



# WORKSHOP ON REVIEW OF MODULE ON SOCIAL EMOTIONAL & ETHICAL LEARNING



## REPORT



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# 1. Purpose of the workshop

The purpose of the workshop held at SCERT from 18th July to 20th July 2024 was to review and refine the modules on Social, Emotional, and Ethical Learning (SEE-Learning) that were initially developed during the 5-day workshop on contextualizing the 52 Life Skills of the India Life Skill Glossary. This prior workshop, organized by SCERT Odisha in collaboration with the Piramal Foundation of Education Leadership, took place from 23rd to 27th April 2024 and focused on developing SEE-Learning modules for DIET faculties and Assistant Directors.

## 2. Objective of the workshop



To review and enhance the modules on Social, Emotional, and Ethical Learning (SEE-Learning)



To ensure the modules are comprehensive, effective, and aligned with the contextual needs of the educators and students.



To gather feedback, incorporate best activities, and finalize the modules for implementation

## 3. Participants of the workshop

1. Dr. Minakshi Panda - Rtd. Assistant Director - SCERT
2. Dr. Snehaprava Mohapatra - Assistant Director - SCERT
3. Mr. Manas Chandra Nayak - Assistant Director - SCERT
4. Ms. Bandita Pattnaik - Assistant Director - SCERT
5. Mr. Santhosh kumar Mohapatra - Teacher - UPS, Diniary, Khordha
6. Rashmi rekha Samantray - Teacher - Police High School, Puri
7. Kabita Mishra - Senior Program Manager - Piramal Foundation
8. Sasmita Rath - Senior Program Leader - Piramal Foundation
9. Son great - Program Leader - Piramal Foundation
10. Priyadarshini Tripathy - - Karuna Fellow - Piramal Foundation
11. Smaranika Behera - Karuna Fellow - Piramal Foundation

## 4. Day flow

### Day 1

**Welcome:** The workshop commenced with a warm welcome extended to all participants by Dr. Snehaprabha Mohapatra. Her cordial greetings set a positive tone for the collaborative sessions ahead.

**SEEL Discussion:** A detailed discussion on Social, Emotional, and Ethical Learning (SEEL) followed,

highlighting its significance in classroom transactions and exploring various pedagogical approaches was held. The discussion emphasized the crucial role of SEEL in fostering holistic development in students.



**SEEL Orientation:** Dr. Sneha , Assistant Director, SCERT, conducted an orientation session on the three domains and nine dimensions of SEEL. This session provided participants with a deeper understanding of the framework and its application in educational settings.

**Group Division:** Participants were divided into groups to focus on specific domains of SEEL for detailed analysis and module enhancement:

- **System Domain:** Dr. Meenakhshi Panda and Santosh Kumar Mohapatra
- **Social and Self-Regulation Domain:** Dr. Snehaprabha and Ms. Rashmi
- **Personal Domain (including an overview of SEEL, its necessity, and pedagogical approaches):** Mr. Manas and Ms. Bandita



The structured division of groups ensured targeted discussions and collaborative efforts towards refining each domain of the SEEL modules.

## Day 2

Day 2 of the workshop started with a positive and enthusiastic atmosphere. The discussions were varied and covered different aspects of Social, Emotional, and Ethical Learning (SEEL). Participants had meaningful conversations about classroom agreements, focusing on the importance of compassion, community, and global involvement..



### Key Areas of Focus:

- 1. Compassion:** Participants talked about how to create a caring and kind environment in the classroom.
- 2. Community and Global Engagement:** Discussions focused on linking classroom activities with community

and global issues encouraging students to think about the world around them.

**3. Relationship Skills:** Emphasis was placed on helping students build strong relationships and interact well with others.

**4. Self-Regulation:** Participants discussed ways to help students control their emotions and behaviors to improve learning and personal growth.

## Day 3

On Day 3, participants reviewed each module and then presented them on the projector screen to share the content with the other groups. Other groups made corrections and added more activities as needed.



The PFEL team supported this process by aligning the day's activities with the expected outcomes. Meanwhile, the Karuna Fellows updated the documents to reflect these changes.



**Module Review and Presentation:** Each module was thoroughly reviewed. Participants presented their modules on the projector screen so everyone could see and understand the content.

**Content Sharing and Correction:** As the modules were presented, the content was shared with the audience. Other participants made real-time corrections to sentences that needed clarification or improvement.

**Adding Activities:** Based on the review and feedback, additional activities were added to enhance the learning experience and better achieve the desired outcomes.

## 5. Conclusion and next steps

The team will first complete all necessary module corrections by addressing feedback, refining content, and integrating activities to meet expected outcomes. Once finalized, the updated soft copies of all modules will be shared in the WhatsApp group, ensuring everyone has access to the most current materials. Finally, group members will conduct a quick review of the updated modules to catch any overlooked errors and ensure the content is polished and ready for implementation.

Post-Review Work:

- Finalize the module, including all necessary documents, fact sheets, TLM for the session, and pictures.
- Orient 90 DIET faculty in September 2024 on Social, Emotional, and Ethical Learning.
- Foster a healthy relationship between teachers and students.