

VIDEO SUMMARY

Emotional Intelligence: A Pedagogical Superpower

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Emotional Intelligence: A Pedagogical Superpower | Emotional Intelligence (EI) for Faculty | psychological-literacy

Students experience both the subject knowledge and the person teaching it. Emotional intelligence means recognising, understanding, and managing your own emotions, noticing other people's emotions, and responding usefully. These practices can be learned and developed. In class, these habits affect trust, participation, feedback, and psychological safety.

These practices fall into five connected capacities. Self-awareness starts before you enter the room. If a difficult meeting has left you irritated, take one breath and ask, 'What am I carrying?' That short pause can stop the mood from spilling into the next interaction. Self-regulation starts by naming the feeling, pausing, and choosing what to do. Sometimes the right choice is to postpone a difficult conversation. Motivation comes from the purpose that carries a teacher through repetition, rejection, and routine work. Notice one meaningful moment each week, and treat tiredness or the need for rest as useful information.

Empathy seeks understanding while maintaining emotional boundaries. If a student misses a deadline, check what happened while keeping the standard and boundary clear. Ask what part of the story you may be missing. Social skill puts this understanding into practice through check-ins, mentoring, reframing disagreement, and respectful corrective feedback. In a difficult conversation, first summarise the other person's position accurately. Then state your own.

These capacities reinforce one another. Awareness makes regulation easier. Regulation creates room for empathy, empathy improves dialogue, and better relationships can restore motivation. Emotional intelligence helps a teacher stay clear, steady, and responsive through disagreement, high expectations, and accountability.