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Editorial

The research articles published in our last The Compass issue were well-received, and we are encouraged to publish a few more articles on the same all-important topic of education for social cohesion.

It's a well-established fact that the first educator of a child is his/her mother. "The mother is the first teacher of the child. The message she gives that child, that child gives to the world." — Malcolm X (Mother- A child's first teacher - smilefoundationindia) And Abdu'l-Baha says, "...it is woman who educates man, not the reverse. She rears the children; she cares for the home upon which the body politic is founded; she gives birth to mighty leaders." (The Great Educator of Man is Woman, 2022, <http://239days.com>) In other words, the foundation of social cohesion is laid in the heart and mind of the child when he/she is being nursed by his/her mother and is not considered to be developed enough to learn. Mindful parenting, hence, that nurtures in the child the qualities of inclusivity and unity should be considered as the cornerstone for education in social cohesion.

Nonetheless the above responsibility of mothers does not nullify the role of other family members. In fact, it is within the family and during the child's upbringing that the foundation of the moral capabilities of a child is laid. The basic values and attitudes are shaped during the period that the child lives under the care of parents and is engaged in games and activities with his siblings. For instance, playing effective, collaborative and cheerful games by family members relieves ill-feelings and bitterness and indifference, and promotes fellowship, happiness and unity within the family and with others. Laughing together is yet another effective means for binding the family members and visitors together and enhance feelings of oneness. Hence every word, action or reaction that the child experiences at home, and every activity he engages in influences his thinking, personality and action; they become the standards for his future. If the child experiences a welcoming attitude towards children and people of various backgrounds, that is what he/she learns; the reverse is also true. From the above perspective in order to progress towards an inclusive society, all parents, and would be parents, should be educated about the requirements of bringing up children as promoters of social cohesion and inclusivity.

Finally, the formal education – primary, secondary, tertiary and higher education-- have the fundamental duty to nurture human values of brotherhood, justice, equality and unity – the pre-requisites of social cohesion—in the students. According to the National Education Policy 2020, "9.1.2. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education. 9.1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation." (MHRD, 2020, Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf, p. 33)

The articles in this Issue of the Compass, like the last issue, focus on education for social cohesion from the perspectives of the family, the heart of non-formal education, as well as schools and higher education institutions where formal education is offered. Unless all these entities have one voice in promoting inclusivity in every respect, it will be very difficult to move forward towards that vision.

Sincerely



Lesan Azadi (Ph.D.), Editor



EFFECTIVENESS OF MINDFUL PARENTING PROGRAM BASED ON ASPECTS OF SOCIAL COHESION FOR INCLUSIVE CLASSROOM

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ABSTRACT

Mindful Parenting is the psychological process of bringing one's attention to the occurrences of the present moment by not trying to change anything. It involves listening to your kids and paying attention to how the child is feeling.

Every parent wishes to do the right thing when parenting. They want to be warm, provide the best resources but at the same time, want to have rules and consequences. Parent needs to instill qualities and values in the child such that the child is happy and flourishes in a school with an inclusive setup.

According to Alquraini & Gut (2012), Inclusive Education is when all students, regardless of any challenges, are placed in an age-appropriate general education classes that are in their nearby schools to receive high-quality instruction, interventions, and supports that help to succeed.

For this to happen, a spirit of collaboration and positive energy should pervade classrooms and in the whole school as they practice inclusive education.

Agreed, there is no fixed recipe for attaining an 'inclusive education system', but the schools could try and create their own 'flavor' of inclusion by:

- Developing a shared vision of inclusion.

- Understanding differences with respect to cultural, intellectual, emotional and physical aspects, leading to 'Social Integration.' This social integration will lead to 'Social Cohesion.'

Social cohesion is understood as the social networks and the norms of reciprocity and trustworthiness that arise from connections among individuals (Moiseyenko, 2005). It works on the economic, political and socio-cultural parameters.

Five essential elements have emerged in looking at social cohesion in inclusive classrooms: relationships, shared experiences, advocacy, a sense of identity, and transparency.

This paper presents the findings of a study undertaken to assess the effect of a program on Mindful Parenting for social cohesion by bringing about inclusion in classrooms. The program is developed taking into consideration the above five essential elements of social cohesion. It is experimental research on a single group. To optimize social integration, it is necessary to develop an awareness of the differences in classrooms. This would lead to acceptance and then an attitude of inclusion would be developed.

This paper thus, explores and analyses the change in awareness, acceptance, attitude development, and active participation of the parents, to bring about inclusion.

KEY WORDS: Mindful Parenting, Inclusion, Social Integration, Social Cohesion

INTRODUCTION

Social cohesion refers to the extent of connectedness and solidarity among groups in society.

It identifies two main dimensions:

- the sense of belonging of a community and
 - the relationships among members within the community itself.
- (Manca A.R. (2014) Social Cohesion)

Social cohesion could be a major parameter in bringing about connectedness, a feeling of inclusion. It is a process to consolidate acceptance with respect to social, economic, cultural aspects and thus prevent fractures in the society.

Efforts to bring about social cohesion can begin in school classrooms as this is where we have citizens of an impressionable age. This is a place wherein each one needs to feel a sense of belongingness, equality in participation, acceptance by peers, and be happy to be there. This would lead to Inclusive Classrooms, a haven to flourish and be oneself.

A precursor to all this is parents, who are the very first teachers of a child. Mindfulness in parents would be crucial to bring about social cohesion leading to inclusion in classrooms. Mindfulness with respect to awareness and acceptance in diversity of students in their child's classroom, leading to development of an inclusive attitude would further evolve social cohesion.

REVIEW OF LITERATURE

A review of the related concepts and research related to the topic was done by the researchers and is given below.

1. Mindfulness

As per Cambridge English Dictionary, Mindfulness is the practice of being aware of your body, mind, and feelings in the present moment, thought to create a calm.

As per Merriam Webster Dictionary, Mindfulness is the psychological process of bringing one's attention to experiences occurring in the present moment by not trying to change anything. It is the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment – to moment basis.

On practicing mindfulness, once habituated, it is for life. It is about really engaging in the present moment and not letting emotions or trauma from the past or future color your experience or -----more importantly -----your reaction. You may still respond with anger or frustration but it's from a more informed place rather than one that is purely automatic.

Having done so, one learns to be in the present, absorb the details of that moment, which automatically puts aside stress, anxiety, and the apprehension of the future.

A mindful parenting program can help to improve the parent – child relationship. It also intends to determine the working process of mindfulness on parent – child relationships. Based on a study conducted by Ying Ma, (2016) the effects observed can be listed as:

- **Enhanced Emotion Regulation:** It was found that parents learnt to be more aware of the present moment, and they began enjoying the little moments of life. It allowed them to have better self- control during stressful time with their children.
- **More compassion:** It was observed that this program on mindfulness made the parent kinder and more compassionate. It led to better acceptance of the mistakes made by the child.
- **Positive changes of parent – child relationship:** The analysis showed that there was a better rapport between the parent and the child, and the child was more open to sharing of his thoughts and ideas.
- **Home practice consistency and obstacles:** Here, there seemed to be mixed observations. Some parents were practicing mindfulness through breathing techniques or meditation regularly, but some couldn't be due to fatigue or noisy environment.

2. Inclusive Education

The objective was to study the perceptions of parents of students, both, Parents of Regular Students [PRS] and Parents of Special Need Students [PSNS], on inclusive education in Indonesia.

The findings of the PRS perceptions about inclusive education have been grouped into four categories, that is, social, emotional, academic, and non- academic aspects. The

researchers have put forth elaborate conclusions with respect to the above categories. These are:

- **Social Aspect:** The apprehensions from the point of view of PSNS and the accommodating nature which could be developed by the RS, as seen by the PRS.
- **Emotional Aspect:** In this, empathy, and care for the SNS seems to be a prominent and appreciable attribute shown by the PRS which they expect their child to show for the SNS. The perception of the PSNS is observed to be apprehensive about their child's emotional needs.
- **Academic Aspect:** From an academic perspective, both the set of parents feel that their child is going to be ignored as the teacher would be overwhelmed with the two set of students.
- **Non- Academic Aspect:** The PRS do agree that education is every child's right, and the government and the PSNS should also be actively involved. The PSND have their apprehensions about acceptance of their child and the embarrassment and awkwardness that they face at times. (Rasmitadila et al, 2019)

3. Parenting

- A paper by Samuelson, Anne (2010), discusses and emphasizes on the various practices of parent Education. It tries to bring about the need and the use of such practices. It suggests that it will bring about child development as well as improve parent well-being.
- decreased rate of child abuse, and strengthen family ties,
- lead to authoritative type of parenting which is the most sought after and suggested by experts.

4. Mindfulness and Inclusion

Benn et al (2012) investigated if a short term, intensive, school-based Mindful Training [MT] interventions would be feasible for parents and educators.

The findings of the effectiveness of the program have been inferred as:

- A significant increase in the mindfulness in terms of being more aware, less judgmental, and more aware of their moment- to- moment experience.
- An enhancement in positive psychological functioning was observed.
- Participants, with MT were found to regulate and gauge their reactions to stressful situations more effectively.

Thus, the article affirms the hypothesis suggested by the researchers. It can be conclusively said that the MT interventions are feasible and effective.

5. Social Cohesion

In an article by Xavier Forensca et al (2019), he cites a paper by Durkheim which defines social cohesion as a characteristic of society that shows the interdependence in between individuals of that society, and coins to social cohesion (1) the absence of latent social conflict (any conflict based on for e.g., wealth, ethnicity, race, and gender) and (2) the

presence of strong social bonds (e.g., civic society, responsive democracy, and impartial law enforcement).

In the same paper, he cites work done by Cooley in 1909 which presents the idea of primary groups, as groups having intimate face-to-face communications, dynamics of cooperation and conflict in between elements, and high numbers of friendships stemming from a substantial time spent together, which, when absent, can foster social disorganization.

As mentioned in an article by Stanley, D. (2003), Social cohesion is defined as the willingness of members of a society to cooperate with each other to survive and prosper. Willingness to cooperate means they freely choose to form partnerships and have a reasonable chance of realizing goals, because others are willing to cooperate and share the fruits of their endeavors equitably. Social cohesion contributes to a wide variety of social outcomes such as health and economic prosperity.

Social cohesion can be defined as the belief held by citizens of a given nation-state that they share a moral community, which enables them to trust each other (Larsen 2013).

According to Manca A.R. (2014), Social cohesion refers to the extent of connectedness and solidarity among groups in society. It identifies two main dimensions: the sense of belonging of a community and the relationships among members within the community itself. It stems from a democratic effort to establish social balance, economic dynamism, and national identity, with the goals of founding a system of equity, sustaining the impulses of uncontrolled economic growth, and avoiding social fractures.

According to the UN, a “cohesive society is one where all groups have a sense of belonging, participation, recognition and legitimacy... Such societies are not necessarily demographically homogenous. Rather, by respecting diversity, they harness the potential residing in their societal diversity (in terms of ideas, opinions, skills, etc.).”

UNDP defines social cohesion as the state of a society’s convergence, or the ‘common bonds’ that unify different people and groups that share space or territory. It comes about when people buy into and interact with each other based on a common set of political, economic and social institutions

NEED OF THE STUDY

The researchers are in the field of school education and teacher education and so, have a firsthand experience of the approach of parents with respect to Inclusion. It is observed that every parent wants to be aware, accept and involve oneself in this process of inclusion. But when it comes to actual participation, the response dwindles. This set the researchers thinking. The reviews stated above added to this experience, wherein social aspects can bridge the gaps leading to inclusive classrooms.

So, the researchers set out to develop a program to bring about inclusion in classrooms based on social aspects. If such a study was undertaken, it would help to find the effectiveness of Mindful Parenting Program based on aspects of Social Cohesion for Inclusive Classroom and implement this program extensively for better inclusion.

So, the researchers decided to undertake the study and develop a Program on Mindfulness for Parents based on social aspects for Inclusive Classrooms.

Such a program will help parents to recognize mindfulness, to remember to be aware of happenings in the present, to lead to acceptance of attention to thoughts and feelings without judging, to develop an attitude of mindfulness with respect to inclusive classroom, to explore the dynamics of cooperation and conflict with respect to social cohesion.

STATEMENT OF THE PROBLEM

To develop and find out the effectiveness of Mindful Parenting Program based on the aspects of Social Cohesion for Inclusive Classroom.

EXPLANATION OF THE STATEMENT

- **Mindful Parenting:** Mindful Parenting focuses on being in the present, leading to Awareness, Acceptance, Attitude development and Active participation in bringing about inclusion in the classroom.
- **Inclusive Classroom:** This study focuses on finding the effectiveness of the Mindful Parenting Program with respect to Awareness, Acceptance, Attitude development and Active participation.

DEFINITIONS

Conceptual Definitions

1. **Effectiveness of Mindful Parenting Program**

It is the success of set of related measures or activities for Performing the role of a parent by caregiving, nurturance, and protection of the child in a state of mindfulness. It is focusing one's awareness on the present moment. The parent supports the child by exercising authority and through consistent, empathic, appropriate behavior in response to the child's needs. (Donilee Alexander-Goldsmith & Michelle Bogdan, 2017)

2. **Inclusive Classroom**

As per 'Inclusive Classrooms: A Primer for Teachers', Inclusive Classrooms are welcoming and support the diverse academic, social, emotional and communication needs of all students. (www.readindrockets.org)

Operational Definitions

1. **Effectiveness of Mindful Parenting Program**

It refers to the difference between the scores obtained by the parents on the researcher developed rating scale before and after implementation of the program developed for parents based on the aspects of Social Cohesion for developing awareness, acceptance, attitude, and active participation for Inclusive Classroom.

2. Inclusive Classroom

It refers to physical, socio- cultural, intellectual, and the economic aspects of inclusion in Classrooms.

OBJECTIVES

1. *To find the aspects of social cohesion for Inclusive Education.*
2. *To develop a program for parents based on aspects of Social Cohesion for Inclusive Classroom.*
3. *To check the effectiveness of the Program.*

SCOPE

The study is useful for all parents.

DELIMITATIONS

The study was conducted on parent of students of Class 6 CBSE Schools in Pune.

The study is related to relationships, shared experiences, advocacy, a sense of identity and transparency. The study includes physical, socio- cultural, intellectual, and economic aspects of inclusion in classroom.

LIMITATIONS

The responses given by the parents will decide the outcome of the study.

POPULATION

Parents of children between the age group 5 years to 13 years, studying in CBSE Schools in Pune.

SAMPLE

Purposive Sampling Method was used and 30 parents from Dr. Shamarao Kalmadi High School, Pune was the sample.

METHODOLOGY OF RESEARCH

1. Method of Research: Multi Method

- Related Literature Survey

Literature Survey was done to find the aspects of Social Cohesion for Inclusive Education.

- Product Development

A program is developed to find the effectiveness of Mindful Parenting based on the social aspects to bring about inclusion in classrooms.

- Experiment

The program is implemented, and the results analyzed.

2. Design of Research

- Mixed Method Research Design

Both quantitative data and qualitative data was collected concurrently using a questionnaire.

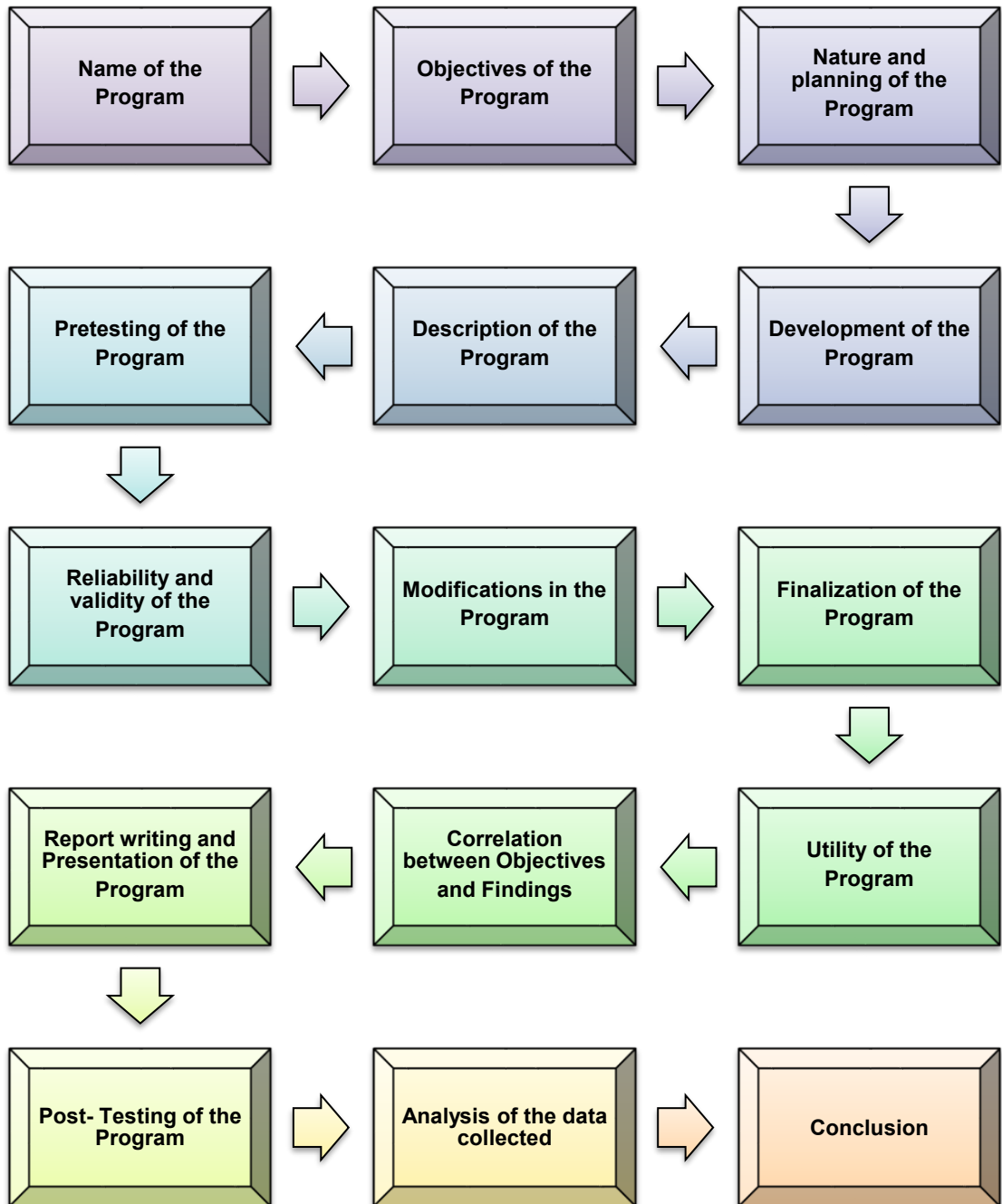
3. Research at a Glance

Table 1
Objective-wise research details

Objective	Research Method	Population and Sample/ Informants/ Documents	Tool for Data Collection	Analysis
Objective 1.	Related Literature Survey	Documents - 7	Indicators	Thematic Analysis
Objective 2.	Product Development	Informants- 5	Feedback Sheets	Frequency, Thematic Analysis
Objective 3.	Experimental: Single Group	Parents- 30	Rating Scale- Pre- Test and Post- Test	Thematic Analysis and 't' test

4. Procedure Followed in the Research

The following flow chart depicts the procedure followed in the research.



ANALYSIS WITH RESPECT TO THE OBJECTIVES

1. To find the aspects of social cohesion for Inclusive Education.

Table 2
Content Analysis of Related Literature Review

Literature	Indicator	Aspects of Social Cohesion
Papers and Publications	- moral community, - trust each other	Relationships, Shared experiences.
	- willingness of members of a society to cooperate - to form partnerships - presence of strong social bonds - founding a system of equity	Advocacy, a Sense of Identity, Transparency
	- interdependence in between individuals of that society, - friendships	Relationships
	- having intimate face-to-face communications - dynamics of cooperation	Transparency, Shared Experiences.
	- the absence of latent social conflict (any conflict based on for e.g., wealth, ethnicity, race, and gender) - recognition and legitimacy	A sense of Identity

DISCUSSION

From the above analysis of indicators and themes, the following aspects of social cohesion were identified to be included in the program.

Table 3
Description of the Program

Serial Number	Topic and aspect of Mindfulness regarding Inclusive Classroom.	Brief description with focused inclusion aspect	Aspect of Social Cohesion for Inclusive Classroom
1.	Pre- Test [Rating scale prepared by researchers]	To understand the existing status of parents regarding social cohesion for Inclusive Classrooms.	Relationship, Shared experiences, A sense of identity, Advocacy, Transparency.

2.	Learning through Posters- <i>Understanding and acceptance of the concept of Inclusive Classroom.</i>	Various posters were displayed which gave an insight into understanding that differences exist in students in a classroom.	Shared experiences.
3.	Child Tree – <i>Awareness and acceptance of the differences in children.</i>	Parents wrote down the various aspects like interests, likes- dislikes, achievements, strengths about their own child, helping to accept the differences.	Shared experiences, A sense of identity, Transparency.
4.	Role Play – <i>Understanding Physical differences with active participation.</i>	Few parents were blindfolded, some with a hand tied behind their back. This was to understand the difficulties faced by those with physical disabilities.	Relationship, A sense of identity.
5.	Technology for Inclusion – <i>Awareness and active participation with respect to Physical differences.</i>	Technology in the form of gadgets for the differently abled were shown and discussed.	Shared experiences Advocacy,
6.	Video and discussion- <i>Awareness and acceptance with respect to Intellectual differences.</i>	A short film in German language was shown followed by discussion about its difficulty in understanding. This helped to understand the intellectual differences where the content may seem alien to some students.	Relationship, Shared experiences, A sense of identity.
7.	Problem Solving- <i>Attitude development and Active participation about Socio- cultural differences.</i>	Parents were asked to share the good and the bad experiences to bring out the differences in cultures.	Relationship, Shared experiences, A sense of identity, Advocacy.
8.	Silent Reading: <i>Awareness and Attitude development about Intellectual differences.</i>	Parents were given pre-reading material wherein an analogy is drawn between the cheetah and the gifted students.	Shared experiences, A sense of identity, Advocacy, Transparency.

9.	Experiential Activity – <i>Awareness, Acceptance and Attitude development and Active participation to bring about Inclusion in Classroom.</i>	A lamp activity was conducted to understand that lamps are different, may be broken, but there is a light in each one.	Relationship
10.	Collage Making - <i>Awareness, Acceptance and Attitude development and Active participation to bring about Inclusion.</i>	To bring about social cohesion, there needs to be awareness, acceptance of the differences and then involvement. A collage was made with cut- outs of various expressions to show that empathy plays a key role in bringing about social integration.	Relationship, Shared experiences, A sense of identity, Advocacy, Transparency.
11.	Exit cards – <i>Reflection on Awareness, Acceptance and Attitude development and Active participation.</i>	Feedback	-
12.	Post – Test [Rating scale prepared by researchers]	To understand the status of parents regarding social cohesion for Inclusive Classrooms after the program.	Relationship, Shared experiences, A sense of identity, Advocacy, Transparency.

2. To develop a program for parents based on aspects of Social Cohesion for Inclusive Classroom.

Table 4
Analysis of the responses of the Experts regarding Pretest and Post test

Serial No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The format of rating scale used for Pre- test and Post- test is appropriate.	3	2			
2.	The statements are appropriate for adults.	2	3			
3.	The language used is simple.		5			

4.	The statements are unambiguous in their meaning.	1	4			
5.	All the statements are in sync with the objective of the program.		5			
6.	The statements are in accordance with the learning outcomes of the program.	2	3			
7.	The questionnaire will help to arouse interest about the 4 A's of Inclusion in Classrooms.	2	3			
8.	All the aspects under consideration about social cohesion are appropriately addressed.	1	4			

Other Observations Given By Experts

The pretest and posttest are well designed. All the aspects related to social cohesion are covered. Also, the parents' responses will be useful in planning strategy by schools for successful inclusion.

Table 5
Analysis of responses of Experts regarding the Program

Serial No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Sequence of activities are appropriate.	1	4			
2.	The planned activities are appropriate for the age group.		5			
3.	The principles of andragogy are followed.	1	4			
4.	The learning outcomes are achievable through the activities.	1	4			
5.	There is a variety in the activities.	5				

6.	The session would be interesting and engrossing.	1	4			
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What did you like the most about the Program?

Activity based nature, Variety in activities, Innovative name, Social cohesion and its relation with Inclusion in classroom, Mindful parenting as a new concept and its relevance for inclusion.

Interpretation of the Responses: The developed tools and the program was validated by five experts. From table 3 and 4 given above we can say that they had a positive opinion about it. No major changes were suggested by them. Hence the Pre- test, Post- test and the 4 A Program were finalized.

3. To find the effectiveness of the Program

a. Quantitative Analysis

Table 5
Computed 'T' Value

Aspect	A1	A2	A3	A4	Total
Obtained 't' value	6.36	3.89	8.64	5.99	4.69
Significance 2.76 (Table D - 0.01 level)	Significant	Significant	Significant	Significant	Significant

Observation

Here N is 30. From table D, we observe that at 0.01 level 't' value has to be 2.76 to be regarded as significant. The obtained 't' value for all the criteria as well as for the total scores is more than 2.76, and hence significant.

Interpretation Thus, from the above 4A's, we can interpret that the 'Mindful Parenting Program based on aspects of Social Cohesion for Inclusive Classroom' was effective.

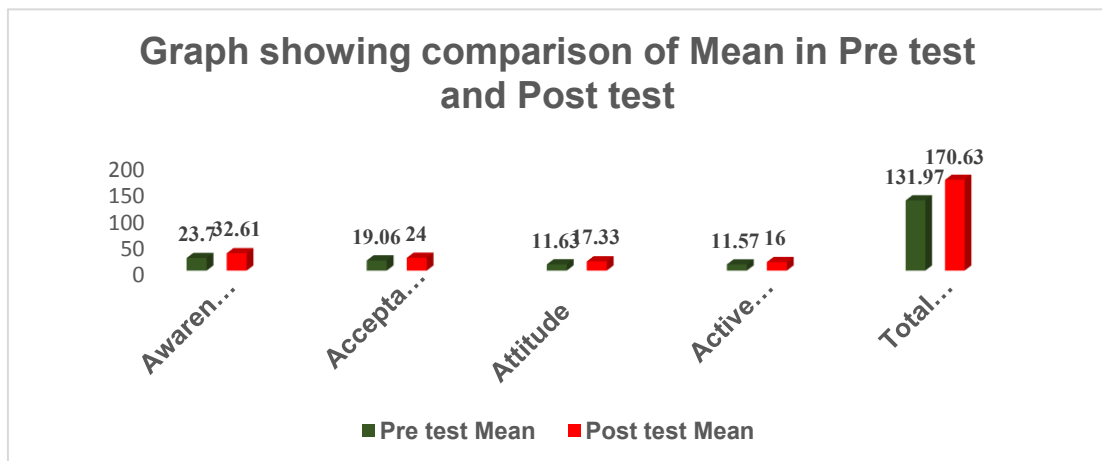


Figure 1: Comparison of Mean

Discussion

The above graph shows that the mean score has increased in the post test with respect to all the four criteria. We can thus say that the 'Mindful Parenting Program based on aspects of Social Cohesion for Inclusive Classroom' was effective.

b. Qualitative Analysis

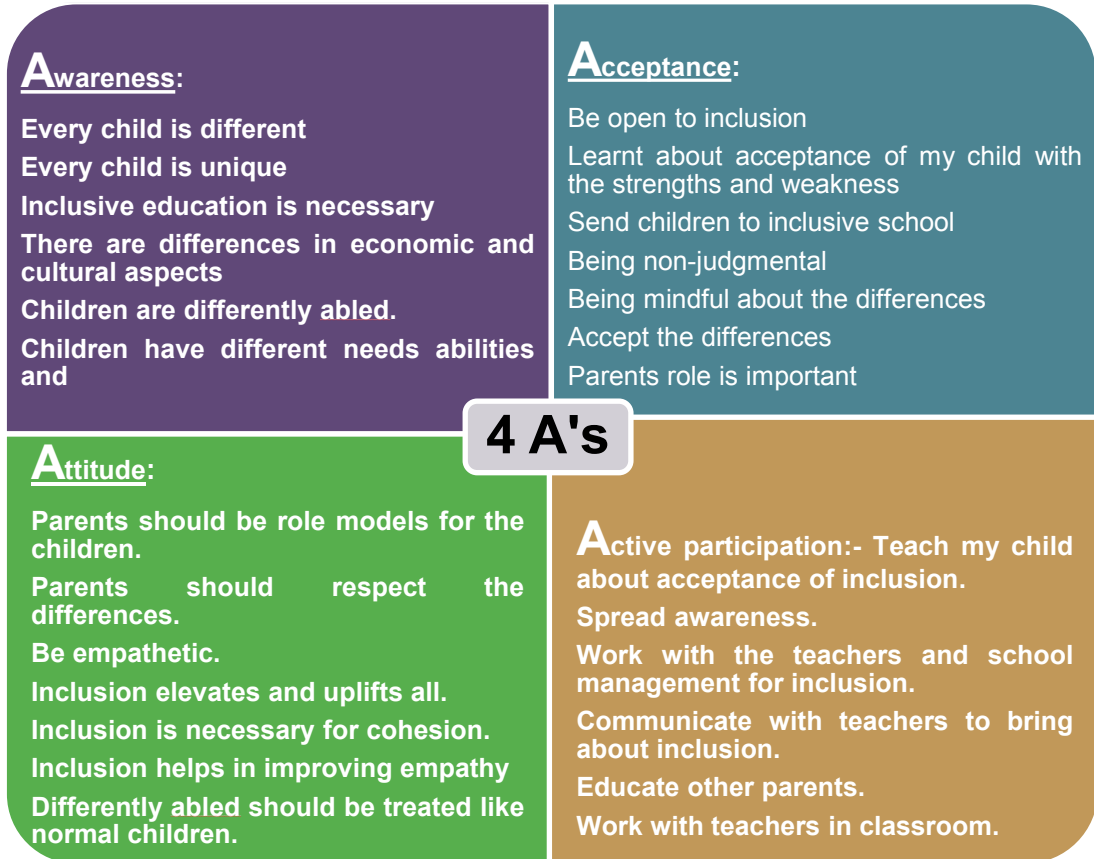


Figure 2: Analysis of the open-ended questions.

Discussion:

From the above Figure it can be seen that the parents have become aware, accepted and also developed a positive attitude and a readiness for active participation in helping for inclusion in a school.

Their responses reflect all the aspects of Social Cohesion namely:

- Relationships (eg. Parents should be role models for the children),
- Shared experiences (eg. Communicate with teachers to bring about inclusion),
- Advocacy (Teach my child about acceptance of inclusion, Spread awareness, Work with the teachers and school management for inclusion),

- A sense of identity. (There are differences in economic and cultural aspects, Children are differently abled, Children have different needs abilities and interests), and
- Transparency (eg. Being non-judgmental, Being mindful about the differences).

4. Comparison with the Findings of Previous Research

The findings of the present study show similarity with the previous researchers in the context of learning through interaction and immediate feedback.

This research highlights the effectiveness of Mindful Parenting Program based on aspects of Social Cohesion for Inclusive Classroom. It shows that on the basis of inclusion, social cohesion can be imbibed and inculcated in classrooms to bring about inclusion.

MAJOR FINDINGS

1. Parents are open and ready to accept inclusion.
2. Parents are keen to participate and help the school and management to promote and bring about inclusion in classrooms.
3. Social cohesion can be a means to bridge the gaps due to the diversity and lead to inclusive classrooms.
4. The aspects of social cohesion and the 4A's of inclusion can help in building an inclusive society.

CONCLUSION

The Mindful Parenting Program based on aspects of Social Cohesion for Inclusive Classroom was effective.

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DEVELOPING HUMAN VALUES AND MOTIVATION IN ENGINEERING STUDENTS USING INTERDISCIPLINARY APPROACH RELATED TO THE BETTERMENT OF THE WORLD

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ABSTRACT

Engineering courses around the world have a high drop-out rate. When students conclude the physics and calculus subjects at the first two years, they get really demotivated. When they face electric engineering subjects, most of them are more concerned about having the minimum grade to pass than to really understand how this knowledge can make them solve real problems of mankind. Besides demotivation, most engineering students think in a very conventional way, with few creativity and innovation. They are usually more concerned about understanding how things work than to use engineering knowledge to improve the world. Changes in engineering education must take place, especially considering student motivation. The thesis is that students will learn better if they are motivated to use the knowledge to improve the world.

Project Based Learning and flipped classroom are improved educational techniques, but these alone will not be enough if the students are still unmotivated to learn. Engineering student must be empowered to solve big mankind problems, as the most of all motivation. This feeling that the student can make a noble contribution to the society will stimulate them to learn in an active way. Using also active teaching techniques, the classroom will change to a flourishing learning place. This can be achieved considering the importance of multidisciplinary subjects. The United Nations Sustainable Development Goals (UN SDG) are presented to the students as challenges that the knowledge from the class should empower them to couple with. The UN SDG gives an open-minded interdisciplinary view to engineering student.

This educational approach has been carried out on Electrical Engineering classes at University of Brasília, and more than 98% of the students reported that they developed human values.

KEYWORDS: engineering education, project based learning, value education.

INTRODUCTION

Engineering courses around the world have a high dropout rate. When undergraduate students conclude the physics and calculus subjects at the first two years, they get demotivated because they get a lot of theory but lack of practice. When they face engineering subjects, most of them are more concerned about having the minimum grade to pass than to really understand how this knowledge can make them solve real problems of mankind. Besides demotivation, most engineering students think in a very conventional way, with few creativity and innovation. They are usually more concerned about understanding how things work than to use engineering knowledge to the betterment of the world.

Changes in engineering education must take place using interdisciplinary approach related to the betterment of the world in order to develop human values and motivation in engineering students. The objective of this paper is to present the results of an educational approach using Project Based Learning (PBL) with motivational quotes to stimulate the students to use the theoretical knowledge of theoretical technical disciplines to create solutions that promote the betterment of the world. The research question is that students will learn better if they are really motivated to use the knowledge to improve the world. The results are collected by a questionnaire, that was answered in a mandatory way by 100 students that attended the subjects that used this approach.

REVIEW OF LITERATURE

Engineering education has a binding agreement called “The Washington Accord”, developed initially in 2002 and revised in 2009. The goal of this Accord is to build a knowledge base and attributes on undergraduate engineering students. The knowledge profile of an engineer includes: natural sciences (calculus-based physics), mathematics, engineering fundamentals, specialist knowledge, design, practice and comprehension of the role of engineering in society. The attribute profile of an engineer includes: knowledge, problem analysis, design and development of solutions, investigation, modern tool usage, engineering and society, environment and sustainability, ethics, individual and team work, communication, project management and life-long learning (Alliance, 2014).

In 2002 the Brazilian Ministry of Education released national guidelines for engineering curriculum, that are aligned with Washington Accord. The students should finish the course being generalist, humanist, critic, reflexive, able to develop new technologies, identify and solve, in a creative way, real society problems, considering political, economic, social, environmental and cultural dimensions, with ethics and humanistic vision (CNE/CES, 2002).

In 2019 these guidelines were updated. The Brazilian engineering student should finish the undergraduate course with the following characteristics (CNE/CES, 2019):

- Develop holistic and humanistic vision, be critic, reflexive, creative, cooperative and ethical, with a strong technical knowledge;
- Be able to research, develop, adapt and use new technologies in an innovative and entrepreneur way;

- Be able to identify the needs of the users, formulate, analyze and solve, in a creative way, engineering problems;
- Use multidisciplinary and transdisciplinary perspectives;
- Consider global, political, economical, social, environmental, cultural and safety aspects; and
- Be committed to social responsibility and sustainable development.

These guidelines reinforce the importance of active-learning approach focused on student-learning, instead of lecture-based approach focused on the professor.

Several engineering education international publications emphasizes the importance of student motivation related to real problems solutions. The 2010 UNESCO Engineering Report sheds new light on the need to *“transform engineering education, curricula and teaching methods to emphasize relevance and a problem-solving approach to engineering”* and *“more effectively innovate and apply engineering and technology to global issues and challenges such as poverty reduction, sustainable development and climate change”* (UNESCO, 2010).

The 2014 UNESCO Engineering Report register that the important contribution that engineering make to society is not sufficiently emphasized for, or promoted effectively, promoting high failure/dropout rates. The course design should be arranged to be interesting and to enhance motivation as this will be of critical significance in facilitating student development and reducing student failure (Beanland & Hadgraft, 2014).

One example is related to energy and electricity sector, that is fossil-fuel dependent, release a lot of greenhouse gases and is unwilling to use renewable energy sources, despite of climate change. The students learn that the world is fossil-fuel dependent, and are not enough stimulated to find a solution to it. Paris Agreement (United Nations Convention on Climate Change, 2015) highlights the importance of “building capacity” to deal with it. This is a point that must be worked by engineering professors. Climate change is a issue that can be used in classroom as a motivation for the students (Shayani, 2020).

There are already some initiatives to improve the curriculum of electrical power system undergraduate courses, that claim the importance of multidisciplinary subjects (Chicco et al., 2018; Nagamani et al., 2018; Nair et al., 2018; Parvania & Merrill, 2018; Ray et al., 2018; Uzunovic, 2018). But they consider a still narrow view of multidisciplinary. For example, to work with smart grids, that is very important to increase the share of renewable energy in the energy matrix, the undergraduate student must study power systems, system control and telecommunications. These subjects are still inside electrical engineering field of knowledge, and do not really empower students to deal with climate changes or other social issues.

Sovacool, 2014, presents a different point of view. He detected that energy approach has focus on technologies, but the human being should be the focus! This new approach should be taught at university, in order to really empower engineering students to promote the betterment of the world, not only to supply energy or provide technical solutions (Sovacool, 2014).

TOOLS AND METHODS

Project Based Learning is an improved educational technique, but this alone will not accomplish if students are still unmotivated to learn. Engineering students must be empowered to solve big mankind problems, as the most of all motivation. This feeling that the student can make a noble contribution to the society will stimulate them to learn in an active way. Using active teaching techniques, the classroom can change to a flourishing learning place. This can be achieved considering the importance of multidisciplinary subjects, allowing the student to analyze not only the technical aspect of the problem, but the social and environmental aspects too.

This methodology has been tested since 2015. It started with “Electrical Machines” discipline at University of Brasilia, Brazil. In order to motivate the students, the professor asked them to choose an application that uses electrical motor or generator, formulate and solve it. The idea is that the student will be motivated if they choose something that they like to work on it, and the challenge to identify the variables of the problem will develop analyses attributes on them. Instead of receiving a problem from the professor, with all the values on it, the student should seek for the information necessary to model and solve it (Shayani et al., 2018).

The best motivational tool is the United Nations Sustainable Development Goals (UN SDG) (UN, 2017) as society demands that must be solved by electrical machines project. The UN SDG gives an open-minded interdisciplinary view to engineering student. Several students proposed irrigation systems for drought places, residential water reuse system, farm robots, electric trains to transport soy from farms to ports, drones for medicine transportation on flooded areas, autonomous boats for rescue, etc.

In order to show the importance of learning, and that they could change the world if they really want, the professor empower the student with several motivational quotes, retrieved from IEEE website:

- “As engineers, we were going to be in a position to change the world – not just study it.” Henry Petroski - Engineer
- “Scientists study the world as it is; engineers create the world that has never been.” Theodore von Kármán – Aerospace engineer and Physicist
- “Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.” Albert Einstein – Physicist and Inventor
- “We are continually faced by great opportunities brilliantly disguised as insoluble problems.” Lee Iacocca – Engineer & Automobile Executive
- “The ideal engineer is a composite... He is not a scientist, he is not a mathematician, he is not a sociologist or a writer; but he may use the knowledge and techniques of any or all of these disciplines in solving engineering problems.” Nathan W. Dougherty – Civil engineer
- “Engineering is the application of science for human benefit.” J. M. Prausnitz – Chemical Engineer
- “I think that’s the single best piece of advice: constantly think about how you could be doing things better and questioning yourself.” Elon Musk – Tesla & SpaceX CEO

In addition, motivational quotes about the importance of the use of knowledge to promote the betterment of the world are also presented to the students:

- “Teach them to dedicate their lives to matters of great import, and inspire them to undertake studies that will benefit mankind.” ‘Abdu'l-Bahá (1844-1921)
- “Be anxiously concerned with the needs of the age ye live in, and centre your deliberations on its exigencies and requirements.” Bahá'u'lláh (1817 – 1892)

The assessment of the student academic grown worked ethics skills. If the student does all the exercises, identify a society real problem, propose an engineering solution and present it for their colleagues, using technical information related to the discipline, they succeed and must be approved! The students receive a peer assessment, but a self-assessment is required too. Each student must make a self-assessment of their dedication to the discipline, and write an essay about how the project improved the skills that an engineering must develop.

RESULTS

The proposed approach was applied to “Energy planning” (60-hours course) and “Basics of Electricity” (60-hours course) subjects at Department of Electric Engineering, University of Brasília, Brazil, in 2019 and 2020. 100 undergraduate engineering students from Electrical, Mechanical, Environment, Civil and Chemical Engineering courses attended the classes and answered the self-assessment questionnaire. Each subject was offered twice, using the same educational approach. “Energy planning” had 30 students in each classroom, and “Basics of Electricity” had 20 students in each classroom.

In order to ensure the participation of all students in the analysis of real problems and to be part of the solution, small groups of 2 or 3 students were created. The students were free to join each group, according to theme interest or course background. Some of the projects proposed by the students were: rain water reuse for rural areas; water supply for farms; water supply for public showers to people who live in the street; water supply for firefighting at forest; energy generation from urban waste; construction waste recycling; sewer treatment; drones to delivery medicines in rural areas; and electric mass transportation.

The questionnaire, named “ethical exam” was composed by an initial instruction and six affirmations, and the student must answer how much they agree with each affirmation. The results are presented in Table 1.

Initial instruction: make a sincere reflection about your dedication to the project and indicate how much you agree with the following affirmations:

Affirmation 1: I seized the opportunity at the maximum level, during the elaboration of the project, to develop holistic and humanistic vision, be critic, reflexive, creative, cooperative and ethical, with a strong technical knowledge.

Affirmation 2: I seized the opportunity at the maximum level, during the elaboration of the project, to be able to research, develop, adapt and use new technologies in an innovative and entrepreneur way.

Affirmation 3: I seized the opportunity at the maximum level, during the elaboration of the project, to be able to identify the needs of the users, formulate, analyze and solve, in a creative way, engineering problems.

Affirmation 4: I seized the opportunity at the maximum level, during the elaboration of the project, to use multidisciplinary and transdisciplinary perspectives.

Affirmation 5: I seized the opportunity at the maximum level, during the elaboration of the project, to consider global, political, economical, social, environmental, cultural and safety aspects

Affirmation 6: I seized the opportunity at the maximum level, during the elaboration of the project, to be committed to social responsibility and sustainable development.

Table 1 – Responses for questionnaire (percentual value).

Answers	Affirmation 1	Affirmation 2	Affirmation 3	Affirmation 4	Affirmation 5	Affirmation 6
Strongly agree	62	73	68	67	62	79
Agree	37	25	31	32	35	18
Indifferent	1	2	1	1	2	3
Disagree	0	0	0	0	1	0
Strongly disagree	0	0	0	0	0	0
TOTAL	100	100	100	100	100	100

After these six closed-ended questions, there was also one open-ended question requesting then to do a self-assessment.

FINDINGS

The projects selected by the students demonstrated their concern about environment, economic disparity and poverty. Although they did not have classes about it, the proposed educational approach was effective to stimulate their social and environmental skills, not just technical skills.

About 10 to 15 projects were presented to all students in each classroom. Each group of 2 or 3 students selected their own solution to a real problem, but they also saw the real problem and solution proposed by their peers. This was a valuable moment, specially when groups selected the same problem but presented different solutions, because the experience to see from other point of view is important to develop holistic vision. A peer-assessment was required from the students in a mandatory way, in order to make sure all of them would pay attention to their colleagues' projects.

98% of the students answered "agree" or "strongly agree" to all the affirmations. This suggest that the students liked the approach and, more motivated to study, will get a better retention of the technical subject.

The higher “strongly agree” rate are related to social responsibility and sustainable development. This is an indication that the engineering curriculum has a lack of social classes, but the students like this subject, because this provide the link between theoretical knowledge and real society problems.

CONCLUSIONS

The proposed educational approach, using Project Based Learning with motivational quotes and considering sustainable development as the main goals of the student projects, was approved by 98% of the undergraduate engineering student that coursed the disciplines that used this approach. In order to deal with environment issues, economic disparity and poverty, the students were stimulated to develop human values, and got motivated to a better retention of the subject because they really understand how it can be used to the betterment of the world.

Based on the results, there is a high possibility that the research question, that students will learn better if they are really motivated to use the knowledge to improve the world, is correct. As additional research, the projects, that got just theoretical in this phase, should be field implemented, in order to the students get real contact with the community and see how, in fact, they can change the world.

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PLAYING GAMES TOGETHER CAN REDUCE FAMILY DISHARMONY AND IMPROVE SOCIAL COHESION

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ABSTRACT

The purpose of the study is to examine the impact of certain games on joint family members, having distinct age, gender and occupation status to impart social cohesion within the family which has diminished during the Lockdown period of COVID 19. The researcher advocated two games to hamper the disparities and to bring in adherence within the family. It has been recorded that when gathered for playing the Games the disharmonies and the disagreements dwindled. The Study found that if toiled earnestly social cohesion can be imparted within the family with the help of games or other tactics. It has been recorded in the study that the family members developed social cohesion while playing the game. They reported varied feelings while and after playing the game such as few felt happy and joyous, few energetic and thrilled while some were shy and felt a diverse feeling on a positive note. It has been registered that playing games together can demote the family disharmony and impart cohesion within the family. The study concluded that introduction of effective, cheerful games within a family can mitigate the bitterness and anomaly surrounding the environment and can enhance the feeble minds to ignite happiness and unity within the family.

KEYWORDS: Impact of Games, Reduction of Disharmony, The family, Social Cohesion

INTRODUCTION

The researcher lives in a big joint family having 25 members which includes males, females, grown up kids and young kids. Some members are taciturn while some are amiable. The family belongs to middle class strata. The age difference between the males and females of the family is noticeable. On the educational front the males are superior to females. The environment of the house is coherent. The researcher has noticed that there are some kinds of disagreements amongst the males of the family over the economic and financial issues and certain kind of

disharmony amongst the females of the house. The researcher perceived that the members magnify rifts more often during Lockdown period; members have become fastidious so the researcher has decided earnestly to undertake some activity to contain the disharmonic atmosphere and made some substantial contributions to inhibit the negative atmosphere of the house. So, the researcher decided to reduce the prejudice and disparity by carrying out allure activities to banish the hurdles. The researcher devises activities in order to surmount the attitudes of family members accordingly. The researcher tries to cause a good stir in order to change the atmosphere and traditional thoughts of the family members where males are always disputing over financial issues and females are having rift over household and kitchen work issues. The females are usually ambiguous. The teenager adults are not prone to help in the household work. The researcher is agreed that the activity offer would certainly mitigate the members' hostility. Rational negotiations are conducive for a good social environment. The researcher intends to impart humanitarian values as well as social skills amongst the members of the family especially females of the house. The researcher intends to inhibit the bitter memories of female members and try to accelerate their relationship to cordial one. Researcher tries to carry out thoughtful activities to hinder the perverted thoughts.

Social Cohesion refers to Solidarity where individuals in a society or family live together maintaining cordial relationship. Many parts are united to make a whole. Foundation of integration comes from the harmonic relationship family members or individuals share. In pre-modern and modern societies alike, the family has been seen as the most basic unit of social organization. Unity in the family referred as a CORNERSTONE to the society. Earlier there used to be a convergent idea but as time passed the modern families represent divergent ideas and culture. The diversity and cleavages occurred because of low bonding, injustice and inequality. Because of the arising differences there is a strong need to impart social cohesion in the family as well as in the society.

The researcher thinks that the elders need much respect but at the same time the younger ones also need acknowledgment for their work as they are easily vulnerable. Grown up kids include both the genders; they are mainly medical students living in hostels. Young kids are school going primary and secondary level kids. Females are housewives and males are the earning members. Disharmony can be mitigating only via building Cohesion amongst the members of the family. Cohesion means to unite together with good bonding. A family is said to be cohesive if it works for the well-being of entire family, fights relegation and marginalization, fosters sense of kinship and builds trust and harmony. The sociologist Emile Durkheim was the first to use concept of Social Cohesion. He considered social cohesion as an ordering feature of a society and defined it as the interdependence between the members of the society, shared loyalties and solidarity. Social Cohesion refers to extent of solidarity and connectedness amongst the members of the family. Social cohesion is defined as the willingness of members of a family to stay with each other in order to persevere, bloom and augment. Social cohesion acts as a glue to hold the different members of a society and influences several aspects of human behaviours. Social Cohesion helps in prosperity. When families tend to react negatively to emotions, over stresses on every issue, it hampers the family cohesion.

The researcher carried out two wonderful games namely SHARING THE NEWS PAPER and VISION GAME. The games are played with all the family members of distinct gender and age. It has been scrutinised that the family members were frowned initially but gradually started enjoying the game as it acted as a stress buster for them during the lockdown and united them who were reclused. The study acclaimed that though the family members were reluctantly agreed to be a part of the games, they developed the attitude and inclination of co-ordination, sharing, tolerance and patience while and after playing the game.

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NEED AND SIGNIFICANCE OF THE RESEARCH:

The researcher lives in a huge joint family comprising of 25 members including males, females, younger and adult kids. The researcher scrutinised that during lockdown the family members are usually vexed up. Members of the family have become fastidious. There is always an unusual rift over economic and financial issues amongst the males. Females are ambiguous. The researcher feels the need to reunite all the members together and to develop social cohesion. There's a strong need to impart Social Cohesion within the family to overcome aversion and alienation and make the members satiate. Social cohesion helps people to amalgamate emotionally and practically. It mitigates the huddles faced in the family.

OBJECTIVES

1. To delimit and subside the disparities amongst the family members.
2. To foster cordial relationship and impart social cohesion within the family.
3. To ascertain relationship between activities and their impact on the cohesiveness of the family ambience.

SCOPE AND DELIMITATIONS

Any family which is a joint family, where the family members are living together, this research can be applied there. The limitation of the research is that the researcher is restricted to her own family because of lockdown.

VARIABLES

1. Dependent variable: impact of social cohesion.
2. Independent variable: carrying out Activities (Games)

NULL HYPOTHESES

H01: No social cohesion can be formulated within the family.

H02: There's no relationship between activities and cohesive environment of the family.

H03: There's no impact of activities on the attitudes of family members.

RESEARCH QUESTIONS

1. What is the root cause of disparity amongst the family members?
2. Is there a strong need to impart social cohesion within the family?
3. Would inculcating fun activities would foster harmony within the family?
4. What type of indoor activities to be planned to impart social cohesion within the family?
5. Is the attitude of family members surmountable?
6. What are the measures to check the extent of cohesion delivered after introducing the activities?

GAMES USED IN THE STUDY

Two games namely SHARING THE NEWS PAPER and VISION GAME have been used in the study to bring about cohesion within the family and to mitigate disharmony and disparities which have hastened during pandemic.

Procedure for Sharing the Newspaper: Make family members stand in small groups. Each group will have a newspaper sheet. Place the newspaper on the floor while all the group members stand on it. No one's feet should touch the floor. Count till five and move out. Then fold the newspaper to half its size and repeat the same as before. Continue folding the paper to smaller sizes and keep standing on the paper each time until you are no more able to stand on the paper while your feet do not touch the floor.

Procedure for Vision Game: The game has two parts. Participants should stand apart from each other so that when they move their hands, they will not touch each other or any object or wall. Put your feet firm in one place and do not move from there till the end of the second part. For second part repeat the same steps but with closed eyes.

REVIEW OF LITERATURE

Rebecca Launt Sapp carried out a study on the topic Family Conflict and Family Cohesion: Their Relationship to Youths' Behaviour Problems where the researcher gathered sample of 156 adolescents, teachers and parents. Results showed fluctuations for mother's and father's terms. Fathers' reports scrutinized only family conflict to be significant, and mothers' reports visualised only family cohesion to be significant. Teachers' reports showed no significant results.

Linda P Juang and Alvin A Alvarez conducted a research study on Discrimination and adjustment among Chinese American adolescents: family conflict and family cohesion as vulnerability and protective factors and observed that a mediator and a moderator is highly essential in a family to protect the adolescent from anxiety, disparities and dilute their prejudice to a certain extent. The study shows that high conflict rate is directly proportional to discrimination within the family members.

Archana V. Gopinath and Dr. Aneesh. V. Appu carried out descriptive research to examine whether the lockdown because of COVID 19 has underpinned or weakened the family

cohesion. A sample of 145 people within the age group of 19 to 80 years from various districts of Kerala is considered. Samples were gathered using purposive sampling method.

Based on age there's a major disagreement among the young and old people towards the attitude of cohesion and resilience. Elderly people are more prone to family cohesion and communication. It has been recorded that family cohesion is more in joint families than nuclear families. It has been recorded that Family adaptability, cohesion and family satisfaction is more found in males during this lockdown period;

SAMPLING TECHNIQUES

In research terms a Sample is the unit taken for measurement. Sampling is a technique that grants researchers to infer information about a population based on results from a section of population, without having to investigate every individual. Sampling is an approach used in statistical analysis in which a proposed number of observations are seized from a greater population.

There are various types of sampling techniques such as Simple Random Sampling, Systematic Sampling, Stratified Sampling, Clustered Sampling, Convenient Sampling, Purposive Sampling etc. A Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.

It is a Purposive Sample. Purposive sampling technique is used when it comes to selecting the units that are to be studied. The sampling technique used is purposive sampling technique as the researcher has particular subset of people. The researcher has a family of 25 members. Sample includes 8 adolescents, 8 middle aged family members and 7 younger kids.

RESEARCH METHODOLOGY

Research methods are explicit ways to collect and analyse data. Methodologies are fundamental part of Research Design. Quantitative Research is used to test something whereas Qualitative Research is used to understand behaviours, concepts and perceptions. Sometimes research including both the methods are used which is called as Mixed Research. Research Questions somewhere depicts and identifies our type of research. The researcher devised that Qualitative research is the research method here in order to test and assess the behaviours of the family and individuals in order to impart Social Cohesion. Various activities need to be carried out in order to escalate cohesion within the family and measure impact of activities hence it is an Experimental Research as it revolves around demonstrations and investigations received from the approach of the members of the family. An experimental research is a type of research method in which you influence one or more independent variables and gauge their effect on one or more dependent variables. Experimental design means generating a set of procedures to test a hypothesis. Also, it can be stated as a Case Study. Case studies are often empirical studies conducted to investigate problems of real-life examples.

DATA COLLECTION, TOOLS

Data was collected based on the observations scrutinised by the researcher. Different activities such as Sharing the newspaper and Vision game were conducted to note down the behaviour of the family members. Observations were recorded in a Research Diary. Discussion sessions were held in order to collect the data.

ANALYSIS OF THE DATA

The data will be analysed based on the outcomes received. The researcher laid the base by showing the family old family album and playing a name game where all family members bonded with each other.

(A)The researcher played game sharing the Newspaper with 4 males, 4 females, 4 adult boys and 4 adult girls. For sharing the newspaper game following outcome are received.

Table (a) represents categories for how participants feel after playing the game.

Categories	Number of Participants	Percentage
Happy and joyous	10 people	62.5
Energetic and thrilled	4 people	25
Shy and different	2 people	12.5

From table (a) it has been observed and recorded that out of 16 participants 10 participants felt happy and joyous, 4 participants felt energetic and thrilled and 2 participants felt shy and different after playing the game sharing the newspaper. So, it can be inferred that 62.5 percentage of population feel happy and joyous after playing the game.25 percentage of population felt Energetic and thrilled and 12.5 percentage of population felt shy and different. Table (b) represents categories for what attitudes and qualities participants practiced while playing the game.

Categories	Number of Participants	Percentage
Coordination and sharing	8	50
Balancing	5	31.25
Patience	3	18.75

From Table (b) it has been perceived and observed that out of 16 participants 8 practiced the attitude of coordination and sharing, 5 participants practiced the quality of balancing and 3 participants attained the attitude of patience. Hence it can be inferred that 50 percentage of population accomplished the attitude of Coordination and sharing, 31.25 percentage of population attained the attitude of Balancing and 18.75 percentage of population established the attitude of Patience while playing the game.

Table (c) represents categories for what skills did the participants practiced during the name.

Categories	Number of participants	Percentage
Planning	4	25
Cooperation	7	43.75
Tolerance	5	31.25

From table (c) it has been observed and detected that out of 16 participants 4 participants acquired the skill of Planning, 7 participants acquired the skill of Cooperation and 5 participants earned the skill of Tolerance. Hence it has been inferred that 25 percentage of population acquired planning, 43.75 acquired cooperation and 31.25 acquired the skills of tolerance.

It has been also observed that 62.5 percentage of population think that the game relates to the theme of unity as they are based on sharing and cooperation whereas 37.5 percentage of population think that the game relates the game of unity because of the participatory communication required while playing the game.

(B) The researcher played Vision game with 4 males, 4 females, 4 adult boys and 4 adult girls. For Vision game following outcome are received.

Table for Vision Game

Categories	Number of participants	Percentage
We were conscious of not lagging behind	3	30
Concentration increased	2	20
Because of practice	2	20
Visualization increased	3	30

It has been observed and inferred from the above table that while playing the vision game 30 percentage of population agreed that they moved forward after closing their eyes as they were conscious of not lagging behind and also the same amount of population agreed that they moved forward after closing their eyes as their visualisation were increased. 20 percentage of population concluded that they moved forward after closing their eyes because their concentration level were increased and also the same amount of population concluded that they moved forward after closing their eyes because of practice.

C) The researcher also assigned duties and work to adult boys and girls of the family and found that out of 8, 5 have started being independent. They started doing their work gradually without any command and are accustomed to fulfil their individual duties such as washing owns dishes, ironing own clothes, helping in household chores etc.

Rest 3 are adequate in performance. They still need more encouragement, motivation and need to recognize their responsibilities.

DISCUSSION AND CONCLUSION

- It has been perceived that while playing the game Sharing the Newspaper disagreements and disparities came to a halt as family members kept aside all the grudges and uneasiness and participated in the game comfortably with interest and fun. The family scrutinised that while playing the game the majority of participants acquired the skills of cooperation and sharing as well as they were enjoying the activities performed with them. The family members also recognised that whatever resources they have they need to use it appropriately without wasting the resources and if the resources are less the family needs to adjust and cooperate with each other instead of magnifying the rifts and being fastidious. When we start to practice quality sharing and cooperation life becomes more flexible and interesting. Moreover , Garner 1 has submitted that a team cohesion is developed when each and every individual makes sure to complete the defined task profitably in order to accomplish the overall group objective and its crucial for the team to think similar to attitudes and work objectives as said by IvyPanda. (2022, April 1). Achieving the Best Possible Team Cohesion.
<https://ivypanda.com/essays/achieving-the-best-possible-team-cohesion/>
- It has been concluded profoundly from the Vision Game that when our eyes are open there are ample of things happening in the surrounding that actually distract us from many crucial things So we somewhere restrict ourselves and put on limitation to ourselves and don't look out to our innate capabilities because we don't understand our capabilities and power. So, to recognize our own strength and potential accordingly is very much important. When we can move forward after closing the eyes that means we have capability but we have put up boundaries on us. When given a chance the family members recognised their potential and strength. Majority members recorded that after closing their eyes they were more conscious of their potential. Dr. V.K. Maheshwari, Former Principal K.L.D.A.V (P.G) College, Roorkee, India recorded that Play way method is beneficial to extract the inner natural instincts of humans (Maheshwari, 2013). Heuzé J.P. et all anticipated in a study that while playing the game of Basketball the relationship between self-efficacy and cohesion developed when everyone worked as a Team Heuzé J.P., Raimbault N., Fontayne P. (2006a) Relationships between cohesion, collective efficacy, and performance in professional basketball teams: An examination of mediating effects. *Journal of Sports Sciences* 24, 59-68 .
- Hence it can be concluded that Social Cohesion is imparted strongly within the family through the activities and it almost finished the grudges and uneasiness that were present earlier in the family. The activities made the family members realised that cohesion would be developed when all would unite, sit together and negotiate. All the three null hypotheses are rejected based on the analysis and interpretation. The relationship between the family members turned to a cordial one.
- These activities are helpful in bringing about changes in the families, in the societies especially in the context of Social Cohesion.

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THE ROLE OF MIXED MARRIAGES IN CREATING SOCIAL COHESION IN THE SOCIETY

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ABSTRACT

A mixed marriage has always been an aspect of curiosity in society at large. There have been a lot of questions arising due to a mixed marriage right from the daily lives of two people belonging to two different castes/religions or ethnicity to horrific incidences of honor killing. When we look at different social problems today that are essentially related to human beings, a question comes into mind: Can an important social aspect of human life, such as marriage play a significant role to create social cohesion in society? And especially if it is a mixed marriage.

The researcher belongs to a mixed marriage herself and has witnessed some advantages and indications of the importance of a mixed marriage. In this study, the researcher proposes to conduct a survey of individuals who are a part of a mixed marriage. To find out their real-life experiences and opinions about being a part of a mixed marriage and the role that it can play to create social cohesion in society.

INTRODUCTION

A mix marriage is an intriguing term which has many facets. For the purpose of this study the researcher has considered a mix marriage as the marriage between two people of different caste/sub-caste/religion/ethnicity. The alternative name for a marriage is "wedlock". This can take place by undergoing a religious ceremony or a legal registration at a marriage bureau with three other people as witnesses. After the wedlock two people are united as a couple or can be called spouses.

In countries like India marriage, not only unites two people but typically unites two families. Each member of the family has his/her own roles and responsibilities which are traditionally imbibed into them after the marriage.

In the present times however, the traditional marriage systems have started to evolve with different types of liberal ceremonies and celebrations. Concepts of married life, extended family involvement, upbringing of children, and freedom of following different religions has also witnessed a shift in the mind-set.

On the other hand creating social cohesion among different communities in society has been a gigantic task and a global concern for centuries together. Social cohesion is defined as the degree of confidence in government and within society, as well as the readiness to work together toward a shared vision of long-term peace and common development goals, is referred to as social cohesiveness.

Since marriage is a fundamental part of formation of a society, it is vital to find out, in fact, if a mix marriage can promote social cohesion in the society? Can marriage of people from different castes, religions or ethnicity create an environment of religious tolerance, harmony and contribute towards building social cohesion in the society.

RESEARCH QUESTION

What important roles can mixed marriages play in creating social cohesion in the society?

OBJECTIVES

1. To find out the challenges faced by mixed marriage couples: at Personal level, family level, extended family level, workplace level and community level
2. To find out advantages and disadvantages of mixed marriages according to the mix marriage couples
3. To find out best practices followed by the mixed marriage couples to create religious harmony in their personal and family lives
4. To find out key human values that are considered most important for mixed marriages to sustain according to the mix marriage couples
5. To find out views of mix marriage couples about: the role of a mixed marriage in creating social cohesion

REVIEW OF LITERATURE

“Exploring the Myth of Mixed Marriages in India: Evidence from a Nation-wide Survey” (Srinivas Goli, 2005) ¹ is an interesting article which intends to find out the frequency of mixed marriages in India and the socio-economic and state factors that are influencing mixed

¹ United Nations Development Programme. (2020). *Strengthening Social Cohesion Conceptual Framing and programming implications*. Retrieved from <https://www.undp.org/publications/strengthening-social-cohesion-conceptual-framing-and-programming-implications>

² (Srinivas Goli, 2005)

marriage occurrence and chances. This study based upon the Indian Human Development Survey Data (IHDS 2005) is a nationally representative, multi topic survey of 41,554 households in 1503 villages and 971 urban neighbourhoods across India. Co-authored by three Ph.D. scholars this article provides in depth view on inter-caste, inter-religion and inter-economic group marriages. The trends in mixed marriages in India and the mixed marriages by background characteristics have been clearly defined in the article. Divulging some interesting facts about choices made by men and women at different ages. The Logit regression model is an attention-grabbing fact displaying section in this article. It has been stated in the conclusion that for the socio-economic progress and to break the barriers of religion restrictive lifestyle mixed marriages should be promoted.

Ethnic Inter-marriage and Social Cohesion. What Can We Learn from Yugoslavia? 2(Jeroen Smits) Is an online paper publication and has tested the social cohesion theory by using data on the intermarriages in former Yugoslavia. It is a very detailed study of different ethnic groups present in the then Yugoslavia. The finding states that intermarriage might be a useful component of models of ethnological monitoring and early warning systems for ethnic conflicts. According to this article the theory of social conflict can be tested by studying the inter marriages. Inter-marriages in fact can be indicators for the social cohesion.

The PEW research center has conducted a survey in 2019-2020. 3 (PEW research center) One aspect of the survey was to study the marriage patterns of Indians. The findings were intriguing. It was found that from the major religions of India such as Hindu, Muslims, Christians, Sikhs and Buddhist almost about 99% to 97% persons tend to marry within their own religions. This is a remarkable number considering India is so much culturally reach with many religions co-existing. There are ample of opportunities for people of different religions and castes to meet each other, still the preference of life partner is given to the own religion. The hand book on “Guidance Tool on Descent-Based Discrimination Key Challenges and Strategic Approaches to Combat Caste-Based and Analogous Forms of Discrimination”- United Nations Network on Racial Discrimination and Protection of Minorities. Provides different approaches, mechanism and tools to create possible social cohesion, one of the main suggestions provided is to promote inter-caste marriages to reduce the possible community conflicts and finding solutions for social cohesion. 4(UN Office of Minority Rights)

The review of literature states that there have been different surveys and studies with regards to mix marriages and the connection with social cohesion. However there is a need to understand the perspective of couples who have been a part of mixed marriage to get authentic insights into the actual working of a mixed marriage and the possible role it can play to bring Social cohesion into the society. This study also aims at bringing out best practices that the couples have implemented as practical solutions to avoid conflict and to promote religious harmony within the family.

³ (Smits, 2009)

⁴ (PEW RESEARCH CENTER, 2021)

⁵ (Nations, 2017)

SAMPLE

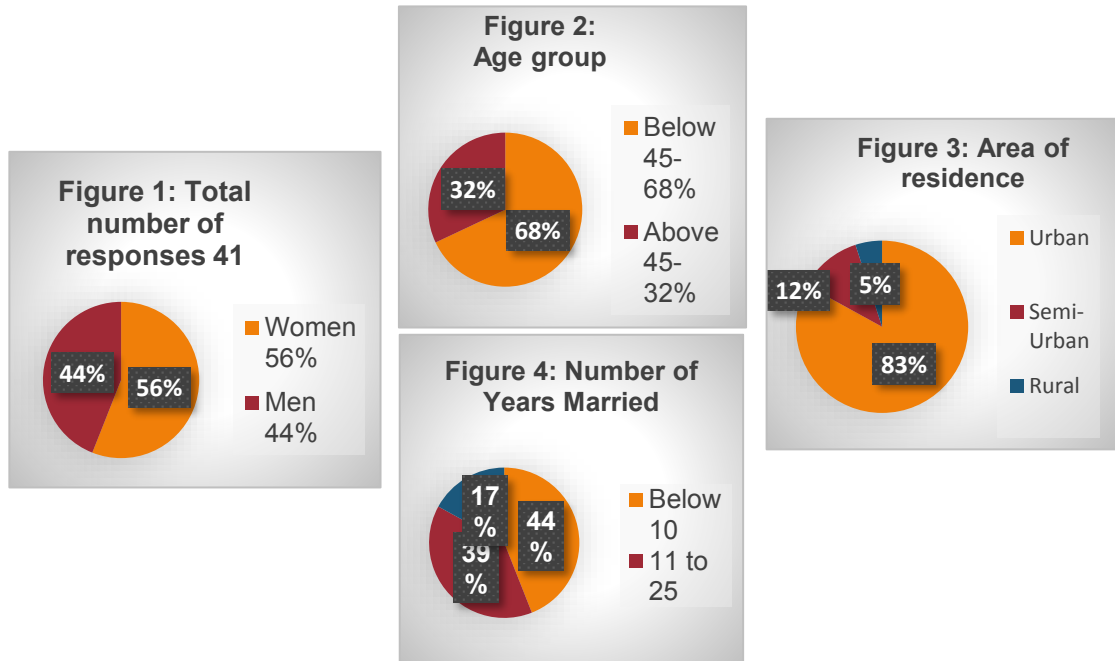


Figure 1: The total number of response were 41 out of which 56% were women and 44% were men. **Figure 2:** illustrates that there were 68% of people who belonged to the age group of below 45. **Figure 3:** states that 83% belonged to the urban area. **Figure 4:** states that 44% of the responses were given by people who are married for less than 10 years, 39% between 11 to 25 years and 17% who are married above 25 years. **Figure 5:** Shows that 71% people did not have children whereas 29 % had one or more.

STATES AND COUNTRIES

The 80% of the responses were received from people residing in India, from the states of Maharashtra, Karnataka, Andhra Pradesh, Gujarat, Telangana, Tamil Nadu, and Uttar Pradesh. The remaining 20% responses were received from people residing in countries such as Australia, Singapore, France, and United States of America.

SUB-CASTE/CASTE/FAITH/RELIGION/ETHNICITY

The responses were received from people belonging to following castes/ sub-castes/ religions/ ethnicity: Hinduism, Baha'i, Patel, Jangam, Iyer, Rajput-Kshatriya, South Indian Brahmin, Koknastha, Deshastha, Maratha, Jain-Marwari, Zoroastrian-Parsi, Gujarati, Bengali, Sikh, SC-Chambhar, SC-Buddhist, OBC, Charan, Sindhi, Christian, Muslim, Bohra Muslim, 96 Kuli Maratha, European Polish and White Jewish.

The minimum educational qualification received by the people who have given responses is Graduate level and they belonged to the following fields: Education, Counselling, Medical, Engineering, Computers, Physiotherapist, MBA, Lawyer and Ph.D. Scholars & researchers.

RESEARCH METHODOLOGY

This is a mixed method research. The quantitative and qualitative data has been gathered. A Google survey questionnaire was created 93% responded to it, 5% to telephonic interview and 2% through online interview using zoom platform.

DATA ANALYSIS

Quantitative Data

**TABLE 1: According to you what are the advantages of a mixed marriage?
(Total responses 41)**

	YES	SOME WHAT	NO
<i>promotes cultural diversity</i>	88%	12%	-
<i>It promotes cultural acceptance</i>	83%	17%	-
<i>It helps to reduce prejudices and misunderstandings about other cultures</i>	76%	17%	7%
<i>It recognizes the individual without giving importance to his/her religion</i>	83%	16%	01%
<i>It provides an opportunity to select best practices from both the cultures</i>	80%	17%	03%
<i>It provides better opportunities for family consultation</i>	63%	32%	5%
<i>It provides opportunity for children to learn different languages, eat different types of food and celebrate festivals of both the cultures</i>	95%	05%	-
<i>It provides better opportunity of further education for girls who marry outside</i>	61%	24%	15%
<i>The gender equality is practiced more in a mixed marriage</i>	54%	31%	15%
<i>The universal human values are practiced more in a mixed marriage</i>	71%	24%	5%
<i>Couples are more sensitive towards each other's culture in a mixed marriage</i>	73%	20%	07%

TABLE 2: According to you what are the disadvantages of a mixed marriage?

	YES	SOME WHAT	NO
<i>Social exclusion</i>	05%	32%	63%
<i>Non acceptance of parents/family members</i>	05%	41%	54%
<i>Need to uproot and settle in new place</i>	17%	27%	56%
<i>Difficulty in adjusting into a joint family</i>	24%	47%	29%
<i>Lack of independence</i>	05%	29%	66%
<i>Mental stress</i>	17%	34%	49%
<i>Pressure to convert to the spouse's religion especially in case of girls</i>	17%	27%	56%
<i>Unnecessary expectations from in-laws to follow their customs/religion</i>	22%	37%	41%
<i>Lack of support from friends</i>	02%	05%	93%
<i>Lack of legal support in case of raising the children in either of the spouse's religion</i>	07%	17%	76%
<i>Non acceptance from the religious bodies</i>	12%	24%	64%
<i>Confusion in the minds of children about their own religious identity</i>	12%	34%	54%
<i>Inability to continue with self-religion or set of beliefs</i>	10%	17%	73%
<i>Taunting by others in the mixed family about your own religion and customs</i>	10%	39%	51%

Table 1: Illustrates some statements related to advantages of mixed marriage such as, It promotes cultural diversity 88% said yes and 12 % said somewhat. It promotes cultural acceptance was agreed upon by 83%, It helps to reduce prejudices and misunderstandings about other cultures 76% said yes, 17% somewhat and 7% said no, It recognizes the individual without giving importance to his/her religion 83% said yes, It provides an opportunity to select best practices from both the cultures 80% said yes and 17% said somewhat whereas 3% felt no. It provides opportunity for children to learn different languages, eat different types of food and celebrate festivals of both the cultures 95% said yes. It provides better opportunity of further education for girls who marry outside 61% said yes, 24% said somewhat and 15% no. The gender equality is practiced more in a mixed marriage 54% said yes, 31 % said somewhat and 15% said no. The universal human values are practiced more in a mixed marriage 71% said yes, 24% said somewhat and 5% said no.

Table 2: Illustrates some statements related to disadvantages of mixed marriage such as, Social exclusion 63% said no, 32% said somewhat and 5% said yes, Lack of independence 66% said no, 29% said somewhat and 5% said yes, Mental stress 49% said no, 34% said somewhat and 17% said yes. Pressure to convert to the spouse's religion especially in case of girls 56% said no, 27% said somewhat and 17% said yes. Difficulty in adjusting into joint family 29% said no, 47% said somewhat, 24% said yes. Unnecessary expectations from in-laws to follow their customs/religion 41% said no, 37% said somewhat and 22% said yes. Lack of support from friends 93% said no. Lack of legal support in case of raising the children in either of the spouse's religion 76% said no, 17% said somewhat and 7% said yes. Non acceptance from the religious bodies 64% said no, 24% said somewhat and 12% said yes. Confusion in the minds of children about their own religious identity 54% said no, 34% said somewhat and 12% said yes. Taunting by others in the mixed family about your own religion and customs 51% said no, 39 % said somewhat and 10% said yes.

The results of open ended qualitative Data questions are as following:

Which religion is followed by your children and why?

There were 17 responses received for this question, 23% people said that they are atheist and thus their children do not follow any religion. 23% people mentioned that their children follow all the religions. 23% people mentioned that their children are following both the religions. There are 19% people who said that they have given liberty to children to decide on their own as to which religion they would want to follow. 12% said it was a wish of their mother or father. Another response stated that it was as per the law of the country and hereditary.

What are the challenges that you have experienced in your mixed married life?

Family level (spouse and children only): 20% people have responded that rarely, lack of sensitivity or understanding of the other's cultural background. Questions are asked about why certain festivals are celebrated? Non-acceptance about the difference in likings of food or habits in-general. Confusion due to difference in mother tongues and celebration of festivals and religious rituals.

Extended family: 20% people have responded

- Non-inclusion by in-laws in any family decisions. No invitation for social gatherings due to refusal of traditional way of dressing up.
- Conflicts in traditional and cultural beliefs. Certain blind faiths are followed which are difficult to break through. Some conflicting customs that are forbidden in another religion.
- Difficulty and inability by family members to cope-up with the differences in personal background. Ostracized by Mother's extended family, wholeheartedly accepted by others.

Community and Society level: 18% have responded

- Unwillingness of people to accept mixed marriage couple as a couple. They did not believe that my son is my biological child at first
- Feeling of out of the place or out casted as occasionally people don't talk to us

- Only silly doubts. People keep pointing out differences, make jokes (not abusive, many a times positively)
- Reaction of appreciation and discrimination, sometimes, Back biting

What are some of the advantages of a mixed marriage that you have experienced in your own life? 85% have responded

- Feeling of equality and decision making. Increased sensitivity to different cultures and exposure to people from different backgrounds. Development of a moral sense of what is right and wrong from a scientific and logical perspective rather than religious. Adjustment and adaption to different life values, appreciation towards differences in upbringings, sharing of music, food, prayers, literature and stories are all incredible advantages.
- It creates unity and help us to believe this world as one country and all the people are its citizens. Children are grown up with loving kindness.
- Came to know about two fold moral purpose life and consultation
- New expanded family all over the world, exchange of thoughts learning new cultural experiences that would have been impossible.
- Opportunities to fulfil dreams and happiness for being welcomed in a different community. It's the best of both worlds and a great way to bring in newer perspectives outside of the ones that self-family is used to for years.
- Mutual respect for partner's beliefs, couples become broad minded. Increased belief in humanity humanitarian society beyond the narrow boundary of religion or caste. Valuing the individual rather than religion.
- My wife taught my children prayers of my community and also taught them to speak the community language.
- Tolerance is a key in mixed marriages which is a rare virtue now a days! Unity in diversity, independence, identity, freedom of following both the religions. Harmony and eradication of prejudices

Some of the disadvantages faced personally have been mentioned below: 23% responses have been received

- Lack of rational thinking at times of tension in the house, non-supportiveness creates anxiety. Intentional exclusion from social gatherings. Any problem (financial or health) is attributed to the mixed marriage and failure of the spouse to toe the line. Loneliness and isolation, somewhere not belonging to any specific Cast social group, people talk in different language in your presence
- Even educated and people residing in urban area have strong religious beliefs that impacts their mind-set, especially as in laws. Differences are pointed out during wedding rituals
- The disadvantages are created by family members who are not open minded and have difficulty to adjust with situations and people
- Challenges to get marriage registered in a fanatic country where people of one religion is in minority or not recognised.

Some of the best practices followed at personal and family level to create religious harmony within the family members are as follows: 95% have responded

Celebrations of festivals from both the religions by understanding the meaning and purpose behind it. By following all the festivals our children's friends are also happy to visit all the time, creating a bond of camaraderie. Try to understand each other's cultural practices, mentality and basically eliminate the misunderstandings of one another's presumed upbringing. Discussing points of differences or irrational practices, freely.

No restrictions on selection of friends or festivals, selecting friend circle beyond particular religion, space is given to have peaceful life rather than imposing each other's cultures. We don't follow any religion however we celebrate Diwali, Eid, Hanukah and Christmas with our child and friends from different religious backgrounds.

Not forcing each other to change opinions, perceptions and beliefs just because of marriage. If you feel absurd then discuss and go ahead. Live and let live

Sharing of cultural differences

Right from food, cuisine, regional language movies. Daily prayers, finding commonalities from each other's religious scriptures, reading holy writings together and identifying the universality and acting according to it.

Promote and follow the religion of humanity

Follow and recognize only one religion now that is humanity. We believe that all the religions have come from one same source and its teachings are progressive so there are no differences among individuals.

Being an atheist, we already are liberated ourselves from all the religious and any Idea associate with 'GOD'!

Treat people as humans and not on basis of caste or religion. Being inclusive of all people, open and curious about different nationalities, cultures, religions, respect and give freedom

Daily check list of behaviour

Spiritual and social daily checklist, maintaining discipline. Moral education for children: praying together; consultation.

The four most important universal values essential to sustain a mixed marriage were stated as following:

1. Love- 56%
2. Trust- 31%
3. Respect- 29%
4. Cooperation & acceptance were mentioned equally- 27%

Opinions about the role of mixed marriages in creating social cohesion in the society:

90% have responded

Mixed marriages are essentially born out of love, trust and cooperation for one another with acceptance of background, beliefs, thought and action rather than confined to religion and caste. It thrives out of mutual respect and appreciation not out of compulsion and obligation to family. It's a symbiotic relationship and fosters happiness. In case it fails there is a mutual acceptance of flaws and agreement to move away. You own and are in control of your decisions without influence of any extended family. This does away with the "need" for social acceptance as you have already chosen to overlook that. When a couple is happy in a mixed marriage, the community automatically cooperates, understands, gets used to it, looks beyond it and prospers. The understanding becomes more realistic. Yes, it helps to unite the world, believe in unity in diversity, love humanity, and see all as children of one God.

As the generation changes people are trying to find the essence of different cultures and religions, without just following it because previous generations have asked to do this. When one understands the true meaning of life and individual is just a human being like yourself you automatically create Social cohesion.

People with acceptance to mixed marriages can actually be considered human as they have no barriers while caring or giving respect to a person outside their religion/ caste. They even bond with people who object mixed marriages

Mixed marriage provides intellectual, emotional and social nourishment. It broadens one's horizons and outlook towards life and makes one appreciate the gift of humanity that we have been bestowed with. Mixed marriage can contribute to social cohesion only if the couple scientifically avoids superstitions and conflicting practices.

CONCLUSION

This study on mixed marriages has provided insights on the real life experiences of the people who are married for number years. These responses represent the real life issues, solutions and feelings towards the role of a mixed marriage.

When we look at the responses it depicts that the acceptance of cultural diversity, including food, language, and customs is highlighted. However the couples have also adapted to intellectual discussions and rationally discussing the shortfalls of non-scientific beliefs, superstitions and then deciding to follow certain customs brining harmony in to their daily lives. The four most important human values selected to sustain a mixed marriage are love, trust, respect, cooperation and acceptance.

There has been an increasing trend of following all religions, on the other hand becoming atheist. Also giving freedom to children to select their own religion or a decision to not to follow any religion. Recognizing humanity above all.

Throughout the study it has been prominently observed that universal human values are the basis of any relationship. Through mixed marriage people get an opportunity to embrace different culture and perspectives, with that comes people from different social, economic and intellectual backgrounds. This provides further opportunity to practice universal human values.

When we look at the responses with regards to entire society at large, there are a mixed feelings towards mixed marriages. The liberty and freedom of mixed marriage is not easily accessible to all, there are a lot of pit falls right from acceptance within the extended family and community. However the same freedom and liberty is assumed by those who decide to break through the demands of the society. This solution may seem perfect for the couple but to create social cohesion in the society this might create further diversions.

By considering the above, we can conclude that, the role of a mixed marriage can be very significant in creating social cohesion in the society but the need of the hour is for the extended family, community and society at large to allow individuals to practice their basic human rights. Understand the benefits of mixed marriage and promote mixed marriages without prejudiced mind-sets. Promote the oneness of humanity and work towards building a world of diversity and inclusion.

RECOMMENDATIONS

- This study should further be conducted with larger population of mixed married couples across the borders and social backgrounds
- There is a need for creating awareness and counselling for people wanting to get married and their parents as well.
- A healthy dialogue is required between the people of social authority to promote best practices from a mixed marriage.
- The government and the media should showcase the important role played by a mixed marriage in creating social cohesion
- Children should be given freedom to select their own religion or a choice to follow one religion of humanity

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