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## **Mindfulness and Social Emotional Learning in Nurturing Global Citizens**

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### **Abstract**

The present study aims to explore the impact of mindfulness and social emotional learning on fostering Global citizenship among young learners. A synthesis of the literature on global citizenship, its components, and various strategies for developing various skills involved in it revealed that Mindfulness and socio emotional learning have a significant impact on its development. It is an attempt to explore and elaborate on how mindfulness and socio emotional learning is helpful in nurturing Global citizenship. Implications for further research and suggestions to policy makers, administrators, teachers, and family members are also highlighted.

### **Introduction**

Global citizenship being an umbrella term for social, political, economic, and environmental actions of globally minded individuals and communities across the globe. It includes the individuals that are members of multiple, diverse, local, and foreign communities. A global citizen is one who is aware of the wider world and has a sense of his or her own role as a world citizen. To request and value diversity, to be sensitive to social injustice and understanding how the world works economically and socially is a must for global citizenship. A global citizen is always willing to act to make the world a more sustainable place and takes the responsibility for his or her actions.

Mindfulness is the capacity of an individual to pay attention to the present moment with curiosity and kindness. It contributes to a richer internal leaning environment and helps the learner

to relate in the moment of learning and experience. Mindfulness supports the cognitive, emotional, physical and relational aspects of teaching and learning. It improves power and concentration along with an increase in self-awareness. Further it is helpful in exercising control over impulsive and reducing stress. *Its practice shows a greater increase in empathy.*

Social emotional learning (SEL) is the process of developing self-awareness, self-control and interpersonal skills that are vital for school, work, and life success. It is a method that aims to foster social and emotional skills within school curricula. It emphasizes social and emotional skills along with the other school subjects like reading, writing, mathematics, etc. Social emotional learning helps kids in successfully managing everyday life. It helps students to focus, improve decision making and become supportive members of their societies, communities, and nation at large.

### **Global Citizenship**

A global citizen is the one who may belong to a specific region, but the overall awareness of the world and universal culture offers them a unique understanding of the interconnectedness of different countries. It also instills in them the consciousness of their actions and their effects across the globe.

The present era of globalization and technological revolution seeks citizens to work together and find solutions for global issues like climatic changes and pandemics. The citizens need to collaborate their skills and expertise to perform mammoth tasks by undertaking global responsibilities. The same being recognized by the policy makers in India as a result NEP 2020 aimed the youth of India to be tolerant, experience-oriented human with a global outlook. The

characteristics of global citizens are diverse, inclusive, humane, global outlook, awareness of global issues, experience oriented, thinking out of the box and solution oriented.

Basically, global citizenship is an idea that everyone is a part of world community across the globe. It is inclusive of four aspects i.e. civic responsibilities, cultural awareness, environment and global economy. Promoting global citizenship requires understanding the model of five pillars of global citizenship as discussed by united planet (NGO). This model is based on principle of relational diplomacy given by David Santali (2003). These five pillars include relational diplomacy, global leadership, global understanding, civic engagement, and academic and professional competencies.

Relational diplomacy means building strong relationships and a feeling of brotherhood even across boundaries. By inculcating it, stronger connections and a peace-loving society is achieved worldwide. Global leadership aims to develop leaders equipped with the knowledge and skills needed to address global challenges in an effective manner. It helps global leaders to lead with a wider perspective and a deeper understanding of the world which enables them to solve various issues.

Global understanding is about nurturing the younger citizens in a way that they should be able to have respect for the cultural differences that exist in a multicultural society. This would require breaking down the barriers between people from diverse cultures and promoting mutual understanding. Civic engagement means that individuals from local global communities participate actively. To achieve this the knowledge and skills are required to have a positive impact on the world around. It is basically engaging the citizens in achieving a cohesive and peaceful world. Academic and professional competency is all about the skill development and acquisition of

knowledge needed to achieve success in the intellectual and professional front and hereby leaving a positive impact on the world around.

In a nutshell it can be said that being CLUED in is a global citizen ([www.unitedplanet--org](http://www.unitedplanet--org)). Here the acronym CLUED means connect, lead, understand, engage, and develop within a global cross-cultural context. Each of these foundations requires a lot of knowledge, skills and values that are to be mastered to achieve the umbrella term global citizenship.

### **Nurturing Global Citizenship**

In the present era of globalization there is a dire need to have citizens ready to collaborate their knowledge & expertise in finding solutions to mammoth global issues. This has already been spelled by NEP2020 through recommending for nurturing global citizens. though it is a long process as it is not that easy to change the human mind set or perspective. It may take ages to shift education system from traditional to global one. The process may be a slower one but evident in the form of students decision making, treating other people, approach to a problem etc. During this course teachers must be mindful of the fact that they are preparing global citizens and hence focus should be on their holistic growth. Chandwani.R,Agarwal.N>M>.& Kedia.B.L(2015) in an attempt to study on mindfulness: nurturing global mind set and leadership , explicates that mindfulness is very important in developing a global mind set and thereby acquiring global leadership competencies . With the help of task analytic approach, it has been elaborated on how mindfulness can act as an important antecedent for global mind set and hence global leadership.

Krishnan.Hema.A(2023) carried out a study on practice of mindfulness nurture in sustaining ethical leadership skills in top managers in the aftermath of Covid-19. The findings of the study are in tune with the previous studies conducted by Goleman &Davidson (2017), Kahat-Zinn(2013).

Hence it can be said that mindfulness practices enable the leaders to develop leadership skills that

are helpful in wise strategically planning to get favourable outcomes in this rapidly progressing modern world. Vogus and Dane (2016) in a study on organizational and individual mindfulness found that mindfulness has certain advantages including expanded scanning, considering diverse viewpoints, interpretations of the context and appreciation of various viewpoints. All this is essential for the global citizenship.

Social emotional learning (SEL) as we all know is becoming increasingly popular nowadays as there is a pressing need of nurturing informed, empathetic, compassionate, and responsible citizens. This approach towards nurturing global citizens holds the education system to shoulder the responsibility of instilling these skills within the youth. Now it cannot be assumed that social and emotional development is the sole responsibility of the family or the community. Various new reforms and policies across the globe have highlighted the need to foster social emotional skills and values among the children. NCFTE2010 clearly recommends that teachers are expected to adhere to the constitutional values to enable future citizens to be sensitive, respectful & divergent thinkers. National Curriculum Framework (NCF) 2005 also states that there is a need of curriculum whose creativity, innovativeness and development of whole being, the hall mark of good education, makes uniform tests that assesses memorised facts and textbook based learning obsolete. New Education Policy (NEP) 2020 envisions that students should learn certain life skills along with other academic skills. The policy clearly states that ethical, moral, reasoning and socio –emotional skills should be incorporated through the school curriculum. It further adds that scientific temper and socio emotional values are equally important as constitutional values.

Weare.K(2003) emphasised the significant role of social emotional skills in promoting self-awareness and awareness of others along with the creative thinking which are the fundamental requirements of global citizenship. Jhonson.D.W& Jhonson.R.T(2006) revealed that being aware

of their own emotions , being able to manage them and knowing their own thoughts and feelings and emotions paves the way for them to be able to understand emotions of others and develop into an effective member of society. Hence it can be said that effective integration of mindfulness and social emotional skills have a significant impact on nurturing the global citizenship. There is a growing body of research accentuating the positive correlation among mindfulness, social emotional skills in nurturing global citizens.

### **Conclusion and Implications**

The present age of globalisation seeks citizens to work together in collaboration to find solutions to the gigantic problems. the need is further accentuated by the pandemic and major climate changes for global citizens to come forward and join hands and face the challenges. Nurturing youth to be a global citizen is a lengthy process with no shortcut. We still have a long way to go to transform the educational ecosystem. Together social emotional learning and mindfulness can help learners to inculcate all the skills required to be a global citizen. Mindfulness and social emotional learning fortify their educational, social, and emotional well-being. This fosters essential skills making them useful for the family, society, and nation at large.

At the end of discussion, it is suggested that policy makers, administrators, teachers, and family members should aim to foster the life skills and socio emotional values among the future citizens from an early age. As only knowledge of the various subjects like English, Hindi, Mathematics, Science etc. alone will not be able to make them fit for future citizenship. Mindfulness techniques are also required to be taught to them to increase the level of self-awareness, leadership, compassion, divergent thinking etc. as these are the fundamentals of global citizenship. Opportunities are to be provided to the learners in school and even after the school that

may foster mindfulness and social emotional learning through various curricular and co-curricular activities.

Suggestions for further research may include carrying out a study on the various domains of global citizenship and how that can be fostered. Studies may also be carried out on the impact of mindfulness and socio emotional learning on various pillars and characteristics of global citizenship and various factors affecting its inculcation.

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