

Teachers Perspective Implementing Happiness Education for Inclusive Students from Psychological aspects

Dr. Vijay Nagnath Kamble

Assistant Professor

H.G.M. Azam College of Education, Pune

Email.id – vjy_kamble@rediffmail.com

Mobile No – 9767395067

Abstract

Today we are living in the era of multiculturalism in the inclusive society. Inclusion refers to the education of all children with various disabilities and/or diversities in the overall general educational structure by adapting the complete educational system to include the school structure, infrastructure, methodology, curriculum, and classroom management. In the inclusive education various sectors are merged like students from the Blindness, Learning Disabilities, Hearing Impairment, Mental illness etc. Happiness education for the inclusive students has lot of importance in the school scenario as well as classroom interaction. When we try to understand what is Happiness for the diversified people or students, we come to know lot of talking, care, help, support, understanding, edutainment, equal instructions, no segregation, informality plays a vital role in the mindset of the inclusive students. When we understand Happiness education for diversity, diversity gets linked to inclusion. This inclusion fosters the feeling of oneness and sense of belonging ness in each member of the pluralistic society, and mixing in it.

Key Words – Inclusive Education, Diversity, Happiness Education, Psychological Aspects

Introduction

Inclusive schools aims to address the learning needs as well as happy education scenario of with specific focus who are vulnerable to marginalization and exclusion. To promote inclusion is increasingly being felt all over the world to include children with special needs at all levels of education as equal partners, to



prepare them for normal development and to enable them to face life with courage and confidence with enjoying the life events.

Title

Teacher's perspective Implementing Happiness Education for Inclusive students from psychological aspects

Operational Definitions

- a) **Inclusive education** - Inclusion implies a radical reform of the school in terms of conviction and philosophy followed with curriculum, assessment, pedagogy, grouping of pupils and the school environment and enjoyable school scenario and classroom interaction.
- b) **Diversity** – Diversity is the understanding that certain differences may bring specific disadvantages to the person in terms of his/ her social position and life changes where as others may not, to the same extent.
- c) **Happiness education** - It is a mental state in which students feels relax, enjoys, have fun, positive emotions, enjoys learning and teaching with their own space.
- d) **Psychological aspects** – Researcher considers attitude, motivation, Empathy, sympathy, understandingetc points are concerned with the psychological angle.

Objectives of the study

- i) To study psychological aspects of Happiness education with respect to inclusive students.
- ii) To know the actual factors give happiness to inclusive students

Research Method

Survey Method

Research questions

- 1) What are the most important aspects of happiness education?
- 2) Which are the actual factors that give happiness to inclusive students?

Delimitation

- a) The Diversity with blindness, learning disability, hearing impairment only considered for this study



Limitation

a) The responses are given by teachers through electronic media and it is beyond the control of researcher

Assumption

- 1) Indian RTE Act has given right to free and compulsory education to all children.
- 2) RPWD act 2016 has included 21 disabilities and inclusive education plan and strategies.

Sample of the study

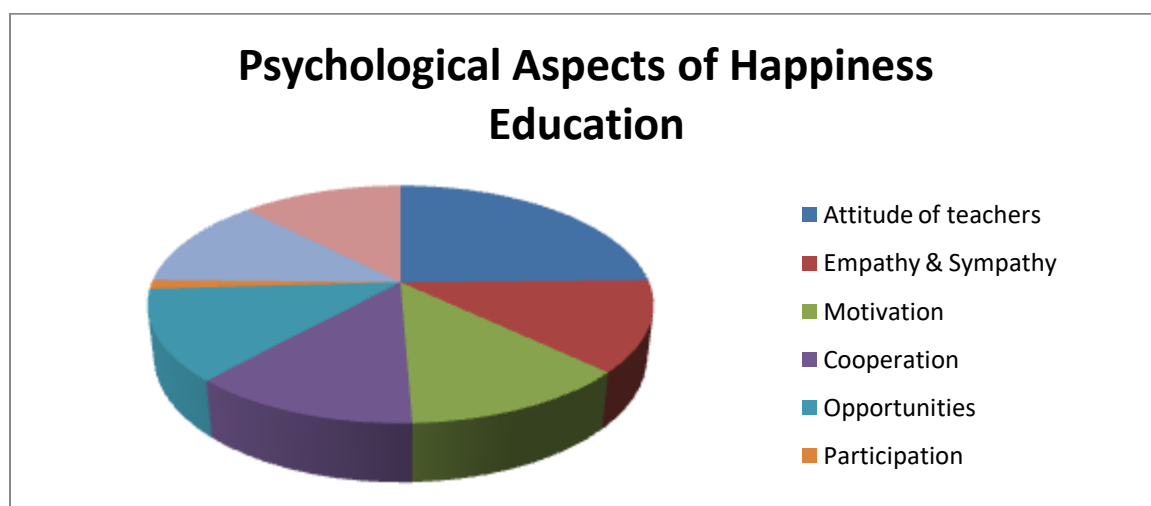
10 Teachers from secondary schools of Pune , PCMC area, Maharashtra, India.

Data collection tool

Questionnaire, Interview for the teachers

Data analysis**Most Important Aspects of happiness Education concerned with Inclusive students**

- 1) Attitude of the teacher
- 2) Empathy and sympathy
- 3) Motivation
- 4) Co-operation
- 5) Opportunities
- 6) Participation
- 7) In-depth Understanding
- 8) Teaching Learning methods

Psychological Aspects of Happiness Education

Sub factors of the happiness Education concerned with Inclusive students

1) Attitude of the teacher

Positive and Negative Attitude

2) Empathy and sympathy

Actual Help, Guidance, Suggestions and counseling

3) Motivation

Internal and External

4) Co-operation

Help in understanding curricular, co and extracurricular frame work

Help to Make Learning strategies

5) Opportunities

Give opportunities in activities

Give ways to creativity

6) Participation

Give a chance to work in group

Mixing up strategies

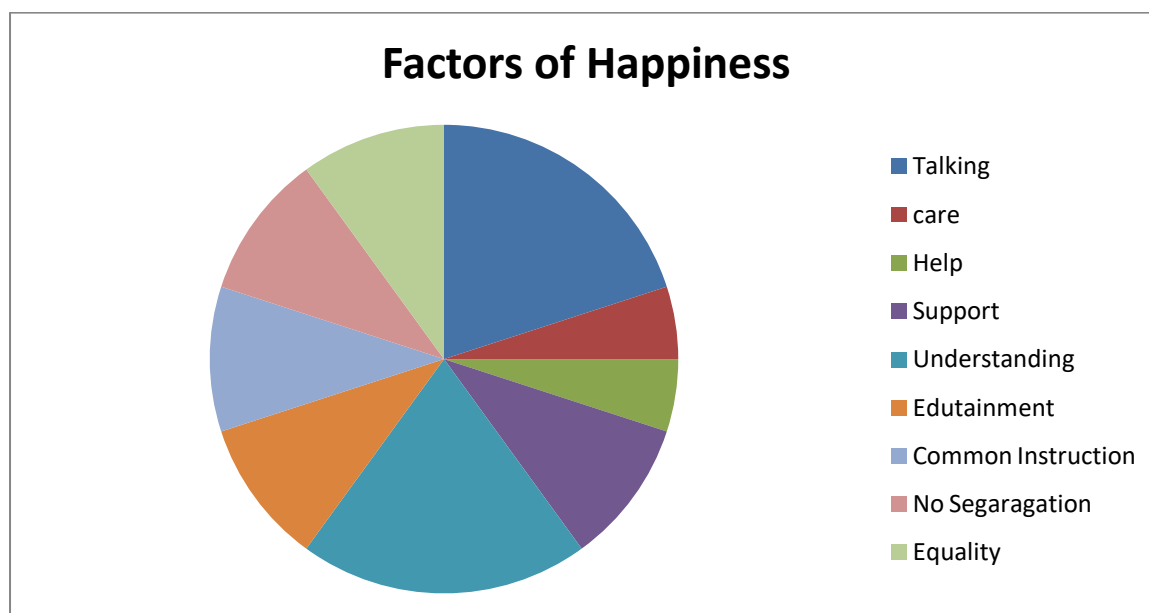
7) In-depth Understanding

Interest, Intelligent, Cope up, and rapport making

8) Teaching Learning methods

Peer group, collaborative, cooperative learning, group discussion

The actual factors that give happiness to inclusive students



Findings

Objective '1'

- a) Teachers positive attitude is the key aspect with implementing happiness education for inclusive students
- b) Teachers counseling, guidance, suggestions is the part of happiness education
- c) Motivation given by teacher, head of the school, parents and internal curiosity got importance in the happiness education
- d) Teachers help for understanding curricular, co-and extracurricular activities are cooperative strategies makes education happy
- e) Give students opportunities in various activities as well as give ways to creativity are aspect of happiness education
- f) Participation in group work as well as mixing up strategies are aspect of happiness education
- g) Understanding of Interest, Intelligent, Cope up, rapport are also aspect of happiness education
- h) Use of different Teaching, Learning methods like peer work, group discussion, co-operative and collaborative strategies are also aspect of happiness education

Objective '2'

Actual day to day factors that give happiness to the inclusive students are Lot of talking, care, Help, Support, Understanding, Edutainment, Common Instructions, Equality, No segregation.

Conclusion

When we consider the world happiness report at that time we come to know that Finland, Denmark, Switzerland are chronologically first, second and third in the world. The Finland has world's best education system and inclusive education strategies. When we see India it is on the 144th position among the 153th countries. Inclusive people are also part of the society so their rights and life enjoyment with happiness gets more importance with the common people. Teacher education system must be focus on happiness education strategies in pre service and in service programmes.



References

AgarwalRashmi, (2006). **Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes**. Delhi: Shipra Publications

Mangal, S.K. (2010) Educational Psychology. Delhi. PHI Publications
MadhumitaPuri, George Abraham. (2009).

Handbook of Inclusive Education for Educators; Administrators and Planner.
New Delhi: SAGE Publication

Inclusive Education in India, <http://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1086&context=ejie>

Towards inclusive education for children with disabilities: A guideline,<http://www.uis.unesco.org/Library/Documents/disabchild09-en.pdf>

Inclusive education: An Introduction,[https://www.leonardcheshire.org/sites/default/files/LCD Inclusive Ed_012713interactive.pdf](https://www.leonardcheshire.org/sites/default/files/LCD%20Inclusive%20Ed_012713interactive.pdf)

Websites

<https://www.moe.gov.sg/careers/allied-educators/school-counsellor>

www.det.act.gov.au/school_education/guidance_and_counselling_service

