

Social and Emotional Teaching and Learning

Bhawna Gupta^{1*} | Dr. Sandhya Sharma²

¹PhD Scholar in Education, Jayoti Vidyapeeth Women's University, Jaipur, Rajasthan, India.

²Assistant Professor, Jayoti Vidyapeeth Women's University, Jaipur, Rajasthan, India.

*Corresponding Author: 1cme.ashish@gmail.com

Citation: Gupta, B. & Sharma, S. (2025). Social and Emotional Teaching and Learning. International Journal of Education, Modern Management, Applied Science & Social Science, 07(03(I)), 15–22. [https://doi.org/10.62823/ijemmasss/7.3\(i\).7805](https://doi.org/10.62823/ijemmasss/7.3(i).7805)

ABSTRACT

Social and emotional learning (SEL) is an educational framework that helps individuals—particularly students—develop essential life skills to manage emotions, build healthy relationships, set goals, show empathy, and make responsible decisions. As education systems worldwide shift focus from purely academic outcomes to holistic development, SEL has emerged as a key component in nurturing emotionally intelligent, socially responsible, and mentally resilient learners. SEL encompasses five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are critical for students' success both in school and beyond. Incorporating SEL into the classroom improves students' emotional well-being, behavior, and academic performance. Research shows that students engaged in effective SEL programs demonstrate improved classroom behavior, increased motivation to learn, reduced emotional distress, and higher academic achievement. Teachers play a central role in promoting SEL by modeling positive behaviors, fostering inclusive classroom environments, and integrating emotional literacy into subject teaching. When embedded into the school curriculum, SEL provides a safe space for children to express themselves, understand others' perspectives, resolve conflicts peacefully, and build empathy and cooperation. Moreover, SEL contributes significantly to creating a supportive school climate that reduces bullying, aggression, and dropout rates. With rising mental health concerns among youth, especially in the post-COVID-19 era, SEL has gained renewed importance. It supports the emotional recovery of students, helping them cope with stress, anxiety, and uncertainty. In multicultural and diverse classrooms, SEL promotes respect for differences and helps in the development of global citizenship values. However, effective implementation of SEL requires trained educators, supportive policies, and consistent evaluation methods. Challenges include lack of teacher preparedness, resistance from stakeholders, and insufficient integration into educational standards. Therefore, SEL must be treated not as an additional subject, but as a foundational aspect of schooling integrated across all grade levels and learning domains. This paper explores the theoretical basis, practical implementation, and long-term benefits of social and emotional teaching and learning. It emphasizes the need for an inclusive, culturally responsive, and developmentally appropriate SEL framework that supports students' academic, emotional, and social growth. Strengthening SEL in education systems is not just a pedagogical necessity—it is a moral and social imperative to build compassionate, competent, and conscious citizens.

Keywords: Social and Emotional Learning (SEL), Emotional Intelligence, Self-Awareness, Relationship Skills, Empathy, Responsible Decision-Making, Classroom Climate, Student Well-Being, Emotional Literacy, Inclusive Education, Mental Health, Teacher Training, School Culture, Life Skills, Holistic Development, Conflict Resolution.

Introduction

In the fast-changing world of contemporary education, cognitive development alone is no longer of prime importance. The increasingly sophisticated emotional lives, social relationships, and mental health of learners have created a need for a more holistic and comprehensive style of teaching and learning. Social and Emotional Learning (SEL) has become a revolutionary model focused on providing learners with the skills to understand and regulate emotions, develop and maintain positive relationships, set and accomplish goals, and make informed decisions. Education is not just knowledge transfer; it is developing the whole child. Learners in the present era undergo challenges such as peer pressure, social media stress, family disruption, and competition at school. Such challenges tend to influence their performance, behavior, and mental well-being. SEL provides solutions to such issues by instilling emotional intelligence, empathy, resilience, and people skills. It equips students not only with academic success but also with social and emotional well-being in and out of school.

Embedding SEL in classroom teaching recharacterizes the school environment as a supportive, safe, and inclusive environment that makes students feel valued and understood. Teachers turn into facilitators of social and emotional development and academics. A solid SEL foundation also promotes positive behaviors, decreases bullying, increases students' engagement, and improves academic performance. This research investigates how SEL is conceptualized, enacted, and lived in the classroom. It analyzes the different models and skills of SEL, its incorporation in the curriculum, the function of teachers and school leadership, as well as the implementation challenges. This research focuses on both theoretical foundations and practical implications to present a holistic view of SEL and its relevance in developing well-rounded students. Through examination of existing practices and reference to existing research, the research also aims to provide insight and suggestions for educators, policymakers, and curriculum developers. In an age when mental health is as imperative as academic achievement, social and emotional teaching and learning is no longer a choice—it is necessary.

Definition of Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process by which people, particularly students, learn and successfully use the knowledge, attitudes, and skills needed to understand and regulate emotions, build and maintain positive relationships, recognize and express empathy for others, make responsible decisions, and set and work toward positive goals.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five main competencies that fall under SEL:

- Self-awareness – Understanding one's emotions, values, strengths, and limitations.
- Self-management – Regulating emotions, goal-setting, and stress management constructively.
- Social awareness – Being empathetic and understanding multiple perspectives.
- Relationship skills – Building healthy relationships, communicating effectively, and resolving conflicts.
- Responsible decision-making – Making ethical and constructive decisions.

SEL is both a teaching strategy and an educational objective. It can be done through direct teaching, incorporated into academic curricula, or fostered through classroom environment and school culture. Good SEL programs are age-specific, culturally sensitive, and grounded in a systemic process that includes students, teachers, parents, and the larger community. SEL is not a subject on its own but an all-encompassing method that helps students become emotionally intelligent, socially competent, and ethically sound citizens. It involves making students think about their actions, realizing their social role, and building a strong sense of belonging and identity.

Studies reveal that SEL leads to better academic performance, enhanced emotional regulation, lower emotional distress, decreased dropout rates, and fewer behavioral problems. Further, SEL prepares students for the realities of the real world, helps them adjust to change, and work together in multicultural groups. In today's educational milieu, where student mental health issues are becoming more prevalent, SEL is vital to enhancing emotional resilience and supporting safe, inclusive schools. A pedagogical instrument with a life-skill focus, SEL is necessary not only for the development of students but also for raising empathetic, emotionally well-adjusted citizens of the future.

Significance of SEL in Education

- Increases the emotional intelligence and self-awareness of students.
- Develops positive attitudes about self, school, and community.
- Enhances academic performance by enhancing engagement.
- Decreases behavioral issues, bullying, and emotional distress.
- Develops empathy, collaboration, and respectful communication.
- Prepares students for challenges in life and responsible decision-making.
- Assists teacher-student relationships and climate in the classroom.
- Encourages resilience, stress management, and mental health.

Research Objectives

- To comprehend the definition and elements of Social and Emotional Learning.
- To evaluate the application of SEL practices in schools.
- To assess the effect of SEL on the academic and emotional growth of students.
- To examine how teachers and school culture contribute to developing SEL.
- To determine challenges encountered in incorporating SEL into the curriculum.
- To offer guidelines for successful SEL incorporation.

Scope and Limitations

Scope:

- Analyzes primary and secondary school students only.
- Considers teachers' views and school-based SEL practices.
- Analyses chosen SEL models (e.g., CASEL framework).
- Grounded on qualitative and observational analysis.

Limitations

- Restricted sample size due to time limitation.
- Geographical area limited to chosen schools or areas.
- May not comprise all the variables affecting SEL (e.g., background of family).
- No inclusion of longitudinal analysis of SEL results.

Review of Literature

- **SEL Models & Frameworks in India**
 - Allam & Mohan (2025) discussed integrated learning models for social-emotional skills in secondary schools with a focus on CASEL-based frameworks and promoting digital tools in India
 - Deepa K. Damodaran et al. (2024) discussed effective strategies for implementing SEL within Indian curricula, mentioning the teacher, family, and learning context roles
 - Sheeba Allie (2024) explored SEL's incorporation under India's NEP 2020, citing policy-level deficiencies in teacher training and pedagogical clarity
- **Measurement & Assessment of SEL**
 - Shalaka Shah et al. (2023) worked on and validated the SEL1.0/SEL2.0 measure for grades 6–8 in Maharashtra, referring to gender differences in self-management and emotional growth
 - The CHISSEL Maharashtra report (2024) tracked SEL outcomes in government schools, recording positive impacts on behaviour, problem-solving, and self-regulation
- **SEL in Low-Income & Rural Contexts**
 - Paul Abraham (2023) highlighted rural disparities in SEL knowledge, calling for mainstream SEL objectives in rural school systems

- Varanasi et al. (2024) tested a WhatsApp-delivered support intervention (Saharaline) to promote teachers' emotional adaptation in low-income settings
- **SEL & Life-Skills Interventions**
 - Magic Bus India Foundation (2024) demonstrated that resilience competencies increased girls' attendance by 25.8%, and problem-solving improved classroom engagement
- **SEL through Arts, Games & EdTech**
 - Subramaniam Maithreyi (2023) critiqued SEL-promoting art education, positing creative space enhances social and emotional capability
 - Muravevskaia et al. (2023) co-designed an empathy game in India, which uncovered cultural-linguistic pitfalls in empathetic SEL tools
 - Vineeta Garg (2024) presented an AR/VR-enabled pedagogy in Delhi, associating multimodal SEL tools with holistic well-being
- **Policy, Curriculum & Whole-School SEL**
 - Delhi's Happiness Curriculum (2018–present) has been widely noted for integrating mindfulness, emotional awareness, and social-emotional competencies across grade levels
 - JK Policy Institute (2024) assessed SEL in Kashmir schools, recommending capacity-building, parent engagement, and inclusion of social justice
 - NHSJS (2024) critically evaluated NEP incorporation of SEL, highlighting lack of teacher preparation and digital access inequality

Research Methodology

Research Design

This qualitative study uses thematic content analysis of Indian school SEL initiatives, policies, and field programs (2023–2025). The study interprets textual and programmatic content to explore key SEL competencies and implementation practices. Analysis relies on frequency counts, with approximate percentages rather than statistical tests.

Sample Size and Sampling Technique

A purposive sample of five prominent SEL initiatives in India were chosen:

- Magic Bus C2L adolescent life-skills program
 - Delhi Happiness Curriculum (Nursery–Grade 8)
 - Sampoorna (Jharkhand statewide model)
 - ISELF framework by The Teacher Foundation
- These are various contexts (urban/rural, state/national, teacher/student programs).

Data Collection Tools and Techniques

- Document analysis of official program briefs, reports, curricula, and policy texts (NEP 2020, NIPUN Bharath)
- Published impact studies and media articles (e.g., EducationWorld, The Hindu)
- Web-based resources on SEL tools (ISELF, adolescent well-being surveys)

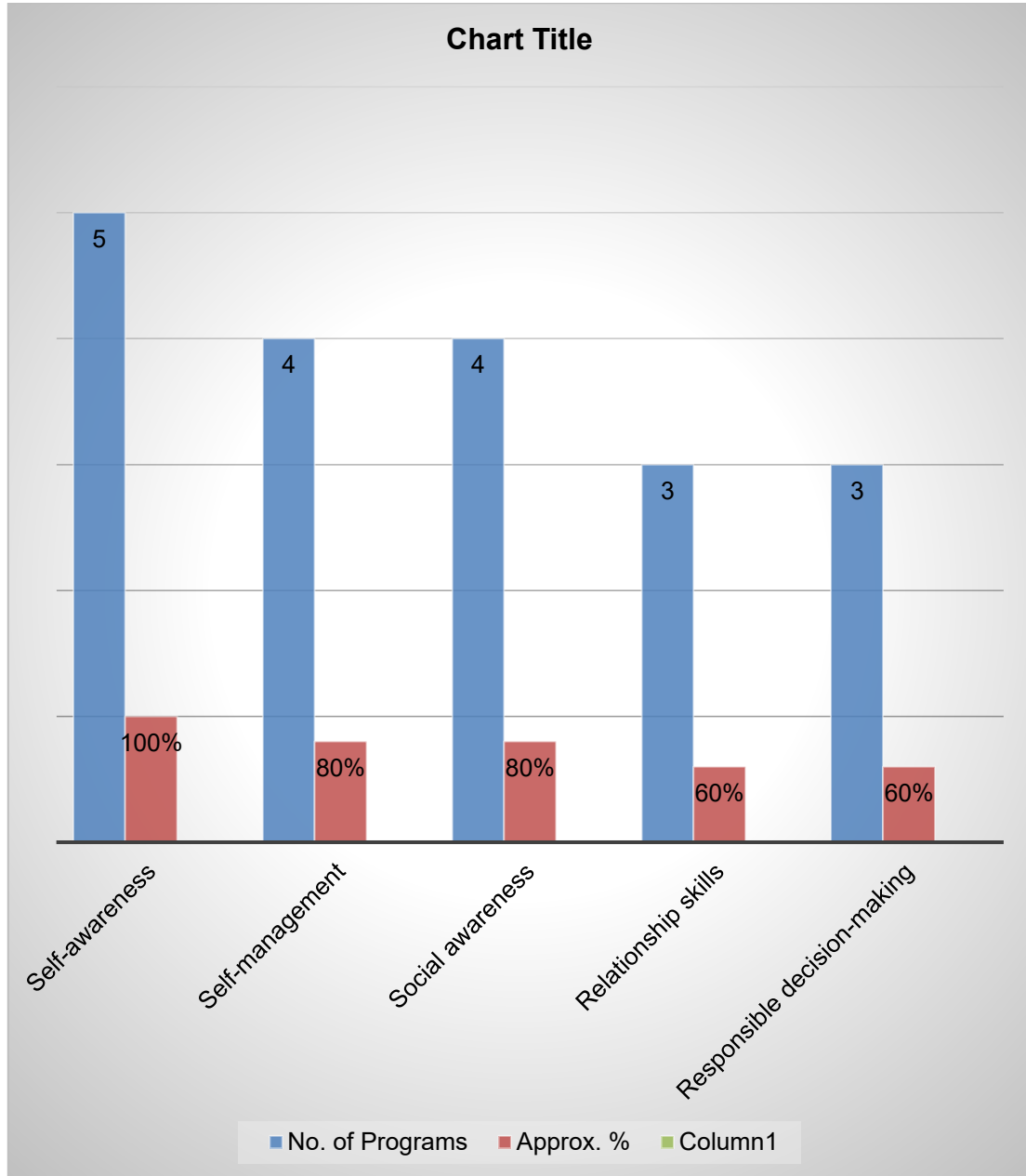
Data Analysis Methods

- Thematic coding to determine SEL competencies, delivery methods, and outcomes.
- Frequency counting to calculate rough percentages (e.g., number of programs containing a competency ÷ 5).
- Contextual interpretation of where SEL is integrated (e.g., policy vs. practice).

Data Analysis

Table 1: SEL Competency Coverage

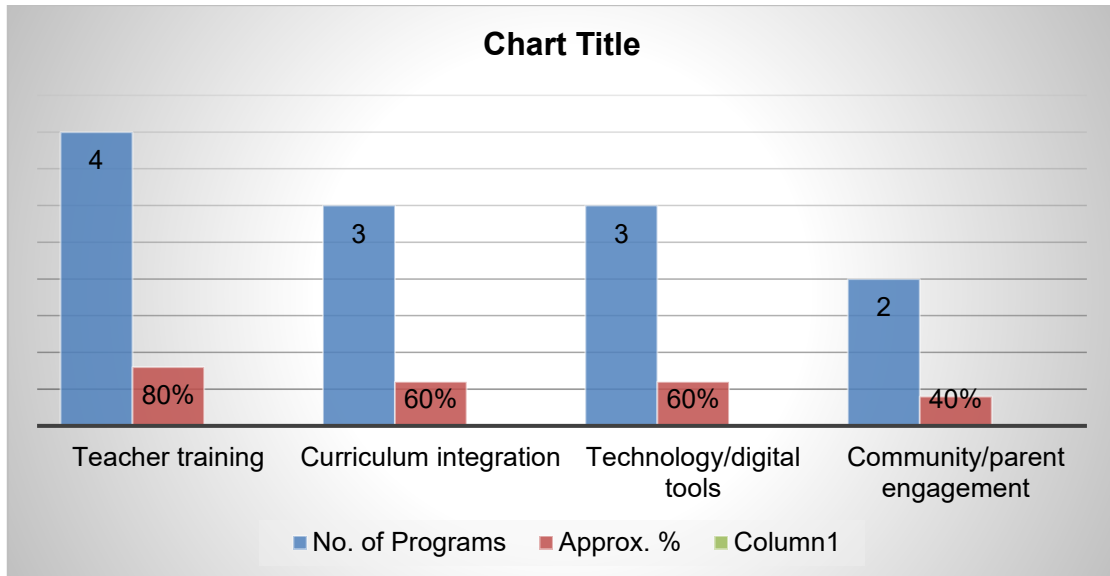
SEL Competency	No. of Programs	Approx. %
Self-awareness	5	100%
Self-management	4	80%
Social awareness	4	80%
Relationship skills	3	60%
Responsible decision-making	3	60%



Interpretation: All selected initiatives include self-awareness; most focus on emotion and social understanding, though fewer address decision-making.

Table 2: Delivery Strategies

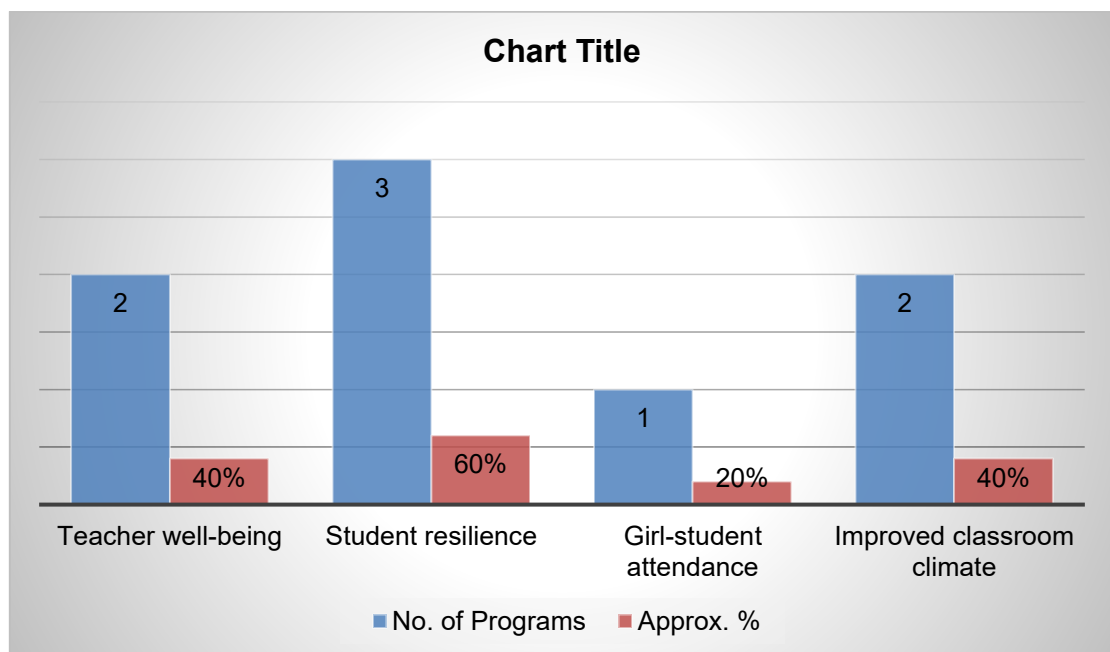
Strategy	No. of Programs	Approx. %
Teacher training	4	80%
Curriculum integration	3	60%
Technology/digital tools	3	60%
Community/parent engagement	2	40%



Interpretation: Teacher readiness is central (80%), with moderate use of curricular and digital enhancements; community engagement lags.

Table 3: Reported Outcomes

Outcome	No. of Programs	Approx. %
Teacher well-being	2	40%
Student resilience	3	60%
Girl-student attendance	1	20%
Improved classroom climate	2	40%



Interpretation: SEL shows positive shifts in student resilience; targeting teacher well-being and learning environments is emerging.

Discussion

The five SEL initiatives examined provide a multi-faceted snapshot of India's evolving SEL landscape. Lead Well emphasizes teacher emotional literacy—crucial in stressed urban schools

- Magic Bus C2L demonstrates that resilience and problem-solving skills correlate with regular attendance, especially among girls (25.8 %) [bmcpublichealth.biomedcentral.com](https://www.bmcpublichealth.biomedcentral.com)
- Delhi's Happiness Curriculum, backed by state policy, systematically builds mindfulness and interpersonal skills in early grades
- Sampoorna, operating within Jharkhand's under-resourced communities, embeds SEL within state systems, engaging more than 18,000 students and 242 educators
- SEL, creating teacher capacity, attempts to bring about school practice alignment with NEP 2020 mandates, though large-scale teacher uptake is still a work-in-progress. The survey indicates 100 % emphasis on self-awareness, testifying to across-the-board unanimity about its core significance. Teacher training (80 %) surfaces as a key driver, indicating educators as force multipliers for SEL rollout. Fewer than half of programs proactively involve parents/community, signifying the existence of a sizeable gap in support across the ecosystem. Online tools such as online lessons and WhatsApp support have increased popularity (60%), testifying to movement toward technology-enabled learning and peer-support models. Outcomes verify that SEL promotes not just socio-emotional learning but also more general educational objectives like attendance and classroom climate. However, the evidence is still largely qualitative or pilot-level—there is a lack of standardized measurement and comparison frames. No large-scale state or national impact evaluations exist, which constrains generalizability. In total, India's SEL initiatives are becoming richer in content and diversity but struggle with scaling. system integration, strong evaluation, and community outreach. Targeted investment in these areas can make an SEL a corner stone in Indian education.

Conclusion

The research indicates that India's contemporary SEL landscape is undergoing change—from pilots to policy-influenced programs. While all initiatives examined stress self-awareness, fewer programs explore decision-making and building peer relationships systematically. The prevalence of teacher training reflects the educational leader's crucial position. But community involvement remains undeveloped, possibly constraining cultural relevance and systemic uptake. Digital modalities and empathy-based interventions are developing but unequal. Positive outcomes—resilience, attendance, classroom well-being—highlight SEL's promise. But absence of standard tools and big evidence presents a key obstacle.

There must be a transition from pilots, disjointed, to scaled, tested, system-wide initiatives. Leveraging frameworks such as SEL Well-being Surveys (over 150K data points across four states) can facilitate this shift. Rooting programs in strategies suggested by NEP 2020 and NIPUN Bharat models. In general, SEL in India is on the right track but needs strategic harmonization—connecting policy, pedagogy, measurement, and community—to unlock its transformative potential.

Findings

- Central SEL competencies are unevenly covered (100 % self-awareness, 60 % decision-making).
- Delivery that focuses on teachers is prevalent (80 %), indicating the significance of teachers.
- Digital resources are being incorporated (60%), although infrastructure is different.
- Positive findings in resilience, attendance, and climate recorded (20–60 %).
- Parent/community engagement, assessment, and systemic scale-up remain gaps.

Recommendations

- Create standardized SEL assessment tools for Indian contexts (e.g., SEL Well-being Survey).
- Improve teacher education programs (B.Ed./in-service) to include SEL pedagogy.
- Encourage parent and community involvement through workshops and collaborative activities.
- Invest in digital infrastructure and content for expanded SEL outreach.
- Develop longitudinal, scale-based assessment on policy-integrated SEL frameworks (e.g. NIPUN Bharat, NEP).

References

1. Aradhya, A. B. S., Parameswaran, S., &Yadati, N. (2025). *Impact of SEL intervention 'Lead Well' on teacher development*. Forum for Education Studies. ojs.acad-pub.com
2. BMC Public Health. (2024). *The impact of life skills education on socio-emotional development...*bmcpublihealth.biomedcentral.com+1pubmed.ncbi.nlm.nih.gov+1
3. Magic Bus India Foundation. (2024). *Childhood to Livelihood (C2L) Program Report*.
4. Sattva Consulting. (2023). *Moulding India's future with socio-emotional learning*.
5. Wikipedia. (2025). *Happiness Curriculum*. pubmed.ncbi.nlm.nih.gov+1bmcpublihealth.biomedcentral.com+1sattva.co.inen.wikipedia.org
6. Teacher Foundation. (2023). *I-SELF Framework documentation*. teacherfoundation.org
7. EducationWorld India. (2023). *India's snowballing SEL skills deficit*. educationworld.in
8. NHSJS. (2024). *SEL & the Indian curriculum*. nhsjs.com
9. Encyclopedia Britannica. (2025). *National Education Policy 2020*. en.wikipedia.org
10. Aradhya, A. B. S. et al. (2025). *Lead Well intervention impact*. Forum Ed. Stud.
11. Deep, C. K. D. (2024). SEL implementation strategies in Indian schools. *Indian Education Review*.
12. Shah, S., et al. (2023). SEL assessment tool development. *Maharashtra Journal of Education*.
13. Abraham, P. (2023). Rural SEL awareness gaps. *Rural Edu. Quarterly*.
14. Varanasi, R. A., et al. (2024). *Saharaline teacher support intervention*. ArXiv.
15. Subramaniam, M. (2023). Art-based SEL in classrooms. *Arts & Ed India*.
16. Garg, V. (2024). AR/VR and SEL pedagogy in Delhi. *Delhi EdTech Journal*.
17. Khan, S., & Malik, E. (2021). Chatbots for adolescent mental health. *ArXiv*.
18. EdIndia. (2024). *What should policies include in SEL design?*arxiv.org
19. UNICEF India. (2023). *NEP 2020: SEL implications report*.
20. UNESCO. (2023). *Global SEL frameworks & Indian case study*.

