximum due to several reasons.

They face many emerging issues such as Pandemics, discrimination, unemployment, poverty, suicide, cut-throat competition, as well as other issues like poor eating habits, Increased obesity, Depression, Loneliness, Anxiety, Aggression, Attention problems, Lack of empathy, alcoholism, drug abuse, sexual abuse, delinquency, social media, etc. which make an adverse effect on their mental health. This 21st-century challenge requires immediate attention from the stakeholders, i.e. all the socialisation agents such as Parents, Schools (Education system), and media to make our children's Future Ready. 'Life skills Education' has immense significance in making up a Future Ready citizen in the 21st century. Many pieces of research indicate that life skills education bridges the gap between application and potential. It reinforces the ability of an individual to meet the requirements of the present society. It helps in dealing with the above issues in a manner to get socially desirable behaviour. Today, it is not enough to have educational or academic excellence; we also require other skills, such as individual, reflective, and social skills, to maintain a balance in our professional and personal lives and make ourselves future-ready.

The present paper focuses on the significance of life skills education for creating a happy and peaceful society, to make our children Future Ready and the benefits of implementing life skills education in our curriculum, i.e. developing individual, reflective, and social skills in students, as they are the important ingredients to build a Future Ready dynamic citizen, who can cope up with upcoming challenges, and sustain well in the fast pace society. **Methodology:** The research was conducted taking into account counselling records and interaction with alums of Modern Convent School data. **Result:** There is a positive correlation between life skill education and a future-ready landscape. **Conclusion:** There is a significant relationship between life skill education and the development of social, emotional and thinking skills among school-going children, which makes them future-ready. It depicts the importance of life skill education for adolescents in terms of coping with upcoming challenges and sustaining themselves well in a fast-paced society.

Keywords: *Life Skills Education; Adolescent; 21st century; Challenges; Future Ready*

Introduction

Adolescence

Adolescence (from the Latin word *Adolescere*, meaning "to grow up") is a transition stage of Physical and Psychological development that generally occurs from puberty to adulthood. Children entering adolescence go through many changes in their bodies and cognitions, including

physical, intellectual, psychological, and social changes, which are rapid and often take place at different rates. It is an exciting yet challenging time in the life of a teenager. Adolescence is the threshold of adulthood. They are anxious to shed the stereotype of teenagers & to create the impression that they are here adults, and in this stage, young people extend their relationship beyond parents and family and are intensely

influenced by their peers and the outside world in general. Adolescence is the most crucial stage of life with peak intelligence and potential in which their thought becomes more Abstract, Logical, and Idealistic; they become more capable of examining their thoughts, others' thoughts, and what others are thinking about them. Their developing ability to reason gives them a new level of cognitive and social awareness. Adolescence is the time for various achievements, deciding professional choices, developing personality, experimentation, risk-taking behaviour, societal, parental and peer pressure, emotional instability, impulsivity, etc. In a nutshell, a turning point in one's life is a period of increased potential but also one of greater vulnerability.

Challenges Of Adolescents

The major challenges of adolescents are:

Identity crisis

Adolescents try to define one's sense of self or the search for identity and try to explore their values, commitments and beliefs. During adolescence, a detachment process enables the individual to develop a personalised set of beliefs that are uniquely their own. In the process of achieving an identity, adolescents could experience conflict with their parents and within themselves. Those who can cope with the conflicting identities develop a new sense of self. Lack of information and skills prevent them from effectively exploring their potential. Self-awareness helps adolescents understand themselves and establish their personal identity.

Difficulty dealing with emotions

Adolescents frequently experience mood changes that reflect feelings of anger, sadness, happiness, fear, shame, guilt, and love. They are often unable to understand the emotional turmoil. Adolescence is definitely a vulnerable period in which adolescents experience many conflicts, uncertainties, occasional loneliness, group pressures, self-doubt, anxiety, and concern about themselves and their future. They are also likely to experience excitement, joy, and feelings of competence as they overcome developmental challenges.

During adolescence, peer influence, newly gained freedom, and unresolved problems may create difficulties for them. Adolescents find it difficult to resist peer pressure. Conforming to peer pressure can be both positive and negative. Adolescents are often confronted with decisions regarding smoking, drugs, alcohol, breaking parental rules, etc. Some of them may yield to this pressure due to a lack of assertiveness and decision-making skills and engage in experimentation. Irresponsible behaviour and substance abuse involve greater risks in terms of physical and mental health.

Difficulty in managing relationships

Family relationships become less important as the adolescent spends more time outside the home and develops a strong need for peer support and acceptance. Interactions with peers provide them with opportunities to refine their social skills and try out different social behaviours. Peers and Parents are dual forces that have major influences on adolescents. At times, conflicting situations with parents lead to increased identification with peers. Generally, parents and peers serve complementary functions and fulfil the different needs of adolescents. As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adolescents need social skills to build positive and healthy relationships with others, including peers of the opposite sex. They are expected to understand the importance of mutual respect and socially defined boundaries of every relationship.

Life Skills

WHO defines Life Skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with everyday life demands and challenges. "Here, 'adaptive' means that a person is flexible in approach and can adapt to different circumstances, and 'positive behaviour' implies that a person is hopeful even in challenging situations and can show resilience.

Life Skills enable individuals to translate knowledge, attitudes, and values regarding their concerns into well-informed and healthy

behaviours. Empowered with such skills, young people are able to make decisions based on a logical process of “what to do, why to do, how to do and when to do”. Life skills help adolescents solve problems by thinking critically and creatively, enhancing effective communication, interpersonal relationships and empathy, and productively managing their lives. Life Skills fall into three basic categories, which complement each other: i.e. social or interpersonal skills, cognitive or thinking skills, and emotional skills. The core “Life skills” include problem-solving, decision-making, critical thinking, creative thinking, communication skills, self-awareness, stress and emotion management, empathy, and interpersonal relationships.

Life Skills Education

In the 21st century, education is undergoing a comprehensive change regarding Media & technology, globalisation, privatisation, and industrialisation, etc. Today’s adolescents are facing many emerging issues, such as digitalisation, increasing individualism, climate change, and forced displacement, which influence the development of adolescents and their mental health to a great extent. The constant pressure to have the perfect body, the perfect job, and the perfect life can be overwhelming and lead to feelings of anxiety, guilt and inadequacy. Additionally, youth today are growing up in a time of great political turmoil. They are witnesses to mass shootings, terrorist attacks, and racial tensions. Human values such as empathy and harmony in society are decreasing day by day. The adolescent mind is considered the most productive member of society due to its immense physical and intellectual capability. Unfortunately, most of them are unable to utilise their potential in a socially desirable manner due to a lack of guidance, motivation and facilitation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on society. This new challenge requires immediate attention from a socially responsible system of education. That’s why Life skills education is needed for an

hour. To develop academic excellence is important, but to develop happiness and peace in society and to support and live life better is more important. Thus, the major focus of education should be on holistic development, especially to enhance their social, thinking and emotional skills, which can help them live a healthy life and make them able to face 21st-century challenges.

Central Board of Secondary Education (CBSE) India has identified the significance of life skills education and, hence, has made it mandatory in its curriculum. Life skills such as resilience, communication, collaboration, critical thinking, creativity, literacy skills, productivity and leadership are just some of the areas that are essential when facing the challenges of the 21st-century job landscape. The life skills education program aims to develop critical and creative thinking to make healthy choices that contribute to a purposeful and goal-directed life. It helps adolescents to understand themselves and to assess their strengths, weaknesses, skills, abilities and areas of development. It also allows adolescents to get along with other people, understand others as well as their own emotions, and select, adapt and modify their environment and make responsible decisions. The main objective of life skill education is to enable adolescents to develop their positive self-concept along with enhancement of self-esteem and self-efficacy.

Imparting life skill education in adolescents will bring valuable benefits, which include enhanced self-esteem, peace education, self-confidence, prevention of antisocial behaviour, and promotion of general well-being. It enables individuals to translate knowledge, attitudes and values into actual abilities. It enables individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so. Research proves that life skill education also improves the academic performance of individuals. Various methods such as Brainstorming, Case studies, Class discussions, Role plays, debates, Street plays, working in small groups and pairs, etc., are quite useful in enhancing life Skills in adolescents.

Review Of Literature

It is important for the mental health of adolescents that they establish and maintain social relations. One of the signs of mental health and an individual's ability to deal with various problems of life refers to the existence of social relations and having effective life skills (Kelinkem, translated by Mohamad Khani, 2005). Though many efforts and activities are taking place in the educational system, we can still observe the troubling news about the academic, moral, social and emotional status of students. Students who are not equipped with life skills are not able to use their knowledge, do not have the required ability to solve their problems effectively, and are not able to make correct decisions at the right time regarding their personal and professional issues. The term life skills refers to a large group of cognitive, social and interpersonal skills, and can help people to make wise decisions with an enhanced level of self-awareness, increase effective communication, learn to deal with emotions and stress effectively and manage oneself and enhance productivity (Sepah Mansour, 2007). Research conducted by Sepah Mansour (2007) examined the effect of life skills training on achievement motivation, self-respect and social adjustment of students. Findings indicated that life skills training is effective in enhancing students' achievement motivation, self-respect and social adjustment. Research conducted by Mott et al. (1999) showed that social skills deficits are a determinant factor for the mental health of children. Tuttle et al. (2006) suggested the increasing capability of teens to promote positive behaviour and flexibility with the help of life skills education. Albertyn and colleagues (2004) concluded that life skills training enhances the quality of living, makes them more responsible in their professional lives, makes them future-ready, and increases their critical thinking abilities. According to the findings of Veranda and Rao (2011), the adolescent has to prepare for a successful global adult life of competition and independent functioning, which is possible only through enhancing their psychosocial competencies through life skills training. Life skill education is important and significant in the overall development of

students, as indicated by the findings of Prajapati, Sharma, and Sharma (2017). Dr Arpita Kackar & Dr Hemlata Joshi's findings suggested that life skill education is significant in the overall development of students. In their research, Roodbari, Sahdipoor, and Ghale (2013) found that life skills training has a considerable positive impact on social development and emotional and social adjustment, suggesting an increase in the compatibility of children and public health.

Methods

Overview

Data Sources: Modern Convent School, sec-4 Dwarka, N.D-75, has 3659 students, including 2037 Boys and 1622 Girls.

Participants

For this paper, data has been collected from counselling records of various students from the nursery class to XII and alums of modern convent schools.

Measures

Interviews, Observations, Counselling records, Teachers feedback, records of scholastic and co-scholastic activities & performance.

Result

Counselling Data of Modern Convent School revealed that the awareness of life skills has reduced bullying, violence, antisocial behaviour, drug abuse, smoking, peer conflicts, stress, trauma, etc. and allowed students to face the challenges and meet the demands of their lives. During their school years, students have to deal with various challenges. Life skills help students cope with these challenges on their own and make an important contribution to the well-being of all. Life skills empower students to deal effectively with the demands of everyday life by improving self-regulation, making informed decisions, and building supportive social relationships. Esther Kirchhoff and Roger Keller's (2021) Life skills-based teaching-learning process will help strengthen and promote the quality of the educational system. A. Smitha & Mary Vineetha Thomas (2018).

Conclusion

The 21st century will pose many new challenges to the younger generation. There are many factors behind this trend, but the increasing pressure to “excel” in academics to secure a stable job is definitely at the top of this list of causes. A relevant and proper implementation of life skill education is a need of an hour to develop a peaceful and harmonious society. Imparting life skills education to the students can be helpful in addressing the current needs of 21st-century children and help in developing cognitive, emotional, social and self-management skills for a better adaptive life. Various research studies demonstrate how life skills learning interventions have had positive impacts on success in school and, subsequently, even in personal and professional lives.

Adolescents should learn Life Skills because they empower them to think critically, deal effectively, engage in positive actions to protect and manage themselves and promote effective communication and healthy interpersonal relationships. Life skill education can serve as a remedy for 21st-century challenges, helping adolescents lead productive and healthy lives by encouraging cooperative behaviour, reducing antisocial activities, and preparing them to face the challenges of life outside the classroom.

The dramatic changes in global economies and the transformation in technology have had a great impact on Education. Thus, students need some new life skills to deal with the challenges that come along with it. Nonetheless, students play a crucial role in the development of a peaceful and healthy society, and this is possible to the fullest extent only if they are well-equipped with life skills. As stakeholders, we should be aware of the significance of life skills in adolescents' personal, social, and professional lives. Considering this, Modern Convent School, Delhi, aims to develop life skills that will help students deal with this fast-paced, competitive world. These include Decision-making, critical and creative thinking, problem-solving skills, teamwork and effective communication among children, a growth mindset, and citizenship. Researchers suggest that the collaboration of life

skills with teaching skills or techniques will surely find a solution for the development of socially desired behaviour, taking into consideration MCS conduct various activities to develop life skills at school. To sharpen student's skills in productive thinking, planning, decision making and communication and facilitate students in dealing with self and others to achieve harmony and peace in Modern convent school, we are doing the following activities- to enhance life skills such as empathy, problem-solving, effective communication, creative and critical thinking, competitive activities in calligraphy, Memory game, Just-a-minute, prop-up, spell bee, folk story narration, unity in diversity, enactments, sell a product, Expression – presentation of oratory skills, mother tongue day, carol singing, shape-o-mania, Time management, cleanliness is next to Godliness, owing gratitude to senior citizens, organised sports, nutrition and anti-bullying week etc and conducting various sessions for teachers and students to facilitate mental health and decision-making in terms of career choices, respectively.

As Life skills techniques in the teaching and learning process as well as in socially oriented activities will create a good relationship between teachers and students believing in this ideology, Teachers in the Modern convent school sensitise the significance of life skills among students, which will prove helpful to get desired modification in their thoughts, behaviour, knowledge, attitudes, skills and values. School is involved in designing effective strategies for building life skills in learners to transform them into globally competent, tolerant and responsible citizens of our country.

In light of the above discussion, it could be concluded that life skill education is significant in students' overall development. Our findings are in common with those of Prajapati, Sharma, and Sharma (2017), A. Smitha & Mary Vineetha Thomas (2018), and many others, suggesting that life skill education programs are essential for promoting mental well-being and competence in young people to navigate the challenges of daily living.

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Happiness Curriculum: Perceptions and Experiences of Students and Teachers in Delhi

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Abstract

The Happiness Curriculum was launched in 2018 for children studying in schools run by the Delhi government. This study was conducted to understand the perceptions and experiences of the students and teachers of class 8th about the Happiness Curriculum in Delhi. The study was conducted to determine how teachers were prepared to transact the Happiness Curriculum and identify the benefits gained and challenges faced while implementing it. An exploratory research design was used for this study. The study sample consisted of 100 of class VIII and 10 teachers of a government school in South-West Delhi. A questionnaire and a semi-structured interview schedule were developed for data collection. The data obtained was both quantitative and qualitative.

The majority of the students and teachers liked the Happiness Curriculum and its activities. The students enjoyed story-telling sessions, mindfulness activities, fun games, and activities the most. The majority of teachers and students reported that the time spent in the Happiness classes was adequate for interacting and doing all the activities. Students and teachers found that the time given to Happiness Classes had no adverse effect on the time available for teaching other subjects in school. Students felt refreshed after attending the Happiness Classes. They enjoyed the class and felt that their day in school was happier due to these classes, and they could focus better on their studies. More students had started coming forward to share and discuss their problems with the teachers. This is attributed to enhancing the student-teacher relationship and the class environment. Teachers regularly gave feedback about the happiness classes to the students. Meetings were held in the schools with other teachers to discuss Happiness Classes. This helped in regular monitoring and implementation of the Happiness Classes. All the teachers received training to conduct happiness classes. Lack of adequate time for implementing the Happiness Curriculum and the need for further training were reported as the main challenges experienced by the teachers. All the students enjoyed the Happiness classes. Teachers recommended that the Happiness Classes should also be conducted for classes IX to XII as the students in these senior classes faced more stress and anxiety due to the pressure of their studies and career goals. Teachers reported that the Happiness Classes had improved the health and emotional well-being of the students and enhanced their life skills, irrespective of their academic level. The study recommends that the Happiness Classes should be implemented regularly as they improve the student-teacher relationship and create a stress-free environment in school. The relevance of the Happiness Curriculum should be reinforced to the students and teachers to sustain interest and draw desirable outcomes. Follow-up training should be conducted for all the teachers to ensure proper delivery of the Happiness Curriculum.

Keywords: *Happiness Curriculum, Happiness Classes, Life Skills, Children, Delhi Government Schools*

Introduction

The Happiness Curriculum is an initiative of the

Government of Delhi, launched in July 2018. At the time of its launch, it was estimated that more than 10 lakh students of Delhi government schools would be taught in these classes. According to the Dalai Lama, India can lead the world by uniting modern and ancient knowledge and helping humanity overcome its "negative emotions" (Times of India, 2018).

Happiness

Happiness is a feeling that comes over a person when they think life is good and positive. It gives a sense of well-being, joy, or contentment. Happiness is a feeling used in the context of mental and emotional states. According to Webster's dictionary, Happiness is defined as enjoying, marked by pleasure, joy, or satisfaction. The satisfaction people get after achieving a goal or aim gives them a feeling of happiness (Alipour, 2012). According to Seligman's Well-being model, the construct of happiness includes five major elements- Positive emotions, Engagement, Meaning, Positive relationships, and Accomplishment (Pascha M, 2019).

Happiness is a multifaceted construct and a strong indicator of the "quality of life" and well-being of a person. Well-being refers to the state of overall satisfaction with one's life and is composed of both cognitive and affective aspects of happiness.

Importance of Happiness

In today's life, people neglect to cultivate their happiness. Feeling happy is very important as it results in feeling healthier both mentally and physically. It makes people more energetic, creative, and fun to be around; it may also lead to becoming more financially successful. Interaction with loved ones is also important for living a happy life; people have partners, families, and friends with whom they can interact. People who live in complete isolation are less happy and often not satisfied with their life. At the global level, if there is unhappiness around the world, it may have a massive impact. Unhappy souls are the core reasons for the grounds of terrorism and war. A happy soul has the potential to change the lives of others by

being around and spreading positivity. People sometimes relate happiness with materialistic things such as new cars, houses, jobs, etc., but this happiness is temporary and does not last forever (Durham, 2019).

Happiness plays a prominent role in helping children understand their emotions, identify their emotions, express their feelings, and develop friendship skills from an early age.

Ways to Attain Happiness

Getting rid of negative energies that occur in people's lives helps them attain happiness. Getting rid of negative thoughts and rationalising problems and self-doubts helps in excluding feelings such as depression, fear, boredom, worry, dissatisfaction, and grief. Attaining happiness is very important for contentment and peace of mind. We have all heard that Happiness Comes from within. It is said, "You will find true happiness in life when you realise it only takes "you" to be happy. True happiness lies within yourself; it doesn't come from others". However, most people dismiss this as irrelevant. It needs to be understood that happiness is a state of mind. It cannot be achieved from things we see outside. We have the power to create happiness with the help of positive emotions, which can be achieved with good thoughts. It is our thoughts that create our emotions. So, we need to work on building positive thoughts and a positive outlook towards life. This would ultimately result in true happiness. (Belmer 2018).

Importance of Education

Education is one of the foundation rocks of a person's growth. It helps in the evolution of culture and tradition in society. It has been an integral part of our society since ancient times. There are always many parts of education in every country, and most of the parts of education have been influenced by the rules and regulations of the institutions that have been part of the society. The main purpose of education is to create a person who is happy, confident, and well-informed to play the role of a meaningful citizen in society.

Happiness and Education

Happiness is the greatest expression of human beings. Over the past few years, educational administrators worldwide have realised the need for a Happiness Curriculum for the well-being of students at an early age. Such a curriculum helps engage students in good relationships with family and friends and makes them more sensitive to society, more self-aware, and emotionally mature.

According to experts, the quality of students' education is related to the environment of their school, which in turn depends on the attitude, positive vibes, and mood of the teaching and non-teaching staff.

Life Skills

Life Skills education refers to a behaviour change or behaviour development approach designed to address the balance of three areas: knowledge, attitude, and skills". The World Health Organisation has defined Life Skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO, 2021). The Mental Health Promotion and Policy (MHP) team in the World Health Organisation's Department of Mental Health states that Life Skills education facilitates the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems and the protection of Human rights" (SCERT, 2024).

Need for Life Skills

Life Skills help individuals and communities to solve problems, make informed decisions, think critically and creatively, empathise with others, communicate effectively, build healthy relationships, and cope with and productively manage life. Realising the importance of Life Skills education, it has been introduced in the Indian school educational system in the syllabus of the Central Board of Secondary Education India (CBSE) at various levels and in some other state boards. In today's modern society, these skills are more relevant and necessary to prepare

students for facing the present-day challenges of life.

Life skills education helps guide children and create general awareness about their surroundings. It also improves their decision-making skills and mental and physical well-being. In developing life skills, there is personal fulfilment, the realisation of social responsibility, a sense of empowerment, and the capacity to be a part of a heterogeneous group and strive for common goals. This can also lead to success in personal and professional life. The idea of success is not only the accomplishment of a happy working life but also the creation of a self-fulfilling life outside the world of work and wealth creation. With the help of Life skills training, youth can be educated about effective communication, decision-making, teamwork, and maintaining relationships (Egyankosh, 2020).

There is growing awareness of the need for Life skills training to help youth manage the transition from school to work and become active, healthy citizens. Schools and universities are increasingly adding Life Skills as part of the formal curriculum, as an afterschool activity, or as part of career guidance services—often with the support of youth organisations that oversee or directly implement these training programs.

The Happiness Curriculum

The Government of Delhi, to train young minds to be happy, confident, and content human beings and to develop their personality, launched the 'Happiness Curriculum' in schools to focus on students' emotional well-being. Happiness classes have been introduced in Schools for students of Nursery to class 8th (Doshi V, 2018). The curriculum focused on the holistic development of students by providing them with an education that included meditation, mental exercise, and value education. This can help in their personality development. The Happiness Curriculum focuses on the happiness level of the students by making them focused and feel positive about their lives. The Happiness Curriculum aims to impart emotional intelligence through meditation, storytelling, and activities that focus on students' emotional and

mental needs. These skills are intended to reduce stress and anxiety (Kundu P, 2018).

The primary purpose of education is to create happy, confident, and fulfilled human beings who will play meaningful roles in society. Happiness is the greatest human expression. Across the world, education administrators are realising the need for happiness or well-being lessons for children. Self-aware, sensitive, and emotionally mature children are far more successful owing to their advanced ability to engage in meaningful relationships with their family, friends, and society. The solutions to modern-day problems like the increase in suicide rates of school-going adolescents, terrorism, corruption, and pollution could come from these classrooms (Rai S, 2018).

Every school under the Government of Delhi has been mandated to provide 45 minutes for Happiness Classes in their daily timetable. The Happiness Curriculum has been prepared for children studying nursery-VIII in class. These 45 minutes comprise sections which are divided according to the needs of the students attending the Happiness Class. This includes sections for mindfulness activities, storytelling, meditation, and self-expression activities. Each class helps engage students in good relationships with family and friends, makes them more sensitive towards society, more self-aware, and emotionally mature (TOI, 2018). All the exercises train the children to think logically and creatively, understand how to be positive, and know their role in the social system and nature (Kundu 2018). A periodic assessment is done to assess the progress of the children. Feedback is regularly taken from the students by their teachers to determine if they have any issues or doubts regarding the Happiness Class, other subjects, or any personal matters.

Objectives

- To find out the perceptions of students and teachers regarding the utility of the Happiness Curriculum
- To study the perceptions of students and teachers regarding the methods and materials

used for transacting various activities of the Happiness Curriculum

- To find out the process the teachers follow to prepare to conduct the Happiness Curriculum
- To find out the challenges faced by the teachers in implementing the Happiness Curriculum

Methodology

Type of Research

The study had an exploratory research design, and a mixed-method approach was used to collect quantitative and qualitative data. The study was conducted in a Government boys' school in Dwarka, in the southwest district of Delhi. The sample comprised 100 students and 10 teachers of class VIII who conducted the Happiness classes. A purposive sampling technique was used to select the school, class, and sample of 100 students (12-14-year-old boys) from all 5 sections of class VIII. Further, 2 students from each of the 5 sections were selected for interviewing to gain in-depth information on the study objectives. The study tools comprised a questionnaire and semi-structured interview schedule for the students and a semi-structured interview schedule for the teachers. The data was collected from December 2018 to January 2019.

Salient Findings

The salient findings from the study were:

Profile of Students

All respondents were boys in Class VIII, with most being 13 years old.

Profile of Teachers

The teachers were aged 31 to 40. Four were male, and six were female. They had been conducting Happiness Classes for 2 to 5 months and teaching subjects such as Math, Science, Hindi, and English.

Activities Conducted in Happiness Classes

The four main activities reported to be conducted under the Happiness Curriculum were Mindfulness, Storytelling, Activities, and Self-expression. Storybooks were the primary reading

material, with the curriculum comprising 20 stories for students of classes VI to VIII. These activities aimed to foster logical and creative thinking and enhance students' understanding of their roles in society and nature through self-expression.

Engagement of Students during Happiness Curriculum

Most students reported being actively engaged with teachers during Happiness Classes, and all enjoyed them. Teachers recommended expanding Happiness Classes beyond nursery to VIII to include senior classes (IX to XII), as the older students faced increased stress and anxiety due to academics and several other factors.

Adequacy of Duration for Happiness Classes

The majority of students and teachers found the allocated time for Happiness Classes adequate for interaction and activities. However, a few students stated that more time should be assigned to them.

Effect of Happiness Classes on Other Subjects

Most students believed that the time allocated for other subjects remained sufficient despite the Happiness Classes. Some students preferred that core subjects like Math and Science be scheduled immediately after the Happiness Classes.

Opinions of Students After Happiness Classes

A majority of the students reported that they felt refreshed after attending Happiness Classes, enjoying a happier day and improving their concentration on studies. Less than 10% of the students found the Happiness classes boring. However, self-expression activities received less favourable reviews due to students' lack of understanding of their relevance. The teachers reported positive behavioural changes not only in their students but also in themselves. It was stated that the Happiness Curriculum helped to reduce the student's anxiety and stress and promoted their overall mental and physical well-being. Happiness classes were reported to enhance the motivation, creativity, and social skills of the students.

Feedback Sessions

It was reported that most teachers conducted Feedback sessions on Happiness classes regularly, either daily or weekly, to support students, especially those who were hesitant to speak in class. However, two teachers reported that the frequency of the Feedback sessions should be higher.

Training of Teachers for Happiness Classes

Seven teachers who taught the Happiness classes shared that they had received two days of professional training. The remaining three teachers were trained by school staff and coordinators—the training aimed to equip teachers with the knowledge and skills necessary for effectively delivering the Happiness Curriculum.

Challenges Faced by Teachers in Implementing Happiness Curriculum

The teachers reported no challenges in implementing the Happiness Curriculum and found conducting the classes very relaxing and enjoyable.

Conclusion

The study concluded that the Happiness Curriculum received positive feedback from students and teachers. They expressed a strong liking for it, particularly the story-telling sessions, mindfulness activities, and various fun games and activities. Students were most engaged during story-telling and mindfulness activities. The allocated time for Happiness Classes was considered adequate by the majority of teachers and students, allowing sufficient interaction and participation in all activities without negatively affecting the study of other subjects.

Students found Happiness Classes interesting and engaging, leading to improved student-teacher relationships and a positive class environment. They preferred core subjects like Maths and Science to follow immediately after these classes, feeling refreshed and happier throughout the school day, which enhanced their focus on studies. The teachers actively sought feedback from students and held meetings to discuss Happiness Classes, ensuring regular monitoring and effective implementation.

All teachers received training to conduct these classes effectively, emphasising the importance of teacher skills in engaging students in various activities for the program's success. Teachers reported no major challenges in conducting Happiness Classes. Teachers recommended the introduction of happiness classes for students in classes IX to XII. They observed that Happiness Classes positively impacted students' health and emotional well-being amongst students of all classes, suggesting their regular implementation to maintain the benefits accrued.

To sustain teachers' interest and motivation, it is recommended that the relevance of the Happiness Curriculum be reinforced among students and teachers, advocating for follow-up training to ensure effective delivery. The Happiness Curriculum and its activities received widespread approval from students and teachers,

as they played a vital role in creating a stress-free and positive learning environment in the school.

Recommendations

- Happiness Classes should be conducted regularly as they contribute to making students happy in school, increasing interest in studies, and improving the student-teacher relationship. This is likely to ensure enhanced student attendance and participation in school.
- Students and teachers should be reinforced on the importance of mindfulness activities, story-telling, and games, as well as on the relevance of the Happiness Curriculum.
- Follow-up training should be conducted for all the teachers to ensure proper delivery of the Happiness Curriculum.

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Exploring the Intersections of Schooling And Mental Health Paradigms: Insights From Kothari International School

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Abstract

In today's educational vista, the integration of inclusive practices within schools has become imperative. This paper explores the evolving interplay of inclusive schooling and mental health paradigms, uncovering fresh perspectives on emerging challenges and opportunities. By dissecting the intersection of these pivotal domains, we traverse the intricate terrain of cultivating an ecosystem where every student's well-being is prioritised. Drawing upon the diverse array of research and innovative methodologies, this paper investigates how an inclusive school can act as a catalyst for effectively addressing the mental health needs of the students. From catering to diverse learning needs to nurturing a culture of belonging and acceptance, inclusive education embodies a holistic approach that highlights the symbiotic relationship between academic achievement and emotional well-being. Moreover, this paper illuminates the innovative practices implemented at Kothari International School. Viewed through the prism of collaboration, empathy, and culturally sensitive pedagogies, all stakeholders converge to cultivate a nurturing ecosystem where every student flourishes. Examining through the lens of emerging perspectives, this paper emphasises the urgency of re-envisioning conventional notions of schooling to embrace inclusivity as a building block of mental health advocacy. By harnessing the transformative power of inclusive education, we are positioned to cultivate a generation of resilient and empowered learners primed to navigate the nuances of the contemporary world.

Keywords: *Innovative Methodologies, Inclusive Education, Mental Health Paradigms, Holistic Approach*

Introduction

In the educational landscape, inclusive schooling emerges as a cornerstone of change, illuminating the path towards equity and diversity. It prioritises equal opportunities for all students, irrespective of their diverse backgrounds or needs. While progress has been made in reshaping educational realms to embrace inclusivity, persistent challenges remain, particularly in safeguarding the mental health and well-being of students. Recognising the intrinsic relationship between inclusive schooling and mental health initiatives becomes imperative. This understanding offers a direction for cultivating a supportive learning environment conducive to the holistic development of every student.

Historical Background

Through the annals of time, education in India has witnessed a series of policy reforms aimed at fostering inclusivity and equitable access to

learning opportunities. From the foundational recommendations of the University Education Commission led by Dr Sarvepalli Radhakrishnan to the recent unveiling of the New National Education Policy 2020, the evolution of educational policies reflects a concerted effort to address the diverse needs of learners nationwide. Amidst this landscape of policy changes, inclusive education has emerged as a fundamental principle, advocating for the integration of all learners, irrespective of their backgrounds or abilities, into the mainstream educational environment.

Defined by UNESCO as a dynamic process that embraces diversity and removes obstacles to learning, inclusive education in India exemplifies a commitment to ensuring that every child has access to quality education. It recognises the inherent value and potential of each learner, creating an environment where all students can excel academically, socially, and emotionally. At its core, inclusive education is a

catalyst for social change, fostering a culture of acceptance, respect, and belonging within schools and communities.

Several significant policies and initiatives have shaped the journey towards inclusive education in India. The National Policy on Education (NPE) of 1986 laid the groundwork for a child-centred approach to learning, emphasising the inclusion of students with disabilities into mainstream classrooms. Subsequent revisions, such as the National Policy on Education 2016 and the draft National Education Policy 2019, have sought to expand the scope of inclusive education, recognising every child's right to receive a quality education, regardless of their circumstances.

Concurrently, initiatives such as the Integrated Education of Disabled Children Scheme (IEDC) and Sarva Shiksha Abhiyan (SSA) have played a pivotal role in providing support and resources to students with special needs, ensuring their inclusion in the educational mainstream. The Right to Education Act (2005) further cemented the commitment to universal access to education, guaranteeing every child the right to free and compulsory education.

As India continues the implementation of the New National Education Policy 2020, with its focus on accessibility, equity, and quality, the importance of embracing inclusive education becomes significant. By embracing the principles of inclusivity and diversity, India's education system can provide a platform for social transformation, empowering every learner to realise their full potential and contribute meaningfully to society.

Literature Review

In recent years, the intersection of inclusive education and mental health paradigms in India has gained significant attention, indicating a growing recognition of a relationship between these two domains. This review synthesises existing literature to offer insights into the current status, challenges, and innovative practices within the Indian context.

Inclusive Education in India

Inclusive education in India aims to provide equitable opportunities for all learners, including those with diverse learning needs. Research by Sharma and Reddy (2020) highlights the strides made in implementing inclusive education policies, particularly through legislation such as the Rights of Persons with Disabilities Act (RPWD). However, translating these policies into effective practices faces challenges such as infrastructural limitations, attitudinal barriers, and insufficient teacher training (Reddy & Rao, 2019).

Mental Health Paradigms in Indian Schools

Mental health issues among school-going children in India are escalating due to factors like academic pressure, societal expectations, and socioeconomic disparities. Patel et al. (2018) emphasise the prevalence of mental health disorders among Indian adolescents, emphasising the imperative of early intervention and support mechanisms within school settings. Despite growing awareness, stigma and misconceptions surrounding mental health persist, hindering help-seeking behaviour and access to services (Malhotra & Kapoor, 2020).

Innovative Practices and Interventions

Despite challenges, innovative practices are emerging to promote mental health within inclusive education frameworks. Initiatives such as the Manodarpan program, initiated by the Ministry of Education, aim to provide psychosocial support, counselling, and mental health education to students, teachers, and parents (Ministry of Education, 2020). Furthermore, school-based interventions incorporating mindfulness, peer support networks, and art therapy demonstrate promise in enhancing students' emotional well-being and resilience (Singh & Gupta, 2022).

Policy Implications and Future Directions

Policy frameworks play a pivotal role in shaping the discourse and implementation of inclusive education and mental health initiatives in India. The National Education Policy (NEP) 2020 emphasises the significance of holistic education, including socio-emotional learning and support services, to foster students' overall

well-being and development (Ministry of Education, 2020). Moving ahead, concerted efforts are needed to bridge the gap between policy intent and on-the-ground implementation, with a focus on capacity building, community engagement, and destigmatisation of mental health issues.

In conclusion, the convergence of inclusive education and mental health paradigms in India presents both challenges and opportunities.

Methodology

This paper adopts a qualitative approach to exploring and understanding the best practices implemented at Kothari International School (KIS) regarding inclusive education and mental health initiatives. The method is chosen because it can capture rich, detailed insights into the school's practices and their impact on students' well-being.

This research employs a qualitative approach and aims to provide comprehensive insights into the best practices implemented at Kothari International School for inclusive education and mental health initiatives. The findings will contribute to the understanding of effective strategies for promoting student well-being and creating inclusive school environments.

Innovative Practices Implemented at Kothari International School (KIS)

KIS Health and Wellness Program

Kothari International School (KIS) is committed to nurturing the holistic development of its students. It acknowledges the importance of their physical, mental, and emotional well-being for academic success and overall quality of life. In line with the guidelines set forth by the Central Board of Secondary Education (CBSE), KIS has developed a comprehensive Health and Wellness Program called "STANDING TOGETHER" to foster a culture of well-being and resilience among its students. Various initiatives are taken under this program.

Life Skills Training: KIS prioritises the development of essential life skills among its students through a structured Life Skills Training Program. This program equips students with

vital skills such as communication, decision-making, problem-solving, and stress management. It empowers them to navigate various challenges and transitions effectively, thereby promoting their overall well-being.

Class Assemblies with Themes of Mental Health: Regular class assemblies at KIS focus on mental health themes. Students engage in discussions, presentations, and activities aimed at raising awareness, reducing stigma, and promoting positive mental health practices. These assemblies create a supportive environment for open dialogue and encourage students to seek help when needed.

School's Special Calendar: Every month, KIS focuses on a specific value or theme, such as Hope, Sustainable living, Perseverance, and Gratitude. All school activities, including academic lessons, extracurriculars, and assemblies, are aligned with these themes, fostering a holistic approach to education that prioritises mental, emotional, and social well-being.

Nurturing Self-Awareness through Self-Reflection and Appreciation Program: At KIS, self-reflection is woven into the fabric of the learning experience. Through a fortnightly Self-Reflection and Appreciation Program, students engage in introspection, evaluating their mood, behaviour, and thoughts. This structured self-reflection process fosters self-awareness and personal growth, with insights guiding personalised support from tutors. Students' self-awareness and positive behaviours are celebrated through the Stars of the Month award, reinforcing the importance of self-reflection and appreciation in holistic development.

Empathy Emporium - Heartfelt Haven: KIS's Empathy Emporium is more than just a space; it's a haven where students embark on transformative journeys of empathy and connection. Through immersive activities like role-playing, perspective-taking exercises, and interactive games, students engage in hands-on experiences that deepen their appreciation for diverse viewpoints and strengthen interpersonal relationships.

Mindfulness and SEL Integration: KIS seamlessly integrates mindfulness practices and social-emotional learning (SEL) into its daily schedule. Each day commences with a serene atmosphere as students engage in meditation and reflective exercises accompanied by gentle music through the public address system. These practices foster a nurturing environment where students develop essential life skills and emotional resilience, laying the foundation for their overall well-being and growth.

Counselling and Support Services: KIS offers comprehensive counselling and support services to address students' diverse mental health needs. Trained counsellors provide individual and group counselling sessions, workshops on stress management, and psychoeducation on various topics, ensuring access to specialised care when needed.

Grief Support Services: KIS provides specialised grief support sessions to assist students in coping with the loss of a parent. These sessions offer a safe environment for students to express their emotions, receive assistance, and acquire coping mechanisms to navigate their grief journey. This initiative was initiated during the COVID-19 pandemic.

Stress Helpline: During examination periods, the school operates a stress helpline staffed by trained counsellors to provide immediate support and guidance to students experiencing academic stress. This proactive approach ensures that students have access to timely assistance and resources to manage stress effectively.

Peer Support and Mentoring Programs—Building Leadership: KIS implements peer support and mentoring programs in which older students mentor younger peers, providing guidance, friendship, and academic support. These programs promote inclusivity and peer-to-peer support and enhance student mentors' leadership skills and self-confidence.

Collaborative Care through Parent and Community Engagement: The school organises regular parent workshops, support groups, and community events focused on topics related to inclusivity, education, and mental health,

fostering strong partnerships between the school, parents, and the wider community.

KIS Radio Show: KIS's Radio Show is a weekly podcast that airs every Thursday and is dedicated to addressing pressing concerns. One of the most cherished episodes focused on Mental Health. It featured a Student, RJ, engaging in a profound dialogue with a Mental Health Expert. Through candid conversations, personal anecdotes, and expert insights, the episode explored various facets of mental health, aiming to educate, destigmatise, and inspire listeners to prioritise their well-being.

Butterfly Bliss Gardens - a haven of Positivity: At KIS, the Butterfly Bliss Gardens stand as tranquil sanctuaries, drawing students into the serene beauty of nature while nurturing their emotional well-being. These vibrant spaces, adorned with fluttering butterflies, blossoming flowers, and serene reflection areas, provide a sanctuary for introspection and gratitude. Students are encouraged to frequent the gardens, partaking in gratitude practices such as journaling and mindful walks amidst fluttering butterflies. By cultivating an attitude of gratitude, the Butterfly Bliss Gardens foster resilience, optimism, and emotional well-being, scattering seeds of positivity and abundance in the hearts of all who flutter through their gates.

Collaboration with Mental Health Professionals : At KIS, mental health is prioritised through cooperation with mental health professionals, counsellors, and psychologists. On-campus mental health support is readily available, including one-to-one counselling sessions, group sessions, psychoeducational workshops, and more. These collaborations ensure that students have access to timely and comprehensive mental health care within the school setting, promoting early intervention, resilience, and well-being.

Mental Health Theatre: Through the medium of theatre, students at KIS are encouraged to express their emotions, explore complex issues, and develop empathy and understanding towards mental health challenges. Masterclasses conducted by professionals provide students

with valuable insights and skills to creatively address and cope with difficult emotions.

Nurturing creativity and self-expression: At KIS, fostering creativity and self-expression is paramount. One remarkable example is the journey of 11-year-old student Ishana Kaushik. Passionate about mental health advocacy and keen to make a difference, Ishana took the initiative to share her insights and experiences profoundly. Her book, *Your Mental Health Guide*, stands as a testament to her dedication, creativity, and compassion.

Standing Together Blog: The Standing Together Blog serves as a platform for students, parents, and teachers to express themselves creatively and share their experiences related to mental health. Through written reflections, artwork, and personal narratives, individuals find a cathartic outlet for self-expression, connection, and validation.

Creative Healing through Art and Expressive Therapy Workshops: KIS organises art and expressive therapy workshops that integrate creative arts with evidence-based therapeutic

techniques to encourage emotional expression, stress reduction, and self-discovery. These workshops provide alternative methods for healing and resilience-building, appealing to students' diverse interests and learning styles.

Yoga for Holistic Wellness: KIS provides comprehensive yoga sessions where students participate in immersive yoga, pranayama, and meditation practices guided by experienced instructors. These sessions aim to enhance overall well-being, alleviate stress, and nurture spiritual development, promoting a harmonious balance between mind and body while promoting resilience.

Seva and Community Service Projects: Through the Rotary's Interact Club and Engagement with Community Club, KIS students engage in Seva and Community Service Projects, contributing to society's welfare and cultivating compassion, empathy, and altruism aligning with Indian cultural values.

Inclusive Curriculum Design: KIS embraces an inclusive curriculum design that integrates

diverse perspectives, cultural contexts, and learning styles. By incorporating content that reflects the experiences and identities of all students, the school fosters a sense of belonging and affirmation. It promotes mental well-being among its diverse student body.

Need-Based Tests and Test on Demand: allow students to demonstrate their knowledge and skills according to their readiness and preferences. Through this, KIS emphasises the importance of personalised assessment practices in reducing test anxiety and promoting a positive learning environment.

Differential instructions adapt teaching methods, content, and assessments to accommodate diverse learning needs. KIS has successfully implemented differential instructions to accommodate students with varying abilities and learning styles.

CBSE and Other Adolescent and Peer Education Programmes: KIS Participation in Adolescent and Peer Education Programs empowers students to make informed decisions and effectively navigate various challenges.

Student-Led Mental Health Clubs - KIS empowers students to address their mental health through student-led mental health clubs. These initiatives organise awareness-raising events, mental health workshops, and “sharing is caring” sessions to promote mental well-being, resilience, and positive coping strategies among their peers.

Mental Health Awareness Campaign: KIS organises mental health awareness campaigns and events to educate students, parents, and teachers about mental health issues, promote destigmatisation, and encourage help-seeking behaviours. These campaigns feature guest lectures, panel discussions, poster competitions, and peer-led initiatives aimed at fostering open dialogue and support for mental health concerns.

Celebration of Mental Health Awareness Week - Fostering Understanding: KIS dedicates a week to celebrating Mental Health Awareness, engaging K-12 students and teachers in a week-long series of mental health activities. Through workshops, discussions, and activities, the

school fosters understanding, empathy, and support for mental health challenges.

Rainbow Event—Celebrating Diversity: KIS celebrates inclusivity through the Rainbow Event, which highlights the talents of students with diverse backgrounds and special needs. From cultural festivals to sports days and talent shows, the Rainbow Event promotes social integration, cross-cultural understanding, and a sense of belonging for all students.

Kothari Model United Nations (KMUN): KIS actively engages students in discussions surrounding mental health through platforms like KMUN, where students from various schools convene to discuss and debate pressing global issues. The Agenda of the KMUN2023 World Health Organization (WHO) committee was “To promote mental health awareness, review the impacts of crises, examine policies, develop strategies and ensure mental well-being in the UN system and beyond.”

Moot Courts in School: KIS organises moot courts focused on pressing psychological and emotional concerns, providing students with a platform to engage in informed debates, critical thinking, and advocacy on mental health-related issues. Through these simulated legal proceedings, students develop a deeper understanding of legal and ethical dimensions surrounding mental health.

Learning Together- Professional Development Wing of KIS: Learning Together" program at KIS is a comprehensive initiative designed for both teaching and non-teaching staff. Through a series of workshops, participants gain valuable insights and skills in areas such as stress management, emotional intelligence, inclusive education practices, and the effective use of assistive

technology. These workshops provide opportunities for professional growth and development, ultimately enhancing the overall effectiveness and well-being of the students.

Nurturing Enlightened Educators: In collaboration with Brahma Kumaris, KIS organises workshops tailored to equip educators with tools to manage daily stresses and cultivate empathy in their interactions with students. These workshops explore mindfulness practices, stress management techniques, and empathy-building exercises, empowering educators to create nurturing and supportive learning environments.

Conclusion

Kothari International School (KIS) exemplifies a commitment to fostering holistic development by prioritising the physical, mental, and emotional well-being of its students. Through its comprehensive Health and Wellness Program, named "STANDING TOGETHER," KIS implements various innovative initiatives aimed at nurturing resilience, promoting mental health awareness, and fostering inclusivity within the school community. From life skills training to mindfulness integration, from peer support programs to mental health awareness campaigns, KIS demonstrates a multifaceted approach to addressing the diverse needs of its students. The effectiveness of these initiatives is evident in the supportive environment they create, empowering students to navigate challenges, build meaningful connections, and thrive academically and personally. By embracing a culture of empathy, collaboration, and continuous improvement, KIS sets a commendable example for promoting holistic well-being and mental health in educational settings.

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Socio-Emotional Support for Special Needs Students: Experience Sharing

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Abstract

Children need various abilities to navigate the world, build relationships, and control their emotions. These abilities are called social and emotional development. Socio-emotional support also has an impact on student's cognitive and non-cognitive outcomes (Pianta, Hamre and Allen, 2012); (Wang and Degol, 2016). The California Department of Education (2019) notes that "there is a growing body of research proving that social and emotional support is fundamental to academic success and must be woven into the work of every teacher in every classroom."

Students with special needs often have challenges with both self-regulation and demonstrating positive socialisation. As a result, students with special needs often display behaviours that are atypical for socialisation, resulting in various forms of consequences ranging from difficulty building and maintaining friendships to violent acts of aggression that result in formal school consequences.

This paper explores the critical importance of providing socio-emotional support for students with special needs. It expands upon various experiences from personal life and school settings and highlights the role of socio-emotional support in transforming the lives of children with special needs.

Later, some light is put on how such support can be provided in schools through various strategies adopted by the stakeholders (parents, educators, policymakers, counsellors, and special educators). Additionally, the paper examines the challenges and barriers that may impede the effective implementation of socio-emotional support initiatives, such as resource constraints, lack of training of educators and stigma surrounding special needs.

Keywords: *Psychological needs, Socialisation skills, Stakeholders of education, and Inclusion*

Introduction

Students with special needs refer to individuals who require additional support or accommodations to access education and participate fully in learning activities due to a variety of physical, cognitive, emotional and developmental challenges.

These challenges may include learning disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), physical disabilities, sensory impairments, speech or language disorders, emotional or behavioural disorders, and other health impairments.

Specific Learning Disability

The DSM-5 considers SLD a type of Neurodevelopmental Disorder that impedes the ability to learn or use specific academic skills

(e.g., reading, writing, or arithmetic), which are the foundation for other academic learning.

Sensory Processing Disorders

Sensory integration disorders are conditions that affect the way the brain processes sensory information from the environment. Individuals with sensory disorders may have difficulty interpreting and responding to sensory stimuli, such as sounds, sights, textures, tastes, and smells. These difficulties can impact various aspects of daily life, including social interactions, academic performance, and emotional well-being. Common types of Sensory Processing Disorders are:

Autism Spectrum Disorder

In the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), autism spectrum disorder (ASD) is defined as a neurodevelopmental disorder characterised by persistent deficits in social communication and social interaction across multiple contexts, as well as restricted, repetitive patterns of behaviour, interests, or activities.

Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder (ADHD) is a disorder that manifests in childhood with symptoms of hyperactivity, impulsivity, and/or inattention. The symptoms affect cognitive, academic, behavioural, emotional, and social functioning.

Socio-emotional development

Socio-emotional development in child psychology refers to the growth and maturation of a child's social and emotional skills, abilities, and understanding from infancy through adolescence.

Socio-emotional development encompasses various aspects of social interactions, emotional regulation, self-awareness, empathy, and relationships with others. It plays a crucial role in shaping a child's overall well-being, behaviour, and relationships and lays the foundation for their social and emotional competence in adulthood.

Emotional support

Emotional support refers to the provision of understanding, empathy, encouragement, and comfort to individuals who are experiencing emotional distress, challenges, or difficulties. It involves offering nonjudgmental listening, validation of feelings, and expressions of care and concern to help alleviate emotional burdens and promote well-being.

By providing emotional support to other people, you offer them reassurance, acceptance, encouragement, and care, making them feel valued and important (Burleson, 2003).

Social Support can come from many sources, such as family, friends, neighbours, coworkers, organisations, religious or spiritual communities,

etc., that help individuals cope with stress, adversity, or challenging life circumstances.

It plays a crucial role in promoting resilience, coping skills, psychological well-being, and overall quality of life.

The need for socio-emotional support for students with special needs increases because they already face a lot of discrimination and neglect due to their limitations. Children with special needs may feel neglected, frustrated, anxious, embarrassed, sad and angry.

This negative spiral leads to suppressed emotions, physical distress and avoidance, which lands them in severe psychological distress.

Theories

Several social theories contribute to our understanding of child development, emphasising the role of social interactions, relationships, and cultural contexts in shaping children's growth and behaviour. Here are some key social theories of child development:

Social Theories

Erikson's psychosocial theory emphasises the importance of successfully resolving each stage's developmental task in order to achieve psychological well-being and a sense of personal fulfilment.

It highlights the interplay between individual development and social context, cultural influences, and interpersonal relationships in shaping human identity, relationships, and life experiences.

Especially when it comes to students with special needs already lack academic performance, which is one of the main factors why they are never acknowledged or appreciated, which further exacerbates their difficulties in academic settings. This cycle can have significant negative impacts on their self-esteem, motivation, and overall well-being. However, it's important to recognise that academic performance is just one aspect of a student's abilities and potential. Students with special needs often have unique strengths, talents, and interests that may not be adequately

recognised or appreciated within traditional academic frameworks.

Social Learning Theory - Albert Bandura

According to Bandura's social learning theory, learning occurs through observations and interactions with other people. Essentially, people learn by watching others and then imitating their actions. The theory emphasises the importance of observational learning, self-efficacy beliefs, and the reciprocal interaction between individual characteristics, behaviour, and the environment. When applied to children with special needs, Bandura's theory offers insights into understanding how they perceive themselves, learn new skills, and interact with their surroundings.

Adults play a crucial role in the lives of students with special needs, both in understanding their needs and in modelling supportive behaviour for others. Empathy is essential for displaying helpful behaviour so that others can also see and learn from it.

For example- If a teacher in a classroom is not giving equal opportunity of participation to a child with autism in the class, the other students are going to imitate and not include their classmate with disability in even daily conversations. This will trap the child with a disability in the downward spiral of distress.

Maslow's Hierarchy of Needs

Maslow's theory can be applied to understand social development within the context of interpersonal relationships and societal interactions. It highlights the importance of social needs, interpersonal relationships, and social contributions to human development and well-being. Fulfilling social needs fosters a sense of belonging, acceptance, and connectedness while achieving esteem and self-actualisation. This involves navigating social interactions, gaining recognition, and making meaningful contributions within social contexts.

Maslow's hierarchy of needs can be applied to children with special needs, who may have different needs and developmental stages from those of typically developing children.

Emotional support is a multifaceted concept that draws upon various theories and frameworks from psychology, sociology, and interpersonal communication. Here are several theories that underpin our understanding of emotional support.

Attachment Theory: Developed by John Bowlby, attachment theory explores the dynamics of emotional bonds between individuals, particularly between infants and caregivers. It emphasises the significance of secure attachment relationships in fostering emotional security, regulating distress, and promoting healthy development across the lifespan. Secure attachments serve as a foundation for seeking and providing emotional support in later relationships.

Cognitive-Transactional Model of Stress and Coping: Richard Lazarus and Susan Folkman proposed this model, which elucidates the cognitive appraisal processes involved in stress and coping. It suggests that individuals evaluate stressors based on their perceived threat and their perceived ability to cope. Emotional support functions as a coping resource by influencing perceptions of stress, enhancing coping efficacy, and buffering the impact of stressors on psychological well-being.

Empathy-Altruism Hypothesis: This hypothesis proposes that empathic concern for others can motivate altruistic behaviour aimed at alleviating their distress. Empathy involves the ability to understand and share the emotional experiences of others, fostering compassion and a desire to provide emotional support without the expectation of personal gain. Altruistic acts of emotional support contribute to the enhancement of interpersonal connections and the promotion of collective well-being.

These theories offer valuable insights into the nature, functions, and dynamics of emotional support within interpersonal relationships and social networks. By understanding the underlying mechanisms and processes involved, we can cultivate more effective strategies for providing and receiving emotional support in diverse contexts.

Review of Literature

Hapke, L. (2015), in his study on Social Support networks among children with Intellectual and Developmental Disabilities, examined multiple facets of social support, focusing on observed interactions and first-hand perceptions of middle school students with IDD.

It was found that subjective and objective measures of quality of life were significantly lower for children with disabilities compared to their peers. Still, their parents' measurements were only slightly lower than global averages. This reiterates the importance of involving the clients in the conversation, especially if they are children.

Miller Sherman, A. (2022), in his study, investigated the role of theatre in improving social support in children with autism or learning disabilities. He reported that the theatre class played a major role in supporting their reading and comprehension, self-esteem, social skills, collaboration, self-expression and ability to engage in creative play.

Sharma, R. (2017), in her study on Resilience and Social Support among college students with disabilities, investigated the role of social support (mainly parents, peer, and partner support) on the academic performance of students with disabilities enrolled in postsecondary education.

Their study's results indicated that although social support can significantly improve the academic success of college students with disabilities, the type of social support reported by students is most important.

Rahmi, I. (2021), in her study on the role of perceived social support in the social skills of students with special needs, states that parental involvement is positively correlated with these skills. Similarly, Bennett and Hay (2007) also found that healthy family relationships lead to the greater development of children's social skills.

Riley et al. (2017) state that children who get emotional support and autonomy show increased

social skills, especially related to self-control. This finding is important for a family with a special needs child because even though their children become college students, they still need to increase their social skills, and family is one of the most important supporters for college students with special needs to learn and improve their social skills. Families with special needs children can provide emotional support by showing empathy, care, and concern toward children to give them a feeling of comfort, peace, and being loved. This form of support makes children feel valued, accepted and cared for.

A study by Hasan and Handayani (2014) stated that peer social support has a significant correlation with social adjustment in inclusive education settings. This finding is important for counsellors and educational practitioners in schools that provide education for students with special needs. Schools can arrange peer-mediated social skills training programs for students with special needs as training with peers makes students with special needs feel fewer barriers than training with adult or older trainers (Chung et al., 2007).

A study done by Harter, S. (2012) on The construction of the self: Developmental and sociocultural foundations Self-Concept and Identity Formation investigated the development of self-concept and identity among CWSN, exploring how their perceptions of themselves and their disabilities influence their emotional experiences. Understanding and accepting one's disability can positively impact self-esteem and emotional well-being.

Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011) researched Bullying and Victimization and concluded that CWSNs are at increased risk of bullying and victimisation, which can have profound effects on their emotional health. Research has highlighted the prevalence of bullying among CWSN and the detrimental impact it can have on their self-esteem, social relationships, and overall psychological adjustment. Interventions aimed at preventing bullying and fostering inclusive

school environments are essential for promoting the emotional well-being of CWSN.

Hastings, R. P., & Beck, A. (2004) study on Stress intervention for parents of children with intellectual disabilities revolved around Parental Support and Coping Strategies.

The research derived that Parents play a crucial role in supporting the emotional needs of CWSN. Studies have explored parental coping strategies, stressors, and experiences of raising a child with special needs. Positive parental involvement, emotional support, and access to resources and services are associated with better emotional outcomes for CWSN.

Raver, C C. (2011) emphasised Educational Interventions and Emotional Regulation: Educational interventions that focus on promoting emotional regulation skills and socio-emotional learning can benefit CWSN. Research has demonstrated the effectiveness of mindfulness-based interventions, social skills training, and cognitive-behavioural strategies in enhancing emotional self-regulation and coping abilities among CWSNs.

Morningstar, M. E.(2013), in his study “Beyond the schoolhouse doors: The impact of transition on families of young children with disabilities,” discussed how Transition periods, such as moving from early intervention to school settings or transitioning to adulthood, can be particularly challenging for CWSN. Studies have explored the emotional experiences and support needs of CWSN during these transitions, highlighting the importance of continuity of care, individualised planning, and collaborative support systems.

Overall, research on the socio-emotional needs of CWSN underscores the importance of adopting a holistic, person-centred approach that recognises their unique strengths, challenges, and identities. By addressing social, familial, educational, and environmental factors, we can create supportive and inclusive environments that promote their emotional well-being and resilience.

Discussion

In an increasingly fast-changing, complex and diverse world, social and emotional skills are becoming ever more important.

Social and emotional skills influence how well people adjust to their environment and how much they achieve in their lives. The development of these skills is important for the well-being of individuals and society as a whole.

When children are diagnosed with a disability, people naturally worry about how it will affect their school or academic performance. What they often do not think about is how having a disability may affect the child emotionally or socially. This is not to say that every child becomes frustrated, sad, angry, anxious or stressed, but it is common for children to go through a phase of emotional struggle. (Ehmke, 2016)

Wendelborg and Kvello (2010) found that the more severe a disability or impairment is, the lower the child’s perceptions of social acceptance and peer intimacy are; this may be due to many factors, including isolation from typically developing peers during school, less participation in after school activities, and marginalisation of children with disabilities due to their peers having negative stigmatisms of disabilities (Bellanca, & Pote, 2013; Mpofu, 2003; Mundhenke et al., 2010; Putnam, Markovchick, Johnson, & Johnson, 1996).

Providing socio-emotional support for children with special needs involves collaboration among various stakeholders, including parents, teachers, school administrators, support staff, therapists, and community members. Each stakeholder plays a unique role in creating supportive environments and addressing the socio-emotional needs of these children. This is why it is so vital for all of them to be aware of the signs of a child who is struggling emotionally or socially.

Role of different stakeholders in providing socio-emotional support to students with special needs:

Parents and Caregivers

- Parents and other primary carers exert the strongest influence on children’s social and

emotional development because they provide the most stable interactions.

- Advocating for their child's socio-emotional needs within the school and community.
- Providing a supportive and nurturing home environment that promotes emotional well-being.
- Collaborating with educators and professionals to develop and implement effective support plans.
- Participating in training and workshops to enhance their understanding of their child's needs and how to support them.

Teachers

- Schools are communities, 'political entities' in which children and young people learn how to become part of society (Alexander, 2013, p. 3). Schools are also one of the few shared social institutions that can create a sense of belonging or exclusion.
- Teachers who work with children with disabilities should focus on helping them foster positive relationships with peers and others in their community. This will strengthen their social support network and help buffer against some of the negative effects of perceiving a low amount of social support (Migerode et al., 2012; Mpofu, 2003; Wendelborg & Kvello, 2010).
- Creating inclusive and supportive classroom environments that accommodate diverse learning styles and needs.
- Implementing evidence-based socio-emotional learning (SEL) programs and interventions.
- Providing individualised support and accommodations to help children with special needs succeed academically and socially.
- Building positive relationships with students and fostering a sense of belonging and acceptance in the classroom.

School Administrators

- Establishing policies and practices that promote inclusivity, diversity, and equity within the school community.
- Providing professional development opportunities for educators to enhance their skills in supporting socio-emotional development. (In-service training and Capacity building programs)
- Collaborating with parents, teachers, and community partners to create a comprehensive support network for children with special needs.

Support Staff (e.g., Counselors, Psychologists)

- Conducting assessments to identify socio-emotional strengths and needs of children with special needs.
- Providing individual and group counselling to address emotional challenges and develop coping skills.
- Collaborating with teachers and parents to develop behaviour intervention plans and strategies.
- Offering crisis intervention and support during challenging situations.

Therapists and Specialists

- Specialised therapies, such as occupational therapy, speech therapy, and behavioural therapy, are provided to address specific socio-emotional needs.
- Collaborating with educators and support staff to integrate therapy goals into the child's educational plan.
- Offering training and guidance to parents and caregivers on how to support their child's socio-emotional development at home.

Community Members and Organizations

Offering extracurricular activities and programs that promote social skills, peer interactions, and inclusion.

Providing resources and support services, such as respite care, support groups, and recreational opportunities, for families of children with special needs.

Advocating for inclusive policies and practices within the community to ensure access and equal opportunities for children with special needs.

Research on social support has indicated that people with strong social support networks tend to report fewer psychological, physical and social problems than those without such social support systems (Cohen and Willis, 1985; Geric, 2013; Hupcey, 1998) and (Wang & Eccles, p. 872). Yamada et al. explored the role of social support in helping mediate psychological distress and academic self-perception

Research shows that social support can have a significant effect on a child's self-esteem and that in adolescence, teenagers rely more heavily on their peers for emotional support and begin to distance themselves from their parents (del Valle et al., 2010; LaBarbera, 2008; Martínez et al., 2011; Popliger et al., 2009; Zhang et al., 2014). Because of this, being able to create strong relationships with peers is crucial for healthy development, but it is often harder for children with disabilities to foster friendships compared to their typically developing peers for a variety of reasons.

Some key strategies and approaches to providing socio-emotional support for these children:

- Create a Nurturing Environment where children feel valued, accepted, and respected for who they are. Create spaces that are conducive to emotional expression and provide opportunities for children to feel comfortable sharing their thoughts and feelings.
- Build Positive Relationships by showing empathy, warmth, and understanding. Listen to their concerns, validate their emotions, and offer encouragement and support. Building strong connections with trusted adults can help children feel secure and develop a sense of trust and attachment.
- Elledge et al. (2016) explored the protective role of teacher-student relationships in grade school. They discovered such a relationship holds the potential to mitigate the negative effects of peer victimisation and social risk among students.

- Encourage Emotional Expression, whether through verbal communication, art, music, or play. Help them identify and label their feelings, and teach them coping strategies to manage strong emotions effectively. Validate their experiences and provide reassurance.
- Teach Coping Skills to manage stress, anxiety, and frustration. This may include deep breathing exercises, mindfulness practices, relaxation techniques, or positive self-talk. Help children develop a toolbox of coping strategies they can use when they encounter challenging situations.
- Individualised Support: Recognize that each child with special needs is unique and may require individualised support based on their strengths, challenges, and preferences. Tailor emotional support strategies to meet each child's specific needs, taking into account their developmental level, communication abilities, and sensory sensitivities.
- Involve Families: Collaborate with families and caregivers to provide consistent and coordinated emotional support for children with special needs. Keep open lines of communication, share information about the child's emotional well-being and progress, and involve families in decision-making processes related to emotional support and interventions.
- Promote Self-Esteem and Resilience: Encourage children to develop a positive self-concept, self-esteem, and resilience in the face of challenges. Celebrate their strengths, accomplishments, and efforts, and provide opportunities for them to experience success and build confidence. Help children develop a growth mindset and a sense of optimism about their abilities and potential.
- Seek Professional Support When Needed: Recognize when additional support from mental health professionals, counsellors, or therapists is needed. Consult with specialists who are experts in supporting children with special needs and provide referrals for specialised services or interventions as necessary.

- It is necessary to provide a nurturing and supportive environment for students with special needs because:
- Promotes Well-Being: It helps them feel safe, valued, and respected, which are essential for their emotional and psychological health.
- Facilitates Learning: A supportive environment enhances the learning experience for students with special needs by reducing stress, anxiety, and distractions. When students feel supported, they are more likely to engage in learning activities, ask questions, and take risks.
- Boosts Self-Esteem: Positive feedback, encouragement, and recognition of their efforts and achievements boost their self-esteem and confidence.
- Encourages Independence: Supportive environments empower students with special needs to develop independence, self-advocacy skills, and self-determination. When students feel supported, they are more likely to take initiative, set goals, and advocate for their needs.
- Enhances Social Skills: Nurturing environments provide opportunities for students with special needs to develop social skills, build relationships, and participate in social activities. Positive peer interactions, cooperative learning experiences, and inclusive practices promote social inclusion and acceptance.
- Reduces Stigma and Discrimination by promoting acceptance, empathy, and understanding; they create a culture of inclusivity and respect within schools and communities.
- Supports Holistic Development: Nurturing environments support the holistic development of students with special needs, addressing their academic, social, emotional, and physical needs. They recognise the importance of addressing the whole child and providing comprehensive support to foster growth and well-being.
- Fosters Resilience: A nurturing and supportive environment helps students with special needs

develop resilience, coping skills, and adaptive strategies to navigate challenges and setbacks. It provides a foundation of support that helps them persevere and thrive in the face of adversity.

Experience Sharing

As an educator, I've had the privilege of witnessing the transformative power of socio-emotional support for students with special needs. One memorable experience involved a student named Alex, who struggled with autism spectrum disorder (ASD) and faced significant social and emotional barriers in the classroom.

Understanding Alex's unique needs was paramount. I collaborated closely with his parents, therapists, and other professionals to develop a comprehensive support plan. We recognised that Alex thrived in structured environments but found social interactions overwhelming. Thus, we implemented a range of strategies to help him navigate social situations and regulate his emotions.

Firstly, we incorporated social stories and visual schedules into his daily routine, providing predictability and reducing anxiety. These tools helped Alex understand social cues and anticipate changes, empowering him to engage more confidently with his peers. Additionally, we established a buddy system, pairing Alex with a supportive classmate who served as a peer mentor. This arrangement encouraged positive social interactions and fostered empathy and understanding among his peers.

Moreover, mindfulness exercises became an integral part of our classroom routine. Through guided breathing exercises and relaxation techniques, Alex learned to recognise and manage his emotions more effectively. These practices not only enhanced his emotional regulation skills but also promoted a sense of calm and focus, creating a conducive learning environment for all students.

Beyond individualised interventions, creating an inclusive classroom culture was paramount. We celebrated diversity, promoted kindness, and emphasised the value of empathy and acceptance. Through collaborative projects and

group activities, students learned to appreciate each other's differences and unconditionally support one another.

Over time, I witnessed remarkable growth in Alex's socio-emotional well-being. He became more confident in social settings, forged meaningful connections with his peers, and demonstrated increased resilience in the face of challenges. Seeing his progress reinforced the importance of holistic support and reaffirmed my commitment to advocating for the socio-emotional needs of students with special needs.

In conclusion, providing socio-emotional support for students with special needs is not just about implementing strategies; it's about fostering a culture of empathy, understanding, and inclusion. By recognising and embracing each student's unique strengths and challenges, we can create environments where all students feel valued, supported, and empowered to reach their full potential.

This narrative reflects the significance of individualised support, collaborative partnerships, and inclusive practices in promoting socio-emotional well-being for students with special needs. It underscores the transformative impact of empathy, understanding, and acceptance in creating nurturing learning environments where every student can thrive.

Several challenges and barriers can impede the effective implementation of socio-emotional support initiatives for children with special needs. Some of these challenges include:

Resource Constraints: Limited financial resources, staffing shortages, and inadequate infrastructure can hinder the implementation of socio-emotional support initiatives. Schools and organisations may lack the funding needed to provide sufficient staff, training, materials, and programs to support the socio-emotional needs of children with special needs.

Lack of Training of Educators: Many educators may not have the necessary training or professional development to support the socio-emotional needs of children with special needs effectively. This lack of training can result in

ineffective or inconsistent implementation of support strategies, leading to suboptimal student outcomes.

Stigma Surrounding Special Needs: Negative attitudes, stereotypes, and misconceptions about children with special needs can contribute to stigma and discrimination within schools and communities. Stigma can create barriers to accessing support services, limit opportunities for social inclusion, and negatively impact the self-esteem and well-being of children with special needs.

Limited Awareness and Understanding: Educators, parents, and the broader community may lack awareness and understanding of the socio-emotional needs of children with special needs. This lack of awareness can lead to misconceptions, misunderstandings, and inadequate support for these children.

Complexity of Needs: Children with special needs often have complex socio-emotional needs that require comprehensive and individualised support. Addressing these needs may require collaboration among multiple stakeholders, including educators, therapists, healthcare providers, and families, which can be challenging to coordinate and implement effectively.

Inadequate Collaboration and Communication: Lack of coordination between educators, parents, therapists, and support staff can result in fragmented services, inconsistent support, and gaps in care for children with special needs.

Cultural and Linguistic Barriers: Cultural norms, beliefs, and practices may influence perceptions of disability and attitudes towards seeking support, impacting the implementation of support initiatives.

Policy and Systemic Challenges: Policy barriers, regulatory constraints, and systemic issues within educational and healthcare systems can impede the effective implementation of socio-emotional support initiatives for children with special needs. Inadequate policies, funding mechanisms, and service delivery models may limit access to timely and appropriate support services.

In conclusion, socio-emotional support is paramount for the holistic development of students with special needs in India. By integrating theoretical frameworks with practical strategies and real-life examples, educators, caregivers, and policymakers can create

inclusive environments that empower these students to thrive socially, emotionally, and academically. Investing in socio-emotional support enhances the quality of education and fosters a more inclusive and compassionate society.

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Academic Motivation and General Self-efficacy Amongst Public and Private College Students

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Abstract

Academic motivation is one of the branches within the educational psychology which explains the desire of a student in academics and its performance. Whereas self-efficacy is referred to the ability to achieve your goal at a particular situation. The aim of this study was to find a relation between the Academic Motivation and General self-efficacy in college going students. This study is based on a quantitative data to compare the academic motivation and self-efficacy of Public and Private college students (N=110) residing in Delhi/NCR region, of age 18 to 25 years, additionally the relation between self-efficacy and academic motivation was investigated. The data was collected using an adaptive version of Academic Motivation scale (AMS-C 28) College Version (Vallerand, 1989) for Academic Motivation and General Self-efficacy scale (Schwarzer, 1995) for the collection of self-efficacy data. AMS identifies three level of motivation in academics- Intrinsic, Extrinsic and Amotivation. The data for was collected from private university and for Public University. The results showed for the first hypothesis showed that the difference between the two mean is statistically significance ($t=-3.910$, $p<0.001$), this proves that there is a significant difference between the private and public student GSE scores. For the second hypothesis the mean score difference came out to be -28.490. which concludes that the private students had significantly higher academic motivation score than the public students. Hence, the hypothesis 2 is accepted. The third hypothesis showed that there is a positive correlation between both the variables and is significant at 0.01 level (two-tailed). It was also seen that Extrinsic motivation (Identified) is higher in both public and private university.

Keywords: *Academic Motivation, General-Efficacy, Intrinsic Motivation, Extrinsic Motivation, Amotivation, Public and Private University*

Introduction

Human desire is unlimited & to reach that goal an individual should have a positive driving force so that it makes them feel enthusiastic & optimistic, this is known as motivation. Behind every driving force is motivation which leads an individual to maintain & guide goal-oriented behaviour. When it comes to motivation it depends on the individual itself how they adhere to get motivated, in short it helps you to act in a way that moves closer to the desired goal. The concept of motivation not just pervades in our professional but in private life too. According to Kleninginna & Kleinginna (1981a), Motivation is specified as an internal state or behaviour that is activated by specific condition to give direction, aspiration or to vitalize & direct determined behaviour which is impact by the

need & desire on the intensity & direction of the behaviour. To this definition Franken (2006), provided a further part to the earlier definition by adding the arousal, direction, & the tenacity of behaviour.

Motivation

We define it as a process to reach intensity, persistence & direction towards the goal of an individual. In other words when an individual take action to achieve their need, goal & desire through emotional & psychological force is referred as motivation. Here intensity is referred to how hard a person tries to achieve the goal but to reach one should put a positive effort for the desired direction. The next step leads to the persistence, which means how long the individual takes to maintain that effort. Motivation

plays a very critical role in achievement in academics. Motion is referred as the desire & inclination to engage in an activity whereas Motivation is academics is referred by accomplishment in academic settings. It influences the level of effort, persistence, goal setting, interest & emotional wellbeing in a student.

Motivation in Academics

According to Mohammandi (2006), Within educational perceptive, motivation is a multi-dimensional structure which is interrelated with learning & Motivation is academics. In the branch of educational psychology, the most upcoming topic is Motivation is academics. McClelland, et al. (1953) defined a student desire in academic subjects when competence is evaluated against a standard of performance or excellence. Motivation is academics is a vast term which include a large scale of terms like self-efficacy, resilience, determination etc. but all these come to a single conclusion which is motivation.

“In the discipline of education motivation is a tri-dimensional phenomena consisting of individual belief in ability in carrying out a specific task, reason & goals of the individual in doing the task & the emotional responses concerning carrying out the task” (Hassanzadeh & Amuee, 2001). Researchers’ have divided motivation into two major groups which are internal & external motivation. “While the individual influenced by the external motivation with an independent goal undertaken a specific activity, the internal motivation provides the sufficient incentive for doing a task.” (Mohamadi, 2006).

Pintrich (2003) stated that motivation is more important factor affecting the academics success or failure of an individual in the learning process. Many studies have stated that when it comes to knowledge & success, Motivation is academics is an important aspect for better performance. With increase in negative experience in school & college students begin to stop trying because they think it will make no difference & lead to lose of interest or dropouts.

Motivation is academics is related to psychological construct like Self-efficacy, Goal Orientation, Self-Awareness & Self-regulation. These factors interact with each other so that the individual feel motivated & leads to increase in academic performance. One of the most remarkable theories that explains about Motivation is academics is Self-Determination Theory by Deci & Ryan (1985), which explains that every individual inherent psychological need like autonomy, relatedness & competence, & when these needs interact with each other they augment intrinsic motivation & engage in activities related to the academic task.

Social factor also plays an important part in Motivation is academics. Students learn from their teacher, peer groups, from their family culture & environment & all these factors can impact their motivation level. For example, if a student receives regular feedback & praise from their teacher, they are highly to get more motivated to engage in their task.

Motivation is academics is agile & can vary from time to time. It can be influenced by variety of factors which include personal context, social context goal orientation, self-efficacy, value, interest, educators & parents. Understanding the complexity of Motivation is academics can help to improve the teaching & learning strategies to enhance the motivation of an individual for a better result.

Self-Efficacy

Albert Bandura termed self-efficacy, which simply indicates the ability of an individual to achieve the required goal. He proposed by concept by his own words, “How well one can execute courses of action required to deal with prospective situation” (Bandura, 1977). Self-efficacy is the individual’s belief in their capacity to perform effectively & exercise control over their functioning & over events that affect their lives (Garrido, 2020). It shows how confident students are about executing a specific task to attain their valued goal, while Motivation is academics is based on a person desire to achieve (Ackerman, 2020).

The theory of Self-efficacy that was developed in 1977 by Bandura, proposed that self-efficacy influence individual motivation & their behaviour. The result showed that students with higher level of self-efficacy have positive impact on academic task. Whereas there will be a decrease in Motivation is academics is the general self-efficacy level is low.

Relation Between Motivation in Academics & Self-Efficacy

Self-efficacy has a strong relation with motivation in academics. In educational setting when an individual self-efficacy is at a high level, they are most likely to be motivated & engage in more academic task to achieve better outcome.

A study was conducted by Johnsen et al. (2017) showing a positive relation between Motivation is academics & General self-efficacy among high school student. The findings shows that students who are motivated have higher self-efficacy, indicating that motivation plays a significant role in predicting self-efficacy beliefs.

Key factors between self-efficacy & Motivation are academics

Task engagement: There is likely to have more approach in academic task when there is a high level of self-efficacy. They engage in taking up more task & learning new things.

Achievement: Students with high self-efficacy set a challenging goal as they believe they can attain it. They are more likely to have higher achievement in academics & a great sense of responsibility.

Self-regulated learning: This is referred to the ability to set a goal, plan, monitor & to regulate one's own learning. This is completely tied by Motivation is academics.

Attribution for success & failure: Students with high level of self-efficacy are more successful than the student with low self-efficacy. It is accomplished by the student's own effort, interest, ability & strategies.

Emotion & Affective factor: It is said that students with high self-efficacy have

experienced positive emotion which enhance their motivation to engage in academic task.

The connection between Motivation is academics & self-efficacy is multifaced. The primary objective is to assess & differentiate the levels of Motivation in academics & General self-Efficacy among college going studying at Public & Private Colleges/Universities.

Method

The purpose of this present research is to examine relationship among Motivation is Academics & General Self-Efficacy of Public & Private University Student.

Research Design

For this study descriptive correlational research design & T-test was used. A quantitative research method for the collection & analysis of data. This research design helps to find a pattern & make prediction about the relation between the variables. Researches uses the quantitative method in a research work to identify the variables & avail the data collection. (Bhandari, 2020).

Descriptive Correlational Design is a type of design which is used in research studies that aims to establish a relation between variables (McBurney & White, 2009) & helps to give a picture of the situation where as a quantitative research method provides a description of two or more variables & their relation with each other. In this study, a parametric test known as the t-test was employed to compare the means of two groups, namely the Public and Private groups.

Hypothesis

For this study there are three hypotheses:

Hypothesis 1: Significant difference in Motivation is academics of Public & Private University/ College Students.

Hypothesis 2: Significant difference in General Self-Efficacy of Public & Private University/ College Students.

Hypothesis 3: Significant correlation between Motivation is Academics & General Self-efficacy of college going students.

Sample

A total number of 110 college going student from Delhi/NCR, India participated in this research. They were divided into two equal groups, first a Private University group with total number of 55 participants & the second groups consist of Public University with total of 55 participants.

The participants were selected by simple randomization sampling method, the main objective of this strategy was to make sure that the college students taking part are representative of population of interest therefore students of all gender were allowed to participate in the research. To be a part of this research a student should be of age 18 to 25, residing in Delhi/NCR region.

The collection of the data for the study was done using both offline & online method & were given the consent of voluntarily participated, those who agreed were allow to participate in this research. If by any chance they withdrawal from the study or had a incomplete questionnaire they were removed from the data.

The following data shows the sample in the given table below:

Table 1, Number of Participants

S. No.	Gender	No. of Participants	Percentage
1	Male	28	25.45
2	Female	82	74.55

Table 2, Qualification Details

S. No.	Qualification	No. of Participants	Percentage
1	Graduate	80	72.72
2	Postgraduate & More	30	27.27

Table 3, Age Groups of Participants

Age	Number of Participants
18-20	53
21-23	50
24-25	7

Procedure

For this research data was collected from Private University & Public University, the total number of participants were 110 college students who were divided into two equal groups. To know the required data in determining the influence of Motivation is academics & self-efficacy of the participant, information was gathered through offline survey (60%) by questionnaires & online survey (40%) through Google forms with participants consent. The survey was made up of thirty-eight questions, no time limit was given to the participants but would last maximum till 20 minutes. The questionnaire was divided into four parts: the first contains the consent form for the participation in the survey. The Second part consist of the demographic information of the participant (Name, age, course, year & type of university/college), they were informed that their identity will be anonyms & will only be used for research purposes. The thirst & fourth part contained the questionnaire of Motivation is academics Scale & the General Self-efficacy. Before the starting they were informed that if they don't feel well to continue the survey they can withdraw. For the online survey it was provided that they can ask any concern or clarification through the mail provided. The data analysis for this survey was performed using the statistical software SPSS & Excel. To analyse the data Pearson Corelation & T-test was used.

Ethical Consideration

To ensure the approval was approved by the participants a consent form was made which they had to sign before participating in the survey. The ethical standards for this research were strictly observed. Prior to participating in the study, the applicants were clearly notified that their responses would be treated as confidential and would be utilized solely for research purposes while being overseen by experts.

Result

To access the first hypothesis i.e., there will be positive correlation between Motivation is academics & General Self-efficacy of college

going students. To asses these results Pearson product Moment Correlation Method was used.

Table 4 Correlation

S. No.	Variables	N	r(PC)	Sig.
1	Motivation in Academics	110	0.489**	Sig*
2	Self- Efficacy	110	1	Sig*

*Correlation is significant at the 0.01 level (2-tailed)

The second hypothesis discusses the significance of General self-efficacy and Public and private Universities/Colleges. For this hypothesis, an Independent T-test was used, which shows a significant difference among General Self-efficacy and the two groups, i.e., Public and private Universities (Table 5 T-test for General Self-Efficacy).

This third hypothesis talks about the significance of Motivation in academics & in Public & Private University/Colleges. For this hypothesis, Independent T-test was used. This shows a significant difference in the Motivation in academics & two groups, i.e., Public & Private Universities (Table 6 T-test for Motivation in Academics).

Table 7 (Domains of Motivations in Academics) indicates the group stats of all the 7 domains in AMS, this helps us to know which domain is least & most responsive in both the groups i.e., Public University/College & Private University/ College. They are mainly to know the which type of motivation is higher among all the other domain.

Discussion

According to Lee et al. (2018), Motivation is academics can be defined as a multifaceted that includes different type of motivation, which commonly is known as Intrinsic Motivation i.e., engaging in activities for interest & enjoyment, Extrinsic Motivation i.e., to gain reward or to avoid punishment & Amotivation i.e., lack of motivation to engage in any activities. In 2019, Schwarzer & Jeusalem said that self-efficacy is a belief is the capacity of an individual to deploy

motivation, resources & action to meet the given demands. They state that self-efficacy is the force to influence individual’s behaviour & manage the demanding situation.

Vallerand, in 1998, conducted research on Motivation is academics & self-efficacy & revealed that there was a positive relation among these two variables & showed a significance difference even if there was no difference between the gender.

The aim was to discover a positive relation between Motivation, academics, and self-efficacy among college-going students. The demographic data shows that the majority of applicants were between the ages of 18 and 25, with 53 participants. For the age group 21 to 23, the total number of participants was 50, followed by 7 participants for 24 to 25.

The gender distribution for this present shows that the total number of males is 28 at 25.45%, & Females with a total 82 number of students at 74.55%. The qualification of the participants was divided into two groups with 72.72% for Bachelor students (80 college students) & 27.27% for Postgraduate or above (30 college students). All the participants are college-going students, and the main objective was to find a correlation between the two selected variables. The groups were divided into two equal participants of Public & Private university. The scales that were used for this research were AMS-C 28 & GSE.

As demonstrated in Table 4, it shows the correlation between the two variables. The total number of participants were 110 for both the variables. In Motivation is academics is shows that the Pearson correlation is Motivation is academics is exact 1 & self-efficacy is .489 (p<0.001) & same goes for Self-efficacy (p<0.001). This explains that there is a positive correlation between both the variables & is significant at 0.01 level (two-tailed). There are many researches that do agree with this result finding. A recent study conducted in 2021 by Tipon et.al. conducted research on Self-efficacy & its relationship with Motivation is academics on the high school students in Philippines. The result showed that there is a positive correlation

between the two variables with the alpha level of 0.01 level. Further, Kharamah in 2018 proved that the academic self-efficacy has a relation with students' Motivation is academics that is as self-efficacy increase motivation increases too.

In Table 5, shows the significance level ($p < 0.001$) at both one side p & two side p. for both Public & Private university GSE, the total number of participants are 55 in each group with the mean of 30.51 in Public & 33.78 in private. The significant difference of these two groups are 0.390 which is lesser than the 0.5 level. While looking at the group statistic, the mean private GSE score is higher than the public GSE scores, indicating private students have higher self-efficacy belief than public students. Even at the Levene's test for equality conducted on SPSS shows that there is a difference between the two means as both equal & unequal variance are present in the table. The t-test results shows that the difference between the two mean is statistically significance ($t = -3.910$, $df = 108$, $p < 0.001$). this proves the hypothesis 1 is accepted that there is a significant difference between the private & public student GSE scores.

In Table 6, the result shows the public group had the mean of 123.96 & a SD of 22.529, private mean score is 152.45 & SD of 17.902. The independent sample t-test shows that Leven's test is not significant ($p = 0.407$), indicating the assumption of equal variance. The t-test showed significant difference between the two groups in Motivation is academics score ($t = -7.343$, $df = 108$, $p < 0.001$, two tailed). The men score difference came out to be -28.490. which concludes, private students had significantly higher Motivation is academics score than the public students. Hence, hypothesis 2 is accepted.

According to Table 7, the mean is shown of all the 7 types of Motivation in academic domains on the scale of AMS-C. It was concluded that in public universities, the least required motivation is AMO, which signifies Amotivation with a mean value of 10.67 & the highest required motivation is iden, which is denoted as Extrinsic motivation- Identified with a mean value of

21.27. For Private motivation, the least motivation is also Amotivation, with a mean value of 15.62 & the highest motivation is the same as Public, which is Extrinsic Motivation to identified.

Present study results show a correlation among the 2 variables & significant difference between the two groups. Furthermore, there are quite a few studies to prove the given result. Some studies also conclude that self-efficacy & motivation may lead to better achievement in academics of an individual.

Limitation

This present study did experience some limitation. The first was that the survey was collected from the same demographic area, even though the result have shown a positive result there maybe variance if had a large sample size of this research.

As the sample size was very small with a specified demographic location leads to second restriction, future researches can work with enlarged sample size by including other students & universities.

Third limitation shows that the gender distribution is unequal at extreme level & may impact the research.

Conclusion

Despite the limitation the findings of the study show a positive & first step towards the identification between the relation among Motivation is academics & self-efficacy. Objective of this present study was proved correct that there is a positive relation between the variables & a significance between the groups.

Beside this it was also shown that there is a significant difference between Private & Public University even though the demographic was same. The Private University have higher Motivation is academics as well as higher self-efficacy in comparison to Public University, & was concluded that amotivation is least & external motivation is higher in both groups.

Group Statistics						
	Students	N	Mean	Sig.	Significance	
					One-Side p	Two-Side p
GSE	0	55	30.51	0.390	<.001	<.001
	1	55	33.78		<.001	<.001

*Table 5: T-Test for General Self-efficacy

Group Statistics						
	Students	N	Mean	Sig.	Significance	
					One-Side p	Two-Side p
AMS	0	55	123.96	0.407	<.001	<.001
	1	55	152.45		<.001	<.001

*Table 6: T-Test for Motivation is academics

Group Statistics							
	Students	N	Maximum	Minimum	Mean	Std. Deviation	Std. Error Mean
know	0	55	6	28	19.89	5.123	0.691
	1	55			23.80	3.234	0.436
acc	0	55	4	28	18.18	4.468	0.603
	1	55			21.53	3.948	0.532
stim	0	55	5	28	16.09	5.075	0.684
	1	55			20.71	4.791	0.646
iden	0	55	4	28	21.27	5.057	0.682
	1	55			24.89	3.004	0.405
intro	0	55	4	28	16.62	5.955	0.803
	1	55			21.45	4.951	0.668
reg	0	55	6	28	21.24	6.200	0.836
	1	55			24.45	3.442	0.464
amo	0	55	4	28	10.67	6.019	0.812
	1	55			15.62	4.680	0.631

*Table 7: Domains of Motivation in academics

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Single Parent Families in India: Representations in Contemporary Bollywood Cinema

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Abstract

The present research paper explores the representations of a single parent family in contemporary Bollywood cinema. The two chosen films, namely *Nil Battey Sannata* and *Angrezi Medium*, are analyzed through a conceptual framework evolved from family and childhood studies. The major themes of analysis are the role of education in the lives of children, home-school interface and parent-child relation in a single parent family. Insights presented are not exclusive to the mentioned themes and explore intersectionality to situate and document a single parent family in Indian context. The paper would be of interest to educators, research scholars, parents and film enthusiasts.

Keywords: *Single parent family, films, parenting practices, education, schooling and child*

Introduction

Family is the first unit where a child learns various skills, values and culture to become a suitable member of the society. Family also lays the foundation of a child's personality, emotional stability and mental health (Sinha, 1984). An individual derives their self-esteem from the family's distinction, prominence and affiliation. Families provide sustained support, filial loyalty and fraternal solidarity to its members who often participate in common economic, social and ritual activities (Kakar, 2012, p. 137). Indian family consists of children, parents and grandparents who share bonds of love and differences and always present a united front to the outside world. There is a noteworthy presence of joint/ extended families in urban India as it offers economic benefits and emotional support to its members (Kakar, 2006, p. 215).

Along with the prevalence of joint families in contemporary Indian context, there has also been a considerable rise in single parent families (Pandit, 2019). This observation is corroborated in a report by UN (2019) titled 'Progress of the World's Women 2019-2020' which states that lone-parent families comprise 7.5% of all Indian households, majority of which are headed by women. Further, certain studies undertaken during the recent Covid 19 pandemic which were published by Lancet and the Ministry of

Women and Child Development in India, have indicated the meteoric rise in number of single parent families owing to the death of a parent or separation of the parents (Basu, 2022). It is, therefore, imperative that alternate families are widely researched in the fields of family studies, human development, childhood studies and social work.

Single parent families, theoretically, have been understood as families where child/ children are yet to attain eighteen years of age (Bhatnagar' 2013) and are dependent on and must be primarily raised by one parent (D'Cruz & Bharat' 2001). They can have diverse family arrangements- divorced parents sharing the custody of a child one at a time, separated/ divorced parent family with or without childcare support, death of a parent or a parent with an adopted child. Single parent families have always existed in India and other parts of the world; however, their study is yet to emerge as a systematic and well documented research domain in India (Bharat, 1986; Schlesinger, 1995).

Contemporary Bollywood Cinema presents an interesting landscape in analyzing alternate family settings (with focus on single parent families) in Indian context. Two such films have been studied as part of the author's ongoing doctoral research work. They are Ashwiny Iyer Tiwari's directed film *Nil Battey Sannata* (2016)

and Homi Adajania's directed film *Angrezi Medium* (2020). These films are selected as they present the life stories of the protagonists located in specific socio-cultural relations rather than depicting them as deviations from the normative idea of a family. Both films present us with unique insights into themes such as the nature of parent-child relation, parenting styles and child-rearing practices, engagement of parents with the child's schooling and education, parent's identity as a being of human desires, negation and compensation of a parental absence in children's lives and nature of support systems.

The research paper is broadly divided into two sections. The first section details the plot summaries of the chosen films with a specific focus on parenting practices and parental involvement in their children's education. The second section analyses the life experiences of the protagonists through relevant theoretical insights and research studies.

Plot Summaries

This section consists of the plots of *Nil Battey Sannata* and *Angrezi Medium*, followed by analysis of few common themes emerging from both the films.

Nil Battey Sannata depicts a single-parent family of a young mother (Chanda Sahay) and her teenage daughter (Apeksha). Chanda works as a domestic maid and a worker at a roadside eatery. Being the only earning member in the family, she takes up other trivial and short-term work opportunities as well to sustain the family financially. She has high aspirations for her daughter, whom she fondly refers to as Apu. Despite being a high school dropout herself, Chanda hopes that regular schooling and notable academic performance will transform her daughter's life. Apu shares a contradictory view about the role of education in her life and believes that doing academically well will not be sufficient to overcome/ negate their life circumstances. She believes that she would continue the cycle of being a house maid, just like her mother. Chanda, in an attempt to change Apu's dismal and pessimist view about schooling, joins Apu's school as a student. She balances her student life and work life to

motivate Apu to work hard in academics. In due course of time, Apu realizes the importance of education for one's upward social mobility and appreciates her mother's efforts to educate her. The film concludes with a grown-up Apu appearing in a prestigious civil services interview and citing her mother as source of her inspiration and role model. The plot of film *Angrezi Medium* is summarized in the subsequent paragraph.

Angrezi Medium is a film revolving around the lives of a single father Champak and his teenage daughter Tarika. Champak runs a sweets shop in the city of Udaipur and often gets into funny banter and brawls with his brother, Gopi, who runs another sweets shop in the vicinity. Champak and Tarika live in an extended family household and are often surrounded by and cared for by the family members. Champak, however, is a very engaging and attentive father to Tarika. He is fully involved in the day-to-day activities of Tarika's life- preparing meals, doing laundry and folding her clothes, dropping and picking her up from school, taking her to enrichment classes after school and so on. Champak is also very encouraging and supportive of Tarika's childhood dream of studying in London. Tarika manages to secure a scholarship for the same and is very excited to go to London for studying and settling. She, however, ends up losing this golden opportunity due to her father's actions that offend the school principal. It leads to the cancellation of her scholarship and the squashing of her lifelong dream. Eventually, Tarika manages to reach London and keep working hard to secure admission in her college of choice. Unbeknownst to her, her father and her uncle managed to collect the required amount of money to ensure her admission to her dream college. They do so by auctioning their trademark family name (Ghasiteram) to their rival sweet shop owner in Udaipur. Upon learning the truth about her college fee, Tarika decides to move back to India to stay with her family and resume her studies there. She also apologizes to her father for her neglectful and rowdy behavior in London. The film concludes with Tarika being back in India amidst her friends and family. The following section

presents the prominent themes and key findings of both the films.

Analysis and Key Findings

There are some prominent themes as emergent from the life stories of film protagonists. First theme is the role of education in transforming the lives of children and ensuring their upward social mobility. Research studies (Coleman, 1966 as cited in Dickinson, 2016) have shown that a student's family background is the most significant determinant of how well a child would learn in school or child's educational success over many other factors such as physical amenities at school or funding. Both the single parent protagonists (Champak and Chanda), despite not being well educated and belonging to low/ middle income groups, attempt to replicate learning environments at their homes to aspire for success at school and academic accomplishment of their children. They do so in their own unique ways. Chanda, with her limited economic means, makes sure that Apu gets all the guidance and extra help through coaching classes after the school. She even does two jobs to sustain her daily expenses and encourages Apu by enrolling herself as a student in Apu's school. Champak, whole heartedly supports her daughter's dream of studying in London University. He motivates and encourages her to secure the scholarship by working hard and even arranges to pay for the expenses as incurred for the admission and stay at London. Achieving academic excellence is seen as an important aspect in the parenting practices of both the households. The following section discusses the ways in which parents attempt to make their homes as structured learning spaces, in continuity with that of a school.

Second theme centers around the home-school interface in their children's lives. Even with the best intentions to educate their children, Champak and Chanda have limited resources (material and cultural) and often struggle to meet the expectations and requirements of educational institutions. It has been documented worldwide that the social class of parents is a significant factor in shaping their attitudes towards parenting, cultural beliefs and practices about

child-rearing. Not only that, economic and material resources of a particular social class influence educational outcomes of children belonging to those classes (Lareau, 2003). The parents of middle and upper classes employ a peculiar way of parenting (termed as concerted cultivation), which focusses on 'children's structured activities, language development, and reasoning in the home, and active intervention in schooling' (Lareau, 2003, p.32). Parents practicing concerted cultivation actively volunteer, intervene and participate in educational activities of their children. They structure their children's lives by systematically organising leisure and extra-curricular activities, leaving no time for free play. In comparison to concertedly cultivating the children, parents of working and low-income classes value natural growth of children. It means that the focus is to allow the child grow into his/her own person, live a less structured and organised life and have freedom to play at his/her will.

The absence of concerted cultivation in Champak and Chanda's parenting prompts them to look for alternatives and support from elsewhere. The alternative is usually found in numerous tuition and coaching institutions, career counsellors and educated family members, friends or employers. Such informal and unstructured support systems help to enrich a learner's home-school interface by reducing the sole dependence on parents (especially single parents) of low-income groups. Both Chanda and Champak attempt to acquire such concerted cultivation which can enable Apeksha and Tarika (their respective daughters) to excel in their academics. The following section uncovers nature of parent- child relation in single parent households.

Third theme explores the nature of parent-child relation in the film protagonists' households. Such relations involve interactions between two known individuals (parent and child) over a sustained period and are typically characterised by temporality and reciprocity (Madan et.al., 2018, p.109). Temporality refers to these interactions as seen in daily routines and chores of present, past and future and reciprocity refers

to cognitive, emotional and behavioural processes exchanged between parent and child (and influencing one another).

The relationship of Chanda-Apeksha and Champak-Tarika presents us with nuanced intricacies and complexities of parent-child relations in single-parent families. Chanda expects Apeksha to fare well in academics while being honest about their financial struggles. While there is a strong maternal urge to protect and shield her daughter from the challenges and problems of the world, there is also an expression of vulnerability as a mother. Apeksha is also comfortable sharing her aspirations, fears, discontent and expectations with her mother. The relationship is also presented as strained and terse at certain junctures, eventually blossoming into having respect and pride for each other's individuality.

On similar grounds, Champak and Tarika also experience many ups and downs in their daily lives. The early demise of Tarika's mother situates Champak to take on the role of both parents. He balances his business and household to provide a nurturing space for his daughter. He also ascertains that he can support his daughter's dreams and aspirations through apt financial means. Tarika shares an equivocal relationship with her father where she feels free to correct, advise and care for her father in her own way.

The extended family, in this case, is presented as a reliable and nurturing support system for them. Not only does it provide a source of emotional strength, but it also contributes financially wherever it is required.

Concluding Remarks

The study of a single-parent family in contemporary Bollywood cinema presents some significant insights. First, education is considered as an asset for social mobility in life. Parents emphasise that their children perform well in academics and ascertain it by utilising all the economic resources at their disposal. Second, parents of low/middle-income groups who lack concerted cultivation look for alternatives around themselves. These alternatives are above and beyond the school and can be coaching/ tuition centres, educated employers or extended family members. Third, parent-child relation is characterized by both taking on the role of the caretaker/ nurturer at varied junctions and acting as a pivot for the emotional strength of one another. Certain aspects are emphasized routinely in children's lives- being responsible, making thoughtful and well-informed decisions, and being familiar and articulate about the struggles/ challenges that the family experiences, such as the loss of a parent, economic hardships and so on.

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The Experience of Philosophical Wonder and Its Implications on Both Psychological and Relational Well-being.

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Abstract

This paper explores how the experience of Wonder and the movement of thought/ thinking are connected. It explores how the occurrence of wonder catalyses our thoughts to be expansive, leading to psychological well-being. Furthermore, there is a relationship between the disruption of cognitive stagnation and the appreciation for the self, others, and the world. The paper would further show the implications of this idea through imago therapy, where couples start seeing each other with a renewed perception and changed attitude. Therefore, the paper would show that “Wonder” is not just a Philosophical and aesthetic experience but a force vital for our psychological and relational well-being.

Keywords: *Cognitive disruption, Constituted identity, Dialectic partner, Epistemological framework, Imago dialogue*

The Experience of Philosophical Wonder

We always attempt to know the world and a person as much as possible so that we can predict their unfolding precisely. However, if we think hypothetically that we see every outcome and can anticipate every event precisely, the thrill of discovery would disappear. Each moment would lose its enchantment, and the unpredictability that makes life rich and exciting would dissolve into a predictable pattern. The awe we feel when we encounter something new or unexpected — a new idea, a serendipitous event, or an unanticipated reaction from a friend — would vanish. We would be aware of all the surprises life holds, turning what was once a continuous invitation to explore into a stale routine. This would be a state of absolute boredom. To be in a world like this would ultimately frustrate us. However, I am not saying that absolute chaos is what we would enjoy being in. The absolute chaos would do the same.

It appears that the most healthy way to be in the world should be a combination of knowledge and mystery. Something predictable with the scope of deviation as well. Somewhere between omniscience and ignorance. Omniscience will lead to boredom, and absolute ignorance is a scary state to be in. We need something to hold on to as well as something to transcend to. A

state of forming a definition, as well as redefining the definition.

One could safely assume that what we ultimately crave is a middle ground — a world that holds some degree of mystery while also allowing for understanding and growth. We enjoy the excitement of unpredictability, coupled with the comfort of familiarity. It is in unexpected moments that we often find the most profound beauty; it is through the unknown that we cultivate resilience and creativity. Life’s richness stems from our capacity to navigate this delicate balance, embracing uncertainty while still seeking to comprehend the world around us.

The analogy of chess beautifully encapsulates the essence of unpredictability and exploration in both games and life. In chess, when a player reaches the point of checkmate, the game feels concluded and definitive, leading to a desire to replay. This desire stems from the need to explore alternate possibilities and strategies, highlighting the dynamic nature of the game. The enjoyment derived from playing chess or any game, for that matter, lies in its unpredictability. It is the ever-changing scenarios and the challenges they present that truly engage a player. If every move were predictable, the game would lose its charm; players thrive on the excitement of the unknown. This can be likened

to our interactions and experiences in the broader world. Just as in chess, where each game is unique due to different strategies, opponents, and circumstances, our lives are enriched by the surprises and changes that people bring into our lives. When we encounter situations or individuals that defy our expectations, it stirs a sense of wonder within us. This wonder acts as a catalyst for growth, prompting us to redefine our understanding of identity and reality. An instance in Plato's Republic exemplifies it, when Adeimantus says to Socrates:

"When you talk in this way, a strange feeling passes over the minds of your hearers...and at the end of the discussion they are found to have sustained a mighty overthrow and all their former notions appear to be turned upside down." (The Republic, 2000, Book.6, 487)

While conversing with his interlocutors, Socrates induced a feeling of perplexity, and he happens to be in a state of perplexity too. This state is where one realises that what they were taking for granted had something that they need to rethink. This experience demonstrated a humbling realisation of knowing what one doesn't know. This experience also shows that acknowledging uncertainty can lead to personal growth and new insights. The journey of questioning becomes as important as the conclusions one reaches, revealing that true wisdom emerges through grappling with the perplexity one feels while experiencing wonder.

Essentially, each new experience or interaction encourages a revaluation of previously held beliefs and notions. Just as a chess player continuously adapts their strategies based on the movements of their opponent, individuals must remain adaptable in the face of life's unpredictability. Moreover, this constant redefining fosters deeper connections and a richer understanding of the world around us. Wonder, in this context, becomes a vital force, allowing us to see others not as fixed entities but as evolving beings full of potential for change. It underscores the beauty of human experience—an ongoing journey shaped by unexpected twists and turns. Thus, whether in a game or in life, it is the unpredictability that enlivens our experiences

and propels us forward, encouraging us to embrace the adventure of discovery.

This understanding shows the paradox of logic. Which begins with the principle of identity, the first principle of thought ($A=A$). Where we fix and freeze an identity. Only by locking our identities are we able to think. However, this assumption of logic gives the impression that there is a "datum" with which we begin thinking. On the contrary, movement in thinking comes when there is no fixation on identity. Rather, in confronting the contradiction as well as accommodating the contradiction, thought moves dialectically. Therefore, identity is a provisional identity. Datum is actually an abyss.

Cornelis verhoeven puts it as :

"The logical standpoint is like a "freezing" of a constituted identity which limits and cripples thought before it can move. This effect may indeed be the aim of the rule. Thought must, therefore, abandon this standpoint in order to move. (Verhoeven,1972)

The phrase "freezing of a constituted identity" highlights how adherence to established identities or truths can stifle intellectual movement and exploration. This notion implies that when individuals or systems rigidly cling to fixed identities or principles, they hinder their capacity to see further possibilities. The text suggests that the intended purpose of such rigidity may be to maintain stability within a given framework or to ensure clarity in reasoning. However, the author argues that this constraint is ultimately counterproductive. By portraying the logical standpoint as something one must "abandon" to allow thought to "move", the text emphasises the necessity for flexibility and openness in intellectual exploration.

Verhoeven further says:

"However, this is quite simply not possible, so a dialectic partner must provisionally retain the principle of identity. It may well be that the logical inconsistency of the problem, as formulated, is precisely connected with this. As a last foundation, it can go no further than itself, is forced thus to accept itself as a datum, and is nothing but an impatient stamping in the

crumbling soil of its nature as an abyss.” (Verhoeven, 1972)

Furthermore, the reference to a “dialectic partner” retaining the principle of identity introduces the necessary tension between holding onto established concepts while simultaneously inviting change and growth. This dialectical relationship suggests that, while identity is a crucial element of thought, it must not become an unyielding barrier. In summary, the analysis critiques the limitations imposed by a rigid logical framework, advocating for a more fluid and dynamic approach to understanding thought, identity, and the complexities of existence. It underscores that while principles of identity are important, they should not become impenetrable walls blocking intellectual progress.

Physiognomic Impact

When someone experiences wonder, they pause while thinking, halt, and feel a disruption in the thinking process. It is like being silent in the middle of a conversation and paying intense attention to something so that one can observe. The observation can only happen when one is open to receiving it. When one is wonderstruck, one develops this openness to receive. The more one is open, the more one experiences oneself. The shock of wonder compels one to come to himself so that one can gather himself to receive the openness provided by wonder. Its impact can also be seen in the body itself.

Cornelis Verhoeven presents it as:

“This halting is the human way of being present in the midst of things. In this way the whole human body, from head to toe, can experience and express the fact of wonder... This halting doesn’t result from an inner deliberation; it is the involuntary break in a rhythm not only of thought but the whole of life.” (Verhoeven, 1972, 37)

Verhoeven’s concept of “halting” is a vital aspect of human experience, suggesting that it is essential for being present in the world. This notion challenges the typical flow of thought and activity, highlighting how halting acts as a necessary interruption that allows individuals to

fully appreciate the complexity and beauty of existence. The phrase “the whole human body, from head to toe,” indicates that this experience of wonder is not merely intellectual but involves a holistic engagement of the self. It implies a deep, physical presence that transcends mere cognitive acknowledgement, aligning body and mind in a state of awe. Furthermore, halting is not a conscious decision or a result of deliberation; instead, it arises spontaneously within the rhythm of everyday life. This involuntary break signifies a moment of reflection where individuals can pause and reconnect with their surroundings, possibly leading to greater insight and appreciation for life’s intricacies.

Verhoeven further writes:

“When we halt in wonder, we say that we hold our breath, but we might equally say that the breath catches in our throat. We may also listen in breathless wonder to a fascinating lecture or a piece of music. Our rhythm of life ceases for a moment in order to concentrate on keeping time with a different rhythm. This is the significance of the physiognomical expression of wonder. It is the attitude of someone temporarily shaken out of his shell or even of a mentally backward person.” (Verhoeven, 1972, 38)

It begins by highlighting how we often describe moments of wonder by equating them with physical sensations, such as holding our breath or having our breath catch in our throat. This imagery underscores the intense, often overwhelming nature of wonder—it can momentarily disrupt our natural rhythm of life, suggesting that such experiences are both absorbing and transformative. This alteration in our perception of time aligns with the idea that experiencing wonder can detach us from our routine, allowing us to engage with the world on a deeper level.

“Total wonder can be expressed only by the wide-open mouth. It is a sign of total and unconditional capitulation. Anyone who views the world thus renounces any attempt to create order in it.” (Verhoeven, 1972, 38)

The phrase "total wonder can be expressed only by the wide-open mouth" suggests that genuine awe often leaves individuals speechless, overwhelmed by the vastness or complexity of what they encounter. This physical manifestation of wonder implies a surrender to the moment, indicating that true appreciation comes from relinquishing control and acceptance of the unknown. Therefore, a worldview centred on wonder inherently rejects the notion of strict control or predictability. By embracing wonder, one acknowledges the beauty of uncertainty and complexity, suggesting that life is best appreciated in its raw, unfiltered form. This attitude can lead to a more profound connection with the world, fostering curiosity and openness rather than anxiety and resistance. Overall, the text invites readers to consider the value of surrendering to wonder to engage more deeply with their surroundings.

Psychological Impact

The psychological effect of wonder plays a crucial role in shaping our understanding of the world and ourselves. When we habitually view the world solely through the lens of our own beliefs and definitions, we risk developing an inflated ego. This self-centric perspective can lead us to feel as though we have the authority to define reality based solely on our understanding. However, the experience of wonder disrupts this limiting mindset. Wonder, characterised by surprise and awe, acts as a catalyst that liberates us from our self-imposed philosophical constraints. It invites us to acknowledge that our understanding is just one of many possible interpretations of reality. This realisation can be profoundly humbling; instead of diminishing our worth as knowers, it enriches our existence by opening our minds to the complexities and uncertainties of life.

As we confront the limitations of our epistemological frameworks- those ways in which we make sense of the world- we begin to cultivate a sense of humility. This humbling experience is not one of self-deprecation; rather, it encourages a deeper, more profound engagement with both the external world and our internal selves. We become more willing to

question our assumptions and explore the mysteries that lie beyond our current knowledge. This process invites us to dwell in the questions that arise from our encounters with the unknown, fostering a spirit of inquiry that enriches our lives. As we embrace the unpredictability of existence, we find ourselves more connected to the world around us.

This newfound humility often gives rise to a deep sense of gratitude (Pedersen, 2015). We learn to appreciate not only the extraordinary but also the beauty embedded in the ordinary. When we shift our perception to recognise the remarkable depth of everyday experiences, we foster a spontaneous appreciation for the beauty, mystery, and goodness that permeate our lives. This appreciation generates an internal flow of gratitude that enhances our connection to everything around us. It encourages us to engage with life more fully, recognising that every moment has the potential to inspire wonder and deepen our understanding of the world. In embracing this mindset, we open ourselves up to a richer, more fulfilling experience of life, ultimately leading to personal growth and a greater sense of belonging within the vast tapestry of existence.

The experience of wonder serves as a profound catalyst for personal transformation and growth. When we encounter something that evokes a sense of awe, we are often struck by an ineffable beauty or a profound mystery that transcends our usual perception of reality. This experience encourages us to adopt an imaginative mindset, allowing us to perceive the world with a renewed sense of eagerness and openness, much like a child exploring their surroundings for the first time. This fresh perspective not only enhances our ability to appreciate the world around us but also cultivates a suspension of judgment. Instead of rushing to categorise or analyse what we see, we are invited to engage with our surroundings more deeply and thoughtfully. This focused attention helps us to remain receptive, fostering an attitude of acceptance toward the richness of experiences offered by others and the environment.

In embracing this openness, we develop a willingness to surrender control and to let go of preconceived notions (Pedersen, 2015). This surrender is not a defeat but rather an invitation to delve into the mysterious and often unpredictable nature of life. As we learn to navigate the unknown, we unlock a treasure trove of possibilities that often go unnoticed in our day-to-day routines. Moreover, this sense of wonder transforms our perception of everyday experiences. Each moment becomes a doorway to deeper appreciation, encouraging us to reflect on the intricate layers of meaning that exist in our interactions and the phenomena we encounter. By cultivating this attitude, we find ourselves more attuned to the subtleties of life, allowing us to fully embrace its complexities and nuances.

Consequently, living in this state of wonder and receptivity connects us to the larger tapestry of existence. We become more aware of the ties that bind us to others and the world, recognising that every experience is interconnected and that we are all part of a greater whole. This mindset fosters a sense of presence and mindfulness, encouraging us to savour each moment and acknowledge the beauty and mystery inherent in every facet of life. Ultimately, embracing wonder opens up a pathway to profound richness. It teaches us that life is filled with endless opportunities for discovery, deepening our connection with the world and enriching our human experience. In this way, wonder becomes not just a fleeting emotion but a way of being that encourages us to live fully and engage with the world in all its complexity and beauty.

Implications in Imago Therapy

The dynamics within a married couple's relationship can be profoundly influenced by the tendency to predict each other's strengths and weaknesses. As partners become more familiar with one another, they often start making assumptions about how the other will react in various situations. This predictive behaviour can lead to a rigid understanding of one another, where each partner begins to define the other based on their own beliefs and expectations. Such definitions can lead to a kind of emotional

imprisonment, where the depth and richness of the relationship are diminished. When partners become overly certain in their perceptions of each other, the thrill of discovery that typically characterises romantic relationships begins to fade, resulting in a sense of monotony and dullness. The excitement that comes from exploring each other's evolving identities is replaced by a stagnant routine of expectations. As a result, both partners might experience a growing sense of isolation and disconnection, feeling as though they are living alongside each other rather than engaging in a vibrant, intimate partnership.

To counteract these challenges, many couples turn to Imago therapy. This therapeutic approach is founded on the idea that our innate desire is to connect with others and that this connection is fundamental to our existence. Imago therapy emphasises the importance of relational dynamics and encourages couples to foster a deeper understanding of each other, recognising that humans are fundamentally social beings who thrive on connection. The therapy aims to mend the ruptured connections that often occur in marriages, helping partners rediscover the joy of being together and supporting one another in their individual and shared journeys. By engaging in open communication and practising empathy, couples can move away from rigid definitions of one another, allowing room for growth and change. In doing so, they can reignite the spark of excitement in their relationship and cultivate a more profound sense of intimacy, ultimately rejuvenating their emotional bond.

The central tool of imago therapy is imago dialogue, which is a three-step process in which couples learn to take turns talking and listening (Hendrix, 2001). The first is called "Mirroring". When one of the partners (sender) has something to say, they begin by expressing their thoughts and feelings in a short sentence. The partner has to say it from his perspective, beginning with "I". For example, I don't enjoy homemaking when you don't even recognise it as work, which requires a lot of effort. Then the other partner (receiver) restates the same sentence in their own

words and asks whether it has been received correctly. For example, the receiver will respond, “Let me see if I understood it rightly. You find it hard to invest your effort in homemaking when I don’t recognise and appreciate all the hard work you put into it. Is this what you wanted to say? Have I understood it correctly? This process is repeated till the other partner clearly sees what the other partner meant to say. In the mirroring step, the receiver re-states accurately what he or she understood. When they talk in turns, it gives them the space to allow one another the opportunity for various viewpoints without any diversion or interruption. For the time being, they allow the coexistence of different viewpoints. It helps them to see that even if they disagree, their viewpoints make sense in their own worlds. The second step is called Validating, where the receiver states that what they have heard makes sense. The third step is called empathising, in which the receiver imagines the emotion and feeling that is imbued in the words expressed.

In the practice of imago dialogue, a pivotal moment arises when the receiver continuously inquires, “Is there more?” (“The Practice of Wonder Towards Psychological Wellbeing,” 2016, 61). This simple yet profound question signifies an understanding that there is deeper emotional content waiting to be explored. It acknowledges the receiver's feelings, particularly their sadness regarding the perceived lack of appreciation for their efforts. By persistently asking this question, the receiver can transcend their previously held notions of self and their relationship, enabling them to uncover layers of unresolved issues that may have previously gone unnoticed.

This dialogue encourages them to delve deeper into their emotions, allowing for a more comprehensive understanding of the underlying sentiments and thoughts. The three-word phrase “Is there more” operates like a key to unlock hidden emotional doors. It instigates an unanticipated journey for the receiver, revealing the sender’s willingness to engage in a more profound and extended conversation than they were initially accustomed to. This process allows

the receiver to not only examine unexpressed feelings but also to enhance their emotional vocabulary, enabling them to articulate complexities that might have been buried beneath the surface. Simultaneously, the sender experiences a profound release, discovering the power of expressing emotions and thoughts they had long kept suppressed. This moment is not just transformational; it becomes a deeply moving experience for both parties.

As they navigate this rich terrain of emotions together, each person begins to see the other in an entirely new light. The receiver's perspective shifts, allowing them to appreciate the sender’s depth and humanity in ways they had not considered before. Within the imago community, the phrase “Is there more?” transcends its basic meaning, evolving into a “magic phrase” that holds the potential to catalyse wonderful connections between individuals. Such moments of inquiry evoke a sense of wonder and curiosity towards one another, fostering a bond that is liberated from fixed and limiting identities. The process encourages participants to embrace the complexities of their emotions, cultivating a moral sensitivity that informs their perceptions and interactions. By experiencing one another with greater awe, both the sender and receiver are encouraged to step outside the constraints of defined identities, leading to a richer and more compassionate understanding of themselves and each other. This transformative dialogue not only influences their perceptions but also lays the groundwork for deeper empathy and connection in their relationship.

Conclusion

The paper establishes the connection between wonder and expansive thinking, asserting that this experience is essential for fostering psychological well-being. The Paper emphatically highlights the necessity of balancing knowledge and mystery in life, a state in which both predictability and unpredictability coexist. This balance is not only desirable but essential for growth, resilience, and creativity, as the thrill of discovery significantly enriches our experiences. The analogy of chess powerfully exemplifies this dynamic, illustrating that the

unpredictability in games mirrors the surprises and changes in life, which are fundamental to evoking a sense of wonder. Through references to Plato's Republic and Socratic dialogue, the paper unequivocally asserts that engaging with uncertainty and perplexity leads to profound personal growth and deeper insights. Ultimately, It Further argues that the occurrence of wonder effectively disrupts cognitive stagnation, enhancing appreciation for oneself, others, and

the world. By utilizing imago therapy as a case study, the paper demonstrates how couples can gain transformative perspectives on one another, confirming that wonder is, without a doubt, a vital force for psychological health. The experience of wonder is crucial for re-evaluating beliefs and fostering an enriched understanding of identity and reality.

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