



The Teacher Foundation®



Indian Social & Emotional
Learning Framework

Deconstructing Social-Emotional Learning (SEL) in India **a 5 Ws & 1 H approach**

The 5Ws and 1H is a popular formula used by journalists for getting the complete story on a subject. Therefore in true journalistic style let's examine the 5Ws and 1H of Social & Emotional Learning (SEL) – What, Who, Where, When, Why & How.

SEL is the wellspring for helping young people lead a purposeful life. The Teacher Foundation (TTF), after several years of research and exploration in this field has encapsulated the essence of a complex domain of learning, like SEL, in this simple ready reckoner for Indian schools and education professionals.

1

What is SEL?

Social-Emotional Learning (SEL) is defined as “the process of acquiring a set of social and emotional skills—self-awareness, self-management, social awareness, relationship skills, and responsible decision making—in a safe, supportive environment that encourages social, emotional, and cognitive development and provides authentic opportunities for practising social-emotional skills” *

**(adapted from Collaborative for Academic, Social, and Emotional Learning (CASEL), 2005)*

2

What is ISELF?

It is the **Indian Social & Emotional Learning Framework**. It is a research-based educational resource developed by The Teacher Foundation to foster social-emotional development of Indian children, using a carefully age-banded approach, from 6 years to 18 years.

ISELF will help teachers, counsellors, facilitators develop 5 vital social-emotional competencies in children: Self Awareness, Self Management, Relationship Management, Social Awareness and Decision Making.



SEL Competencies and Descriptions

Self Awareness

The ability to recognise one's feelings and emotions and how they influence one's decisions and behaviour; accept oneself as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.

Self-Management

The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organised manner.

Relationship Management

The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.

Social Awareness

The ability to work and form positive relationships with people from diverse backgrounds (eg: religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathise with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.

Decision Making

The ability to make constructive choices about personal behaviour, health, relationships and career considering existing social, ethical and safety norms; understand the rationale behind different rules; examine consequences of one's actions; respect one's own and others' rights; demonstrate responsible citizenship in the larger interests of society.

The descriptions of these competencies have been revised by The Teacher Foundation based on the nation wide empirical study.

3

Why ISELF?

To quote Prof. Linda Darling-Hammond of Stanford University "You cannot learn without attending to social relationships and emotional development. The science is clear".



There are no existing well-researched and articulated standards for social and emotional learning of Indian school children. Despite the mention of the importance of SEL in national documents like the NCERT's National Curricular Framework (NCF) 2005, the affective domain has been largely disregarded or sidelined by schools and teachers in India.

4

Who is ISELF meant for?

ISELF is meant for anyone who has the best interests of children at heart! It can be used by schools and teachers for teaching SE skills, developing content or creating curriculum for SEL; mental health professionals; child social workers as well as parents.

5

Who was involved in the research to develop ISELF?

Experienced teacher educators and counsellors from The Teacher Foundation, education volunteers, leading psychologists, psychiatrists, researchers from across India with support from – Wipro Applying Thought in Schools, Maitri Trust and another funder that wishes to remain unnamed.

6

WHERE did ISELF originate from?

TTF put together a contextualised framework incorporating some of the major international SEL Frameworks – CASEL (Collaborative of Academic Social and Emotional Learning) from USA, SEAL (Social & Emotional Aspects of Learning) from UK and WHO's Life Skills. The elements of this contextualised framework were then tested in schools across India by gathering data from :

15 locations (urban and rural)

90 schools (private and government)

850 teachers (grades 1 to 12)

3300 students (grades 4 to 12)

30 group interviews

10 different languages

Selected Cities

North	Delhi Bhopal Lucknow Shimla Tonk	East	Kolkata Bhubaneswar Darbhanga	West	Mumbai Baroda
		North-East	Guwahati Shillong	South	Chennai Cochin Shimoga

School Types

The different school categories were:

- Private Urban High Socio-economic status (SES)
- Private Urban Mid SES
- Private Urban Low SES
- Private Rural Schools
- Government Schools (Urban and Rural)

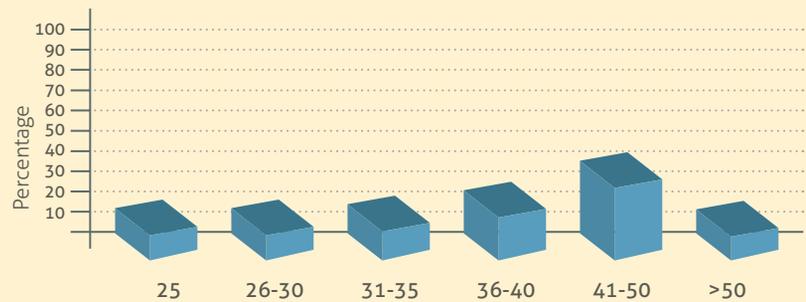
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Profile of Teachers

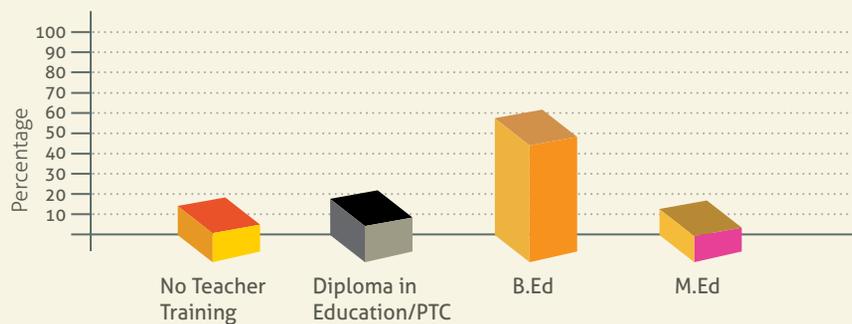
Gender



Age

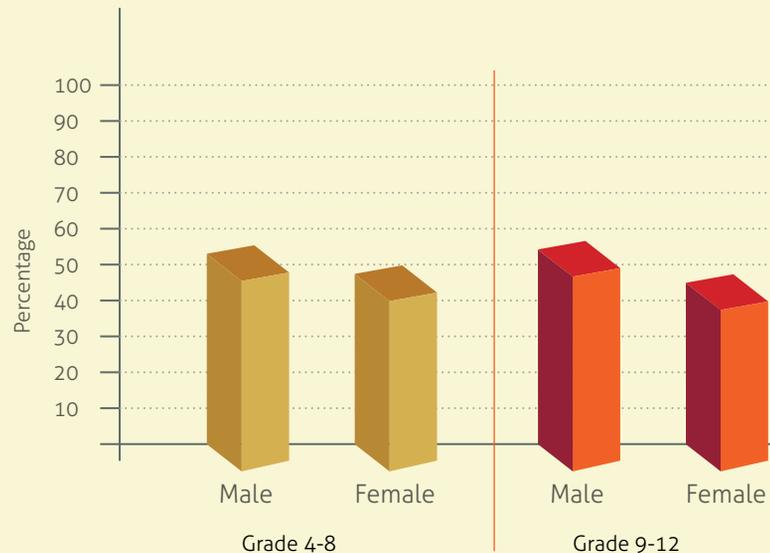


Highest level of teacher training degree



Profile of Students

Grade
4 to 8
and 9-12



8

What did TTF's research reveal?

A

Teachers' top 3 priorities with regard to their students' learning

1. Studies (garnered 46% of total responses)
2. Development of Social-Emotional Skills (garnered 29% of total responses)
3. Outdoor Games and Sports (garnered 22% of total responses)

B

Teachers' opinion of social and emotional learning

87% of teachers recognise the need for the combined involvement of the school, home and community for the development of SEL

BUT 48% of teachers, felt that SEL cannot be taught in classrooms. According to them children learn it through their experiences

C

Teachers' and students' perception of student behaviours

Top student behaviours liked by teachers

Taking initiative and persistence in studies

Complying with school rules and norms

Having positive relations with teachers and parents

Inference! Student behaviours that please teachers seem to be aspects of Self Management and Relationship Management

D

Top factors that make students happy

- ▶ Academic success
- ▶ Being with friends and family
- ▶ Helping others
- ▶ Being acknowledged

Inference! Students too seem to give more importance to aspects of Self Management and Relationship Management

E

Students' feeling of belongingness

	Students 4 th to 8 th	Students 9 th to 12 th
Happy to come to school	94%	91%
Amongst Students (4th to 8th)		
	Girls	Boys
Like taking up duties related to the classroom (cleanliness, display charts, etc)	91%	84%
Like taking up duties related to various school events. (eg: helping teachers during annual day, sports day, etc.)	90%	84%
Amongst Students (9th to 12th)		
	Girls	Boys
Like participating in school clubs such as boy scouts/ girl guides, NCC, volunteer, or community service groups	83%	75%
Like volunteering for social causes (eg: care for the elderly, caring for the environment etc.)	86%	78%
Like taking up duties related to the classroom (cleanliness, display charts, etc)	88%	79%
Like taking up duties related to various school events. (eg: helping teachers during annual day, sports day, etc.)	93%	86%

Inference! Student responses demonstrated a high sense of responsibility and belongingness to their school – more so amongst girls than boys.



“ Student responses on when they feel happy...”

I get good marks
I can learn something new
My parents praise me
I am encouraged in the class

I come to school
My family remains together
Someone understands me
Teachers tell me something good”

F

Top student behaviours that teachers worry about

- ▶ Indiscipline in class
- ▶ Disinterest in studies
- ▶ Lack of concentration
- ▶ Poor work and time management

G

Top worries of teachers about girls'

- ▶ being shy or keeping silent
- ▶ focus on looks, appearance and inappropriate dressing
- ▶ relations with boys (too casual / too shy)

H

Top worries of teachers about boys'

- ▶ physical fighting
- ▶ use of abusive language
- ▶ irregular school attendance

I

Students' interactions with others

Percentage of favourable responses

	Teachers	Students 4 th to 8 th	Students 9 th to 12 th
Cooperation with others	76%	85%	60%
Interactions with the opposite gender	84%	62%	74%
Relations with parents and other adults	66%	70%	56%

Amongst Students (9th to 12th)

	Girls	Boys
When working with others, wanting things done in one's own way	45%	56%
Have physical fights to get what they want	23%	29%

Inference! Boys tend to expect things to go their way, while working in groups, more than girls. Also, a marginally higher percentage of boys reported engaging in physical fights for what they want, than girls.

Amongst Students (4th to 8th)

	Girls	Boys
Feel shy talking and playing with children of the opposite gender	29%	40%

Amongst Students (9th to 12th)

	Girls	Boys
Feel shy talking and playing with children of the opposite gender	15%	25%

Inference! More boys than girls indicate a sense of awkwardness and shyness when interacting with peers of the opposite gender.

J

Students managing time

Percentage of favourable responses

	Teachers	Students 4 th to 8 th	Students 9 th to 12 th
Managing time between work and play	55%	77%	77%

Amongst Students (9th to 12th)

	Pvt 1 (Mid + High SES)	Pvt 2 (Low SES)	Pvt 3 (Rural)	Govt
Know how to manage time between work and play (for eg: finishing homework and playing football with friends)	68%	80%	84%	81%

Inference! Teachers are concerned about students' time management between work and play. Students of private high SES and mid SES schools conveyed more difficulty to balance work -play than students from other school categories.



“ Teachers worry when students...

- (boys) get low marks and they feel that they are inferior to girls
- Make communal comments
- Believe that being a girl is a weakness
- (boys) ignore girls by saying they are socially backward
- Are reluctant to mix with particular children
- Don't have respect for self



Inference! Teachers' concerns centre around aspects of Self Management and Decision Making in students.

K

Ability to identify feelings

Students (4th to 8th)

	Pvt 1 (Mid + High SES)	Pvt 2 (Low SES)	Pvt 3 (Rural)	Govt
I know when I am angry	75%	63%	67%	60%
I get angry easily	35%	29%	30%	36%

	Girls	Boys
I get angry easily	38%	30%

Students (9th to 12th)

	Pvt 1 (Mid + High SES)	Pvt 2 (Low SES)	Pvt 3 (Rural)	Govt
I know when I am angry	86%	82%	72%	73%

	Girls	Boys
I know when I am angry	82%	47%
I get angry easily	43%	36%

Inference! Students from High and Mid SES private schools conveyed greater self awareness of being angry – more girls than boys.

L

Top peer behaviours that students feel bad about

- ▶ Being insulted, made fun of
- ▶ Being ignored, excluded
- ▶ Poor academic performance

Boys Vs Girls

- ▶ **Amongst Boys** - Physical forms of harassment - 'beating', 'hurting'
- ▶ **Amongst Girls** - Verbal and other forms of harassment - 'ignoring me', 'not listening to me, not understanding me', 'talking behind my back', 'using abusive words'

“ Students feel bad when...

“I don't know why my friends call me ladies” (said by a boy)
 “They call me 'Jat'...”
 “When my classmates call me blacky”
 “When others imitate me when I stammer”
 “(teacher) touches my hand continuously”
 “ I'm badly beaten up by my favourite teacher”



Inference! Students seem to be sensitive and concerned about peer relations

M

Students being accepting of others

	Teachers	Students 4 th to 8 th	Students 9 th to 12 th
Being friends with person having different manners and clothes		49%	47%
Study or play with someone from different caste, color etc.	61%	68%	78%

N

Students making and maintaining friends

	Students 4 th to 8 th	Students 9 th to 12 th
Feel left out during lunch time / play time	23%	14%
Difficult to make friends	16%	27%

Inference! Students of both age groups demonstrate some difficulty dealing with peers different from them and making friends in general

O

Students making or being made fun of

	I make fun of others		Others make fun of me	
	Students 4 th - 8 th	Students 9 th - 12 th	Students 4 th - 8 th	Students 9 th - 12 th
Overall	26%	22%	42%	36%



Students (9th to 12th)

	Girls	Boys
I make fun of others	14%	28%
Others make fun of me	29%	43%

Inference! Overall, more students revealed being made fun of than making fun of others – more older boys than girls.

P

On how Students Manage Anger

Behaviours	Students 4 th to 8 th	Students 9 th to 12 th	Teachers
Scream / shout	41%	30%	53%
Hesitate to express and become quiet	43%	46%	37%

Inference! There's a disconnect between what teachers say and what students say about how the latter deal with 'anger'.

9

What emerges from all the findings?

One thing that clearly emerges is the neglect of SEL in our schools. While schools see value in social and emotional dimensions of learning, they don't actively encourage in learners abilities that fall under the SEL competencies. From the questionnaire and interview surveys with teachers and students, TTF found that the 2 target groups have slightly different expectations with regard to student behaviours. These expectations can be mapped to the 5 SEL competencies.

SEL competencies teachers consider important (in rank order)

1. Self Management
2. Decision making
3. Relationship Management
4. Social Awareness
5. Self-Awareness

SEL competencies students consider important (in rank order)

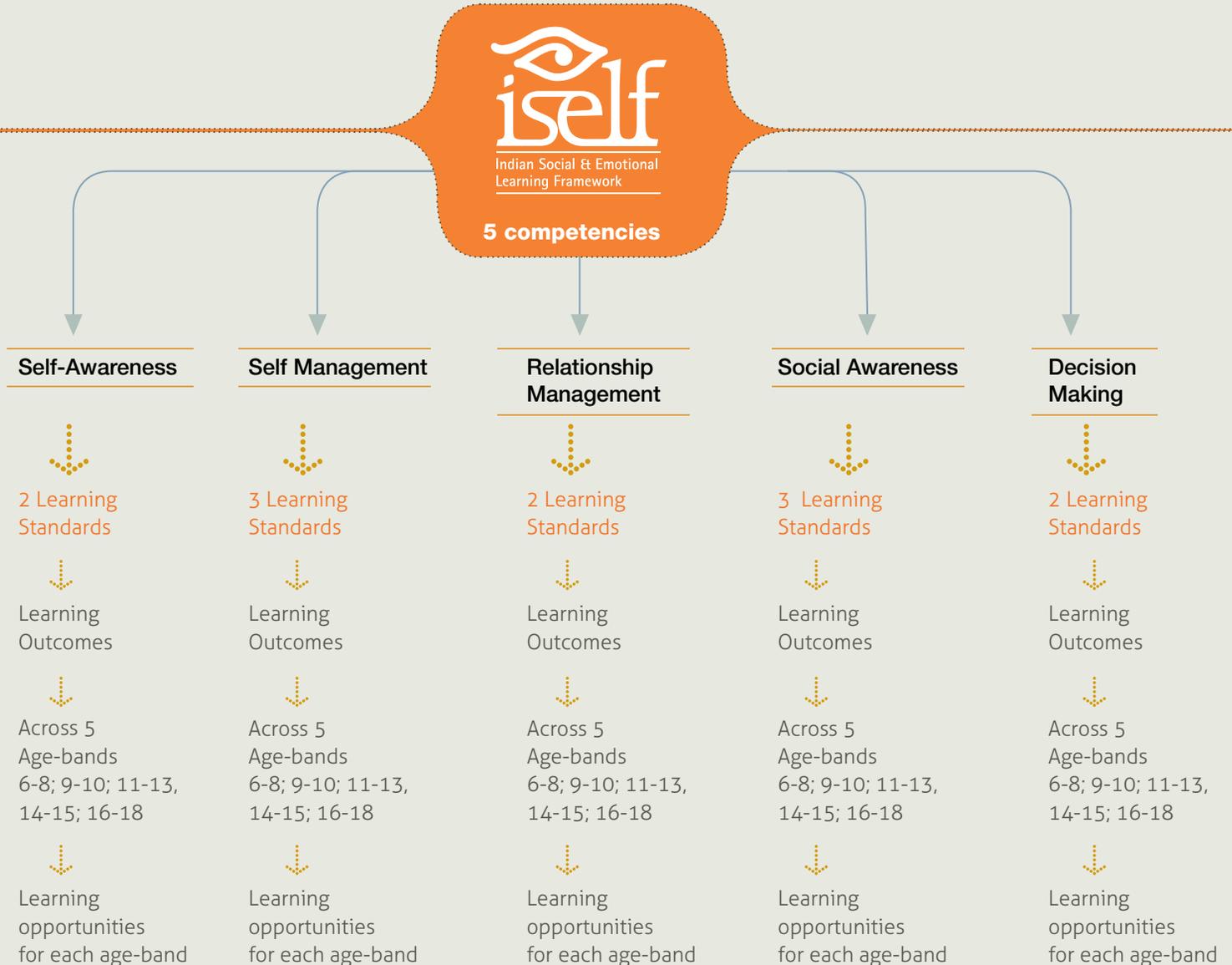
1. Relationship Management
2. Self Management
3. Social Awareness
4. Decision making
5. Self-Awareness

Inference ! Teachers and students vary in the importance they give to SEL competencies. However both teachers and students undervalue the SEL competency of Self Awareness.

10

How can we navigate ISELF?

The diagram provided below shows there are 5 age-bands in ISELF and each age-band has 5 competencies, each competency comprises of 2-3 Learning Standards and each Learning Standard has 2-3 Learning Outcomes. Finally each Learning Outcome has a set of learning opportunities that students must be provided with to develop their SEL competencies.



Here's an example to understand how to make sense of ISELF

In order to address routine negative student behaviours of bullying, conflicts amongst peers, the school/ teacher could examine the competency of Relationship Management in ISELF and its corresponding learning standard of 'Demonstrate an ability to resolve inter-personal conflicts'.

The age-banded learning outcomes provided below suggest tasks that could be designed by teachers in a grade and age-specific manner.

- ▶ **Grades 1 to 3:** Describe situations in school where students disagree or experience conflict
- ▶ **Grades 4 to 5:** Analyze how anger makes a conflict even worse; Try out alternative solutions for a conflict
- ▶ **Grades 6 to 8:** Practice refusal skills; Identify Strategies for avoiding violence
- ▶ **Grades 9 to 10:** Explain the concept of a win-win resolution in a conflict
- ▶ **Grades 11 to 12:** Evaluate various approaches for conflict resolution

11

How can schools use ISELF?

ISELF will be freely accessible online to all schools and teachers – in multiple languages from July 2019 through www.teacherfoundation.org. There are numerous ways in which schools could use ISELF with their students. Schools and teachers would need an in-depth orientation to know how to navigate through ISELF, which will be provided by The Teacher Foundation.

To make it easy for teachers to navigate ISELF, the learning standards and outcomes are provided for each age band competency-wise. There are many ways in which ISELF could be included into a school curriculum and used with children. Here are some practical approaches:

Integrated with the Academic curriculum

The ISELF could inform the teacher on what competencies to focus on depending on the subject and topic being taught and the age of the students.

Separate time-tabled SEL Periods

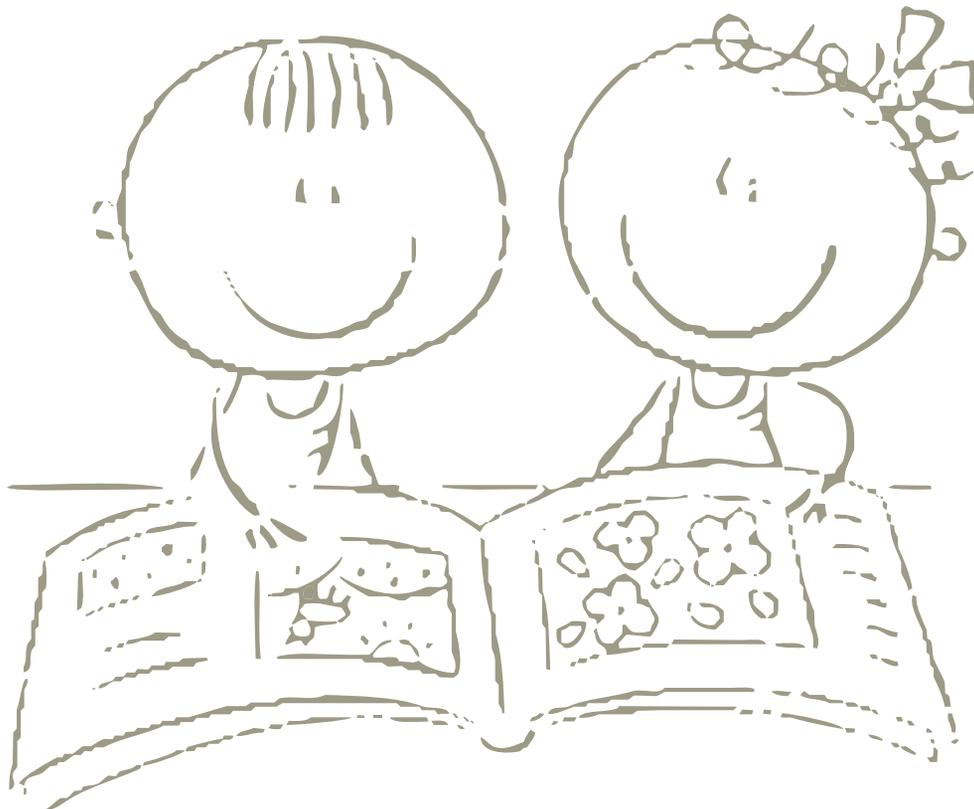
A time-tabled weekly period, across grades 1 to 12, for planned and structured sessions on SEL. The facilitator can refer to ISELF on a specific social-emotional skill appropriate to the children and plans the lesson around it.

Focussed SEL programmes

The school allots specific days at the beginning or towards the end of the academic year, or after school hours during the academic year, to conduct SEL programmes with a planned and structured approach to developing specific social emotional skills. ISELF is used to plan activities appropriate to the age group.

Specialised SEL Interventions

These interventions are specially planned for children with identified behavioural or emotional problems. Similar to other SEL interventions, they have a design and structure to meet certain key SEL objectives, within a time-frame. ISELF can be used to plan activities appropriate to the age group.



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ISELF Research Core Team (2012-2018)

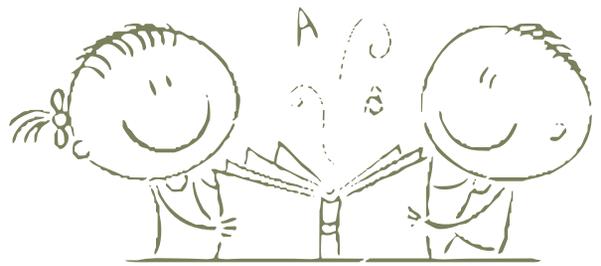
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