

Mental Health, Mindfulness, and Well-being in Education

¹Dr. Rajni Bala, ²Simranjit Kaur

¹Principal, Shah Satnam Ji College of Education, Sirsa, Haryana, India,

²Assistant Professor, Lincoln College of Education, Fatehgarh Sahib, Punjab, India

Email: ¹satgururs01@gmail.com, ²simuinsan1997@gmail.com

Accepted: 26.11.2025

Published: 26.12.2025

DOI: 10.5281/zenodo.18113617

Abstract – Well-being and mindfulness are integral parts of a healthy and productive learning environment. This paper delves into three areas of mental health, mindfulness and well-being in education, discussing associated benefits, challenges and guidance for educators. In this episode, we talk about how mental health affects academic performance, the importance of mindfulness in decreasing stress and the role of wellness in building resilience. The paper concludes with recommendations for educators, policymakers, and other stakeholders, advocating for a holistic approach towards mental health and well-being for students.

Keywords – Mental Health in Education, Mindfulness Practices, Student Well-being, Holistic Development

I. INTRODUCTION

Our life is shaped not only by what happens around us but also by how we *perceive* those experiences and how we *respond* to them. These perceptions and reactions differ from person to person because they are shaped by mental conditioning developed since childhood. This attitude finds its way into the unconscious over the years and causes automatic thought and response patterns. These types of patterns can distract you, disperse your attention, diminish your memory, make it hard to make decisions, and thus having a negative effect, and can eventually cause you to have a reduced feeling of control over life. Mindfulness is an opportunity to interrupt these automatic cycles. Mindfulness is the act of giving a **purposeful, non-judgmental attention** to the present moment. Through simple techniques such as observing the breath, body-scanning, compassion-based meditation, and gentle yoga, learners develop the ability to watch their thoughts, feelings, and bodily sensations without reacting impulsively. Studies suggest that mindfulness assists people in the voluntary regulation of attention, awareness of emotional patterns, and responding to experiences with receptivity rather than avoidance or reactivity. Greater awareness helps folks better respond or not respond to stimuli and forms the foundation for a reprogramming of how one experiences reality. In today's education system, such skills are not optional—they are essential. **Mental health, mindfulness, and well-being** form the core of a healthy, balanced, and humane learning environment. According to the NEP (National Education Policy) 2020, real education is one that contributes simultaneously to the holistic development of all students including their mental well-being and also in creating a safety net like environment with inner peace and tranquility within educational institutions. These concepts are also in

accordance with the significant legal principles such as those embodied in the Right to Safe Education, Best Interest of the Child and Duty of Care that demand schools provide environments that safeguard and develop a child. Here, mental health is an aspect of a learner's frame of mind and state of psyche — such as how they're coping with stress, conveying their feelings, cultivating relationships, staying inspired. Mindfulness also enhances this by sharpening attention, decreasing anxiety and helping with emotional regulation. A student's well-being comprises their physical, emotional, social, and mental safety; helping them feel valued, supported and self-assured. NEP 2020 advocates introducing counselling services, yoga and meditation practices, socio-emotional learning, emotional-awareness training for teachers, anti-bullying policies and inclusive classrooms to strengthen these areas. Together, these efforts create an educational ecosystem where learning goes beyond textbooks and marks. Education will not only instil knowledge and skills that will allow individuals to thrive, but it will also impart attitudes, beliefs and practices that will always promote resilience, emotional balance and fulfillment so that learners feel prepared not only to become successful professionals but also to be happy human beings who, confronted with challenges, have the inner capacities to face these challenges and manage the ups and downs of life.

Mental Health is a learner's emotional and psychological condition — that is, his or her ability to cope with stress, communicate / express emotions, build healthy relationships and stay motivated. A good mental health cultivates life skills within students, instills clarity as well as confidence to actively participate in learning.

Mindfulness is about being aware in a calm way of what is happening in the present moment. Deep-breathing, quiet reflection, and mindful observation techniques reduce anxiety and increase concentration and emotional regulation, creating a purposeful, less stressful learning environment.

Well-being is positively linked to the student's entire life — including physical, emotional, social and cognitive aspects of health. That is to say that students feel safe, respected, supported and positive about the school climate. Feeling good about yourself helps you to win at school, behave better and grow!

To strengthen these dimensions, NEP 2020 encourages schools to adopt:

- **Counselling and mental health support systems,**
- **Yoga, meditation, and socio-emotional learning,**
- **Teacher training in emotional and behavioural understanding,**
- **Zero-tolerance policies for bullying or emotional harm,**
- **Inclusive and respectful classroom environments.**

These moves together construct an educational atmosphere, where the learning exceeds to textbooks and exams. With a weaving of mindful care, mental health services and well-being approach - education becomes a pathway to resilience, emotional equilibrium and life-long contentment.

II. ORIGIN OF MENTAL HEALTH, MINDFULNESS, AND WELL-BEING IN EDUCATION

Historically, the mental health-promotion (MHP) discourse on well-being and mindfulness in education has developed over many centuries, at least partly stemming from ancient Indian wisdom traditions. The origins of mindfulness date back, at least in part, to spiritual practices in Buddhism, yoga, and tantra – an inner awareness and balance were considered foundational for a meaningful life. Vipassana meditation, one of the most commonly taught early practices, is what was authentically taught by Gautama Buddha over 2,500 years ago. This technique prompted people to pay attention to their thoughts, feelings and physical sensations with a clear mind and free from judgment — an approach at the core of contemporary mindfulness.

And slowly but surely, as those teachings went on to be disseminated and integrated outside of their cultural contexts, mindfulness found its way into areas such as medicine, psychology, and mental health. During the latter part of the 20th century, Jon Kabat-Zinn adapted these timeless ideas into a modern scientific and medicalized approach called Mindfulness-Based Stress Reduction (MBSR). This intervention integrated mindfulness in both clinical and educational settings with scripted practices designed to reduce stress, anxiety, and emotional suffering. Mindfulness is something of a pet peeve for Kabat-Zinn: It is not a mere technique, he says, but way of life. He outlined 7 attitudes that arise spontaneously when practicing mindful awareness—non-judging, patience, beginner's mind, trust, non-striving, acceptance and letting-go. Such attitudes can assist people to get in touch with their inner experience more effectively, think before reacting, and maintain equanimity. This changed as education systems woke up to the serious nature of

emotional and psychological well-being and these principles of mindfulness found their way into musky classrooms. The songs are now integrated into school counselling programs with a focus on mental health, emotional regulation, positive behaviour and overall well-being - an important innovative addition to modern education.

III. THEORETICAL FRAMEWORK

Where education systems woke up to the pivotal role played by emotional and psychological wellbeing, these mindfulness principles found their way onto classroom floors. They now underpin school programmes for mental health, emotional regulation, positive behaviour and overall well-being that are essential components of contemporary educational practice.

3.1 Positive Psychology (Seligman's PERMA Model)

Seligman's PERMA model includes five aspects of well-being: **Positive emotions, Engagement, Relationships, Meaning and Accomplishment.** When schools encourage these, learners feel emotionally stronger, more focused, and more successful.

This resonates with the holistic development approach of NEP 2020 and the legal concept of the Right to Healthy and Safe Education, which recognizes student's emotional and mental growth.

- **Mindfulness Theory (Kabat-Zinn)**

Jon Kabat-Zinn describes mindfulness as **calm awareness of the present moment.**

It helps students:

- manage stress,
- stay mentally balanced,
- respond thoughtfully,
- and improve concentration.

NEP 2020 supports these ideas through practices like **yoga, meditation, relaxation techniques**, and programmes that promote emotional well-being. These are also consistent with the school's and world law on Duty of Care, yet schools are obligated to safeguard students' mental and emotional well-being.

CASEL: Social and Emotional Learning (SEL)

The life skills, considered as key to the students' wellbeing The CASEL model outlines five core life skills:

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision-making**

"These are tools that build good habits, mental health and positive peers."

NEP 2020 recognizes SEL through life-skills education and counselling facilities apart from inclusive teaching-learning process, all of which adhere to the principle Best Interest of the Child.

3.2 Holistic Education (Sri Aurobindo, J. Krishnamurti – General, Non-IKS Use)

Holistic education focuses on developing the **whole child** — mind, emotions, body, behaviour, and character. These thinkers emphasise:

- **Self-awareness,**
- **Emotional clarity,**
- **Freedom from fear,**
- **Balanced personal growth.**

This sits comfortably with the aim of holistic and child-centred education in NEP 2020, and advances legal concepts such as safe schooling, emotional protection and respect for student dignity.

IV. IMPORTANCE OF MENTAL HEALTH, MINDFULNESS AND WELL-BEING IN EDUCATION

In the world that is evolving rapidly, learning cannot just be restricted to textbooks and exams. Students inhabit a latent social and digital context that surrounds them with thoughts and feelings, influencing their behavior on a daily basis. Hence, the need for robust mental health care within school now appears both pressing and inescapable

- **Rising Academic Stress Across All Levels:** Learners—from early schooling to higher education—face heavy workloads, competitive exams, long study hours, and constant performance pressure. NEP 2020 promotes flexible learning and reduced exam stress. Legal Link: It is now compulsory for schools to protect pupils from stress which can be harmful.
- **Digital Overdose and the Influence of Social Media:** Too much screen time, online bullying, academic pressure via digital means and comparison culture all take a toll on emotional health. Download The Times of India News App for Latest Home Education News Subscribe Start Your Daily Mornings with Times of India Newspaper! Legal Reference: IT Act 2000 and UGC cyber safety guidelines call for protection from online abuse by institutions.
- **Increasing Emotional and Behavioural Challenges:** Students frequently experience anxiety, loneliness, irritability, lack of motivation, and emotional instability. NEP 2020 advocates for counseling and socio-emotional learning at all levels of the education pyramid. And the prescribed legal recipe: this new "duty of care" instructs both teachers and their schools

to take "reasonable steps to protect students' emotional well-being".

- **Acts of Bullying, Harassing and Campus Misconduct:** Ragging, discrimination, peer toxicity and unsafe environments do untold damage to the mental constitution. NEP 2020 is in favor of safe, inclusive and respectful campuses. Legal linkage: RTE Act, POCSO and UGC Anti-Ragging Regulations (2009) require zero tolerance on harm to learners.
- **Emotional Distress Leading to High Dropout Rates:** Many students do not leave courses for academic reasons, but because of nervous tension and pressure on the social side, mental fatigue or lack of direction. NEP 2020 has highlighted mentorship, multiple entry–exit options and emotional support systems to arrest dropouts. Legal Reference: It is the responsibility of the state as part of its obligation under Right to Education Act to provide emotional safety for retention.
- **SCS, as a Means for Socio-Emotional and Life Skills:** And both academic and career success require abilities such as resilience, empathy, communication and emotional regulation. NEP 2020 files in SEL (Social and Emotional Learning) at all levels of education. Legal Link: Psychosocial skills are included in the Australian National Curriculum Frameworks as being part of a legally mandated curriculum.
- **Awareness Regarding Mental Health Among Teachers and Staff:** Uneducated teachers frequently miss early distress signals in pupils, resulting in untreated mental problems. Teacher training on emotional and behavioural understanding will be a must under NEP 2020. Legal Link: Duty of Care Teachers have a legal responsibility to act in the care and well-being of students.
- **Development as National and Legal Expectation – A Holistic Approach:** Education should train the whole being-mind, body, feelings, social adjustment—so it's not all education of the head. Legal Link: Article 21A, Article 45, and youth policies recognise well-being as part of quality education.

V. ROLE OF MINDFULNESS IN ENHANCING MENTAL HEALTH

Mindfulness plays a powerful role in strengthening mental health by helping learners stay calm, aware, and emotionally balanced in daily situations. It trains the mind to remain in the present moment, reducing automatic reactions and encouraging thoughtful responses. In fact, when implemented consistently within schools and

universities, mindfulness reduces anxiety while promoting attention, emotional stability and resilience among students of all ages.

- **Mindfulness Eases Anxiety and Psychological Stress:** Mindfulness, because it brings attention back to breath and present moment awareness can allay the mind. Studies such as Benham et al. (2022) show significant reductions in anxiety among students. **NEP 2020** encourages meditation and relaxation activities to reduce academic stress. **Legal link:** Article 21 provides for the right to mental well-being, leading to a stress free learning from being a fundamental right.
- **Benefits Focus, Attention and Cognitive Control:** Does Mindfulness help kids concentrate and ignore distractions. Research by Chung et al. (2021) also reports an increase in attention span after practicing mindfulness. **NEP 2020** encourages meditation and yoga asana for better concentration and learning. **Legal Link:** On Duty of care – educators must deliver supportive activities which promote cognitive health.
- **Improves Emotional Self-Regulation and Self-Control:** Why Mindfulness? Mindfulness instills an ability in students to become aware of their emotions without reacting impulsively. Studies by Bishop et al. (2002) show improved emotional stability and reduced overreaction. **NEP 2020** promotes socio-emotional learning (SEL), which aligns directly with mindfulness. **Legal Link:** Safe emotional environments are required under the **RTE Act** and **UGC** guidelines.
- **Increases Resilience and Coping Skills:** Practices such as body scanning and guided imagery help learners handle challenges, academic pressures, and failures. MacLean et al. (2020) report increased flexibility and resilience. **NEP 2020** focuses on developing resilience through holistic development and mental health programs. **Legal Link:** Right to Education covers supporting to avoid emotional breakdown and drop-outs.
- **Decreases Aggression and Conflict Behaviour Induced by Stress:** Mindfulness decreases impulsivity because it helps students pause before acting, which can then lower aggression and help them solve classroom conflicts on their own. Research by Shapiro et al. (2006) supports this behavioural improvement. **NEP 2020** encourages calm, conflict-free campuses. **Legal Link:** *UGC Anti-Ragging Regulations (2009)* and *POCSO* mandate safe, non-aggressive learning environments.
- **Strengthens Interpersonal Skills and Empathy:** Mindfulness enhances awareness of one's own

emotions and increases sensitivity to others' feelings. This leads to better communication and peer relationships.

NEP 2020 promotes value-based education and emotional literacy.

Legal Link: Inclusive and respectful environments are legal expectations under national child protection norms.

- **Supports Mental Dignity and Emotional Safety:** Mindfulness protects emotional dignity by reducing overthinking, fear, and negative self-talk. **NEP 2020** calls for well-being centers, counsellors, and mindfulness-based activities in all institutions. **Legal Link:** Article 21 ensures psychological safety, while the **Duty of Care** requires institutions to actively safeguard mental health.
- **Practical Mindfulness Practices Benefit Overall Well-Being:** Breathing exercises, meditation, gratitude journaling, mindful listening, yoga, and guided imagery create long-term improvements in emotional balance and mental clarity. These practices are aligned with **NEP 2020's holistic education model**, which includes yoga and meditation across all academic levels. **Legal Link:** Implementing well-being activities supports national guidelines for safe, mentally healthy educational environments.

VI. SCHOOL-BASED MENTAL HEALTH PROGRAMS

Mental health and mindfulness support systems are essential across **all levels of education**, from school to college and university. Academic institutions are able to create environments where emotional concerns can be identified, prevented and treated with the help of well-designed programs for mental health. **NEP 2020** focusses "safe and supportive learning environments", but legal standards such as Right to Safe Education, Duty of Care and Best Interest of the Child obligate schools [to] have a duty in creating space where all can emotionally thrive." The following initiatives build a strong foundation for mental health throughout the education system:

- **Education Counsellors and Psychological Support Services:** Professional counsellors guide the students in dealing with stress, anxiety, peer pressure relationship concern career-related issues etc. **NEP 2020 Link:** Requires mental-health trained counsellors in each school/college.
- **Wellness Centres and Mental Health Screening:** Institutions set up wellness rooms, relaxation spaces, and conduct periodic emotional well-being assessments to detect problems early. **Evidence:** Screening helps identify issues like depression or

anxiety before they worsen. **Legal Link:** Supports early intervention under *preventive care obligations*.

- **WHO Life-Skills Education Programs:** WHO recommends 10 core life skills such as creative thinking, empathy, emotional regulation, problem-solving, and communication. These life skills help students at every level—school students, college youth, and university learners. **NEP 2020 Link:** Strong focus on socio-emotional learning (SEL).
- **Mindfulness-Based Stress Reduction (MBSR):** MBSR techniques—including mindful breathing, body scan, and meditation—reduce academic pressure and increase attention. **Evidence:** Research shows MBSR lowers cortisol (stress hormone) and improves focus. **Legal Link:** Supports psychological safety norms in institutions.
- **Mindfulness-Based Cognitive Therapy (MBCT):** MBCT is especially useful for adolescents and youth facing negative thinking, exam fear, or emotional instability. **Evidence:** Proven to reduce the relapse of depression and enhance emotional resilience.
- **Teacher Training for Emotional First Response:** Teachers are often the first to notice behavioural changes in learners. Teaching them emotional first aid trained results in early identification and referral of the symptoms for support. NEP 2020 Link: Training in addressing the needs of children for their socio-emotional steps should be provided. Legal Link: Teachers' professional "Duty of Care."
- **Peer-Support Groups and Well-Being Clubs:** Peer mentors, well-being clubs and mental health societies work to foster supportive environments in schools, colleges and universities. Proof: Peer programs enhance social connection and decrease isolation.
- **Incorporation of Mindfulness activities in routine timetable:** Consistent practices such as yoga, meditation, guided imagery, a gratitude journal and mindful listening develop healthy habits that build resilience over time. NEP 2020 Link: It speaks about yoga, meditation and mindfulness as part of holistic learning.

VII. TEACHER WELL-BEING AND MINDFULNESS (ENHANCED & MORE PRODUCTIVE VERSION)

Teacher well-being is not just a private concern; it is a professional imperative and a legal liability for schools. A teacher's mood largely determines the classroom climate, student/behaviour and academic achievement as well as a school/university as culture. The NEP 2020 makes it crystal clear that teachers need to work in an environment that is conducive for their psychological safety, less work stress

and for professional growth through-out their career. From a legal perspective the principle of Duty of Care and the notion that there is such a thing as a Safe Workplace means that schools need to protect teachers not only from being physically hurt, but also from becoming mentally drained, burnt out and threatened in terms of their mental health.

- **The well-being of teachers has a direct effect on student learning and classroom climate:** Studies in educational psychology show that stressed-out or emotionally drained teachers unintentionally impart tension to the classroom, diminishing the pupils' focus, motivation and emotional safety. Calm teachers create calm learners.
- **Mindfulness shields teachers from burnout and chronic stress:** Practicing mindfulness focusing on the breath, body scans or grounding techniques interrupts stress cycles. They decrease cortisol, lower emotional exhaustion and increase emotional clarity. This prevents teachers from experiencing burnout, which is really common in today's education world.
- **Mindfulness cultivates emotional intelligence and self-mastery:** When teachers are mindful, they excel at:
 - Pausing before reacting,
 - Managing difficult classroom situations,
 - Understanding student behaviour deeply,
 - Reducing conflict and maintaining patience.

This leads to stronger relationships between the teacher and student. This results in stronger teacher–student relationships.

- **Teacher wellness improves student outcomes**

Healthy teachers:

- communicate better,
- show more empathy,
- create psychologically safe classrooms,
- offer consistent support.

Students of such teachers have higher academic achievement, better behaviour, and stronger emotional stability.

- **NEP 2020 emphasises teacher wellness as a national priority**

NEP 2020 calls for:

- Reducing excessive administrative workload,
- Providing mental health training,
- Creating stress-free workplaces,
- Offering counselling and emotional support for teachers.

It acknowledges teacher well-being as the heart of whole education.

- **Teacher mental health rights are a part of the legal framework**

Teacher well-being is protected by:

- Right to Safe Working conditions (under labour and workplace norms),
 - Right to Health and Dignity,
 - Institutional Duty of Care,
 - Workplace sexual harassment as strictly forbidden, zero-tolerance policies.
- **Schools have a duty to provide safe emotional environments.**

Embedding mindfulness into teacher preparation and development opportunities

B.Ed., M.Ed., D.El. Ed., and in-service modules must contain information on:

- Stress Management,
- Mindfulness-Based Teaching,
- Self-Care Practices,
- Reflective And Trauma-Informed Teaching.

This strengthens teachers' emotional and professional competence.

- **Professional development for mindful and compassionate teaching**

Schools, colleges, and universities must organise regular workshops on:

- Mindful Communication,
- Mindful Leadership,
- Work-Life Balance,
- Gratitude Practices,
- meditation and yoga for educators.

Such programs build a culture of emotional maturity and institutional well-being.

- **Creating a supportive workplace culture for teachers**

Institutions must develop a culture that encourages:

- Collaboration Over Competition,
- Emotional Openness,
- Peer Support,
- Recognition of Teachers' Efforts,
- Flexible and Humane Administrative Practices.

Such environments improve both teacher retention and job satisfaction.

- **Mindfulness improves teacher creativity, pedagogy, and decision-making**

Teachers who practise mindfulness become more:

- Creative in Teaching,
- Reflective About Instruction,
- Thoughtful in Decision-Making,
- Open to Student Diversity and Challenges.

Mindfulness enhances pedagogical innovation.

- **Supporting teachers is supporting the entire education system**

When teachers experience wellness, they teach better, manage better, communicate better, and inspire better. Teacher well-being is the backbone of quality education, and mindfulness acts as a powerful tool to safeguard their mental health.

VIII. IMPACT OF MINDFULNESS ON ACADEMIC ACHIEVEMENT

Our students are drenched in academia, digital distractions, social anxiety and performance-based expectations. These stressors have an impact on their ability to concentrate, motivation, memory and overall learning. Mindfulness practices provide a profound, scientific solution that hardens emotional health and heightens academic achievements. NEP 2020 emphasises creating “stress-free and joyful learning environments,” while legal principles such as the **Right to Quality Education** and the **Best Interest of the Child** require institutions to adopt practices that support students' emotional and cognitive development. Mindfulness meets these expectations by building the capacity of the mind to remain calm, present and resilient.

- **Mindful Performance Leads to Better Focus and Concentration:** Mindfulness teaches students to stay in the present and decreases mind wandering.

Practices such as mindfulness breathing and meditation increase focus duration, allowing learners to be more effective in taking in materials, resisting diversions, providing for greater classroom engagement. Research: Research consistently demonstrates enhanced attention after weeks of regular mindfulness practice.

- **Enhances Working Memory and Memory Retention:** It is critical to the solving of problems, comprehending topics and concepts, for reading comprehension and memorizing information in an exam. Mindfulness develops pathways in the brain that affect memory so a student can effectively remember and retrieve information.

- **Heightens Cognitive Flexibility and Critical Thinking:** Mindful students can transition between activities seamlessly, think differently and respond to new learning environments. This flexibility leads to

better problem-solving and deeper understanding of concepts in mathematics, science, and languages.

- **Decreases anxiety and stress related to tests and academics:** Breathing and relaxation While students can be on emotional overload, breathing mindfully and guided relaxation can help to quiet the nervous system which in turn helps students deal with exam fear. As a result, they perform closer to their true potential without being held back by anxiety.
- **Strengthens Emotional Regulation and Self-Control:** Students who practice mindfulness respond thoughtfully instead of reacting impulsively. They do not panic when faced with a challenging academic task, have lower levels of frustration, and do not slip into a downward spiral of negative emotion (boredom, anger, discouragement) that negatively impacts academic work (Schunk, 2001).
- **Classroom Behaviours and Social Cohesion Improvement:** Mindfulness decreases aggressive, hyperactive and destructive behaviours.

A peaceful atmosphere that facilitates learning is possible as students turn out to be more patient, more interested in cooperation and mutual respect. So improved behaviour = less distractions = more time to teach. **Enhances Peer Relationships and Social-Emotional Skills**

Mindfulness nurtures empathy, kindness, and mindful listening. Improved peer relations reduce conflicts and bullying, making classrooms emotionally safe and academically productive.

- **Strengthens Motivation, Decision-Making, and Study Habits:** Mindfulness increases self-awareness, helping students understand their strengths, weaknesses, and learning patterns. This leads to better decisions regarding study strategies, time management, and prioritising tasks—directly boosting academic achievement.
- **Evidence-Based Mindfulness Practices That Support Learning:** Mindfulness activities that benefit academic performance include:
 - Meditation,
 - Mindful Breathing,
 - Mindful Walking or Yoga,
 - Guided Imagery,
 - Gratitude Journaling,
 - Mindful Listening.

These practices build mental clarity, emotional stability, and cognitive efficiency.

- **NEP 2020 and Mindfulness to Law in Academic Development:** NEP 2020 has proposed the inclusion of mindfulness, yoga, and socio-emotional learning in school systems as a part of daily activities for holistic development and stress-free education.

Legal framings, such as Right to Quality Education, Duty of Care, and Safe Learning Environment also add strength to mindfulness being offered for the welfare of students' minds.

IX. BARRIERS AND CHALLENGES

At all levels of education — schools, colleges, and universities — we are struggling with how to integrate mental health and mindfulness programmes. NEP 2020, while calling for a focus on holistic well-being and socio-emotional learning, faces systemic, cultural, and institutional hindrances to meaningful implementation. Legal principles such as the Right to Mental Well-Being, Right to Non-Discrimination and the Duty of Care compel action on these challenges, and yet there are still gaps in response.

- **Mental Health Stigma and Culture Gap:** Unfortunately, in most of India Mental health is still treated as a taboo, denial and misconception. Many students, and even families, do not reach out for help due to fear of being identified as “weak,” or “problematic.” That stigma inhibits early intervention and stifles conversations about emotional health. Legal link: Breach of the basic Right to Dignity, and the Right to Non-Discrimination.
- **Absence of Specialists in Counselling and Mental Health:** Many schools lack trained guidance counsellors, psychologists, or wellness professionals. Staff are already overstretched and lack specific training for mental health assistance. It leaves these students with emotional needs unrecognised and acting like it will all just go away.

NEP 2020: Every institution must have counsellor, but its implementation is slow

- **Challenging Curriculum and Little Time for Wellness Activities:** Academic syllabus still heavy, exam-oriented, and time-bound.

Both schools and colleges find it hard to find time for mindfulness, SEL, or counselling sessions. Because of this, wellness programs are put in the back seat or branded as ‘extra and not important’ around here. Legal Principle: This violates the promise of Right to Education without stress given under NEP 2020

- **Teacher Resistance (Unaware/Untrained):** Mindfulness may seem irrelevant, extra work, or take too much time to be worth it for some teachers. Some

might find they lack the confidence or ability to facilitate mindfulness practices and activities.

This lack of training may lead to teachers not being able to help meet a student's emotional needs.

NEP 2020: Focuses on training teachers in socio-emotional wellbeing, training gap still exists

- **Scoring System in Schools and Mental Health:** The emphasis on grades and test scores at many institutions then is: n(n)

Because the result of mental healthcare is by no means an immediate academic output, mental health programs are truncated. In this way, it creates environments where mental health is neglected.

- **Insufficient funding and infrastructure for mental health programs:** There is a cost associated with the establishment of wellness centres, the hiring of even a single counsellor, or provision of training. Oddly enough, with a lot of schools/college not having the adequate source to it, particularly in the location or authority sector Law-linked: Your institutions aren't meeting the Duty of Care because they're underinvested in.

- **Unaware of Home and School Coordination:** Many parents might not appreciate the value of mental health practices or mindful living.

School-focused initiatives fail without buy-in from parents. Emotional development is additionally rendered fragile by inconsistent home lives.

- **No Transparency for Rules and Enforcing Accountability:** Even when mental health programs are available, there is little or no systematic monitoring.

Unspecified frequency of mindfulness practice, or who should lead it. Without accountability, implementation becomes inconsistent. And this is how you can write a simple clear and best conclusion for your paper.

X. CONCLUSION

Mental health, mindfulness, and well-being is no longer icing on the education cake—the ingredients to a healthy, balanced, and thriving educational system. In a scenario where academic pressure, digital overexposure, emotional angst and social anxiety are on the rise, schools and universities need to step out of the conventional box and focus on emotional and psychological wellness. Mindfulness techniques including breathing, meditations, and being cognizant helps your students to remain calm, clear-headed, and balanced. They also aid in concentration, memory, resilience, and general behaviour — all crucial

components of academic performance. Then there are the broader mental health support systems—counselling, life-skills programs, safe school policies and awareness among teachers—that help create an environment where students feel valued, safe and understood. Hence, NEP 2020 fully backs these concepts in a manner that seems tailor-made — holistic development, socio-emotional learning, yoga, and meditation, anti-bullying and teacher wellness, to name a few. Additionally, the Right to Safe and Dignified Education and the Duty of Care legal principles command that institutions are to be held responsible for safeguarding students' mental well-being. Although this sounds beneficial, stigma, lack of trained staff, funding, and lack of awareness replenish gaps in services. These barriers can be overcome with training, policy changes, parental dedication, and institutional commitment. In conclusion, if mental health care, mindfulness, and well-being are woven into education, it leads to empathetic, relaxed, and happy learning environments. It equips students to excel academically, flourish emotionally, form positive relationships and use their education to lead a balanced, purposeful and satisfying life. It is this kind of education that truly represents the ideals of holistic development and lifelong wellness

REFERENCE

- [1] **V. Webster**, "An introduction and explanation of Mindfulness," *Bridge the Gap Child Mental Health*, May 15, 2020. [Online]. Available: <https://www.jwbridgethegap.com>. [Accessed: Nov. 25, 2025].
- [2] **Department for Education**, "Promoting and supporting mental health and wellbeing in schools and colleges," *GOV.UK*, Jun. 2, 2021; updated Jul. 14, 2025. [Online]. Available: <https://www.gov.uk/government/publications/mental-health-and-wellbeing-in-schools-and-colleges>. [Accessed: Nov. 25, 2025].
- [3] **M. Dawson**, "Why Mental Health Should Be Taught in Schools," *TEDx Talks*, May 13, 2022. [Online Video]. Available: <https://www.youtube.com>. [Accessed: Feb. 14, 2025].
- [4] **Smiling Mind**, "Improving Student Wellbeing," 2023. [Online]. Available: <https://www.smilingmind.com.au>. [Accessed: Feb. 14, 2025].
- [5] **R. Moreno-Pérez and M. Delgado-Ríos**, "The Effect of Mindfulness on Well-Being in Education: A Systematic Review," *Research Square*, Jan. 18, 2024. doi: 10.21203/rs.3.rs-3867760/v1.
- [6] **Alam, M.N. and Laxmi, V.(2024)**, "Anomaly Detection in ECG Signal using Unsupervised

- Learning”, 1st International Conference on Sustainability and Technology Advancements in Engineering Domain Sustained, pp 335-341.
- [7] **Digital**, “The Importance of Mental Health in Academia: Destigmatizing and Finding Support,” *Amrapali University Blog*, Jul. 6, 2024. [Online]. Available: <https://www.amrapali.ac.in/blog/the-importance-of-mental-health-in-academia>. [Accessed: Nov. 25, 2025].
- [8] Singh, J.B. and Luxmi, V, (2023), “Automated Diagnosis and Detection of Blood Cancer Using Deep Learning-Based Approaches: A Recent Study and Challenges”, Proceedings of International Conference on Contemporary Computing and Informatics IC3i 2023, pp 1187-1192.
- [9] Sanju, Kumar, V., & Kumari, P. (2024). Evaluating the Performance of Bayesian Approach for Imputing Missing Data under different Missingness Mechanism. *Sankhya B*, 86(2), 713-723. 10. Kumar, V., & Kumari, P. (2023). Analysis of Incomplete Data Under Different Missingness Mechanism using Imputation Methods for Wheat Genotypes. *Current Agriculture Research Journal*, 11(3).
- [10] **Tribhuvanadmin**, “Mindfulness in Education: Enhancing Focus and Well-Being in Students,” *The Tribhuvan School Blog*, Sep. 24, 2024. [Online]. Available: <https://thetribhuvanschool.com>. [Accessed: Feb. 14, 2025].
- [11] **L. Delagran**, “Mindfulness in Education,” *Earl E. Bakken Center for Spirituality & Healing, University of Minnesota*, reviewed by A. Haley. [Online]. Available: <https://www.csh.umn.edu>. [Accessed: Feb. 14, 2025].
- [12] **Kumar, R.** (2025, September). *Mental health and social media: Reviewing recent research on students with psychiatric issues*. *GKU Journal of Multidisciplinary Research (GKUJMR)*, 1(1), 93–97. <https://doi.org/10.5281/zenodo.17200033>