

Chapter 9

Evolving Practices of Social–Emotional Learning in India: A Qualitative Synthesis

Nymisha Yadati

 <https://orcid.org/0000-0002-4913-1656>

Christ University, India

Benny Thomas

 <https://orcid.org/0000-0002-8270-2553>

Christ University, India

Santhosh Kareepadath Rajan

Christ University, India

ABSTRACT

Social-emotional learning (SEL) is gaining increased significance in India as a critical domain for ensuring the holistic development of children. This qualitative literature synthesis explores how SEL programs/workshops/sessions are being contextualized, implemented, and assessed by eight organizations in India working in the domain of SEL. Miles and Huberman’s qualitative data analysis technique was adopted to organize and derive insights. Findings reveal that SEL models in India are growing to be more contextualized and culturally responsive. Programs emphasize systemic, whole-school approaches with multi-modal pedagogies. Assessment practices are gradually evolving while focusing on being localized and stakeholder-informed. This study highlights the need to align national policy with on-ground SEL innovations, institutionalize SEL, and strengthen SEL assessment systems to support long-term, sustainable, and inclusive SEL practices.

DOI: 10.4018/979-8-3373-0030-6.ch009

BACKGROUND OF THE STUDY

Learning is a social process and is collaborative in nature. Neuroscientists and human development theorists have identified human development as a multi-dimensional process.

The majorly recognized domains of human development are physical, cognitive, linguistic, social, and emotional. These domains are intertwined and interdependent. Social-emotional learning is a process in which individuals develop and apply knowledge, skills, and attitudes, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2021). These skills are crucial for personal and social well-being (Fernández-Martín et al., 2021). Developing SEL has become inevitable in the current schooling systems (Lendrum & Humphrey, 2015). A meta-analysis by Durlak et al. (2011) found that systemic Social Emotional Learning (SEL) programs positively influence students' social-emotional skills, attitudes, behavior, and academic performance. An 11-percentile gain in academic achievement was reported among students.

It is important to note that all SEL approaches do not produce the same results; a systemic approach is to be implemented in a school. Mahoney et al. (2021) discuss the nature of systemic SEL in their study. A systemic SEL program creates equitable and safe learning conditions for children in developing social and emotional competencies. The policies, resources, and actions need to be aligned at the state, district, school, and community levels. The professionals delivering the program to children need to be trained and capable of implementing the program. Engaging children in SEL needs to be continuous, and regular assessments are required to create evidence-based programs (Mahoney et al., 2021). This evidence will help other schools adopt a program that guarantees results. A systemic SEL program that is well-designed and implemented can help students acquire skills to manage day-to-day challenges effectively and also have a long-term positive impact on adult life. A meta-analysis conducted by Taylor et al. (2017) revealed that school-based universal SEL interventions with a follow-up period varying between 56 and 195 weeks were able to bring the following positive changes in schools significantly:

- Improvement in academic outcomes
- Development of positive attitudes and prosocial behaviour
- Improvement in social-emotional skill acquisition
- Improvement in competencies like “self-regulation, problem-solving, relationship skills”
- Reduction in outcomes such as arrests or drug use.

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/evolving-practices-of-social-emotional-learning-in-india/393820

Related Content

A Holistic Approach to New Language and Literacy Development of Refugee Women: The Case of Syrians in Turkey

Aydn Yücesan Durgunoluand Maissam Nimer (2020). *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms* (pp. 448-471).

www.irma-international.org/chapter/a-holistic-approach-to-new-language-and-literacy-development-of-refugee-women/255793

Assessing Intercultural Sensitivity and Effectiveness: Adult Learners of Chinese as a L2

Meihua Liu (2020). *Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications* (pp. 1188-1208).

www.irma-international.org/chapter/assessing-intercultural-sensitivity-and-effectiveness/231395

The Wisconsin Spring Revisited

James Jorstadand Cecilia G. Manrique (2015). *International Journal of Civic Engagement and Social Change* (pp. 52-56).

www.irma-international.org/article/the-wisconsin-spring-revisited/146230

Advertisement as Part of Entertainment Culture and its Effects on City Culture

Betul Onay Dogan (2014). *Handbook of Research on the Impact of Culture and Society on the Entertainment Industry* (pp. 521-540).

www.irma-international.org/chapter/advertisement-as-part-of-entertainment-culture-and-its-effects-on-city-culture/113567

Inspiring Poor Women to Empower Themselves: Insights and Lessons from Botswana

Keitseope Nthomang (2016). *International Journal of Civic Engagement and Social Change* (pp. 39-53).

www.irma-international.org/article/inspiring-poor-women-to-empower-themselves/161600