

Report on CBSE workshop conducted on happy classroom

Resource person

Mrs. Kala Mohan - A part of organization Nidaan She is also an NLP practitioner, Educationist and a Bharat Shiksha Ratan award winner.

Subrata Banerjee-

The session started with individual introduction followed by their views on criteria of happiness. Mrs. Kala Mohan took the proceedings and raised the topic of cultivating and grooming emotional intelligence in children. She emphasized that emotional quotient plays a pivotal role in one's life.

She insisted that as teachers we need to unlearn the misleading social conditioning and relearn in order to become a true mentor for the children. She strongly recommended that we teach life skills in school as an essential part of the curriculum to change the total ecosystem of the school.

In the next phase the stage was taken by Mrs. Subrata Banerjee. She explained about the Johari's window, which enlightens us about the understanding of our relationship with ourselves and with others. Understanding this complex relationship is essential for the purpose of exploring happiness.

After this to illustrate more on this she conducted a self inventory questionnaire based on

1. Self awareness
2. Self management
3. Self motivation
4. Relationship management
5. Social awareness

A reflective exercise was given to analyze the score and to enable us to know which area we need to work upon.

Further, she explained in order to be happy the proper regulation of emotion plays a crucial role. An anecdote was that shared by her. The anecdote clearly mentioned the drawbacks of reacting immediately rather than being patient and considerate. She also recommended to read the famous book called "7 habits of highly effective people" by Stephen Covey. We were given a reflective exercise in which we were asked to give example of a situation at our workplace where instead of reacting we respond, which ultimately made us emerge as a more confident individual.

The participants were asked to make their personal acronyms which reminded them to keep their approach more mindful rather than impulsive.

Next, the teachers were asked about situations that would trigger them and challenges the teachers faced in the classroom and the staff room. After this a series of solution was discussed.

Post Lunch, a small movie/documentary called “Class of rowdy” was shown to the teachers. In the documentary the teacher is able to handle the problem by allowing the kids to be themselves and to express themselves without worrying about the fear of being judged by the teacher.

After this, the resource person defined the causes of misbehavior in the class. The reasons were categorized as psychological, environmental, and biological.

Maslow’s pyramid of hierarchy was also was also explained in this context. The need to respect individual differences among the students addressing the need other than academics and bonding with them, reprimand them in private and helping a child to make a positive image of himself are the essentials in improving the behavior of the child.

To understand why a child act in a certain way, it was advised to keep a record of child’s behavior termed as “functional behavior analysis”.

Following are the heads:

Step 1: Identify the problem.

2: Collect information to determine the function.

3: Categorize the behavior.

4: Planning intervention.

5: Planning effectiveness.

6: Evaluating the effectiveness of the plan.

The ways to foster happiness in class were discussed to maximize the learning and teach the students some life affirming skills. Some of them are

1. Mindfulness
2. Learning new things everyday
3. Being challenged just enough
4. Develop an effective pastoral care program

Recommended reading- Whale done - Ken Blanchard

7 habit of highly effective people- Stephen Covey







