



MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION

H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)

Tel: (022)26776221, Fax: (022)26790095

Email: principal@hkce.edu.in Website: www.hkce.edu.in

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Oshiwara, Jogeshwari (W), Mumbai-400102

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— Under Women Development Cell —
Organises

— WORKSHOP ON —

Mental Health Awareness- Emotional Intelligence

Learn how to recognize, understand, and manage
your emotions for better mental health and well-being.



Understand
Your Emotions



Improve
Communication



Enhance
Self-Awareness



Build Better
Relationships

RESOURCE PERSON:
DR DIMPLE JAY SHASTRI
Psychiatrist | MBBS, MD



Date: 31 January 2026
Time: 10 am Onwards
Venue: 501 Classroom

EVENT INCHARGE
DR. AVANI KANAKIA

I/C PRINCIPAL
DR. VARSHA MARU

**VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY
OF SHAPING THE FUTURE YOUTH OF THE NATION**



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Report of Workshop on Emotional Intelligence

Date: January 30, 2026

Timing: 10 am to 11.30am

Venue: F. Y. B. Ed Classroom 501

Introduction

The seminar on "Emotional Intelligence" at Humera Khan College of Education was organized to address the vital role of mental health and emotional awareness in the lives of aspiring educators. The event commenced with a warm welcome and an acknowledgement that mental health is a holistic understanding of the mind and emotions rather than just the absence of illness. Dr Dimple J. Shastri, a Consultant Psychiatrist and Convener of the Mental Health Awareness Committee of the Indian Medical Association (IMA), Maharashtra, served as the guest speaker. The session aimed to bridge the gap between academic intelligence and emotional maturity, providing a platform for students to discuss the complexities of the human mind in a professional setting.

Participants

The seminar was attended by a broad spectrum of the B.Ed. department, ensuring a rich exchange of ideas across different levels of teacher training. The audience included students from both the Second Year (S.Y. B.Ed.) and the First Year (F.Y. B.Ed.), who participated actively in the discussions. The faculty was well-represented by Dr Sandhya Ma'am, Dr Avani Kanakia, Dr Madhuri Bendre, Professor Shenaz Khan, and Professor Shana Bano, all of whom supported the event's academic and professional goals. The session was formally inaugurated by the respected Principal, Dr. Varsha Maru Ma'am, who facilitated the guest speaker and emphasized the importance of mental health awareness in the teaching profession.

Objectives

- To define and differentiate between IQ (Intelligence Quotient) and EQ (Emotional Intelligence).



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- To identify the core components of emotions: Subjective feelings, Expressive behavior, and Physiological responses.
- To equip students with tools for self-regulation, conflict resolution, and effective collaboration.
- To reduce the stigma surrounding mental health discussions in academic settings.

Significance

The significance of this seminar lies in its focus on the "Human Element" of teaching, recognizing that a teacher's impact goes beyond delivering a curriculum. In today's high-stress academic environment, understanding Emotional Intelligence (EQ) is essential for maintaining personal well-being and fostering a positive classroom atmosphere. The session was designed to help students distinguish between IQ and EQ, helping them realize that while technical knowledge is important, the ability to manage emotions is what truly determines long-term success. By reducing the stigma around mental health, the seminar empowered students to view emotional management as a practical, developable skill.

Content

The core of the presentation focused on the fundamental nature of emotions, defining them as natural instinctive states of mind arising from one's circumstances, mood, or relationships. Dr Dimple Shastri explained that every emotional experience consists of three distinct components: the subjective feeling (the inner personal experience), expressive behaviour (outward signs like facial expressions and body language), and physiological responses (bodily changes involving the brain and autonomic nervous system). By understanding these layers, students learned that emotions are not random but are functional responses that arouse us to take necessary actions for survival and social navigation.

Moving into the practical application of these concepts, the session detailed the "Quadrants of EQ," which balance personal and social competencies. Personal competence involves self-awareness—knowing one's emotions—and self-management, which is the ability to handle those emotions effectively. On the other hand, social competence focuses on social awareness, or



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empathy toward others' feelings, and relationship management, which involves using that awareness to interact successfully with others. This framework served as a guide for students to identify their own emotional strengths and areas requiring growth.

The presentation further explored specific skills required to master Emotional Intelligence, emphasizing adaptability and influence. Dr Dimple Shastri urged students to be open to new ideas and to change their approach when circumstances shift, rather than remain rigid. In terms of social influence, the focus was placed on understanding the motivations and desires of others instead of using coercion. The importance of "Direct Feedback" was also highlighted; the speaker noted that avoiding honest feedback to be "nice" keeps people in the dark and hinders their progress, making transparency a key element of high EQ.

The final section of the content addressed critical survival skills like emotional control, conflict resolution, and internal motivation. Students were encouraged to take a "pause" in charged situations to maintain composure and prevent defensive reactions. Rather than shying away from difficult situations, the session taught them to "lean into conflict" to find peaceful paths forward. Finally, the concept of collaboration was emphasized, where sharing ideas and credit while actively asking about others' needs becomes the hallmark of an emotionally intelligent leader, moving away from a reliance on external validation toward a more self-sustained drive.

Conclusion:

The primary learning outcome of the seminar was the realization that while IQ remains relatively stable, EQ is a dynamic attribute that can be significantly improved through practice and awareness. Reflecting on the session, participants recognized that a high EQ is the cornerstone of effective teaching, allowing them to empathize with students and control their own reactions in a classroom setting. The seminar concluded with the "Take Home Points" that perceiving verbal and non-verbal cues is essential for creating rewarding relationships. In conclusion, the event successfully provided the B.Ed. trainees with a roadmap for emotional maturity, ending with a vote of thanks to Dr. Dimple J. Shastri for her enlightening and transformative session.



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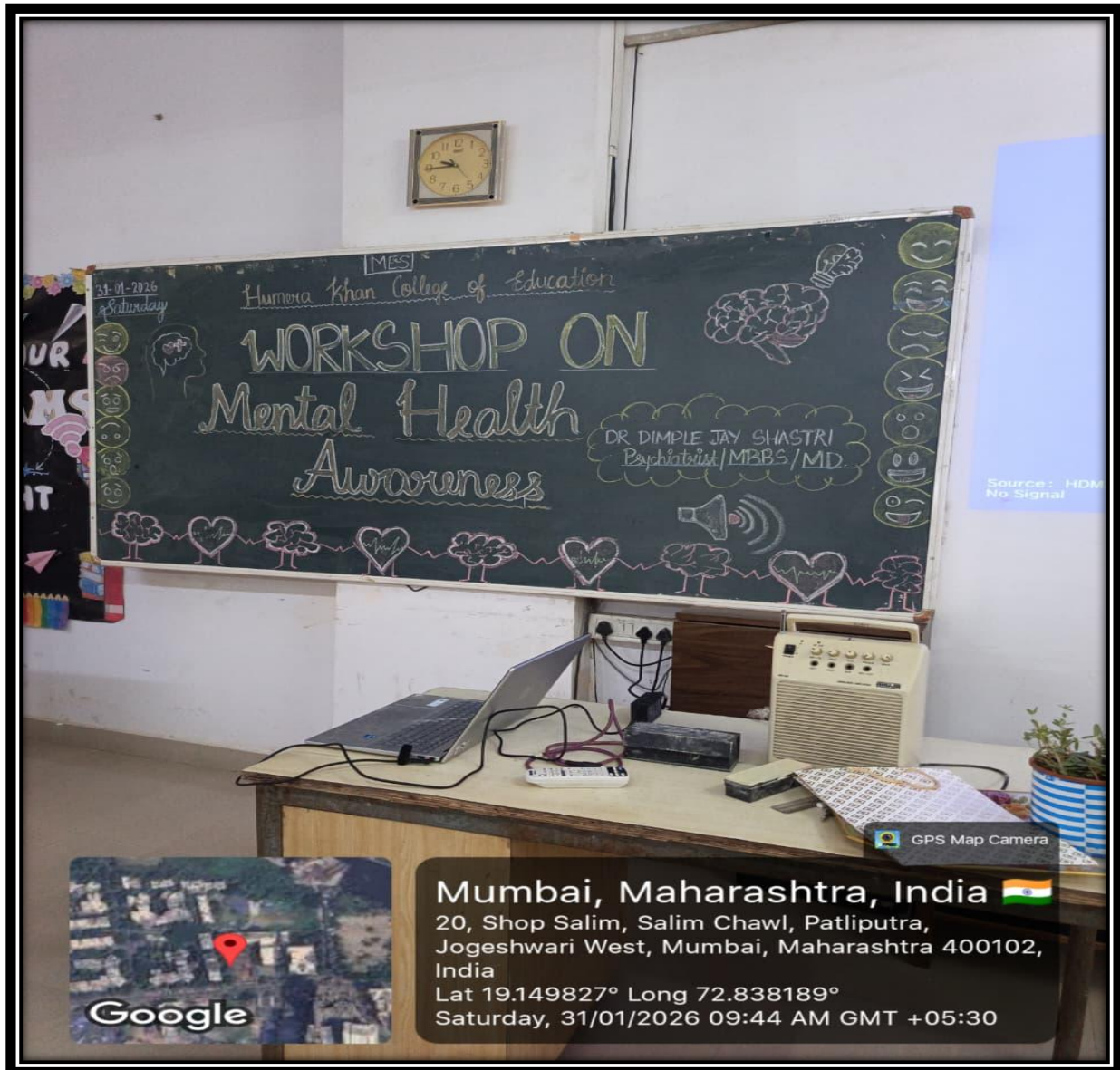
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Glimpse of Workshop on Emotional Intelligence





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