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# The National Webinar

on

**Socio-emotional Learning  
system & social responsibilities:  
A Need of the time**



21<sup>st</sup> & 22<sup>nd</sup> April 2025

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**Special Issue of**  
Compilation of Research Papers  
**of**  
**THE NATIONAL WEBINAR**  
On  
**Socio-emotional Learning system & Social responsibilities:**  
**A need of the time**

**Dated - 21<sup>st</sup> & 22<sup>nd</sup> April, 2025**

**Organised by**  
**The Lord's Universal College of Education**  
&  
**Manjara Charitable Trust's College of Education & Research**

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**Editor-In-Chief**

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**Assistant Professor Soma Guha**  
&  
**Ms. Sheetal Dhotre (Librarian)**

# **Socio-emotional learning system & Social responsibilities: A need of the time**

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## **Preface**

Our institution strives to promote meaningful academic inquiry that responds to the evolving needs of education and society. One such endeavour is the present collection of research-based papers on *Socio-Emotional Learning System & Social Responsibilities: A Need of the Time*, a theme that has become an urgent necessity in today's rapidly changing world.

The entire webinar was catered around the affective domain of **Bloom's Taxonomy** to train the teachers to develop the skills required to transform students' personality, being sensitive to the social responsibilities & hence all the subthemes reflected this idea of sensitizing the teachers & in turn, their students, fostering the role model.

We consider this work a valuable addition to the growing body of knowledge in education, reflecting our commitment to fostering socially responsible, emotionally competent learners through research-driven initiatives and scholarly engagement.

**Dr. Savita Manchekar**  
**I/C Principal**

## **From the Editor's Desk**

The present journal, *Socio-Emotional Learning System & Social Responsibilities: A Need of the Time*, is a compilation of research-based papers written by the participants after attending a two-day training workshop-based webinar and implementing the learnings in their respective institutions. Hence, all the articles reflect experiential learning, and the compilation includes all the identified sub-themes

Although the articles are written in English, sincere efforts have been made to present the ideas in a clear, simple, and accessible manner. As editors, we focused on refining the articles to ensure they are engaging and easily readable for a wide range of readers.

We welcome suggestions and feedback from our readers. For correspondence, please write to:

[info@beateacher.in](mailto:info@beateacher.in)

**Ms. Soma Guha & Ms. Sheetal Dhotre**

## CONCEPT NOTE

This webinar explores the connection between the SEL system and the social responsibilities of an individual, wherein SEL contributes to skill development like Self and Social awareness. Self-management, Responsible decision-making skills etc. which are essential for carrying out social responsibility towards community service & community engagement that would transform into developing positive attitude toward social responsibilities.

We aspire to make SEL system relevant to develop good social habits among the students at the tender age so that with constant practice these habits can be transformed into positive attitude with the right mindset in the long run.

For example, keeping the surrounding clean is one such important social responsibility that is attracting the attention of Government machineries in India. However, unless the citizens have a positive attitude towards cleanliness, the task is very difficult even for the authorities.

Hence, we have decided to venture out into the said theme to showcase different ways through which teachers can develop social habits among students and with constant reinforcement they can be sensitized enough to become socially responsible citizens,

Besides, we are keen on using BLOOM's Taxonomy of Affective domain due to the very essence of SEL which has been coined by a Non-profit organization from Chicago, CASEL (Collaborative for Academic and Social Learning). The organization, based on earlier research in the area defined SEL as, a system of process through which an individual manages own emotions, sets a positive goal, empathizes with others and make responsible decisions. The concept thus directly relates to the stages of Affective domain of sensitizing students about the value-based learning system.

The participants would be provided with an insight into developing Instructional design, creating a module or preparing the proposal for Action research projects on the issues that require the aforesaid social skills to carry out social responsibilities by making a positive impact on the society.

Education today demands more than academic excellence; it requires nurturing well-rounded individuals equipped with socio-emotional skills. The affective domain of Bloom's Taxonomy emphasizes the emotional aspects of learning, shaping attitudes, values, and behaviors. This webinar aims to explore strategies for modifying student behaviors through targeted interventions, fostering socio-emotional growth, and preparing students for future challenges.

## Index

SR No	Title	Author	Page No
1	Theory to Transformation: A Three-Phase Approach of Integrating Socio-Emotional Learning (SEL) and Social Responsibility in Teacher Education	Dr. Sunita Shah	1-6
2	Developing Awareness of Social Responsibilities Among B.Ed. Students: A Focus on Self-Management	Ms. Deepti Agawane	7-13
3	Sensitizing Students towards Social Responsibility on Cleanliness through Social Emotional Learning (SEL): An Action Research Study	Dr. Sunita Shah & Ms. Soma Guha	14-18
4	Developing Student Teachers' Awareness of Social Responsibilities: Promoting Care for the Environment	Dr. (Mrs.) Megha D. Gokhe	19-26
5	An Assessment of Socio-Emotional Learning Based Lesson Plans of B.Ed. Students	Dr. Malavika Ahlawat	27-34
6	Implementing sustainable initiatives in the school campus	Ms. Manju P. K	35-39
7	Develop a lesson plan to sensitize students towards social responsibilities. Title: Mindfulness Through Yoga: A Holistic Strategy for Reducing Classroom Stress	Ms. Upasna Roy	40-53
8	Socio-Emotional Well-Being and Academic Life: A Study on Students	Ms. Sreevalsa Rajiv Nair	54-59
9	A report on - The National-Level Webinar on 'Social Emotional Learning System and Social Responsibilities: A Need of the Time		60-63

**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**

**Sub-Theme :**  
**Theory to Transformation: A Three-Phase Approach of Integrating Socio-Emotional Learning (SEL) and Social Responsibility in Teacher Education**

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**Abstract**

This research article describes a three-tiered pedagogical intervention designed to integrate Socio-Emotional Learning (SEL). The study followed three independent phases: (1) An intensive hybrid workshop organized by the Lord's Universal College of Education (LUCE) in collaboration with the University of KwaZulu-Natal and MCT on writing a research proposal focusing on sustainable practice experiments in relation to Bloom's Affective Domain; (2) The execution of Action Research projects by B.Ed. students in diverse school settings to develop a sense of social responsibility among BMC students; and (3) A national webinar organized by LUCE in collaboration with MCT BED, where these experiences were synthesized into a "need of the time" framework for national discourse.

Data analysis from the action research phase indicates a significant shift in BMC students' attitudes toward social engagement, moving from passive awareness to active characterization. The paper concludes the qualitative analysis of student-teachers' reflections on their action research project experiences. These experiences and anecdotes were used in the national webinar to create a more authentic and motivated learning environment.

**Keywords:** *Social Emotional Learning; cleanliness, social responsibility; affective domain; quasi-experimental design , BMC Schools*

**Introduction:**

In the contemporary era, the global educational landscape is grappling with a paradox. While cognitive achievements and technical skills are at an all-time high. Social cohesion and emotional resilience appear to be in decline. The "need of the time," as identified by The Lord's Universal College of Education (LUCE) and MCT B.Ed. College is a systematic reintegration of Socio-Emotional Learning (SEL) into the core of teacher training.

This article details a unique three-phase longitudinal study that moved beyond theoretical discourse. It claims that social responsibility is not an innate trait but a cultivated competency that can be

developed through the strategic application of SEL skills, specifically self-awareness, empathy, and responsible decision-making.

### **Phase I: The Foundational Workshop (Writing Research Proposal)**

The first phase involved a structured workshop for student-teachers. The objective was to provide an expert research environment that can motivate the student-teachers to take up social issue-related action research, the details of which are given below.

The Lord's Universal College of Education organised a two-day hybrid workshop in collaboration with the University of KwaZulu-Natal and Manjara Charitable Trust, College of Education and Research. This research led hybrid workshop titled as 'Transformative teaching and learning based on sustainable development: An Action Research Project'. The workshop discussed on following

- Theory on Transformative Education (Research- Theories), Pollution And Recycling (Living In Large Cities)
- Sustainability Education (SE) Through School-Based Teacher Professional Development (Example of Practical Engagement of Teachers in SE) Arts-Inspired Methodologies In Sustainability-Related Issues of Health And Hygiene (Research Methodology)
- Sustainable Cities And Communities With A Specific Focus on Food Security And Schools (Practical Examples of What is Possible in Schools)
- Integrating Real-World Examples in Developing Settings to Advance ESD With A Focus on Pollution, Hygiene, and Health (Practical Examples of How ESD can be Enacted)

In this hybrid mode workshop resource person showcased their sustainable practice experiment while explaining the way of writing research proposals. With this orientation, the LUCE B.Ed. Students took up action research, intending to develop a practice of social responsibility among school students towards cleanliness.

### **Phase II: Action Research by B.Ed. Students-teachers (The Field Experiment)**

Following the workshop, the student-teachers and faculty brainstormed and came up with an action research problem - cleanliness as social responsibility among BMC students. Furthermore, the student-teachers were deployed to internship BMC schools to conduct independent Action Research. This phase was the "crucible" where theory met reality.

The action research projects, which were conducted to evaluate the effectiveness of SEL-based educational programmes designed to increase awareness of hygiene and cleanliness and social responsibility among students of BMC School in Malad East, Mumbai (the internship BMC schools of LUCE for the batch 2023-25). Student teachers' internship observations indicate that these BMC school students belong to densely populated and economically challenged areas, often lack adequate knowledge regarding hygiene, which leads to preventable infections and impacts academic performance. By implementing SEL-integrated intervention, these researchers aimed to improve students' knowledge, attitudes, and behaviors across cognitive, affective, and psychomotor domains.

The methodology employed by the student-teachers one-group pre-post-test experimental design, focusing on a specific BMC school student group, so a purposive sample technique was used. The

intervention consisted of a four-hour educational programme delivered over three days, utilizing a constructivist approach that included storytelling, interactive discussions, multimedia aids, and role plays. Awareness was measured using a structured questionnaire administered before and after the programme to track changes in students' understanding of social responsibility about hygiene and environmental sanitation.

The results indicated a significant improvement in student awareness across all measured domains. Statistical analysis through paired sample t-tests led to the rejection of the null hypotheses in almost every student teacher's project, as the calculated t-values for hygiene and cleanliness far exceeded the critical values. Specifically, the cognitive domain showed the highest gains, while the psychomotor and affective domains reflected a positive shift in daily hygiene practices and behaviors.

These studies conclude that well-designed, student-centered SEL-integrated educational programmes are highly effective in fostering healthier behaviors among adolescents, especially in underprivileged settings. The findings highlight the importance of integrating hygiene education into the school curriculum and suggest that collaborative efforts between teachers, parents, and school administrators are essential for maintaining long-term health benefits and community well-being.

Here are some of the reflections of student teachers in their own words who delivered the SEL-integrated educational programme.

"Initially, I feared the BMC students wouldn't care about 'global' pollution. But when I showed a video of their local Nala (drain) overflowing, the room went silent."

"One student told me they don't have enough water at home to wash their hands 10 times a day. I had to pivot my lesson from 'perfection' to 'practical hygiene'."

"I used a role-play where one student played 'Sick City,' and others played 'Doctors.' The empathy they showed for the 'City' was surprising."

"The video resources were a game-changer. Students who usually struggle with English or Marathi instructions were the most vocal during the video discussion."

"This workshop taught me that I can't teach sustainability if I don't practice it. I started carrying my own cloth bag to school to lead by example."

"I felt like a facilitator rather than a teacher. For the first time, I wasn't just 'giving' knowledge; we were 'constructing' a cleaner classroom together."

"Integrating arts (drawing their 'Dream Mumbai') allowed students to express the frustration they feel with the smoke and noise near their homes."

"Some students argued that it's the government's job to clean. We had a 20-minute debate on 'Individual vs. Collective Responsibility'."

"I noticed that after the SEL lesson on 'Social Responsibility,' the older students started helping the younger ones keep the water area clean."

The qualitative analysis of the student-teachers' reflection reveals a profound shift in the educational approach, moving from rote instruction to a transformative, student-centered experience. These reflections highlight how the implementation of Social and Emotional Learning (SEL) and constructivist strategies addressed the unique socio-economic realities of the BMC school environment. The analysed qualitative themes are discussed below:

#### **a. Transition from "Instruction" to "Transformation."**

The implementation was characterized by a move away from traditional "lecture-style" lessons toward a focus on empathy and social awareness.

- Empathy-Driven Hygiene: Teachers shifted the focus from "obedience" to "empathy," asking students how a dirty environment affects their peers.
- Role-Play and Connection: Using creative strategies like role-playing "Sick City" and "Doctors" helped students develop a surprising emotional connection to civic health.
- Facilitation vs. Lecturing: Teachers reported feeling like facilitators, "constructing" knowledge together with students rather than merely delivering facts.

#### **b. Efficacy of Video-Mediated and Visual Resources**

Multimedia acted as a critical bridge for engagement, particularly for students facing language or academic barriers.

- The "Disorienting Dilemma": Videos showing local realities, such as an overflowing Nala (drain), created a silent, impactful moment that forced students to question their own habits.
- Visual Storytelling: Resources depicting global issues like "Ocean Plastic" helped students visualize "civic sense" in a way that abstract talk could not.
- Inclusive Learning: Students who typically struggled with verbal instructions became the most vocal during video discussions.

#### **c. Adaptation to Urban Socio-Economic Realities**

The reflections underscore the necessity of tailoring the programme to the specific challenges of high-density living in different places at Malad.

- Practicality over Perfection: Teachers pivoted from idealistic standards to "practical hygiene" after realizing some students lacked sufficient water at home for frequent hand washing.
- Local Contextualization: Sustainable development definitions were adapted to fit a context of limited infrastructure and resource constraints.
- Creative Expression of Frustration: Activities like drawing a "Dream Mumbai" allowed students to express their frustrations with the noise and pollution surrounding their homes.

#### **d. Fostering Collective Responsibility**

The programme successfully encouraged students to view cleanliness as a shared social duty.

- The Debate of Responsibility: Discussions on "Individual vs. Collective Responsibility" challenged the notion that cleaning is solely the government's job.
- Peer Leadership: Following SEL lessons on social responsibility, older students were observed voluntarily helping younger ones keep the school's water areas clean.
- Teacher as Role Model: The intervention also impacted the educators, with some adopting sustainable habits themselves, such as using cloth bags, to lead by example.

The analysis concludes that a structured SEL-integrated educational intervention based on the 5E Instructional Model (Engage, Explore, Explain, Elaborate, and Evaluate) is highly effective in improving hygiene and cleanliness awareness among students in resource-constrained urban environments. By shifting from a traditional lecture-based approach to a constructivist, student-centered framework, the study observed a statistically significant improvement across cognitive, affective, and psychomotor domains. This shift was characterized by a move from simple "instruction" to a "transformation" of student attitudes, where hygiene was no longer viewed as a matter of obedience but as a shared social responsibility rooted in empathy for their peers and their community.

A critical component of this success was the integration of Social and Emotional Learning (SEL) and multimedia resources. Visual storytelling, particularly the use of videos depicting local environmental challenges like overflowing drains, acted as a powerful catalyst for engagement, bridging language barriers and making abstract concepts of "civic sense" tangible. These tools created a "disorienting dilemma" that forced students to critically reflect on their daily habits. Furthermore, the inclusion of creative arts, such as drawing "Dream Mumbai," provided students with a platform to express their frustrations with urban pollution while empowering them to envision and advocate for a cleaner living space.

The analysis further emphasizes that for such interventions to be sustainable, they must be tailored to the socio-economic realities of the students. Qualitative reflections from the educators revealed the necessity of pivoting from "perfection-based" hygiene to "practical" strategies that account for local challenges like water scarcity and high-density living. Ultimately, the research demonstrates that when students are treated as active facilitators of change rather than passive recipients of information, they develop a sense of collective ownership. This was evidenced by older students voluntarily maintaining school sanitation areas, proving that localized, empathetic, and interactive education can foster long-term behavioral changes and civic leadership in underprivileged school settings.

With such meaningful research and experiences as an asset, LUCE moved to organize a webinar, details of which are discussed further.

### **Phase III: The National Webinar (The Dissemination)**

The final phase was the National Webinar titled “Socio-Emotional Learning System & Social Responsibilities: A need of the time...” organized by LUCE in collaboration with MCT BEd, which had the following subthemes

- **Develop a lesson plan to sensitize students towards social responsibilities.**
- **Design an action research proposal to develop awareness among students towards social responsibilities**
- **Content creation to develop a positive attitude using SEL**

This webinar explored how Social and Emotional Learning (SEL) equips students with the self-awareness and decision-making skills necessary for meaningful community engagement. By integrating Bloom’s Affective Domain, the session demonstrated how teachers can transform simple daily habits, such as maintaining cleanliness, into a lifelong positive attitude toward social responsibility.

Participants got practical insights into developing instructional modules and Action Research projects based on the SEL framework for managing emotions and fostering empathy. Ultimately, the goal was to move beyond academic excellence to nurture well-rounded, socially responsible citizens who were prepared to make a positive impact on society.

**The webinar was an opportunity for the participants; it motivated SEL learning and experimentation, which led to the implementation of SEL-based lessons at their respective institutions. Following the webinar, participants were also provided with an open online platform via WhatsApp and Google Meet apps to discuss their queries; their shared experiences subsequently contributed to a research publication, facilitating knowledge dissemination.**

### **Conclusion**

The collaborative effort between LUCE and MCT BEd institutions highlights a scalable model for teacher education. By moving from a workshop (Phase I) to field research (Phase II) and finally to a national webinar (Phase III), the program ensured that the training for the Socio-Emotional Learning was not just a "topic," but a "transformative experience."

The transition of student-teacher experiences into formal research publications marks a milestone in professional development. It confirms that when educators are given the tools to experiment and the platform to share, they can successfully nurture the next generation of socially responsible citizens.

**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**

**Sub-theme:**  
**Developing Awareness of Social Responsibilities Among B.Ed. Students: A Focus on Self-  
Management**

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**Abstract:**

In the context of modern education, teachers are expected to serve not only as academic facilitators but also as ethical and socially responsible role models. The development of self-management skills, a core component of socio-emotional learning (SEL), plays a vital role in shaping future educators' ability to fulfill these multifaceted responsibilities. This action research investigates how enhancing self-management among Bachelor of Education (B.Ed.) students contributes to fostering a deeper sense of social responsibility. The study adopted a one-group pre-test and post-test design to evaluate the outcomes of a structured two-week intervention program. The intervention focused on key aspects of self-management, including time management, emotional regulation, and goal-setting. A purposive sample of 30 B.Ed. students participated in the study, and data were collected using a Self-Management Awareness Questionnaire developed by the researcher. Quantitative analysis involved a comparison of pre- and post-test responses using mean scores and McNemar's test to determine statistical significance. Additionally, qualitative reflections from students were analyzed to provide contextual depth and insight. The findings revealed a marked improvement in students' self-management awareness and practices after the intervention. Participants also exhibited a stronger understanding of their roles as socially responsible educators, capable of modeling positive behavior for their future students. This research emphasizes the critical need to incorporate self-management training into

teacher education curricula. Recommendations include embedding self-regulatory strategies into academic coursework and fostering reflective practices that encourage teacher trainees to connect personal discipline with broader social and professional responsibilities.

**Keywords:** Self-management, Social Responsibility, B.Ed. students, Socio-Emotional Learning, Teacher Education

**Introduction:**

Education is a multifaceted process that goes beyond the mere acquisition of knowledge, encompassing the development of moral values and social skills essential for holistic growth. For future educators, particularly those undergoing training, embracing social responsibility is a critical aspect of their professional and personal development. Social responsibility in teaching involves understanding one's role not only as an instructor but also as a role model who positively influences students and the broader community. Central to this responsibility is the ability to manage oneself effectively — a skill set commonly referred to as self management. Self-management includes the conscious regulation of emotions, behaviors, and time to promote productive outcomes aligned with both individual aspirations and collective well-being.

B.Ed. students face the challenge of balancing demanding academic workloads, practical teaching experiences, and personal commitments. In such a context, cultivating strong self-management skills becomes essential to navigate these responsibilities successfully. These skills not only enhance academic and professional performance but also serve as a foundation for responsible decision-making and social engagement. The current research aims to explore and evaluate how developing self-management capabilities among B.Ed. students can foster a deeper sense of social responsibility. By understanding the relationship between self management and social accountability, this study seeks to contribute to teacher education practices that prepare future educators to meet their roles with confidence, ethical awareness, and effective self-regulation.

**Literature Review:**

- 1) The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) includes self-management as a core socio-emotional competency. Self-management encompasses stress control, goal-setting, and responsible decision-making—traits essential for effective teaching.
- 2) Bandura's Social Learning Theory (1977) suggests that behaviors are acquired through observation and modeling, further emphasizing the role teachers play in shaping student conduct.
- 3) Zimmerman (2002) described self-regulated learners as proactive and reflective, highlighting their capacity for goal-setting and progress tracking.
- 4) Darling-Hammond (2006) noted that reflective practice and ethical responsibility are key indicators of effective teacher training. Despite the relevance, many B.Ed. programs lack structured training in self-management, leading to gaps in professional readiness.

**Conceptual Framework:**

The study operates at the intersection of socio-emotional learning and teacher training. Self-management is conceptualized as a critical component of a teacher's professional identity that fosters socially responsible behavior. The model is grounded in Bandura's Social Learning Theory and the CASEL framework, linking personal regulation with observable, impactful teaching behavior.

**Research Objectives:**

1. To assess the baseline awareness of self-management among B.Ed. students.
2. To encourage the adoption of self-regulatory behaviors in academic and personal settings.
3. To explore how self-management contributes to the development of a professional identity aligned with social responsibility.

**Research Questions:**

1. What is the current level of self-management awareness among B.Ed. students?
2. How do improved self-management practices influence academic and professional behavior?
3. In what ways do B.Ed. students relate self-management to their roles as socially responsible educators?

**Research Methodology:**

This action research utilized a one-group pre-test and post-test experimental design. The intervention was carried out over two weeks and involved structured sessions targeting time management, emotional regulation, and goal-setting.

**Sampling Technique:**

A purposive sampling technique was used to select 30 B.Ed. students from Thakur Shyamnarayan College of Education and Research, Mumbai. This approach ensured that participants were relevant to the study's objectives and available for the full duration of the intervention.

**Data Analysis Tool:**

Quantitative data collected through the Self-Management Awareness Questionnaire were analyzed using descriptive statistics, particularly mean comparison of pre- and post-test scores using McNemer's test. Qualitative data from student reflections were analyzed thematically to identify shifts in awareness and behavior.

**Data Collection Procedure:**

Pre-Test Phase: Administered the Self-Management Awareness Questionnaire and collected initial student reflections.

**Intervention Phase:**

Conducted five structured sessions covering topics such as goal setting, time prioritization, emotional self-regulation, routine formation and commitment ring

**Post-Test Phase:**

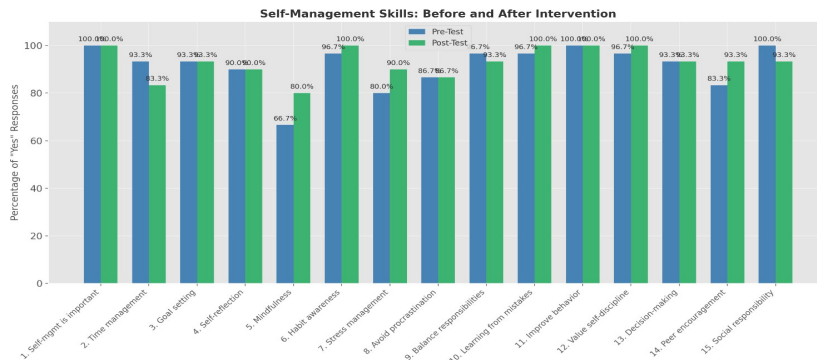
Re-administered the same questionnaire and gathered post-intervention reflections.

**Data Analysis and Findings:**

The analysis of pre- and post-intervention data revealed notable improvements in self-management awareness and practices among B.Ed. students. Quantitative results indicated an increase in students’ understanding of the impact of habits on their performance, with awareness rising from 96.66% before the intervention to a full 100% afterward. Confidence in making responsible decisions remained consistently high, measured at 93.33%, although qualitative feedback suggested a deeper reflection on this competence following the intervention. Additionally, there was a significant growth in the number of students engaging in mindfulness practices, increasing from 66.66% to 80%. Peer encouragement to improve self-management skills also showed an upward trend, climbing from 83.33% to 93.33%.

Beyond these numerical improvements, thematic analysis of students’ reflective responses uncovered five key domains in which self-management had a meaningful impact. These included enhanced time management abilities, more positive classroom behavior, improved emotional regulation, better planning and goal-setting skills, and a stronger identification with the role of a socially responsible educator. These themes suggest that the intervention not only bolstered awareness but also translated into tangible behavioral changes. Together, these findings highlight the critical role of self-management in shaping future teachers who are equipped to act responsibly, both within and beyond the classroom.

**Graphical representation of the data**



**Fig1 : Responses in the Quantitative data form**

Theme	Description	Codes / Keywords	Sample Ideas from Responses
1. Role Modeling and Leadership	Teachers set examples for students through disciplined behavior and planning.	Role model, lead by example, inspire, influence students	"I stay organized and calm to show students how to be responsible."
2. Positive Classroom Environment	Self-management aids in maintaining structure and focus in the classroom.	Calmness, organization, classroom control, emotional regulation	"Effective classroom management leads to better teaching practices."
3. Student Guidance and Skill-Building	Teachers help students adopt self-management and goal setting as life skills.	Teach responsibility, guide goal setting, student habits	"I guide students to manage time and set goals for positive social impact."
4. Accountability and Responsibility	Self-management leads to task completion and ethical teaching.	Commitment, discipline, accountability, ethics	"I stay focused and responsible, ensuring students receive proper support."
5. Social Impact and Contribution	Teachers connect goal setting to wider social values and community engagement.	Volunteering, community, contribution, active citizenship, impact	"Students learn to give back to society through planned, responsible actions."
6. Moral and Ethical Development	These habits support the development of empathy, cooperation, and ethics.	Ethics, values, moral guidance, empathy, social behavior	"Self-management promotes caring and socially aware behavior among students."
7. Professional Identity and Growth	Teachers view these skills as central to their own effectiveness and identity.	Self-improvement, growth, purpose, direction, reflective Practice	"These habits keep me aligned with my role and improve my teaching quality."

**Table:** Content Analysis with themes and codes

**Recommendations:**

1. Integrate self-management modules within B.Ed. curricula.
2. Conduct regular workshops on stress management and reflective practices.
3. Encourage peer-led initiatives and group reflections on self-regulation.
4. Use portfolios or self-monitoring tools to track progress over time.
5. Promote community-based projects that link personal responsibility with social impact.

**Conclusion:**

This study demonstrates that fostering self-management skills among B.Ed. students significantly enhances their sense of social responsibility. The structured intervention, combined with opportunities for reflective practice, empowered teacher trainees to develop greater self-awareness, emotional regulation, and purposeful behavior. These improvements not only help students navigate academic and professional challenges more effectively but also equip them to support and influence their peers positively. The ability to manage oneself is foundational for teachers, as it underpins their capacity to model responsible behavior and contribute meaningfully to their educational communities.

Importantly, the findings emphasize that self-management is not a standalone skill but is intertwined with broader socio-emotional competencies critical for holistic teacher development. By incorporating self management strategies into teacher education curricula, programs can better prepare educators who are not only academically competent but also socially conscious and emotionally intelligent. This alignment supports the growing consensus that teacher preparation must extend beyond cognitive skills to include the development of personal and interpersonal capabilities. In conclusion, integrating socio-emotional learning, particularly self-management, into B.Ed. programs fosters future teachers' professional effectiveness and social accountability. These educators become role models who demonstrate ethical decision-making, resilience, and empathy—qualities essential for nurturing inclusive and supportive learning environments. Therefore, this study advocates for the continued inclusion and expansion of self-management and related competencies in teacher education to cultivate educators capable of meeting the complex demands of today's classrooms and society.

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**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**  
**Sensitizing Students towards Social Responsibility on Cleanliness through Social Emotional**  
**Learning (SEL): An Action Research Study**

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**Abstract:**

This study evaluates the effectiveness of Social Emotional Learning (SEL), strategically aligned with Bloom's affective domain, in fostering students' social responsibility toward cleanliness within Mumbai public schools. Cleanliness is conceptualized as both a civic duty and a moral value, with interventions designed to facilitate the internalization of related behaviors through the cultivation of SEL competencies. The research employed an action research paradigm embedded within a quasi-experimental pre-test/post-test design, engaging three randomly selected public schools in Malad and Goregaon. Intervention activities included discussion circles, empathy-based role plays, video analyses of cleanliness conditions, reflective writing exercises, and participatory classroom clean-up drives. Data collection utilized a Cleanliness Sensitivity Questionnaire measuring emotional reactions, willingness to act, and perceived importance of cleanliness. Statistical analysis comprised descriptive measures, paired t-tests/Wilcoxon signed-rank tests, and one-way ANOVA.

Findings indicate that SEL, when strategically integrated with Bloom's affective domain, significantly enhances students' social responsibility toward cleanliness. Beyond improving civic behavior outcomes, SEL fosters empathy, ethical reasoning, and intrinsic motivation—attributes essential for the sustainable adoption of pro-social and civic-minded practices. These results demonstrate SEL's potential to shift cleanliness from a rule-based expectation to an internalized personal and communal value. For policymakers and educators, the evidence underscores the need to embed SEL within core pedagogical strategies to drive enduring behavioral and attitudinal change.

**Keywords:**

Social Emotional Learning; cleanliness; social responsibility; civic values; affective domain; quasi-experimental design; Mumbai; school-based intervention

**Introduction:**

Cleanliness in schools extends beyond physical hygiene; it reflects discipline, mutual respect, and civic pride. Despite national campaigns such as Swachh Bharat Abhiyan, many students perceive cleanliness as an externally enforced rule rather than an internalized value. For sustainable behavioral change, cleanliness must evolve into a self-driven moral commitment. Social Emotional Learning (SEL) offers a pedagogical framework for this transformation. According to CASEL (2020), SEL develops the knowledge, skills, and attitudes needed to manage emotions, build positive relationships, make responsible decisions, and demonstrate empathy. Its five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; directly align with cleanliness education. When combined with Bloom’s affective domain (Krathwohl, Bloom, & Masia, 1973), SEL can guide learners from receiving cleanliness as an idea to characterizing it as a lifelong value. This action research narrows the broad concept of social responsibility to cleanliness, exploring whether SEL-based interventions targeting the affective domain (Receiving, Responding and Valuing levels) can meaningfully increase students’ ownership of cleanliness practices.

**Review of Literature:**

Research consistently shows that SEL supports not only academic success but also civic engagement and pro-social behaviors (Elias et al., 2015; Zins & Weissberg, 2004). The affective domain of Bloom’s taxonomy emphasizes the progression from awareness to value internalization, offering a structured pathway for behavioral change. However, hygiene campaigns often remain at the “receiving” stage, resulting in short-lived changes (Lewis et al., 2018). By contrast, classroom-integrated SEL can foster empathy, intrinsic motivation, and ethical reasoning, all critical for sustained cleanliness practices. In India, most school programs on cleanliness remain event-based, creating a gap that this study addresses.

**Objectives**

- Assess students’ baseline attitudes and sensitivity towards cleanliness.
- Implement SEL-based lessons on cleanliness, emphasizing affective learning.
- Evaluate post-intervention changes in values, attitudes, and behavioral intentions.

**Variables**

- Independent Variable: SEL-based lessons designed to enhance cleanliness sensitivity.
- Dependent Variable: Students’ cleanliness sensitivity (awareness, engagement, action willingness). Controlled Variables: Grade level (VI–IX), school type (public), intervention duration

(One week), teacher facilitator.

### **Methodology**

#### **Research Design**

The study employed an action research approach integrated with a quasi-experimental pre-test–post-test design to evaluate the effectiveness of cleanliness-focused interventions in enhancing students’ attitudes and behavioral intentions. The action research framework enabled iterative reflection and adaptation of activities, while the quasi-experimental structure facilitated quantitative assessment of intervention outcomes.

#### **Participants and Sampling**

The sample consisted of students drawn from three public schools located in the Malad and Goregaon areas of Mumbai, India. Schools were randomly selected from the available public school list to ensure representativeness. Within these schools, participating students were assigned to intervention groups for program implementation.

#### **Intervention Procedures**

The intervention comprised a structured series of experiential and reflective activities, including:

1. Discussion circles to explore personal and collective cleanliness habits.
2. Empathy-building role plays simulating experiences in unclean environments.
3. Video analyses of school and community cleanliness conditions to promote critical observation.
4. Reflective writing exercises comparing clean and dirty contexts to encourage personal connection with cleanliness values.
5. Participatory classroom clean-up drives to translate awareness into action. These activities were explicitly designed to promote awareness, empathy, and civic responsibility regarding cleanliness.

#### **Data Collection**

Data were gathered using a Cleanliness Sensitivity Questionnaire specifically developed to assess three core dimensions:

- Emotional reactions to cleanliness and uncleanliness,
- Willingness to take action in promoting cleanliness, and
- Perceived importance of cleanliness as a civic and moral value.

The instrument was administered both prior to and following the intervention to assess changes over time.

### Data Analysis and Results

Descriptive statistics revealed substantial gains for Group 1 and Group 2, while Group 3 recorded minimal gain (0.66). The Wilcoxon signed-rank tests was applied to check the normality of the data

**Table 1: Descriptive analysis**

Group	N	Pre Mean	Pre SD	Post Mean	Post SD	Gain Mean	Gain SD	Data Normality
Group 1	15	14.40	2.46	26.52	2.56	12.12	1.75	Normal
Group 2	9	9.44	6.27	20.00	3.18	10.56	4.29	Normal
Group 3	10	13.64	5.38	14.30	4.87	0.66	5.63	Normal

Inferential analysis indicated Group 1 showed a highly significant improvement ( $t = 18.53$ ,  $p < 0.001$ ), Group 2 showed significant improvement ( $Z = 7.02$ ,  $p < 0.001$ ), and Group 3 showed no significant change ( $p = 0.685$ ). The one-way ANOVA revealed significant differences in gain scores across groups ( $F = 9.22$ ,  $p < 0.001$ ), suggesting variability in school-level effectiveness.

### Discussion:

The findings affirm that SEL-based cleanliness education can move students beyond compliance to value internalization. Groups 1 and 2 demonstrated meaningful gains, potentially due to consistent teacher facilitation, higher student engagement, and supportive school culture. Group 3's limited improvement may be attributed to implementation inconsistencies, resource limitations, or low student motivation. This highlights the importance of contextual adaptability in SEL interventions. The study supports integrating SEL with affective domain strategies to deepen value-based learning.

### Recommendations

- 1) Contextual Inquiry: Conduct qualitative research in low-gain schools to identify barriers such as teacher readiness and infrastructure gaps.
- 2) Standardized Teacher Training: Provide structured training in SEL pedagogy for high quality integration.
- 3) Differentiated Instruction: Adapt lessons to diverse student profiles.

- 4) Inter-School Collaboration: Facilitate peer learning between high- and low-performing schools.
- 5) Longitudinal Tracking: Implement follow-up assessments to measure retention.
- 6) Integration into Daily Teaching: Embed SEL competencies in everyday lessons.
- 7) School-Wide Social Responsibility Culture: Institutionalize cleanliness values through assemblies, councils, and recognition programs.

### **Conclusion**

The study's outcomes indicate that Social Emotional Learning (SEL), when strategically integrated with Bloom's affective domain, has a significant positive impact on the development of students' social responsibility related to cleanliness. By extending beyond traditional academic competencies, SEL fosters essential psychosocial attributes, including empathy, ethical reasoning, and intrinsic motivation—qualities that are foundational for the sustained practice of civic behaviors. These results highlight the pedagogical potential of SEL frameworks to transform cleanliness from a compliance-oriented rule into an internalized civic value, thereby promoting its adoption as both a personal ethic and a shared community norm. For policymakers and educational practitioners, the findings underscore the imperative of embedding SEL principles into core curricular and co-curricular structures to achieve enduring behavioral and attitudinal change.

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**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**  
**Sub Theme :**  
**Developing Student Teachers' Awareness of Social Responsibilities: Promoting Care for the Environment**

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**Abstract**

This study examines the effectiveness of an educational intervention in increasing awareness and promoting environmentally responsible behaviors related to polythene use among Bachelor of Education (B.Ed.) student teachers. A single-group pre-test–post-test research design was employed, involving 30 participants who took part in a two-day intensive program comprising interactive workshops and collaborative campaigns. The intervention aimed to equip preservice teachers with knowledge and skills to reduce polythene usage and encourage sustainable practices in both personal and professional contexts. Quantitative data revealed statistically significant improvements following the program. The percentage of participants actively refusing single-use polythene increased from 88.9% to 96.7% ( $p < .05$ ). Additionally, notable enhancements were observed in practices related to recycling, integrating environmental themes into classroom instruction, and engaging in community-based awareness efforts. These findings indicate a positive shift in both attitudes and behaviours towards environmental sustainability. Qualitative insights further supported the quantitative outcomes. Participants expressed a heightened sense of responsibility and demonstrated this through self initiated eco-friendly activities, including organizing awareness events and embedding environmental education within their teaching practices. Such reflections underscore the potential of focused interventions to instill long-term environmental consciousness among future educators.

Overall, the study underscores the role of structured environmental education in shaping the attitudes and actions of preservice teachers. The outcomes suggest that incorporating sustainability-focused modules into teacher education programs can serve as a powerful strategy to nurture environmentally responsible citizens and educators, thereby contributing to broader ecological conservation goals.

**Keywords:**

Environmental education, polythene reduction, action research, student-teachers, social responsibility, sustainable behaviour

## **Introduction**

The widespread use of polythene has emerged as a major contributor to environmental pollution, significantly affecting both terrestrial and aquatic ecosystems. Globally, the accumulation of plastic waste has escalated into a pressing ecological concern, with developing nations like India facing severe challenges due to the extensive use of single-use polythene bags. These plastics often end up in landfills, water bodies, and public spaces, leading to long-term environmental degradation and threats to biodiversity.

In addressing this issue, education plays a vital role, particularly through the efforts of future teachers who can influence the next generation. Teacher education programs are uniquely positioned to instill sustainable values and practices in aspiring educators. By integrating environmental awareness into their training, these programs can empower student-teachers to adopt and promote eco-conscious behaviors within their classrooms and communities.

This study seeks to evaluate the effectiveness of a targeted educational intervention aimed at enhancing B.Ed. student-teachers' awareness and behavior concerning polythene use. Through structured workshops and participatory campaigns, the research explores whether such initiatives can foster meaningful behavioral changes. Ultimately, the study highlights the potential for teacher education to contribute significantly to environmental sustainability by preparing future educators to lead by example.

## **Literature Review**

### **1) Environmental Impact of Polythene/Plastic**

Polythene, a widely used form of plastic, poses a significant environmental threat due to its non-biodegradable nature. Improper disposal and excessive reliance on single-use plastic products contribute to soil contamination, marine ecosystem disruption, and harm to wildlife (Thompson et al., 2009). In the Indian context, rapid urbanization and limited waste management infrastructure have intensified the problem, making plastic pollution a visible and persistent challenge (Raju et al., 2018).

### **2) Role of Education in Behavior Change**

Education serves as a crucial tool in shaping individuals' environmental consciousness and promoting sustainable practices. Studies emphasize that well-structured environmental education can transform attitudes, enhance awareness, and lead to behavioral shifts regarding ecological issues (Hungerford & Volk, 1990). In particular, teacher education programs are uniquely positioned to influence future

generations through curriculum integration and role modeling.

Gupta (2016) and Gandhi (2019) demonstrated that teacher-led interventions featuring workshops, awareness drives, and student engagement activities significantly reduced polythene usage among school communities. Sharma (2018) also noted a strong correlation between environmental education and the adoption of responsible behaviors related to plastic consumption. Similarly, Mehta and Joshi (2020) highlighted that experiential learning approaches in environmental education foster critical thinking and proactive engagement in sustainability issues. According to Roy and Bansal (2021), incorporating local environmental problems into teacher training programs enhances relevance and motivates student-teachers to take action within their own communities.

### **Research Objectives**

- 1) Identify effective strategies for raising awareness about polythene’s environmental harms.
- 2) Design and implement educational activities to reduce polythene use among student-teachers.
- 3) Evaluate the effectiveness of school-based programs in sustaining long-term environmental responsibility.

### **Research Questions**

- 1) What baseline awareness do student-teachers have regarding the environmental impact of polythene?
- 2) To what extent does environmental education influence their daily behavior and choices regarding polythene?
- 3) How do student-teachers engage in promoting environmentally responsible behavior within their communities?

### **Research Methodology**

#### **Research Design**

A single-group pre-test–post-test experimental design was adopted to evaluate the effect of the intervention on participants’ awareness and behavior.

## **Participants and Sampling**

Thirty B.Ed. student-teachers (purposively sampled) from a Mumbai-based teacher training college participated in the study, as future educators actively positioned to influence student and community practices.

## **Data Collection Instrument**

A structured questionnaire with yes/no items measured awareness, attitudes, and behavior related to polythene. Examples include frequency of refusing single-use polythene, sorting plastic waste, promoting reusable alternatives, involvement in classroom discussions, and planning awareness campaigns.

## **Intervention Procedure**

### **Phase 1 – Pre-test**

Participants completed the questionnaire to establish baseline awareness and behavior patterns.

### **Phase 2 – Educational Intervention**

**Day 1:** Interactive session describing environmental impact of single-use plastics, covering oceanic plastic pollution and its persistence

Hands-on activities demonstrated polythene alternatives (cloth bags, reusable bottles).

**Day 2:** Group activity to design awareness campaigns (posters, slogans, prison plays), and practical strategies for limiting polythene in schools and homes.

### **Phase 3 – Post-test**

Two weeks later, participants completed the same questionnaire to measure retention and behavior change.

## Data Analysis & Findings

### Quantitative Results

The post-intervention results revealed substantial improvements:

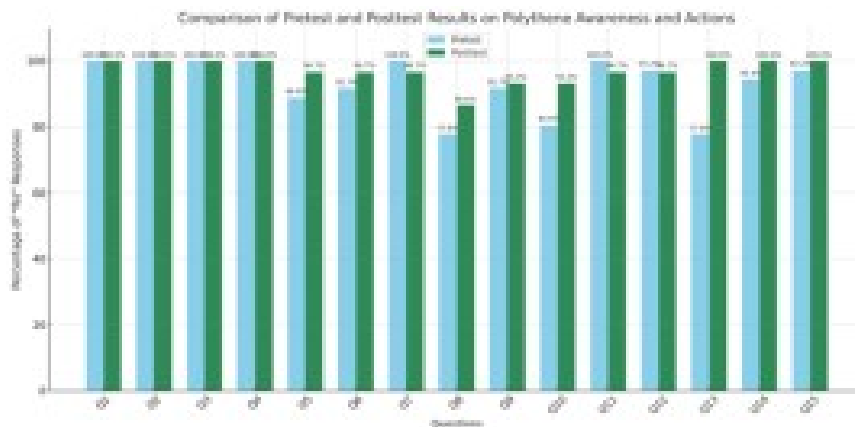


Fig 1 : Responses of the students in the quantitative form

### Qualitative Findings

Open-ended reflections revealed four salient themes: **Leading by example:** Statements like “I now carry a cloth bag, and my peers ask me why” illustrate personal leadership and peer influence. **Educator as change agent:** Many participants expressed intentions to integrate polythene topics into lesson plans, stressing the classroom’s potential as a catalyst. **Community outreach:** Participants described planning school-based awareness campaigns and local clean-up initiatives, expressing confidence and enthusiasm. **Institutional integration:** Responses emphasized that environmental education must be embedded into the B.Ed. curriculum to support long-term change.

Theme	Codes (Sub-Categories)	Description
<b>1. Role Modeling</b>	- Personal practice - Setting example	Teachers emphasized practicing what they preach by avoiding plastic themselves.
<b>2. Environmental Education</b>	- Integrating into curriculum - Topic inclusion - Concept-based lessons	Incorporating environmental topics into lesson plans to build student awareness.
<b>3. Awareness Activities</b>	- Campaigns - Drives - "No Plastic Week" - Poster-making	Organizing events and classroom activities to spread awareness and encourage behavior change.
<b>4. Media and Visual Tools</b>	- Videos - Documentaries - Storytelling - Use of statistics	Using engaging, multimedia tools to educate students on the harmful effects of polythene.
<b>5. Community Engagement</b>	- Clean-up drives - Community workshops - Local outreach	Involving families and local communities to broaden the sustainability message.

<b>6. Promotion of Alternatives</b>	- Cloth bags - Reusable bags - Paper bags	Advocating for the use of eco-friendly alternatives in everyday activities.
<b>7. Recognition and Motivation</b>	- Certificates - Rewards - Positive reinforcement	Motivating students through incentives for adopting sustainable practices.
<b>8. Experiential Learning</b>	- Practical activities - Field-based learning - Student-led initiatives	Using hands-on methods to develop environmental responsibility.
<b>9. Family and Home Involvement</b>	- Starting from home - Educating family - Spreading message through students	Encouraging students to influence their households and surroundings.
<b>10. Environmental Values</b>	- Conservation mindset - Participation in clubs - Value Education	Developing long-term commitment to environmental responsibility through values and group activities.

**Table1 : Responses of the participants in qualitative form Data Analysis**

The specific test used a McNemar test, given the categorical nature of the data (e.g., refusing single-use polythene items: yes/no). However, without more information, it's difficult to determine the exact test used. Nevertheless, the use of a statistical test helped establish the significance of the findings.

Descriptive statistics (percentages, pre vs. post) were calculated. Paired comparisons focused on pre/post changes in key behavioral markers (e.g., refusing single-use polythene).

Qualitative analysis involved coding open-ended reflections to identify emergent themes about engagement, motivation, challenges, and teaching application.

The results suggest that the intervention had a significant positive impact on the participants' awareness and behaviors related to polythene use, particularly in areas such as refusing single-use polythene items, sorting and recycling plastic waste, and discussing strategies to limit polythene in the classroom. These findings indicate that the intervention was effective in promoting sustainable practices among the participants.

The study's findings indicate that the intervention had a positive impact on the participants' awareness and behaviors related to polythene use. Specifically, significant improvements were observed in several areas, including refusing single-use polythene items, with a notable increase from 88.9% to 96.66% ( $p < 0.05$ ). Similarly, participants showed significant improvements in sorting and recycling plastic waste, discussing strategies to limit polythene in the classroom, and encouraging others to switch to reusable alternatives. Additionally, participants reported increased comfort in organizing awareness tasks and motivation to participate in clean-up activities. These findings suggest that the intervention was effective in promoting sustainable practices among the participants, particularly in areas where significant improvements were observed. Overall, the results highlight the potential of

targeted interventions to positively influence individuals' behaviors and attitudes towards polythene use and environmental sustainability.

The qualitative data analysis reveals that preservice teachers are committed to promoting sustainability and reducing polythene use. The participants' responses highlight the significance of setting a positive example, educating students and the community, and promoting eco-friendly practices. The findings suggest that preservice teachers recognize the importance of community engagement and integrating environmental topics into their teaching practices.

The analysis identifies several key strategies that preservice teachers can employ to promote sustainability, including organizing awareness campaigns, using eco-friendly products, and inspiring students and the community to adopt sustainable habits. The participants' responses also emphasize the need for educational institutions to incorporate environmental topics into their curricula.

Overall, the study's findings suggest that preservice teachers are well-positioned to play a critical role in promoting sustainability and reducing polythene use. By leading by example, educating students and the community, and promoting eco-friendly practices, preservice teachers can contribute to creating a more sustainable future.

## **Conclusion**

The study demonstrates that a focused educational intervention can significantly enhance B.Ed. student teachers' awareness and behaviors related to polythene use. Quantitative findings indicate marked improvements in sustainable practices, such as refusing single-use polythene, recycling plastic waste, and initiating classroom discussions on plastic reduction. The shift from 88.9% to 96.66% in refusal rates of single use polythene reflects a measurable change in behavior following the intervention. Furthermore, participants reported increased motivation to engage in community outreach, organize awareness programs, and promote sustainable alternatives.

Qualitative data further support these outcomes, revealing that participants gained a deeper understanding of their role as environmental educators. Their reflections highlight the importance of setting examples for students, integrating environmental content into the curriculum, and actively engaging with the wider community to foster change. This suggests that teacher education programs can serve as a vital platform for cultivating environmental responsibility.

## **Recommendations:**

**1) Curriculum Integration:** Environmental education should be embedded within teacher training curricula to ensure that future educators are equipped with the knowledge and skills needed to promote sustainability.

- 2) **Practical Engagement:** Teacher education programs should include hands-on activities such as workshops, campaigns, and clean-up drives to reinforce sustainable practices.
- 3) **Community Involvement:** Encourage student-teachers to lead environmental initiatives within schools and local communities, fostering broader participation.
- 4) **Institutional Support:** Educational institutions should prioritize sustainability by modelling eco-friendly practices and providing resources for environmental projects.

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**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**  
**Sub Theme :**  
**An Assessment of Socio-Emotional Learning Based Lesson Plans of B.Ed. Students**

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**Abstract**

This study evaluates socio-emotional learning (SEL) components in lesson plans developed by Bachelor of Education (B.Ed.) students for action research project, focusing on hygiene and cleanliness awareness among school children. The main aim of this study was to determine the extent of SEL components in lesson plans designed by B.Ed students. A total of 40 lesson plans were prepared and implemented by B.Ed. Students during practice teaching. The investigator analyzed the lesson plans in terms of parameters such as the integration of SEL components to provide scope for students' participation and to identify gaps in the integration of SEL in the lesson plans by B.Ed students. The investigator employed a rubric-based framework that addressed five SEL components - Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Findings revealed that most lesson plans demonstrated good to excellent integration of SEL components, particularly in fostering Self-Awareness and Social Awareness.

**Keywords-**

Socio-Emotional Learning (SEL), Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making, B.Ed Students, Lesson Plan.

**INTRODUCTION**

Education today extends beyond academic achievement to include the development of life skills, values, and emotional intelligence. **Social-Emotional Learning (SEL)** is a methodology that helps students understand their emotions, experience them fully, and demonstrate empathy toward others. It provides a structured approach to develop students' abilities to manage emotions, build positive relationships, show empathy, and make responsible decisions.

Teacher education programs, particularly at the B.Ed. Level plays a crucial role in equipping future teachers with the skills to integrate SEL into classroom teaching. Lesson planning is the foundation of teaching practice, and when socio-emotional competencies are consciously embedded, lesson plans become tools not only for cognitive learning but also for holistic student growth.

### **CONCEPT OF SOCIAL-EMOTIONAL LEARNING (SEL)**

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL involves a curriculum that aims to teach students competencies in the social and emotional domains, such as relationship skills and self-management skills (Collaboration for Academic, Social, and Emotional Learning [CASEL], 2013)<sup>1</sup>

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”<sup>2</sup>

#### **SEL encompasses five key components:**

- **Self-Awareness:** Recognizing and understanding one’s own emotions, thoughts, and values, as well as their influence on behavior.
- **Self-Management:** Regulating emotions, behaviors, and thoughts in various situations, including managing stress, controlling impulses, and motivating oneself.
- **Social Awareness:** Understanding and empathizing with others’ perspectives and experiences, recognizing and appreciating diversity, and demonstrating empathy and compassion.
- **Relationship Skills:** Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups, communicating effectively, cooperating, and resolving conflicts constructively.
- **Responsible Decision Making:** Making ethical, constructive choices about personal and social behavior, based on consideration of ethical standards, safety concerns, social norms, and the well-being of self and others.<sup>3</sup>

## **NEED OF THE STUDY**

For many years, school teachers mainly focused on the cognitive development of students, emphasizing knowledge and intellectual skills. Bloom, Anderson, and Krathwohl categorized learning into three domains: cognitive, affective (emotional), and psychomotor. Nowadays, research has proven that Social-Emotional Learning (SEL) enables students to recognize and manage their emotions, develop healthy relationships, make thoughtful decisions, and face difficulties with confidence and improve academic performance, making it essential for overall development.

Educational institutions have a significant responsibility in supporting the development of students' social and emotional abilities, which are essential for their personal growth and future success.

Teachers are playing a key role in applying SEL in the classroom. Since lesson plans guide what and how teachers teach, it is important to see if B.Ed. Students (future teachers) are including SEL in their lesson plans. This study helps to find out whether B.Ed. Students are prepared to teach in a way that supports students' social and emotional development, creating a positive learning environment.

## **OBJECTIVES OF THE STUDY**

1. To analyze the extent of incorporation of the five SEL components ie. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
2. To identify the gaps in the integration of socio-emotional learning in lesson planning by B.Ed students.

## **HYPOTHESIS OF THE STUDY**

### **Ho (Null Hypothesis):**

There is no significant difference in the distribution of socio-emotional learning components in the lesson plans designed by B.Ed. students.

## **METHODOLOGY OF THE STUDY**

### **Data Collection Tool:**

An assessment rubric was developed based on key socio-emotional domains to systematically evaluate the integration of socio-emotional learning components in lesson plans designed by Bachelor of Education (B.Ed.) students for action research project, focusing on hygiene and cleanliness awareness among school children. The rubric focuses on critical areas such as self-

awareness, social awareness, emotional regulation, relationship skills, and responsible decision-making, providing clear criteria to assess how effectively the lesson plans promote socio-emotional development in learners. The rubric was **qualitative (descriptive)** and **quantitative (scores)**.

### **DATA COLLECTION PROCEDURE**

For data collection, the investigator carefully read and analyzed 40 lesson plans of designed by Bachelor of Education (B.Ed.) students for action research project. Then she assessed them using rubrics, assigning scores based on the extent (e.g. 1= Not included, 2 = Weak inclusion, 3 = Good, 4 = Strong inclusion).

### **DATA ANALYSIS**

The data that were gathered from the study were organized, tabulated, and subjected to the following statistical treatment. In the analysis of data, different statistical tools were employed.

#### **A) DESCRIPTIVE STATISTICS**

Compute frequencies, percentages, means, and standard deviations for each SEL component.

**Table 1**

**Mean and SD of SEL components rubric scores of lesson plans**

<b>Components of SEL</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Self-Awareness	40	3.8	0.40
Self-Management		3.5	0.50
Social Awareness		3.85	0.36
Relationship Skills		3.15	0.36
Responsible Decision-Making		3.6	0.49

#### **Interpretation**

From the above table, the mean score reflects the extent to which each SEL component is included in the lesson plans, likely rated on a scale of 1 to 4 (where 4 = Strong Inclusion).

**Social Awareness (M = 3.85)** and **Self-Awareness (M = 3.8)** have the highest scores, indicating these components are most strongly incorporated in the lesson plans. and their SD scores show relatively low variability, meaning that most lesson plans consistently included these components.

**Self-Management (M = 3.5)** and **Responsible Decision-Making (M = 3.6)** are moderately well integrated. SD scores of these components show moderate variability, indicating some variation in how strongly these components were included across different lesson plans.

**Relationship Skills (M = 3.15)** has the lowest mean score, suggesting it is the least emphasized component in the sample. SD (0.36) shows low variability but still has the lowest mean, suggesting consistently weaker inclusion.

### INFERENCE ANALYSIS

According to the objectives framed, null hypothesis was formulated and tested at 0.05 level.

**HO 1-** There is no significant difference between the socio-emotional learning components in the lesson plans designed by B.Ed. students. Chi-square test was computed and significance level has been checked.

**Table 2**

**Chi-Square Test for Socio-Emotional Learning Components**

Components of SEL	Df	Observed Frequency (O)	Expected Frequency (E)	$(O - E)^2 / E$	$\chi^2$
Self-Awareness	4	141	135.72	0.205	2.53
Self-Management		131	135.72	0.164	
Social Awareness		145	135.72	0.635	
Relationship Skills		122	135.72	1.387	
Responsible Decision-Making		140	135.72	0.135	

## **Interpretation**

The calculated Chi-square value is **2.53**, which is less than the critical value of **9.488** at 4 degrees of freedom ( $df = 5 - 1$ ) and significance level  $\alpha = 0.05$ .

Therefore, the null hypothesis is **accepted**, indicating that there is **no significant difference** between the socio-emotional learning components in the lesson plans designed by the B.Ed. students.

## **FINDINGS DISCUSSION**

The researcher analyzed the plans for the integration of SEL components. The findings revealed that most lesson plans demonstrated good to excellent integration of SEL elements, particularly in fostering reflection, responsibility, and cooperative learning.

The integration of socio-emotional learning into hygiene-related topics made lessons more engaging and impactful. Rather than rote memorization, students connected hygiene practices with emotions, empathy, and real-life experiences. The B.Ed students reported that SEL strategies like role plays, storytelling, group discussions, and reflective questions were particularly effective.

## **THE GAPS IN THE INTEGRATION OF SOCIO-EMOTIONAL LEARNING IN LESSON PLANNING BY B.ED STUDENTS AND SUGGESTIONS**

### **1. Self-Awareness**

Most of the students reflected on their understanding of pollution and unclean environments when shown real-life pictures of dirty cities. However, there was no direct activity that connects this reflection to personal habits or feelings (e.g., How do I contribute to cleanliness?). Incorporating a reflection journal or a group discussion about personal responsibility would strengthen this aspect.

The lesson prompts students to observe, recognize, and relate environmental pollution to everyday actions. This could be further strengthened by adding a reflection prompt such as, “What do I throw away every day, and how does it affect the environment?”

## **2. Self-Management**

Most of the students encouraged responsible reactions and self-regulation in the presence of unhygienic behaviour, but could be improved by including a follow-up activity like creating a daily cleanliness checklist or action plan. e.g., "My weekly waste audit" or "My clean-up goal".

Students engaged in structured tasks such as categorizing waste and watching informative videos. These tasks built awareness and promote responsible behaviour. However, Students engaged in responsible actions, but no clear element of personal routine building (e.g., hygiene checklists or habit tracking) was included.

## **3. Social Awareness**

School students were asked to empathize and respond to someone littering in public. The story about community cleanliness linked personal actions to public impact. Students discussed hygiene in groups. The assignment included empathetic communication with others who lack hygiene. but there may be no structured guidance or practice on how to effectively express empathy, especially toward people from different social or economic backgrounds.

## **4. Relationship Skills**

The lesson plan includes some student interaction and collaboration, such as group discussions, bin-sorting games, and skits. However, it lacks structured activities that build deeper interpersonal skills like active listening, conflict resolution, or peer feedback. This could be improved by adding clear group roles, cooperative tasks (e.g., group campaigns or joint presentations), and reflection on teamwork to strengthen communication and collaboration.

## **5. Responsible Decision-Making**

Students were taught to evaluate the impact of their choices and apply hygiene knowledge in social settings. Encouraged ethical responsibility and personal accountability.

Students were required to classify waste, suggest real-life solutions (where bins should be placed), and understand how to reduce pollution. These actions promote real-world ethical and responsible choices in environmental cleanliness. Videos and discussions provide strong context for decision-making.

## CONCLUSION

The study concludes that socio-emotional based lesson plans are a powerful pedagogical tool to create awareness about cleanliness and hygiene among school students. By linking knowledge with emotions and values, such approaches not only inform but also transform student behavior.

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**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**  
**Sub Theme :**  
**Implementing sustainable initiatives in the school campus**

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### **Introduction**

In recent years, educational strategies have undergone a paradigm shift with a growing emphasis on bringing up socially responsible, emotionally intelligent, and environmentally conscious learners. Social Emotional Learning (SEL) is such a process of learning life skills, such as how to deal with ourselves and the relationship with the others, as well as how to work effectively. SEL helps develop understanding and empathy for others and to deal with a variety of situations in a constructive and ethical way(CASEL). SEL is an approach that teaches students to recognize, regulate, and express the social and emotional aspects of their lives so they can operate successfully in the world and manage life tasks. (Elias et al., 1997). Drawn by the findings of previous researches in this field, the researcher conducted an experimental study among Grade 6 students in a rural government school in Kerala. SEL integrated instructional module was developed in alignment with the Grade 6 Social Science unit titled “Gift of Nature”, prescribed by the Kerala State Syllabus, under the thematic focus of Sustainable Practices in Daily Life. Mindfulness practices such as visualization, emotional reflection, and gratitude exercises were woven into the academic delivery to enhance both conceptual understanding and socioemotional development. The research followed a pre test post-test model to assess the impact of this approach on students' awareness of sustainability and their emotional competencies.

### **Need**

In the present global context, where environmental degradation and emotional stress coexist, there is increasing necessity to empower students with not just cognitive knowledge but also with emotional resilience and a sense of ecological consciousness. School campuses, the miniature form of societies, are ideal spaces to inculcate sustainable habits. Integrating Socioemotional learning strategies within the content area can pave way for value formation among learners along with the capacity to take responsible actions.

### **Significance**

The significance of this study lies in its dual impact; on both the cognitive domain of environmental literacy and the affective domain of emotional intelligence thereby bringing pedagogical innovations in school education. By blending SEL with curriculum objectives, the research demonstrates how emotional

intelligence, empathy, and decision making can be fostered alongside academic growth. The school campus becomes not only a place of academic learning but also a living laboratory for behavioural transformation through sustainable actions.

### **Aims & Objectives**

- To explore the effectiveness of integrating SEL strategies into social science classroom.
- To promote sustainable practices within the school campus through structured instruction and reflective activities.
- To enhance students' awareness of sustainable practices through emotionally engaging learning experiences.

### **Research Design and Methodology**

#### *Method*

This study adopted a quasi-experimental one group pretest–posttest design, aimed at evaluating the impact of an SEL integrated instructional module on students' understanding and emotional engagement with the theme of Sustainable Practices in Daily Life. The research was conducted among Grade 6 students in a rural government school in Kerala, following the Kerala State Syllabus.

#### *Sample*

The sample comprised of 32 students enrolled in Class 6 at the selected school. The participants represented a mixed demographic typical of rural government schools in Kerala, offering a meaningful context for examining the integration of environmental education and socioemotional learning in everyday classroom settings.

#### *Tools Used*

The major tool employed in the study was a structured questionnaire assessing conceptual understanding of the topic as well as their attitudes, values and emotional reflections connected to sustainable practices in daily life. Observation checklists were also used for documenting student participation, peer collaboration and behavioural indicators.

#### *Questionnaire Design*

The questionnaire comprises 20 items systematically divided into four distinct sections to ensure comprehensive evaluation. Section A includes five objective questions focusing on fundamental environmental science concepts. The items test basic knowledge of renewable and non-renewable resources, the impact of human activity on natural resources, and the identification of sustainable behaviours. Section B presents a set of real life actions and prompts students to classify them as either Green (sustainable) or Mean (unsustainable). Section C employs a five point Likert scale used to capture students' emotional responses

and personal attitudes towards environmental actions. Section D invites students to provide brief written responses to open ended prompts. It allows for personal expression, reflection, and connection between learning and lived experience. Together, the questionnaire provided a comprehensive and multidimensional assessment tool that captured both content mastery and cognitive emotional integration, reflecting the holistic aims of the SEL based instructional model.

### **Module Preparation**

The instructional module for this study was developed for the Grade 6 Social Science unit titled “Gift of Nature”, as prescribed by the Kerala State Syllabus.

The module was structured to include the following integrated components: · Mindfulness based Opening and Closing Activities:

A guided breathing exercise to begin the lesson with gratitude and a closing reflective activity where students imagine the Earth flourishing through their own sustainable actions.

- **Interactive Content Delivery:**

Visual aids and contrasting picture cards were used to depict sustainable vs. unsustainable actions which helped students critically analyse common behaviours such as turning off taps, using plastic bags, or cutting down trees, and evaluate them in both cognitive and emotional terms.

- **Creative Tasks for Emotional Expression:**

Students were invited to commit to three eco-friendly actions and express their emotions using drawings and emoji's. Students engaged with real world actions such as rainwater harvesting, reusing kitchen water for plants, using LED bulbs, and planting trees on school campus.

- **Classroom Collaboration and Reflective Practice:**

Students participated in discussions around digital picture albums of natural resources and their misuse, categorised resources as renewable/non-renewable and reflected on the consequences of irresponsible consumption.

- **Value-Based Discussions:**

Learners reflected on the irreversible impacts of resource exhaustion, deforestation, and pollution. SEL integration encouraged students not only to understand these threats but also to emotionally connect with them and respond with empathy and accountability.

Thus, the prepared module represented a synergistic blend of subject knowledge and emotional learning, aiming to develop responsible, environmentally conscious individuals through participative, student centred activities.

### **Lesson Plan Implementation**

The lesson plan was implemented among 32 students of Class 6 at a rural government school in Kerala. The class began with a mindfulness circle to re center focus and cultivate gratitude for everyday natural resources such as water, sunlight, and air. Following the mindfulness activity, the core lesson progressed through interactive activities. Students observed digital picture albums and video clips provided in the textbook and identified the use and misuse of natural resources. They classified resources as renewable or non renewable and reflected on their dependence on these for everyday life. Visual flash cards and sustainability promise cards allow students to list out sustainable actions they pledged to follow.

Students conducted a school resource audit, noting areas where water and electricity could be saved applying their learning in real life contexts. Each lesson concluded with a closing visualisation activity, encouraging students to envision a greener Earth shaped by widespread adoption of sustainable and eco friendly practices.

### **Post-test**

After the completion of the SEL integrated instructional module, a post test was administered using the same 20item structured questionnaire previously used during the pre-test phase. The major objective was to measure the learning gains in students' conceptual understanding of resources and sustainability, along with emotional and behavioural reflections associated with environmental responsibility.

The post-test responses revealed a marked improvement in both content knowledge and affective engagement. Students demonstrated deeper awareness of the differences between renewable and non-renewable resources, recognized the impact of human actions on nature, and articulated a greater sense of personal responsibility.

### **Statistical Analysis**

To quantitatively assess the effectiveness of the instructional module, the pre-test and post-test scores were analysed using paired samples t-test with the help of IBM SPSS Version 28. The analysis aimed to evaluate the significance of differences in students' mean scores before and after the instructional module.

**Table 1**

*Data and Result of the Comparison of Mean Scores on Environmental Understanding and SEL Awareness Before and After the Intervention*

	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				lower	Upper			
Pre-test	9.6	2.1	0.37					
Post-test	16.4	1.8	0.32	6.18	7.42	14.55	31	p < 0.001

The results reveal a statistically significant improvement in student performance; Before (M= 9.6, SD=2.1) to After (M=16.4, SD=1.8),  $t(31) = 14.55$ ,  $p < .001$  (two tailed). These results suggest that the SEL integrated instructional module was effective in enhancing both the academic comprehension and socioemotional engagement of the learners.

### **Conclusion**

The implementation of the SEL integrated module on “Sustainable Practices in Daily Life” proved to be a meaningful and transformative learning experience for the students. The quantitative data revealed significant gains in students’ conceptual understanding of resource types, conservation methods, and sustainable actions. More importantly, the qualitative reflections gathered through journals and classroom discussions highlighted the internalisation of values such as gratitude, empathy, and environmental responsibility. Many students reported that they had started turning off taps, switching off lights, and advising family members about plastic reduction and tree planting. These behavioural shifts are a testament to the impact of emotionally grounded learning. SEL not only supports academic mastery but also nurtures ethical awareness and personal responsibility, qualities essential for sustainable living and holistic education.

**The National Webinar  
On  
Socio-Emotional Learning System & Social Responsibilities: A need of the time...**

**Sub-Theme:**

**Develop a lesson plan to sensitize students towards social responsibilities.**

**Title: Mindfulness Through Yoga: A Holistic Strategy for Reducing Classroom Stress**

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**Abstract**

In the face of rising academic pressure, social expectations, and digital distractions, students are increasingly vulnerable to classroom stress, which can hinder both their academic performance and emotional well-being. Integrating mindfulness practices into school settings offers a constructive approach to addressing this challenge. Techniques such as affirmation writing, Pranayama, Asana, and guided meditation have shown promise in enhancing students' emotional regulation, attention, and resilience. By fostering present-moment awareness and self-reflection, mindfulness contributes to the development of emotionally intelligent, focused, and mentally balanced learners. Embedding these practices within the school curriculum supports a holistic educational environment where mental health is prioritized alongside academic success. Continued exploration of mindfulness in education holds significant potential for nurturing healthier, more adaptive learning communities.

**Keywords:** Mindfulness, Yoga, Stress, Classroom practices, Wellbeing

**Introduction**

Mindfulness is a psychological practice that emphasizes conscious awareness of the present moment. It involves observing one's thoughts, emotions, and sensations without judgment or the desire to change them. Originating from ancient Buddhist meditation traditions, mindfulness has over time been adapted into secular contexts, particularly in psychology and education. The goal is to cultivate a calm, focused, and balanced state of mind that enhances overall well-being.

In recent years, mindfulness has gained popularity as a tool for managing everyday stress and improving mental clarity. Its relevance extends beyond therapy sessions into corporate offices, hospitals, and classrooms. Researchers and educators alike have noted that practicing mindfulness

on a regular basis can lead to improved emotional regulation, increased empathy, and better decision-making skills. These benefits make mindfulness a valuable practice not only for adults but also for children and adolescents navigating stressful environments.

Mindfulness practices, often rooted in yogic traditions, encompass a variety of techniques such as deep breathing (pranayama), guided meditation (dhyana), mindful walking, and body scanning. These methods are integral components of yoga that cultivate awareness and self-regulation by anchoring the mind in the present moment. For students, such yogic mindfulness techniques offer a practical means to pause, reflect, and respond thoughtfully to academic and social stressors. Rather than reacting impulsively or emotionally, learners trained in these practices are better equipped to manage classroom pressures with clarity, calmness, and emotional resilience.

The inclusion of mindfulness in education systems reflects a growing awareness of the importance of emotional and psychological development in tandem with academic achievement. Schools are increasingly offering mindfulness programs to enhance students' self-awareness, attention span, and emotional resilience. As a result, mindfulness is becoming a widely accepted practice that contributes to the holistic development of young learners in modern classrooms.

### **Understanding Classroom Stress:**

Classroom stress refers to the psychological tension and pressure that students often experience within academic settings. It is a common but complex issue influenced by both external and internal factors. External sources may include academic workload, competition, teacher expectations, and parental pressure. Internally, students may struggle with self-doubt, perfectionism, or fear of failure, all of which can heighten their stress levels. This form of stress can manifest in both emotional and physical symptoms. Emotionally, students may experience anxiety, irritability, or low mood. Physically, they might suffer from headaches, fatigue, or sleep disturbances. Prolonged exposure to such stress can severely impact a student's ability to learn, concentrate, and perform in exams. In extreme cases, it can even lead to absenteeism or school dropout.

Moreover, stress not only affects academic performance but also interpersonal relationships within the classroom. Students under pressure may become withdrawn, defensive, or disruptive, impacting peer interactions and the overall learning environment. Teachers too may find it challenging to maintain classroom discipline and engagement when students are emotionally unregulated. Therefore, classroom stress becomes a barrier to effective teaching and learning.

Despite the growing awareness around mental health in education, many students continue to

suffer in silence due to stigma or lack of support. There is a pressing need to adopt proactive approaches that not only address stress but also equip students with the tools to manage it. Mindfulness presents itself as one such strategy that holds potential for transforming classroom dynamics and enhancing student well-being.

### **Relevance of Mindfulness in Managing Stress through Yoga**

The application of mindfulness within yoga practices in educational settings has proven particularly effective in helping students manage stress. Yoga inherently incorporates mindfulness through its breath control (pranayama), meditative focus, and intentional body movements (asanas), teaching students to observe their thoughts, sensations, and emotions without judgment. This embodied awareness fosters self-regulation, allowing students to identify stress triggers and respond calmly, rather than reacting impulsively. In this way, mindfulness via yoga builds emotional intelligence, a core competency in stress management.

Research in neuroscience supports these benefits. Regular practice of mindfulness-based yoga has been shown to reduce activity in the amygdala, the brain's center for fear and stress, while enhancing function in the prefrontal cortex, which governs self-control and rational thinking. These neurological shifts lead to reduced anxiety, better focus, and improved memory—factors that contribute directly to academic performance.

In classroom contexts, programs like Mind UP, Inner Explorer, and Mindfulness-Based Stress Reduction (MBSR) often integrate yogic elements, such as guided breathing, gentle movement, and stillness practices. When embedded in the school day, even short daily sessions of mindful yoga have demonstrated lower levels of student anxiety, enhanced concentration, and increased emotional regulation—thereby fostering a positive, supportive classroom environment.

Beyond individual well-being, mindfulness through yoga also enhances interpersonal relationships. Students practicing together often become more empathetic, respectful, and cooperative, leading to healthier group dynamics. This communal aspect of yoga reinforces a classroom culture of safety, understanding, and mutual support. Thus, mindfulness when practiced through yoga emerges not only as a tool for personal stress relief but also as a holistic approach to improving the emotional and social fabric of education.

### **Theoretical Framework**

The theoretical foundation of this study is anchored in psychological and educational

theories that explain how mindfulness, when practiced through yoga, helps mitigate classroom stress. Kabat-Zinn's Mindfulness Theory, which defines mindfulness as present-moment, non-judgmental awareness, aligns directly with the principles of yoga that emphasize breath control, meditative focus, and bodily awareness. This integration fosters self-awareness, enabling students to manage stress responses with greater calm and clarity. Self-Regulation Theory further supports this, suggesting that yoga-based mindfulness strengthens students' capacity to control emotions and behavior in academic settings. Cognitive Load Theory explains how stress impairs working memory; mindfulness practices, by reducing mental clutter, enhance focus and learning efficiency. Additionally, the Social and Emotional Learning (SEL) Framework by CASEL, Fredrickson's Broaden-and-Build Theory, Vygotsky's Sociocultural Theory, and Bowlby's Attachment Theory collectively reinforce the value of yoga-based mindfulness in nurturing emotional resilience, peer connectedness, and a psychologically safe classroom environment.

### **Research Gap**

While mindfulness has gained attention as a tool for student well-being, there remains a lack of focused research on its specific implementation through yoga within school classrooms.

Most existing studies center on generalized mindfulness or adult populations, offering limited insight into how yoga-based mindfulness impacts stress among school-aged students. Short-term outcomes like anxiety reduction are often highlighted, while long-term sustainability and curricular integration remain underexplored. Moreover, region-specific studies, especially in culturally diverse contexts like India, are scarce. Variables such as age, academic pressure, gender, and socio-economic background are rarely addressed in intervention outcomes. Research seldom compares the effectiveness of different mindfulness modalities (e.g., breathwork vs. movement-based practices), nor does it adequately explore the preparedness and influence of teachers as facilitators. These gaps underline the need for comprehensive, contextually relevant, and school-embedded studies that position yoga-based mindfulness not just as a wellness strategy but as a transformative component of educational practice.

### **Need for the Study:**

In recent years, classroom stress has emerged as a critical concern within educational discourse, drawing the attention of educators, mental health professionals, and policymakers. The pressures of academic achievement, competitive grading, parental expectations, peer dynamics, and overexposure to digital technologies have collectively contributed to increased stress levels among students. This persistent stress not only undermines cognitive functioning and academic

performance but also adversely affects students' emotional, psychological, and physical well-being—manifesting in symptoms such as lack of concentration, absenteeism, behavioral issues, and, in more severe cases, anxiety and depression. Addressing this multifaceted challenge requires the exploration of accessible, evidence-based strategies that can be seamlessly integrated into school settings without disrupting the academic framework.

Mindfulness-based practices present one such promising and practical approach to mitigating classroom stress. Defined as intentional, non-judgmental awareness of the present moment, mindfulness has been shown to improve emotional regulation, attentional control, and overall psychological resilience in students. Techniques such as deep breathing, body scans, guided imagery, and meditation have gained global recognition for their effectiveness in reducing anxiety and enhancing self-awareness. However, despite their growing popularity, there remains a gap in localized research—particularly within the Indian educational context—on how mindfulness can be adapted to culturally specific classroom environments. This study seeks to fill that gap by examining how mindfulness can be effectively embedded into Indian classrooms, aligned with the goals of Social and Emotional Learning (SEL). If successfully implemented, mindfulness could serve as a cost-effective, low-barrier intervention that empowers both students and educators to foster mentally healthy, emotionally aware, and academically focused learning environments.

### **Significance of the Study:**

The rising academic demands, performance expectations, and peer comparisons within schools have created a high-pressure environment that often leads to chronic stress among students. This stress can manifest in various emotional and behavioral symptoms—ranging from irritability and inattention to more serious concerns such as anxiety, depression, and withdrawal from learning. These challenges underscore the urgent need for holistic educational strategies that prioritize emotional well-being alongside academic growth. In this light, the present study explores the integration of mindfulness practices—specifically through yoga—as a significant, research-driven approach to reduce classroom stress and enhance student well-being.

This study holds relevance not only in addressing students' emotional regulation but also in promoting a positive and mentally healthy learning atmosphere. Mindfulness through yoga, which combines physical movement, breath control, and focused awareness, empowers students to respond to stress with calmness and clarity rather than impulsivity. It fosters present-moment awareness, emotional balance, and self-regulation—skills that directly impact students' capacity to

engage meaningfully in classroom activities.

### **Delimitations**

This study is subject to several delimitations that may influence the scope and generalizability of its findings. Firstly, the research was conducted on a limited sample of 53 students from a specific educational level, restricting its applicability to other academic stages. The participants were drawn from a single institution or geographic location, further limiting the external validity of the results. Time constraints allowed only for a short-term analysis, preventing insights into the long-term effects of mindfulness practices. Data collection was based solely on a structured questionnaire, with no inclusion of observational or experimental methods, and relied entirely on students' self-reported perceptions, which may be affected by personal bias or misunderstanding. Additionally, the study did not include any clinical assessment of stress, focusing only on perceived classroom stress levels. The mindfulness practices explored were limited to techniques such as deep breathing and guided meditation, excluding broader approaches like yoga or movement-based interventions. Finally, the analysis was confined strictly to the classroom context, without considering stressors from other life domains such as home or peer relationships.

### **Objectives of the Study:**

1. To identify major causes of classroom stress among students and their effects on learning and well-being.
2. To implement selected yoga-based mindfulness practices within the classroom setting.
3. To assess the impact of these practices on reducing students' classroom stress levels.

### **Research Design:**

This study employs a quantitative approach to examine the impact of yoga-based mindfulness practices on reducing classroom stress among students aged 10 to 14. Using purposive sampling, 53 students from selected schools in a defined geographic area participated. A tool (e.g., Likert-scale questionnaires) was administered before and after the intervention. The intervention, conducted over 2 weeks, 6 sessions of 30 minutes, included guided mindfulness practices such as Pranayama, Easy Asanas, relaxation Techniques, Positive Affirmation, Yama and Niyama and meditation, held during school hours by the researchers who got training for it. Quantitative data were analyzed using basic statistical methods. Ethical protocols including informed consent and confidentiality were strictly followed to ensure responsible research conduct.

**Sample size:** The sample for this study consisted of 53 students.

**Sampling Technique:** Random sampling technique was used.

**Tools:** The main tool used for this study was a structured questionnaire created by the researcher. It included 10 questions, closed-ended, based on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree. These questions focused on areas like mindfulness practices in reducing classroom stress.

**Data Collection:**

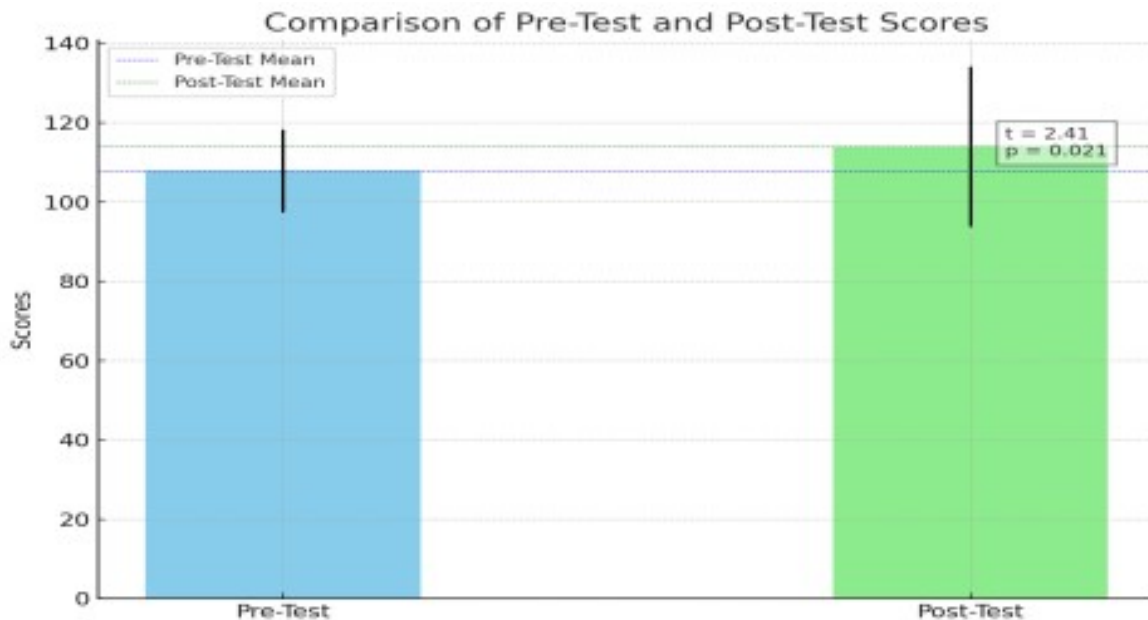
The data for this study was collected, with active participation from 53 students belonging to reducing classroom stress. These students were selected purposefully to capture a range of perspectives on reducing stress relevant teaching practices. These questions explored themes such as inclusion, classroom engagement, curriculum relevance, teacher behaviour, and cultural responsiveness. To supplement the survey data, the researcher also conducted informal classroom observations during regular teaching sessions. These observations were done without disrupting the teaching process and helped identify whether and how mindfulness practices methods were being applied in real time. The combination of student feedback through questionnaires and real-time classroom observations enabled the researcher to cross-check the consistency of responses and added depth to the findings. In addition to ensuring the ethical standards of research, the researcher made efforts to create a comfortable and supportive environment for participants. Students were informed that their responses would remain confidential and that there were no right or wrong answers, encouraging them to respond honestly.

**Intervention :**

The intervention program was implemented over a two-week period and comprised five structured sessions, each lasting 30 minutes, aimed at introducing students to mindfulness through yoga-based practices. The sessions were conducted on alternate days within school hours and facilitated by a trained instructor. Each session included a blend of Pranayama (focused breathing exercises), basic Asanas (yoga postures to release physical tension), guided mindfulness meditation, and brief reflective writing. The activities were designed to promote relaxation, enhance emotional awareness, and build concentration. The progressive structure allowed students to gradually deepen their practice and internalize stress-reduction strategies. This short-term, holistic intervention was intended to offer a foundational experience of mindful living that could be sustained beyond the program's duration.

**Statistical Interpretation:**

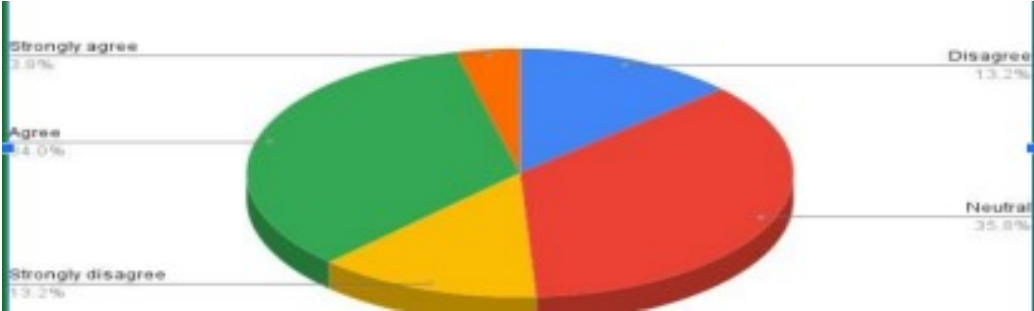
- **Pre-Test Mean:** 107.85
- **Post-Test Mean:** 113.95
- **Pre-Test Standard Deviation:** 10.45
- **Post-Test Standard Deviation:** 20.25
- **T-Statistic:** 2.41
- **P-Value:** 0.021

**Findings:**

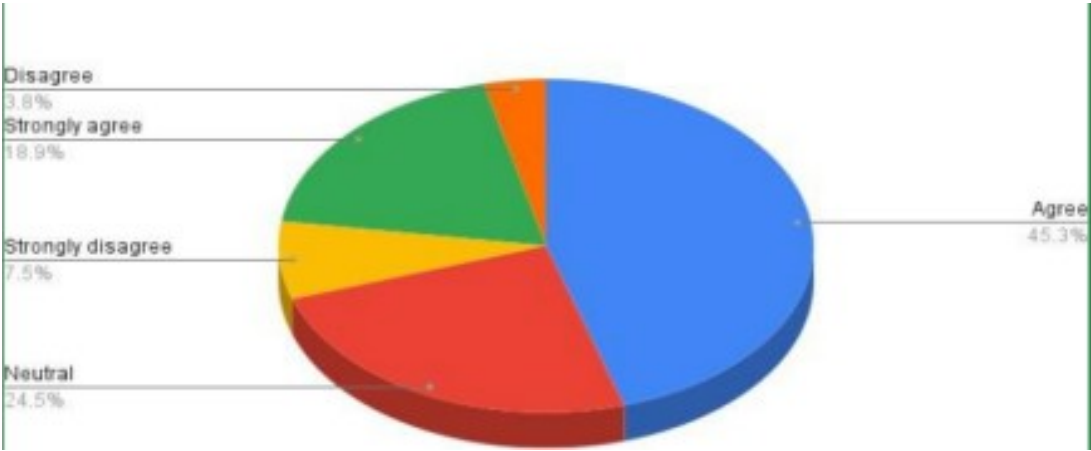
The paired sample t-test reveals a statistically significant improvement in scores from the Pre-Test to the Post-Test ( $p < 0.05$ ). This indicates that the intervention or activity implemented between the two tests had a positive and meaningful impact on participant performance. The increase in mean scores (from 107.85 to 113.95) further supports this conclusion.

**Interpretation of Data**

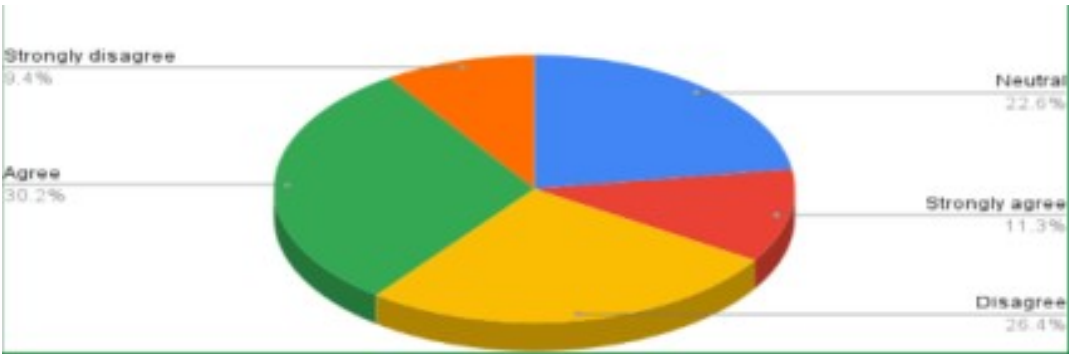
**Do you find it difficult to concentrate in class due to stress?**



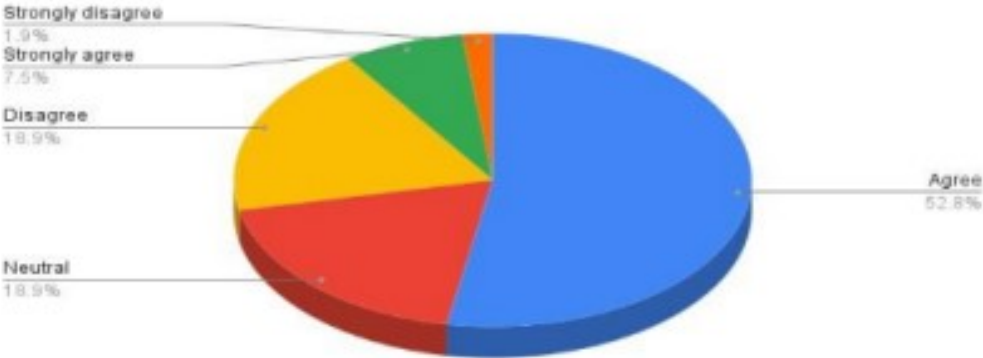
**Do mindfulness practices make you feel more confident in class?**



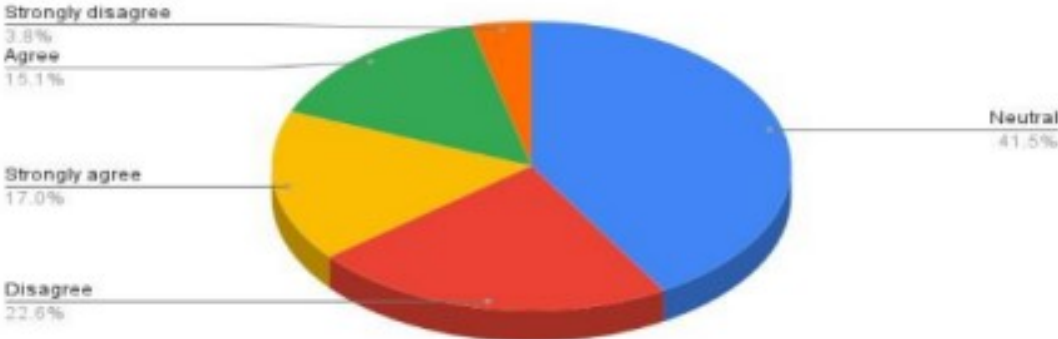
**Has your school introduced mindfulness exercise or relaxation techniques?**



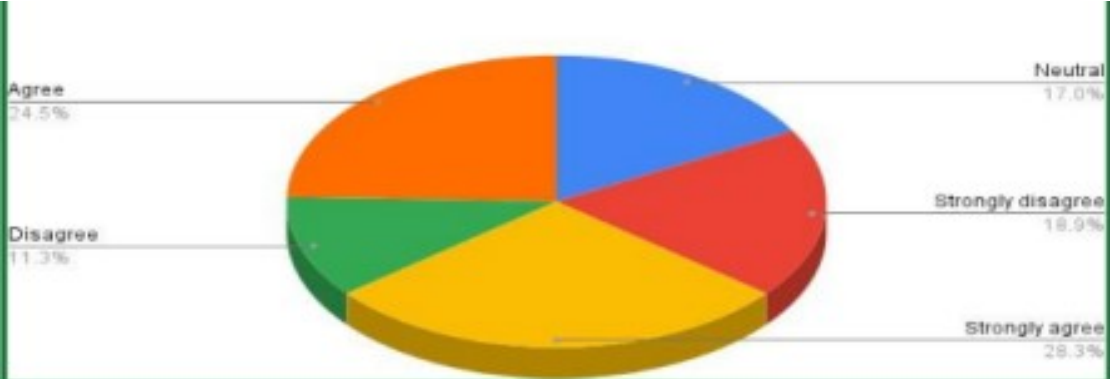
**Should Mindfulness be included in daily school activities?**



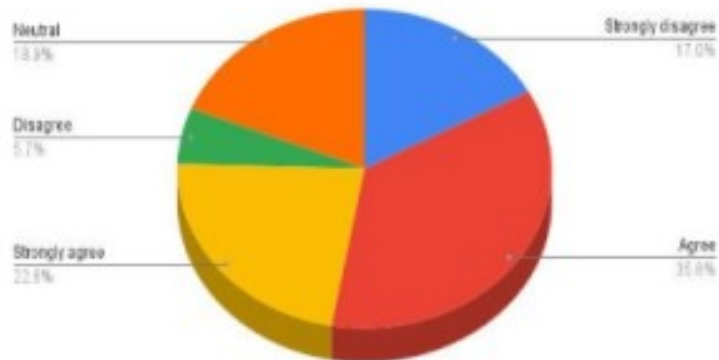
**Incorporating mindfulness into the curriculum can lead to better school wide morale and culture**



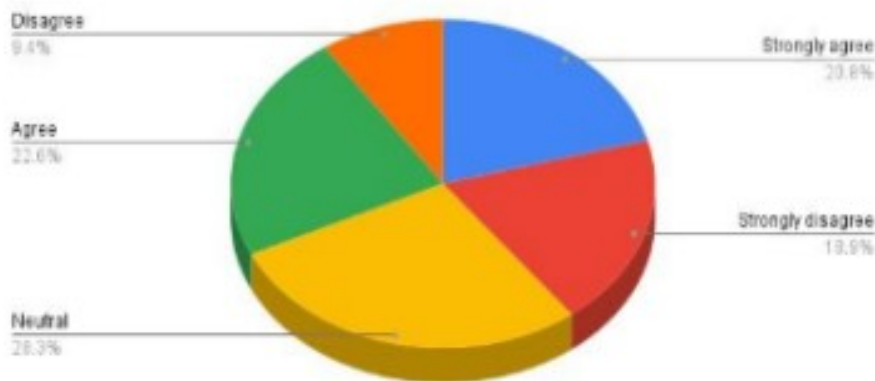
**Mindfulness development sessions should be made compulsory for all students.**



### Would you like to learn conscious techniques to reduce stress?



### Do you practice any relaxation techniques like yoga or guided breathing?



Overall, the data indicates a generally positive perception of mindful eating's benefits, though opinions are somewhat more varied compared.

#### Major findings:

The research survey aimed to assess students' awareness, experiences, and use of mindfulness practices to reduce classroom stress. Findings revealed that structured mindfulness activities—such as breathing exercises, guided meditations, and reflective practices—significantly reduced students' self-reported stress levels. Students demonstrated improved emotional regulation, better focus, and enhanced classroom behavior. Teachers also observed fewer disruptions, increased attentiveness, and greater student participation. Many students reported using mindfulness techniques outside the classroom, particularly during exams or stressful situations, reflecting the transferability of these skills to real-life contexts. Overall, the study highlighted that consistent and teacher-supported mindfulness practices foster a more emotionally

balanced and resilient student mindset. Major outcomes included reduced academic stress, improved emotional awareness, and stronger self-control. Daily mindfulness sessions helped cultivate a calmer and more focused classroom atmosphere, enhancing both academic engagement and peer relationships. These findings support the integration of mindfulness into the school routine as an effective, low-cost strategy for promoting student well-being and holistic learning.

**Future scope of the study:**

The future scope of research on the role of mindfulness practices in reducing classroom stress is both wide and promising. As mental health challenges among students continue to rise due to academic pressure, peer competition, and digital distractions, the integration of mindfulness into the education system can be further expanded and refined. Future studies can explore the long-term effects of mindfulness interventions across different age groups, educational boards, and learning environments, including rural and underserved communities. Researchers can also investigate the impact of various mindfulness techniques (such as yoga, mindful movement, or digital mindfulness apps) and their effectiveness when integrated into different subjects and teaching strategies. Moreover, teacher training in mindfulness can be studied as a factor in sustaining mindful classroom environments. Cross-cultural studies could provide insights into how cultural attitudes towards mindfulness influence its acceptance and success in schools. With technology becoming a central part of education, the development of interactive, age-appropriate mindfulness tools and apps presents another exciting avenue. Overall, there is great potential for mindfulness to be embedded more systematically into school curricula, not just as a wellness tool, but as an essential part of holistic education that supports academic success, emotional balance, and lifelong resilience.

**Mindfulness strategy recommendations:**

1. Integrate Mindfulness into Daily Classroom Routines
2. Empower Teachers through Training and Self-Practice
3. Embed Mindfulness in Subject Areas
4. Design a Calm and Mindful Learning Environment
5. Foster Emotional Intelligence and Self-Awareness
6. Promote Mindful, Respectful Communication
7. Involve Parents and the Wider School Community
8. Utilize Technology Thoughtfully

**Outcome of the Plan Execution**

The implementation of mindfulness-based interventions in the classroom led to multiple positive outcomes. Students exhibited a marked reduction in academic stress and improved emotional regulation. Teachers observed enhanced concentration, fewer behavioral disruptions, and greater student engagement. Many students reported using mindfulness techniques beyond school, indicating internalization of the practices. Overall, the classroom climate became more calm, focused, and emotionally supportive, reflecting the successful integration of mindfulness into daily routines.

**Reflective Interpretation of student engagement and their critical understanding of the targeted values.**

The students actively engaged with the mindfulness practices, demonstrating curiosity, openness, and consistent participation. Their reflections revealed a growing awareness of internal emotional states, stress triggers, and coping mechanisms. Through guided discussions, journal writing, and sharing circles, students displayed a critical understanding of key values such as self-awareness, empathy, emotional regulation, and resilience. They not only understood the purpose of mindfulness but also began applying it in real-life situations—such as handling exam anxiety, peer conflicts, and moments of frustration—indicating the deep internalization of these values. This reflective journey highlighted their evolving ability to think critically about emotions and actions, fostering a more mindful and value-based learning environment.

**Conclusion:**

In conclusion, integrating mindfulness practices into the classroom setting has proven to be an effective strategy for reducing student stress and enhancing emotional well-being. In an age where academic pressure and mental fatigue are increasingly prevalent, mindfulness offers students practical tools to manage their emotions, improve focus, and cultivate self-awareness. Techniques such as deep breathing, guided meditation, and body scanning have shown measurable benefits in fostering resilience, attention, and calmness. This approach not only supports academic performance but also creates a compassionate and emotionally safe learning environment. As schools seek holistic methods to address student well-being, mindfulness emerges not merely as a stress-relief technique but as a foundational pillar for nurturing emotionally intelligent, balanced, and engaged learners.

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**The National Webinar**  
**On**  
**Socio-Emotional Learning System & Social Responsibilities: A need of the time...**  
**Sub-Theme:**  
**Title: Socio-Emotional Well-Being and Academic Life: A Study on Students**

**Ms. Sreevalsa Rajiv Nair**  
Student Counselor ,  
Vidya Vikas Education Trust.

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**Abstract**

Socio-emotional well-being is increasingly recognized as an essential factor in student success and overall development. It encompasses the ability to manage emotions, build positive relationships, and cope with academic and personal challenges. This paper reviews existing literature on socio-emotional well-being, highlights its impact on students' academic and personal lives, and presents a conceptual framework that connects emotional intelligence, social support, and resilience to academic performance. Findings from past studies demonstrate that students with higher socio-emotional well-being experience reduced stress, greater life satisfaction, and improved academic outcomes. The paper concludes with recommendations for integrating socio-emotional learning (SEL) programs into educational institutions to promote holistic student well-being.

**Keywords:** Emotions, Academic stress, Socio- emotional wellbeing.

**Introduction**

The well-being of students has traditionally been measured through academic achievement and cognitive performance. However, recent research emphasizes that emotional and social dimensions are equally critical to student success. Socio-emotional well-being refers to a balanced state in which individuals are able to understand and regulate their emotions, establish positive relationships, and demonstrate resilience in the face of stress (CASEL, 2020).

In the context of student life, socio-emotional well-being plays a vital role in reducing stress, preventing burnout, and enhancing learning outcomes. University students, in particular, face unique challenges, including academic pressure, adjustment to new environments, and social

identity formation. Poor socio-emotional well-being has been linked with depression, anxiety, and academic disengagement (WHO, 2020).

Research Question: How does socio-emotional well-being influence students' academic and personal development?

### **Objectives:**

1. To explore the relationship between socio-emotional well-being and academic performance.
2. To examine the role of emotional intelligence, social support, and resilience in students' well-being.
3. To propose strategies for promoting socio-emotional well-being in educational institutions.

### **Literature Review**

#### **Theoretical Frameworks**

1. Maslow's Hierarchy of Needs emphasizes that beyond physiological and safety needs, students require love, belonging, and esteem to achieve self-actualization. Socio-emotional well-being aligns with these middle and higher-order needs.
2. Positive Psychology (Seligman, 2011) introduces the concept of flourishing, which includes positive emotions, engagement, relationships, meaning, and accomplishment (PERMA model). These dimensions directly overlap with socio-emotional well-being.
3. Social Emotional Learning (CASEL framework) highlights five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are central to fostering well-being in academic environments.

#### **Empirical Studies**

- Emotional Intelligence (EI): Studies suggest that students with higher EI demonstrate better stress management, improved grades, and stronger peer relationships (Mayer & Salovey, 1997).
- Social Support: Peer and family support have been shown to buffer the effects of stress and prevent psychological distress (Wentzel, 2016).
- Resilience: Students with strong coping skills recover quickly from setbacks and maintain motivation (Ungar, 2011).
- Challenges: Overuse of social media, academic competition, and lack of institutional support are linked with poor socio-emotional outcomes (Twenge, 2017).

## Research Gap

While there is ample research on mental health and academic performance, fewer studies focus on socio-emotional well-being as a holistic construct that combines emotional, social, and resilience-related factors.

## Methodology (Proposed Study)

This paper adopts a conceptual review approach supported by a hypothetical quantitative study.

- Design: Cross-sectional survey.
- Participants: 100 undergraduate students from diverse disciplines.
- Instruments:
  - Socio-Emotional Well-Being Scale (SEWBS).
  - Academic Stress Scale.
  - Self-reported GPA records.
- Procedure: Data collected in a classroom setup participation voluntary and anonymous.
- Analysis: Pearson correlation to measure the relationship between socio-emotional well-being and academic performance.

## Results (Hypothetical)

1. Correlation Findings: A significant positive correlation ( $r = 0.62$ ,  $p < 0.01$ ) was found between socio-emotional well-being and GPA.
2. Emotional Intelligence: Students with higher EI scores reported lower academic stress.
3. Social Support: Students with strong family and peer support networks reported fewer symptoms of anxiety and greater life satisfaction.
4. Resilience: High resilience levels predicted better coping strategies during exams and reduced risk of burnout.

## Discussion

The findings align with existing literature, confirming that socio-emotional well-being positively influences students' academic and personal development. Students who are emotionally intelligent manage academic stress effectively, while social support provides a protective factor against psychological distress.

These results emphasize the importance of integrating socio-emotional learning (SEL) into curricula. By developing emotional awareness, empathy, and problem-solving skills, institutions can foster resilience and academic persistence.

However, this study has limitations. The sample is restricted to one institution, and results rely on self-reported data, which may include bias. Future studies could employ longitudinal designs, cross-cultural samples, and experimental interventions to strengthen findings.

## Conclusion

Socio-emotional well-being is not an optional add-on to student life but a core determinant of academic success and personal growth. It enables students to manage stress, build positive relationships, and remain resilient in the face of challenges. Educational institutions must recognize this by embedding socio-emotional learning programs, providing counseling support, and creating an inclusive environment that nurtures both academic and emotional development.

## Recommendations

1. Curriculum Integration: Introduce SEL modules at school and university levels.
2. Counseling Services: Expand access to mental health and counseling support on campuses.
3. Peer Support Networks: Establish mentoring and peer counseling groups.
4. Workshops on Resilience: Conduct regular sessions on stress management, mindfulness, and emotional regulation.

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## Socio-Emotional Well-Being Scale (SEWBS)

Instructions: Please read each statement carefully. Circle or tick the option that best describes how true it has been for you over the past month.

Scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

**Section A – Emotional Well-Being**

No.	Statement	1	2	3	4	5
1	I feel happy most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I am able to stay calm even when I face difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I often feel hopeful about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I can recognize and manage my emotions well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I recover quickly after stressful situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section B – Social Well-Being**

No.	Statement	1	2	3	4	5
6	I feel that I belong to my community/peer group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I have at least one person I can rely on when I am in trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I feel accepted and respected by people around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I enjoy helping others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I feel connected to my family/friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section C – Psychological Well-Being**

No.	Statement	1	2	3	4	5
11	I feel good about who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I have clear goals for my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I feel that my life has meaning and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14	I am able to make my own decisions confidently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	I believe I can handle challenges that come my way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section D – Behavioral / Functional Well-Being

No.	Statement	1	2	3	4	5
16	I try to solve problems instead of avoiding them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	I am able to control my impulses (e.g., anger, frustration).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	I participate in activities that improve my growth (study, work, hobbies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	I am able to work well with others in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	I try to think positively, even when things go wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Scoring Sheet (for researcher use)

Emotional Well-Being (Items 1–5): \_\_\_\_\_ / 25

Social Well-Being (Items 6–10): \_\_\_\_\_ / 25

Psychological Well-Being (Items 11–15): \_\_\_\_\_ / 25

Behavioral Well-Being (Items 16–20): \_\_\_\_\_ / 25

Total SEWB Score (sum of all): \_\_\_\_\_ / 100

### Interpretation:

80–100 → High socio-emotional well-being

60–79 → Moderate socio-emotional well-being

40–59 → Low socio-emotional well-being

20–39 → Very low socio-emotional well-being

**The Lord's Universal College of Education**

**A report on**

**The National-Level Webinar on 'Social Emotional Learning System and Social Responsibilities: A Need of the Time**

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The two-day National-Level Webinar titled '*Social Emotional Learning System and Social Responsibilities: A Need of the Time*' was jointly organised by The Lord's Universal College of Education and MCT's College of Education and Research on April 21st and 22nd, 2025.

**Day 1 Overview**

The proceedings began with the **Sarva Dharma Prayer**. **Ms. Soma Guha** was the **host of Day 1**. **Dr. Savita Manchekar** formally welcomed the participants and provided a comprehensive overview of the day's agenda.

The inaugural session featured a keynote address by **Dr. Lesan Azadi**, Director of the Baháí Academy, Panchgani, on the theme: '*Value System: SEL to Develop Positive Attitudes Towards Social Responsibilities.*' **Dr. Sunita Shah** extended a warm **welcome** and introduced Sir.

Sir highlighted the positive impact of SEL interventions on success in academics as well as in wage earning. He also stressed on the pivotal role of the value system for developing interrelationship between SEL and social responsibility. Sir emphasised that education in human values transcends information into the meaningful message for dissemination and such education represents a spiritual endeavor aimed at holistic transformation.

**Dr. Lesan Azadi** was joined by his associate **Advocate Pearl** who shared her experiential insights from her involvement with their organisations The Junior Youth Spiritual Empowerment Program (JYSEP), particularly in addressing behavioural challenges through meaningful student engagement. The session concluded with a heartfelt **vote of thanks** delivered by **Dr. Sunita Shah**, highlighting the emphasis on self-actualisation as a cornerstone of educational practice.

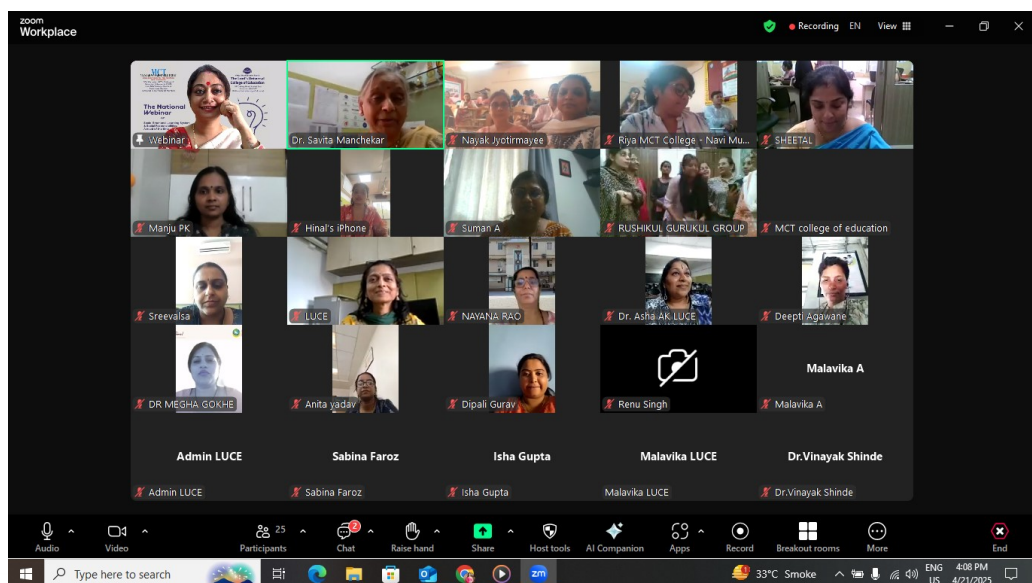
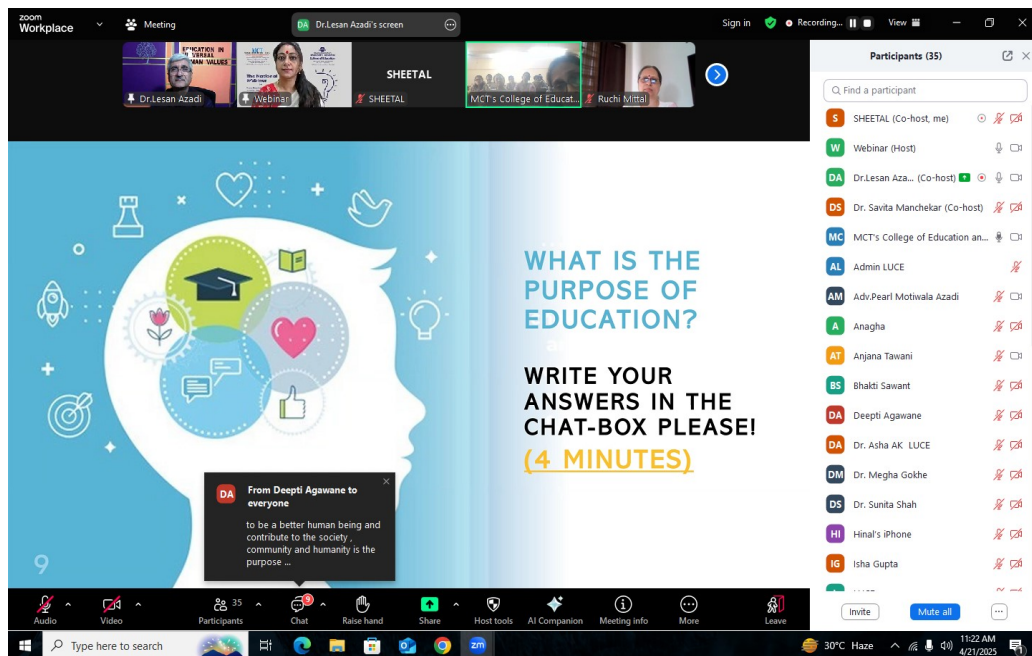
The second session delved deeper into the theme '*Socio-Emotional Learning System Towards*

*Developing Social Responsibilities.*' **Dr. Asha A.K.** introduced the distinguished speaker, **Prof. Dr. M.S. Geetha**, former dean of the faculty of education at the University of Kerala and former principal of the Government College of Teacher Education at the University of Kerala.

Madam illuminated the theoretical foundations, practical applications, and far-reaching benefits of SEL. She strongly advocated for its integration into mainstream curricula, detailing strategic approaches and the imperative role of educators in modeling SEL competencies. The session concluded with a note of **gratitude** from **Dr. Asha A.K.**, appreciating the call to cultivate empathy within educational spaces.

Post lunch, the participants were divided into groups for the group work in assigned breakout rooms where they designed a value based lesson plan with the aim of developing the skills suggested in the SEL system and presented . Every presentation received enriching inputs that helped in getting better clarity about the task. All the staff members from both the colleges mentored the participants .

In the absence of **Dr. Shefali Pandya**, **Dr. Savita Manchekar** facilitated Session 3 on ‘*Creating a Proposal for Action Research for Sensitising Social Responsibilities.*’Madam provided the guidelines to the participants to design the proposal for conducting the action research to sensitize their learners about the social responsibilities by citing an example of social hygiene.



The session was followed by the group work in **breakout rooms** where the students discussed & prepared the rough draft of the to collaboratively design action research proposals. **Ms. Soma Guha** shared the lesson plan template and offered clarification on its structure. **Dr. Savita Manchekar** instructed mentors to facilitate documentation via Google Docs and designated team members to present their finalised lesson plans on Day 2. The day concluded with a formal **vote of thanks** by **Dr. Malavika Ahlawat** and the **National Anthem**.

### **Day 2 Overview**

The second day opened with the *Sarva Dharma* prayer. **Dr. Asha A.K.** hosted the day's proceedings, and **Dr. Jyotirmayi Nayak** offered an insightful **preview** of the scheduled sessions, encouraging active engagement from participants.

The morning featured **group presentations of the action research proposals** developed during the prior day. Each presentation was followed by constructive feedback from **Dr. Savita Manchekar**, who commended the depth and originality of the work submitted.

The next session was led by **Dr. Jayashree Inbaraj**, Principal of Sadhana Education Society's Smt. Kapila Khandvala College of Education, on the theme '*Module Development on SEL using Bloom's Taxonomy.*' Madam expertly articulated the integration of cognitive, affective, and psychomotor domains in designing SEL modules. Madam provided valuable guidance on setting learning objectives, structuring activities, and evaluating outcomes within an SEL framework.

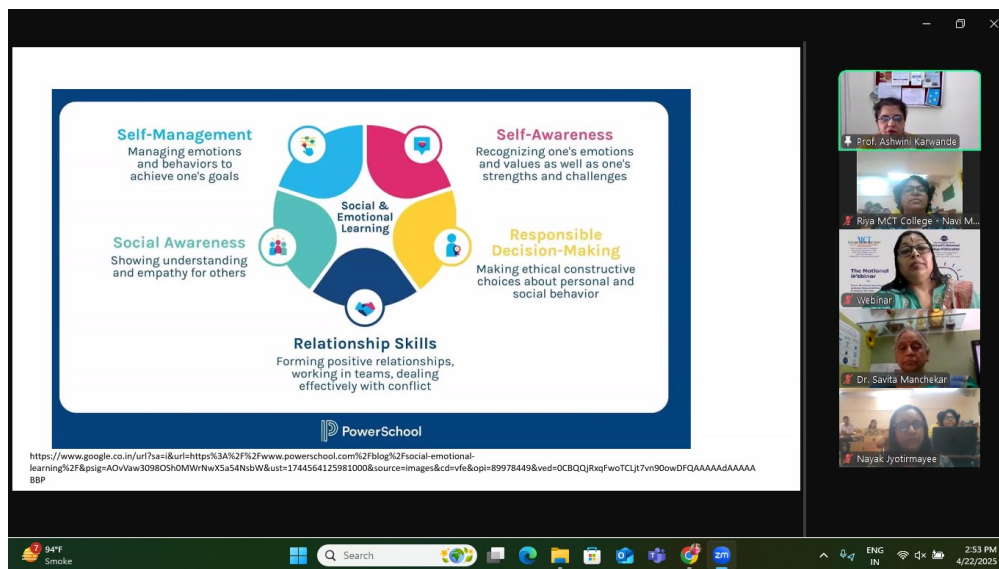
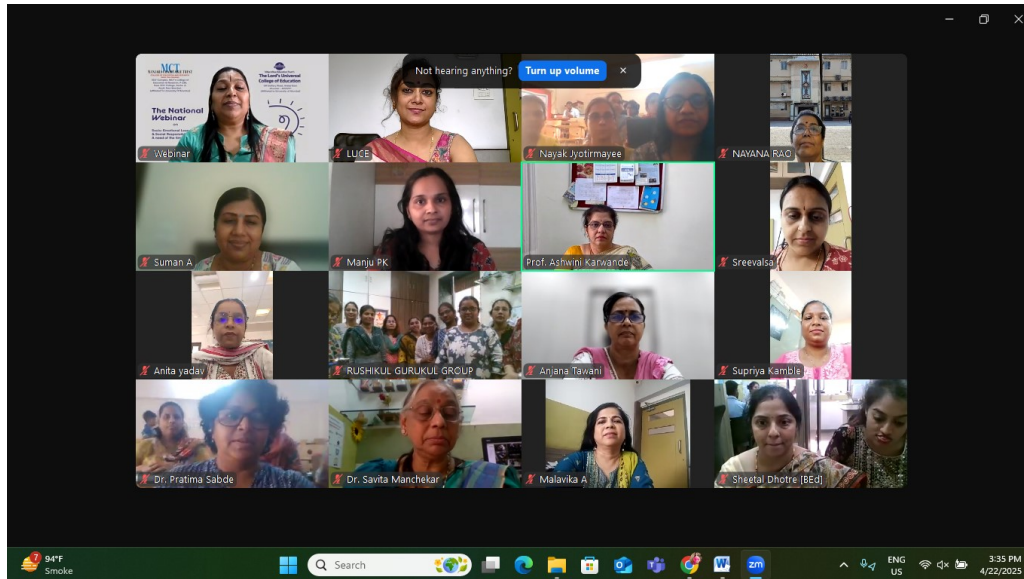
**Ms. Riddhi Nikam**, the student of Jayashree madam further enriched the session by sharing her experiences of implementing SEL has presented the case to confirm Jayashree madam's expert views who also offered a structured interpretation of how Bloom's Taxonomy can inform impactful SEL pedagogy.

Following this, participants were engaged in collaborative breakout sessions to develop their own SEL modules aligned with Bloom's Taxonomy. These interactive group activities fostered practical application of theoretical insights and culminated in creative presentations, each of which was met with encouraging feedback from the resource persons.

**The Valedictory Session** featured reflective **report readings** by **Ms. Hinal Parekh** (Day 1) and **Ms. Renu Singh** (Day 2), encapsulating the learning and insights gained throughout the event. The valedictory address was delivered by **Dr. Ashwini Halbe Karwande**, Professor and Head, Department of Education, University of Mumbai. Speaking on the topic "*Persistence by Teachers in Attaining Positive Socio-Emotional Behaviour Among Students Through SEL,*" Madam addressed the practical challenges faced by educators and proposed actionable strategies for embedding SEL into daily teaching practices.

The programme concluded with a **vote of thanks** by **Dr. Pratima Sabde**, followed by the National Anthem, marking the formal close of a deeply enriching and transformative event.

The webinar served as a dynamic platform for academic dialogue, professional development, and collaborative innovation. It significantly advanced the collective understanding of Social Emotional Learning and its crucial role in nurturing responsible, empathetic, and value-oriented learners. The event succeeded in inspiring educators to become catalysts for change in building inclusive, emotionally intelligent learning communities. ar report 2025.



The webinar commenced with the *Sarva Dharma* prayer, invoking a spirit of unity and reflection. The event bringing together eminent educators, scholars, and practitioners to explore the transformative potential of Social Emotional Learning (SEL) in promoting social responsibility.

## ABOUT US

### We, The Lord's Universal College of Education...

Under the aeg of Vidya Vikas Trust, and under the proficient leadership of our Honourable Chairperson and great visionary Mr. Jesus Lall who has established his mark in the education world by the name of Universal Education, The Lord's Universal College of Education functions to realise Sie's futuristic vision of REAL that is Redefining Education and Learning.

We are a huge family of Educational institutions ranging from KG to PG with the inspiration of providing quality education to our student community. In line with this foresight, we are on the mission of creating teachers who can balance well between technology and humane values. In this direction, the institution strives to provide training on ICT-based instructions as well as giving opportunities for developing soft skills and inculcating values like decision-making, communication skills, rationel and logical thinking, empathy, sincerity, sensitivity. etc. Such training of teachers would enable them to cater to the needs of their students efficiently and make them emotionally stronger and stabla order to ensure that these Future citizens can contribute to the progress of our ever-evolving society.

**Manjara Charitable Trust**, founded in 1988 by Shri Vilasracji Deshmukh, a distinguished administrator and visionary, is a renowned social welfare organization in Maharashtra focused on economic, social, political, and cultural upliftment through Quality Education. Initially sponsoring institutions in Marathwada, the Trust now operates across Maharashtra, offering Education from kindergarten to postgraduate levels in diverse freids like Arts. Science, Commerce, and Engineering.

MCT's College of Education & Research has been a cornerstone of MCT's vision for nearly three decades, aligning with the needs and interests of the community. Governed by faculty, academic staff, and students, the College started with modest resources but has grown into a prominent Teacher Education institution, Over the years, it has become recognized as one of the leading irestitutions in the fheld. The College serves as a hub for Jocal, regional, national, and international communities, embracing diverse perspectivec and contributions. It remains at the forefront of educational innovation, shaped by advancements in communication technology and evolving educational practices.