

MINDFULNESS MATTERS: NEP 2020'S CONTRIBUTIONS TO WELLBEING ENHANCEMENT

** Dr. Bushra Jawed Shaikh,*

** Assistant Professor, Guru Nanak College of Education and Research, Shivaji Talav, Bhandup (W), Mumbai*

Abstract:

Mindfulness is the practice of repeatedly gently focusing your awareness on the present moment. It often involves focusing on feeling yourself in your body in the here and now. It is the nature of the mind to think, analyze, and figure things out. That is its job. That means that left to its own devices, the reason will constantly seek out new stimuli, new things to think about, and new ways to check out from reality. Mindfulness practice is a way to retrain the mind to settle into the present moment gently. Mindfulness can benefit people to become more self-aware and improve a wide range of well-being. By being involved in mindfulness over and over with serenity and consideration for yourself, you can teach the mind to be still. This paper reviews mindfulness training for B.Ed. Student-Teachers. In this article, we discover several components through which mindfulness meditation applies its effects: (a) control emotions, (b) physique consciousness, and (c) change in perspective on self-identity. Mindfulness meditation has therefore increasingly been incorporated into schools, colleges, and workplaces.

Keywords: *Mindfulness, controls emotions, physique consciousness, and change in perspective on the self-identity.*

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Introduction:

Teachers and their education are very significant aspects of any nation. Education gives a new shape to the individual and the nation as well. It is a well-known saying that a teacher is a nation-builder. Teachers play a central role in creating a classroom climate that fosters student learning and social-emotional well-being. However, teaching can be stressful and managing classroom dynamics taxing. As a profession, teaching is plagued by significant turnover, often attributed to burnout, with documented rates of teacher turnover rising in public schools over the past decade (Ingersoll, 2001; NCES, 2011). Teacher stress and burnout have been an ongoing challenge in education. Providing resources to increase teachers' sense of personal efficacy and ability to manage stress may reduce burnout. Reducing and managing teacher stress is part of a formula for promoting a healthy classroom environment. Retaining teachers and providing them with tools for self-care can translate into increased effectiveness in their role in the classroom. Supporting teachers' ability to cope with the demands of the classroom and bolstering their own well-being is a necessity, with implications for students' learning and school success. The teacher-education program needs comprehensive reform and restructuring curriculum of the teacher-education program needs to be revised according to changing needs of society. Rates of depression,

anxiety, and stress are rising in teacher-education courses in India. For that, proposed remedies are numerous. And one that is garnering growing attention is meditation and mindfulness meditation to improve the mental health of the future teachers.

The new National Education Policy (NEP) 2020 has also emphasized the importance of holistic learning in India. The NEP calls for a curriculum that is "child-centered, holistic, multidisciplinary, and outcome-based". It also calls for a focus on "life skills", such as critical thinking, problem-solving and creativity.

Objectives of NEP 2020:

With many objectives of NEP 2020 our focus is to highlight those goals which are in congruence of this research work. As this paper emphasize upon the benefits of Mindfulness in the consequent sections it is important to know here about the following objectives of NEP 2020:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;('Holistic Learning, Way Forward', n.d.).

The aim is simple: to pay attention – be "mindful". Mindfulness is a way of gainful attention to and seeing clearly whatever is happening in our lives. It will not eradicate life's pressures, but it can support us in responding to them calmer, benefiting our heart, head, and body. It helps us recognize and step away from typical, often unconscious emotional and physiological reactions to everyday events. It provides a scientifically researched approach to cultivating clarity, insight, and understanding. Practicing mindfulness allows us to be fully focused on the present-day in our life and work, and improve our quality of life. It is believed that with regular practice of mindfulness techniques, we can learn to be happy. Mindfulness helps us connect to the present moment and accept it. This eliminates the fear of what may happen or the disappointment with what did not happen according to our expectations.(Nigam, 2022)

What does mindfulness involve?

According to Jon Kabat-Zinn, "mindfulness means paying attention in a particular way; on purpose, in the present moment, and non-judgmentally."

Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.(Supporter, teachings, & Initiative, n.d.)

Mindfulness practitioners learn how to pay attention on purpose by practicing specially developed mindfulness meditation practices & mindful movements. With practice, practitioners learn to slow down or stop brain chatter and automatic or habitual reactions, experiencing the present moment as it really is.

When practicing mindfulness, everyone, however much they practice, will experience thoughts creeping into their heads uninvited. This is fine - it is just what brains do, but how we respond to these thoughts is important. If we start to think about the thought or get annoyed with ourselves for not being able to retain our focus, it stops us from paying attention and takes us away from the present moment. If we just acknowledge the thought and let it go without judgment, we retain our focus on being in the present moment.

As with all new skills, the more we practice it, the easier it becomes. Canadian psychologist, Donald Hebb coined the phrase "neurons that fire together, wire together". In other words, the more we practice mindfulness, the more we develop neuro-pathways in the brain associated with being mindful, which make it easier to be fully in the present moment.

By learning to experience the present moment as it really is, we develop the ability to step away from habitual, often unconscious emotional and physiological reactions to everyday events, see things as they really are, and respond to them wisely rather than on autopilot.

Need and Significance of the Study:

The benefits of Mindfulness in an individual life have been researched and proved numerous times. Simultaneously, it was realized that if these concepts are taught at workplace the benefits will lead to high productivity. Recently, NEP 2020, has also highlighted the positive outcomes of Mindfulness and Emotional Intelligence, as it clearly incorporates teaching of these concepts to students and teachers, to make the teaching learning process more efficient. Research on mindfulness in adults suggests that sustained mindfulness practice can enhance attention and emotional control and promote elasticity, pointing toward important potential benefits for both teachers and students. Early research results on three descriptive mindfulness-based teacher training creativities suggest that personal training in mindfulness skills can increase teachers' sense of well-being and teach self-efficacy, as well as their ability to manage classroom behavior and establish and maintain supportive relationships with students. Since 2005, 14 studies of plans that directly train students in mindfulness have mutually demonstrated a range of intellectual, communal, and emotional benefits to both basic (six studies) and high school (eight studies) students. These include developments in working memory, attention, academic skills, social skills, emotional control, and self-image, as well as self-worth, improvements in mood and decreases in worry, tension, and tiredness. The educational goals, target population, and essential features of ten established mindfulness-based curricula are described. Finally, the need for more demanding scientific evidence of the benefits of mindfulness-based interventions in K-12 education is discussed, along with suggestions of specific processes, outcomes, and research-design questions remaining to be answered.

The research base for the practicality of mindfulness in improving the physical and psychological health and well-being of adults is reasonably strong Mindfulness has been shown to address physical health problems directly, and is operative in reducing pain, and high blood pressure, in improving the symptoms of physical conditions such as psoriasis and fibromyalgia. Mindfulness has also evidently been shown to be effective in improving mental health too, addressing problems such as substance abuse, stress, anxiety, and recurrent depression, and improving sleep.

Aim of the Study:

The major aim of the present research was to study the effect of mindfulness among B.Ed student-teachers.

Objectives of the Study:

- To compare the Pre-Test and Post Test mean scores of the experimental group.

Hypotheses of the Study:

Following null-hypotheses were formulated to test the hypotheses.

- There is no significant difference between the pretest and posttest mean scores of the experimental group.

Methodology of the study:

The Experimental method was employed in this study 60 student teachers were randomly selected and mindfulness meditation therapy was used on experimental group. Pretest, posttest on experimental group was followed.

Sample and Data Collection:

A sample of 60 B. Ed. student-teachers (Unaided teacher education institutions affiliated to the University of Mumbai) was surveyed. The method of sampling used was convenient sampling.

Tools for Data Collection:

The following tools were used by the investigator:

Questionnaire: -

Five Facet Mindfulness Questionnaire was used for the study.

Procedure:

After the arrangement for the experimental group a pretest was administered on the group. Then the processes of mindfulness meditation were implemented on the experimental group. The experimentation lasted for one week for one hour daily. When the experimentation came to an end the posttest was conducted in the groups.

Techniques of Data Analysis:

The following descriptive and inferential statistical techniques were used for data analysis:

- i) Descriptive Analysis (with Mean and Median)
- ii) Inferential Analysis (with t-test)

Findings and Conclusions:

The following table no. 1 shows that there is a significant difference between the pretest and posttest mean scores of the experimental group.

Table No. 1: Comparison of Pre & Post Test Means Scores of the Experimental Group

Experimental Group	No. of Student - Teacher	Mean	't' Value
Pre – Test	60	107.96	1.3744
Post – Test	60	143.5	

Significant at 0.01 levels.

The above table shows that there are significant differences between the pretest and posttest mean scores of the experimental group as revealed by the 't' value (1.3744) which is significant at 0.01 level.

The better performance of the experimental group in the post test is clearly noticed when it is compared with its pretest performance. This is a definite indication of the effectiveness of the application of Mindfulness Meditation.

Discussions and Suggestions:

The findings of the present study suggest that there are significant differences between the pre-test and post-test mean scores of the experimental group. The would-be conducted at the peak stage of the B.Ed. course that was before the one week of the internal exam. It was really the stress buster for the student-teachers. They were really feeling relieved after the session.

Conclusion:

There is rationally strong evidence for the constructive impact of mindfulness on a wide range of mental and physical health conditions, on communal and emotive skills and well-being, and on learning and cognition. Mindfulness for Student – Teachers is easy to carry out, fits into a wide range of contexts, is enjoyed by both students and teachers and does no harm. Well-organized mindfulness interventions can improve the mental, emotional, social, and physical health and well-being of young people who take part. It has been shown to reduce stress, anxiety, reactivity, and bad behavior, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behavior and emotions, self-awareness, and empathy. Mindfulness can subsidize directly to the development of intellectual and performance skills and administrative function. It can help student-teachers' pay greater attention, be more focused, think in more innovative ways, use existing knowledge more excellently, improve working memory, and enhance development, problem-solving, and cognitive skills. It also shows that Student-Teachers who are mindful, either through their character or through learning, tend to experience greater well-being and that being more mindful tends to attend more positive emotion, greater popularity and having more friends, and less negative emotion and anxiety.

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Cite This Article:

Dr. Shaikh B.J. (2024). *Mindfulness Matters: NEP 2020's Contributions to Wellbeing Enhancement*. In Educreator Research Journal: Vol. XI (Number I, pp. 217–222).

ERJ. <https://doi.org/10.5281/zenodo.10730372>