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## Growth Mindset: A need for every Child's Growth and Emotional Intelligence

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### **Abstract:**

*Growth mindset: " In the growth mindset, people believe that their most basic abilities can be developed through dedication and hard work- brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment." (Dweck, 2015)*

*The onslaught of pandemic had a course of its own. An unanticipated devastation which made its way through various groups, societies. The loss during the pandemic was enormous. The most was the loss of one's own, near and dear ones. A loss which leaves a mark of its own, leaves an individual vulnerable to various extremities.*

*The disturbances both social and environmental can destabilise the mental and emotional abilities. The loss or low of both the factors can affect the intelligence levels, it can also disturb the abilities to apply and think positively. During such times a positive motivation - a continuous repo can offer a consistent flow in the growth of the individual.*

*The mindset should be constantly approached with inputs, inflows, aptitude tests, projects to develop a thinking, positive thinking. A working mind working towards a positive output disallows all the external disturbances.*

**Keywords:** Positive, Work, Input, Output

### **(A) Introduction:**

The development of the mind is rapid and forms a positive frame in the formative years. It is very important for the individual to develop a positive mindset. Our internal success mindset, our personal "psychology of success", determines which behaviours we choose in order to achieve success.

#### **a. The psychology of success has 4 types of mindset:**

##### **(i) Growth mindset -**

A most functional and followed mindset is the growth mindset. Every child has a mindset, which shows success and growth in a given timeframe. The learning curve is a rising curve. The child here is able to achieve.

(ii) **Self-efficacy mindset** - A child in the given mindset is positive and self indulgent. The child reaches out to one's model of efficiency and self management.

(iii) **Sense of belonging** - It is appreciated if the child shows a sense of belonging to his family, almamater. The sense of belonging allows growth of ethics, culture, and strength to face the external world.

(iv) **Relevance** - The mindset develops relevance to one's own system. There is a generation of discipline and a relevance to the external world.

**b. A growth mindset is vulnerable to both the internal and external environment.**

The vulnerability is defined as:

**Attitudinal vulnerability** - A community which has negative attitude towards change and lacks initiative in life resultantly become more and more dependant on external support. They cannot act independently.

**Physical Vulnerability** - The child is vulnerable to his / her own physical attributes. The body, body language, abilities and aptitude.

**Economic Vulnerability**- The child is either from a rich or poor background. The child is either from a rural or urban area. The differences in social strata can make the child vulnerable to various negative elements.

**Social Vulnerability** - The child is vulnerable to society. The culture, norms and values. The malfunction can disturb or stress the mental abilities and aptitudes.

**Environmental Vulnerability** - The external elements which destabilise the child's day to day behaviour includes the natural calamities. The most prominent are the pandemics, endemics and terrorism. A mindset can show a steep decline, lethargy or abnormal behaviour in case of external calamities, obstructions, failures, intrusions, disasters.

The growth mindset can be perfected or in other words can be motivated. The child has to be revived; he or she has to be put back on a positive confident note. The school of learning can devise their own growth mindset, the attributes and the tools to achieve the same.

**C. A child's mindset can enter into a cycle of failure which can disturb his/hers growth.**

The psychology of failure says: You fail, everyone does at some point in their life, but that it is not the end of life, "Failure is seen as an opportunity to learn and grow", says Los Angeles -based psychologist Crystal Lee, "Failure is an opportunity to be embraced, analysed, and picked apart, rather than to run away from something".

Failures are of three types-

**Preventable failures** - Preventable failures are failures which could be avoided. Failure can be avoided at one's own discretion.

**Unavoidable failures** - The failure which is unanticipated. It does not involve participation of the

individual. It is completely external.

**Intelligent failures** - Those that arise from thoughtful actions or experiments -what we like to call smart risks- and result in useful learning, allowing us to move forward more wisely.

**(B) Objectives:**

1. To develop a confident, positive attribute in the child.
2. To develop a child's empathy for nature.
3. To identify the attribute 'Entrepreneurship' in the mind of the child.

**(C) Research Methodology:**

The input tool was used to develop a positive, confident approach to the external world. Especially, because the children were going through a rough patch of COVID (Pandemic). The children were also judged on their empathy for nature. The 'Growth mindset' further enquired them on their liking for entrepreneurship, in the field of farm and agriculture.

The data for data analysis was gathered from the students of standard 8<sup>th</sup>, Dhinkar Rao Dhadave Higher Secondary School, Sarole, Maharashtra. The plant kit was distributed amongst the students. The project was undertaken as an input to develop a confident, positive attitude. It also was a useful tool to judge the student's empathy for the environment (particularly nature). The first and the foremost it served as a tool to judge his or her indulgence for entrepreneurship (particularly in farm and agriculture).

**Details of the kit:** The plant kit is of flower, leaf, medicinal or vegetable. The kit includes a coco pot, sprinkler, manure, seeds and a lid. The instructions for sowing the seeds are given in the instruction manual. The product is "Make in India" product.

**Instructions:** The children were instructed on sowing, growing, and rearing. All the 40 kits were distributed. Data of 34 was collected. 6 were absent. After the day of distribution, a whatsapp group was made. The children could comment on their activity on a daily basis and were also allowed a group discussion on every Sunday. The students were free to converse or comment with respect to the plant and its growth in the group. The response on the whatsapp group was low. The reason being less accessibility to the mobile. The kit was distributed on Oct 12, 2021.

**Data availability:**

a. **Whats app call:** The students were given a call on the earliest Sunday after the distribution. The first call was given on 31/10/21. The students were asked whether they had shown the first seed and what was the progress. The students responded very sensibly. Out of the 27 on the whatsapp group 9 did not pick up the call. 18 responded back.

b. **Questionnaire (Classroom):** The students who were unavailable on the whatsapp call, those who were absent during the distribution of the plant kit and the others who were during the distribution of the plant kit were distributed questionnaires. The primary data was obtained on their knowledge

about the plant, their familiarity with the plant, the success rate in planting the plant, and their confidence with the growth of the plant. Growth of positive attitude with the plant. Growth of empathy and development of entrepreneurial mindset.

The questionnaire was open ended and was distributed to each student. This was done due to lack of access to the computer system. The students were explained the objective of the project. The consent was taken from the Principal, the teacher and the students. The involvement was complete. The students took 30 minutes to complete the questionnaire. The answers were to the point and direct. The project was offered to judge the scientific, agriculture, entrepreneurial approach of the student.

#### **(D) Secondary Research:**

##### **a. Importance of child's development aspect -**

The Indian child in the rural areas face massive emotional disturbance, as lack in parental guidance, acute poverty, illnesses, meager medicinal facilities, ill equipped educational facilities. The child from a rural background thus shows low emotional quotient and also low intelligence quotient. It is thus very important for the parent to offer proper backing to the child, build up his reception and resilience in the given environment. The conditioning will make the child formidable and more equipped in the school. The child will improve on the Intelligence quotient and also the emotional quotient. It is also equally important to improve a child's social development and maintain it as complete and intact. A child should be aware of the environment outside just as the environment in and around him/her.

(\* direct statistics for the growth mindset, intelligence quotient or emotional quotient for rural or urban school going population is unavailable)

##### **b. Increasing interest in the agrarian economy:**

The Indian economy is considered primarily an agricultural economy. Indian agriculture has seen better days in the coming years. Conventional farming has changed to organic farming. Various entrepreneurs have stepped into the field and various prospects of livelihood have opened up, farm, agricultural engineering, non-farm activities, are few of the prospects. The advancement in agricultural techniques, availability of good quality seeds, high-yield variety seeds, fertilisers of organic origin, such as compost, manure, green manure, and bone meal places emphasis on techniques such as crop rotation and companion planting, modern irrigation systems have lifted its face value.

#### **The Indian agriculture is divided into two sectors:**

- a. Rural-Farm-Sector consists of farms, ranches, dairies, greenhouses, nurseries, orchards, and hatcheries.
- b. Rural-Non-Farm-Sector (RNFS) includes all economic activities viz., household and non-

household manufacturing, handicrafts, processing, repairs, construction, mining and quarrying, transport, trade, communication, community and personal services etc.

Indian organic farming as of 2018 has the world's largest count of organic farmers. It advocates advantages to sustainability, openness, self-sufficiency, autonomy and independence, health, food security and food safety.

Every day, agriculture produces an average of 23.7 million tons of food, provides **livelihoods for 2.5 billion people**, and is the largest source of income and jobs for poor, rural households. ... For these reasons, biodiversity is key for producing food for a growing world population

It is the main occupation of the people. Almost 82% of the rural population depends on agriculture for livelihood. Both **food crops and cash crops** are grown in the state. The main food crops of Maharashtra are mangoes, grapes, bananas, oranges, wheat, rice, jowar, bajra, and pulses.

According to the Economic Survey 2020-21, GDP contribution by the agriculture sector is **likely to be 19.9% in 2020-21**, increasing from 17.8% recorded in 2019-20. Over the years, the government has taken major steps to aid and enhance the agriculture sector with proven farming technologies and supportive policies.

(\*The statistics indicate agriculture as a favourable sector for “growth mindset”.)

**(E) Primary Research:**

**(i) Confidence attribute-**

Class	f	x	fx	y	fy	fy <sup>2</sup>
0-3	0	1	0	3.939394	0	0
3-6	1	3	3	1.939394	1.939394	3.761249
6-9	32	5	160	-0.06061	-1.93939	3.761249
	33		163			7.522498
<b>Variance</b>						<b>0.227954</b>
<b>σ</b>						<b>0.47744</b>

**(ii) Entrepreneurship Attribute:**

- (a) Yes to agricultural entrepreneurship - 94%
- (b) No to agricultural entrepreneurship - 6%

**(iii) Positive Attribute**

Positive attitude - 41%

**(iv) Empathy Attribute -**

Sr.No	Class	f	x	fx	y	fy	fy <sup>2</sup>
1	6.5-7.5	1	7	7	1.35	1.35	1.82
2	7.5-8.5	20	8	160	0.35	7	49
3	8.5-9.5	13	9	117	-0.64	-8.32	69.22
		34		284			120.04
		Var	0.42				
		SD	0.64				

**(f) Data Analysis:**

1. Only 41% of the students have shown a positive attribute. The positive attribute is thus below anticipation. The reason can be rural upbringing, meagre means and current affect of COVID.
2. The confidence attribute is above 80%. Although the positive attribute amongst the students is low they are high on confidence to do their work. They would love to take up similar projects in the near future. Also if they have failed in the given project they would love to take another.
3. The empathy attribute is above 80%. The students have relevance and belongingness to the environment. They realise that nature around them is part and parcel of their life. They confirm a greener environment and their selfless love for the same.
4. The entrepreneurship attribute is high. The students have shown a remarkably high percentage of agriculture entrepreneurship. They would love to work as agriculturists, in the field of agriculture, anything related to it.
5. The response of those who were unable to finish the project was due to following reasons:
  - (i) Unable to follow the instructions for the tool(green plant).
  - (ii) Failure to reason with the tool provided (green plant).
  - (ii) Failure to grow perfect tool (green plant) plant due to external calamities (e.g, the reason being Cat ate the plant)
  - (iii) Too much exposure of the tool (green plant) to heat or moisture.

(iv) Lack of extra efforts to grow the tool (green plant) as to offering externally manure etc.

**(G) Acknowledgements:**

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