

SEE LEARNING AND IT'S EFFECTIVENESS IN ENRICHING CHILDREN WITH VALUES TO CATER THE NEEDS OF TODAY'S COMPLEX AND HETEROGENEOUS SOCIETY

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Abstract:

“Value” – *It helps to achieve what no country can buy*”. As it is said, without the study of human values that can make every child a more kind, compassionate and empathic person and foster emotional intelligence in every child, education would undoubtedly fall short. It is evident that values are something important to an individual or collectively to a group or a body, be it a society, a community, an organization, nation or humankind as a whole and builds up a healthy society, where everyone is entitled to equal opportunities and have a sense of equally responsible in performing their duties. The purpose of education is holistic development of student's personality, which means the integrated development of body, mind, intellect, and soul. It can be achieved by educating individuals in such a way that their emotional, social, ethical, cultural and academic needs have to be integrated in their education process. The Dalai Lama, thus advocates for holistic approach to education in the form of SEE Learning in collaboration with Emory University that cultivates, alongside traditional academic subjects, a benevolent and ethical mindset grounded in the basic human values that can be discerned through common sense, common experience, and science. This program is based on focal values or central values which are beyond any tradition, culture and religion and also accepted as core of any tradition, culture or religion – intended to fostering social, emotional, ethical development of learner as well as teacher and administrators based on scientific approach and “secular ethics” acceptable to people of any or no religious faith.

Key words: *Value, Ethical, Social, Emotional, SEE Learning.*

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Introduction:

“Sa Vidya Ya Vimuktaye” means salvation can be achieved with education, but it can only be achieved if it is value based. As it is said – education without value is lame and values without education are blind. Providing education without “good” values is like giving a man a weapon without teaching him, whether it is for their defense or for causing destruction. Values teach us respect, tolerance, patience, kindness, honesty, good ethical conduct that needs to be inculcated in humans since childhood. Based on this line SEE Learning has been developed with the help of experts in developmental psychology, education, and neuroscience, as well as the vision and support of his Holiness the Dalai Lama, who has long called for an education of heart and mind and universal, non-sectarian to bringing the ethical development of the whole child into education.

The need and importance of value education in the 21st century is far more important because of the presence of

technology and its harmful use.

As stated in 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) this statement underlines the need for value-based education to lead the country in 21st century. SEE Learning is a K to 12 education programs developed by Emory University’s center of contemplative science and compassion-based ethics, to provide high quality easy to use curriculum and a comprehensive framework for educators and students for their overall development based on scientific research and the latest knowledge in educational practice. SEE Learning by employing its pedagogical model and various key components teaches children about essential human values, equip them with the best digital skill and help them understand the importance of ethical behavior and cultivating compassion. It provides students with a positive view of life and motivates them to become good human being, help those in need, understand and respect mutual and interdependency, respect and understand the needs of one’s own self and fellow being, respect community at large and become more responsible and sensible. Therefore, the SEE Learning will also help to achieve the goal of NEP-2020.

Distinctive Features of SEE Learning to Foster Values:

Roots of SEE learning is grounded in the idea that education can, and indeed should be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large, an idea that is rapidly gaining support in a variety of circles. Increasingly research suggests that it is unwise for education to focus solely on cognitive skills and neglecting emotional intelligence development which can enable individual to deal constructively with conflict when it arises. SEE Learning structure is based upon understanding of compassion by students, teachers and other stakeholders engaged in it and advocates that compassion should be the part of every stage of learning activities as compassion creates a positive school climate, reduces violence and improve learning environment. Its aim is to facilitate the student to develop emotional literacy and to promote ethical literacy so that they can easily accept change and adjust themselves to the situation.

In contemporary times, materialism and consumerism dominate, which is very different from ancient times when education was a spiritual experience. Hence subjects that help in getting a job and acquiring wealth are preferred ignoring the importance of self-satisfaction and happiness and co-existence. And in this run gives rise to stress, loneliness, anger and dissatisfaction. Keeping this scenario in center, the development of SEE Learning framework is based on best practices of social-emotional Learning (SEL) programs. SEE Learning is also called an extension of SE Learning. Not only it draws and integrates best features from SE Learning, but also goes beyond to include new and distinctive features. SEE Learning framework is thus based on following unique features: -

1. Attention training: is a fundamental skill for helping children better manage their inner world and enhance learning.
2. Cultivating kindness and compassion: growing scientific evidence supports the notion that a compassionate, caring attitude is beneficial not only to others but also to oneself in terms of physical and emotional health

and the implication of such an attitude for social well-being are clear.

3. Resiliency skills: body-based practices and “body literacy” provides students and educators with immediate tools for dealing with stress, thereby reducing hyper and hypo-activity and also serves as an important foundation for the subsequent cultivation of emotional awareness and focusing attention.
4. Interdependence and system thinking: SEE Learning includes both explicit teaching of systems thinking to students and adopts a system approach itself. Through system approach one recognizes that we exist within and are affected by interdependent systems and helping students learn practices of self-care and care for others.
5. Ethical discernment: SEE Learning provides an approach for addressing the root causes of inequity and its perpetuation in ways that can involve students and can be explored along with them.

Based on above features SEE Learning provides a comprehensive direction for value-based and compassion-based curriculum development and its implementation. It also provides support structure to educator, facilitator, and their ongoing professional development.

SEE Learning Catering Skills for a Changing world: Enhancing Values for Vibrant Societies:

An Exemplary citizen is made, not born, just as we learn math, language, we should also become specialists in those lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and other ethical principles that define us as human beings, it will be difficult for us to build a better world. In this context SEE Learning is to create an inclusive and comprehensive framework that can be used in any educational environment and at all levels of education to teach social, emotional, and ethical competencies, no differently from how students are taught mathematics, foreign languages, science, or any other academic subject.

It is very important to teach values to children as values reflect what is important in life and also acts as guiding principles that guides person’s behavior in all aspect of life like:

- strong character building
- understanding the difference between right and wrong
- helps to stay strong in any situation
- boost self confidence
- helps children to stand against injustice

As we know children today move through grueling education system that goes on almost unendingly- right from when parents send them to kindergarten at a tender age of 4 to 5 to completing their graduation these is a constant barrage of information hurled task to make sense of this vast amount of understanding information on top of that the bar to perform better than peers and meet expectations is set at a quiet high level. This makes a youngster lose their curiosity and creativity under the burden. Further, the emergence of soft parenting, nuclear and single parent family structure, absence of role model adults in the form of parents and teachers have exposed the children to diverse and diverging set of values which gets compounded with ubiquity of highly diverse digital media. This leads to children in forming varied values and attitudes influenced by heterogeneously valued peers

rather than more homogeneously valued family members.

The role of schools as the reinforce of common shared values is no longer relevant or possible in an increasingly heterogeneous society. Besides, teachers themselves may have different value profiles, further confounding the case for students and schools.

Value system now vary at the level of in a school because urbanization has created very mixed communities. As such schools are increasingly in conflict with parent and communities and society at large is worried. In current times where children represent and face diverse backgrounds and social values, thus we need a ‘new religion’ and “new ethics” which incorporates the best values to be found in all religion, but which is equally convincing to people with no religious faith at all. to provide the foundation of new-age and can be called “universal religion” which in turn is based on “universal values” called as “secular ethics” by his highness the Dalai lama and has significance on SEE Learning framework that can be used across countries and cultures, as well as schools that may be religious or non-religious.

As his highness the Dalai Lama has put “we need an approach to ethics that can be equally acceptable to those with religious faith and those without - we need a “secular ethics”. If we don’t have a way of bringing secular ethics into education and into different parts of society, then we have no way of talking about our common basic human values. “SEE Learning is an effort to bring secular ethics into education, secular ethics as His Holiness the Dalai Lama defines it as- “basic human values”. So, values like compassion, forgiveness, tolerance, generosity and empathy are values that we have as human beings, regardless of our religious tradition and cultural tradition. These values are shared by all the world’s religious traditions, and also by people of no religion. It isn’t appropriate in every case to bring ethical values into society and into education on the basis of religion, but we can bring ethical values in through a universal, secular approach, developed by SEE learning. SEE Learning can thus be very much in trend to inculcate values among children.

Operation and Engagement of SEE Learning:

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

- **Awareness:** It pertains to the ability to perceive inner and outer phenomena in an increasingly sophisticated way, including one’s own inner life, the presence and need of self and others in the same light, and interdependence as a feature of one’s own life and of the systems within which exists.
- **Compassion:** Students will develop skills to regulate their psychological health i.e. emotional hygiene and self-care, empathy and courageous compassion for others. Which will help them to develop strong recognition of common humanity that exist as values for all human being.
- **Engagement:** This domain refers to learning and habituating the attitudes. Students will develop refined self-regulation skill, sensible behavior, that is beneficial to self and others. This ability empowers them to effectively and confidently engage themselves with community for broad social benefit at global level.

The SEE learning curriculum is designed to build the skills and values associated with particular dimension, but it should be taken note that teachers can make connections between a topic addressed within one dimension to

those associated within the two others as competencies across dimensions are mutually reinforcing this can help in sustainable and holistic development of child.

Three dimensions can be applied further in three domains are as:

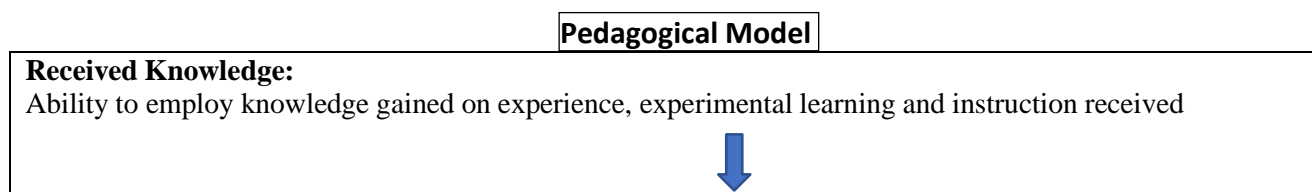
- **Personal** (self)
- **Social** (others)
- **System** (interdependence of systems)

SEE Learning however takes into consideration the complex world and understands that we do not solely interact one-on-one and also realizes that implementing only one domain or dimension in isolation will not prove effective in inculcating values and enhancing social, emotional, and ethical competencies. SEE Learning thus engages system thinking as a mode of enquiry. System thinking provides one important new way of problem solving especially relevant for the modern world. Instead of looking at and seeking solution to any problem in isolation which may prove ineffective, system thinking is a mode of inquiry that causes and conditions that give rise to the problem in context, and address the components and processes of the system itself in order to solve current problem and future possible manifestation of it as well. Since each dimension will be explored within each domain, this yields nine components. The three dimensions and three domains and integration of them through system thinking and using various components at all the levels can be visualized from the chart given below: (See Figure 1 derived from: The SEE Learning Companion - final draft: December 19,2019)

Domains ↓ / Dimensions →	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

Pedagogical Model of SEE Learning:

SEE Learning uses a pedagogical model in which in which channeled to gradually move through three levels: (See Figure 2 derived from: The SEE Learning Companion - final draft: December 19,2019)



Develop Critical Thinking:

Through this, learner gain personal insight, connecting the knowledge they have received to their lives and in-depth study and sustained analysis of it in light of real situation, hence such knowledge becomes learner's own knowledge, discovered by themselves and boosts personal "a-ha" moments which results from sense of achievement.



Embodied Understanding:

Reinforcing ones own developed knowledge through sustained practice, exercises, debate, discussion, and othertools until the knowledge becomes transformative and spontaneous.

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 by employing four key learning approaches as:

- 1. Critical Thinking:** is an important component of SEE learning is an important component of SEE learning, the emotions 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.
- 2. Reflective practices:** are key tools for developing a richer received knowledge for deepening that received knowledge to the levels of critical insights and eventually embodied understanding.
- 3. Scientific Perspectives:** refers to mode of inquiry that depends on and is informed by prevailing scientific understanding of ourselves and the world we live, based on common experience and common sense, science helpsto provide a common foundation for an approach to ethics that is impartial with regard to culture or religion. Because science is based on empirical observation and the theorizing and testing of cause and effect, the key learning thread of scientific precepts also supports critical thinking.
- 4. Engaged Learning:** is referring to more active learning strategies and methods, that are more participatory and illustrated for students, instead of traditional approaches where students are more passive in learning activities. This involves a cooperative learning, creative expression, community engagement through projects andecological learning. Engaged learning is complementary to critical thinking, reflective practices and scientific precepts and it also allows students to further explore and experience what they have learned in a direct, embodiedand practical way.

Embedding the SEE Learning activities as mentioned above at all levels of and areas of teaching-learning employing pedagogical model which implies exploration by students on their own and not direct instruction where teachers plays role of facilitator -will enable the stakeholders to critically examine their actions and control their destructive emotions accordingly to maintain the harmonious environment for others .Through this, students can be realizing their tremendous potential for being a good human being to themselves and for others.

Conclusion:

SEE Learning thus can be very useful to enhance values in children in this changing scenario and empowers students to engage ethically as part of a global community in this pluralized world through its unique secular ethics approach and also provides educators with the tools to support student's well-being.

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