

Social Emotional Learning : Building Skills For Life

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Abstract

To help people develop the emotional, social and thinking skills they need to do well in their schools, their working place as well as in their life. Social emotional learning or SEL has become an important part of education. SEL focuses on skills like knowing yourself, managing your feelings, understanding others, building good relationships and making responsible choices, along with traditional academic subjects. These skills are the key success of building resilience, reducing behavior problems and improving both mental health and academic success. This article looks at the history of SEL, the idea behind it, how to use it in schools, and its impact on education. key role of emotional intelligence, the challenges it faces and what might happen next. It highlights how SEL can change education for better mental health by combining research and real life examples.

Keywords- Education, Resilience, mental health, self awareness, emotional intelligence, and social emotional learning.

Introduction

“Our Emotional mind will harness the rational mind to its purpose for our feelings and reaction rationalizations justifying them in terms of present movement without realizing the influence of our emotional memory” Danielle Goleman Education stands not only as a carry forward of knowledge but also as a terrain where emotional intelligence plays a pivotal role in shaping the dynamics of learning environment. The burgeoning interest in knowing the intricate dynamics of emotional intelligence among pupil teachers has become a paramount concern in contemporary educational research. Emotional intelligence, a multifaceted construct, encompasses the ability to perceive, comprehend, and manage one's own emotions as well as those of others. This capacity significantly influences how pupil teachers interact with their students, peers, and the educational environment at large. It is increasingly recognized as a vital component in shaping not only personal well-being but also professional efficacy in educational settings. A positive emotional experience helps in the development of a child's ability to recognize themselves and others (Mairin Augustin & Jessica Dollar, 2019). It helps rationalize behaviour and enhances cognitive functions (The National Scientific Council on the Developing Child Harvard University). It connects the brain, the body, early childhood development and lifelong health and learning which are intertwined. Emotional intelligence encompasses the thought where the mind and emotions are inter coined (Athanasios SDrigas and Chara Papoutsis, 2018). The association of the mind and emotions is bidirectional and dynamic (Hers, Landmann, David and Hareil, 2017) A long time ago in 350 B.C.E the Greek thinker Aristotle had some ideas that are similar to emotional intelligence. He said that people who are able to see what's coming and prepare themselves mentally can better handle their emotions whether they're happy or sad. Emotional intelligence was first talked about by Salovey and Mayor back in the 1900s. It means being able to notice, understand, manage and show emotions, both in yourself and in other people. It includes knowing your own emotions, understanding others, feeling, controlling your emotions and being able to talk and communicate well.

In the 1970s, psychologists started to notice that focusing only on I.Q to measure intelligence wasn't enough. As early as 1978 researchers like Isen, Shalcker, Clark, and Karp started looking into mood, emotion, thinking and even judgment and memory are connected. Bower in 1981 going through these studies, the ideas of emotional intelligence began to take shape and became a popular topic of discussion. Mixed and trail models the competence model by Goleman. Bar On's model of emotional intelligence by Reuven Bar On an Israeli Psychologist who describes it as a set of non cognitive abilities like skills and competencies as Bar -On explains. This model separates emotional intelligence from cognitive abilities. This model sees emotional intelligence as connected to self perception and a group of skills such as relating to others, managing stress, having good interpersonal skills, being emotionally self-aware, expressing oneself confidently and understanding, accepting and knowing oneself. The benefits of improved emotional intelligence are manifold, extending from educational achievements to success in one's professional life and interpersonal relationships. Delving into the connections between emotional intelligence, academic resilience, and mental health provides educators, academic institutions, and policymakers with practical insights. Recognize these perspectives is important for nurturing an academic atmosphere that encourages both success and well-being. Research confirms that strengthening students' emotional intelligence is associated with enhanced academic resilience and good mental health, in return this lead to improved academic results. Emotional intelligence (EI) is closely related to academic resilience (Ononye et al.2002) and the management of stress among students (Trigueros et al. 2020). Research indicates that individuals with higher EI are more resilient, which in turn can lead to high levels of mental health.

Resilience comes from within a person, their commitments and the world around them. Different ideas like biological, psychological, social or developmental theories, look at one part of life to explain how people handle problems and keep growing, learning about these ideas which help us to find better ways to build resilience through things like emotional growth, social support and thinking skills especially when things are tough. For a student, resilience is the ability to deal with difficulties in school. It comes from a child's skill in handling problems like schoolwork pressure, failing tests, personal worries or issues at home, such as family problems, money troubles or not having enough resources. Going through tough times gives students strength to face these problems and keeps them focused on their goals.

" Health is a state of complete physical, mental and social well being, and not merely the absence of disease or infirmity" World health organization, mental health is just as important as physical as well as social health, it is very crucial element of overall well-being, it depends on person to person or you can say that how mental health influence individual thinking, feeling and their behaviour. Mental health which represents a state of inner balance and resilience, empowering individuals life and navigating the individual life challenges, unlock their potential and actively participate in their communities.It is cornerstone of both personal and societal well being. WHO proposes "No health without mental health" (Martin Prince, Vikram Patel et al 2007) a slogan first given by David Satcher. It influences our capacity to make choices, foster connections and shape the world. Recognizing mental health as an inherent human entitlement is essential, as it not only fuels individual growth but also drives community and socioeconomic progress. The components of mental health which encompass various aspects of an individual's life are 1) Emotional well-being,

2) Psychological well-being, 3) Social well-being. Emotional well-being refers to the ability to understand, manage and express one's feelings and others also. (Mayor and Salovey 2000). It involves awareness and acknowledging emotions whether it is positive or negative and being able to understand it. Strong emotional well-being can foster positive relationships in humans. creating a supportive environment for successful life . It builds capacity to bounce back from difficulties, maintain motivation and help in continued progress.

Psychological well-being relates with cognitive processes where mind involves or functions such as perception, cognition and thought process. Psychological well-being people have the ability to adapt to changes, solve problems easily and independently make decisions. Social well-being means quality of relationships and connections with others. It involves the community. It involves good communication skills, empathy, and the ability to establish and maintain healthy relationships. It also includes feeling and valued by family, friend. Having social networks in which individuals participate in social activities and contributing to the welfare of others.

The significance of mental -health in overall well-being--- For Emotional Stability and resilience mental health plays an essential role in maintaining emotional stability and resilience. The person having good mental health can cope with stress, failure and adversity and bounce back from difficult situations (Srivastava Kalpana, 2011). For healthy relationships mental health plays an important role and fosters positive vibes in relation and maintains good relationships. It is done by effective communication, empathy, and mutual support (Maria Moudatsou et. al 2020). A mentally healthy person is more likely to be more productive, motivated and engaged in their activities to achieve their goals of life so it affects productivity and performance of a person (Thuy Thi Diem Vo et al, 2022). Mental health enables individuals to identify their values, goals, and passions (Fjolla Kondirolli and Naveen Sunder 2022). A strong sense of mental well being fosters a positive outlook on life. Good mental health is associated with higher levels of life satisfaction, happiness and well-being (Noura Abdulla Almadani, 2023). After the pandemic COVID 19 the socio- economic life of a person disturbed and they were not able to come back from which led to anxiety, depression (Ida Kupcova et al, 2023). Social and environmental factors are also one of the reasons. Negative impact on mental health due to poverty, unemployment, discrimination and trauma (Lee Knifton and Greig Inglis, 2020). The stress can lead to mental health disorders increases, the distress and reduces productivity (Neil Schneiderman et al, 2008). Adverse childhood experience increases the risk of developing mental illness which disturbed the whole life of that child. Barriers to disclosure and help seeking many individuals, hesitate to disclose their mental health, feeling shame, embarrassment and this makes them alone. Cultural norms, gender roles and societal expectations which leads to discourage individuals life (Karen Barone 2022).

Education in the 21st century marks a significant change in how success for learners is defined. In the past schools mainly focused on teaching students to remember the information or content and learn the facts word by word in different subjects. But now there's more attention on the skills that help people deal with life's challenges. These include things like understanding and managing emotions, building good relationships, making smart choices and handling change and uncertainty. This idea is more important around the world because due to this education is now including these social and emotional skills along with academic subjects. This new approach is called social emotional learning or SEL and its been recognized by organization like CASEL since 2020. Social emotional learning is formally described as "the process through which children and adults understand and manage emotions, set and achieve, positive goals, feels and show empathy for others, establish and maintain positive relationships, that is meaningfully engage with families among the school system community which positively influence their life's opportunities"(CASEL 2020). These are vital skills throughout life, from helping students, navigate adversity, to forming healthy relationships and being productive members of their communities. SEL is a connection between academic achievement and positive life outcomes.

THE GROWING DEMAND FOR SEL

In modern life the significant changes in the social, economic and psychological realities which attract the attention of SEL. Today students face or deal with previously unheard levels of stress, exposure to digital

media, and global uncertainty which increase in anxiety, depression, bullying and school disengagement. These challenges are created in front of traditional models of education which give high priority on academic rigor and standardized testing. The changes in the working world are the employers looking for 21st century skills like problem-solving, teamwork, resilience, communication and adaptability. These skills are core domains of SEL which are closely aligned with each other, which are not exclusively academic in nature.

COVID-19 pandemic brought more attention to how much the emotional health of students' are in danger and how much it is critically important to build psychologically safe learning environments in schools. Schools with strong SEL practices were better to support students' mental health and help to connect, preserving a feeling of community during this pandemic. These developments essential SEL as a fundamental component of modern learning rather than a supplement.

RESEARCH QUESTIONS-

There are three main questions that focus on this article's exploration of the nation and international research which is based on SEL.

1. What are SEL's historical and conceptual foundations, and how have they changed its current application?
2. What are the results of extensive research and meta- analyses with respect to social, emotional and academic consequences of SEL?
3. What barriers come in the way of SEL's successful implementations and what approaches may enhance its integration into various educational environments of India?

This article aims to demonstrate the potential of SEL as a transforming educational practice by combining data from numerous studies and evaluation of programs.

A special emphasis is placed on the ways in which SEL assists holistic development, the factors which affect its efficacy, and the consequences for the curriculum design, teachers preparation and policy making.

HISTORICAL AND CONCEPTUAL FOUNDATION DEVELOPMENT

The concept of social educational learning or SEL is not new to the field of education; rather, it has developed over many years as a result of the progress of educational practices, psychological theories and neuroscience. Knowing the conceptual foundation and historical developments that shaped SEL into a structured and empirically supported framework that was crucial to understand its significance in modern education.

EARLY INFLUENCES: EMOTIONAL INTELLIGENCE AND HUMAN DEVELOPMENT-

SEL's philosophical foundations can be found in humanistic psychology, in Abraham Maslow's documents about a hierarchy of needs that leads to self-actualization (Maslow,1943). Maslow emphasized that before people can think and learn at a higher level, they first feel emotionally and socially secure. In same way, progressive educator John Dewey held that schools would have to encourage moral and educational development along with intellectual growth. The psychologists Peter Salovey and John Mayer first proposed the idea of emotional intelligence (EI) in the 1980s. They defined it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990). A fundamental change in the understanding of emotions in the context of learning and cognition was brought about by this definition. Daniel Goleman's best selling book Emotional Intelligence (1995) popularized the concept of EI, that EI was more important than QI in determining any personal and professional growth. Goleman's framework, which includes self-awareness, self-regulation, motivation, empathy, and social skills, which strongly influenced the present or modern structure of SEL programs.

THE DEVELOPMENT OF SEL AS A LEGAL STRUCTURE

The establishment of the Collaborative for Academic, Social, and Emotional Learning (CASEL) in the mid-1990s indicated the formalization of SEL as a field, given the fact that the theoretical foundation had already been established. CASEL became the major organization for advancing evidence-based SEL after its formation at the Yale University Child Study Centre and then transferring to the University of Illinois at Chicago. The SEL framework is still the five core competency model that CASEL proposed:

1. Self-awareness-: Being aware of one's feelings, principles, and strengths.
2. Self-management-: Controlling feelings and actions, creating goals.
3. Social-awareness-: which includes cultural sensitivity, empathy and respect for others.
4. Relationship skills-: Cooperation, communication and handling conflict.
5. Making responsible decisions-: Ethically right, positive decisions regarding one's own and interaction with others. (CASEL, 2020)

These competencies are considered applicable and interdependent across all the age groups. It forms the basis for designing whole-school strategies, classroom practices, teacher-training programs and policy guidelines.

CHARACTER EDUCATION, LIFE SKILLS, AND MORAL DEVELOPMENT ARE CONSTRUCTS

SEL is not only a distinct idea, it has a number of connections to the related educational paradigms. As character education demonstrates traits like accountability, integrity and respect. According to theorists such as Lawrence Kohlberg, moral education evaluates the phases of moral reasoning and ethical decision making. For life skills educational programs WHO's and SEL overlaps in fostering communication, stress management, and mental health skills. Although each of these methods has a distinct focus, SEL combines them into a united, secular, and empirically supported framework that is suitable for modern classrooms.

SEL and NEUROSCIENCE

In recent decades Biological evidence supporting SEL was provided by advanced educational neuroscience. Studies on brain imaging show that the development of the prefrontal cortex which is in charge of making decisions and controlling emotions is affected due to stress, and social interactions, as well as genetic factors. For kids particularly from high-adversity environments, SEL-programs seem to improve cognitive abilities, attention control, and emotional regulation (Immordino-Yang et al., 2019).

THE DEVELOPMENT OF CULTURALLY RESPONSIVE and TRANSFORMATIVE SEL

Specially concerns of equality, identity, culture, and civic engagement into the SEL framework are the approach of transformative SEL which was promoted by a growing number of academics and practitioners in the 2020s (Jagers, Rivas-Drake, & Borowski, 2018). This model urges teachers to take into account learners and their life experiences, racial and linguistic identities, and systemic contexts, judging about traditional SEL for being extremely individualistic and culturally limited. This change acknowledges that there is no "one size fits all" approach to social and emotional learning. However it needs to be flexible, inclusive, and based on the challenges that students face, particularly those from historically excluded groups in the real world.

LITERATURE REVIEW:

What Can We Learn About the Academic, Emotional and Social Outcomes of SEL-:

Hundreds of studies have evaluated the efficacy of social emotional learning (SEL) in various age groups, cultural contexts and educational settings. The impact of SEL interventions on students, the relevant outcomes such as academic achievement, emotional management, social interaction, mental health, and school climate,

has been evaluated by a number of comprehensive research studies and meta-analyses. In this section examines the key findings and current meta-analytic research, spotting trends in the results and evaluating the level of quality and consistency of the findings.

ACADEMIC PERFORMANCE

Durlak et al. (2011) carried out one of the most accurate and regularly referenced meta-analyses of SEL programs, that includes 213 school based SEL programs, sample of 270,034 students in grades K-12. The study found that students participating in SEL interventions showed significantly improved academic performance with an average increase of 11 percentile points in achievement tests compared with control groups. The results were consistent with students' background, geographic location or program duration.

There are many different mechanisms behind these advancements. For better academic results, the result of SEL's enhancement of self-regulation, goal-setting, motivation, and classroom engagement. Additionally, better classroom climate and peer relationships create a more beneficial learning environment. These results have been confirmed by many later reviews. For example, SEL programs had medium to large effect sizes on academic outcomes across various demographic groups, according to a 2021 synthesis conducted by the Learning Policy Institute. Additionally, when SEL was taught as part of academic instruction rather than as an independent subject, the effect was greatest (Darling-Hammond et al., 2021).

MENTAL HEALTH AND EMOTIONAL WELFARE-

Better coping mechanisms, enhanced emotional regulation, and decreased stress are included in emotional welfare which are the second main outcomes of SEL interventions. Students who participate in SEL programs demonstrated a reduction in emotional health issues, including signs of anxiety and depression, according to Durlak et. al. (2011). Furthermore, participants show improved emotional regulation and self-awareness, two qualities essential for psychological resilience. 424 studies involving more than 575,000 students across 53 countries were reviewed in a global meta-analysis published in *Child Development* by Taylor et. al (2017). According to the study, SEL regularly lowers issues like anxiety and depression while increasing emotional outcomes like emotional identification, empathy, and stress management, and the results showed that the effects are long lasting and statistically significant, especially when the duration of follow-up assessments were conducted six month to year after program completion.

In the *Journal of Emotional and Behavioral Disorders* in 2024 by Reyes Portillo et al. a meta-regression that inspected 83,000 participants from 59 controlled studies. Particularly in high-risk student groups like those who are traumatized, impoverished or subjected to discrimination, they discovered low but significant gains in emotional regulation and decreases in emotional distress. These results highlight SEL's function as a universal framework for promoting emotional competence as well as a preventive intervention. Programs that included cognitive-behavioral methods, emotional literacy modeling by teachers, and mindfulness were more successful.

SOCIAL SKILLS and BEHAVIORAL OUTCOMES-:

Improving social competence and decreasing problematic behaviors are the two more well-established advantages of SEL interventions. Durlak et al.(2011) found that SEL participants displayed more prosocial behavior, such as communication, empathy, and cooperation skills. This study also reported that lower rates of conduct problems include aggression, disruptive behavior, and disciplinary incidents.

The findings were confirmed by Taylor et.al's 2017 meta-analysis. Pupils in SEL programs were more likely to avoid antisocial behaviors like bullying and substance abuse, build healthy peer relationships, and settle disputes amicably. These results showed moderate but significant improvements, with effect sizes ranging

from 0.25 to 0.40. SEL interventions significantly improved social-emotional competence in 86 randomized controlled trials with more than 8,700 students, according to a cross-cultural meta-analysis carried out in China (Liu et al., 2022). Compared in western contexts, the programs had minimal impact on behavioral issues, indicating results.

Further, SEL has a positive impact on school climate, which includes safety, inclusivity, a sense of belonging and relationships between students and teachers.

Students attend school regularly, participate in class and avoid risk-taking behaviors when they are emotionally supported and socially connected.

LONGITUDINAL EFFECTS

The long term advantages of SEL are among its strongest defenses. Using longitudinal data from a subsets of students who had received SEL instruction in early elementary school, Jones et al., in (2015) conducted a follow-up study, they observed that SEL skills at age 5 predicted improved mental health, improved academic performance, decreased drug use, and decreased criminal behavior in adulthood (Jones, Greenberg and Crowley, 2015). According to a cost -Benefit analysis, Belfield et al. (2015) calculated that over time, the average return on investment for every dollar spent on SEL programming is \$11 in the form of higher earnings, decreased crime and lower medical expenses.

Questions raised about “fade-out effects” due to which SEL benefits may be diminished over the time without continued reinforcement. Yeager (2017) noted that while short-term effects are well documented, longitudinal effects are less strong unless SEL is supported by a school-wide culture and ongoing instruction.

ELEMENTS OF THE PROGRAM THAT INFLUENCE RESULTS

The most positive results of meta-analyses which have investigated a particular program, studies by Durlak (2011) and Taylor (2017) indicate successful SEL programs. Following a SAFE design, which calls for explicit, focused, active, and sequential instruction that are given by qualified classroom instructors rather than outside facilitators have been integrated into regular curriculum and social environment. For professional growth it provides continuing assistance and opportunities. According to a 2024 meta-regression by Weinberg and Fellows, distinct curricula without staff development were less successful than teachers SEL training, which significantly improved student outcomes. For a long period programs which includes family engagement components, also showed improved SEL skill retention.

BARRIERS AND THE SUCCESSFUL IMPLEMENTATION OF SEL AND ITS INTEGRATION INTO VARIOUS EDUCATIONAL ENVIRONMENT:-

Social Emotional Learning (SEL) has a lot of evidence behind it, but integrating it into the educational system successfully is still very difficult. The wider educational ecosystem, which includes teacher preparation, school leadership, cultural context, resource allocation, and policy alignments, is just as important to the success of SEL initiatives as the curriculum design. In India the main obstacles to SEL implementation, with the emphasis on a diverse and under-resourced environment. Additionally, it suggests techniques that improve SEL's sustainability and efficacy in both local and global settings.

OBSTACLES TO SEL IMPLEMENTATION:-

a. Lack of Teachers Training and Professional Development.

Teachers' limited ability to deliver SEL or we can say insufficient Professional Development training for teachers is the most frequent barriers to its implementation.

Many educators are not formally trained in emotional literacy, trauma-informed teaching that means an educational approach that understands the impact of trauma on learning and behavior, and creating a safe and supportive classroom environment for all students. Or facilitation of group-based activities. A global study by UNESCO (2021) found that fewer than 30% of teachers received any formal SEL training during their pre-service education.

In India emotional learning is rarely covered in teachers training programs, as it was frequently theoretical and content was heavy. While the National Council of Teachers Education (NCTE) framework recognizes the value of SEL, majority of B.Ed programs still lack structured modules

b. Time Constraints and overburdened curriculum:-

Schools frequently assess using standardized tests, usually creating pressure to achieve academic standards. As a consequence of this, SEL is viewed as a “non-core” subject. It is used for short-term projects or extracurricular activities. But actually, this compartmentalization interferes with the depth and continuity needed for SEL to be successful. In India in government schools, time constraints are more severe, where teachers frequently teach multiple grade levels. According to the Annual Status of Education Report (ASER), a lot of schools face challenges related to basic instructional time, which make it difficult to include SEL.

c. Insufficient Funding and Policy Support:-

India is among many nations without a national framework for SEL policy. The Indian National Education Policy (NEP) 2020 places a strong emphasis on “emotional well-being” and “holistic development,” but it makes no mention of specific standards, guidelines or resources for SEL implementation and due to financial limitations for the SEL resources, technology-based strategies and staff training. It may not be sustainable in low-income and rural areas.

d. Cultural mismatch

SEL frameworks, which are founded on the individualistic models of emotional expression and behavior, are frequently imported from Western contexts. In societies the cultural norms differ greatly these cultural norms are regarding interpersonal relationship, emotional control, authority etc. In India it occasionally appears that emotional conversation is private or improper in educational settings. For example, boys may be socialized to hide vulnerability, whereas girls may be discouraged from expressing sadness or anger. Students who are not connected to SEL programs don't take these gendered and cultural realities into consideration.

e. Challenges in measurement and assessment:-

It is quite difficult to assess SEL progress. Qualitative, contextual, and long-term skills include empathy, self-awareness, and responsible decision-making. Younger students or students with low literacy levels are not able to solve self-report questionnaires, it becomes biased or unsuitable for them. In India formative and narrative-based SEL assessments are not given much attention, where academic assessments are dominating.

METHODS FOR ENHANCING SEL INTEGRATION:-

Teachers and legislators must use systemic, culturally sensitive and evidence-based approaches

a. Integrates SEL into Core Curriculum:-

SEL should be incorporated into existing subjects like language arts, social studies, and even science rather than being treated as an add-on. For example, students can explore feelings and viewpoints through storytelling in language classes. Science group activities can foster communication and teamwork. SEL concepts like empathy and responsibility can be directly connected to civics and ethics education. Value-based

narratives and discussion topics are already included in the NCERT textbooks in India. More deliberate use of these can be made to advance emotional literacy, particularly in class 1-8

b. Invest in the Support and Training of Teachers

Teachers who are emotionally aware and well-prepared are necessary for effective SEL. Training ought to consist of: methods for SEL competency modeling in the classroom. Resources for managing student conflict or distress. Techniques for teachers to manage their stress and take care of themselves. SEL has been successfully incorporated into teacher development programs in India through programs like Dream a Dream, Mind spark, and The Teacher Foundation. Thousands of teachers in underprivileged areas can be reached by scaling such models through the District Institutes of Education and Training (DIETs).

c. Create Contextualized SEL Models Local cultural norms, languages, and values should serve as the foundation for SEL programs. For instance: SEL should place a strong emphasis on family ties, community belonging, and interdependence in collectivist cultures like India. To make SEL relatable, curriculum content should incorporate folktales, festivals, and examples that are common in the area. Social norms should be addressed by gender-sensitive strategies, which will assist both boys and girls in safely and fairly navigating their emotions. Culturally grounded SEL content that is in line with Indian realities while upholding international standards is being developed by organizations such as Rangbhumi and SEL Lab India.

d. Employ Community-Based and Whole-School Methods The full school ecosystem—parents, non-teaching staff, and leadership—must support SEL for it to be most successful. A whole-school strategy could consist of: assemblies in the morning that have an emotional or contemplative theme. classroom rules that were jointly developed with the students (e.g., kindness agreements). workshops for parents on how to practice SEL at home. Community-based SEL initiatives (e.g., using storytelling, theatre, or visual media) can promote shared understanding in India, where parents may have traditional views on discipline or limited literacy.

e. Use Technology to Increase Scale In underfunded or remote schools, digital tools and mobile platforms can help close resource gaps. Among the examples are: SEL applications that gamify emotional learning, such as Peekapak or Emojar. Micro-trainings for teachers via WhatsApp. dashboards for student reflections on the internet. Even on low-end devices, SEL-specific modules could be added to the DIKSHA platform and Pratham's digital content in India.

f. Create frameworks for policies and metrics for evaluation. National and state-level SEL guidelines should be established by governments and education boards, and they should include: learning objectives for SEL that are age-appropriate. conformity to quality frameworks or school inspections. monitoring resources that extend beyond tests, like qualitative feedback, teacher observations, and student portfolios. A promising starting point is India's NEP 2020. SEL has already been piloted in public schools in states like Odisha and Delhi, which can act as models for scaling.

Conclusion

How to successfully apply social emotional learning in a variety of contexts is more important than whether it works at all. Barriers like teacher readiness, cultural mismatches, and assessment limitations need to be addressed in both Indian and global contexts using comprehensive, culturally sensitive, and systemic approaches. SEL is a crucial element of educational equity, success, and well-being rather than being seen as a luxury or soft skill. SEL can be incorporated into classrooms and beyond in a sustainable way by working together with educators, legislators, researchers, and communities.

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