

IMPROVING INCLUSION THROUGH AMALGAMATION OF SOCIAL, EMOTIONAL AND ETHICAL LEARNING PRACTICES PROMOTING FRUITFUL TEACHING-LEARNING!

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Abstract:

Effective interaction between teachers, students in the classroom environment where there is proper balance between social, emotional & ethical learning environment will help in effective teaching -learning. For active teaching learning process, and making all learners feel included, , Inclusion is very much needed, which can very well happen only when there is proper Amalgamation of social ,emotional & ethical learning , when we all talk about education for all. Teacher's role is very much important in this process. Teachers should possess, improve upon or learn/unlearn basic competencies and thus, promoting fruitful Teaching-Learning process! In fact these skills should be developed among budding teachers / opportunities be given to develop those in them for their fruitful journey of ahead.

Key Words: *Amalgamation, Social learning practices, Emotional l practices, Ethical learning practices*

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Introduction:

SEE learning is a type of learning in which such a learning environment that will help students to engage ethically as part of the community and provide teachers with tool to support student learning. SEE learning is a framework through which teachers can help students understand and manage emotions ,set and achieve positive goals ,feel and show empathy for others , gain life skills, maintain healthy and positive relationships. SEE learning can be implemented at all levels of education, from kindergarten to higher education

Through SEE learning framework, teachers can and will be able to develop the social, emotional and legal competencies. Classroom environment should be such be a total amalgamation of social, emotional and ethical learning practices. Teachers often give importance to cognitive domain development, at the most psychomotor again depending on the subject, course, content the teacher is teaching be it, typically growing children or education been provided for atypically growing children. Teachers involved in teaching children with special needs do give or intentionally have to focus more weightage to affective domain as compared to other domains. The author wanted to study whether the teachers are aware of this concept, in short whether they practice social, emotional and ethical learning practices in day to day teaching. The author had done study on a very small scale on sample size of just 89 school teachers (primary school to secondary school teachers (irrespective of boards/general/special education, medium of instruction, aided/unaided). Primarily the basic objective was just to check basic idea, how many teachers practice SEE approach for which the author just had prepared a checklist of 21 items with indicators to measure his objective .Analysis was done. Simple percentage was used to measure

the indicators/ checklist, responses given by the participants.

The findings of the study are as follows:

1. 84.27% replied they rarely display un hurtful attitude. Still there is approx. 13% who do display hurtful attitude. Once in a blue moon it's ok but again teacher need to keep in mind how much and at what level the child is sensitive. For discipline or behavioural issues if used or done, care to be taken that the mental hygiene of child is not at much loss.
2. 78.65% responded they avoid punishing unnecessarily but still nearly 21% of them have to work on their behaviour. Also whenever punishment is given, it has to be fruitful to child, not taxing for the child. A teacher should never dream of even trying physical punishment. Punishment if given, the learner is made aware that it is punishment for the cause, behaviour and not to the person.
3. 67.42 % showed compassion in action/ behaviour. But it's worrisome what about others. But again personality issues and the behaviour issues of the person/ situation or may be the type of students, grade of the students. Attitude of the learners might have come into picture while responding to this statement.
4. 89.88% responded they communicate, converse with empathy, but again conversation, empathy, sympathy are such terms which cannot be developed, imbibed, forced. Again depends on person to person and their personal experiences or personality.
5. 44.94% reacted they respect sexual orientation. May be most of the teachers yet may not be open to theism concept of sexual orientation/ acceptance. May be they must have answered it without rational thinking or unaware or may be the statement must have been ambiguous for them .or even in small kids this must have not been seen or rarely teachers must have really given time /observed this. But very less nearly less than 50% only respect sexual orientation. What bout others.
6. Inclusion is very important if we want education for all. Majority i.e. 87.64% were in agreement with the statement that they respect right of student.
7. 67.42 % replied they perform their duty towards students. But yet nearly 30% and above have not replied yes In fact, duty is very important and all teachers should perform their duty well.
8. 89.88% responded they show impartial, are fair in all respects with the students. This is very important attitude expected out of teachers and if teachers expect social, ethical and emotional learning environment in the classroom or teaching-learning space.
9. 87.64%responded they respect dignity of students. Dignity of every individual is important. Every individual has his own identity, have own Self Esteem and it needs to be respected, valued and student be treated keeping in mind his/ her dignity is not affected.
10. Very important for teacher to know that forgiveness is very important and teachers should avoid being vindictive, revengeful. It was not expected but 60.67% replied that they are vindictive sometimes. Yes it's very often true and may be fair and honest reply is given by them. But teachers should try to reduce this behaviour, attitude or say nature and learn to forgive, punish the cause or wrong act and not the person/ individual for wrong done by him or her.

11. 87.64% responded they respect individuality. Every person is unique, different. No two persons are same and also one size doesn't fit all. If every teacher tries to follow it then, it will hardly take time to create a well-balanced social, ethical and emotional learning environment in the classroom.
12. Bullying, ragging is very much common and in fact but many a times harmful. In fact cyber bullying is very much heard now days, whatever be the form of bullying, it is very sure to harm or create obstacle in maintaining a balanced social, ethical and emotional learning environment. Hence watching bullying indicators is very important. 67.42 % replied they watch bullying indicators. But what about the remaining respondents. All need to work and give time to watch, keep an eye on it along with teaching –learning for a nourished teaching –learning fruitful environment.
13. 62.92% intervene / prevent to stop bullying. Remaining 37% should make effort first to understand, keep eye on bullying, check for bullying indicators and should intervene or prevent this bullying to have a good learning environment.
14. 87.64% replied that they do share source with the students which means whatever is being taught, information is been shared with learners , direct source , origin and the contributor is respected and acknowledged and teacher acts as a role model in front of the students thus it results in maintenance of a social and ethical learning environment.
15. 87.64% replied that they use free images/ make images; this statement is very much similar to earlier one. This practice, in fact letting the students know about it, creating awareness or drawing it in class on board though included in the slide will be better.
16. Regular emotions check in is very important. Hardly teachers give importance to it. Many teachers may be excellent in academics but lack emotional intelligence. Emotions are very important for a fruitful learning environment. Only 67.42 % replied they do regular emotions check in? In fact reply should have been nearly 90-100%. Especially while handling all young children right from kindergarten kids to teen adults and very important while handling CWSN.
17. 44.94% reacted they screen the learning needs. See learning needs are very important. Every learner is different and learning needs are different. While handling CWSN, this screening is very important to know well in advance the learning needs so that accordingly teachers can adapt, adjust, plan out the learning experiences w.r.t. the child, and know if any child needs additional remediation.
18. Adaptation is very important. Especially when handling CWSN, slow learners, vernacular medium students etc. Only 56.17% of teachers replied they adapt content as per need.
19. Cooperative learning is very important and a very effective strategy for socialisation, developing effective interpersonal skills, teaches adjustment of all kinds. In fact cooperative learning is like peer learning and very important to understand , respect, develop listening skills, foster healthy competitive spirit, brotherhood and in turn a effective learning environment. But only 62.92% responded they encourage cooperative learning. What about rest? Why not they do it is another question that arises in them mind.

20. 56.17% of teachers reacted yes to study of learning styles, study habits. Study styles and habits vary person to person and this is to be given importance and study of learning styles, study habits to be done regularly as the year starts and every teacher meets new batch of students with diverse learning style.
21. 78.65% guard against unintended bias. Teachers need to be careful. Fair and just treatment is very important for healthy learning environment in the school.

Conclusion:

Time for SEE learning has come. Effective interaction between teachers, students in the classroom environment where there is proper balance between social, emotional & ethical learning environment will help in effective teaching -learning. Teachers has hence to fasten the seatbelts and focus, widen his/her lens .Rightly said and let's bring into practice SEE learning. Let's educate the heart and the mind

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