

SOCIAL-EMOTIONAL LEARNING (SEL) WORKSHOP

"Over the last two decades, one of the most significant developments in the field of education has been the growing recognition of the crucial role of "soft" or "non-cognitive skills" (in contrast to conventional cognitive or academic competencies). These skills are proving essential for an effective response to stress, regulation of emotions, and establishing the basis for healthy relationships and pro-social behaviour. Growing research reveals how the development of social and emotional skills is critical to becoming a good student, parent, citizen and worker. Studies have shown that emotional intelligence, which includes the ability to monitor one's emotions, to discriminate among different types of emotions and use this enhanced awareness to guide one's behaviours, is a powerful predictor of success and wellbeing, in school as well as in later life (Salovey, Peter; Mayer, John; and Caruso, David, 2004). Research also indicates that multiyear, integrated development of student social and emotional skills reduces or prevents many risky behaviours (Durlak et al., 2011). School programs that specifically develop social and emotional competencies have shown to impact students on multiple levels by enhancing self-concept while promoting healthy relationships, pro-sociality, resilience, problem-solving and critical thinking (Greenberg, et al., 2003)." – Sophie Langri

She also states that an important part of the inspiration behind the SEL curriculum has been His Holiness the 14th Dalai Lama's call for "education of the heart," to complement the traditional cognitive education of the brain. He speaks for the need of "secular ethics education" that teaches fundamental human values in a universal language through an approach grounded in common sense, our shared human experience and scientific findings.



The SEL workshop was organized by the Centre for Teacher Education (CTE) from 26th Feb. to 8th March 2018. The overall workshop was conducted by Sophie Langri. The first week of the workshop was focused on Social and Emotional Learning (SEL) through 6 SEL components i.e. 1. Self-Awareness, 2. Self-Management, 3. Social Awareness, 4. Relationship Skills, 5. Responsible Decision Making, 6. Interdependence); and basic SEL principles: how SEL supports academic learning, foster positive relationships and compassion and helps achieve a positive school climate.

The second week of the workshop was focused on how SEL can become the foundation for positive discipline and class management and how relationships have an impact on how students learn. Dr Tara Wilkie also took a few sessions on how the brain learns from a neurological point of view, and how to understand students learning profiles.



The workshop was carried out by the resource persons through different outdoor and indoor activities, and interactive sessions. The participants took active participation in every activity.

Geshe Thupten Jinpa, renowned scholar and former translator to H.H. The Dalai Lama has also kindly delivered a talk for the participants.



Besides, 29 student-teachers and 13 Assistant Professors of CTE as participants, 05 school teachers from TCV schools- Dharamsala, 02 from THF schools- Mussorie and 1 from BHU took part in the SEL workshop.

The participants gave positive feedbacks with a sense of gratification and good learning experience.



The Hon'ble Vice Chancellor, Prof. Geshe N. Samtem has honoured the resource persons by presenting each with a Tibetan traditional scarf (*Khatak*) and a *Thangka*.



CTE is thankful to the Hon'ble Vice Chancellor for his concern and making this needed workshop materialized.

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