



atmamanthan

A JOURNEY INWARD



Teacher's Learning Project

CONNECT WITH YOURSELF

An initiative by:



BANARAS
CULTURAL
FOUNDATION

www.banarasculturalfoundation.org



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Manthan in Hindi means to churn. This churning is not passive but with active participation. What does churning do? It first mixes and if we are true to the churning then it separates and clears out things. So Atmamanthan is the self-churning program to help us clear our thoughts and move forward with a certain amount of clarity.

It is relevant for us as individuals, children in school, educators and as participants in the society to take some time of every month to take stock of who we are, what are we doing and where are we going. This can be done by taking a retreat and actively churning.

We have a team that can facilitate this churning and inquiry through the program we call ***Atmamanthan***.

“Do we have more potential
than we acknowledge?”

LOTUS LANGUAGE
Tarthang Tulku Rinpoche

ABOUT THE PROGRAM

MODULE A

Day 1	Self Reflection and Compassion Building <i>(Development of Emotional Quotient)</i>
Day 2	Resource Building in Personal and Professional Life
Day 3	Introspection with Focusing on Understanding Observations and Judgments
Day 4	Understanding Collaboration and Improving on Communication through Creative Thinking Skills

MODULE B

Day 1	Understanding Troublesome Emotions
Day 2	Managing your Time
Day 3	Problem Solving Skills
Day 4	Working on our Procrastination

MODULE C

Day 1	Understanding Development of Child
Day 2	Understanding and Early Recognition
Day 3	Concept of Intelligence
Day 4	Working on Classroom Engagement

MODULE D

Day 1	Dealing with Criticism and how to give Feedback
Day 2	Understanding Risk Taking and Decision Making
Day 3	Working on Persistence
Day 4	Work on Communication and Assertive Training

FROM THE FACILITATORS

“Genuine willingness is not squeezed out of us; it is not a question of being docile or following orders. It is inspired and inspiring, and it comes from inside.”

KEYS OF KNOWLEDGE
Tarthang Tulku Rinpoche

MODULE A

The goal of the program is to help teachers and educators develop micro skills that enables them to effectively deal with demands and challenges in various aspects of professional life.

In this training module, educators and teachers will participate in experiential learning through group discussions and activities, specific individual activities, short lectures, coaching or mentoring, role playing to enhance their learning and teaching skills. These modules and learning lessons are easy to replicate in the classrooms with the students.

Each session will last for 60 mins. We prefer 2 sessions per day with 30 mins break in between each session.

DAY 1

Self Reflection and Compassion Building

(Development of emotional quotient)

As psychiatrists and educators we work on disorder, distress and development. On day 1 we focus on development part of ourselves; development of our emotional intelligence. Skill development comes after emotional development like assertive training comes only after working on anger or anxiety. One may know the skill but being overwhelmed by emotions may block its manifestation. Our First step towards emotional intelligence development will be introspection of self and the environment around us. This will continue through out the workshop. Working on emotions will help us understand our thoughts and beliefs and the people around us (may it be students, team members or the management). Our emphasis is on the openness to learning.

DAY 2

Resource Building in Personal and Professional Life

The second day is about resource building in personal and professional life. Building an understanding about the kind of people we have in our lives may have practical advantages although it is never a guarantee. As most of us rely on one person for too many things in their lives and when the particular person is unavailable or not able to fulfil our demands then we try to label that person as good or bad and that may generate negative emotions that affect our mental health or relationship with that person. Also it is an added burden on the person to fulfil all the expectations and same goes for ourselves.

DAY 3

Introspection with Focusing on Understanding Observations and Judgements

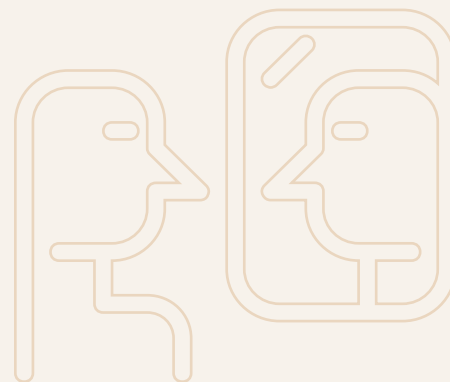
Day 3 is focussed on the concept of understanding and judgment; both are consequence observation. Through this, the aim is to understand our cognitive and emotional process of observing various situation in our life.

Learning the concept of unconditional acceptance of self and others along with the art of not judging yourself or others in any way. Only our actions, what I did that caused the problem in my life was wrong and learning to not repeat such behaviour. But it does not make me a bad person for the action. Failing at particular activity doesn't make me a failure as a person. This exercise will give us the understanding of self and other's depreciation.

DAY 4

Understanding Collaboration and Improving on Communication through Creative Thinking Skills

On day 4 the engagement is focussed on collaborative exercises and the process of experiencing and understanding our emotions through collaborative exercise and in-depth exploration of group dynamics.



Transition/Termination - Group sharing of the learnings, celebration of success of participants practice of alternative life skills.

Two Follow up sessions on how to connect what you have learned in the classroom and workspace.

“Life exacts a price for less than full participation.”

SKILLFUL MEANS
Tarthang Tulku Rinpoche

MODULE B

Emphasis will be given on developing and practicing higher cognitive skills like critical thinking which involves applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, senses, observation, experience, reflection, reasoning or communication which guide our thoughts, beliefs, emotions and significantly drives our actions in both professional and personal life. And in that process gather some tools and exercises that will help teachers analyze/evaluate any situation or person through cognitive critical stance.

Each session will last for 60 mins. We prefer 2 sessions per day with 30 mins break in between each session.



DAY 1

Understanding Troublesome Emotions

This session is focussed on the way we think about people and events that greatly influence the way we feel about them. Changing the way we think will change the way we feel about them. We will examine our views /thought about the events, why we act the way we do. Based on this knowledge one could decide to change the way they feel or act which may have more practical advantage.

DAY 2

Managing your Time

During this session we will work on our time management skills. Lot of time management articles and literature continue to remind us that time is a precious resource and each second, minute, hour or day that passes by will never be replaced. We will collectively work on effective time management skill in a way that doesn't mean that every second of our day is accounted for but that much time is directed towards achieving our goals.

DAY 3

Problem Solving Skills

We all face various difficulties in our lives without finding effective solution and sometimes initial difficulties are by the adoption of counter-productive strategies. Even though we might feel that the response made in that circumstance was right. We will work on different models of problem solving both emotional and practical. In practical problem focused coping, we systematically analyze stressful situation in order to change or modify them and in emotional focused coping we address emotional distress associated with the situation which prevents the change.

DAY 4

Working on our Procrastination

Dictionary definition of procrastination is to defer action i.e. deliberately decide to do something later on. This session is dedicated to understanding, uncovering and disputing forcefully self defeating thoughts and believes that comes in our way when working on a task. We will try to develop anti-procrastination attitude; what may appear unbearable becomes bearable as the action replaces inaction and avoidance.

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“How it is” need not be “how it will be.”

LOTUS LANGUAGE
Tarthang Tulku Rinpoche

MODULE C

This module throws light on the evidence based age appropriate learning style of students. How to deliver instructions effectively that are age appropriate. And work together to develop various methods of increasing engagement among the learners.

Teachers and educators will be sensitized about various signs and symptoms of psychopathology, the role of teachers in early recognition, primary and secondary prevention strategies and more important is to understand what not to do which may worsen the situation. There will be interactive sessions on understanding meaning of intelligence, various factors contributing to our intelligence, modalities used to test them and understanding the test procedures. Also learn the kind of cognitive practices which could improve particular subtypes of intelligence.

Each session will last for 60 mins. We prefer 2 sessions per day with 30 mins break in between each session.



DAY 1

Understanding Child Development

Through this module we are going to discuss and talk about various theories and models of a child's growth and development in terms of cognitive, social, moral, emotional, mental, fine and gross motor skills domains. Each age group brings new abilities and conflicts. Better understanding will help plan lessons better and demonstrate more realistic and practical behavior in emotionally challenging situations with children.

DAY 2

Understanding and Early Recognition

We are going to discuss various signs and symptoms of development disorder ranging from neuro-cognitive delays like Autism, neuro-development disorder, learning disorder, speech disorder, ADHD, attention difficulties to childhood anxiety and depression and aggression problem in children. This will improve our understanding and management skills when dealing with children.

DAY 3

Concept of Intelligence

Intelligence is much more than performing well in class. High intelligence doesn't guarantee success in life. A discussion about the concept of intelligence in various domains and newer development. The session ends with the basic test and standards for measuring intelligence.

DAY 4

Working on Classroom Engagement

On day 4 we explore the different methods employed by the participating teachers to engage the students in their classes. We will discuss the effectiveness of different methods in context of different situations based on real experiences that our participants share and come up with alternate strategies for the same. At the end we give a broad overview of applied behaviour psychology so that strategies for improving long term engagement in classrooms can be put into a scientific context.

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Two Follow up sessions on how to connect what you have learned in the classroom and workspace.

“What small step can I take today to bring an important goal closer to reality?”

MASTERING SUCCESSFUL WORK
Tarthang Tulku Rinpoche

MODULE D

Ineffective communication practices often lead to negative professional environment and reciprocally affect school and classroom environment down the line. We will together work on learning and strengthening interpersonal skills that emphasize on empathic listening, effective articulation of thought and handling difficult communications, conflict resolution techniques and capacity for collaboration as a team for healthy work environment.

Teachers will be taught various applied behavior analysis techniques. Various methods of positive and negative reinforcement rather than punishment to increase particular behaviors. Long term research has shown that punishment may have unpredictable behavior responses and are not very effective. These techniques could be used to decrease unwanted negative behavior in the classroom.

Teachers and educators must be equipped with various skillsets to take feedback, handle criticism and not personalize misbehavior, impoliteness and rude behavior of the students.

Each session will last for 60 mins. We prefer 2 sessions per day with 30 mins break in between each session.



DAY 1

Dealing with Criticism and How to Give Feedback

Criticism is inevitable..

We will again work on the concept of labeling and self acceptance. On this workday we learn various ways to respond to criticism without disturbing ourself. The new learned ways help to objectively evaluate our behavior or attitudes and not judge ourself.

This will help us assess the degree of truth in criticism by not being afraid of admitting our mistakes or shortcomings. Then deciding on what changes we need to make to achieve the desired goal.

DAY 2

Understanding Risk Taking and Decision Making

We all feel risk-taking as something to be avoided or minimized and making the process of decision difficult. We wish for an exciting and challenging life but when the opportunities comes we step back because of the fear of backfiring. Change may involve risk and difficulty but it also gives confidence, self acceptance and new learnings from your mistakes. I this session we are going to work and understand risking taking, decision and impulsive design making.

DAY 3

Working on Persistence

One of the important qualities for success and achievement in life is persistence but we all take persistence as something to continue obstinately like a behaviorally inflexibility or unthinkingly pushing forward in life. On this workday we develop a philosophy of persistence in terms of continuous process of thinking and acting flexibly in the face of changing circumstances on the path of reaching our goals.

DAY 4

Work on Communication and Assertive Training

Assertive training is not just about standing up for oneself in situations of actual or potential conflict but also about expression and accurate communication of affectionate behavior where appropriate. We will work on expression of both negative and positive feelings and thought. We will also focus on emotional blocks that prevent or hinder the learning and application of assertive skills.

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From the Facilitators



Navneet Raman
CHAIRPERSON

As the founder of Banaras Cultural Foundation my interest has been always in the well-being of the human. This, I feel is only possible if we enrich our minds, body and soul. This needs engagement with the thoughts and its processes, physical environment, and a culturally vibrant scenario. To create this we need a nurturing environment for our young minds and that has to be cultivated with the teachers, parents and the society. Humans don't live in isolation but are interdependent and so I want to learn as much as contribute to this larger process.



Dr. Amandeep Gill
PROGRAM DIRECTOR

I am a Consultant Psychiatrist currently working at New Life Hospital, Varanasi. Mental health related problems contribute majorly to poor quality of life in our times. Professionally, I believe that prevention is better than treatment. Working with teachers, educators and students gives me the opportunity to help people understand and work with them on building healthy minds. I believe school is the place to bring change since any change brought to student life will be long lasting. Through school workshops my focus is on improving various cognitive skills like problem solving, communication, emotional regulation from an early age. Also, early recognition and intervention can prevent long term sequelae of various mental health related issues.



Dr. Nishant Ohri
PROGRAM SPECIALIST

I finished my MD in Psychiatry in 2017 and since then have worked in Medical college and Civil hospital on various posts involving OPD consultation, undergraduates and research. My special areas of interest are child and adolescent cognitive development, learning and epistemology. I believe if flexibility of thought and coping mechanisms are inculcated in children through experimental and collaborative learning models, can lead to life long resilience against mental disorder and personality issues.

Continuing Education

Educational Programs are at the core of the activities we do at Banaras Cultural Foundation. The idea is to constantly educate ourselves about the person we are, the surrounding and the interactions between the two. A mindful interaction begins with an educated individual. Our programs are directed towards our own organization as much as the society we work and live in. Starting from the Individual to the school, the corporates and the society at large.

There are various forms of education: formal, informal, structural, experiential and participatory. We approach these various forms to improve the “Quality of Life” of the society we interact in!

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