



SOCIAL, EMOTIONAL AND ETHICAL LEARNING: A HOLISTIC APPROACH TO EDUCATION

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Abstract

The purpose of education is to the holistic development of personality, which means the integrated development of body, mind, intellect and soul. It can be achieved by educating the individual in such a way that their emotional, social, ethical, cultural and academic needs have to be integrated in their education process. Teaching-learning process must focus on integrated learning format that creates individual who have intrinsic reverence of life for them and others. The concept of social emotional ethical learning will support in this endeavor of education. This conceptual paper highlighted the need of integrating the concept of SEE learning at every level of present education system.

Keywords: Emotional, Ethical, Holistic, Social, SEE Learning.

Introduction

The Social, Emotional and Ethical (SEE) Learning is a pedagogical approach which proposed to providing socio-emotional support and improving basic skills. It is developed by Emory University and the collaboration with the Dalai Lama Trust. The Dalai lama (2014) who has long supported that the education should be for both soul and mind and it should be indispensability of inner values such as love, compassion, justice and forgiveness as mentioned in M.Gandhi's Basic education (1937) that education should be for soul, mind and body, collaborated with Emory University and develop the programme for teachers and administrators. This programme is intended to fostering the ethical development of learner as well as for teacher and administrators with consideration of universal, non-sectarian and scientific approach.

The Dalai Lama advocated for a holistic approach to education that have to cultivates ethical and caring mind set as basic human values along with traditional academic curriculum, that can provide a new learning experiences. Holistic education is comprehensive approach of Teaching –Learning. In this approach, an integrated learning framework is used to address the social, ethical, emotional and academic needs of students.

Indian ancient education system had holistic approach of Teaching-Learning. Altekar(1944) mentioned Body, mind, intellect and spirit constitute a human being, the aims and ideals of ancient Indian education was to promote their simultaneous and harmonious development.

Dar&Somaskandan(1966), Malaviya ji was firm believer that the holistic development of students should be the core value of the educational activities and the character building of students is more important than intellectual development.

As per the policy document of NEP-2020, "The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values." Duby(2021) underline the need for holistic education to lead the country into the twenty-first century, he emphasized the emotional, ethical, moral, cultural, social and academic needs must be considered for the development of personality. Therefore, the SEE Learning will support and guide to achieve the goal of NEP-2020.

Conception of SEE Learning

Social, Emotional and Ethical (SEE) Learning is a concept, which is used to develop a framework of teaching Learning activities. It is planned to provide backing to development of curriculum and implement it to encourage social, emotional and ethical learning in school education as well as in higher education. SEE Learning provides educators with the tools they need to foster the cultivation of Social, Emotional and ethical intellect for students, as well as for themselves. It also supports educators with a complete outline for the inculcation of social, emotional and ethical competencies. Acquisition of these competencies will enabled them to develop the spiraled curriculum for school education, higher education and professional education.



SEE learning provides a comprehensive direction for curriculum development, its implementation. It also provides support structure to educator, facilitator, and their ongoing professional development. SEE Learning developed as evidence-based practices which includes contents as attention training, resilience skills, inculcation of compassion for self and others which embedded in trauma-informed care, system thinking and ethical judgement. SEE Learning aims to facilitate and cultivate emotional literacy and ethical literacy among students to promote conducive wellbeing behavior to them and others.

SEE Learning framework is both innovative and comprehensive. The development of the SEE Learning framework is based on Social and Emotional Learning (SEL). SEE learning is also called the extension of SE Learning. It has been integrating SEL, Trauma and Resilience-informed Education, Mindfulness and Attention Training, Systems Thinking, Peace Education, Ethics and Compassion. (Goleman,2014)

SEE Learning = (Social & Emotional Learning+ Ethics and Compassion+ Peace Education + System Thinking + Informed Education + Trauma & Resilience).

As Goleman (2014) mentioned, SEE Learning has been brilliant in finding ways to integrate all these pedagogic innovations into the classroom. It gives the direction for the future education system. This education system will be based on critical approach.

SEE Learning structure is based upon understanding of compassion by students, teachers, and other stakeholders engaged in it. Compassion should be the part of every stage of learning activities. Compassion creates positive school climate, reduce violence and improve learning environment. SEE Learning approach to ethics is a secular ethics which is not based on any culture, religion or ethical tradition. Its secular ethics approach is a non-sectarian approach to universal ethics that can be acceptable to people of any religious faith or even to atheist. Its aim is to facilitate the students to develop the emotional literacy and to promote ethical literacy. Emotional literacy and ethical literacy will help them in cultivation of skills and understanding that can modify their behaviors which will be conducive to their own and others' wellbeing. SEE Learning is based on the idea that education have to cultivate the values and competencies that lead to betterment for both individuals and society. It is imprudent for education to focus merely on cognitive domain of learning while neglecting soft skills (such as emotional and social intelligence), which have to developed the ability to cooperate and collaborate with others. It is also developing the ability to deal positively with conflicts when it arises.

The SEE Learning concept developed with the intension to create a comprehensive structure of teaching-learning that can be used at any level of education and in any educational setting to inculcate social, emotional and ethical competencies, without considering the academic subjects of students.

The instructional model for SEE learning leads students for develop knowledge to critical insight and then develop understanding. It includes three dimensions as awareness, compassion and engagement. These three dimensions integrate with three domains as personal, social and system. It works by employing four key learning approaches as engaged learning, scientific perspective, critical thinking and reflective practices.

Operationalization of SEE Learning

SEE Learning is basically based on three dimensions. These dimensions include the types of knowledge and competencies that will be nurtured in students. The dimensions are as:

- (1) Awareness, (2) Compassion, and (3) Engagement.

These three dimensions can be applied further in three domains as Personal, Social, and Systems as mentioned in the document of SEE Learning: A Framework for Implementation,2017, developed by Emory University.

All three dimensions and three domains as mentioned above can be practically implemented as mentioned in the following figure-1.



Dimensions Domains	Awareness	Compassion	Engagement
Personal	Attention and self -awareness	Self- compassion	Self- regulation
Social	Interpersonal awareness	Compassion for others	Relationship -skills
System	Appreciating inter-dependence	Recognizing common humanity	Community and global engagement

Figure-1

(Derived from the document- SEE Learning: A Framework for Implementation Version 3.4 June 27, 2017, centre for contemplative science and compassion-based ethics, Emory University)

Awareness: Students will gain attentiveness and awareness of their own thoughts and feelings. Better awareness for them and towards others will sensitize them about interdependence social structure and will be able to relate it to their own life.

Compassion: Students will develop skills to regulate their psychological health (emotional hygiene) and self-care, empathy and courageous compassion for others. It will help them to develop strong recognition of common humanity that exist as values for all human being.

Engagement: Students will develop refined self-regulation skills, sensible behavior for beneficial to self and others. This ability empowered them to relate effectively themselves with others sympathetically, ultimately which engage them for broad social benefit at global level.

SEE Learning uses a pedagogical model in which students are channeled to gradually move through three levels (see figure 2)

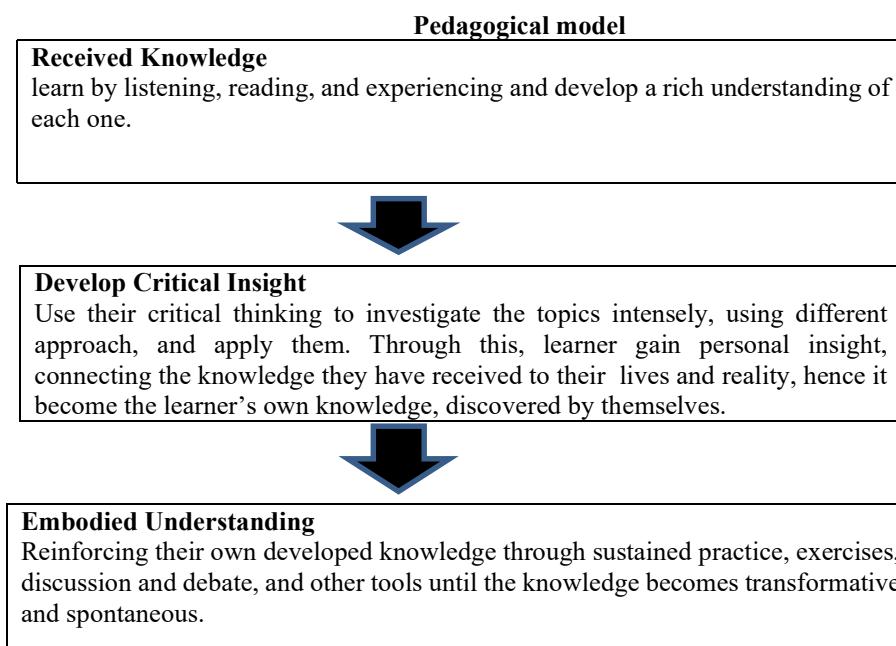




Figure-2

(Derived from the document- SEE Learning: A Framework for Implementation Version 3.4 June 27, 2017, centre for contemplative science and compassion based ethics, Emory University)

Teachers have to play the major role to make embodied understanding as character strengths and personality traits and reinforced these through sustained practice, exercises, discussion and debate etc.

To facilitate the acquisition and internalization of knowledge and skills at each of these three levels of pedagogical model, SEE Learning will get the support through critical thinking, reflective practices, scientific perspective and engaged learning at individual level of learning experience.

Critical thinking is an important component of SEE Learning, the emotional and ethical literacy cannot be imposed from the outside-in or in a top-down manner, but it should have evolved and developed on the base of personal understanding, which will be dependable with their personal experience and their exposure to real life of the world.

Reflective practices are main instruments for cultivating a critical insight and deeper understanding the received knowledge. Some may feel comfortable for adopting reflective practices as secular thoughtful practices, but some may wish to avoid such an approach, because they try to avoid the association between thoughtful practices and religion.

Scientific perspectives as a program that deals with ethical development and that approaches through the cultivation of emotional literacy. Like common experience and common sense, science helps to provide a common foundation for an approach to ethics that is neutral with regard to culture or religion. scientific perspectives also support critical thinking.

Engaged learning is referring to more active learning strategies and methods, that are more participatory and illustrated for students, instead of the traditional approaches where students are more passive in learning activities. This involves as cooperative learning, creative expression, community engagement through projects and ecological learning. Engaged learning is complementary to the critical thinking, reflective practices and scientific perspective and it allows students to further explore and experienced what they had learned in a direct, embodied and practical way.

Conclusion

The twenty first century of human world is so complex, every human being is faces a lot of challenges as a member of society. To educate the human being to face the challenges and contribute in creation of harmonious environment is a challenging task for educators and policy makers. Education is not only imparting knowledge; it must have to develop the wisdom. Compassion and ethics can support to develop the wisdom among students and other stakeholders. Embedding the SEE Learning in educational activities will enable the stakeholders to critically examine their actions and control their destructive emotions accordingly to maintain the harmonious environment for others. The components of SEE Learning will have empowered the students for responsible decision making and contributing to them-self and others for long terms welfare. Through this, students can be realizing their tremendous potential for being a good human being to themselves and for others.

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