**Effective and constructive implementation of Social-emotional Learning (SEL) in Schools**

The future of humanity depends on the adoption of a positive mental disposition by the younger generation. An effective nurturing of socio-emotional intelligence and training among young minds in secular settings like school would create a more peaceful world. Additionally, conceptualisation and application of unfeigned understanding of trainable and habit forming human values like compassion, empathy, kindness, patience, tolerance and forgiveness would bring long lasting peace to the world and solve diverse challenges faced by humanity. Preparation of such an environment to nurture learners is pragmatic within the curriculum of school by means of new and alternative pedagogies. Moreover, many researchers, educators and leaders suggest the urgent need of adoption of new and alternative pedagogies to foster universal human values and nurturing of Social Emotional and Ethical (SEE) intelligence among school kids.

This article is to review new and alternative pedagogies to implement socio-emotional learning by highlighting its urgent need, issues, and challenges in different school cultures, classroom environment, schedule and curricular activities. Hence, with effective execution and implementation of socio-emotional learning among the children would optimise the school education system which would prepare a better and peaceful world.

**Need of nurturing social-emotional Learning in Schools for holistic development**

With an ever increasing human population, humanity faces numerous local and global challenges viz., child labour, child marriage, child and women trafficking, gender discrimination, drug and alcohol abuse, mental health, infectious diseases, unemployment, poverty, corruption, dysfunctional relationships, religious and political conflict, crimes, violence, terrorism, warfare, pollution, global warming, climate change, environmental deterioration, biodiversity loss, water, food and energy insecurity, etc. Even with the use of advanced technology and expertise, humanity has left helpless and solutions less. These problems had been engaging humans to experience anxiety, tension, depression and other psychological challenges. To resolve all these challenging problems, the most reliable solution is to educate ourselves, especially the younger generation about social, emotional and ethical learning.

Nurturing Social Emotional and Ethical (SEE) intelligence among learnersin secular classrooms intentionally or unintentionally is beneficial in improving personal and social wellbeing. It also provides ample scope for physical, intellectual and social development of students to train them as global citizens who acknowledge interdependence and consider everyone as brothers and sisters of a big global family. Global citizens would create a more collaborative, cooperative, loving, compassionate, responsible and ethical world that unites humanity for peace, happiness and resolving conflict and real-life problems instead of competing and creating adversaries for less resources.

Education system has been empowering 21st century skills like learning skills (*Critical thinking, Creativity, communication, and collaboration*), literacy skills (*Flexibility, Leadership, initiative, Productivity, self-awareness*), and life skills (*Information literacy, Media literacy, Technology literacy*) for holistic development of learners. For directing students towards constructive holistic development at height, students should acquire wisdom from the school and at home as well as neighbouring communities. While achieving all these aforementioned skills, educators and all the concerned caregivers must energise themselves to collaborate and cooperate for creative efforts of students are essential for the development of socio-emotionally competent younger generations.

**Innovative pedagogies to inculcate socio-emotional Learning for holistic development among School kids**

It is a shared responsibility of peers, schools, families, society, media, religions and leaders to develop social, emotional, and ethical (SEE) intelligence among students in school. As the families and schools are equally influencing the children’s social, emotional and ethical development in different ways, collaboration among them is essential for effective Social Emotional Learning (SEE) of school kids. Both families and schools could lead students to develop social competence, emotional and ethical development, motivation to learn, positive student-teacher and peer relationships, academic attainment, and intrinsic motivation. Similarly, audio-visual media in the form of radio, television, smart gadgets, internet, movies, games, etc have a greater impact on school kids on catering social, emotional and ethical (SEE) learning.

Preparation of a school environment that offers wide avenues to nurture the spirit of the child to develop the quality of being fully human and willingness to value diversity in others and feeling part of something far greater than oneself. School premises can be transformed into a happy world by portraying and designing wall posters, quotations, decorative items emphasising socio-emotional and ethical learning. A stimulating school environment, Happy classroom and a happy school will help students to connect themselves to something beyond oneself and nurture the soul through aesthetically pleasing, peaceful, and awe inspiring experiences. On top of these, cognitive reframing and training of young hearts and minds help in developing various aspects of socio-emotional and ethical intelligence like self-control, self-discipline, good habit development, emotion regulation, conflict resolution, and promotion of prosocial behaviour.

Though socio-emotional learnings cannot be taught like curricular subjects, these can be inculcated while teaching core subjects and engaging students in various curricular and co-curricular activities. Mindfulness based compassionate activities can be conducted in the school starting from morning assembly till the end of school. Pledge making, Loving-kindness meditations and systematic contemplative practices are powerful strategies that can be implemented during morning assembly and other gatherings in the school. These activities would provide considerable scope for developing socio-emotional learning.

Implementation of wide range of cooperative and community engagement learnings like sport and art-Integrated Learning, toy-based learning, gamification, exercises, Social Empowerment through Work and Action (SEWA) themed at development of experiential socio-emotional learning would be effective and constructive pedagogies. Language teachers can use multiple creative expression activities like storytelling, poetry recitation, dramatics, debate, elocution, journal entry and other activities to cater socio-emotional learning. Likewise, other community engagement and ecological learnings like awareness campaigns, dialogues, seminars, workshops, training, club activities, case studies, educational excursions and tours empower students to adopt experiential socio-emotional learning. Furthermore, integration of visual based learning (such as animation and documentary video production and presentation) and information Communication Technology strengthen the methods of inculcating socio-emotional learning. All of these diverse pedagogical approaches and insightful processes where teachers as facilitators can scaffold students to explore every domain and dimensions of social, emotional and ethical learning. These learning processes engage students to use critical thinking skills, and reflective practices logically which in turn transform themselves to become caring global citizens.

**Challenges associated with implementation of socio-emotional Learning in Schools**

For effective and quality implementation of socio-emotional learning (SEL) among students, facilitators, mentors, coaches, schools families, and all the stakeholder should be aware of the main domains and dimensions of socio-emotional learning. In schools, teachers as a facilitator lead the students to explore various socio-emotional learning programmes. Hence, facilitator’s socio-emotional competence and wellbeing influence the prosocial behaviour of students which would develop healthy teacher and students relationship and widens the scope of effective implementation of SEL. Those students who are trained and developed in such healthy classrooms, schools and communities bring better academic performances and socio-emotional outcomes. For preparing socio-emotionally competent teachers, both preservice teachers and in-service teachers should have unfeigned experiential exposure and insightful understanding of socio-emotional learning (SEL).

In some newly established schools, socio-emotional learning (SEL) programmes are not started and there is less emphasis on it. Additionally, there is less action research and studies about experiential implementation at local level and remote areas. In addition to these, the strong eagerness of society to gain science and technological knowledge deviated the education system away from emphasis on socio-emotional learning (SEL). By blending the socio-emotional learning programmes with core subjects and curriculum help to develop a socio-emotionally competent youth who can make a happier, peaceful, non-violence and prosperous world.

**About the writer:**

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