



Piramal
School of Leadership

School of Education
& Systems Change



Bhavnaaon ki Kahaniyaan

Stories of Emotions

Experiments with Social, Emotional, and
Ethical Learning

A School of Education and Systems
Change Publication



SEE Educating the
Heart & Mind
LEARNING

SEE Learning®
Developed by Center for Contemplative Science and Compassion-
Based Ethics at the Emory University, Atlanta, US

Table of Contents

Foreword	1
Introduction to SEE Learning	2
What is SEE Learning	
History of Social, Emotional, and Ethical Learning	
Evolution of the SEE Learning Curriculum	
Need for SEE Learning in India	
Current Scenario to Acquire Wellbeing	
Inclusion of SEE Learning in Policy Landscape	
SEE Learning as an integral component of 21st Century Skills	
SEE Learning Journey at SOESC	
Stories from Jhunjhunu	16
Stories from Rajasthan	24
Stories from Odisha	32
Stories from Jharkhand	40
Stories from Madhya Pradesh	48
Stories from Jammu and Kashmir	56
Way Forward	64

Foreword

India (Bharat) has made bold strides towards development over the last 75 years. “Education for all” has become a reality with schools reaching children in the remotest areas of the country with the efforts of the government and the civil society working together. Over the last fifteen years, Piramal Foundation has partnered with governments across the country to make meaningful contributions to ensure quality education in schools. The foundation works with Ministry of Education and several state governments to help realise the goals of **National Education Policy 2020 (NEP 2020)**.

As mentioned in NEP 2020, and evident through various reports, children face stark difficulties in learning. There is a surge in children facing discrimination in classrooms, bullying, school-based violence and suicides. Our research shows that curricular solutions can help navigate emotions, teach methods to regulate emotions, cultivate inner peace, wellbeing and compassion among all children.

SEE Learning® from Emory University is one such curricular solution.

SEE Learning enables students to strengthen themselves from within. SEE Learning based on a combination of ancient Indian contemplative meditative methods and scientific methods of the west, is a scientifically robust curriculum that teaches Compassion in the same way as one would teach Mathematics.

In 2019, Piramal Foundation and Emory University signed an agreement to take SEE Learning to five-thousand schools across the country. Today, with our partnerships with various state governments including Rajasthan, Odisha, Madhya Pradesh, Jharkhand, Jammu Kashmir and Ladakh, we serve children in more than 100,000 schools. SEE Learning has not only benefited our children but also helped Teachers, Principals and Education Officials



in significant self-transformation on dimensions like emotional regulation, empathy and compassion.

Encouraged by the outcomes, the state governments have also initiated unlocking of required talent and funds. With support from Piramal Foundation they are setting up governance mechanisms and ensuring integration into their larger curriculum systems. The foundation is proud to serve the country and its children by supporting the national and state governments with sustainable and robust solutions that can benefit several cohorts of students over the next 100 years.

Monal Jayaram Poduval

Co-founder and Director
School of Education and Systems Change, Piramal School of Leadership



Introduction to **SEE Learning**

What is SEE Learning

Social, Emotional, and Ethical Learning or SEE Learning is a holistic development programme designed to foster social, emotional, and ethical intelligence in K-12 classrooms across the globe and educate the heart and mind. The SEE Learning curriculum is developed by the Centre for Contemplative Science and Compassion based Ethics, Emory University, USA.

The objective behind SEE Learning is to create an inclusive and comprehensive framework that can be used in any educational environment and at all levels of education to teach social, emotional, and ethical competencies. The framework is built on three dimensions - **Awareness, Compassion and Engagement** - synonymous with the head, the heart and the hand. Each of these three dimensions are built on three domains- **Personal, Social and Systems** - which are meant to develop emotional literacy, promote social flourishing, and develop understanding of human interdependencies.

Significantly, SEE Learning follows a secular, non-sectarian approach to ethics, making it applicable across countries, cultures, and educational settings, regardless of religious affiliations. This secular approach fosters ethical literacy, cultivating skills and understanding that shape behaviours and attitudes, conducive to individual and societal wellbeing.



By encouraging cross-cultural and interdisciplinary collaboration along with the inculcation of ethical values, SEE Learning nurtures an ecosystem that promotes the wellbeing of individuals and society, thus benefiting all in a rapidly evolving global landscape.

History of Social, Emotional, and Ethical Learning

In the realm of education, the focus has historically been on academic achievement, with little emphasis placed on the development of social, emotional, and ethical skills. However, with our deepening understanding of human psychology and the importance of well-rounded education, there has been a significant shift towards incorporating SEE Learning into the educational curricula. This evolution reflects a growing recognition of the crucial role these skills play in shaping individuals who are not only academically proficient but also emotionally intelligent and ethically responsible members of society.

The roots of SEE Learning can be traced back to ancient philosophical traditions, such as those of Aristotle and Confucius, who emphasized the importance of virtues and character development in Education. However, it wasn't until the latter half of the 20th century that SEE Learning began to gain traction in modern educational discourse. The concept of 'Emotional Intelligence', was first coined by



Wayne Leon Payne in his 1985 study which he named “A Study of Emotion: Developing Emotional Knowledge”.

In the 1990s, initiatives such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) in the United States began to promote integrating Social Emotional Learning (SEL) into schools. **The SEE Learning programme builds on the pioneering work in SEL and holistic development initiatives. It resonates with Daniel Goleman’s emotional intelligence work and CASEL’s competency frameworks, while offering a unique perspective on cultivating social, emotional, and ethical skills.**

Capabilities like attention and self-awareness, compassion, resilience and ethical discernment, system thinking and trauma informed practices were still missing from the SEL curricula. And it is to fill these gaps that the SEE Learning framework was created, taking significant inspiration from the book “The Triple Focus: A New Approach to Education” by Daniel Goleman and Peter Senge. Simply put, SEE Learning is an advanced form of SEL. This can be particularly observed in cases where schools that had already established SEL programmes see enhanced outcomes more easily with SEE Learning.

Concurrently, His Holiness the Dalai Lama advocated for the integration of secular ethics and human values in modern education systems. In the early 2000s, he collaborated with educators and scientists to develop a comprehensive framework that came to be known as Social, Emotional, and Ethical Learning (SEE Learning).

Evolution of the SEE Learning Curriculum

The SEE Learning framework is built upon the foundations of Emotional Intelligence and the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL). However, it is more advanced than existing models because of the incorporation of crucial components such as compassion, attention training, ethical discernment, systems thinking, resilience, and trauma-informed practice.

Significant milestones in the development of SEE Learning include the 2009 launch of the Emory-Tibet Partnership, which laid the groundwork for evidence-based research and curriculum development. In 2010, the first SEE Learning curriculum was piloted in schools, followed by the establishment of the Emory University's SEE Learning programme in 2012.

Over the years, SEE Learning has evolved into a comprehensive approach, equipping individuals with a holistic set of skills and competencies for personal and professional growth in an increasingly interconnected world. It aims to cultivate physical, emotional and ethical literacy, social-emotional skills, and systemic awareness through secular, evidence-based practices applicable across diverse cultures and educational settings.



Need for SEE Learning in India

Talking about the education system in India, it is important to understand what kind of education system India had, what it is presently, and why it needs to change?

India being one of the pioneers in establishing the oldest education system in the world, had ashrams, temples, and indigenous schools for teaching-learning processes (Khan, 2015; NCERT, 2020). The objective of Education was not only to imbibe structured knowledge but also holistic development (Rajalakshmi, 2017) or Whole Child Development, putting emphasis on developing and strengthening both outer and inner self.

However, post-colonialism, the overall education system has changed. Now, the idea of education is rooted in modernisation and rote learning, acquisition of three Rs' (Reading, Writing, Arithmetic), and qualifying in examinations. There is a dependency on textbooks and teachers for acquiring scholastic knowledge with very little space for learners to express themselves and employ their ideas and knowledge in real-life contexts.





Current Scenario to Acquire Wellbeing

When we look at India's data, the statistics and issues surrounding mental health disorders and overall social-emotional wellbeing among adolescents and adults are undeniably alarming.

India is home to the largest number of adolescents globally, comprising about a fifth of its population (243 million). Unfortunately, mental health illnesses among this group are increasing at an alarming rate. According to a meta-analysis, about 23.3 per cent of school children and adolescents have psychiatric disorders in the form of depression, anxiety and behavioural issues, leading to illness and disability.

Similarly, India has the highest youth suicide rate. According to the most recent National Crime Records Bureau data, more than 13,000 students died by suicide in 2021. This amounts to nearly 36 students committing suicide every day. This clearly shows the severity of the issue that needs immediate attention.

It is crucial to address these issues and prioritise mental, social and emotional wellbeing. Research indicates that SEE Learning not only makes an impact on mental health but also improves academic performance. Global studies reflect that with the increase in social emotional competencies there is an increase in scholastic achievement. CASEL (2011) shares evidence that SEL programmes showed a 11 percentile-point gain in academic achievement among participating students when compared to non-participating students.

Inclusion of SEE Learning in Policy Landscape

The National Education Policy 2020 highlights the importance of SEE Learning for the holistic development of children, marking a positive step forward to intensify Whole Child Development in the educational ecosystem. Following the NEP 2020, the National Curriculum Framework - Foundational Stage, took a leap forward in achieving a significant milestone by incorporating SEE Learning as one of the curricular goals. The Health and Wellness Curriculum for School Going Adolescents, introduced under the Ayushman Bharat scheme in February 2020 also incorporated the SEE Learning component in the curriculum.

SEE Learning can fill the institutional and policy gap by integrating mental health promotion and prevention strategies into educational curricula and community outreach programmes. By emphasising values such as empathy, compassion, and resilience, SEE Learning not only addresses the current gaps but also lays the foundation for a supportive and inclusive ecosystem that nurtures mental wellbeing at every level.



SEE Learning as an integral component of 21st Century Skills

In the 21st century, education aims to go beyond imparting traditional academic knowledge. Instead, it focuses on developing a comprehensive set of skills crucial for navigating the complexities of the modern world. This can be seen in the United Nations' Sustainable Development Goals (SDGs), calling for education across the world, to build relevant futuristic educational experiences aligned with the 21st century context.

India's National Educational Policy 2020, further solidifies and highlights experiential learning as a key feature. It includes hands-on learning, arts - and sports-integrated education, and storytelling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects (NEP, 2020).

SEE Learning, then, emerges as the most crucial intervention to progress education goals for India and beyond - it is a pivotal component in achieving the goal of 21st century Education. SEE Learning nurtures these competencies by fostering skills such as self-awareness, empathy, resilience, and ethical decision-making.

By aligning with the objectives of 21st century education, SEE Learning empowers learners with the essential skills and mindset required to thrive in an increasingly complex world. It nurtures well-rounded individuals who can navigate personal and professional challenges with resilience, contribute to their communities with ethical integrity, and adapt to the ever-changing demands of the 21st century.



SEE Learning Journey at SOESC

Between 2008 and 2018, School of Education and Systems Change (SOESC) at Piramal School of Leadership embarked on a journey to advance holistic child development in alignment with India's educational objectives.

The mission was to cultivate creativity, problem-solving skills, and negotiation abilities, echoing the 2005 National Curriculum Framework. Collaborating with Harvard University, SOESC contributed to the establishment of the Global Education Innovation Initiative (GEII), delving into the "how" of holistic development.

This partnership highlighted implementation gaps despite robust policies, emphasising the need for non-academic competencies such as Social Emotional Learning (SEL). The initiatives extended to curriculum adoption, teacher training, and the development of SEL frameworks.

Amidst exploration and experiences, SOESC identified Emory University's SEE Learning, rooted in ancient and traditional Indian philosophy, as a holistic approach encompassing awareness, compassion, and engagement, poised to address the diverse needs of children across the educational spectrum.

Partnership with **Emory University**

In April 2018, SEE Learning was globally launched. Following this, SOESC conducted the inaugural SEE Learning workshop with Emory in July 2018, laying the foundation for a fruitful partnership.

SEE Learning 2.0 emerged as a comprehensive approach, encompassing compassion, systems thinking, attention training, and resilience building. This collaboration positioned SOESC as Emory's first Indian partner, offering a complete K-12 curriculum package, including a facilitator guidebook and training resources.

Owing to its effectiveness, by 2019, SEE Learning was being integrated into state curriculum frameworks and "School Health and Wellness" initiatives.

As a groundwork to the integration of SEE Learning, and as a practice within the SOESC, the focus was on developing a pool of SEE Learning experts. This included about 50 senior leaders at SOESC getting involved in completing a nine-month long, Level 1, facilitator certification course.

Jhunjhunu Innovation Hub

In 2019, SOESC formally introduced SEE Learning in Jhunjhunu, one of the districts recognized as an Innovation Hub, where district-level interventions are piloted for scalability. The ongoing Social Emotional Learning (SEL) intervention in Jhunjhunu transitioned into SEE Learning, aiming to foster holistic development among learners.

PHASE I- Ecosystem Readiness on SEE Learning in the District of Jhunjhunu

Initial Struggle to Align with Stakeholders:

Initially, SOESC encountered challenges in gaining acceptance for SEE Learning among stakeholders in Jhunjhunu. Despite extensive experience in the education sector, resistance and apprehension were faced in implementing SEE Learning in government-run schools. Stakeholders lacked understanding of the programme and its curriculum, hindering its envisioned implementation.



Collaboration and MoU with Government of Rajasthan:

The signing of the MoU with the Government of Rajasthan in 2019 was a pivotal moment for SOESC. This collaboration enabled the deployment of the SEE Learning programme, emphasising social, emotional, and ethical development. SOESC highlighted SEE Learning's objectives and outcomes, focusing on educating the head, the heart, and the hand. Post MoU, efforts focused on aligning district officials with the SEE Learning mandate to establish a conducive ecosystem.

Building Healthy Relationships and Dialogue with District-Level Stakeholders:

Investing time in regular visits and dialogues with District-level Officials enabled the SOESC team members to forge robust government relationships. The engagement of young and passionate Gandhi Fellows at the grassroots level provided crucial support, fostering interaction between programme leaders, managers, and stakeholders. Feedback mechanisms further strengthened relationships, facilitating dialogue and advancing SEE Learning implementation.

Demonstration of SOESC Values and Culture:

SOESC values served as guiding principles, showcasing commitment and dedication among its staff. Alongside relationship-building, the staff demonstrated nonviolent communication, work ethics, and compassionate practices, fostering trust among government officials. These efforts contributed to a positive perception of SOESC within the education system, facilitating smoother SEE Learning implementation.

PHASE II- Deep Dive Intervention (DDI) of SEE Learning in Jhunjhunu

The Approach: The Deep Dive Intervention in Jhunjhunu adopted a multi-level approach to effectively implement SEE Learning, aiming to transform educators into compassionate leaders and practitioners while fostering a supportive learning environment in schools.

An omni-channel strategy was utilised to support SEE Learning execution across Jhunjhunu. **Field support** included Gandhi fellows collaborating closely with principals, teachers, and students. **Workshops** were conducted for educational leaders both online and offline, complemented by **online courses** to encourage self-led learning. Additionally, **virtual field** support was provided through a call centre service. **Professional Learning Communities (PLC)** allowed educators to share insights and sustain engagement through collaborative learning and discussions on varied topics of interest.

Periodic SEE Learning Campaigns focused intensively on specific activities to deepen practice in schools.

This omni-channel approach ensured a need-based, logical, and engaging process, laying a strong foundation for capacity building. It aimed to cultivate a culture of ownership and self-paced learning, with ongoing efforts to refine governance practices within the educational framework.

The DDI Intervention: SOESC in Jhunjhunu began by training Panchayat Elementary Education Officers (PEEOs) and deploying master facilitators across **310 schools**, including Adarsh Vidyalayas, to roll out the SEE Learning programme. This was supported by virtual interventions and campaigns, with additional field support provided by Fellows in schools.



Key strategies included:

Recruitment and Training of SEE Learning Associates:

Associates were recruited through open hiring and referrals, and went through intensive training to enhance their capabilities in delivering the SEE Learning programme.

- **Orientation for Educational Leaders:** Online seminars were held for District and Block-level Officers, including DEOs and BEOs, to foster buy-in and prepare for programme implementation.
- **Capacity Building of Master Facilitators:** These facilitators conducted 16-hour training workshops for teachers, covering key aspects of SEE Learning such as self-awareness, self-regulation, and relationship skills.
- **Contextualisation of Content:** Sessions were tailored in consultation with school principals and teachers to ensure effective execution. SEE Learning materials were customised for local use and translated into Hindi, covering 16 activities along with comprehensive facilitator and school process handbooks.

The creation of a Professional Learning Community (PLC) played a crucial role in sustaining the initiative, providing a platform for educators to share practices and learn collaboratively. This approach led to visible changes in classroom dynamics, fostering a more compassionate and cohesive student group, and transforming the previously divided classes into more supportive learning environments.



PHASE III- Adoption and Ownership

This phase laid an emphasis on the adoption of the curated content, maximising its usage among teachers and initiating a process to create new content in the form of e-learning resources as well. The engagement through school processes was intensified to create a compassionate school environment.

Innovative practices were integrated into school routines to foster a compassionate learning environment. Guided Compassion Meditation was introduced during assemblies to help both teachers and students start their day centred and focused. The establishment of Bal Sansad and Bal Sabha provided roles such as SEE Learning Ministers, facilitating peer-led wellbeing practices and fostering discussions centred around SEE Learning. Resources for emotional learning and development were made available through the SEE Learning Library and Corner, enhancing skills like mindfulness and decision-making. Tools such as **Khushiyaon ki Deewar** (Wall of Happiness) and **Khushiyaon Ka Pitara** (Box of Happiness) were employed to encourage positive emotional management and self-compassion among students. Additionally, a **Gratitude Box** and an **Emotion Tree** were placed in libraries to promote emotional expression and gratitude practices within the school community.





By 2024, a profound sense of ownership among district officials became pivotal for the effective delivery of SEE Learning in Jhunjhunu. District education leaders ensured consistent session delivery, supported by proactive engagement from the district administration, which conducted regular reviews to monitor progress, playing the crucial role of a SEE Learning champion advocating for SEE Learning across different platforms.

Through the efforts of DDI, many stakeholders emerged as champions of the programme, advocating for its benefits and contributing to the development of an ecosystem conducive to the successful integration of SEE Learning within the educational landscape. The collective strength of SOESC and the Jhunjhunu District Education Officers has significantly advanced the adoption and ownership phases, reinforcing the commitment to enriching student and teacher experiences through SEE Learning.



INSPIRATIONAL STORIES

Palak, a 14-year-old student from a government school in Chirawa, Jhunjhunu, Rajasthan grappled with identifying and understanding her emotions. An introvert by nature, she found it challenging to express her feelings, often resulting in unpredictable outbursts of anger over trivial matters.

Palak: A SEE Learning Champion

Constant internal turmoil, not only left Palak feeling isolated but also strained her relationships with peers, distancing her from friends and caused a decline in academic performance.

Recognising the severe impact of Palak's emotional struggles, Kiran Saini, her teacher, introduced the SEE Learning programme at her school. With a deep understanding of SEE Learning's principles and a commitment to Palak's wellbeing, Kiran initiated interventions aimed at supporting Palak's journey towards emotional resilience.

Palak's SEE Learning journey began with grounding exercises, resourcing techniques, and exploring her

resilience zone. Through practices like the "Help Now" strategy and self-compassion exercises, she gradually acquired the tools to identify and express her emotions effectively. The SEE Learning library became her sanctuary, offering a wealth of knowledge to expand her emotional vocabulary and deepen her understanding of her inner world.

Today, Palak stands as a testament to the transformative power of SEE Learning. She radiates confidence and poise, a far cry from the introverted girl she once was. Palak has embraced her newfound emotional competence with grace, becoming a guiding light for others on their journey of self-discovery.



"SEE Learning has been a beacon of light in my journey Aand regain control over my emotions." Her story is a testament to the profound impact of SEE Learning, inspiring others to embark on their own path of growth and resilience.

Renu:

Fostering a community of educators

An educator in her early thirties and still relatively new to the world of teaching, Renu, from the Government Senior Secondary School, Jhunjhunu, Rajasthan, found herself grappling with the demands of her profession. Though inherently brilliant, she struggled to align with the essence of the SEE Learning programme. Stretched too thin between academic tasks and the pressure to complete coursework, she felt shorthanded, battling feelings of dissatisfaction and self-criticism.

Yet, Renu found solace in the unwavering support of her SEE Learning fellows. **Together, they cultivated a Professional Learning Community (PLC) at the school level, providing Renu with a platform to delve deep into SEE Learning's significance.** Through immersive workshops tailored for ambassadors, Renu was gently immersed in

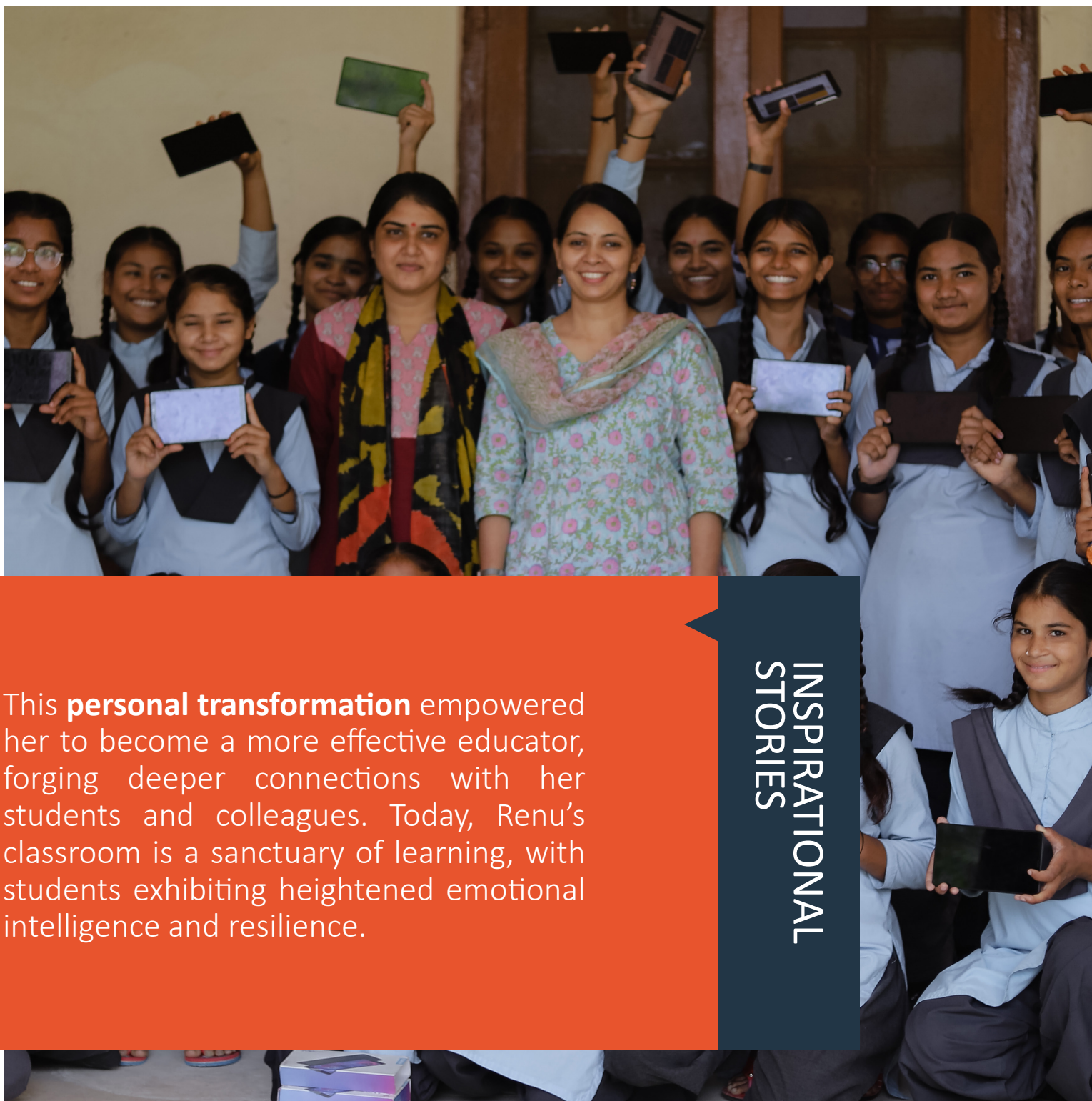
the transformative potential of the programme, gradually opening her eyes to its importance.

Through this immersive experience, Renu underwent a profound shift in perspective. SEE Learning was no longer just a curriculum- it became a guiding philosophy. She brought SEE Learning principles to life in her classroom and became a beacon of change. **She engaged students with learning tools like the "Happiness Wall" and "Gratitude Box"** fostering a culture of self-awareness and mindfulness within her school community.

As mindfulness practices empowered her to manage stress and prioritise self-care, she realised the symbiotic relationship between her wellbeing and that of her students.



"In the midst of chaos, SEE Learning became my anchor. It taught me the importance of self-awareness and compassion in fostering a nurturing learning environment. Through its principles, I evolved into a better educator and a more fulfilled individual, capable of inspiring future generations," Renu shares on her journey.



This **personal transformation** empowered her to become a more effective educator, forging deeper connections with her students and colleagues. Today, Renu's classroom is a sanctuary of learning, with students exhibiting heightened emotional intelligence and resilience.

INSPIRATIONAL
STORIES



INSPIRATIONAL STORIES

Rajesh Sharma, a Block Education Officer in his fifties from Chirawa Block, Jhunjhunu, found himself increasingly demotivated and emotionally drained at work. Despite his dedication, navigating the complex emotions arising from daily challenges became a struggle.

Rajesh Sharma: Driving Systemic Change in Jhunjhunu

The pressure of administrative tasks, staff management, and maintaining a conducive learning environment left him feeling disconnected and overwhelmed. Reacting impulsively due to a lack of self-awareness and emotional intelligence, his emotional state not only affected his performance but also impacted the morale and productivity of colleagues and students.

Amidst mounting emotional burdens, integrating SEE Learning practices into his routine seemed daunting. Concepts like self-awareness, mindfulness, and emotional regulation felt disconnected from his daily realities, trapping him in a cycle of emotional neglect.

Recognising the need for transformation, an orientation on SEE Learning was organised by the School of Education and Systems Change in collaboration with the Rajasthan State Government. Through engaging dialogues, the importance of SEE Learning was explored in cultivating a compassionate and mindful work environment. Monthly meetings fostered a sense of community, facilitating the sharing of best practices and interventions for collective growth.

To deepen understanding, officials like Mr. Rajesh were introduced to tangible SEE Learning projects like 'Khushiyaon Ki Deewar' (Wall of Happiness), a mural or wall painting, which engaged with emotional vocabulary and served as a tool to regulate emotions. They were also introduced to 'Khushiyaon Ka Pitara' (Box of Happiness), where learners could store all their good memories.

These initiatives encouraged not only students but also officials like Mr. Rajesh to explore and express their emotions in a safe and supportive space. As they immersed themselves in these activities, they began to see the alignment of SEE Learning principles with their daily routines, recognising the potential for greater self-awareness and mindfulness amidst the chaos. Gradually, Mr. Rajesh experienced a profound shift in

perspective. He learned to recognise and acknowledge his emotions, cultivating a deeper sense of self-compassion that improved his relationship with self and others in his professional interactions. Inspired by the transformative power of SEE Learning, he enthusiastically promoted its best practices across the blocks, encouraging colleagues, school heads, and teachers to embrace similar practices and build a SEE Learning-enabled-ecosystem.

As Mr. Rajesh integrated SEE Learning into his routine, he influenced change in the entire ecosystem. Becoming a champion of SEE Learning, he supported systemic changes by engaging with and promoting SEE Learning in the district. Through a collaborative journey, he fostered a culture of empathy, compassion, and mindfulness, ultimately enhancing the overall wellbeing and productivity of his teams.



“SEE Learning was a lifeline that taught me self-awareness, helping me navigate emotions amidst challenges. Embracing SEE Learning transformed me, allowing me to navigate difficult situations with grace and compassion.”

SEE Learning beyond Jhunjhunu

An assessment of SEE Learning competencies among 2000 students from Grades VI to VIII in Jhunjhunu showed a 11 per cent composite increase in SEE Learning indicators, establishing its effectiveness in creating a positive impact on student development. This success served as a proof of concept for SEE Learning, facilitating its expansion beyond the district.

SEE Learning engagement was extended to the remaining 33 districts in Rajasthan through various channels such as online courses, contextualised content, and curated resources.

Influenced the State with Proof of Concept from Jhunjhunu and established engagement with key state institutions of Rajasthan

- Reached over **1 lakh participants through four webinars** (YouTube sessions) on Social, Emotional, and Ethical Learning through Rajasthan State Council of Educational Research and Training (RSCERT)
- **Trained 1200 School Resource Group (SRG)** members as Master Facilitators, creating a pool of SEE Learning teachers
- Contextualised and published “**Bhavnaaon Ka Rangmanch**” activity handbook and facilitator guidebook, adopted as state resources by RSCERT.
- Developed online courses for **Digital Infrastructure for Knowledge Sharing (DIKSHA)** and Pradhan Mantri (PM) e-Vidya portals, creating tech-based learning resources.



- Oriented **400 principals of PM Shri schools** on SEE Learning during their training programmes and advocated for integrating SEE Learning into the State Curriculum Framework and demonstrated its potential at various platforms.
- Integrated the SEE Learning Component into the Teacher Need Analysis Approach at RSCERT.
- Built ownership and unlocked funds at the State Institution level for SEE Learning.
- Co-created the SEE Learning agenda for “Centre of Excellence” and “National Resource Hub” with State Institute of Educational Management and Training (SIEMAT).
- Co-developed a customised SEE Learning module for principals that was integrated into leadership training programmes at SIEMAT. The faculty was trained on SEE Learning, followed by a two-day experiential workshop.
- Facilitated the integration of the SEE Learning module into SIEMAT’s state-level training calendar and initiated the practice of gratitude through a gratitude box at SIEMAT office.

The expansion wasn’t restricted to Rajasthan. The proof of concept for SEE Learning was shared with states like **Jammu Kashmir and, Ladakh, Odisha, Jharkhand and Madhya Pradesh** leveraging impactful data and change stories to promote adoption.

Moreover, the experiences gained in Jhunjhunu contributed to integrating SEE Learning into two position papers of the National Curriculum Framework (NCF) and the Rajasthan State Curriculum Framework (SCF), laying the groundwork for broader adoption. Jhunjhunu’s experiences underscored the ineffectiveness of a one-size-fits-all approach, prompting tailored SEE Learning interventions to address unique local challenges more effectively.

Outcomes and India-wide Impact

The SEE Learning implementation has transformed the education ecosystem, positively impacting districts, blocks, panchayats, and master facilitators, students and community volunteers by establishing compassionate ecosystems, empowering facilitators, equipping students with holistic skills, and fostering community engagement.



सुशियों की दीवार
भावनात्मक एवं नैतिक शिक्षण की ओर एक
कदम.....

कर रहा हूँ? आओ कुछ सीसे, कुछ जाने, और इससे सुद को यह चाने।



रणनीति	आपको क्या अनुसृति हुई?	संवेदना, उत्सद अग्रिय या सामान्य
10 से 1 तक गिने		
अपने आस-पास के 6 रंगों की पहचान करे।		
दीवार को धीरे से धक्का दे		
अपने आस-पास की 3 आवाजे सुनें		



RAJASTHAN



During the COVID-19 pandemic, Rajasthan witnessed a troubling surge in secondary school dropouts, with rates escalating from 2.9 per cent to 8.9 per cent. This exacerbation of educational challenges unfolded against the backdrop of Rajasthan's enduring struggle with child labor, where close to 10 per cent of its children were engaged in child labour activities. The pandemic thus caused a severe blow to the state's educational progress.

Recognising an urgent need for mitigation, SOESC embarked on a pivotal initiative in Jhunjhunu, Rajasthan, during the pandemic. This initiative centred on SEE Learning, understood its potential to serve as a linchpin in reversing the educational downturn. In Jhunjhunu, 110 panchayat schools were identified as focal points for SEE Learning interventions, leveraging virtual platforms and targeted campaigns to engage stakeholders across the education system.

The intervention in Rajasthan represents a crucial paradigm shift in education—one that acknowledges the imperative of nurturing non-cognitive skills alongside academic prowess.

By prioritising SEE Learning, Rajasthan is not only addressing immediate challenges such as dropout rates but also fortifying its educational system to navigate the complexities of the future with resilience and adaptability.

Kamalendra Singh Ranawat: Building a New Perspective

They say **“All work and no play makes Jack a dull boy.”** When the pressure of all the deliverables and tasks at hand continues to mount, a sense of fatigue does eventually set in. And so it happened with **Kamalendra Singh Ranawat, the Deputy Director of Rajasthan State Council of Educational Research and Training (RSCERT)**, who found himself drained and overwhelmed by the relentless demands of his busy schedule.

Balancing his responsibilities at RSCERT with numerous commitments under state and national committees left him feeling stressed and uncertain about the potential for any positive change.

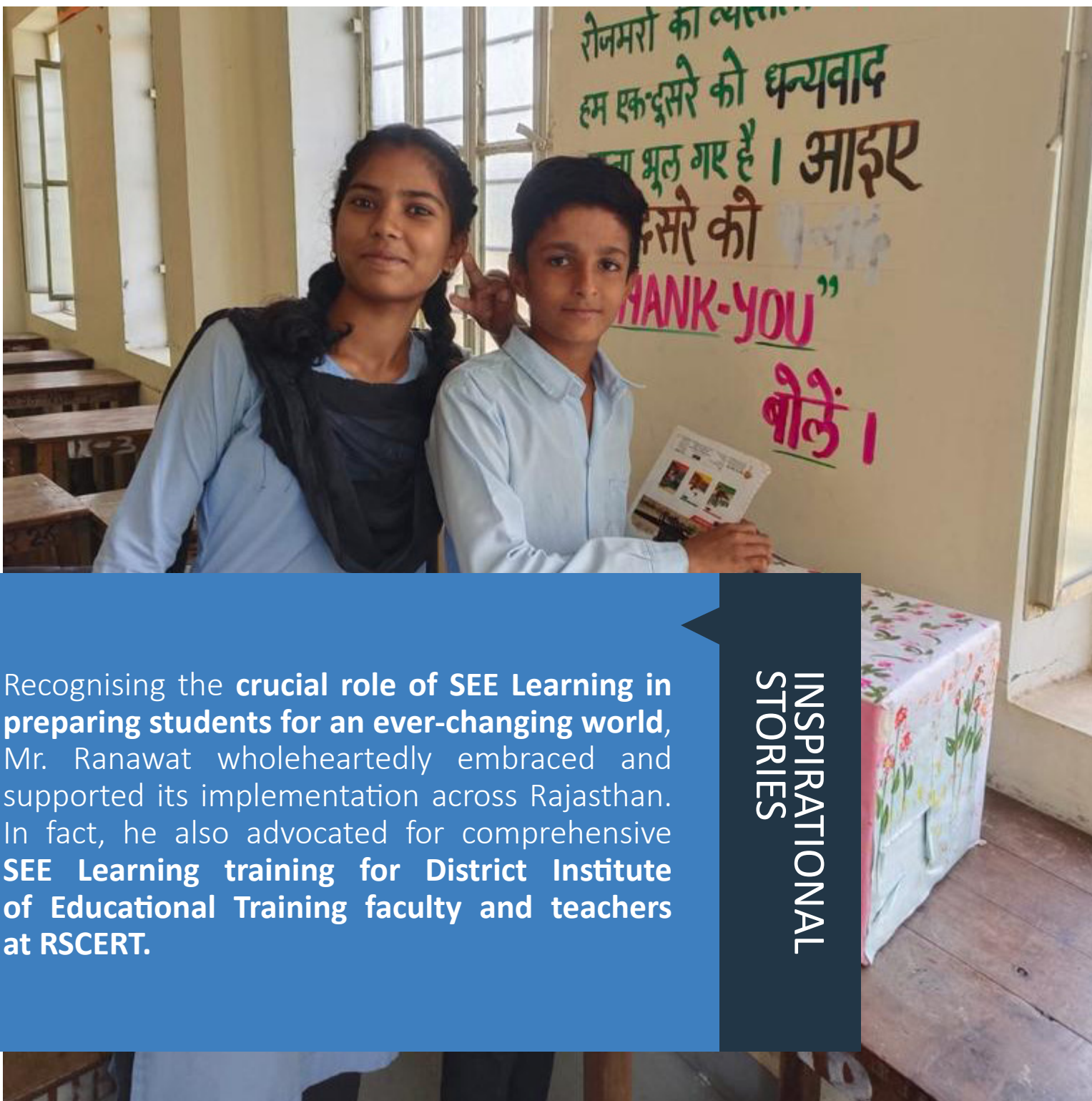
Initially hesitant about the SEE Learning programme’s

expansion across the state through the collaborative efforts of RSCERT and SOESC, Mr. Ranawat harboured doubts about its impact. Sceptical about its ability to truly benefit children and stakeholders, he approached the SEE Learning workshop with a guarded attitude.

But, having attended the workshop, his perspective decidedly shifted. Through multiple peer stories of transformation, **Mr. Ranawat realised the importance of reconnecting with his inner self amidst his busy schedule.** He began incorporating mindfulness practices and self-reflection as part of his daily routine. These newfound tools enabled him to maintain a sense of calm and effectively regulate his emotions, even in challenging situations.



“It is vital for teachers, students, and the community, aligning with the vision of NEP 2020, to cultivate global citizens. It fosters closeness between teachers and students, nurturing a sense of belonging and empathy towards one another.”



Recognising the **crucial role of SEE Learning in preparing students for an ever-changing world**, Mr. Ranawat wholeheartedly embraced and supported its implementation across Rajasthan. In fact, he also advocated for comprehensive **SEE Learning training for District Institute of Educational Training faculty and teachers at RSCERT.**

INSPIRATIONAL
STORIES



Yogendra Singh Kushwaha:

Integrating SEE Learning in Leadership Development

For years, he had sensed a bit of stagnation with the work at hand - a lack of empathy stifling his potential for positive change. **But amidst this challenge, he discovered a beacon of hope: SEE Learning.**

Mr. Yogendra's journey began with a state-sanctioned SEE Learning programme, where he initially grappled with doubts about its practical application. However, as he immersed himself in **Compassion-Based Cognitive Therapy (CBCT)** sessions, he experienced a profound awakening. The guided meditations served as catalysts for deep introspection which sparked a significant internal transformation. There was a newfound awareness of his emotions, paving the way for empathetic listening and stronger connections, especially within his family.

Recognising the pivotal role of SEE Learning, Mr. Yogendra championed its institutionalisation, particularly among disheartened middle managers. Mr. Yogendra proposed a comprehensive approach to leadership transformation through SEE Learning: Hosting workshops to introduce SEE Learning concepts and generate interest.

- Hosting workshops to introduce SEE Learning concepts and generate interest.
- Implementing SEE Learning curriculum: Collaborating with stakeholders to infuse SEE Learning principles into existing frameworks.
- Developing assessment mechanisms: Creating tools to gauge stakeholders' understanding and progress in SEE Learning.



“We often expect others to behave as we wish them to, yet overlook how we should behave towards them and everyone else. I believe SEE Learning holds the key to addressing this dilemma.”

Dr. Rachna Sharma:

Unlocking the potential of SEE Learning

Dr. Rachana Sharma, a 56-year-old Associate Professor at the State Institute of Educational Management and Training (SIEMAT) in Rajasthan, had long witnessed a culture where acknowledgment and appreciation were rare commodities. A sense of disillusionment had prevailed due to the lack of gratitude she had received for all her efforts as an educator and shaper of young minds. This environmental inability to recognise the intrinsic goodness further compounded her disillusionment, especially when Dr. Rachana herself started struggling to express gratitude.

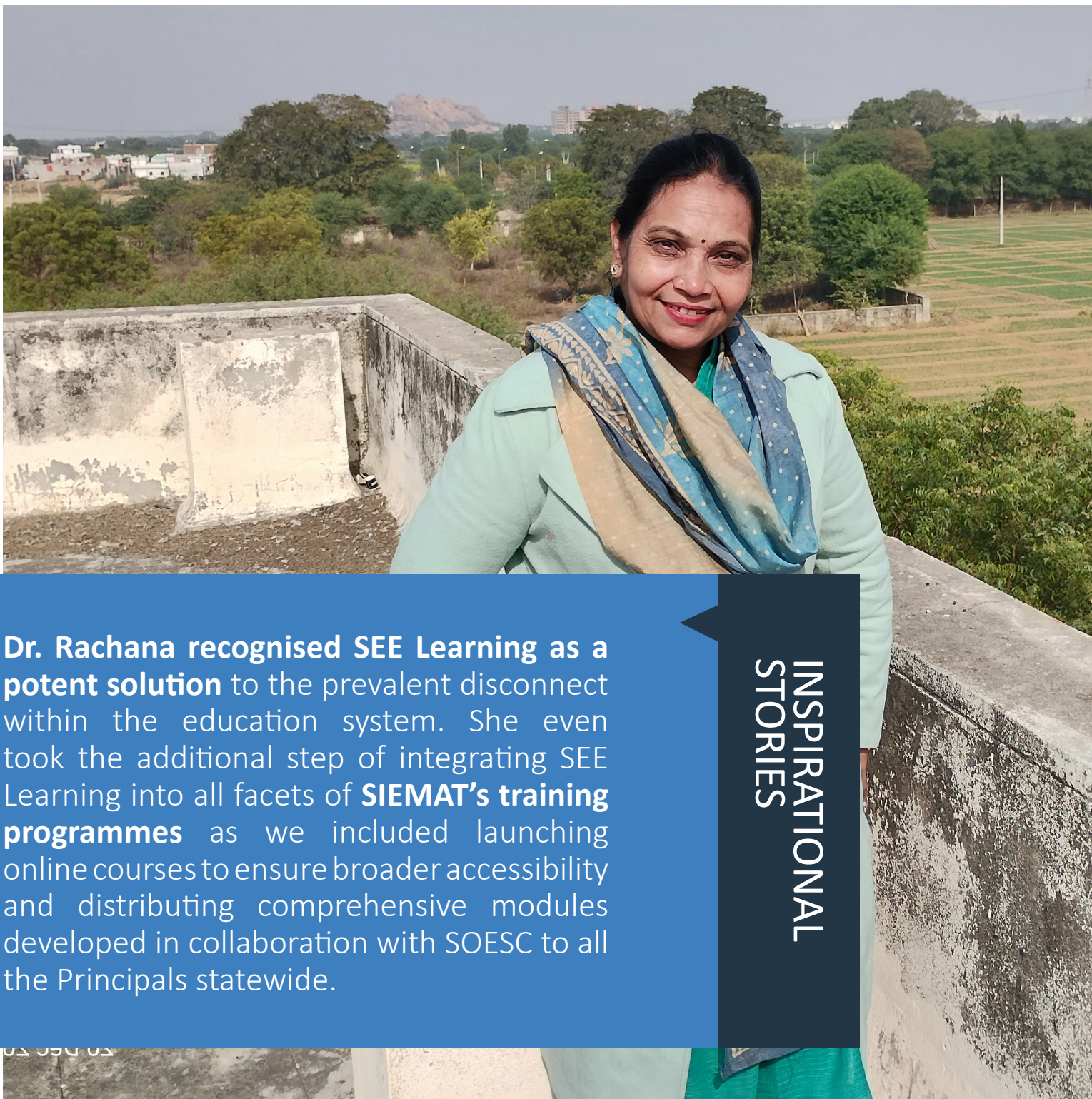
Amidst this backdrop of discontent, Dr. Rachana decided to take action- she embarked on a transformative journey when she encountered SEE Learning. The concept of SEE Learning was introduced to her during a workshop. Intrigued

by its potential to address the systemic shortcomings she had long observed, Dr. Rachana eagerly delved into the programme.

Participating in SEE Learning workshops became a turning point for her. Through **engaging activities and introspective sessions, she began to cultivate a daily practice of gratitude.** This newfound habit not only altered her perspective but also enriched her interactions with those around her, fostering deeper connections with colleagues and students alike. SEE Learning provided her with the tools to navigate the complexities of the system with resilience and empathy.



“Our role is not limited to just a position or merely completing tasks; it’s not just about work. If we want to improve things, then we need to be responsible and ethical. Only then can we achieve the impact we aspire for. And education is not just about academics; it is also about behavioural transformation.”



Dr. Rachana recognised SEE Learning as a potent solution to the prevalent disconnect within the education system. She even took the additional step of integrating SEE Learning into all facets of **SIEMAT's training programmes** as we included launching online courses to ensure broader accessibility and distributing comprehensive modules developed in collaboration with SOESC to all the Principals statewide.

INSPIRATIONAL
STORIES



ODISHA



Odisha reported 5,651 suicides in 2021, which was 3.4 per cent of India's total that year. The state's suicide rate - 12.3 per 100,000 people - is way higher than the national average. Odisha ranks among the bottom three states in the India Happiness 2020 Report, indicating an urgent need to improve social and emotional wellbeing.

Despite recent educational advancements, Odisha faces significant challenges in holistic student development. The narrow focus on academic excellence alone has resulted in poor mental health, high dropout rates, and social fragmentation, leaving many students unprepared for modern challenges.

SOESC initiated the implementation of SEE Learning in Odisha in February 2022, beginning with the reopening of elementary schools after nearly 700 days of closure due to the COVID-19 pandemic. SEE Learning programmes were introduced through joyful learning activities, the development of a SEE Learning handbook, and the dissemination of guidelines via digital platforms.

This transformative journey marked a paradigm shift in Odisha's Education, emphasising the importance of non-cognitive skills alongside academic development. The intervention empowered government stakeholders to improve the school environment, creating inclusive and safe learning spaces for students in the classrooms of Odisha.



INSPIRATIONAL STORIES

“Give light and people will find a way,” said Ella Baker, an American Human and Civil Rights Activist. The story of **Nityanarayan Behera**, a cheerful but shy four-year-old from **Pingua village in Dhenkanal, Odisha**, is one that exemplifies Ms. Baker’s quote.

Nityanarayan's Journey: Overcoming Fear with Support

Nityanarayan's story begins at the Pingua Anganwadi centre, where a simple scuffle sent him into a panic. This unexpectedly intense reaction from a child caught the attention of a visiting Gandhi Fellow from SOESC.

Concerned, the Fellow alerted Ms. Shantilata Sahoo, Nityanarayan's teacher, who soon discovered that domestic conflicts were a common occurrence in the young boy's life. **Determined to help, they introduced SEE Learning activities to build his confidence and address his anxiety.** In other words, the Fellow gave Nityanarayan a ray of courage and hope.

Through engaging activities like **storytelling, drawing, and role-playing,** Nityanarayan began to discover

his voice and express his emotions in healthy ways. These carefully designed exercises weren't just about fun; they actively tackled his anxiety and boosted his self-assurance.

In the face of fear, children often withdraw, becoming vulnerable to bullying and overwhelmed by minor issues. However, with this proactive approach, Nityanarayan gradually shed his fears, growing stronger and more resilient with each passing day. The supportive environment fostered by the intervention not only transformed him from a timid bystander to a confident participant but also brought peace and understanding to his family life.



“There was a remarkable shift in just ten days - you could see hope and strength in Nityanarayan's eyes. His journey from being scared to feeling strong is a powerful example of how kindness can make a big difference.”

Mahasweta Panda: Finding renewed purpose in Education

Mahasweta Panda, a teacher at George U.P. School, Dhenkanal Sadar, Odisha was known for her unwavering commitment to her students. Not a day went by when she wasn't invested in each of her student's success, and wasn't actively involved in helping shape their futures. And yet, something always felt missing.

This story of Ms. Panda is the personification of Lord Buddha's teachings on purpose- **"Your purpose in life is to find your purpose and give your whole heart and soul to it."**

Purpose was what was missing from Ms. Panda's life. No matter the quality of her work. However, this changed when she was introduced to **the SEE Learning training programme**. Initially sceptical, Ms. Panda soon

recognised its potential for personal and professional growth. Reflective activities, such as **the Gratitude Box and the Emotion Wheel**, prompted her to **confront her insecurities and fears**, while mindfulness exercises provided her with tools to manage stress and cultivate resilience.

Through the training process, **she experienced a shift in perspective, realising the importance of self-awareness in her role as an educator**. Empowered by this insight, she took proactive steps to address her own challenges and insecurities, prioritising self-care and personal development. This process of self-transformation equipped her to better support her students and create a positive learning environment in her classroom.



"The SEE Learning programme has led to profound personal and professional growth. It has not only reignited my passion for teaching but has also empowered me to make a meaningful impact in the lives of my students and colleagues."



Her new-found purpose radiated outwards, influencing those around her. Her colleagues noticed a positive change in her approach, and students responded to her nurturing and empathetic presence. Inspired by her, other educators in the school began to explore **SEE Learning practices, leading towards a more compassionate and inclusive school culture.**

INSPIRATIONAL
STORIES



INSPIRATIONAL STORIES

Rita Barik, a teacher at Primary Model English Tikabali School in Kandhmal, Odisha, found herself grappling with demotivation and disillusionment. Resource constraints dimmed her fervour for impacting her students' lives.

Rita Barik:

Fighting Disillusionment through SEE Learning

However, a session on **SEE Learning, conducted by a Gandhi Fellow of SOESC in collaboration with District Institute of Educational Training (DIET)**, changed everything. Rita approached the session sceptically but found herself drawn to its emphasis on self-awareness and emotional intelligence through engaging workshops and exercises.

Following the session, the **Gandhi Fellows continued to support Rita in adopting SEE Learning principles** in the school. These principles had a profound impact on Rita, prompting her to initiate changes within herself first. She adopted a more empathetic teaching approach, creating a supportive classroom environment where every student felt valued.



“SEE Learning has not only transformed my teaching but has also reinforced my belief in the power of education to create meaningful change.”

CM SCHOOL OF EXCELLENCE GIRLS SAKCHI JAMSH

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THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a
SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens
JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity and to promote among them all;
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;
do hereby adopt, enact and give to ourselves this twenty-sixth day of November, 1949 do
HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.



JHARKHAND



Children from marginalised backgrounds make up the majority of public-school classrooms in Jharkhand. Educational efforts often lacked cultural contextualisation, leading to high dropout rates and educational disparities. **The situation further deteriorated during the COVID-19 pandemic**, when schools closed down due to the precautionary measures implemented. The strain on families compounded due to severe illness, loss of parents, and reduced incomes. Many children were left struggling with homelessness, forced labour and mental health issues.

To address this crisis, the **Department of School Education and Literacy in collaboration with SOESC launched “Project Sampoorna”**. This intervention aimed to develop emotional resilience, empathy, and self-respect among students to break the patterns of intergenerational trauma and improve wellbeing. In November 2022, the **Harsh Johar Curriculum** was introduced to bring **Social Emotional Learning (SEL) skills to students across 121 schools, including 80 Chief Minister’s Schools of Excellence and 41 Kasturba Gandhi Balika Vidyalayas**. The programme targets vulnerable groups like tribal populations, orphans, and human trafficking victims.

Ownership among government stakeholders and teachers has significantly improved the school environment, student wellbeing, and the quality of SEL-related initiatives. The intervention represents a pivotal shift toward nurturing non-cognitive skills alongside academic achievement, preparing Jharkhand’s students to navigate future challenges with confidence.

Sonika: Challenging the Perceptions of Beauty

Sonika , a 15-year-old, from **Kasturba Gandhi Balika Vidyalaya, Giridih, Jharkhand**, was grappling with insecurities about her body. Her struggles were not just about physical scars but about the emotional wounds left by the societal standards of beauty. A childhood accident had left Sonika with visible scars on her body, due to which she battled insecurity and self-doubt.

Her scars became constant reminders of her perceived imperfections, hindering her confidence and ability to connect with others. **Relentless scrutiny by the society only deepened her sense of inadequacy, making her feel like an outsider in her own skin.**

Yet, amidst the shadows of her struggles, a glimmer of hope emerged with the introduction of Sampoorna at Sonika's school. **The Social Emotional Learning (SEL) programme offered hope in her darkest moments**, providing her a safe space to confront her insecurities and redefine her sense of self-worth. Through the **Harsh Johar Curriculum**, she learned to embrace her scars not as symbols of weakness but as badges of **courage and resilience**.

With newfound confidence and a renewed sense of purpose, **Sonika's voice rang out, challenging the notion that beauty is confined to flawless skin.**



“Without Project Sampoorna , I would have remained the same old Sonika; ashamed to stand in front of anyone and share her thoughts.”



Through poetry, storytelling, and acts of kindness, she became a source of inspiration for her peers, empowering them to embrace their own **unique flaws and celebrate their individuality**. The SEL programme ignited a fire within Sonika to challenge society's rigid beauty standards and advocate for self-acceptance and body positivity.

INSPIRATIONAL
STORIES



INSPIRATIONAL STORIES

Anju, a 42-year-old assistant teacher, at Kasturba Gandhi Balika Vidyalaya, Ramgarh, struggled to create a conducive learning environment in her classroom. The air echoed with the constant hum of chatter, drowning out her attempts to impart knowledge.

Anju:

Understanding the Emotional World of a Learner

Despite her efforts, students seemed disinterested, their attention drifting away from the lesson at hand.

Additionally, there were instances of mild conflicts among students, disrupting the overall learning environment. These challenges demotivated Anju and caused a lot of stress.

However, **Anju's perspective changed after attending a Social Emotional Learning workshop**, where she gained insights into understanding every child's actions. After the SEL workshop she began incorporating

mindfulness practice into her daily routine. This **personal commitment to self-awareness** sparked a significant transformation in her teaching approach, fostering an empathetic and respectful classroom environment. Embracing the SEL curriculum, she utilised role plays and interactive methods to foster empathy amongst her students.

This transformation within herself resulted in a renewed teaching style, strengthening her relationship with her students and fostering a more **harmonious educational environment**.



“In a nutshell, Social Emotional Learning has enabled me to transform positively as well as empowered me to be more compassionate and understanding as a teacher.”

Abhishek Baraik:

Embracing Social and Emotional Learning

Abhishek Baraik, the newly appointed District Superintendent of Education (DSE) in Chatra, Jharkhand, found himself disconnected from the Social Emotional Learning (SEL) activities, happening at the Kasturba Gandhi Balika Vidyalayas under his supervision. This detachment hindered his alignment with SEL initiatives, impacting his engagement with educational interventions in Chatra.

However, after multiple one-on-one discussions, sharing of SEL success stories, presentations on SEL and regular updates on **Project Sampoorna**, **Abhishek's perception**

about the need for SEL changed. He began to introspect and began to recognise his potential to drive profound change within the education system through the adoption of SEL.

Active involvement in initiatives like the **Harsh Johar Curriculum** book distribution became more than just a task; it became a conduit for connection, a bridge between his newfound **understanding and tangible action.**



“Embracing SEL has reshaped my perspective, emphasising the pivotal role it plays in fostering holistic student development and driving positive change within our educational institutions.”



With a new-found sense of purpose, he rolled up his sleeves and dove headfirst into **school-level SEL activities**. It was here, amidst the laughter of students and the camaraderie of teachers, that he found his true calling - not as a distant observer, but as an active participant in the journey towards holistic education.

INSPIRATIONAL
STORIES



MADHYA PRADESH



Madhya Pradesh faces various challenges - **a below-average happiness score, socio-economic disparities, and high rates of gender-based violence in several districts.** Child marriage, low female literacy, and curriculum gaps further complicate the picture. The COVID-19 pandemic exacerbated these issues, underscoring the need for a holistic educational approach that nurtures non-cognitive skills alongside academic achievement.

Recognising the urgent necessity to improve student wellbeing and address these socio-cultural challenges, SOESC initiated the SEE Learning intervention in the state education system.

A SEE Learning-led teacher training programme in collaboration with Assistant Commissioner, Tribal Affairs in Betul equipped 105 tribal teachers with the skills needed to implement SEE Learning principles. SEE Learning activities were embedded into daily teaching practices to foster better connections between teachers and students, as well as among peers.

These interventions have **enhanced students' self-awareness, emotional regulation, and social skills,** fostering positive peer relationships.

Stronger teacher-student interactions have helped create classroom communities, reducing conflict and fostering a sense of belonging. Teachers reported reduced stress and improved wellbeing by adopting better self-care and emotional regulation strategies.



INSPIRATIONAL STORIES

Here's a story of resilience achieved through the sheer act of self-love; here's the story of **Himani Rawat, a Gandhi Fellow from Madhya Pradesh's Sehore**. Having grown up in rural Uttarakhand, Himani's life took a different turn at twelve years of age, when she was diagnosed with vitiligo.

Himani Rawat:

Resilience found in the unlikelyst of places

The discoloured patches on her skin became a target for taunts and social exclusion. **Battling societal stigma and self-doubt, she felt like a “white ghost”**; an outcast. By fifteen, withdrawn and convinced she deserved only cruelty, Himani contemplated ending her own life. A flicker of hope arrived when she turned 21-years old when treatment brought partial re-pigmentation.

But, a brighter ray of hope came in the form of the Gandhi Fellowship, which led her to a life-changing experience - **Vipassana meditation.**

Through meditation, Himani confronted her pain, forgave those who ostracised her, and most importantly, forgave herself. **The SEE Learning framework** became

her guiding light. It fostered self-compassion and resilience, replacing self-blame with acceptance. Open communication and emotional intelligence became the cornerstones of her new reality.

Today, Himani stands transformed. The narrative she once believed - dictated by societal norms – has been rewritten. Her journey is a **testament to the human spirit** and its ability to overcome adversity.

Himani advocates for incorporating SEE Learning principles in Education, empowering young minds to navigate challenges and embrace their true selves empowering young minds.



“Self-compassion is the key to resilience ,unlocking the strength to embrace all facts of our beings.”

JP Yadav: A Tale of Transforming Tribal Districts

In Narmada Puram, whispers of concern echoed through the corridors of power, Mr. J.P. Yadav, Deputy Commissioner of the Tribal Works Department, found himself grappling with a sobering reality. Reports streaming into his office painted a stark picture of primary and upper-primary education in tribal areas: teacher shortages loomed large, and the educators working in the district seemed adrift, their motivation waning.

Faced with this educational landscape, Mr. Yadav knew that **traditional remedies fell short**. Motivational talks had proved ineffective, merely skimming the surface of deeper-rooted issues that plagued the teaching force.

Anubhav Pandey, a Gandhi Fellow from SOESC noticed his struggles and suggested that he adopt SEE Learning. Recognising its potential to revolutionise tribal education,

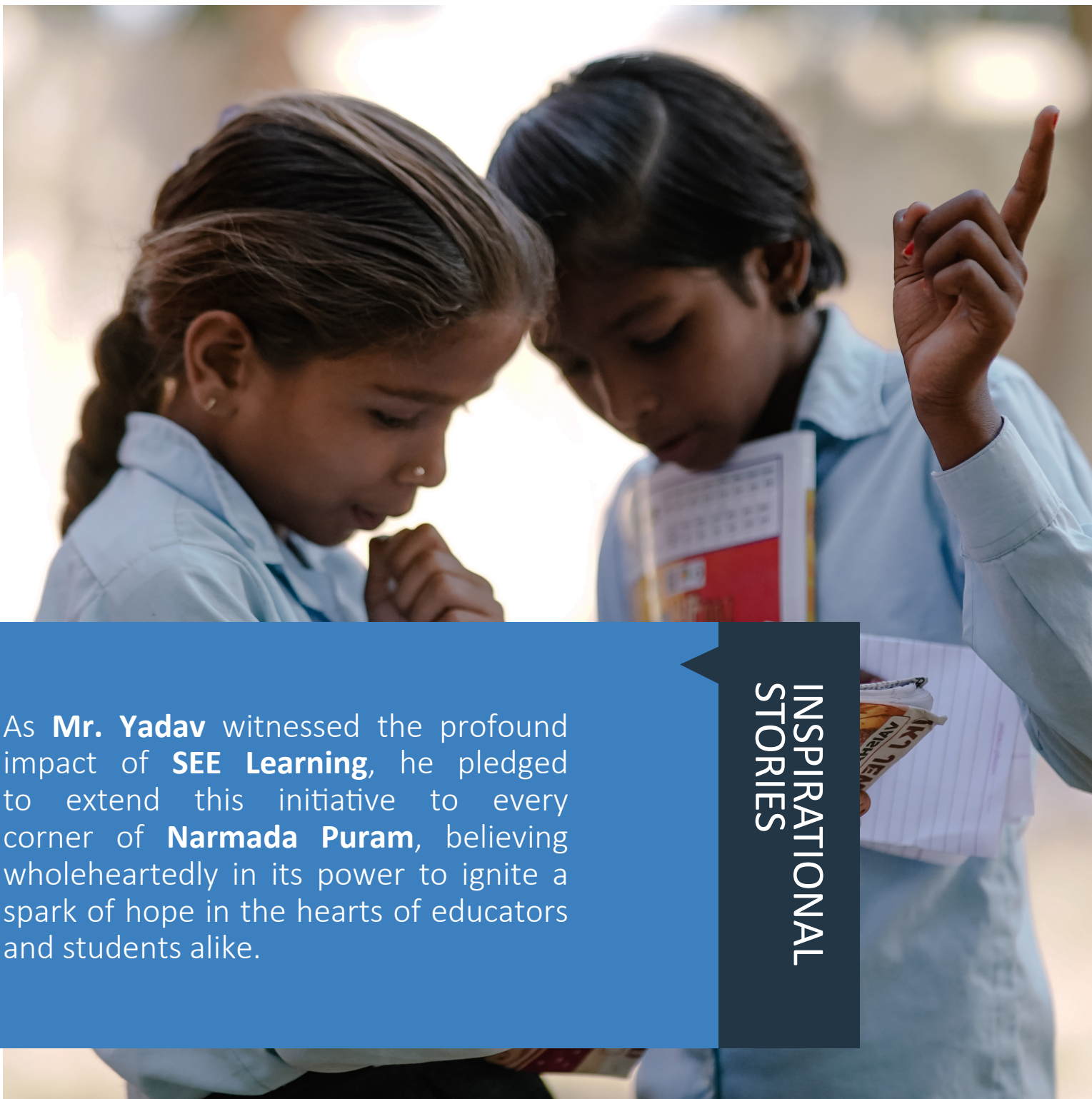
Mr. Yadav wholeheartedly embraced SEE Learning, envisioning it as a catalyst for transformation.

The inaugural workshop, facilitated by Mr. Yadav, held in Betul, became a pivotal moment, as 35 educators immersed themselves in **practices of self-awareness, kindness, and mindfulness**. Their spirits lifted, and a newfound sense of purpose ignited within them.

Empowered by these tools, the educators began to see themselves not just as teachers, but as guardians of emotional wellbeing. **They understood that by nurturing their own resilience**, they could sow the seeds of growth in their students, creating change that would reverberate throughout the community.



“The SEE Learning curriculum goes beyond textbooks, equipping educators with the tools to navigate their own emotions and cultivate a supportive learning environment for themselves and their students.”



As **Mr. Yadav** witnessed the profound impact of **SEE Learning**, he pledged to extend this initiative to every corner of **Narmada Puram**, believing wholeheartedly in its power to ignite a spark of hope in the hearts of educators and students alike.

INSPIRATIONAL
STORIES



INSPIRATIONAL STORIES

Mr. Pankaj Sharma, a seasoned Academic programmeme Coordinator (APC), stood at crossroads. Despite his unwavering dedication, the Morena district ranked amongst the lowest five in education indicators for the state. Each setback weighed heavily on him, sowing seeds of doubt and self-blame within him.

Pankaj Sharma: Transforming Education through Leadership

Tanuja Bahuguna, a Gandhi Fellow from SOESC sensed his distress during a meeting. Tanuja guided Mr. Sharma towards a profound realisation – that amidst the challenges, his efforts deserved acknowledgment and appreciation.

Drawing from success stories in Jhunjhunu and beyond, Tanuja introduced him to **SEE Learning** and ignited a spark within Mr. Sharma, reigniting his passion for educational reform.

As Mr. Sharma delved into the practices of SEE Learning, a remarkable transformation unfolded. Grounded in mindfulness, he found strength and clarity to navigate the complexities of his role. With renewed vigour, he collaborated with Tanuja to draft a strategic plan for

revitalising the Education Department, infusing it with purpose. Together, they leveraged technology to promote transparency and accountability, pioneering a **data-driven approach to decision-making**.

Despite a transfer to Narmadapuram district, Mr. Sharma's resilience knew no bounds. Refusing to be defined by setbacks, he embraced his newfound vision, fuelled by the enduring impact of SEE Learning. His journey exemplifies the transformative power of **social-emotional leadership**.



“This is a matter of dedication which we should have; better education of our children (students) is our incentive.”



JAMMU AND KASHMIR



Amid the longstanding conflict in Jammu and Kashmir, SEE Learning is more than just a pedagogical choice - it's a crucial necessity. The trauma and loss experienced by communities have emphasised the need for a holistic educational approach that prioritises emotional healing. In a region marked by division, SEE Learning serves as a pathway toward reconciliation by empowering students with skills to navigate adversity and build a more harmonious society.

The interventions of Jammu Kashmir and Ladakh (J&KL) reflect the collective impact of SEE Learning, aiming to nurture non-cognitive skills alongside academic prowess. The efforts have brought about a crucial paradigm shift in education, preparing students to navigate the future with agility. By equipping students with emotional intelligence and ethical values, SEE Learning empowers them to navigate adversity with resilience, foster empath and ultimately contribute to building peace in the state.

Today, J&KL has seen 70 master trainers participate in an eight-month comprehensive programme that included professional learning communities and Emory University SEE 101 certification.

In Kargil, Ladakh, another 70 master trainers have completed a four-month programme featuring large group sessions and SEE 101 coursework, while a Deep-Dive Initiative (DDI) implemented SEE Learning in 72 schools in Jammu district to create a deeper impact.

Alka Sharma: Creating Safe Spaces for Learning

As a teacher, Alka understood that school, especially in a conflict-torn zone like Jammu and Kashmir, was not just about knowing how to put two and two together, or how to spell correctly. School was about empowering young minds to discover themselves, develop a life-long passion for learning and shape them into becoming competent, empathetic and kind individuals for the future.

Alka recognised the crucial need for effective conflict resolution strategies and need for positive behavioural change among her students. She initiated various programmes aimed at instilling emotional management, but it wasn't until she immersed herself in **SEE Learning activities after a government mandated workshop** that she realised the curriculum's true potential.

Armed with the practical wisdom from the **SEE Learning training** programme Alka fashioned a haven for open communication within her classroom. With gentle encouragement, she urged her students to share their innermost thoughts and feelings. As once hesitant voices found courage, Alka witnessed the blossoming of self-expression and resilience.

Driven by an unwavering commitment to holistic education, Alka seamlessly integrated activities that **nurtured empathy, resilience, and conflict management skills** into her curriculum. Through immersive role-playing exercises and mindfulness practices, she cultivated a culture of understanding and support among her students.



“Now, my students are not just learning mathematics and language, they are learning how to navigate life’s challenges,” says Alka Sharma, a teacher at Government Middle School, Alora, Jammu.



The **implementation of SEE Learning principles bore fruit**, yielding tangible benefits that transcended the boundaries of the classroom. Enhanced student engagement and a newfound sense of empowerment permeated the school environment, laying the foundation for a **future filled with promise and possibility.**

INSPIRATIONAL
STORIES



INSPIRATIONAL STORIES

Preeti Sharma, a 35-year-old teacher at Upper Primary School, Rattnuchak, Jammu, couldn't shake off the nagging thought. She felt a deep concern that traditional Indian education, with its emphasis on compassion, ethics, and social awareness, seemed to have been overshadowed.

Preeti Sharma: Rekindling the Spirit of Holistic Education

What troubled her even more was how the current education system appeared to favour language and numeracy skills, ignoring the future readiness skill development including **social and emotional development**.

For Preeti, this realisation hit close to home, stirring memories of her own struggles with **social anxiety** during her school days. Watching her students wrestle with similar fears, she couldn't help but question the very essence of education itself. Determined to find a solution, Preeti embarked on a quest for change.

The launch of the SEE Learning programme by SOESC, in collaboration with the **Directorate of Education, Jammu**, provided Preeti with a glimmer of hope. After joining the SEE Learning training programme, she discovered the potential of this curriculum to challenge the prevailing

norms in education and pave the way for a more inclusive approach to learning.

The programme allowed her to redefine success for her own self and for her students. Shifting her focus away from simply completing the syllabus, Preeti adopted diverse learning styles for her students. Creating a classroom where emotional intelligence held as much importance as academic success, Preeti witnessed a transformation in her students - they became more empathetic.

Moreover, she observed fear dissipate from the classrooms, replaced by confident and assertive students who actively engaged with each other to deepen their understanding of the world.

The change in her classroom prompted her to advocate SEE Learning to all her peers.



“The SEE Learning programme has not only transformed my approach to education but has also empowered me to be a catalyst for change within the system.”

Shahid Gulzar: Building a Khushiyon Ki Deewar (Wall of Happiness)

Shahid Gulzar, a Gandhi Fellow, who regularly visited the Government Middle School Mongotrain, Jammu District witnessed a silent struggle among students - a battle with emotional turmoil. Recognising the urgent need for emotional wellbeing and conflict resolution, Shahid turned to the SEE Learning programme.

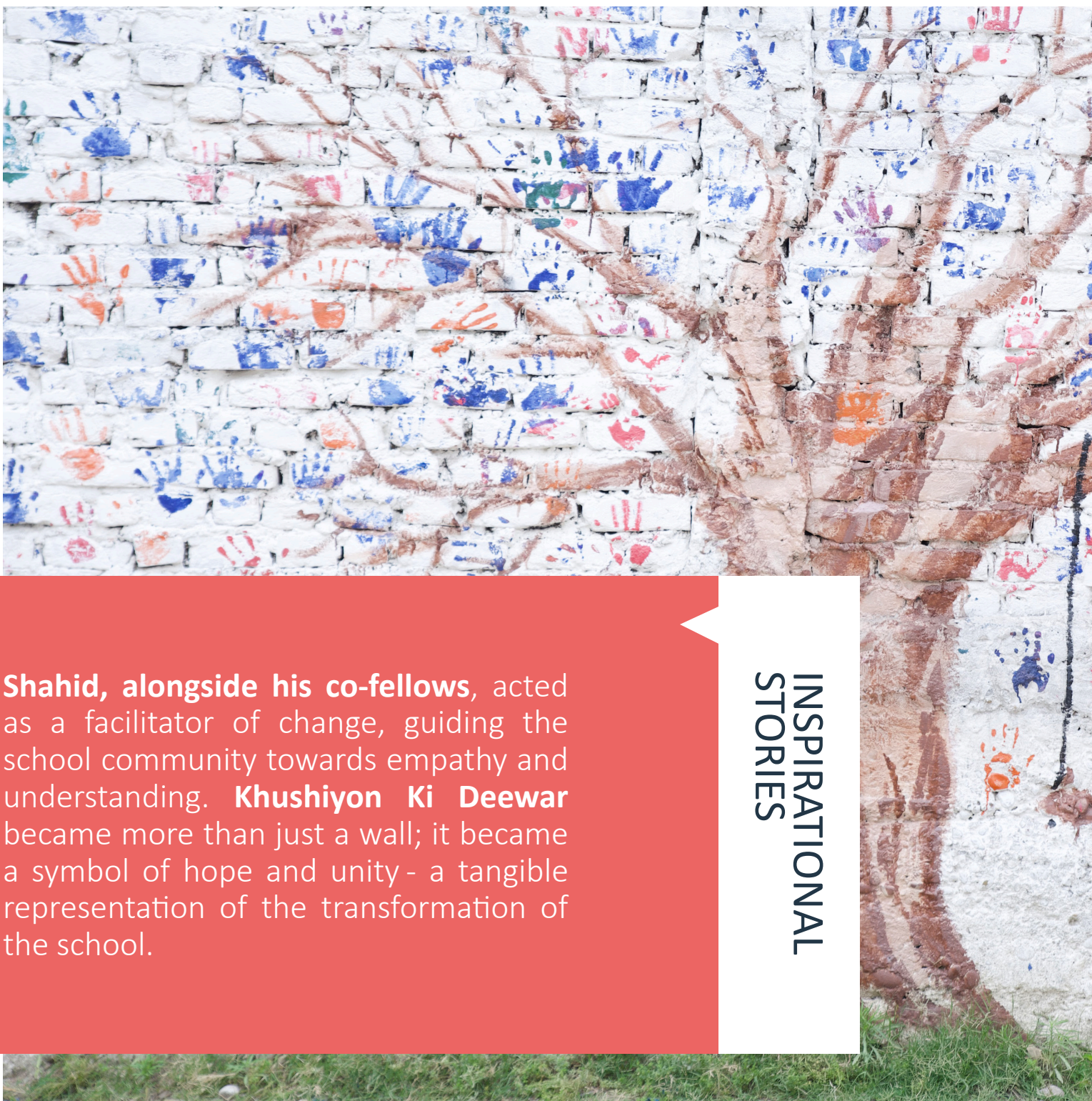
Undeterred by initial scepticism and administrative resistance, Shahid remained steadfast. With unwavering determination, he seized the opportunity presented by Social and Emotional Learning Day to introduce **“Khushiyon Ki Deewar”** (Wall of Happiness).

This tangible symbol of emotions and understanding became the cornerstone of their journey.

As brushes met walls, a metamorphosis unfolded. Students and teachers alike poured their emotions onto the canvas, transforming a dull expanse into a vibrant testament to human connection. The Emotion Tree, stretching its branches, symbolised growth and interconnectedness - a visual reminder of their collective journey.



“In the hearts of the school community, a new chapter has begun - a chapter defined by empathy, connection, and the shared pursuit of knowledge.”



Shahid, alongside his co-fellows, acted as a facilitator of change, guiding the school community towards empathy and understanding. **Khushiyon Ki Deewar** became more than just a wall; it became a symbol of hope and unity - a tangible representation of the transformation of the school.

INSPIRATIONAL STORIES



Way Forward

It is important to acknowledge that the integration of SEE Learning into education faces several challenges. We have to address the need for sufficient resources for SEE Learning initiatives. Parallely, it is important to address cultural and contextual factors influencing social and emotional development, and the necessity to evaluate programme effectiveness through rigorous research.

However, the future of SEE Learning holds promise through continued collaboration among educators, policymakers, researchers, NGOs, and communities. Together, we can create learning environments that foster the holistic development of every child. By prioritising the cultivation of social, emotional, and ethical competencies alongside academic skills, we can empower future generations to thrive in an ever-changing world.

As we move forward, it is essential to recognise that integrating social, emotional, and ethical learning into educational practice is crucial for cultivating responsible, empathetic, and resilient individuals. This ongoing commitment will remain central to our efforts aimed at preparing students to positively contribute to society and navigate the complexities of the modern world.





Piramal School of Leadership (PSL) is dedicated to leadership development through personal transformation in public systems. Designed for government sector middle managers and senior leaders, PSL operates across five schools: Education and Systems Change, Climate and Sustainability, Health, and Inclusion.

PSL is aligned with national priorities, and emphasizes on 'Sewa Bhaav' and innovation to address complex challenges in public systems. Through rigorous training and strategic partnerships with state governments and other organizations, PSL empowers leaders to drive meaningful change in public systems.

School of Education and Systems Change at PSL nurtures students with self-agency and compassion, preparing them for the workforce through 21st-century education. We address the future-readiness gap by instilling 'Sewa Bhaav' in learners and middle managers, fostering a transformative shift in the public education system towards compassion and resilience for the future.

Piramal Foundation in collaboration with the Center for Contemplative Science and Compassion-Based Ethics, Emory University, for SEE Learning®, is building SEE Learning-enabled eco-systems across India, to foster personal transformation leading to systems transformation.



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