

SAAJHI SAMAJH 7.0

Integrating Social and Emotional Learning In Education & Employability

EVENT REPORT

March 11, 2022



A Tech Mahindra Foundation Initiative

About Tech Mahindra Foundation

Tech Mahindra Foundation (TMF) is the corporate social responsibility arm of Tech Mahindra Limited, a Mahindra Group Company. The Foundation set up in 2006, as a Section 25 Company (referred to as a Section 8 Company in the Companies Act, 2013), has been working tirelessly in the areas of education, employability, and disability, with a keen focus on corporate volunteering.

The Foundation works with the mandate that 50% of its beneficiaries are women and 10% are Persons with Disabilities. Over the year, it has impacted 3,32,732* direct beneficiaries across all programs. In addition, over 2.7 million lives were impacted through our 582* COVID Relief Projects across 17 states in India.

Our Focus Areas

EMPLOYABILITY

SMART (Skills-for-Market Training) is the Foundation's flagship employability program to empower youth from economically backward urban communities. It provides them with the requisite employability skills through structured training programs, ensuring that they are placed in suitable dignified jobs. The Foundation has been implementing the SMART program by establishing a network of SMART Academies and Centres - run both directly and through other partner implementing agencies.

EDUCATION

The Foundation works in Government schools through its ARISE (All Round Improvement in School Education) program with the objective of holistic development of children in these schools. Moreover, Shikshaantar is the Foundation's training program focusing on teacher empowerment and capacity enhancement through modern-day subject matter and pedagogical practices. The Foundation has also launched the Mobile Science Lab, where a bus equipped with hands-on activities of EVS (Science) visits the Government schools to facilitate the learning of students from Classes 3 to 5.

DISABILITY

The Foundation believes that there is Ability in Disability. With the focus on creating an inclusive world and providing a life of dignity and confidence, we are working in the area of education and skill development for children and youth with disabilities, respectively. This is done through ARISE+ (All Round Improvement in School Education for Children with Disabilities) and SMART+ (Skills-for-Market Training for Persons with Disabilities). ARISE+ is a program that encourages children with disabilities to become a part of mainstream education. The SMART+ program focuses on providing employable market-related entrepreneurial skills and opportunities to youth with disabilities.

VOLUNTEERING

Corporate Volunteering lies at the heart of Tech Mahindra Foundation's ethos. Employees volunteer and contribute to driving positive social change while simultaneously enhancing their own capacities for empathy and compassion. This is how we *#RiseforGood!*

ACKNOWLEDGEMENTS

Tech Mahindra Foundation expresses its sincere gratitude to all the domain experts from the field of mental health and behavioural science, non-profit organizations and the teacher community who are working towards integrating social and emotional learning in the education and employability sphere.

We are thankful to Dr Samir Parikh, Director, Fortis National Mental Health Program, Fortis Healthcare for the keynote address; the esteemed domain experts and student panellists (list attached as annexure) for being a part of this discussion platform and sharing their valuable inputs and suggestions. It will surely help us to shape the advocacy to work towards building social and emotional skills to foster students' well-being for creating happier and safer classrooms.

We are grateful to the Government of the National Capital Territory of Delhi, North Delhi Municipal Corporation, East Delhi Municipal Corporation and all our Partner NGOs for their support of the initiative. Last but not the least, we acknowledge the core team for making this event a success.

Concept Lead: Prachi Gaur, Project Director- ITEI North Delhi Municipal Corporation

Event Coordination: Dr Sandhya Vashishth, Project Manager, Tech Mahindra SMART Academy for Healthcare, Mohali

Core Contributors: Chetan Kapoor, Sajid Ali, Prachi Gaur, Dr Sandhya Vashishth, Dr Ramesh Tiwari, Naima Urooj, Durga Devi H, Supriya Das, Archana Vishwakarma, Kunal Ghosh, Archana Sharma

**Tech
Mahindra
FOUNDATION**

Citation: Tech Mahindra Foundation (TMF) 2022

Saajhi Samajh: Integrating Social and Emotional Learning In Education & Employability - Event Report. New Delhi

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Published by

TECH MAHINDRA FOUNDATION

Harijan Sevak Sangh Campus, Gandhi Ashram, Kingsway Camp
New Delhi - 110009

E-mail: info@techmahindrafoundation.org

Website: <https://techmahindrafoundation.org/> &
<https://www.smart-academy.in/>

TABLE OF CONTENTS

1. INTEGRATING SOCIAL AND EMOTIONAL LEARNING IN EDUCATION & EMPLOYABILITY	1
2. DISCUSSIONS: SUMMARY HIGHLIGHTS	3
2.1 SEGMENT 1: KEYNOTE ADDRESS	6
2.2 SEGMENT 2: STUDENT BENEFICIARIES ROUND	8
2.3 SEGMENT 3: PANEL DISCUSSION	10
3. CLOSING REMARKS	15
4. HIGHLIGHTS OF THE EVENT	17
5. ANNEXURES	18
5.1 SPEAKERS' PROFILES	18
5.2 REFERENCES	20
5.3 GLIMPSES OF THE EVENT	21

INTEGRATING SOCIAL AND EMOTIONAL LEARNING IN EDUCATION & EMPLOYABILITY

On March 11, 2022, Tech Mahindra Foundation hosted an expert-led virtual panel discussion as part of the seminar series titled 'Saajhi Samajh (or Shared Understanding)'. The seventh edition of Saajhi Samajh with the theme- 'Integrating Social and Emotional Learning (SEL) in Education' was organised on the occasion of the 'International Social and Emotional Learning Day' which is observed on the 2nd Friday of March every year. The event was aimed to discuss the relevance of SEL and its integration into education and employability.

THIS CONVERSATION WAS AIMED TO ANSWER THE FOLLOWING:

1. What is the importance of Social-Emotional Learning (SEL) in the domains of education and employability?
2. What can be done to fill the wide gap of crucial social and emotional skills required for leading a healthy and happy life by students/youth at school and at the workplace?
3. How can we include the SEL components in mainstream education and employability as an integral part of the curriculum and pedagogy?
4. What role can teachers play in ensuring Social-Emotional Learning in schools to create a happy and safe learning space for all students?



ABOUT THE EVENT

Saajhi Samajh 7 was organized on account of the 'International Social-Emotional Learning Day' with a vibrant gathering of students and experts from the field of mental health and behavioural science, non-profit organizations and the teacher community who came together on an online platform (Zoom) on 11th March 2022. The event was streamed live on the Facebook page of Tech Mahindra Foundation and was also uploaded on YouTube. This discussion was divided into three different segments:

SEGMENT 1 - KEYNOTE ADDRESS

Event Coordinator: Dr Sandhya Vashishth

Welcome Address: Mr Sajid Ali - Head, Direct Implementation Program, Tech Mahindra Foundation

Keynote Address: Dr Samir Parikh - Director, Fortis National Mental Health Program, Fortis Healthcare

SEGMENT 2 - STUDENT BENEFICIARY ROUND

Moderator: Dr Ramesh Tiwari, Senior Faculty, ITEI NDMC

Student Panel:

Ankita & Nandini - Class 5, EDMC Pratibha Vidyalaya (Girls), Dilshad Colony, Delhi

Dinesh & Kishan - Class 5, Govt. Senior Secondary School, Kukawas, Kotda, Udaipur, Rajasthan

Purva - Class 7, NFBM Jagriti School for Blind Girls, Pune, Maharashtra

Shravani - Class 10, NFBM Jagriti School for Blind Girls, Pune, Maharashtra

SEGMENT 3 - PANEL DISCUSSION

Moderators:

Ms Naima Urooj - Associate Manager, Bengaluru

Ms Prachi Gaur, Project Director, ITEI NDMC

Panellists:

Dr Rajesh Kumar, Principal, DIET Ghuman Hera

Ms Neha Bhatia, Head, Operations (North), SEE Learning India

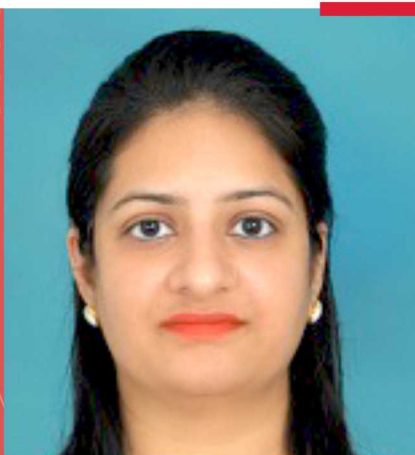
Mr Vishal Talreja, Co-Founder, Dream a Dream

Ms Sakina Bedi, Spokesperson, National Federation for the Blind

Ms Annu Khatri, Pre-Primary Teacher, North Delhi Municipal Corporation

DISCUSSIONS: SUMMARY HIGHLIGHTS

WELCOME NOTE



DR SANDHYA VASHISHT

Project Manager,
SMART Academy for Healthcare, Mohali
Tech Mahindra Foundation

Dr Sandhya Vashishth, the event coordinator welcomed everyone and set the ground rules for the online Saajhi Samajh discussion platform. The session then began with a short breathing exercise led by Ms Prachi Gaur, followed by setting the context of the event.

Promoting Social-Emotional Learning (SEL)

Over the last couple of years, there has been a significant shift in the way the world is assessing its growth and development across different sectors. While education is an ongoing process of improving knowledge and skills, it is also an effective means of bringing about personal development and building relationships. The global pandemic has strengthened this notion, as the need for resilience, adaptation, and compassion has come to the forefront.

According to a study by WHO in 2017, it was examined that there is a rise in anxiety, stress, and depression in the youth. In India alone, about 25% of children between the age group of 13 to 15 years suffer from some form of depression or anxiety, the most prominent factors being the highly competitive nature of the present education system and the growing uncertainty of the employment market.

Another reason to promote SEL is the correlation between its application in schools and students' academic success. Initiatives such as the Happiness Curriculum implemented in states like Delhi and Uttarakhand aim at improving the mental well-being of the students. This is being achieved by developing their levels of mindfulness, critical thinking, problem-solving, and relationship-building.

Dr Sandhya then shared the program outline and invited Mr Sajid Ali to address the audience and welcome the keynote speaker, Dr Samir Parikh.

PROGRAM OUTLINE

EVENT FLOW	DESCRIPTION
Event Opening	Introduction of the session with opening remarks about Saajhi Samajh and the topic.
Keynote Address	Dr Sameer Parikh (Director, Mental Health and Behavioral Science Fortis Hospital).
About Tech Mahindra Foundation	Presentation on Tech Mahindra Foundation and the work in SEL domain.
Beneficiary round - Experience sharing	Students share their experience with SEL programs.
Panel Discussion	Domain experts to discuss the topic- Integrating SEL in Education & Employability. Discourse to focus on relevance and ways to integrate SEL for students' learning.
Audience Questions	Addressing audience questions.
Closing Remarks	TMF's focus on SEL for the next years by Chetan Kapoor (COO, TMF).
Vote of Thanks	Thanking panellists, TMF management, and the audience for active participation.

WELCOME ADDRESS



MR SAJID ALI

Head - Direct Implementation Programs
Tech Mahindra Foundation

Mr Sajid Ali - Head of Director Implementation Program, Tech Mahindra Foundation highlighted the essence of Social-Emotional skills in navigating uncertainties and the rapid changes happening around us. He said that there's a need to enhance our skills like communication skills, relationship skills, to work effectively in the changing landscapes of education, and also, in the employability domain.

We need to equip ourselves to work alongside the growing independence of technologies like Artificial Intelligence. The intent of this Saajhi Samajh discussion is to integrate social and emotional learning in mainstream education and employability.

Then Mr Sajid invited Dr Samir Parikh to deliver the keynote address.

SEGMENT 1: KEYNOTE ADDRESS



DR SAMIR PARIKH

Director, Fortis National Mental Health Program
Fortis Healthcare

Dr Samir Parikh appreciated the initiative taken by the Tech Mahindra Foundation. He highlighted the importance of Mental Health and added that we all are stakeholders when it comes to finding solutions and ways to deal with this problem. During COVID 2019-20, WHO declared that there is an increase of 20 to 25 % in anxiety and depression among people. Dr Parikh further emphasized that we do not need COVID or any pandemic to tell us that there is anxiety or depression among people. Rather we all know but we don't realize it and talk about it. He mentioned that 50% of mental health ailments and problems happen in adolescents, means the time when children are in a safe environment. It is in fact a space where we can easily identify and structure them. But for that, we need to accept that mental health is a problem and a burden only then we will focus on finding solutions to this problem.

Ways to deal with mental health problems:

- Dr Samir Parikh cited the Mental Health Counselling Course conducted by Tech Mahindra Foundation as an exemplary project, where a Corporate Social Responsibility project, public education system, experts - come together and work towards empowering and capacity building of teachers.
- He emphasized inculcating mental health curriculum in schools. Dr Parikh also recommended that teachers should be trained in this curriculum so that they can work with children. This kind of curriculum should focus on-
 - Awareness of mental health
 - Prioritization of mental health
 - Building resilience among children
 - Creating a well-being culture
- Dr Parikh further highlighted the importance of Media Literacy- the lack of media skills in children may lead to an increase in cyberbullying, social media crimes, etc., which will in turn impact the mental health of children.
- **Psychological First Aid** - Be it a workplace, home, or schools everybody should be equipped with the skills of 'Psychological First Aid'. Psychological first aid simply mean to talk to someone who is under stress or anxiety. This can actually help them better their mental health.

- Application of life skills should be taught to people, for example, the social communication application. It helps a person to become socially and emotionally more competent.
- More helplines for crises interventions should be promoted.
- More conversation should be done by celebrities and other famous personalities to destigmatize mental health related issues. The more we talk about this more people will come forward and discuss their mental health openly and try finding solutions for the same.

Dr Samir Parikh further appreciated the Saajhi Samajh 7.0 platform for carrying out a conversation on this important topic. He said that when healthcare providers, educational institutions, parents, teachers, Corporate CSR, private sector, public sector, government agencies, digit transformation come together and realize that we all are stakeholders, only then this problem can be eradicated from its roots.

After the keynote address, Dr Sandhya invited Ms Divya from the TMF Chennai Team to give a brief introduction to Tech Mahindra Foundation. The segment included a presentation by Ms Divya about the vision and mission of Tech Mahindra Foundation. She shared the details of its Employability, Education and Disability programs. She also highlighted the significant interventions made by the Foundation post pandemic to raise awareness about child safety, Social-Emotional learning, mental health, digital literacy and cyber security amongst teachers and students.



SEGMENT 2: STUDENT BENEFICIARIES ROUND

Dr Ramesh Tiwari introduced the student beneficiaries and invited them to share their experience of being a part of our SEL program.

Student Panel:

Nandini & Ankita - Class 5, EDMC Pratibha Vidyalaya (Girls), Dilshad Colony, Delhi

Dinesh & Kishan - Class 5, Govt. Senior Secondary School, Kukawas, Kotda, Udaipur, Rajasthan

Purva - Class 7, NFBM Jagriti School for Blind Girls, Pune, Maharashtra

Shravani - Class 10, NFBM Jagriti School for Blind Girls, Pune, Maharashtra



NANDINI

Class 5, EDMC Pratibha Vidyalaya (Girls)
Dilshad Colony, Delhi

Nandini spoke about mindfulness and explained what it is and how it should be practiced. Mindfulness simply means the practice of constantly focusing on each task that we do. For example, when we are sad, we can focus on the emotion and help our mind to get over it by closing our eyes and taking deep breaths for a while.



ANKITA

Class 5, EDMC Pratibha Vidyalaya (Girls)
Dilshad Colony, Delhi

Ankita shared that through the program she has learned to associate emotions with her life. Now, she can express her emotions as well as understand others' emotions. In SEL, she likes the topic of 'Emotions' and especially, the activity - 'Khushi ka Pitara'. Under this activity, students can relieve themselves from negative emotions by recalling their happy moment and drawing it on a piece of paper. They then drop their creations in a box called 'Khushi ka Pitara'.



DINESH

Class 5, Govt. Sr. Sec. School Kukawas
Kotda, Udaipur, Rajasthan

Dinesh said that his favourite topics of SEL were Kindness & Compassion. He said that he likes to help people in need. For example, he helped one of his classmates in learning addition, and also, gave water to thirsty people.



KISHAN

Class 5, Govt. Sr.Sec.School Kukawas
Kotda, Udaipur, Rajasthan

Kishan shared his thoughts about sensations and said that he has learned to identify the sensations in his body and tries to focus on them. For example, he can simply identify sensations like hot, cold, itching, thirst etc. He further shared an anecdote when he could feel his thirst while he was travelling and he was happy when he quenched his thirst.



PURVA

Class 7, NFBM Jagriti School for Blind Girls
Pune, Maharashtra

Purva talked about learning to identify her 'feelings', such as happy and sad moment. She also shared a sad moment of her life when she was sent to a hostel to study and had to leave her family and parents. She further talked about a happy moment of her life when she won a cooking competition organized during the lockdown period.



SHRAVANI

Class 10, NFBM Jagriti School for Blind Girls
Pune, Maharashtra

Lastly, Shravani shared that she has learned to identify her 'emotions' and to control them. She shared that earlier she used to get angry frequently, but after pursuing the SEL course, her anger is not that frequent. She added that we should be mindful of our actions. She said mindful listening has helped her easily understand what the other person has to say. She emphasized that 'concentration games' they played in the SEL training have helped her in focusing better on her studies. This course has helped her in improving her behaviour towards people and practicing kindness and compassion.

SEGMENT 3: PANEL DISCUSSION



DR RAJESH KUMAR

Principal
DIET Ghuman Hera

Ms Naima Urooj introduced the five panellists of the expert panel discussion on Integrating Social-Emotional Learning in mainstream education. The discussion was jointly moderated by Ms Naima and Ms Prachi Gaur.

The panel discussion began with Dr Rajesh Kumar who shared insights on true meaning of happiness and the significance of the *Happiness Curriculum in schools*.

Talking about the meaning of Happiness, he said that each work that any person on Earth does, is to bring them 'Happiness', whether it is eating food or listening to music. Happiness can be categorized into three types-

1. **Happiness from Sensory Organs** - This happiness pertains to satisfying the senses, like tasting food, travelling, listening to music, watching movies, etc. This type of happiness is momentary and it fades with time.
2. **Happiness from Relationships** - This happiness comes from building relationships. For example, a child finds comfort and happiness in her mother's lap. This is deeper and lasts longer than the happiness due to senses.
3. **Happiness from Understanding** - This happiness arises when an individual develops the understanding that all relationships and the entire world is a family. This type of happiness is much deeper and more sustainable.

Later, he spoke about the Happiness Curriculum in schools that is designed by the Delhi government with focus on the second and third types of 'Happiness'. It begins with helping a person realize how he is related to his family, then to his society, and then to his entire existence. These are the various layers of this curriculum, leading to the social and emotional stability of a child. The pedagogy of *happiness curriculum* includes 'mindfulness', stories and activities, and the art of expressing.

A person can be defined as the one who can 'express' and people learn best through their experience. The *happiness curriculum* has proved to have an impact not only on the child, but the teachers, parents as well as society. Lastly, Dr Kumar acknowledged the efforts of DIET's partners and NGOs, mentor teachers, and Mr Manish Sisodia, the Deputy Chief Minister of Delhi, for making the Happiness Curriculum a success.



MS NEHA BHATIA

Head Operations (North)
SEE Learning India

Following up with the discussion on happiness and its significance, Ms Neha Bhatia set the context of happiness and Social-Emotional-Ethical Learning. She highlighted that Happiness is Universal, it cannot be categorized as National or International.

Social-Emotional-Ethical-Learning Program

Usually, what people understand from the term 'curriculum' is that it is a course that starts and ends with various assessment parameters, but the Social-Emotional-Ethical Learning (SEEL) program designed by the Emory University does not see the curriculum from that lens. It sees it as a set of practices and there is no start or end to the curriculum. SEE learning is about personalizing the practice and making it our own.

What are Ethics?

Talking about ethics, she said that they are not just moral science. It is about making choices and using their opinions. SEE learning is not only about being 'mindful', but also deals with where we use our mindfulness. Children need to be able to differentiate where they need to be mindful. They should be reflective of their practices. It is about moving from self-focus to a larger focus. For example, during COVID, people were focused on buying groceries and storing them in bulk, without giving a thought that others will need them. The concern for such attitude is what needs to be focused upon while designing the Social-Emotional Learning programs.

SEEL during COVID-19

During COVID, most people were bound to stay in their homes. If we talk about teachers, major responsibility came upon the female teachers at home, be it cooking food, working from home, taking care of children, or conducting online sessions, with which they are not very comfortable. Still, teachers are reaching out to their children in these challenging times. There was a need to also think about the teachers' well-being.

The received knowledge has to be translated into personalized knowledge and then embodied. Hence, there is a need to develop Teacher-Ethical Program. The well-being of the teacher is directly proportional to the well-being of a child in the class. This course is about empowering a person with the tools to deal in situations when they are not happy.



MS ANNU KHATRI

Pre Primary Teacher
North Delhi Municipal Corporation

Annu Khatri is a teacher working right at the ground and experimenting with the SEL program tools in the classrooms. She took the discussion further on the topic.

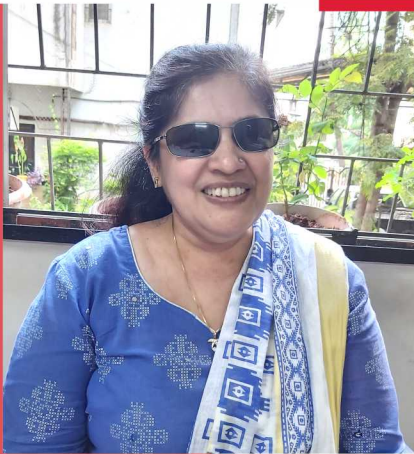
Integrating SEL tools in the Classroom Teaching

In the early years of classroom teaching, the morning starts with circle time. Circle time is a very important aspect of classroom teaching-learning and involves activities where children can practice mindfulness and meditation. This helps them understand, empathize and communicate their feelings which they have been carrying this long. Until and unless the pre-primary child doesn't get space to express himself, he will not be ready to receive anything new from the teacher. Out of the five important domains of growth and development of a child, Social and Emotional development of a child is one of the important domains. A space for children to open up is crucial.

Story-telling is an effective means of imparting social-emotional learning to children. When children share their experiences, they get encouraged to talk about their experiences too, and in the social context, they are able to relate to the emotions of other children. They also learn to empathize with each other in this process. She emphasized that emotional learning is more of collaboration and communication inside a classroom and SEL should be blended into the classroom teaching rather than following a separate curriculum.

Benefiting from SEL as a Teacher

As human beings, teachers also feel the need to express themselves. They too seek understanding, expressing themselves and learning ways to carry forward the learnings. She underscored that teachers should be equipped or trained to impart SEL in the classroom. Despite having the curriculum in hand, a pre-primary teacher needs to understand what is the mood of the class, and how to prepare them for the day. At this point, SEL pedagogy plays a crucial role.



MS SAKINA BEDI

Spokesperson

National Federation of the Blind Maharashtra

Taking further to the discussion, Ms Sakina Bedi shared her views on the significance of Social-Emotional Learning amongst children with disabilities.

SEL for kids with Disability

Ms Sakina highlighted that the ability to express themselves gets limited for students with disability. Many children with disability come from economically deprived backgrounds wherein the parents are unable to give enough time to their children. Hence, the child's development gets hindered. In the case of differently-abled children, the priority is to develop and improve their tactile, and auditory senses etc. But especially after the COVID-19 period, the National Federation for the Blind, Maharashtra felt that there is a need to implement a project to develop Social Emotional Learning in these children. These children are often emotionally unstable and hence, there is a need to empathize with them and develop their social-emotional quotient. Dedicated, sensible, and happy to help volunteers are needed to guide these children. We have planned a project in which we will be organizing one class on Saturday based on the theme - 'You Matter to Us'.

Not only specially-abled children but each and every staff member of our team needs to be trained in SEL. Children need to be happy, fulfilled, satisfied, and confident in order to accomplish it our students are being benefited by such training. For example, Shravani, one of the student beneficiaries is now grown up into a confident individual.

She further added that the students of the school are happy to help each other and have a great spirit of cooperation amongst themselves. The way they help each other shows how compassionate they are towards each other. We have planned to have an SEL counselor in each dormitory, which will place a box for them to express their feelings.



MR VISHAL TALREJA

Co-founder

Dream a Dream

In the last, Mr Vishal Talreja spoke about his perspective on using SEL practices for the development of youth.

Impact of SEL Workshops on Youth

Mr Talreja highlighted that investment in children in the early years builds skills, competencies, and capacities in children to engage with life. The SEL can help individuals channel their emotions into something productive. He shared a few anecdotes of youth who were benefited from SEL. A child who had undergone abuse in his early years, and was violent turned out to be a wonderful hockey player through proper channelization by a compassionate teacher. Another young boy who was abused by his father in his childhood always wished to grow up and stand for his mother and himself against his father. But with the help of SEL while growing up, he changed his mind and said he could empathize with his father because he realized he did not get such an upbringing and support.

Mr Talreja emphasized that any SEL program cannot be a 2-hour program or a week's program, it is a journey. It may take 7-8 years to create an impact on an individual. Since the happiness curriculum is running over a period of 4 years, distinct behavioral changes are being observed in children, in the way they engage with themselves, teachers, parents, and their emotions. They are also shifting their lens towards the world, who they are, etc. We have people who are alumni now who have volunteered to help the hospitals, COVID awareness and help parents who have lost their livelihoods due to the pandemic. They have realized that they have the ability to contribute back to the society. Life skills education and SEL programs create a huge impact in the long run. It helps young people build a strong sense of their own identity, moving from a victim to becoming an agency that can control their life, build healthy relationships around them, and contribute to society.

CLOSING REMARKS



MR CHETAN KAPOOR

Chief Operating Officer
Tech Mahindra Foundation

In the end, Mr Chetan Kapoor gave closing remarks and expressed his feeling of satisfaction and gratitude towards the guests who had graced the occasion.

While talking to the guests, he mentioned that introducing the idea of happiness to the students is a sad testimony to the state of the world today. This point reinforces the belief that the agenda of integrating Social-Emotional Learning into education must move from a feel-good aspiration to taking center stage in how we think about education and the larger narrative of human development itself. We all live in firmament where humans are social beings with an ocean of emotions swirling around us all the time. We may be speaking, or writing some of the time but we are thinking and feeling all the time.

In the last few decades, particularly the last few years, the significance of Social-Emotional Learning within our education domain has clearly been on the rise, not just in India, but across the globe. We've had thinkers such as Ken Robinson and Daniel Goldman whose seminal book on emotional intelligence left an imprint on us many years ago. It reinforces the need to integrate SEL in education over and over again.

In India, the government of Delhi took an important step a few years ago by introducing the *happiness curriculum* in the government schools. And, other state governments are avidly looking at this experiment and hopefully will try to replicating it in the right spirit. Themes such as mindfulness and mental well-being are now finding their way not just in colleges and schools but also within the corporate lexicon which is indeed a welcome move.

Steps taken by TMF towards Integrating SEL

- Collaboration with Emory University's SEE Learning program to train teachers and employees.
- Collaboration with the Mental Health and Behavioral Sciences Department of Fortis Healthcare and a few other organizations.
- Workshops for teachers, youth who are a part of TMF's SMART program, and children across our education programs.
- Launch of a portal- 'Mind@Ease™', which is planned to expand in the coming years to cover a much broader canvas.
- Initiatives to ensure all of our SMART students (nearly 20000 of them) go through the modules of mental wellness.
- Plan to extend the SEL program to all the children who are a part of the ARISE+ program wherein we work with children with disabilities and special needs. The program has already been initiated with the girls at the NFBM Jagriti School in Pune.

Mr Chetan Kapoor concluded his address with the thought that though it's a long road and fraught with challenges, as a team, we are committed to walk this road and doing whatever it takes to get there. He invited institutions, companies, and organizations working in this domain who see the merit of making our education system holistic in the truest sense of the word. He further added that the thoughts and affirmations shared by the participants of Saajhi Samajh instill confidence that we are progressing in the right direction and are in good company.

Lastly, he highlighted that the purpose of Saajhi Samajh which is to create an accessible platform where we can come together to share our views and experiences and use this as a launchpad fostering collaborations to further the cause of themes and issues that are extremely significant but often ignored.

HIGHLIGHTS OF THE SESSION

The seventh edition of Saajhi Samajh was concluded successfully with the following highlights:

- Psychological First Aid is provided by talking to someone who is under stress or anxiety. This can help them better their mental health.
- Application Life Skills should be taught to people, for example, the social communication application. It helps a person become socially and emotionally more competent.
- Student beneficiaries find SEL helpful in helping them build confidence and imbibe empathy, kindness, and compassion in them.
- A human being is a being who is capable of expressing.
- Happiness can be categorized into three types-
 - Happiness from Sensory Organs
 - Happiness from Relationships
 - Happiness from Understanding
- The received knowledge has to be translated into personalized knowledge and then embodied. Hence, there is a need to develop Teacher-Ethical Program. The well-being of the teacher is directly proportional to the well-being of a child in the class.
- Social Emotional Learning should be blended into the classroom teaching rather than following a separate curriculum.
- Dedicated, sensible, and happy to help volunteers are needed to guide the differently-abled children.
- Any SEL program cannot be a 2-hour program or a week's program, it is a journey.

ANNEXURES

SPEAKERS' PROFILES

DR SAMIR PARIKH**Director, Fortis National Mental Health Program, Fortis Healthcare**

Dr Samir Parikh is an eminent Psychiatrist and the Director of the Department of Mental Health and Behavioural Sciences, Fortis Healthcare. He is one of the leading academic experts in the field of mental health and conducts training programmes and courses for doctors, Psychologists and allied specialties, and has initiated several awareness campaigns for the community. He is a very well-known speaker, due to his expressive communicative style and in-depth knowledge of mental health and Indian culture with comprehensive experience in the field of clinical and community mental health, he has been a speaker at various national and international forums on mental health issues. Over the years, he has played a key role in enhancing the image of mental health in the country.

DR RAJESH KUMAR**Principal, DIET Ghuman Hera**

Dr Rajesh Kumar is a Principal at District Institute for Education and Training, SCERT Delhi. He has over 25 years of experience working in the education sector and in particular with teacher educators. He was also the Chairman of the Happiness Curriculum committee, implemented in the Delhi govt schools. Dr Rajesh is passionate about bringing positive change in the landscape of teacher education and has been instrumental in bringing about innovations in the space.

MS NEHA BHATIA**Head, Operations (North) SEE learning India**

Ms Neha Bhatia currently co-leads the Operations at Social Emotional Ethical Learning India, being implemented under the umbrella of Max India Foundation. With over a decade of work experience in the corporate and non-profit sector, Ms Bhatia is deeply passionate about working with Children and Youth. Neha is passionate about working with children and youth. In her current profile, she supports schools and organizations to implement SEE Learning in their context.

MR VISHAL TALREJA**Co-Founder, Dream a Dream**

Mr. Vishal Talreja is a known name in the social sector. He is the co-founder of Dream a Dream, an organisation that works to empower young people from vulnerable backgrounds to overcome adversity and thrive in the 21st century. Dream a Dream has trained over 8000 teachers/educators impacting over 200,000 children and young people and has impacted over 1 million children through the Happiness Curriculum in partnership with the Delhi Government.

MS SAKINA BEDI

Spokesperson, National Federation for the Blind

Ms Sakina Bedi is the Chief Spokesperson and Cause Advisor with the National Federation of The Blind, Maharashtra. She has been associated with the NFBM Jagriti school for blind girls since 1999 and has played a key role in the development of the institution. Her work in the disability sector has been recognised through multiple awards she has received over the years

MS ANNU KHATRI

Pre-Primary Teacher, North Delhi Municipal Corporation

Ms Annu Khatri is a dynamic and motivated teacher practitioner. A Commerce graduate from the prestigious Delhi University, she found her calling in Teaching. She did Early childhood care and education Diploma from SCERT Delhi and started teaching pre-primary children. A firm believer in excelling in her own standards, she kept on improving her skill sets.

Student Panel

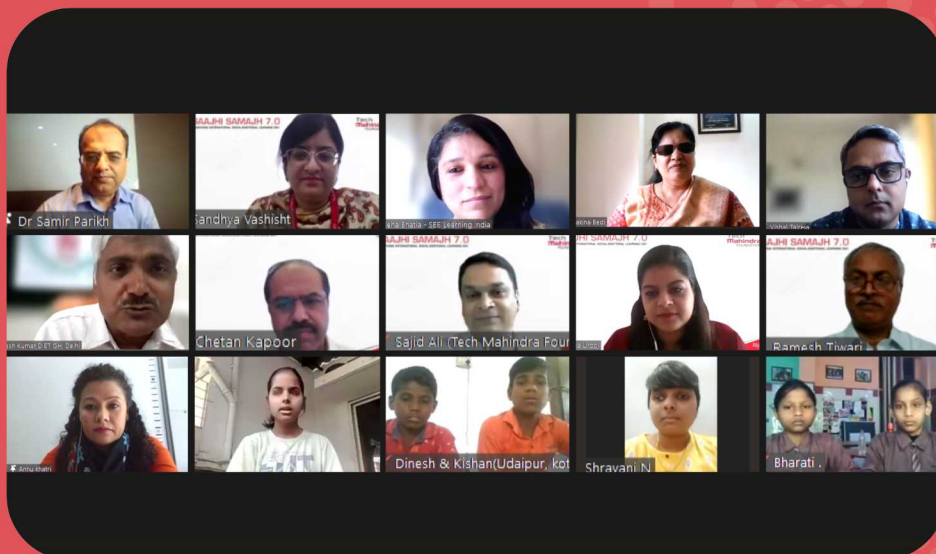
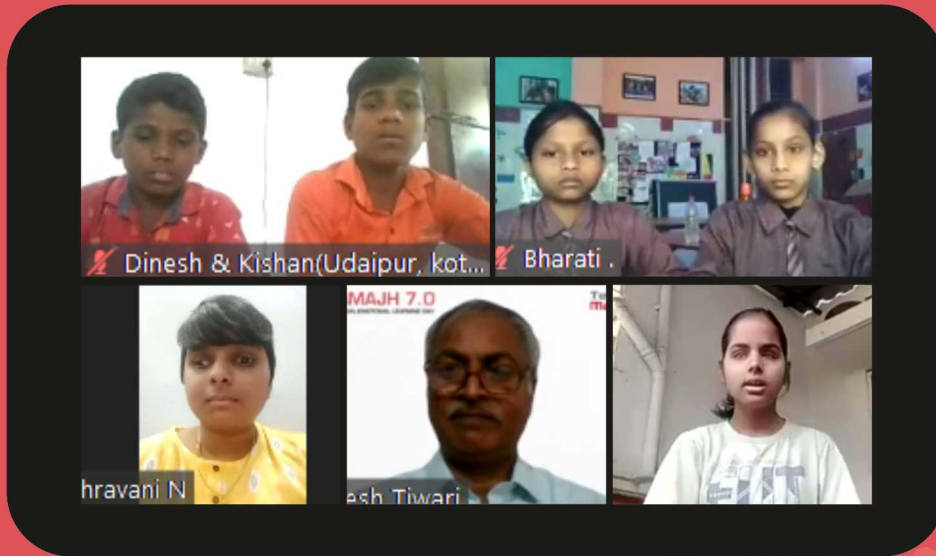
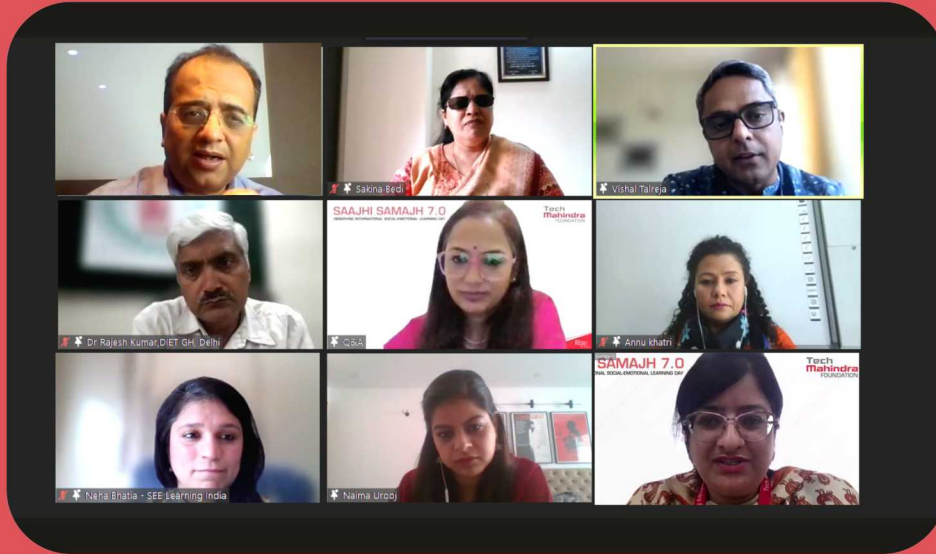
- Ankita & Nandini- Class 5, EDMC Pratibha Vidyalaya (Girls), Dilshad Colony, Delhi;
- Dinesh & Kishan- Class 5, Govt. Senior Secondary School, Kukawas, Kotda, Udaipur, Rajasthan;
- Purva- Class 7, NFBM Jagriti School for Blind Girls, Pune, Maharashtra;
- Shravani- Class 10, NFBM Jagriti School for Blind Girls, Pune, Maharashtra

REFERENCES

Important links and suggested resources for Social-Emotional Learning are given below for better understanding and awareness of the topic.

1. https://www.edudel.nic.in/welcome_folder/happiness/HappinessCurriculumFramework_2019.pdf
2. <https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/#:~:text=Social%20and%20emotional%20competencies%20serve,to%20support%20and%20deepen%20learning>
3. https://seelearning.emory.edu/sites/default/files/2019-04/FINAL-COLOR-2021_final.pdf

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