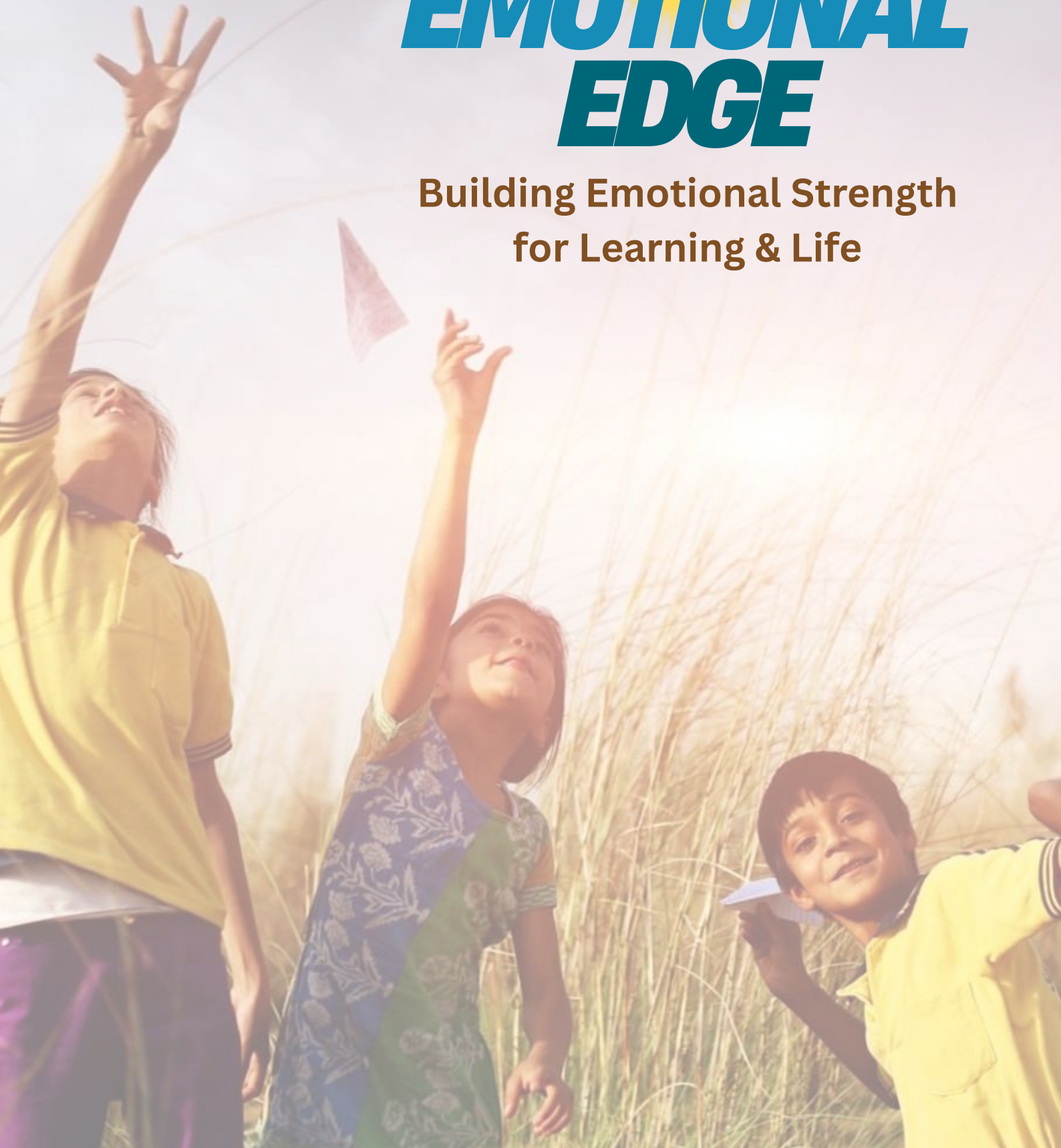


mind
celebrations
presents



THE
EMOTIONAL
EDGE

Building Emotional Strength
for Learning & Life



The Emotional Edge

Building Emotional Strength for Learning & Life

Executive Summary & Premise

The most recent NCERT survey of 3.7 lakh students across India revealed striking insights into student mental wellbeing. Encouragingly, 84% of students describe themselves as responsible and 73% are satisfied with their school life. Students in middle and high school are motivated and willing to work hard toward academic success. However, this effort meets roadblocks that directly impact **academic performance** – the very area Indian students value most. This is where ‘The Emotional Edge’ by Mind Celebrations steps in.

Academic performance is the most integral part of school life but only 39% students are satisfied with their own academic performance (NCERT, 2022). If academics hold the same emotional importance for students as work does for adults, then feeling unsuccessful in academics is equivalent to feeling unsuccessful in life. This has consequences far beyond grades. It shapes identity, motivation, career readiness and wellbeing – parameters that are fundamental to a student’s life and their perception of themselves.

Anxiety due to studies and exams is a fundamental block that is experienced by a shocking 81% of students. The average student now receives higher grades but the level of anxiety felt has also increased. As coaches and psychologists, we understand how debilitating such anxiety is to performance. And when combined with missing life skills like managing energy, focus, hope and adaptability (see annexure B for data), our students are left unprepared to cope with academic pressures that only rise as they grow. **This creates a cycle: anxiety hampers performance and poor performance increases anxiety.**

Top schools like yours look beyond academics and so do we. Our aim is to create good learners and good leaders. As per the NCERT survey, critical gaps in this area were found. Only 36% of our students have self-efficacy – belief in one’s ability to succeed. This low number is a major contributor to poor self confidence. Another horseman in this regard is poor body image that is experienced by 38% middle school students, which sharply rises to 50% high school students. Sadly, this is also how students are experiencing the perception of others. Only 56% of students reported that others see them as happy people (NCERT, 2022). These are not merely emotional concerns; they are barriers to leadership, teamwork and resilience.

Additionally, a government guideline from 2023 highlights the impact of bullying on Indian schools. 47% of students have experienced bullying, either as victims, bullies or both (Nedumpully et al., 2024). Private schools show higher prevalence than government schools, making it an urgent, institutional concern.

There is hope as our students are trying to cope with all these pressures by feeling hopeful in stressful situations (39%), practicing self care (55%) and responding appropriately to stress (32%). These numbers are modest yet promising. They represent a foundation we can strengthen allowing schools to transform motivated students of today into equipped, thoughtful and confident leaders of tomorrow.

Why This Program

Mind Celebrations brings corporate mental fitness, high-performance psychology and student wellbeing together under one framework.

Our core team brings to the table years of expertise in psychology and holistic thinking of homeopathic sciences, coaching and corporate leadership, teaching and training as well as sport psychology and performance enhancement.

- Dr. Kanan, a Psychologist and Doctor of Homeopathy, has supported individuals, children, CEOs and business leaders for over 25 years in mental fitness and performance. Building psychological safe spaces comes naturally to her.
- Gurdarshan, a leader with 27 years of corporate experience of leading high performing teams, setting up successful and scalable businesses, transitioned 10 years ago into the mental fitness space to help organizations scale through people and performance.
- Archana is a Programme Director at Mind Celebrations with over 15 years of experience as a Teacher and Principal across Army Schools across India. Her extensive leadership in education has shaped her expertise in designing high-impact, engaging learning experiences.
- Kelley John, a sport & performance psychologist and psychotherapist is leading the vertical of this project “The Emotional Edge” under the leadership of Dr Kanan and Gurdarshan. With more than 3 years of working directly with young adults and teens, impacting their performance using strategies that apply to academics, sports and life. She is currently working with elite athletes and professionals to enhance their mental strength.

With detailed consideration picked up from the NCERT report and years of combined experience this program, “**The Emotional Edge**” has been designed for students studying in schools.

How are we different?

Our program is based on three unique propositions -

1. Building Mental Fitness has to be a proactive effort and not reactive
2. Mental Fitness can be measured as we measure Physical fitness
3. Building daily fun rituals to build new neural pathways which support students to achieve academic performance and stay happy.

Our aim via this program is to create high performing students that are socially competent, equipped to succeed and resilient during failure. Our value differentiators are:

Attribute	Our Program	School Counselling Cell (Academics & Emotional Wellbeing)
Goal	Peak Performance, Skill Building - Resilience, Emotional Intelligence, Motivation, Attention	Supporting in Career choices, Emotional support
Approach	Proactive: Life-skill building	Reactive: Issue specific
Format	Interactive workshops for mental skills training, one-to-one coaching, proactive and preventive assessments	One-to-one counselling, escalation management
Counsellor's Experience/ Focus Area	Neurobiology, Life skills and Mind Hacks (by practicing clinical and sport psychologists)	Cognitive Behavioural conversations for emotional issues and Career guidance (by school counsellors and career guidance cell)

We do this by focusing our program on key elements that future-focused schools are implementing as a strategic investment in excellence, competitiveness and student development.

Core Objective

To partner with schools in building a performance-driven wellbeing ecosystem, through a structured framework that:

1. **Strengthens student performance skills:** confidence, focus, emotional regulation, discipline and resilience.
2. **Builds teacher capability** to integrate wellbeing and mental skills into everyday teaching practices that sustain high performance.
3. **Engages parents as growth partners** ensuring alignment between home and school environment.
4. **Elevates the school's climate and reputation** by creating a culture rooted in excellence, leadership and psychological safety.

Target Audience

- Students (Ages 11–17)
- Teachers & School Leaders
- Parents & Caregivers

Program Construct & Flow

Program Structure

1. Pre-Program Diagnostics: Baseline proactive assessments to understand the wellbeing needs of students
2. Core Workshop Series: Interactive, age-appropriate and role-specific sessions on mental skills training, life skill coaching and performance psychology
3. Classroom Integration: Weekly micro-practices and teacher-led routines that reinforce skills and embed them into daily school life.
4. Post-Program Coaching & Evaluation: Follow-up sessions, impact reporting and optional coaching to ensure sustainability and deeper skill adoption.

Delivery Format

- Duration: 8 - 9 weeks
- Session Length: 2.5 to 3 hours per workshop
- Group Size: 20 - 30 students (ideal for interactive learning)
- Facilitator: Kelley John
 - M.Sc. Psychology of Sport & Exercise, Leeds Beckett University, Leeds, UK
 - M.A. Psychology: Lifespan Counselling, St. Xavier's College (Autonomous), Mumbai, India

Program Deliverables

- Baseline and final scores with improvements on key indicators
- Digital post-program resources
 - Student worksheets
 - Teacher and parent guides
- Optional Train-the-Trainer sessions for sustainability

Workshop Overview

Student Workshops

OBJECTIVE	WORKSHOP TITLE	OUTCOMES
<u>Bringing out Full Potential in every Student</u>	Goal Setting & Motivation	<ul style="list-style-type: none"> ● Designing process orientation for goals ● Building personal improvement plans and atomic habits ● Articulating inner motivation to achieve goals ● Developing a growth mindset and resilience to deal with setbacks
	Focus & Enhanced Energy	<ul style="list-style-type: none"> ● Creating focus reset routines ● Building healthy digital habits ● Focus techniques for students (including those who are overwhelmed with time blocks) ● Learning to build sustainable and higher energy levels
<u>Building Social Competence</u>	Self-Confidence & Self-Worth	<ul style="list-style-type: none"> ● Building self-worth ● Using self-talk that aligns with higher self worth ● Dealing with automatic negative thoughts ● Using body language to support self-confidence ● Having self-confidence while encountering failure
	Body Empowerment & Expression	<ul style="list-style-type: none"> ● Improving perception of body image ● Using power poses and empowering non-verbals ● Protection from bullying ● Finding one's voice against a bully (for self and others)
<u>Building Emotional Wellness</u>	Emotional Fitness	<ul style="list-style-type: none"> ● Learning the value of daily emotional fitness ● Understanding and using emotions as data ● Learning emotional literacy tools ● Understanding how thoughts and emotions impact productivity and performance
	Emotional First Aid	<ul style="list-style-type: none"> ● Learning tools when emotionally hurt ● Learning to deal with anxiety, anger, sadness and loneliness ● Watching out for mental health challenges and reaching out for help (self and others) ● Creating a safe space for others and listening without judgement

Note: Program can be customised based on individual school/institution requirements. Activities and depth of content will be tailored to suit developmental levels of students.

Teacher Workshops

OBJECTIVE	WORKSHOP TITLE	OUTCOMES
<u>Emotional Awareness</u>	Reset	<ul style="list-style-type: none"> • Understanding emotions and own emotional states • Understanding the impact of own emotions and inner state on classrooms, students and delivery • Building personal mastery (clarity, equanimity, decisiveness, alignment and energy) for classroom readiness • Working on one's inner child issues for a reset of productivity at school • Learning ways to move from feedback to feedforward

Parent Workshops

OBJECTIVE	WORKSHOP TITLE	OUTCOMES
<u>Mindful parenting in a digital age</u>	Aware parent	<ul style="list-style-type: none"> • Understanding the impact of parents own inner state on child's mental health and performance • Understanding impacts of personal digital habits on child's digital behaviour • Understanding that every child has a unique blueprint and creating an individualized action plan for one's child • Dealing with addictions in children (online gaming and social media) • Learning tools of nonviolent communication • Learning connection before correction with one's children • Understanding signs of mental health struggles in children and learning tools to help them

Implementation, Evaluation & Sustainability

Recommended Timeline (8-9 Weeks)

Category	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Students	Baseline Assessment & Orientation							Post-Program Assessment
		Bringing out Full Potential in every Student						
				Building Social Competence				
						Building Emotional Wellness		
Teachers	Emotional Awareness							
Parents					Mindful Parenting in a Digital Age			

* *Student workshop timeline options:*

1. *3 hour modules per week -*
 - *one workshop covered on each day*
 - *timeline 5 weeks*
2. *6 hours/1 day workshop*
 - *one objective/two workshops covered on each day*
 - *timeline - 8 weeks*

Evaluation Framework

- Quantitative: Pre and post workshop student assessment; teacher observation data.
- Qualitative: Focus-group feedback, classroom observations and case examples.
- KPIs
 - Increase in self-reported focus and confidence
 - Increase in teacher confidence using mental-skills tools
 - Reduction in off-task or disciplinary incidents

Investment in the Program & Post-Program Support Options

<i>Highlights</i>		SILVER	GOLD	PLATINUM
Workshops (6+1+1 = 8)		✓	✓	✓
Digital Toolkit		✓	✓	✓
Pre-program assessment		✓	✓	✓
Post program assessment		✓	✓	✓
Refresher modules (2 workshops)		X	✓	✓
Management Information System (decision making)		X	✓	✓
Three month impact report*		X	✓	✓
Follow up calls**	within 1 month from workshop (1 call)	X	✓	✓
	within 3 months from workshop (1 call)	X	X	✓
Access to Mind Celebrations portal up to 1 year from date of workshop completion		X	X	✓
Three One-to-One sessions with trained counsellors for personalized tools		X	X	✓

* In order to create the 3 month impact report, post-program assessment for Premium members will take place 3 months post workshop completion.

Tools will be provided to the management to sustain new behaviours across batches (of staff and students) for long term impact and success.

** 15-minute call - Check in on progress, help cement learnings from workshops and assistance to overcome obstacles faced post workshop.

Please Note: Consent of student and parent is mandatory to begin the program.

Ethical Guarantee

We ensure delivery of all training, digital resources and impact measurement as described. Outcome improvements are dependent on consistent school participation and practice.

Notes for Implementation

- The program can be customised for both middle or senior school levels.
- Aligns with CBSE NEP 2020 focus on SEL & holistic education.
- Combines cognitive-behavioural tools, mindfulness and sport psychology principles.
- Easy for schools to integrate during Life Skills or Value Education periods.

ANNEXURE A: Case Studies

Case Study 1: Building Confidence and Voice in a Bullying Context

A 14-year-old male student was experiencing ongoing bullying at school, accompanied by significantly low self-confidence and difficulty asserting himself in social situations. These challenges affected both his academic engagement and emotional well-being.

Through therapy sessions Dr. Kanan and Ms. Kelley discovered his interest for warriors and used that to teach him tools of self-confidence, assertiveness and emotional regulation. They used embodiment – channelling the inner warrior inside him – through the empty chair technique. This helped him see his inner strength. He gradually developed the ability to use his voice effectively. He practiced standing up to peer intimidation using assertive language and successfully reported a physical bullying incident – an action he previously felt unable to take. Confidence-building techniques such as power poses and inner strength visualisation became part of his daily routine. He also learned how to recognise and regulate his emotions as well as identify automatic negative thoughts that were undermining his confidence.

He has demonstrated increased self-belief, improved assertive responses to bullying and greater confidence in seeking support, leading to healthier peer interactions and improved emotional safety at school. Connecting therapy techniques to his likes and interests acted as a catalyst in achieving desired results for the client.

Case Study 2: Rebuilding Parent-Child Connection, Sleep and Health Through Digital Awareness

PD, a 52-year-old female, attended a workshop on digital happiness and mindful technology use. During the workshop, she became aware that her excessive screen use – particularly continuous scrolling on social media and binge watching on OTT platforms – was significantly reducing the quality of time she spent with her teenage daughters.

PD initially believed that as teenagers with independent social lives her daughters no longer required much parental engagement. Through guided reflection with Dr. Kanan, she recognised that this belief was functioning as a self-justification for habitual screen use rather than a true representation of her role or her daughters' needs. She also became aware that prolonged nighttime screen exposure was negatively affecting her sleep quality which in turn disrupted her ability to exercise, contributed to weight gain and reduced overall energy levels.

A key insight from the workshop was the importance of prioritising human connection over digital engagement. Following the workshop, PD implemented small but intentional behavioural changes. She began having device-free dinners with her daughters, often inviting them to put their phones away as well. She replaced late-night screen use with reading, refrained from using screens after 10 p.m. and avoided screens use while eating.

When she attended the follow-up workshop, PD reported significant improvements. Her sleep quality had improved, she had resumed regular exercise and she reported a weight loss of five kilograms. She

also noticed reduced portion sizes while eating, improved energy levels and a healthier relationship with food – which was a blessing during her perimenopausal phase.

More importantly, PD reported improved relationships with her daughters. They became more open with her and shared their emotional vulnerabilities which enhanced the family bond.

Case Study 3: How Teacher Self-Awareness Improved Classroom Climate

A middle and high school teacher known for a highly strict and authoritarian classroom style sought support due to increasing conflict with students. She believed that firmness and fear-based discipline were necessary to maintain order and academic performance. However, as students became more expressive and vocal, she began feeling disrespected, humiliated, and emotionally triggered in class.

Through guided reflective and therapeutic work, the teacher explored the emotional roots of these reactions. She recognised that her intense responses were linked to her own childhood experiences with an authoritarian parent, where self-expression was discouraged and mistakes were met with shame. Over time, she had internalised this model of discipline and unconsciously replicated it in her classroom. Students' healthy self-expression was triggering unresolved feelings of humiliation from her past rather than actual disrespect in the present.

By developing emotional awareness, trigger recognition and regulation strategies, she learned to pause before reacting, reinterpret student behaviour more accurately and adopt more relationship-based approaches to discipline. She began encouraging structured student voice, setting firm but respectful boundaries and responding with curiosity rather than control.

ANNEXURE B: Key Insights from the NCERT 2022 Survey

Themes	Sub-themes	Sub-themes 2	Total %	Middle School %	High School %	
Bringing out Full Potential in Every Student	Responsibility to do well		84	83	84	
	Satisfaction with academic performance		39	50	31	
	Lack the ability to Concentrate		29	24	32	
	Difficulty managing time		14	-	-	
	Feeling tiredness and low energy		45	44	47	
	Worrying about future		34	25	42	
Building Social Competence	Self-Efficacy present		36	38	35	
	Others' perception of self as/as having	Happy	56	57	55	
		Leadership qualities	25	28	22	
		Trustworthy	70	71	69	
	Body Image Issues		45	38	50	
	Hesitation to ask questions when in doubt		28	27	29	
	Difficulty in initiating conversation		23	22	23	
Complying to Peer Pressure		85	87	84		
Building Emotional Wellness	Anxiety due to	Studies	50	42	55	
		Exam & Results	31	33	30	
	Coping Strategies Practiced	Responding appropriately to stress		32	32	32
		Engaging in Self-care		55	61	51
		Shifting stress inducing thoughts		28	-	32
		Yoga & meditation		28	31	-
		Feeling hopeful in stressful situations		39	42	37
		Being adaptable		43	46	41
		Seeking social support from Parents		24	-	-
		Seeking social support from Friends		49	45	52
		Experiencing Happiness		67	74	61

ANNEXURE C: As published in NCERT Report 2022 (Responses of Private Schools students)

**Percent Frequencies of Responses of Private Schools Students
Concerning Different Aspects of Mental Health
(N=67,156)**

S.No	Aspects	Total	Stages		Gender	
			Middle N= 30,823	Secondary N= 36,333	Girls N= 34,191	Boys N= 32,876
1.	Adaptability	51	48	53	53	48
2.	Trusting others	18	19	18	18	18
3.	Personal satisfaction	50	60	41	47	53
4.	School satisfaction	67	80	57	66	69
5.	Responsibility of doing well in life	84	85	82	84	83
6.	Body image	49	57	40	44	51
7.	Perspective taking	32	31	33	31	33
Confidence						
8.	Hesitation in asking questions	25	24.2	25.9	25.3	24.9
9.	Difficulty initiating conversation	24	26	22	23	24
10.	Perception about happiness	59	62	57	60	58
11.	Perception of being a leader	21	25	19	22	21
12.	Trustworthiness	74	76	73	75	73
13.	Peer pressure	20	19	22	21	20
Satisfaction with Academics						
14.	Satisfaction with academic performance	28	39	18	25	30
15.	*Lagging behind in studies	29	26	33	30	28
	Lack of concentration					
	Poor study habits	15	11	19	15	16
	Difficulty in managing time	13	11	15	15	12
16.	Do not submit assignment on time	8	7	8	6	9
	Seeking social approval					
17.	People will stop respecting me if don't do well in studies	32	34	31	30	34
18.	Bothered by teachers' inattention	38	37	39	39	36

19.	Anxiety Related to Academics *					
	Studies	35	38	54	51	41
	Examination and results	46	36	32	32	36
20.	*Experiences with Online Learning					
	Lack of social interaction with peers	53	50	56	55	51
	Are better than offline classes	12	12	13	10	15
21.	*Frequently Experienced Emotions					
	Happy	68	75	61	75	61
	Anxious	11	6	16	14	19
22.	Hope in Stressful Situation	28	31	26	25	31
	Emotional Understanding	42	41	43	43	42
24.	*Commonly felt Feelings					
	Tired	49	47	52	53	46
	Tearful	34	32	36	41	28
25.	*Intense Emotions During COVID-19					
	Mood swings	42	38	50	52	37
	Extreme emotions	12	11	13	12	12
26.	*Changes in Routines due to COVID-19					
	Sleeping pattern	44	35	52	47	43
	Everyday Routine	26	30	22	25	26
	Study Habit	17	20	14	15	18
27.	Eating Habit	13	15	12	13	14
	Self-care	45	51	40	42	49
28.	*Issues at Home During COVID-19					
	No difficulty faced	55	48	62	53	56
	Emotional changes in family	22	16	28	25	20
29.	*Difficulties Faced in Online learning					
	Difficulty faced in learning content online	49	44	56	51	50
	Technical/Network issues	43	48	35	41	40
30.	*Support Desired for Managing Feelings					
	Help from Friends/parents/Teachers	52	57	47	51	52
31.	Building life skills in schools	24	25	23	23	24
	Helping Attitude	51	52	51	52	50

32.	*Health and safety related behaviours					
	Fearful of coming in contact	34	34	35	37	32
	Indulging in safety behaviours	20	19	21	20	21
	Worried or Fearful about family/friends	28	27	30	29	28
33.	*Physical Symptoms					
	No such health issues	59	65	53	54	62
	Headaches	16	12	20	19	13
	Stomach aches	13	13	13	15	11
34.	Responding in Stressful Situations	36	36	36	36	36
35.	*Strategies Used for Managing Emotions					
	Sharing with Friends	41	37	45	40	42
	Sharing with parents	28	38	18	26	29
36.	Self-efficacy	32	34	30	30	34
37.	Social support	60	68	54	59	61
38.	*Commonly Used Strategies for Coping					
	Changing thoughts	30	25	34	29	32
	Yoga and meditation	20	21	18	18	21

*Indicate percentages on multi-select questions.

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