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Teacher Preparedness for Social-Emotional Learning: A Mixed-Methods Study of Teacher Training in Panjab, India

Enabling Teachers, Nurturing Learners

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ABSTRACT

Social and emotional learning (SEL) is increasingly recognised as an important component of holistic education, placing teachers at the centre of supporting students' social, emotional, and academic development. Despite this growing emphasis, little is known about how teacher education in India prepares teachers to integrate SEL into their classroom practice. This study examines the impact of teacher training on teachers' preparedness to implement SEL in the government schools in Panjab, India.

A sequential explanatory mixed-methods design was adopted within a pragmatic research paradigm. Survey data were collected from 50 government school teachers and 9 teacher educators, followed by semi-structured interviews with six teachers, three teacher educators, and one teacher training expert. Quantitative data were analysed using descriptive statistics, while qualitative data were analysed using reflexive thematic analysis, with findings integrated across both phases.

The findings suggest that teacher education in Panjab remains predominantly academically oriented, and SEL receiving limited and fragmented attention. Although teachers generally perceived themselves as prepared to support students' social and emotional development, this preparedness was shaped more by professional experience and specialised SEL training than by mainstream teacher education. The study further argues that effective SEL implementation not only depends on teacher training but also on broader institutional, systemic, and policy conditions. By drawing on postcolonial theory and the Capability Approach, the study highlights the need for more context-responsive approaches to teacher preparation for SEL in India and other Global South contexts.

Keywords: Social and Emotional Learning (SEL), teacher education, teacher preparedness, professional development, Panjab, India, mixed methods, Capability Approach, postcolonial theory.

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CHAPTER 1: INTRODUCTION

The purpose of education in today's world is not just to prepare young people with academic knowledge but also equip them with the social and emotional competencies needed to navigate personal, professional, and societal challenges (Brush et al., 2022). Within this broader understanding of education, social and emotional learning (SEL) has gained growing international attention as an approach that supports students' wellbeing, interpersonal relationships, emotional regulation, and academic success (Durlak et al., 2011; Greenberg et al., 2017; Jones & Doolittle, 2017). Thus, schools are no longer just viewed as spaces for ensuring academic success but also as environments that foster children's holistic development.

Central to this vision are teachers. Research shows that teachers' own social-emotional competencies, beliefs, and professional practices influence how, and to what extent they integrate SEL within classrooms (Brackett et al., 2012; Collie et al., 2015; Greenberg et al., 2017). Teachers who have competencies to build supportive and inclusive learning environments are better equipped to promote students' social, emotional, and academic development. Accordingly, teacher education and continuing professional development on these aspects have become recognised internationally as essential components of effective SEL implementation (Murano et al., 2019; Schonert-Reichl, 2017).

These developments are also reflected in the recent educational reforms in India. The National Education Policy (NEP) 2020 advocates a shift towards holistic, competency-based education that extends beyond examination-oriented learning and positions teachers as key agents in promoting students' cognitive, social, emotional, and ethical development (Kumar & Wiseman, 2021a; NCTE, 2023). While this policy marks an important shift in educational priorities, relatively little is known about how these aspirations are translated into teacher education and classroom practice, particularly within government school systems (Ramachandran & Goel, 2021).

Additionally, despite the growing international evidence on teachers' preparedness for SEL, much of the existing research has been conducted in Western educational contexts. Far less is known about how teachers are prepared to implement SEL within India's diverse cultural, institutional, and policy environments (Krishna et al., 2025). Studies which exist in this context, have largely focused on evaluating specific SEL programmes or student outcomes, with limited attention given to teacher preparation, teachers' own competencies, or the relationship between policy, teacher education, and classroom implementation (Kaur & Sharma, 2022; Sharma et al., 2024). This research thus seeks to address these gaps and examine teacher preparation for SEL within government schools in Panjab, India.

1.1 PURPOSE AND SIGNIFICANCE OF THE STUDY

This study contributes to a growing body of research examining teacher preparation for social-emotional learning in the Global South. While international scholarship has increasingly recognised teacher education as fundamental to successful SEL implementation (Murano et al., 2019; OECD, 2021), relatively little attention has been given to how these ideas are translated into educational systems such as India, where teacher education operates within distinctive historical, cultural, and policy contexts (Ahmad et al., 2026).

The study therefore contributes in three ways. First, it provides empirical evidence on teacher preparation for SEL within Panjab's government school system at a time when national policy increasingly emphasises holistic education and teacher professional development. Second, by integrating the perspectives of teachers, teacher educators, and a teacher training expert through a mixed-methods design, it offers a comprehensive understanding of the relationship between policy, teacher education, preparedness, and classroom practice. Finally, the study extends current discussions by combining postcolonial theory with the Capability Approach, arguing that teacher preparedness should be understood not simply as the acquisition of professional competencies but as the interaction between teachers' capabilities, lived experiences, institutional conditions, and historical contexts.

The rationale for this study is grounded not only in the existing literature and gaps but also in my personal and professional experiences within the education system in Panjab. Having completed my schooling and undergraduate education in Panjab and worked for the past four

years with government agencies and non-governmental organisations on teacher professional development, particularly in the area of SEL, I have developed a strong understanding of the state's educational context, teacher training systems, and policy landscape. Through this work, I witnessed how SEL had a positive impact on students but the majority of teachers struggled to understand and integrate SEL meaningfully into their classroom practice. These experiences inspired me to question the extent to which existing teacher education programmes prepare teachers for SEL and how such preparation could be strengthened to better support classroom implementation.

1.2 CONTEXT

This study focuses on the state of Panjab, India, which has approximately 27,281 schools with around six million students and employs over 273,000 teachers (UDISE, 2025). As in the rest of India, education is governed jointly by the central and state governments. While national policies such as the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) establish broad priorities, states are responsible for translating them into teacher education, curriculum reforms, and classroom practice (Ahmad et al., 2026). Thus, implementation largely depends on local priorities, institutional capacity of the state, and resources available.

The translation of national policy into educational practice involves engaging different levels of governance and several other institutions responsible for execution. In Panjab, the State Council of Educational Research and Training (SCERT) plays a central role in curriculum development, teacher education, and the design of professional development programmes. District Institutes of Education and Training (DIETs), along with other district and school-level institutions are important in delivering both pre-service and in-service teacher education and in supporting curriculum development, designing teacher trainings, upskilling teacher educators and assessing the training impact (Mohanty, 2023).

Recent reforms have positioned teacher professional development as central to implementing competency-based and holistic education (Singla & Prashar, 2022). The NEP 2020 recommends that teachers undertake at least 50 hours of continuous professional development (CPD) annually to strengthen their professional knowledge and competencies to meet the policy vision (NCTE, 2023). In response, Panjab has introduced several teacher professional

development programs through collaborations between SCERT, DIETs, district education offices, and non-governmental organisations. These initiatives are in line with the NEP 2020 holistic education vision, thus seeking to promote holistic child development, and other aspects of SEL (Kaur and Sharma, 2022).

This evolving policy landscape makes Panjab an appropriate context for examining teacher preparation for SEL. Although national policy increasingly emphasises holistic education, less is known about how these aspirations are translated into teacher education or how prepared teachers feel to integrate SEL into everyday classroom practice (Krishna et al., 2025). Examining Panjab therefore provides an opportunity to explore the relationship between policy, teacher education, and classroom implementation while generating insights relevant to other contexts undergoing similar educational reforms.

1.3 RESEARCH QUESTIONS AND OVERVIEW OF THE STUDY

This research will answer the following question:

How does teacher training in Panjab influence teachers' preparedness to integrate social-emotional learning in classroom practice?

To address this question, the study addresses three related sub-questions:

- Which SEL-related competencies are developed through pre-service and in-service teacher education programmes in practice?
- How prepared do teachers believe they are to integrate SEL competencies into their classrooms?
- How are the challenges teachers face in implementing SEL practices linked to gaps in teacher training?

To answer these questions, the study adopts a pragmatic research paradigm and an explanatory sequential mixed-methods design (Cohen et al., 2017). Quantitative data were first collected through surveys with teachers and teacher educators to examine patterns relating to teacher preparation, perceived preparedness, and implementation challenges. These findings then informed the qualitative phase, where semi-structured interviews were conducted with teachers, teacher educators, and a teacher training expert. The integration of quantitative and qualitative evidence strengthens the study by identifying broad patterns and

developing a deeper understanding of the teacher experiences and contextual factors underlying them (Creswell & Plano Clark, 2011; Cohen et al., 2017).

Two complementary theoretical perspectives further helps in more meaningful interpretation of the findings. Postcolonial theory provides a critical lens for examining how historical and structural legacies continue to shape teacher education, teacher professionalism, and educational reform within India (Batra, 2014; Crossley & Tikly, 2004; Tikly et al., 2022). Complementing this, Amartya Sen's Capability Approach conceptualises teacher preparedness not just as the acquisition of certain standardised professional competencies but as real opportunities and agency to develop and enact these competencies within their everyday classroom scenarios (Sen, 1999; Walker & Unterhalter, 2007; Tikly & Barrett, 2013). Together, these perspectives enable the study to examine teacher preparation for SEL not only as training outcome but also as a result of broader institutional, historical, and contextual conditions.

This research argues that teacher preparedness for SEL cannot be understood solely as an outcome of teacher training. It is rather an interplay of teacher education, their professional experience, institutional conditions, policy environments, and teachers' own capabilities. By examining this interplay within the context of Panjab, the study contributes to a more contextually grounded understanding of teacher preparation for SEL in the Global South.

The thesis is organised into six chapters. Following this introductory chapter, Chapter 2 reviews the literature relating to SEL, teacher preparedness and the existing research on these themes in India/ Panjab. It also presents the theoretical framework informing the study. Chapter 3 describes the research methodology adopted for the study. It outlines the research paradigm, research design, sampling strategy, data collection methods, data analysis procedures, and ethical considerations. Chapter 4 presents the findings from both the quantitative and qualitative phases of the study and integrates evidence from both phases to discuss the five emerging themes. Chapter 5 discusses the findings in relation to the existing literature and the study's theoretical framework and Chapter 6 concludes the thesis by summarising the key findings and answering the research question.

CHAPTER 2: LITERATURE REVIEW

This chapter reviews the literature on SEL and teacher preparation for integrating SEL into classroom practice, with specific attention to the Indian context. Adopting a narrative literature review approach, the chapter provides a broad and interpretive synthesis of existing scholarship, enabling the examination of diverse perspectives, themes, and debates within the field (Onwuegbuzie & Frels, 2016). This approach is particularly suited to the study of teacher preparation for SEL, as the field is complex, evolving, and highly context-dependent, requiring the integration of multiple viewpoints and the identification of key gaps and trends in the literature (Collins & Fauser, 2005).

The chapter is organised into four sections. It first reviews the conceptualisation of SEL and the role of teachers in its implementation, then examines teachers' competencies, preparedness, and teacher education, before situating these debates within the Indian and Panjab policy context to identify the research gap addressed by this study.

The last section gives an overview of the theoretical framework used for this study, the rationale behind and how it will be operationalised in the different phases of the study.

2.1 UNDERSTANDING AND CONCEPTUALISING SOCIO-EMOTIONAL LEARNING

Teaching and learning are not just academic events but also involve strong social and emotional dimensions (Brush et al., 2022). Consequently, there is growing recognition among educators, researchers and policymakers that along with a student's academic achievement and cognitive development, schools play a crucial role in fostering students' social and emotional development. A substantial body of research suggests that SEL competencies enable students to understand themselves better, build positive relationships and engage more effectively in learning, hence, improving their chances of success both in school and later in

life (Corcoran et al., 2018, Durlak et al., 2011, Greenberg et al., 2017, Jones & Doolittle, 2017).

Although widely discussed, SEL does not have a single universal definition. Different organisations and scholars conceptualise SEL in slightly different ways, based on different theoretical frameworks and educational priorities (Jones & Doolittle, 2017). In existing literature, the most widely cited definition of SEL is provided by Collaborative for Academic, Social, and Emotional Learning (CASEL) (Sharma et al., 2024). CASEL defines SEL as the process through which children and adults acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, demonstrate empathy, make responsible decisions, and achieve personal and collective goals (CASEL, 2015). CASEL organises these competencies into five broad domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. While CASEL remains the dominant framework within educational research, international organisations such as the OECD (2021) and UNESCO MGIEP (2020) have expanded SEL by linking these competencies to broader goals of lifelong learning, wellbeing, global citizenship, and sustainable development. Despite the differences in terminology and emphasis, most frameworks have common elements of development of cognitive, emotional, social, and ethical competencies (Corcoran et al., 2018).

Rather than replacing academic instruction, SEL strategies are generally implemented alongside by integrating it in existing curriculum to enhance students' overall educational experiences (Jomaa et al., 2023; Shriver & Weissberg, 2020). A substantial body of evidence links SEL to a range of positive educational and developmental outcomes. SEL has been associated with improved school climate, greater student engagement, reduced behavioural issues, and enhanced academic performance (Kaspar & Massey, 2022). A meta-analysis by Joseph Durlak et al. (2011) found that evidence-based SEL programmes lead to positive student behaviour, attitudes, and academic achievement. Longitudinal research further suggests that social and emotional competencies are associated with long-term outcomes, including college readiness, career success, healthier relationships, improved mental health, and civic participation (Greenberg et al., 2017).

More recent scholarship has further expanded traditional SEL approaches to transformative SEL, which talks about issues of identity, belonging, equity, agency, and social justice,

positioning SEL as both a developmental and socially responsive educational approach (Rivera, 2026).

Overall, the literature suggests that SEL is a broad and evolving construct and its definitions and associated competencies vary across educational, cultural, and policy contexts. For the purpose of this study, SEL is understood as a competency-based educational approach that supports individuals in understanding and managing their emotions, developing positive social relationships, and engaging responsibly within their communities in ways that contribute to both individual and collective well-being (Jones & Doolittle, 2017). Building on these conceptual foundations, the following section examines the expansion of SEL within global educational discourse.

2.1.1 Global Discourses on SEL

Over the past two decades, SEL has become an increasingly prominent feature of international education policy. Organisations including CASEL, UNESCO, UNESCO MGIEP, the OECD, and the United Nations have promoted SEL as an important component of holistic education and a key contributor to achieving Sustainable Development Goal 4, which emphasises inclusive, equitable, and quality education (Corcoran et al., 2018; OECD, 2021; UNESCO MGIEP, 2020; UNESCO, 2021). Across these initiatives, SEL is increasingly seen not only as a means of improving educational outcomes but also as supporting wellbeing, employability, resilience, global citizenship, and sustainable development.

The growing importance of SEL reflects a broader shift from viewing educational success just by measuring academic achievement, towards recognising the importance of students' social, emotional, and interpersonal development. This shift has influenced educational reforms worldwide, with many countries incorporating SEL within curriculum frameworks, teacher professional standards, and school improvement initiatives.

Although the growing prominence of SEL reflects increasing recognition of holistic education and wellbeing, scholars highlight that its global transfer may also lead to Western dominance on educational outcomes. Much of the existing evidence comes from high-income Western contexts, particularly the United States, resulting in frameworks that often reflect Eurocentric assumptions and are presented as universally applicable (Corcoran et al., 2018; Dalrymple, 2023). Consequently, these frameworks may not align with local cultural understandings, as

key SEL concepts are interpreted and expressed differently across linguistic and socio-cultural contexts (Corcoran et al., 2018). In response, recent scholarship has called for more context-sensitive approaches that critically examine the conceptualisation and implementation of SEL in diverse educational settings.

2.1.2 Critical Examination of SEL's western-centric foundation and other Limitations

In diverse global contexts, conceptualisation and valuation of SEL skills and competencies are deeply shaped by culture, including shared norms, beliefs, values, and social expectations (Corcoran et al., 2018). Despite this, to formalise and assess “soft skills,” educators and policymakers have increasingly sought to standardise SEL through structured frameworks, measurable outcomes, and its integration into existing educational systems. While such frameworks are important for ensuring consistency and accountability, they cannot be separated from the broader questions of purpose, power, and context, specifically, who designs curriculum, who delivers them, and who they are intended to serve (UNESCO MGIEP, n.d.).

Dominant understandings of SEL have largely emerged from Western educational and psychological traditions and then transferred globally to all other contexts through international development agendas and global educational reforms (Jones & Doolittle, 2017). However, experts highlight that SEL is not a modern, Western phenomenon; the basic characteristics of SEL conceptualised today by the West have existed across history and cultures for centuries (Dalrymple, 2023)

Research also suggests that in many non-Western settings, SEL is often perceived as a new term rather than a new concept. Dalrymple's (2023) research in East African refugee education found that educators readily recognised and even executed the underlying principles of SEL within existing cultural and community practices despite being unfamiliar with the formal language of social and emotional learning. This suggests that many competencies promoted through contemporary SEL initiatives have long existed within local educational traditions but are often overlooked when Western frameworks are introduced as universal models.

Scholars also highlight conceptual challenges within the SEL field itself. Different frameworks define, categorise, and assess competencies in different ways, resulting in inconsistent terminology and difficulties in comparing research findings or evaluating

programmes (Corcoran et al., 2018; Jones & Doolittle, 2017). Furthermore, understandings of emotions, relationships, and appropriate behaviour are culturally embedded, meaning that competencies valued in one context may be understood or expressed differently in another (Mesquita et al., 2026). Consequently, concepts embedded within dominant SEL frameworks may not always translate easily across linguistic and cultural contexts. Additionally, measurement remains one of the most complex and debated areas in SEL (Duckworth & Yeager, 2015). These concerns have prompted growing calls for more context-sensitive approaches of social and emotional development. A strong case to contextualise SEL programming in different contexts, and to involve different associated stakeholders in that process, has been made by various scholars and practitioners (UNESCO, 2021; INEE, 2022). But there is a gap between policy and reality as the efforts to develop locally grounded SEL frameworks often remain shaped by the oversight and guidance of Western technical experts, with limited recognition of existing SEL practices within local communities (Dalrymple, 2023).

Taken together, the literature suggests that while SEL has become an influential global educational framework, its successful implementation depends upon careful adaptation to local contexts rather than the direct transfer of standardised models (Mesquita et al., 2026). Since teachers are central to interpreting and implementing these approaches within classrooms, understanding how teacher education prepares them for this role becomes a critical area of inquiry (UNESCO MGIEP, n.d.). The following section therefore examines the literature on teachers' social-emotional competencies, teacher preparedness, and the role of teacher education in supporting SEL.

2.2 TEACHERS, TEACHER EDUCATION AND PREPAREDNESS FOR SEL

2.2.1 Teachers as Central Agents of SEL Development

The teacher's role is widely recognised as central to the successful implementation of SEL (Oktarina & Kurniawati, 2025). While school-based SEL programmes can improve students' academic achievement, wellbeing, and interpersonal relationships, their effectiveness depends largely on teachers' ability to create supportive learning environments and integrate SEL into

everyday classroom practice (Corcoran et al., 2018; Durlak et al., 2011). Consequently, teachers are increasingly viewed not only as ones responsible for academic instruction but also as facilitators of students' social and emotional development. International organisations such as UNESCO, the OECD, and the World Bank also position teachers as key agents of educational reform and holistic learning (Sayed et al., 2020).

Integration of SEL within academic instruction requires teachers to not only teach and model socio-emotional competencies, but also to create spaces for students to practice these skills across. Their everyday interactions, classroom management practices, pedagogical approaches, and relationships with students shape classroom environments in which social and emotional competencies are developed (Corcoran et al., 2018; Greenberg et al., 2017). Research demonstrates that emotionally safe and inclusive classrooms, along with positive teacher-student relationships and student-centred learning, enhance student engagement, behaviour, and socio-emotional development (Kaspar & Massey, 2022; Sharma et al., 2024). Teachers therefore play a dual role: explicitly teaching social-emotional competencies while also modelling and reinforcing them through everyday classroom practice (Durlak et al., 2011).

Recognising this central role, scholars increasingly argue that the effectiveness of SEL depends not only on programme design but also on teachers' own competencies, beliefs, and professional preparation (Brackett et al., 2012; Greenberg et al., 2017). The following section therefore examines the importance of teachers' own social-emotional competencies and the role of teacher education in preparing teachers to implement SEL effectively.

2.2.2 Teachers' Social-Emotional Competencies and SEL Training

Teachers' own social-emotional competencies are increasingly recognised as fundamental to effective teaching and the successful implementation of SEL. Beyond subject knowledge, teachers require an understanding of children's social, emotional, and cognitive development and along with that, the ability to recognise and regulate their own emotions, build positive relationships, and create supportive learning environments (Darling-Hammond, 2006; Jennings & Frank, 2015; Murano et al., 2019; Schonert-Reichl, 2017). These competencies influence teacher-student relationships, classroom management, and the quality of SEL implementation, enabling teachers to model the social and emotional skills they seek to develop in students (Greenberg et al., 2017). Thus, effective teaching requires more than the

delivery of academic content; it also depends on teachers' relational, reflective, and emotional capacities (Kaspar & Massey, 2022).

Research further suggests that strengthening teachers' social-emotional competencies benefits both teachers and students. Teachers with higher levels of emotional awareness, empathy, and self-regulation demonstrate greater self-efficacy, and are better able to support students' emotional needs, and experience lower levels of stress and burnout (Ee & Quek, 2013; Jennings & Greenberg, 2009). These competencies therefore contribute not only to students' learning and wellbeing but also to teachers' professional effectiveness and job satisfaction (Oktarina & Kurniawati, 2025).

Given their importance, scholars increasingly argue that teacher education should explicitly develop teachers' own social-emotional competencies alongside pedagogical knowledge. Effective pre-service and in-service programmes should combine conceptual understanding of SEL with opportunities for reflection, practice, mentoring, and ongoing professional support rather than focusing just on instructional techniques (Greenberg et al., 2017; Murano et al., 2019; Schonert-Reichl, 2017). Embedding SEL within mainstream teacher education also reinforces its role as a core component of effective teaching. Research further suggests that teacher training should emphasise self-care and well-being through practices such as mindfulness, physical activity, and other restorative approaches that support teachers' mental health (Kaspar & Massey, 2022). Incorporating the assessment of these competencies into teacher education and professional development programmes may further support their systematic growth and monitoring (Murano et al., 2019).

Despite growing recognition of these needs, evidence consistently indicates that teachers receive limited preparation for SEL. Research frequently suggests that both novice and experienced teachers frequently report insufficient knowledge and confidence to support students' social and emotional development (Jomaa et al., 2023; Schonert-Reichl et al., 2015). Existing professional development often relies on short-term, "one-shot" workshops that provide little opportunity for sustained learning, reflection, or classroom application (Jennings & Frank, 2015). Consequently, scholars argue that strengthening teachers' preparedness requires systematically integrating SEL across both pre-service and in-service teacher education rather than relying on isolated training initiatives (Murano et al., 2019).

These findings suggest that the effectiveness of SEL depends not only on programme design but also on teachers' own competencies and preparedness. This raises an important question regarding how teachers perceive their role in supporting students' social and emotional development, and whether they feel sufficiently prepared to integrate SEL into everyday classroom practice (Collie et al., 2015; Schonert-Reichl, 2017). The following section therefore examines teachers' beliefs and perceptions regarding SEL.

2.2.3 Teacher Beliefs, Perceptions and Preparedness towards SEL

Teachers' preparedness for SEL extends beyond knowledge and skills to include their beliefs, confidence, and perceptions of their professional role. As the primary implementers of SEL, teachers' beliefs influence how they interpret, prioritise, and integrate social and emotional learning into classroom practice (Brackett et al., 2012; Collie et al., 2015; Schonert-Reichl, 2017). Research consistently shows that teachers who perceive SEL as an important component of education and feel confident in their own abilities are more likely to integrate SEL effectively in everyday classroom interactions, including modelling, coaching, and scaffolding, and sustain these practices over time (Collie et al., 2015; Schultz et al., 2010).

Conversely, lower levels of confidence, teaching self-efficacy, or commitment are associated with weaker implementation and reduced programme fidelity (Brackett et al., 2012).

Teachers' beliefs are not formed in isolation but are shaped by the conditions and contexts in which they work. Where professional development is responsible to strengthen teachers' confidence and preparedness, supportive school leadership and positive school cultures further encourage greater commitment to SEL implementation in teachers (Collie et al., 2015; Schonert-Reichl, 2017). For example, Collie et al. (2015) found that teachers who received stronger professional support demonstrated greater confidence and implemented SEL more effectively, resulting in more positive student outcomes. These findings suggest that teacher preparedness reflects not only individual capability but also the quality of professional learning and organisational support available to teachers.

Broader structural conditions also shape teachers' willingness and ability to engage with SEL. Limited instructional time, competing academic priorities, and accountability pressures often constrain implementation, leading teachers to prioritise academic content over students' social and emotional development (Ee & Quek, 2013; Schultz et al., 2010). Existing research therefore conceptualises teachers' preparedness across three interconnected dimensions:

teachers' own confidence and commitment, school-level support and culture, and the quality of professional development and implementation support (Sharma et al., 2024).

Scholars further argue that teachers' beliefs cannot be fully understood without considering the cultural contexts in which they are formed. Understandings of emotions, relationships, and teaching are shaped by local cultural values and educational traditions, suggesting that teachers' preparedness for SEL is likely to vary across different contexts (Poulou et al., 2018). However, most existing evidence continues to originate from Western educational systems, with comparatively limited research examining how teachers in countries such as India understand, experience, and prepare for SEL within their own policy, cultural, and teacher education contexts (Kaur & Sharma, 2022; Yoder, 2014). This highlights the need for context-sensitive research exploring the relationship between teacher preparation, preparedness, and the implementation of SEL in India. The following section therefore examines the Indian policy and research landscape.

2.3 SEL AND TEACHER PREPARATION IN THE INDIAN CONTEXT

2.3.1 Indian Educational Landscape

India has one of the world's largest education systems, accommodating approximately 246.9 million students through over 10 million teachers (UDISE, 2024-25). Education is constitutionally decentralised, with responsibility shared between central and state governments, meaning that national policies are interpreted and implemented differently across states (Ahmad et al., 2026). Within this system, teacher education and professional development are primarily delivered through institutions such as the District Institutes of Education and Training (DIETs), alongside State Councils of Educational Research and Training (SCERTs) and Block and Cluster Resource Centres (BRCs and CRCs), which support both pre-service and in-service teacher education (Mohanty, 2023).

Coming onto the teacher education in India, it has evolved alongside broader educational reforms that have increasingly shifted from examination-oriented approaches towards learner-centred and competency-based education. While policies such as the National Curriculum Framework (2005) and the National Curriculum Framework for Teacher Education (2009) promoted reflective teaching and context-specific pedagogies, the system

still continued to prioritise traditional indicators of teacher quality, including qualifications and formal training, over broader professional competencies (Kumar & Wiseman, 2021a; NCERT, 2024). Despite initiatives such as NISHTHA and expanded continuing professional development programmes, teacher education continues to face challenges including uneven training quality, limited institutional capacity, and varied implementation across states (NCTE, 2023; Tata Institute of Social Sciences, 2019).

Against this backdrop, the National Education Policy (NEP) 2020 represents a significant shift towards holistic education by explicitly recognising students' cognitive, social, emotional, and ethical development as key educational goals. It also positions teachers as central agents of educational transformation and proposes stronger models of continuous professional development, recommending at least 50 hours of annual CPD (Kumar & Wiseman, 2021b; Mohanty, 2023). This renewed policy emphasis provides the context for examining how social and emotional learning is conceptualised within contemporary Indian education policy.

2.3.2 SEL within current Indian Education Policies

The NEP, 2020 marks a significant shift in Indian education by moving beyond rote-memorisation approaches towards holistic and all round development as the purpose of education (NCTE, 2023). Unlike earlier policy frameworks, NEP 2020 explicitly recognises the importance of students' cognitive, social, emotional, and ethical development and promotes pedagogies that foster competencies such as empathy, communication, collaboration, and responsible decision-making (Mahajan, 2024; Singla & Prashar, 2022). It also emphasises the creation of inclusive and supportive school environments that promote the wellbeing of both students and teachers.

Building on this vision, the National Curriculum Framework (NCF) 2023 provides curricular guidance for implementing holistic education through contextualised, experiential, and competency-based learning. The framework integrates social-emotional learning into classroom practice by emphasising student wellbeing, positive teacher-student relationships, and inclusive pedagogies that support students' all-round development (Krishna et al., 2025; Lenka & Tripathi, 2025). Together, these policy documents position SEL as an important component of educational quality rather than an additional programme.

A central feature of these reforms is the important and very central role of teachers. NEP 2020 and the National Professional Standards for Teachers (NPST) position teachers not only as providers of academic instruction but also as facilitators of students' holistic development. Teachers are expected to adopt varied ways of teaching which create supportive classroom environments, promote students' social, emotional, ethical, and cognitive development along with focussing on their mental wellbeing (NCERT, 2024; NCTE, 2023). To support this transition, the policy has put major focus on teacher education and continuous professional development, recommending a minimum of 50 hours of annual CPD and promoting initiatives such as NISHTHA, which includes dedicated modules on social-emotional learning and safe school environments (Kumar & Wiseman, 2021b; Singla & Prashar, 2022).

Despite this strong policy commitment, scholars argue that there are important implementation challenges within the system. While NEP 2020 recognises the value of SEL, it provides comparatively limited guidance regarding how teachers should develop their own social-emotional competencies or systematically integrate SEL into everyday classroom practice. Furthermore, disparities in institutional capacity, educational resources, and digital infrastructure continue to create uneven opportunities for implementation across different regions and school contexts (Mahajan, 2024; UDISE, 2021–22). Consequently, researchers argue that achieving the aspirations of NEP 2020 requires more than policy endorsement; it depends upon relevant and consistent teacher education, sustained professional development, institutional support, and context-sensitive implementation across the education system (Kumar & Wiseman, 2021b; Mahajan, 2024).

Overall, current policy frameworks demonstrate an important shift towards recognising social and emotional learning and the broader professional role of teachers within holistic education. However, questions remain regarding how these aspirations are translated into teacher education and classroom practice, particularly within diverse state contexts such as Punjab. The following section therefore reviews existing research on SEL and teacher preparedness in India and Punjab.

2.3.3 Existing research on SEL and teacher preparation in India and Punjab

Although recent policy reforms position SEL as an important educational priority, evidence from India suggests that translating these aspirations into practice remains challenging. Ramachandran & Goel (2021) argues that while NEP 2020 and NCF 2023 present a

conceptually strong vision, their implementation depends on educators' capacity and how they adapt these reforms within diverse and often resource-constrained classrooms. India's linguistic, cultural, and socio-economic diversity, together with uneven infrastructure, makes the implementation of innovations such as SEL particularly complex (Ahmad et al., 2026).

Evaluations of initiatives such as the CBSE Life Skills Programme similarly report positive outcomes in students' communication, empathy, and conflict resolution while highlighting difficulties in scaling SEL across diverse educational contexts (Nongkynrih & Chhetri, 2025). Existing studies also demonstrate the potential benefits of SEL within Indian schools. Research has linked structured SEL programmes to reduced examination anxiety (Kumar & Singh, 2018), improved student wellbeing (Nongkynrih & Chhetri, 2025), and stronger social-emotional competencies. However, these studies consistently identify teacher preparation as a critical factor for successful implementation. Ahmad et al. (2026) argue that SEL should be systematically embedded within both pre-service and in-service teacher education, while the Indian Social and Emotional Learning Framework (ISELF) found that although teachers valued students' social-emotional development, many continued to prioritise academic learning and viewed SEL as something acquired through experience rather than explicit classroom teaching (The Teacher Foundation, 2019). Similarly, a study by Dream a Dream (2023) reported that teachers recognised the importance of SEL but experienced limited preparation, with professional development remaining largely academically focused and constrained by competing priorities and limited institutional support.

Research also highlights broader structural challenges affecting teacher preparedness. Teachers frequently experience heavy workloads, non-teaching responsibilities, classroom pressures, and increasing accountability demands, all of which affect their wellbeing and capacity to implement SEL (NCERT, 2024). At the same time, coming from colonial legacies, professional development in India continues to be criticised for following a largely "teacher deficiency" model characterised by standardised, one-off training that is often disconnected from classroom realities, resulting in limited evidence of sustained changes in teaching practice (Singh & Sarma, 2025).

Research specifically examining SEL and teacher preparedness in Panjab remains scarce. One study conducted by Kaur and Sharma (2022) found that while preschool teachers

demonstrated general awareness of SEL, significant differences existed between public and private schools, largely reflecting unequal access to professional development. The authors emphasised the need for context-sensitive teacher education and stronger institutional support for SEL implementation.

Overall, the literature demonstrates growing recognition of SEL within Indian education alongside persistent gaps between policy aspirations and classroom practice. While existing studies highlight the importance of teacher preparation, they are largely programme-specific and provide limited understanding of how teacher education, preparedness, policy, and implementation interact within state education systems such as Panjab. This study addresses that gap by examining teacher preparation for SEL through the interconnected perspectives of policy, teacher education, teacher preparedness, and classroom practice.

2.4 THEORETICAL FRAMEWORK

Teacher preparation for SEL in India is a complex phenomenon influenced by historical, institutional and individual factors. To briefly capture these different dimensions, this study draws on two complementary theoretical perspectives. Postcolonial Theory provides a macro-level lens for understanding how colonial legacies continue to shape teacher education in India and mainly guides the first and third research question about the institutional aspects of teacher education. Sen's Capability Approach offers a more practice-oriented perspective for examining teachers' agency, professional development, and opportunities to implement SEL, relevant for the second and third research questions.

2.4.1 Postcolonial Theory

Postcolonial theory for this research serves to understand how historical, political, and institutional contexts shape teacher preparation for SEL in India. Postcolonial scholars such as Edward Said (1978) and Gayatri Spivak (1988) argue that colonialism has influenced not only political and economic systems but also the production of knowledge and educational institutions. Building on these foundations, scholars of comparative education have demonstrated how colonial legacies continue to shape education systems, teacher professionalism, and policy in many countries of the Global South (Batra, 2014; Crossley & Tikly, 2004; Tikly et al., 2022).

A postcolonial perspective is particularly relevant to this study for two reasons. First, teacher education in India has evolved within structures that were originally established during the colonial period. Scholars argue that these historical legacies continue to influence contemporary teacher education through an emphasis on standardisation, compliance, subject delivery, administrative tasks and the technical aspects of teaching, often leaving limited space for reflective, context-responsive, and holistic approaches to teacher development (Batra, 2014; Kumar & Wiseman, 2021a). Examining teacher preparation through a postcolonial lens therefore enables these features to be understood as historically embedded rather than simply as contemporary policy choices.

Second, in the existing literature both teacher professionalism and SEL have largely been conceptualised through Western theoretical frameworks. Much of the existing literature reflects the experiences of teachers working in high-income countries and often assumes universal understandings of teaching, learning, and socio-emotional competence. Such approaches may overlook the diverse realities of teachers working within resource-constrained and culturally distinct contexts in the Global South (Tikly et al., 2022). Similarly, research on SEL has predominantly focused on measuring predefined competencies and programme outcomes, with relatively limited attention given to how teachers themselves understand, experience, and negotiate SEL within their local educational contexts (Dalrymple, 2023). A postcolonial perspective therefore provides a means of critically examining how global educational ideas are interpreted, adapted, and enacted within the Indian context.

Drawing on Tikly et al. (2022), this study adopts a decolonising perspective on teacher professionalism that foregrounds the experiences, voices, and agency of teachers and teacher educators, rather than positioning them as passive recipients of policy or externally defined notions of professionalism. This perspective provides a critical lens in interpretation of the findings to examine how teacher preparation for SEL is shaped by historical legacies, institutional structures, and contemporary policy processes. It also encourages critical engagement with assumptions about teacher education by recognising the context, local knowledge, and teachers' lived experiences during the data collection process. In doing so, the study seeks to understand how teachers interpret and enact SEL within the realities of their professional lives and the wider educational systems in which they work.

2.4.2 Capability Approach

While postcolonial theory provides a lens for understanding the historical and structural factors shaping teacher education, Amartya Sen's Capability Approach (Sen, 1999) offers a complementary framework for examining teachers' professional preparedness and agency. Rather than evaluating education just in terms of resources, training provision, or measurable outcomes, the Capability Approach focuses on what individuals are genuinely able to do and be. It emphasises the expansion of people's capabilities, the real opportunities and freedoms they have to develop knowledge, skills, and ways of living (Batra, 2014).

Applied to teacher education, this perspective shifts attention beyond whether teachers have received SEL training to whether they have the capabilities to meaningfully integrate SEL into their professional practice. These capabilities include not only teachers' internal competencies, such as emotional awareness, empathy, confidence, and reflective practice, but also the external conditions that enable or constrain their use, including supportive school environments, institutional recognition, professional autonomy, and enabling policy contexts (Sen, 1999; Tikly & Barrett, 2013).

The Capability Approach has been increasingly applied within education to challenge narrow conceptions of teacher quality based only on technical skills or human capital development. Instead, it views teacher professionalism as a broader process of enabling teachers to exercise agency, make professional judgements, and support the holistic development of learners (Walker & Unterhalter, 2007; Tikly & Barrett, 2013). From this perspective, teacher preparation is understood not simply as the acquisition of competencies but as the creation of conditions that allow teachers to develop, value, and apply these competencies in ways that are meaningful within their own educational contexts (Batra, 2014).

This perspective is particularly relevant to the present study, which seeks to understand not only the competencies teachers develop through pre-service and in-service education but also the factors that enable or constrain their implementation of SEL in schools. This guides the approach of data collection, which tends to not only inquire about the execution of SEL and issues around it, but go in depth to understand how teachers' beliefs, daily struggles and past knowledge also impact their preparedness.

Taken together, these perspectives move the analysis beyond questions of whether SEL is included within teacher education to examine how teacher preparation is experienced, what conditions enable or constrain its implementation. These theoretical perspectives eventually inform the interpretation of the findings presented in the discussion chapter.

Having established the conceptual and theoretical foundations of the study, the next chapter presents the research methodology, explaining how the research was designed and conducted to address the research questions.

CHAPTER 3: METHODOLOGY

This study adopts a sequential explanatory mixed-methods design to investigate teacher preparation for SEL in Panjab (Cohen et al., 2017). The quantitative phase comprised a survey of teachers and teacher educators examining the competencies developed through teacher training, teachers' preparedness to integrate SEL, and the challenges associated with its implementation. Building on these findings, the qualitative phase involved semi-structured interviews with teachers, teacher educators, and a teacher training expert to further explore the patterns identified in the survey and gain deeper insight into participants' experiences and perspectives. Integrating quantitative and qualitative evidence enabled a richer understanding of teacher preparation for SEL and the contextual factors influencing its implementation, making this approach particularly suitable for the study (Schiepe-Tiska et al., 2021).

This chapter outlines the methodological approach adopted to address the research questions. It describes the research paradigm, research design, sampling strategy, data collection and analysis procedures, and concludes by discussing research quality, ethical considerations, and the study's limitations.

3.1 RESEARCH PARADIGM, POSITIONALITY AND VALIDITY

This study adopts pragmatism as its guiding research paradigm, widely recognised as an appropriate philosophical foundation for mixed-methods research. Rather than viewing quantitative and qualitative methods as competing approaches, pragmatism recognises that different forms of evidence can provide complementary insights and should be selected according to the research questions (Cohen et al., 2017). Given the complexity of teacher preparation for SEL, this perspective enabled the study to examine not only broader patterns across participants through surveys, but also the experiences and contextual factors underlying those patterns through interviews.

My positionality also shaped the research process. Having grown up in Panjab and worked for four years with government agencies and non-governmental organisations on teacher professional development, particularly in relation to SEL, I entered the study with familiarity with the educational context, policy landscape, and teacher training system. This insider position facilitated access to participants, enabled rapport during interviews, and supported the use of contextually relevant probing questions in participants' first language. At the same time, I recognised that these experiences could influence my assumptions about teacher preparation and SEL. To minimise this risk, I adopted a reflexive approach throughout the research process, remaining open to perspectives that challenged my prior understandings and allowing participants' accounts to shape the interpretation of the findings (Caretta, 2015).

Consistent with this reflexive stance, the study does not seek statistical generalisation, as participants were purposely sampled and the findings are situated within the specific educational context of government schools in Panjab. Instead, the aim is to generate contextually grounded insights with analytical relevance for similar settings (Cohen et al., 2017). The credibility of the findings was strengthened through methodological triangulation, with interview data corroborating and explaining survey findings and enabling areas of convergence and divergence to be explored in greater depth (Creswell and Plano Clark, 2011; Schiepe-Tiska et al., 2021).

3.2 RESEARCH DESIGN

Teacher preparation for SEL is a complex phenomenon and while survey methods can provide insight into participants' perceptions of training, preparedness, and implementation challenges, they may not fully capture the contextual factors and experiences that shape these perceptions (Mesquita et al., 2026). Furthermore, research examining SEL frequently relies on self-reported data, which can be influenced by participants' interpretations and experiences (Oktarina and Kurniawati, 2025). Recognising these considerations, the present study adopted a mixed-methods approach, as employed in recent SEL-related research (Schiepe-Tiska et al., 2021; Oktarina and Kurniawati, 2025).

Mixed-methods research extends beyond the collection of different types of data and integrates quantitative and qualitative approaches to develop a more comprehensive understanding of a research problem. It enables researchers to explore not only what patterns exist but also why they occur and how they are experienced in practice (Cohen et al., 2017). More specifically, this study adopted a sequential explanatory mixed-methods design, in which quantitative data are collected and analysed first, followed by qualitative data collection to further explain and contextualise the initial findings (Cohen et al., 2017). Survey data thus examined the competencies developed through teacher trainings, teachers' preparedness for SEL integration, and challenges associated with it. Analysis of the survey findings identified several areas requiring further exploration which informed the development of the interview protocol.

Semi-structured interviews with teachers, teacher educators, and a teacher training expert were conducted to provide deeper insight into the experiences, perceptions, and contextual factors underlying the survey findings. The integration of survey and interview data enabled a more nuanced understanding of teacher preparation for SEL and the factors influencing its implementation than would have been possible through a single methodological approach (Creswell and Plano Clark, 2011).

3.3 RESEARCH METHODS

This study employed two methods of data collection: a survey and semi-structured interviews. The survey was conducted with government school teachers and teacher educators and primarily aimed to address the first two research questions of the study. It consisted of closed-ended questions and Likert-scale items examining training themes, competencies developed through training, preparedness to integrate SEL, confidence in implementing SEL-related practices, frequency of SEL implementation, and perceived challenges associated with classroom integration.

The survey instrument (Appendix A) was developed by drawing on existing literature and validated frameworks on teacher training evaluation and teachers' social-emotional competencies (Brackett et al., 2012; Darling-Hammond, 2006; Yang & Wei, 2025; OECD, 2021; NPST, 2023). Survey items were adapted from themes consistently identified across

these frameworks and related studies (Collie et al., 2015; Yang & Wei, 2025). Questions on training content, competencies developed, and opportunities for practical application were informed by teacher training evaluation literature, while the Teacher SEL Beliefs Scale informed items on teachers' confidence and perceived preparedness to integrate SEL (Brackett et al., 2012). The OECD Survey on Social and Emotional Skills supported the translation of broader SEL competencies into accessible classroom practices, and the National Professional Standards for Teachers (2023) contextualised the survey within the Indian education system by informing competencies related to child development, inclusive pedagogy, student engagement, and holistic education. Together, these sources ensured that the survey captured both teacher education outcomes and SEL-related competencies relevant to the Indian context.

Following the survey, semi-structured interviews were conducted with teachers, teacher educators, and a teacher training expert from Panjab. The interview protocol (Appendix B, C, D) was informed by the survey findings and existing literature on teachers' SEL beliefs and implementation experiences (Brackett et al., 2012; Schiepe-Tiska et al., 2021). The interviews explored participant's understanding of SEL, the role of teacher education in developing SEL-related competencies, and the contextual factors enabling or constraining implementation. Particular attention was given to explaining survey findings, including the limited emphasis on SEL within teacher education, teachers' perceived preparedness despite limited training, and differing perspectives between teachers and teacher educators. Including a teacher training expert provided additional insight into the policy and systemic factors influencing teacher preparation for SEL and contributed to addressing the third research question.

All interviews were conducted online via Zoom using a semi-structured interview guide. While a common protocol was followed, the flexible format enabled participants to elaborate on their experiences and allowed probing questions where relevant. Together, the survey and interviews provided complementary evidence, with the survey identifying patterns and the interviews offering deeper explanations of the experiences and contextual factors underlying them (Oktarina & Kurniawati, 2025).

3.4 SAMPLING

This study employed purposive sampling to recruit participants who could provide relevant insights into teacher preparation for SEL within Panjab's government school system.

Purposive sampling was considered appropriate because the study sought information-rich participants directly involved in teacher education and classroom implementation rather than a statistically representative sample (Cohen et al., 2017).

Participants were recruited with the support of the State Council of Educational Research and Training (SCERT), Panjab, which facilitated access by identifying potential participants who met the study's sampling criteria. Selection was based on participants' professional role, geographical representation, and experience of teacher education programmes.

3.4.1 Survey Participants

The survey included 50 government school teachers and 14 teacher educators. Teachers were recruited from three districts, Tarn Taran, Mohali, and Jalandhar, representing the three major regions of Panjab (Majha, Malwa, and Doaba) and included participants from both rural and urban schools teaching Grades 6-10. To compare different training experiences, the teacher sample comprised teachers who had received additional SEL-focused training alongside those who had participated only in regular pre-service and in-service teacher education. Teacher educators included government trainers and educators from non-government organisations working with the Department of Education. Efforts were made to include participants with experience of both general teacher training and SEL-related professional development in order to capture a range of perspectives.

3.4.2 Interview Participants

Following the survey, six teachers, three teacher educators, and one teacher training expert participated in semi-structured interviews. Teachers and teacher educators were selected from survey respondents who consented to further participation, while ensuring representation across districts and training backgrounds. The teacher training expert, nominated through SCERT, provided broader policy and institutional perspectives. Together, the sample represented multiple stakeholder groups and enabled comparison across different experiences of teacher preparation for SEL.

This study employed purposive sampling to recruit participants who could provide relevant insights into teacher preparation for SEL within the government school system of Panjab.

3.5 DATA COLLECTION

Data collection was conducted in two sequential phases, consistent with the explanatory mixed-methods design adopted in this study. Ethical approval was obtained from the University of Glasgow before data collection commenced. All participants received a participant information sheet, privacy notice, and consent form outlining the purpose of the study, the voluntary nature of participation, confidentiality arrangements, and their right to withdraw at any stage without consequence (Documents shared with participants in Appendix E, F, G, H, I).

3.5.1 Phase One: Survey

The first phase involved administering an online survey through Microsoft Forms, which was selected because it is widely used within the Panjab education system and therefore familiar to participants. The survey form was sent to 80 teachers and 20 teacher educators. 50 teachers and 14 teacher educators responded to the survey which was then used for the analysis.

3.5.2 Phase Two: Semi-Structured Interviews

The second phase involved semi-structured interviews with a subset of survey participants, together with one teacher training expert. Interviews were conducted online via Zoom, lasted approximately 45-60 minutes, and were audio-recorded with participants' informed consent before being transcribed for analysis.

Both the survey and interviews were conducted primarily in Panjabi, participants' first language, to encourage open communication and minimise language barriers. Interview transcripts were translated into English by the researcher, who is fluent in both languages, while preserving participants' intended meanings and cultural nuances. All transcripts were anonymised prior to translation, and a reflexive approach was maintained throughout the translation process to minimise interpretive bias and ensure participants' voices were represented faithfully (Caretta, 2015).

3.6 ETHICAL CONSIDERATIONS

This study was conducted in accordance with the BERA (2024) Ethical Guidelines for Educational Research and received ethical approval from the University of Glasgow prior to data collection. Beyond meeting procedural requirements, the study recognised that ethical

research involves producing valid and meaningful knowledge while respecting participants' rights, dignity, and wellbeing (Hammersley and Traianou, 2012).

Participation in the study was entirely voluntary, and informed consent was obtained from all participants prior to data collection along with a privacy notice. Participants were provided with a Participant Information Sheet outlining the purpose of the study, the nature of their involvement, the intended use of the findings, and their right to withdraw at any stage without consequence (Cohen et al., 2017).

Confidentiality and anonymity were maintained throughout the research. All identifying information relating to participants and institutions was removed during transcription and analysis, and only participant codes were used. Data were stored securely on encrypted, password-protected University-approved systems and were accessible only to the researcher and supervisory team (Cohen et al., 2017).

Given that access to participants was facilitated through SCERT, particular care was taken to ensure that participation remained voluntary and free from perceived coercion. All communication, consent procedures, and data collection were conducted directly by the researcher, ensuring participants' autonomy and confidentiality throughout the study.

3.7 DATA ANALYSIS

3.7.1 Quantitative Data Analysis

Survey data were analysed using descriptive statistics in Microsoft Excel (Ahmadi and Keshavarzi, 2013). Responses collected through Microsoft Forms were exported and organised for analysis. Frequencies and percentage distributions were calculated for all closed-ended and Likert-scale items, and the findings were presented through graphs and summary tables.

The analysis focused on identifying patterns relating to training themes, competencies developed through teacher training, preparedness for SEL integration, confidence in implementing SEL-related practices, and perceived implementation challenges. Responses from teachers and teacher educators were analysed separately and subsequently compared to identify areas of convergence and divergence between the two groups. The purpose of the quantitative analysis was to identify and describe trends relevant to the research questions

rather than to establish statistical relationships or make broader generalisations (Collie et al., 2015).

The findings from the survey phase informed the development of the interview guide by highlighting areas requiring further exploration during the qualitative phase of the study (Yang and Wei, 2025).

3.7.2 Qualitative Data Analysis

The interview data were analysed using reflexive thematic analysis (Braun and Clarke, 2006), selected for its suitability in exploring participants' experiences, perceptions, and understandings while identifying patterns relevant to the research questions. Its flexibility also makes it particularly appropriate for educational and mixed-methods research (Braun and Clarke, 2006; Kushnir, 2025).

In Braun and Clarke's (2006) six-phase approach to thematic analysis, the first phase involved familiarisation with the data through repeated reading of the interview transcripts and reflective note-taking. In the second phase, initial codes were generated to capture meaningful features of the data relevant to teacher preparation, preparedness, and SEL implementation. (A list of 80 initial codes is provided in Appendix J)

The third phase involved organising related codes into broader categories and potential themes as shown in figure 1. These initial themes were then reviewed and refined to ensure that they accurately reflected participants' accounts and addressed the research questions. In the fifth phase, themes were clearly defined and named according to the central patterns of meaning they captured. Finally, the themes were developed into an analytical narrative supported by participant quotations and linked to survey findings (Clarke and Braun, 2014). The coding process combined both inductive and deductive elements. While the analysis was informed by the research questions, themes were not predetermined and were allowed to emerge from participants' experiences and perspectives (Xu and Zammit, 2020). Through this iterative process, five overarching themes were generated that formed the basis of the qualitative findings.

Finally, quantitative and qualitative findings were integrated to address the research questions. Survey findings identified key patterns, while interview data explained the experiences and contextual factors underlying them. This integration also enabled methodological triangulation by comparing and corroborating evidence across multiple participant groups and data sources (Cohen et al., 2017).

Code no.	INITIAL CODE	Theme no.	INITIAL THEME	SUMMARY	QUOTES
1	Teaching students the subject	1	Teacher training focuses on subject knowledge, exams, FLN and academic outcomes.	The focus of teacher training in Punjab is mainly on subject knowledge and using different activities and TLMs to engage students in subject learning, eventually to ensure good results in exams and rote memorisation. Overall, there is a systemic priority on basic literacy and numeracy even in middle and secondary school levels, which is reflected in teacher training spaces and government programs as well. Teachers end up focusing more on the subject as they are also assessed based on student's success in their subject and not wellbeing.	"Teachers are only made to understand this thing that how and with which methods the syllabus has to be completed and also how to teach them."
3	Classroom management				"It's (training) only in relation to preparing children for exams. I am saying that basically the focus is upon the book and its rote memorisation only from the given age-old books."
4	Subject preparation of teacher				"Because let's say someone comes to check in the school, they will just ask about the syllabus and not if we have supported any child emotionally or mentally. So we have to focus on syllabus completion only."
6	Using different teaching methods, activities, TLM, focussed on subject to increase student engagement				"Mission Samrath is there, and it has been going on for the past 3 to 4 years... I don't think there's any new learning happening through it"
7	Preparing students for exams and rote memorisation				
10	Training on Government programs like Mission Samrath				
14	Excessive syllabus and focus on results				
17	Teachers are assessed based on student result and not wellbeing				
20	Teacher needs autonomy on subject and pedagogy				
23	More critical the subject, lesser a teacher can go beyond it				
35	Systemic prioritisation of FLN, sidelining anything else				
11	Lack of time to cater to SEL/ holistic development/ SEL integration	4	Time, workload, non-academic duties, accountability demands and syllabus pressures hinder SEL implementation.	Teachers face systemic challenges beyond training issues, which are reported to be the major hurdle in catering to the holistic needs of students. Major ones being: lack of time due to the workload of non-academic duties, and an excessive syllabus. Teachers mostly feel stressed and burdened, and SEL trainings and content delivery add to their burden.	"We have a lot of syllabus too, our focus is to finish the syllabus and prepare students for exams; that is the focus of the teacher."
13	Heavy work load and non-academic duties				"Most of our time goes in non-teaching work and official duties, which reduces the time we can spend with children."
22	Reduction of non-academic work to spend more time in class				"When there are so many students in one class, and one teacher catering to multiple subjects, it becomes difficult to understand every child's needs and give them individual attention."
30	Shortage of teachers				"When teachers themselves are under stress and pressure, how can they focus on children's emotional needs?"
33	One teacher cater multiple subjects leading to lack of time				"There should be less pressure regarding marks and syllabus completion, and more focus on children's overall development."
36	Lack of resources in schools				"Most of our time goes in administrative work and duties outside teaching..."
38	Separate time is required for SEL activities				
48	Teachers are stressed, overburdened and pressured impacting their efficiency				
50	SEL integration issues due to student teacher ratio				
21	Improvements in syllabus and reduced exam stress				
25	Shift in training from subject related to holistic education				

Figure 1: Organisation of Interview Codes into Themes

3.8 LIMITATIONS OF THE STUDY

This study has several limitations that should be considered when interpreting the findings.

First, the use of purposive sampling and the focus on government schools in Punjab mean that the findings are context-specific and are not intended to be statistically generalisable to other educational settings.

Second, the study relies primarily on participants' self-reported perceptions of training, preparedness, and classroom practices (Oktarina & Kurniawati, 2025). Although these provide valuable insights into participants' experiences, they may not always reflect actual classroom practice. This limitation was partly addressed through the sequential explanatory mixed-methods design, whereby interview findings triangulated and contextualised the survey results (Schiepe-Tiska et al., 2021).

Finally, although the qualitative sample was relatively small, it included teachers, teacher educators, and a teacher training expert, enabling multiple perspectives to be compared. The integration of quantitative and qualitative evidence further strengthened the depth and credibility of the findings.

The following chapter presents the findings of the study, drawing together evidence from the quantitative and qualitative phases to address the research questions.

CHAPTER 4: FINDINGS AND ANALYSIS

This chapter presents the findings from the quantitative and qualitative phases of the study. Overall, the findings suggest that teacher education programmes in Panjab develop competencies related to both academic teaching and SEL, although academic priorities remain more prominent. Despite reporting limited explicit preparation for SEL, teachers generally perceived themselves as prepared to support students' social and emotional development. Participants also identified a range of institutional and systemic factors that influence the implementation of SEL in schools.

Consistent with the sequential explanatory mixed-methods design, the quantitative findings are presented first, followed by the qualitative findings, which further explore and explain the patterns identified in the survey. The chapter concludes with a brief summary of the key findings, while their interpretation in relation to the literature and theoretical framework is presented in the following chapter.

4.1 SURVEY ANALYSIS

This section presents the quantitative findings from the survey completed by 50 government school teachers and 14 teacher educators. The survey explored the competencies developed through teacher trainings, teachers' preparedness to integrate SEL, and the challenges associated with its implementation. Together, these findings provide an overview of current approaches to teacher preparation and informed the subsequent interview phase.

4.1.1 Competencies developed through teacher education

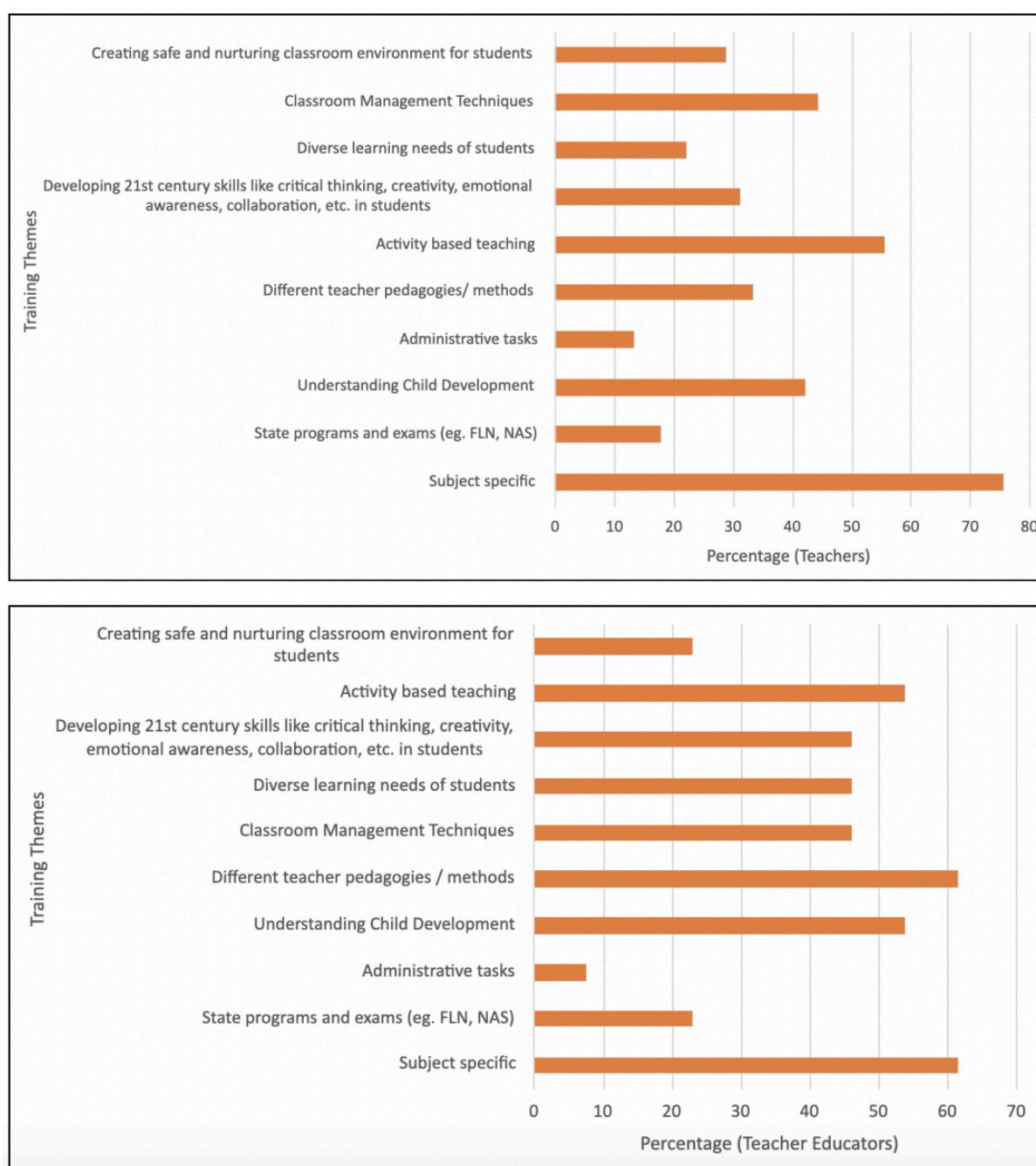


Figure 2: Training themes reported by Teachers and Teacher Educators

Survey findings indicate that teacher education programmes primarily emphasise academic and pedagogical competencies. As shown in Figures 2 and 3, both teachers and teacher educators identified subject-specific knowledge, different pedagogical approaches, classroom management, and child development as the dominant focus of teacher training. Competencies more closely associated with SEL, such as creating safe learning environments, addressing

diverse learning needs, developing twenty-first-century skills, and supporting students' social-emotional development, were reported less frequently.

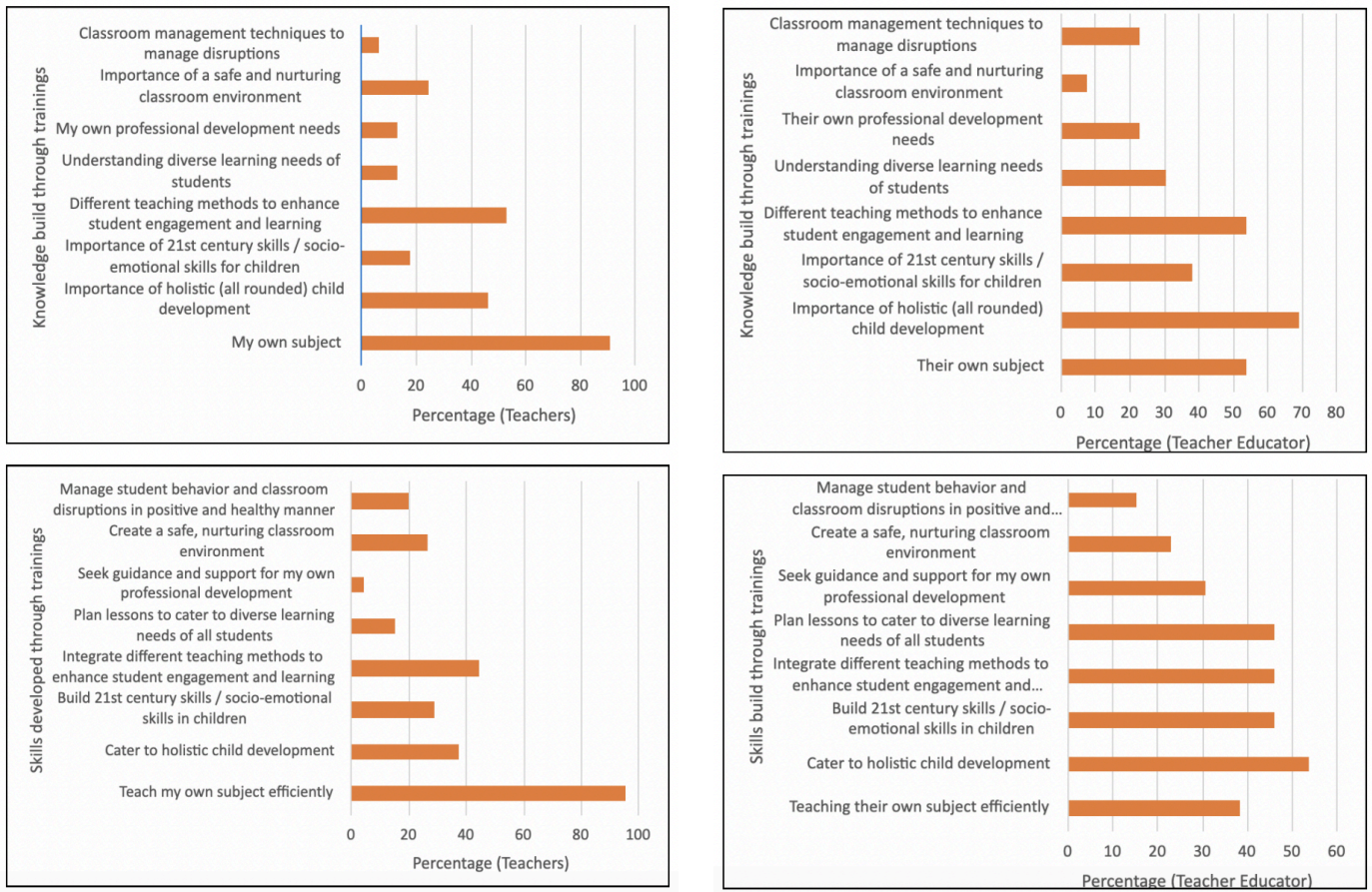


Figure 3: Knowledge and Skills build in teachers through trainings as reported by Teachers and Teacher Educators

Although both groups identified similar training priorities, teacher educators generally reported placing greater emphasis on holistic child development and SEL-related competencies than teachers reported experiencing through their training. Overall, the findings suggest that while teacher education incorporates some competencies relevant to SEL, these remain secondary to academic and instructional priorities.

4.1.2 Challenges associated with SEL implementation

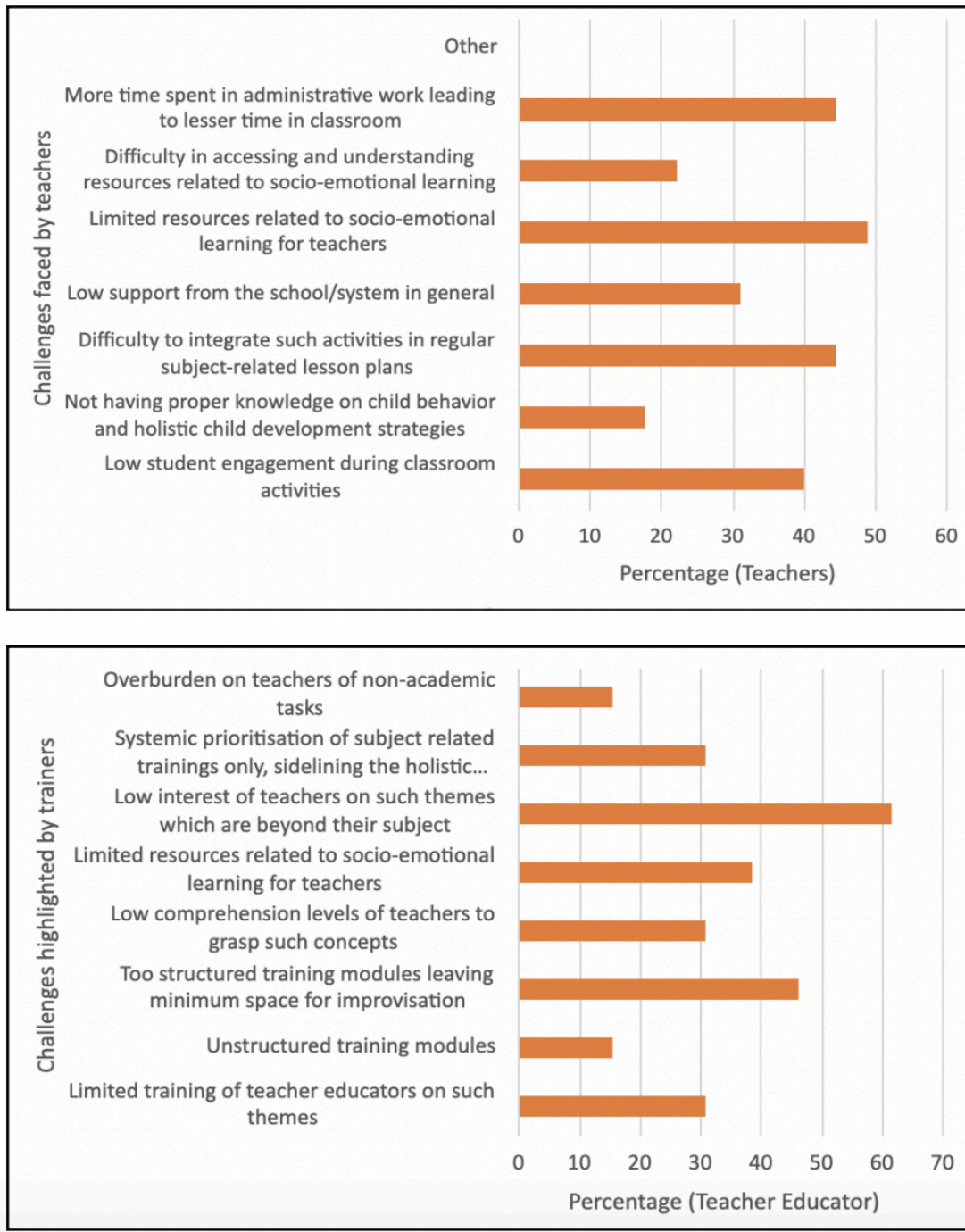


Figure 4: Challenges in SEL implementation reported by Teachers and Challenges within trainings impacting SEL implementation in classrooms reported by Teacher Educators

Teachers and teacher educators reported several challenges affecting the implementation of SEL (Figures 4). Teachers most frequently identified challenges like limited SEL-related resources, administrative workload, insufficient time, and difficulties integrating SEL within

regular subject teaching. Teacher educators similarly highlighted limited resources, but additionally pointed to teachers' limited interest in non-subject-focused training, highly structured training modules, insufficient preparation for teacher educators themselves, and the continued prioritisation of academic outcomes within the education system.

Across both groups, limited institutional support and the relatively low priority given to SEL emerged as common concerns, suggesting that barriers extend beyond classroom practice to wider features of teacher education and the education system.

4.1.3 Teachers' preparedness for SEL

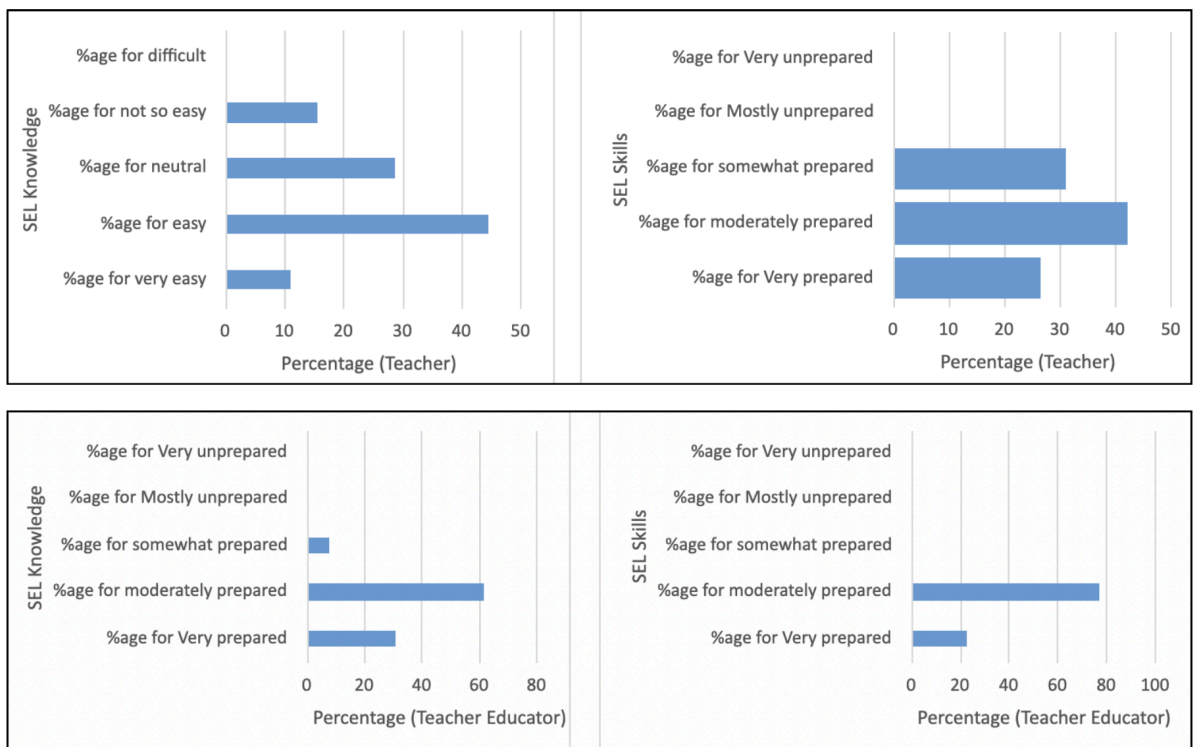


Figure 5: Teacher preparedness to integrate SEL skills and Knowledge in classrooms as reported by Teachers and Teacher Educators

Despite the comparatively limited emphasis placed on SEL within teacher education, both teachers and teacher educators generally perceived teachers as moderately to highly prepared to integrate SEL into classroom practice (Figure 5). Teachers also reported relatively high levels of confidence in implementing a range of SEL-related practices and indicated that many such practices were incorporated regularly into their everyday teaching. These findings were consistently reflected across additional survey items examining teachers' confidence and the frequency with which they used SEL-related practices in classrooms (see Appendix K).

An interesting tension therefore emerged within the survey findings. While participants reported relatively limited explicit preparation for SEL through teacher education, they nevertheless perceived themselves as reasonably prepared and confident to support students' social and emotional development. This apparent contradiction raises important questions about how teachers develop their preparedness, the role of formal teacher education in shaping these competencies, and the broader factors influencing SEL implementation. The interview phase was therefore undertaken to explore these patterns in greater depth.

4.2 INTERVIEW ANALYSIS

To further explore the patterns identified in the survey, semi-structured interviews were conducted with six teachers, three teacher educators, and one teacher training expert. The interviews provided deeper insight into participants' experiences of teacher preparation, their perceptions of preparedness, and the factors influencing the implementation of SEL within schools.

The interview data were analysed using thematic analysis (Braun & Clarke, 2006), resulting in five overarching themes (Table 1). Together, these themes explain how participants understood teacher preparation for SEL and provide context for the survey findings by exploring the experiences and conditions shaping classroom practice.

THEMES	SUB-THEMES
Teacher training prioritises Academic Outcomes over Holistic Development, yet teachers, trainers and experts increasingly recognise that teacher's role extends beyond curriculum content	Teacher training focuses on subject knowledge, exams, FLN and academic outcomes.
	Teachers recognise holistic development and use experience to support students; SEL-trained teachers, trainers and expert show a deeper understanding of child development needs and the importance of their own competencies to support it.

SEL Remains Marginal within Teacher Training Systems, whether for teachers or teacher educators	Marginalisation of SEL within Teacher Training Systems, with a focus on only SEL content delivery wherever it is present and not actually translating policy aspirations in training modules
	Trainer capacity issues, weak planning, lack of resources and one-off training reduce effectiveness.
	Effective SEL training needs to be relevant, child-centred, continuous and modelled by trainers and not just content focussed
SEL Training Strengthens Teachers' Professional and Relational Competencies	SEL training improves empathy, relationships, confidence, classroom environment and teaching practices
Structural and Individual Barriers Constrain SEL Integration	Time, workload, non-academic duties, accountability demands and syllabus pressures hinder SEL implementation.
	Teacher willingness and motivation influence SEL implementation and engagement with training.
	SEL is viewed as an add-on and difficult to integrate into existing teaching demands.
Policy Commitment to SEL is Undermined by Weak Systemic Support and lack of training	Policy aspirations for SEL are not matched by training implementation, systemic support, recognition or accountability.

Table 1: Themes and Sub-Themes from Interview Analysis

4.2.1 Theme 1- Teacher training prioritises Academic Outcomes over Holistic Development, yet teachers, trainers and experts increasingly recognise that teacher's role extends beyond curriculum content

Participants consistently described teacher education as primarily focused on subject knowledge, classroom instruction, examination preparation, and foundational literacy and numeracy. Across teachers, teacher educators, and the expert, training was perceived as being designed largely to improve academic outcomes, with comparatively limited attention given to students' social and emotional development. As one teacher explained, "It's (training) only in relation to preparing children for exams... the focus is upon the book and rote memorisation."

Teacher educators expressed similar views, describing training as heavily centred on subject content and lesson planning.

Despite this academic orientation, participants across all groups recognised that teachers have an important role in supporting children's holistic development. However, many teachers explained that this understanding had developed largely through classroom experience rather than formal teacher education. One teacher shares, "We have never received any formal training regarding these things. We learnt these things ourselves while working with children."

A notable distinction emerged between teachers who had participated in specialised SEL training and those who had not. Participants with such experience demonstrated a stronger understanding of child development, teacher-student relationships, and the importance of teachers' own social-emotional competencies. Teachers and teacher educators and expert, all emphasised that teachers' ability to support children's social and emotional development is closely linked to their own emotional wellbeing and self-awareness. As one teacher with specialised SEL training noted, "When the teachers are emotionally strong, then they will be capable of understanding the issues of children... primarily teachers need to be socially and emotionally strong."

Overall, participants described a tension between the academic priorities of teacher education and the broader developmental role they believed teachers should fulfil. Although holistic development was widely valued, many participants perceived that this understanding

developed primarily through professional experience or specialised training rather than mainstream teacher education.

4.2.1 Theme 2- SEL Remains Marginal within Teacher Training Systems, whether for teachers or teacher educators

Participants consistently described SEL as occupying a peripheral position within both pre-service and in-service teacher education. Teachers reported that discussions of children's emotional and social development were largely absent from their own preparation, while teacher educators acknowledged that existing programmes devoted limited time to SEL. As one teacher explained, "During our teacher education... there was no specific focus on understanding children's emotions or social needs."

Even where SEL-related training was available, participants explained that it focused mainly on delivering activities rather than helping teachers understand how SEL could be integrated into everyday teaching. Coming from a teacher with specialised SEL training - "Teachers are mainly told how to conduct the activity, but not how to integrate these practices into everyday teaching." Teacher educators echoed these concerns and argued that existing training opportunities are often too infrequent to support meaningful changes in teachers' understanding or practice. While short-term training may help teachers deliver specific content, educators suggested that it rarely provides sufficient opportunities for teachers to develop their own social-emotional competencies or internalise SEL principles.

Teacher educators further highlighted limitations within the wider training system, including insufficient preparation for trainers, limited resources, rushed planning, and reliance on one-off workshops. An SEL teacher educator says, "Nobody formally gave us training on SEL... we ourselves learnt through the process."

Across participant groups, there was broad agreement that effective SEL training should be practical, continuous, child-centred, and integrated across teacher education rather than delivered as isolated sessions. Overall, participants described the marginalisation of SEL as reflecting broader limitations within teacher education, where both teachers and teacher educators have limited opportunities to develop and sustain their own social-emotional competencies.

4.2.3 Theme 3- SEL Training Strengthens Teachers' Professional and Relational Competencies

Participants who had experienced SEL-focused training consistently described positive changes in both their professional practice and personal development. Teachers frequently reported greater confidence, emotional awareness, empathy, and self-reflection, alongside improved communication and classroom relationships. One teacher with SEL training reflected, “The confidence I have today... has come only because of the training.”

Participants also described changes in their teaching practice, explaining that SEL training encouraged more participatory approaches and greater responsiveness to students' individual needs. A teacher with SEL training says, “Training helped me teach differently; otherwise I used to teach in the same way every day.”

Perhaps the most frequently reported outcome concerned teacher-student relationships. Teachers felt that students became more willing to express themselves and seek support, while teacher educators observed stronger relationships between teachers, students, colleagues, and parents. Explained by another teacher, “Understanding a child's psychology and emotional needs has helped strengthen relationships.”

Taken together, participants viewed SEL training as extending beyond instructional techniques by strengthening teachers' confidence, relationships, and understanding of children's developmental needs. While previous themes highlighted the limited attention given to SEL within teacher education systems, participants consistently described meaningful benefits when such training was provided.

4.2.4 Theme 4- Structural and Individual Barriers Constrain SEL Integration

Although participants recognised the value of SEL, they described numerous barriers that limited its implementation within schools. Teachers consistently identified excessive workload, non-teaching duties, large class sizes, staffing shortages, limited resources, and examination pressures as the main constraints on supporting students' social and emotional development. Many teachers felt that the demands associated with completing the curriculum and preparing students for examinations left little time or energy to focus on broader developmental goals. As one teacher explained, “When one teacher has to teach multiple subjects to so many students and exam pressure, it becomes difficult to understand every child's needs.”

Teacher educators largely agreed that these structural pressures reduced teachers' capacity to engage with SEL. One mentioned that, "Teachers are so overburdened... all the energy they gained from training is gone once they return to school."

Participants frequently described feeling overburdened and stressed by these competing demands. In such circumstances, SEL-related initiatives were often perceived as adding to an already overwhelming workload rather than alleviating existing challenges.

Participants also discussed individual factors influencing implementation. Teacher educators, in particular, emphasised teacher' willingness, motivation, and openness towards engaging with SEL-related learning. Several educators suggested that even when teachers possess the necessary knowledge or training, the successful implementation of SEL often depends on their commitment to applying these practices in everyday teaching.

Teachers themselves provided a more nuanced perspective on this issue. While some acknowledged that colleagues may show limited interest in students' social and emotional development, many argued that resistance to SEL is often shaped by the conditions under which they work. Many described training as an additional responsibility rather than a meaningful opportunity for professional learning.

A further barrier concerned the way SEL was conceptualised. Participants frequently described it as a separate activity competing with academic responsibilities rather than as an approach that could be integrated into everyday teaching.

Overall, the findings suggest that SEL implementation is shaped by both systemic conditions and individual agency. While teachers primarily identified structural pressures such as workload, curriculum demands, and accountability as key barriers, teacher educators emphasised motivation and engagement. The perception of SEL as an additional responsibility rather than an integrated part of teaching further limits its implementation.

4.2.5 Theme 5- Policy Commitment to SEL is Undermined by Weak Systemic Support and lack of trainings

In these important findings, participants generally welcomed the increasing emphasis placed on holistic development and SEL within recent national education reforms, particularly the National Education Policy (NEP) 2020 and National Curriculum Framework (NCF). Across all participant groups, there was broad agreement that these policies had helped legitimise discussions around students' social and emotional development and had begun to shift

expectations regarding teachers' roles. However, participants consistently distinguished between the intentions of policy and their implementation in practice.

Teacher educators explained that although policy documents emphasise holistic development, these priorities were not consistently reflected within teacher education or school systems. Instead, academic achievement, examination performance, and enrolment targets continued to dominate institutional priorities. As one explained, "The policy talks about holistic development, but when teachers return to schools, they are still expected to focus mainly on academic results."

Participants further suggested that this gap emerged during the process through which policy was translated into teacher education programmes. Teacher educators reported that many trainers, school leaders, and education officials had only a partial understanding of SEL, resulting in inconsistent interpretation of policy priorities. The teacher training expert similarly described limited coordination between institutions responsible for teacher education, explaining that organisations such as NCERT, SCERT, and DIETs often worked in isolation, creating variation in how policy was communicated and implemented across districts. The expert mentions that, "Different institutions interpret the policy differently, so what eventually reaches teachers is not always consistent."

Teachers also highlighted the limited institutional recognition given to efforts supporting students' social and emotional development. While many valued these aspects of teaching, they felt that schools and education authorities primarily recognised academic performance. Several participants described this as creating contradictory expectations, where teachers were encouraged to support students' holistic development while continuing to be evaluated largely through examination results and curriculum completion. One teacher shared, "We are told to focus on children's overall development, but ultimately our work is judged through marks."

Overall, participants suggested that the challenges surrounding SEL implementation were not simply the result of individual teachers' preparedness but reflected broader systemic issues relating to policy translation, institutional coordination, leadership support, and accountability structures. These findings indicate that although SEL is increasingly recognised within education policy, participants perceived its implementation as constrained by inconsistencies across different levels of the education system.

4.3 SUMMARY

This chapter presented the findings from both the quantitative and qualitative phases of the study. The survey findings identified broad patterns relating to the competencies developed through teacher education programmes, teachers' preparedness to integrate SEL, and the challenges associated with its implementation. The interview findings subsequently expanded upon these patterns by exploring the perspectives of teachers, teacher educators, and a teacher training expert, providing greater insight into teacher preparation, classroom practice, and the institutional and policy contexts shaping SEL implementation.

Taken together, the findings suggest that teacher preparation for SEL is shaped by multiple interconnected factors. Participants described the competencies developed through teacher education, their limited preparedness to integrate SEL within classroom practice, and the challenges encountered at the levels of training, schools, and the wider education system. The findings also highlighted differences in perspective between teachers, teacher educators, and the teacher training expert, providing a more comprehensive understanding of how SEL is conceptualised, delivered, and implemented across different levels of the teacher education system.

The following chapter builds on these empirical findings by interpreting them in relation to the research questions, existing literature, and the study's theoretical framework to examine their broader implications for teacher preparation and SEL implementation in Panjab.

CHAPTER 5: DISCUSSION

The purpose of this study was to examine how teacher training influences teachers' preparedness to integrate SEL in classrooms in Panjab, India. This chapter interprets the integrated quantitative and qualitative findings in relation to the research questions, existing literature, and the study's theoretical framework. Rather than addressing each research question separately, the discussion is organised around three interconnected arguments. First, it examines the extent to which teacher education embeds SEL within teacher preparation through a postcolonial lens. Second, it explores how teachers develop preparedness for SEL using the Capability Approach. Finally, it situates these findings within the broader institutional, systemic, and policy conditions that shape teachers' opportunities to implement SEL. Together, these arguments demonstrate that teacher preparedness and SEL implementation are shaped not only by training itself but also by the wider structures within which teacher education operates.

5.1 SEL-related competencies in teacher education in Panjab remains primarily oriented towards academic outcomes

Global research and India's National Education Policy (NEP) 2020 both position teachers as central to fostering students' social, emotional, and holistic development (Corcoran et al., 2018; Durlak et al., 2011; Greenberg et al., 2017; Mahajan, 2024; NCTE, 2023; Sayed et al., 2020). The findings of this study broadly align with this vision and further reinforce evidence that teachers' own social-emotional competencies are fundamental to creating supportive learning environments and implementing SEL effectively (Darling-Hammond, 2006; Greenberg et al., 2017; Jennings & Frank, 2015; Schonert-Reichl, 2017)

However, the findings simultaneously reveal a disconnect between this shared understanding of teachers' broader role and the way teacher education is organised. Although SEL-related competencies were evident, they remained peripheral to programmes that continued to

prioritise subject knowledge, pedagogy, examination preparation, and foundational literacy and numeracy. This suggests that teacher education continues to position SEL as supplementary rather than as a core component of teacher professionalism. Such findings contrast with international evidence advocating the systematic integration of SEL across pre-service and in-service teacher education (Murano et al., 2019), while closely reflecting studies of teacher education in India and other postcolonial contexts that describe professional learning as remaining largely standardised, content-driven, and academically oriented (Singh & Sarma, 2025; Tikly et al., 2022).

Viewed through a postcolonial perspective, this disconnect appears less as a contemporary implementation problem and more as the continuation of historical patterns embedded within teacher education. Colonial models of teacher preparation were designed to produce teachers capable of efficiently delivering prescribed curricula rather than exercising professional judgement (Tikly et al., 2022). Although educational policy has increasingly embraced learner-centred pedagogy, inclusion, and holistic development, the findings suggest that these newer aspirations continue to coexist with inherited assumptions about teacher professionalism that privilege standardisation, curriculum delivery, and technical competence (Batra, 2014; Tikly et al., 2022). Consequently, reforms promoting holistic education are layered onto institutional structures that continue to reward compliance and instructional efficiency.

Importantly, the study suggests that the issue is not the complete absence of SEL within teacher education, but the way it is embedded. Teachers appeared to acquire competencies associated with communication, relationships, and child development, yet these were rarely recognised as explicit learning outcomes or connected to a broader understanding of SEL. This indicates that teacher education develops aspects of SEL implicitly rather than intentionally, limiting teachers' opportunities to understand SEL as a coherent pedagogical approach rather than a collection of isolated practices.

This interpretation is consistent with wider evidence from India. Although NEP 2020 and the NCF articulate an ambitious vision for holistic education, translating these aspirations into teacher education remains difficult within resource-constrained systems that continue to prioritise measurable academic outcomes (Ramachandran & Goel, 2021). Similarly, Dream a Dream (2023) found that teachers valued SEL but reported limited opportunities to develop it

through professional learning, while Singh and Sarma (2025) argue that teacher development in India continues to prioritise the delivery of prescribed content over reflective professional growth. This continuing emphasis on academic performance can also be understood within India's broader educational priorities, where concerns surrounding foundational literacy and numeracy, reflected in initiatives such as NIPUN Bharat and ASER (2025), inevitably shape the allocation of time, resources, and accountability within teacher education.

Beyond the limited visibility of SEL, the findings also point to a deeper issue concerning how professional learning itself is conceptualised. Rather than enabling teachers to critically understand and integrate SEL within everyday pedagogy, training was largely described as focusing on implementing prescribed activities. This supports Batra's (2014) argument that teacher education frequently reduces teaching to the application of techniques while giving comparatively little attention to the purposes of education or teachers' professional judgement. Consequently, teachers may become increasingly competent at delivering programmes without necessarily developing the reflective capacities required to adapt them to diverse classroom contexts. The continued reliance on one-off workshops, limited trainer preparation, and insufficient opportunities for reflection further reinforces this technicist approach to professional learning.

Overall, this study suggests that the challenge is not simply to increase the amount of SEL within teacher education but to reconsider how teacher professionalism is conceptualised. Although teacher education in Panjab has begun to acknowledge the importance of holistic development, it continues to reflect an academically oriented model in which SEL remains secondary to curriculum delivery. From a postcolonial perspective, this reflects the persistence of historical assumptions about teachers as implementers of policy rather than reflective professionals (Batra, 2014; Tikly et al., 2022). Strengthening teacher education therefore requires more than additional SEL modules; it requires reimagining teacher preparation so that teachers are supported to critically understand, internalise, and adapt SEL within their own classroom contexts as part of their broader professional identity.

5.2 Teacher preparedness for SEL is shaped by experience and specialised training rather than mainstream teacher education and professional development

One of the more unexpected findings of this study concerns teachers' perceived preparedness to integrate SEL. Although the findings in the previous section suggest that mainstream teacher education gives relatively limited attention to SEL, teachers nevertheless reported feeling moderately to highly prepared to support students' social and emotional development. Rather than contradicting the previous findings, this suggests that preparedness develops through pathways extending beyond formal teacher education.

This interpretation is consistent with Dalrymple's (2023) argument that, particularly within non-Western contexts, SEL is often experienced as a new language rather than a new practice. Although teachers may be unfamiliar with the terminology of SEL, many of its underlying principles are already embedded within everyday teaching, cultural practices, and relationships. Similarly, teachers in this study largely attributed their preparedness to classroom experience, interactions with students, personal reflection, and, in some cases, specialised SEL training, rather than to routine pre-service or in-service teacher education. However, the findings also suggest that not all forms of preparedness are equivalent. Teachers who had participated in specialised SEL programmes demonstrated a more explicit and integrated understanding of SEL than those who relied primarily on professional experience. This supports wider evidence that meaningful professional learning requires sustained opportunities for reflection and application rather than isolated training sessions (Murano et al., 2019; Schonert-Reichl, 2017).

The findings therefore raise important questions about the current structure of teacher professional development in India. Although national policy advocates continuous professional development, reflective practice, and competency-based teaching (Kumar & Wiseman, 2021a; NCTE, 2023), participants described SEL learning as remaining largely confined to specialised programmes accessed by only a small proportion of teachers. Consequently, preparedness appears to depend less on mainstream teacher education than on whether teachers encounter opportunities for deeper engagement with SEL during their professional lives.

These findings are particularly well explained through Sen's (1999) Capability Approach, which distinguishes between possessing resources and having the freedom to convert those resources into valued ways of being and doing. From this perspective, teacher training represents only one resource among many. Whether teachers are genuinely prepared to implement SEL depends on their ability to convert training into professional practice through experience, reflection, supportive relationships, and opportunities to exercise professional judgement. Preparedness therefore emerges not simply from what teachers have been taught, but from the capabilities they are able to develop and enact within their everyday work.

Additionally, existing research identifies teachers' beliefs, confidence, and motivation as important mediators of SEL implementation (Brackett et al., 2012; Collie et al., 2015; Schultz et al., 2010). Viewed through the Capability Approach, however, these are not merely individual characteristics but components of teachers' professional capabilities that shape whether they are able to translate training into classroom practice. Consistent with this perspective, teachers who experienced training as professionally meaningful described greater confidence and agency to adapt SEL to their classrooms, whereas those who perceived training as externally imposed were more likely to engage with it only at the level of compliance. Importantly, these findings also suggest that teachers' capabilities are shaped by the capabilities of the teacher education system itself, as opportunities for meaningful learning, reflection, and professional growth determine the extent to which teachers can develop and exercise these capabilities.

The Capability Approach is therefore particularly valuable in interpreting these findings because it shifts attention from whether teachers have received SEL training to whether they have genuine opportunities to develop and enact SEL within their professional lives (Sen, 1999). Teachers described preparedness as emerging through experience, reflection, relationships with students, and specialised professional learning, suggesting that teacher preparation is better understood as the expansion of professional capabilities rather than the transmission of discrete competencies. This perspective is especially relevant to SEL because the competencies teachers are expected to foster in students, such as emotional awareness, empathy, reflection, and relationship-building, are themselves capabilities that teachers must first have the opportunity to develop (Brackett et al., 2012; Schonert-Reichl, 2017).

Overall, the findings indicate that preparedness is not simply the outcome of training but a dynamic capability shaped by professional experience, specialised learning, teachers' beliefs, institutional support, and opportunities to exercise professional judgement. Viewing preparedness in this way broadens current understandings of teacher education by shifting attention beyond teachers' competencies towards creating the conditions that enable teachers themselves to flourish socially, emotionally, and professionally (Kaspar & Massey, 2022; Sen, 1999). This also suggests a promising direction for future research, bringing together the Capability Approach and SEL scholarship to better understand how teacher education can expand teachers' capabilities alongside those of their students.

5.3 The implementation of SEL depends not only on teacher preparedness and training but also on institutional, systemic, and policy conditions

While the previous sections demonstrate that teacher education and teacher preparedness influence teachers' capacity to implement SEL, the findings of this study suggest that these factors alone are insufficient to explain classroom implementation. Instead, participants consistently described implementation as being shaped by broader institutional, systemic, and policy conditions that either enabled or constrained their ability to translate knowledge into everyday classroom practice. This indicates that successful SEL implementation should be understood not simply as an outcome of teacher training, but as the product of a wider educational ecosystem.

One important implication of these broader conditions concerns the way SEL is conceptualised within teacher education itself. Rather than being presented as an approach embedded within everyday pedagogy, participants described SEL training as focusing largely on the delivery of prescribed activities or modules. Consequently, SEL was frequently perceived as an additional responsibility rather than an integral part of teaching and learning. This contrasts with evidence that SEL is most effective when embedded within everyday classroom practice rather than delivered as a stand-alone programme (Durlak et al., 2011). Likewise, Greenberg et al. (2017) and Schonert-Reichl (2017) argue that teacher preparation should develop teachers' own social-emotional competencies through sustained professional learning rather than isolated instructional techniques. Participants' experiences of one-off workshops, limited follow-up support, and few opportunities for reflection therefore mirror wider critiques of fragmented professional development models (Jennings & Frank, 2015).

However, the study also demonstrates that strengthening teacher education alone is unlikely to produce meaningful improvements in SEL implementation. Teachers consistently described structural pressures, including excessive workload, administrative responsibilities, large class sizes, teacher shortages, examination demands, and curriculum pressures, as limiting their ability to prioritise students' social and emotional development. Similar constraints have been widely reported within Indian schools, where heavy workloads, non-teaching duties, and accountability pressures negatively affect teachers' wellbeing and capacity to adopt innovative pedagogies (NCERT, 2024). International research similarly shows that teachers' engagement with SEL is strongly shaped by institutional conditions such as workload, time, and school priorities, with academic accountability frequently displacing broader developmental goals (Schultz et al., 2010).

Viewed through a postcolonial perspective, these institutional challenges are not simply administrative inefficiencies but reflect deeper historical characteristics of education systems. As Tikly et al. (2022) argue, many education systems across the Global South continue to operate through highly centralised and bureaucratic structures in which teachers are positioned primarily as implementers of centrally prescribed policies rather than professionals with the autonomy to exercise judgement. Participants in this study described similar experiences, including extensive administrative responsibilities, rigid accountability systems, and limited opportunities to adapt policy to local classroom contexts. These findings suggest that the challenges identified in teacher training cannot be understood in isolation but reflect broader systemic conditions that shape how teachers are prepared, supported, and expected to enact educational reforms.

From a Capability perspective, these findings further suggest that teachers' ability to implement SEL depends not only on the knowledge and skills acquired through training but also on whether the education system provides the conditions necessary to exercise professional agency (Sen, 1999). Although participants consistently valued SEL and expressed willingness to support students' holistic development, their capability to enact these practices was constrained by workload, limited time, insufficient institutional support, and competing accountability demands.

These institutional priorities are closely linked to the broader educational context within which Panjab's schools operate. Although NEP 2020 advocates holistic and competency-based education, national priorities continue to emphasise foundational literacy,

numeracy, and measurable academic outcomes. Consequently, participants described experiencing contradictory expectations: while policy encourages teachers to support students' holistic development, their professional performance continues to be evaluated primarily through examination results and curriculum completion. As a result, SEL frequently becomes secondary to immediate academic priorities despite being widely recognised as educationally valuable.

This contradiction can also be understood through the historical evolution of education systems in many postcolonial contexts. Although contemporary policies increasingly promote learner-centred pedagogy and teacher autonomy, governance structures continue to privilege standardisation, accountability, and top-down implementation. Teachers are therefore expected to enact centrally prescribed reforms while having limited opportunities to influence curriculum, pedagogy, or policy decisions (Batra, 2014; Tikly et al., 2022). The findings suggest that these historical structures continue to shape both teachers' everyday work and the implementation of SEL.

A particularly important contribution of this study concerns policy translation rather than policy design. Rather than identifying the NEP itself as the primary limitation, participants described implementation gaps emerging as policy moved through different institutional levels. The teacher training expert suggested that trainers, school leaders, and education officials often had only a partial understanding of the principles underpinning the NEP and NCF, while limited coordination between NCERT, SCERT, and DIET resulted in inconsistent implementation. Consequently, aspirations relating to holistic development and SEL were often diluted before reaching teachers and classrooms. This supports Ramachandran's (2021) argument that educational reform depends as much on institutional capacity as on policy design. Similarly, Kumar and Wiseman (2021b) argue that meaningful reform requires coherent professional development and context-sensitive implementation. Together, these findings suggest that implementation gaps emerge throughout the education system rather than at any single level.

Institutional support also emerged as central to sustaining teachers' engagement with SEL. Although participants valued students' social and emotional development, many felt these efforts received little recognition from school leaders or education authorities. This reflects wider evidence that teachers' confidence and commitment to SEL are shaped by school

culture, leadership, and ongoing professional learning (Brackett et al., 2012; Collie et al., 2015). When schools value SEL, teachers are more likely to integrate it into everyday practice; when academic outcomes remain the dominant measure of success, sustained implementation becomes far less likely.

Overall, the findings suggest that strengthening teacher preparedness alone is unlikely to produce meaningful and sustained improvements in SEL implementation. Rather than representing isolated weaknesses within teacher training, many of the challenges identified, including fragmented training, limited trainer preparation, inconsistent policy translation, and constrained teacher agency, appear to reflect broader systemic conditions within the education system itself. Viewed through a postcolonial lens, these findings highlight how historically centralised and bureaucratic structures continue to shape teacher professionalism and the implementation of educational reform. From a Capability perspective, they further demonstrate that effective SEL depends not only on developing teachers' competencies but also on creating the institutional conditions that enable teachers to exercise professional judgement, agency, and relational practice. Consequently, SEL should be understood not as an additional programme to be implemented by individual teachers, but as a whole-system educational approach requiring coordinated institutional support, sustained professional learning, and consistent policy translation if it is to become an embedded component of teaching and learning.

CHAPTER 6: CONCLUSION

This study set out to examine the impact of teacher training on teachers' preparedness to integrate social-emotional learning (SEL) in government schools in Panjab, India. Although SEL has become an increasingly prominent feature of educational policy and research internationally, relatively little is known about how teachers in the Global South are prepared to implement SEL within resource-constrained and examination-oriented education systems (Krishna et al., 2025; Sharma et al., 2024).

Responding to this gap, the study adopted a sequential explanatory mixed-methods design to explore the competencies developed through teacher education, teachers' preparedness to integrate SEL, and the challenges influencing its implementation. By combining survey data from teachers and teacher educators with qualitative interviews involving teachers, teacher educators, and a teacher training expert, the study sought to provide a comprehensive understanding of teacher preparation for SEL within the specific policy and educational context of Panjab.

Considering the first research question, the study demonstrates that teacher education in Panjab develops several competencies associated with SEL but continues to remain primarily oriented towards academic outcomes. Participants recognised empathy, communication, emotional awareness, relationship-building, and understanding child development as important competencies for effective teaching. However, these competencies were generally developed implicitly rather than intentionally and were rarely positioned as central objectives of either pre-service or in-service teacher education. Instead, teacher education continued to prioritise subject knowledge, instructional methods, examination preparation, and foundational literacy and numeracy. These findings reflect wider evidence suggesting that, despite increasing policy attention to holistic education through the National Education Policy (NEP) 2020, teacher professional development in India continues to privilege academic

performance and technical competence over broader conceptions of teacher professionalism (Batra, 2014; Ramachandran & Goel, 2021; Singh & Sarma, 2025). They also reinforce international calls for systematically embedding SEL within teacher education rather than treating it as an additional or optional component of professional development (Murano et al., 2019; Schonert-Reichl, 2017).

The second key finding demonstrates that teachers' preparedness for SEL cannot be understood solely through the training they receive. Answering the second research question, survey findings suggested relatively high levels of confidence and preparedness, whereas, qualitative findings revealed that these perceptions were shaped through multiple pathways, including professional experience, relationships with students, personal reflection, and, for some participants, specialised SEL training. Teachers who had received dedicated SEL training demonstrated a more coherent understanding of social-emotional learning and its relationship with teaching, whereas many other teachers described engaging in SEL-related practices intuitively rather than through explicit professional preparation. This finding aligns with research suggesting that teachers' beliefs, professional identity, and social-emotional competencies play an important role in shaping SEL implementation (Brackett et al., 2012; Collie et al., 2015). At the same time, it challenges assumptions that preparedness can be adequately understood through participation in teacher training alone, suggesting instead that preparedness develops through an interaction between formal learning, professional experience, and teachers' own social and emotional capabilities.

The third finding answers the final research question and demonstrates that the implementation of SEL depends not only on teacher preparedness but also on broader institutional, systemic, and policy conditions. Participants consistently identified heavy workloads, administrative responsibilities, examination pressures, limited resources, fragmented professional development, and insufficient institutional recognition as significant barriers to implementing SEL in everyday classroom practice. The study further identified gaps in the translation of national policy into teacher education, with participants highlighting limited understanding of policy principles among trainers, inconsistent communication across educational institutions, and inadequate coordination between policy formulation and implementation. These findings reinforce existing literature arguing that meaningful educational reform depends not only on policy aspirations but also on institutional capacity, sustained professional learning, and coherent implementation processes (Kumar & Wiseman,

2021a; Ramachandran & Goel, 2021). Rather than locating implementation challenges solely within teachers or teacher education programmes, the findings suggest that they emerge through the interaction of multiple levels of the education system.

In addressing the research questions, this study also demonstrates the value of combining postcolonial theory with the Capability Approach to understand teacher preparation for SEL. A postcolonial perspective enabled the study to situate contemporary teacher education within the historical development of India's education system, highlighting how colonial legacies continue to shape teacher professionalism through standardised curriculum, hierarchical governance structures, and technicist models of teacher preparation (Batra, 2014; Tikly et al., 2022). These historical continuities help explain why academic outcomes continue to dominate teacher education despite policy commitments to holistic development.

While the postcolonial perspective provided a critical understanding of the structures shaping teacher education, the Capability Approach (Sen, 1999; Walker & Unterhalter, 2007) offered a complementary framework for understanding teacher preparedness as the expansion of teachers' real opportunities to develop and enact professional practice. Rather than viewing preparedness as the acquisition of prescribed competencies alone, the Capability Approach shifts attention towards teachers' agency, professional judgement, wellbeing, and the institutional conditions that enable or constrain their ability to translate learning into practice. The findings suggest that teachers' capabilities are shaped not only by access to training but also by supportive school cultures, leadership, workload, policy coherence, professional autonomy, and opportunities for reflection. Consequently, understanding teacher preparedness through a capability lens provides a more comprehensive explanation of why teachers with similar training may experience very different opportunities to implement SEL in practice.

This study therefore argues that future research on SEL and teacher education could benefit from engaging more explicitly with the Capability Approach. Much of the existing SEL literature continues to evaluate programmes primarily in terms of competencies acquired or implementation outcomes, grounded in Eurocentric frameworks (Tikly et al., 2022). While these remain important, the present findings suggest that equal attention should be given to the freedoms, opportunities, and contextual conditions that enable teachers to develop and exercise these competencies meaningfully. Such an approach may be particularly valuable within Global South contexts, where teachers frequently work within complex institutional

environments characterised by resource constraints, policy reforms, and historical inequalities (Batra, 2014; Dalrymple, 2023). Integrating capability perspectives with postcolonial analyses offers a promising direction for developing more contextually grounded understandings of teacher professionalism and social-emotional learning.

The findings of this study and my arguments should be interpreted in light of several limitations. First, the study employed purposive sampling within government schools in Panjab and therefore does not seek to produce statistically generalisable findings. Instead, the intention was to generate an in-depth understanding of teacher preparation within a specific educational context. Nevertheless, many of the issues identified, including the tension between academic priorities and holistic education, fragmented professional development, and systemic constraints on teacher agency, resonate with findings from other educational contexts in India and other parts of the world (Dream a Dream, 2023; Jomaa et al., 2023; Singh & Sarma, 2025; Schonert-Reichl, 2017). Consequently, while the empirical findings remain context-specific, the broader conceptual insights may have wider relevance for understanding teacher preparation in similar educational systems.

A second consideration concerns researcher positionality. My personal and professional experiences within Panjab's education system provided important contextual knowledge throughout the research process. I entered the study with familiarity regarding the policy landscape, institutional structures, and educational context. This facilitated access to participants, enabled richer conversations during interviews, and supported deeper interpretation of the findings. At the same time, it also required continual reflexivity to ensure that prior assumptions did not shape the analysis. The combined use of a pragmatic mixed-methods design, triangulation across multiple participant groups, and the complementary theoretical perspectives of postcolonial theory and the Capability Approach encouraged continuous reflection throughout the research process. Rather than reinforcing pre-existing assumptions, these frameworks enabled a more critical understanding of teacher education as a systemic phenomenon, revealing relationships between policy, institutional structures, historical legacies, teacher agency, and classroom practice that may otherwise have remained overlooked.

Overall, this study contributes to the growing literature on teacher preparation for SEL by demonstrating that strengthening teacher preparedness requires more than expanding teacher

training alone. Teacher education remains an important starting point, but meaningful implementation depends equally upon the capabilities teachers possess, the professional opportunities available to them, and the institutional and historical conditions within which they work. The findings therefore suggest that advancing SEL in Panjab, and potentially in other similar contexts, requires a shift from viewing teachers primarily as recipients of training towards recognising them as reflective professionals whose agency, wellbeing, and contextual realities are fundamental to educational change. Such an approach not only strengthens teacher preparation for SEL but also contributes to broader efforts to develop more equitable, contextually responsive, and human-centred education systems. Thus, a distinct contribution of this research is not merely that teachers need more SEL training, but the more fundamental argument that teacher preparedness for SEL should be reconceptualised as a capability rather than simply a training outcome.

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AI use statement: Generative AI was used solely to support grammar checking and sentence formulation in this dissertation. All substantive academic content, analysis, and conclusions are the author's own.

APPENDIX

APPENDIX A - Survey Questionnaire

Microsoft Forms Link to Survey for Teachers - <https://forms.office.com/e/S3bYcQA43k>

Microsoft Forms Link to Survey for Teacher Educators -

<https://forms.office.com/e/fVDrSQ3saW>

Consent tick box question:

You are invited to take part in a research study titled “Investigating Teacher Preparation for Social and Emotional Learning (SEL) in Panjab, India.” This study is being conducted by Akashdeep Kaur, a postgraduate student in the Erasmus Mundus Joint Master’s Programme in Education Policies for Global Development (GLOBED) at the University of Glasgow, under the supervision of Dr. Tore Sorensen.

The purpose of this research is to understand how teacher training programs in Panjab, both pre-service and in-service, prepare teachers to support students’ social and emotional development. The study aims to explore the kinds of competencies and skills teachers develop through training, how these are applied in classrooms, and what challenges teachers face in implementing such practices.

Your participation in this survey is entirely voluntary, and you may choose to withdraw at any time before submitting your responses. The survey should take approximately 15–20 minutes to complete. Your responses will remain anonymous, and no personal identifying information (such as your name or school) will be collected. All data will be kept securely and used solely for academic purposes as part of a master’s dissertation.

By ticking the box below, you confirm that:

- You have read and understood the purpose of the study.
- You are voluntarily agreeing to take part in the research.
- You understand that your responses will remain anonymous and confidential.

☐ I consent to participate in this research study.

Survey Structure and Areas of Inquiry

The survey will consist of three main sections:

1. Closed-ended questions (Multiple-choice or checkbox format)
2. Likert-scale items (Rating levels of preparedness and implementation)

Survey for Teachers

General Questions

- Age
- District
- Subject Taught
- Grades taught
- Educational Qualification
- Number of years of teaching experience
- Pre-service trainings attended
- Number of in-service trainings attended

Closed-ended (Checkbox) Questions

- Themes and modules covered in pre-service and in-service training programs (Options - Subject matter specific, state programs, administrative tasks, understanding child development, teaching pedagogies, classroom management, diverse learning needs, Developing 21st- century skills like critical thinking, creativity and higher order thinking skills in students, activity based instructional strategies, creating safe and nurturing learning environment).
- Nature and mode of training delivery (Options - lecture-based, activity-based, practicum-based, hands-on learning).
- Key skills and knowledge domains acquired through training (Trainings have helped me develop decent knowledge about..

My own subject, importance of holistic child development, 21st century/ socio-emotional skills, different teaching learning methods to enhance student engagement, and understanding diverse learning needs of children, my own professional development needs, importance of a safe, nurturing classroom environment).

(Trainings has helped me build enough skills to.. Teach my own subject, cater holistic child development needs of a child, foster 21st century/ socio-emotional skills, integrate teaching learning methods to enhance student engagement, plan lessons to cater to diverse learning needs of children, seek guidance for my own professional development needs, create a safe, nurturing classroom environment)

- Opportunities for practical or experiential learning are provided during training (Select everything you have got to experience during trainings...

Demonstrations on classroom instruction, presentations about the agenda of the training, activities around the themes covered in the trainings, group work for hands-on learning, discussion/ questions time to cater to your doubts and queries).

Likert-scale Questions

- Perceived preparedness to apply SEL-related skills and knowledge in classroom practice (How it will be for you to share the knowledge acquired through trainings on themes like child development, importance of 21st century skills/ socio-emotional learning, developing critical thinking, creativity, emotional awareness in students to your fellow teachers... Options - difficult to very easy on a likert scale).
(How prepared you are to execute the skills acquired through trainings like design and conduct activities to enhance child's holistic development, create opportunities for students to think critically, use higher order thinking skills, express their creative ideas freely, understand and manage their own emotions, develop better peer-relationships, encourage students to participate and engage in classroom discussions... Options - completely unprepared to completely prepared on likert scale)
- Frequency or extent of integration of SEL principles in day-to-day teaching.
- (How frequently do you do these practices in your classroom on a likert scale of not at all to a large extent...

Get students to believe they can do well in school work,

Understand students' feelings and emotions,

Understand students diverse learning needs before planning a lesson,

Manage disruptive behaviour in the classroom,

Motivate students to engage in classroom discussions and school work,

Help students think critically and question,

Help students develop social and emotional skills,

Support student learning through the use of different instructional strategies and activities)

- Confidence in addressing students' social and emotional needs after training (How confident you feel about the following while conducting your lesson with your students on a likert scale of not confident at all to very confident...
Encouraging deep analysis, logical reasoning, and evaluating information rather than just consuming it (Critical thinking),
Fostering original thinking through project-based learning and hands-on activities (Creativity),
Developing the ability to work effectively with others (collaboration and team work),
Help them understand and express their own emotions (Emotional awareness),
Help them communicate effectively with their classmates (Communication),
Create a safe and nurturing environment in the classroom so that they feel comfortable to ask questions and express their ideas freely (Safe and nurturing space).
- Major challenges faced in implementing SEL-related learnings in classrooms (Checkbox question with options - low Student engagement during classroom activities, not having proper knowledge on child behavior and development strategies, difficulty to integrate any such activities in regular subject related lesson plans, low support from the school/system in general, limited resources related to SEL development for teachers, difficulty in accessing and understanding resources related to SEL, more time spent in administrative work leading to lesser time in classroom, other..).
- Suggested improvements in pre-service and in-service training to better support SEL integration (Checkbox question with options.. Increased frequency of in-service trainings, including themes like SEL, child development, holistic learning in all trainings, demonstrating effective classroom management in all trainings, improvements in curriculum of pre-service trainings to make it more experiential and meaningful for new teachers, providing modules to teachers during trainings to take to classroom and execute SEL strategies from those modules, have feedback loops with teacher educators to keep in touch and resolve queries, other..).

Survey for Teacher Educators

General Questions

- Age
- District

- Subject for which you are a teacher trainer
- Grades for which trainings are provided to teachers
- Educational Qualification
- Number of years of experience in teacher training
- Number of Pre-service trainings provided
- Number of in-service trainings provided
- Number of trainings attended for your own professional development

Closed-ended (MCQ or Checkbox) Questions

- Major training themes and modules designed for teachers (pre-service and in-service)
(Options - Subject matter specific, on state programs, FLN, on administrative tasks, understanding child development, teaching pedagogies, classroom management, diverse learning needs, Developing 21st- century skills like critical thinking, creativity and higher order thinking skills in students, activity based instructional strategies, creating safe and nurturing learning environment)..
- Pedagogical approaches used during training (Options - reflective discussion, experiential activities, demonstration lessons, Integrated instructional strategies to include all learners, groups tasks, group and individual presentations).
- Specific skills, knowledge, and practical competencies targeted in teacher training related to SEL

(What all knowledge pieces are targeted during the trainings you have facilitated for teachers: Subject Matter, importance of holistic child development, 21st century/ socio-emotional skills, different teaching learning methods to enhance student engagement, and understanding diverse learning needs of children, Teachers professional development needs, importance of a safe, nurturing classroom environment)

(What all skills are aimed to be built during the trainings you have facilitated for teachers: Teaching their own subject effectively, cater holistic child development needs of a child, foster 21st century/ socio-emotional skills, integrate different teaching learning methods to enhance student engagement, plan lessons to cater to diverse learning needs of children, seek guidance for their own professional development needs, create a safe, nurturing classroom environment)

Likert-scale Questions

- Perceived effectiveness of training modules in preparing teachers for SEL-related classroom practices.

How prepared do you think teachers become after trainings to share the knowledge acquired on themes like child development, importance of 21st century skills/ socio-emotional learning, developing critical thinking, creativity, emotional awareness in students to your fellow teachers... Options - completely unprepared to completely prepared on a likert scale).

(How prepared you do you think teachers become to execute the skills acquired through trainings like design and conduct activities to enhance child's holistic development, create opportunities for students to think critically, use higher order thinking skills, express their creative ideas freely, understand and manage their own emotions, develop better peer-relationships, encourage students to participate and engage in classroom discussions... Options - completely unprepared to completely prepared on likert scale)

- Observed teacher preparedness in applying SEL-related knowledge and skills post-training.

(How frequently do you observe classrooms.. Once in a month, once in a quarter, once in six months, wherever I am asked to do, almost never)

(How frequently do you observe teachers doing these practices in their classroom on a likert scale of not at all to a large extent...

Get students to believe they can do well in school work,

Understand students' feelings and emotions,

Understand students diverse learning needs before planning a lesson,

Manage disruptive behaviour in the classroom,

Motivate students to engage in classroom discussions and school work,

Help students think critically and question,

Help students develop social and emotional skills,

Support student learning through the use of different instructional strategies and activities)

- Assessment of training impact on teachers' classroom performance or student well-being.

(How frequently do you monitor the impact of trainings on teachers' classroom performance or student well-being.. Once in a month, once in a quarter, once in six months, wherever I am asked to do, only after trainings, almost never)

(Do you follow any assessment criteria to monitor the impact of trainings on teachers' classroom performance or student well-being... Options - whenever asked by department, by classroom observations, by feedback form after trainings, by conducting a sample baseline and endline before and after training, by student test scores after trainings)

- Key challenges in delivering training on SEL themes and holistic education (Can be a checkbox question with options - Limited training of teacher educators on such themes, unstructured training modules, too structured training modules leaving minimum space for improvisation, low comprehension levels of teachers to grasp such concepts, low interest of teachers on such themes which are beyond their subject, systemic prioritisation of subject related trainings only, other...)
- Recommendations for enhancing training design to strengthen SEL integration in teacher education programs (Can be a checkbox question with options.. Increased frequency of in-service trainings, including themes like SEL, child development, holistic learning in all trainings, demonstrating effective classroom management in all trainings, improvements in curriculum of pre-service trainings to make it more experiential and meaningful for new teachers, providing modules to teachers during trainings to take to classroom and execute SEL strategies from those modules, have feedback loops with teacher educators to keep in touch and resolve queries, other...)

APPENDIX B - Interview Guide for teachers

Interview participant: XXX

Date: XXX

Location: XXX

Interviewer: XXX

Theme 1: Teacher Training and Development – Nature, Focus, and Content

This theme explores the kinds of professional preparation teachers receive through pre-service and in-service training programs, with particular attention to the competencies emphasised beyond subject-specific knowledge. It seeks to understand how these trainings aim to equip teachers with the pedagogical skills necessary for effective teaching and classroom management, which promotes social-emotional development in students.

Potential questions:

- Could you describe the main focus or themes of the pre-service training program you completed?
- What have been the key topics or skills emphasised in the in-service training programs you have attended?
- In what ways have these trainings helped you develop skills for creating a positive, supportive classroom environment? Please give specific examples from your classroom.
- Do any of these training sessions include components that go beyond content delivery and address handling student diversity and fostering student well-being? Please provide specific examples.

Theme 2: Translating Training into Practice – Classroom Application and Challenges

This theme investigates how the knowledge and skills developed through teacher training are applied in real classroom settings, particularly in relation to students' social and emotional development. It explores how teachers interpret and enact ideas of SEL in their day-to-day teaching practices. By connecting training experiences with classroom realities, this section aims to explore how trainings helps teachers to integrate SEL in their classroom practices.

Potential questions:

- Can you share specific examples of classroom strategies or activities that you learned from your training and now use to support students' social and emotional growth (e.g., empathy, self-regulation, curiosity)?

- What are some of the key challenges or constraints you face when trying to apply these practices in your classroom?
- What kinds of institutional or systemic factors (such as time, curriculum, and school culture) influence how effectively you can implement SEL-related practices in your class?

Theme 3: Teacher Beliefs and Preparedness

The third theme focuses on teachers' perceptions of their preparedness and professional confidence to promote SEL in classrooms. It explores how teachers assess the adequacy of their training, what competencies they feel they possess or still need to develop, and how ongoing support can strengthen their practice. This theme thus connects teachers' beliefs, self-efficacy, and lived experiences with broader discussions on teacher education quality and reform.

Potential questions:

- How confident do you feel in your ability to support students' social and emotional development in the classroom?
- In your opinion, how well have existing training programs prepared you for this aspect of teaching?
- What additional training, mentoring, or systemic support do you think would help you better integrate SEL into your teaching practice?

APPENDIX C - Interview Guide for Teacher Educators

Interview participant: XXX

Date: XXX

Location: XXX

Interviewer: XXX

Theme 1: Conceptualising Holistic Education and SEL in Teacher Training

This theme explores how teacher educators understand and interpret the idea of holistic development of a child and the importance of social and emotional learning (SEL) within teacher preparation programs. It seeks to understand how they conceptualise the aims of teacher education beyond academic instruction, including empathy, reflective practice, and inclusive classroom relationships, and how these align with policy frameworks such as the NEP 2020.

Potential Questions:

- How do you understand and interpret the idea of holistic development of a child and the importance of social and emotional learning (SEL) within teacher preparation programs?
- In your view, how can teacher training programs promote teachers' own social and emotional competencies, alongside their pedagogical knowledge?
- How do current policy frameworks, such as the NEP 2020 or SCERT guidelines, influence how you design or approach teacher training for Socio-Emotional development?

Theme 2: Preparing and Delivering SEL-Focused Training

This theme examines how teacher educators themselves are prepared and supported to design and deliver SEL-related training modules. It aims to understand their professional backgrounds, qualifications, and ongoing development opportunities that enable them to facilitate SEL-based pedagogies. The discussion will also consider how they assess teachers' understanding and readiness during or after training.

Potential Questions:

- How were you yourself prepared to deliver or facilitate SEL-related themes within teacher training programs?

- Can you describe how SEL-related topics or competencies are incorporated into pre-service or in-service teacher training programs?
- What kinds of training activities or methods (e.g., role-play, reflective discussions, experiential tasks) do you find most effective for engaging teachers in SEL-related learning?
- How do you assess or observe whether teachers have understood and internalised SEL concepts during or after training sessions?

Theme 3: Challenges, Gaps, and Reflections on Teacher Preparedness

This theme focuses on the practical and institutional challenges teacher educators face in integrating and sustaining SEL-related content in teacher training. It explores resource limitations, curriculum overload, teacher motivation, and policy gaps. It also seeks reflections on teachers' preparedness to apply SEL in classrooms and on systemic changes needed to strengthen SEL-focused teacher education.

Potential Questions:

- What challenges do you encounter in integrating SEL-related content into teacher training programs (e.g., time, resources, policy direction)?
- From your experience, how prepared do teachers seem to be in applying SEL-related competencies once they return to the classroom?
- What improvements or systemic changes do you think are needed to make SEL integration more effective in teacher education in Panjab?

APPENDIX D - Interview Guide for Teacher Training Expert

Interview participant: XXX

Date: XXX

Location: XXX

Interviewer: XXX

Theme 1: Policy Perspectives on Teacher Training and Social-Emotional Learning

This theme examines how social and emotional learning (SEL) is conceptualised within national and state education policies, frameworks, and guidelines, such as the National Education Policy (NEP) 2020, NCFTE (2009/2023), and SCERT directives. It aims to understand how policymakers and experts interpret the role of teacher training in fostering SEL and holistic education. The discussion also focuses on how teacher well-being and socio-emotional competence are framed within policy discourses.

Potential questions:

- How is social and emotional learning (SEL) currently positioned within India's teacher education policies and frameworks (e.g., NEP 2020, NCFTE)?
- Which teacher competencies related to SEL do you think are most emphasised in policy and professional standards?
- How do you see the policy vision of SEL aligning with the realities of teacher education and training implementation at the state level (e.g., in Punjab)?
- In your opinion, how well do current teacher education policies account for teachers' own well-being and socio-emotional competence?

Theme 2: Designing and Implementing SEL-Focused Teacher Training Modules

This theme explores how SEL-related content is integrated into teacher education and professional development programs through curriculum design, training materials, and delivery strategies. It seeks insights into the process of module development, including how topics are selected, contextualised, and adapted for teachers across diverse school settings. It will also consider the role of institutions such as SCERT, DIETs, and national bodies (e.g., NCERT, NCTE) in supporting training design, capacity-building, and dissemination of best practices.

Potential Questions:

- How are SEL-related topics or competencies identified and incorporated into teacher education curricula and training modules?
- What kinds of pedagogical approaches or activities are used to help teachers internalise SEL skills and apply them in classroom settings?
- How do different institutions (e.g., SCERT, DIETs, NCERT) collaborate or contribute to supporting SEL integration within teacher education programs?

Theme 3: Challenges, Gaps, and Future Directions in SEL Training and Practice

This theme focuses on identifying the key challenges and systemic gaps that hinder effective integration of SEL into teacher education. It explores issues such as limited institutional capacity, competing policy priorities, insufficient training time, and a lack of assessment frameworks for socio-emotional competencies. Finally, the discussion will seek recommendations on how policy and training systems can be strengthened to make SEL a more integral part of teacher education in Panjab and beyond.

Potential questions:

- What are the main challenges or systemic constraints that limit the integration of SEL in teacher education and professional development?
- From your perspective, what factors contribute to the gap between policy intent and the actual classroom practice of SEL by teachers?
- What recommendations would you propose to strengthen SEL-related teacher education, whether through policy reform, improved training design, or interdepartmental collaboration?

APPENDIX E - Consent Form for interviews

Researcher: Akashdeep Kaur

Supervisor: Dr Tore Bernt Sorensen

☐ I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

☐ I acknowledge that all participants will be referred to by a pseudonym.

☐ I acknowledge that there will be no effect on my employment arising from my participation or non-participation in this research.

☐ I understand that all names and other material likely to identify individuals will be anonymised.

☐ I understand that the research material will be treated as confidential and always kept in secure storage.

☐ I understand that the research data will be retained in secure storage for use in future academic research, and all the personal data will be destroyed once the project is complete

☐ I understand that the material may be used in future publications, both print and online. ☐ I agree to waive my copyright to any data collected as part of this project.

☐ I understand that other authenticated researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.

☐ I understand that other authenticated researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.

☐ I acknowledge the provision of a Privacy Notice in relation to this research project.

Please indicate your preference:

I consent to the interview being audio-recorded. ☐

I do not consent to the interview being audio-recorded ☐

Please indicate your preference:

I agree to take part in this research study ☐

I do not agree to take part in this research study ☐

Name of Participant Signature

Date

Name of Researcher Signature

Date

APPENDIX F - Privacy Notice

Researcher - Akashdeep Kaur
Supervisor – Dr Tore Bernt Sorensen

Your Personal Data

The University of Glasgow will be what's known as the 'Data Controller' of your personal data processed in relation to your participation in the research project Investigating Teacher Preparation for Social and Emotional Learning in Panjab, India. This privacy notice will explain how The University of Glasgow will process your personal data.

Why do we need it

We are collecting basic personal data such as your name and contact details in order to conduct our research (only for interviews). We need your name and contact details to arrange interviews and follow up on the data you provided, in case needed.

We only collect data that we need for the research project, and all this personal data will be de-identified and anonymised at the point of data transcription. Participants will be assigned pseudonyms or ID codes to ensure that no individual can be identified in any report or dataset.

Please see the accompanying Participant Information Sheet

Legal basis for processing your data

We must have a legal basis for processing all personal data. As this processing is for Academic Research, we will be relying upon the Task in the Public Interest in order to process the basic personal data that you provide. Alongside this, in order to fulfil our ethical obligations, we will ask for your Consent to take part in the study.

Please see the accompanying Consent Form.

What we do with it and who we share it with

All the personal data you submit is processed by Akashdeep Kaur (Master's dissertation student, University of Glasgow) and Professor Tore Sorenson (Master's dissertation Supervisor, University of Glasgow). In addition, security measures are in place to ensure that your personal data remains safe:

For the survey: All personal data (such as names, contact details, or institutional affiliations) will not be collected

For interviews: All personal data (such as names, contact details, or institutional affiliations) will not be collected or will be fully anonymised at the point of data transcription. Participants will be assigned pseudonyms or ID codes to ensure that no individuals can be identified in any report or dataset.

All data (including anonymised transcripts and survey responses) will be stored securely on the password-protected University of Glasgow OneDrive account, accessible only to me (Researcher) and my supervisor. No data will be shared with third parties.

As no identifiable personal data will be retained, the study complies with the GDPR principle of data minimisation. Anonymised research data may be retained for up to five years after the completion of the dissertation, to allow for publication or follow-up research. After this period, all electronic files will be permanently deleted using secure deletion methods, and any printed materials (if used) will be shredded.

Participants will receive a summary of the study's findings through the Department of Education, as it will not be possible to contact them directly once the data has been transcribed. After transcription, all personal information will be destroyed and anonymised, ensuring that individual participants cannot be identified.

What are your rights?

GDPR provides that individuals have certain rights, including: to request access to, copies of and rectification or erasure of personal data and to object to processing. In addition, data subjects may also have the right to restrict the processing of the personal data and to data portability. You can request access to the information we process about you at any time.

If at any point you believe that the information we process relating to you is incorrect, you can request to see this information and may, in some instances, request to have it restricted, corrected, or erased. You may also have the right to object to the processing of data and the right to data portability.

Please note that, as we are processing your personal data for research purposes, the ability to exercise these rights may vary as there are potentially applicable research exemptions under the GDPR and the Data Protection Act 2018. For more information on these exemptions, please see UofG Research with personal and special categories of data.

If you wish to exercise any of these rights, please submit your request via the webform or contact dp@gla.ac.uk

Complaints

If you wish to raise a complaint on how we have handled your personal data, you can contact the University Data Protection Officer, who will investigate the matter.

Our Data Protection Officer can be contacted at dataprotectionofficer@glasgow.ac.uk

If you are not satisfied with our response or believe we are not processing your personal data in accordance with the law, you can complain to the Information Commissioner's Office (ICO) <https://ico.org.uk/>

Who has ethically reviewed the project?

This project has been ethically approved via the College of Social Sciences Research Ethics Committee or the relevant School Ethics Forum in the College.

How long do we keep it for?

Your personal data will be retained by the University only for as long as is necessary for processing and no longer than the period of ethical approval 25/09/2026. After this time, personal data will be securely deleted.

Your research data will be retained for a period of ten years in line with the University of Glasgow Guidelines. Specific details in relation to research data storage are provided on the Participant Information Sheet and Consent Form, which accompany this notice.

APPENDIX G - Participant Information Sheet for teachers

Researcher: Akashdeep Kaur (Master's Student, University of Glasgow)

Supervisor: Dr. Tore Bernt Sorensen (Professor, University of Glasgow)

Course: Erasmus Mundus Joint master's in education policies for Global Development (GLOBED), University of Glasgow

You are being invited to take part in a research project about teacher training and its role in preparing teachers to support students' social and emotional development (SEL).

Before you decide if you want to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the information on this page carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

I hope that this sheet will answer any questions you have about the study.

1. What is the purpose of the study?

The purpose of this study is to find out how pre-service and in-service teacher training programs in Panjab prepare teachers to support students' social and emotional development by integrating important Social and Emotional skills in their classroom practices as guided by the National Education Policy, 2020. Along with this, the study will also try to understand the gaps or challenges that exist in translating the teacher training policy in India into actual training practice in Panjab.

2. Why have I been chosen?

You are being asked to take part because you are a teacher with direct experience of teacher training programs in Panjab, and your perspectives are essential for understanding how training is delivered, experienced, and applied in classrooms. Your firsthand experience with participating in trainings and applying those lessons in the classroom will help this study in capturing a lived experience.

3. Do I have to take part?

You do not have to take part in this study. Participation is entirely voluntary.

If you decide not to take part, nothing will change for you, and you will continue your

professional activities as usual.

If you start the interview but later change your mind, you may withdraw at any time before data analysis begins, and any information you have shared will not be used.

4. What will happen to me if I take part?

If you take part, I will ask you some questions about what you think about your experiences with teacher training and your views on supporting students' social and emotional development. I will ask you for examples of how you have used the lessons from the trainings you have received in your classroom practices, and what other trainings can be done to better support you in integrating SEL in your teaching practices. You do not have to answer any question that you do not want to. This will take about 45-60 minutes of your time. I will record the answers on a voice recorder so that afterwards I can listen carefully to what was said.

I will be finished gathering data by the end of February.

5. Will the information that I give you in this study be kept confidential?

I will keep all the data I collect about your personal details and interview question responses in a locked file on my computer. When I write about what I have found, your name will not be mentioned anywhere. You may choose a pseudonym that I will use when writing up the final assignment. I will destroy all the personal data collected, like your name, contact details and school name, once I transcribe the data and assign a pseudonym to you.

However, if during our conversation I hear anything that makes me worried that you might be in danger of harm, I might have to inform relevant agencies of this.

6. What will happen to the results of this study

I will analyse the data I collect from participants, and present this in the dissertation, which I am writing for my qualification, Erasmus Mundus Joint Master's in Education Policies for Global Development (GLOBED), University of Glasgow. A summary of the findings will be shared with the Department of Education, Panjab, to support future improvements in teacher training. All the personal data collected will be destroyed immediately after the transcription, and the other anonymised research data will be kept for 5 years in order to use it for further follow-up research or my doctoral thesis.

7. Who has reviewed the study?

This study has been reviewed and agreed by the School of Education Ethics Forum,
University of Glasgow

8. Who can I contact for further Information?

If you have any questions about this study, you can ask me, Akashdeep Kaur

(3074903A@student.gla.ac.uk) or my supervisor, Dr. Tore Bernt Sorensen

(tore.sorensen@glasgow.ac.uk)

or the School of Education Research Ethics Committee (education-ethics@glasgow.ac.uk).

Thank you for reading this.

APPENDIX H - Participant Information Sheet for Teacher Educators

Researcher: Akashdeep Kaur (Master's Student, University of Glasgow) Supervisor: Dr. Tore Bernt Sorensen (Professor, University of Glasgow)

Course: Erasmus Mundus Joint master's in education policies for Global Development (GLOBED), University of Glasgow

You are being invited to take part in a research project about teacher training and its role in preparing teachers to support students' social and emotional development (SEL).

Before you decide if you want to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the information on this page carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

I hope that this sheet will answer any questions you have about the study.

1. What is the purpose of the study?

The purpose of this study is to find out how pre-service and in-service teacher training programs in Panjab prepare teachers to support students' social and emotional development by integrating important Social and Emotional skills in their classroom practices as guided by the National Education Policy, 2020. Along with this, the study will also try to understand the gaps or challenges that exist in translating the teacher training policy in India into actual training practice in Panjab.

2. Why have I been chosen?

You are being asked to take part because you are a teacher trainer with extensive experience in the field of teacher education and training. Your insights would be invaluable in helping me understand the structure and objectives of teacher training programs, particularly in relation to promoting the socio-emotional development of students.

3. Do I have to take part?

You do not have to take part in this study. Participation is entirely voluntary. If you decide not to take part, nothing will change for you, and you will continue your professional activities as usual.

If you start the interview but later change your mind, you may withdraw at any time before data analysis begins, and any information you have shared will not be used.

4. What will happen to me if I take part?

If you take part, I will ask you some questions about your experiences with teacher training as an educator and your views on supporting teachers' and students' social and emotional development. I will ask you for examples of what SEL themes are included in the training sessions and how teachers are encouraged to integrate them in their classrooms, and where the gaps are. You do not have to answer any question that you do not want to. This will take about 45-60 minutes of your time. I will record the answers on a voice recorder so that afterwards I can listen carefully to what was said.

I will be finished gathering data by the end of February.

5. Will the information that I give you in this study be kept confidential?

I will keep all the data I collect about your personal details and interview question responses in a locked file on my computer. When I write about what I have found, your name will not be mentioned anywhere. You may choose a pseudonym that I will use when writing up the final assignment. I will destroy all the personal data collected, like your name, contact details and school name, once I transcribe the data and assign a pseudonym to you.

However, if during our conversation I hear anything that makes me worried that you might be in danger of harm, I might have to inform relevant agencies of this.

6. What will happen to the results of this study

I will analyse the data I collect from participants, and present this in the dissertation, which I am writing for my qualification, Erasmus Mundus Joint Master's in Education Policies for Global Development (GLOBED), University of Glasgow. A summary of the findings will be shared with the Department of Education, Panjab, to support future improvements in teacher training. All the personal data collected will be destroyed immediately after the transcription, and the other anonymised research data will be kept for 5 years in order to use it for further follow-up research or my doctoral thesis.

7. Who has reviewed the study?

This study has been reviewed and agreed by the School of Education Ethics Forum, University of Glasgow

8. Who can I contact for further Information?

If you have any questions about this study, you can ask me, Akashdeep Kaur (3074903A@student.gla.ac.uk) or my supervisor, Dr Tore Bernt Sorensen (tore.sorensen@glasgow.ac.uk) or the School of Education Research Ethics Committee (education-ethics@glasgow.ac.uk).

Thank you for reading this.

APPENDIX I - Participation Information Sheet for Teacher Training Expert

Researcher: Akashdeep Kaur (Master's Student, University of Glasgow) Supervisor: Dr. Tore Bernt Sorensen (Professor, University of Glasgow)

Course: Erasmus Mundus Joint master's in education policies for Global Development (GLOBED), University of Glasgow

You are being invited to take part in a research project about teacher training and its role in preparing teachers to support students' social and emotional development (SEL).

Before you decide if you want to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the information on this page carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

I hope that this sheet will answer any questions you have about the study.

1. What is the purpose of the study?

The purpose of this study is to find out how pre-service and in-service teacher training programs in Panjab prepare teachers to support students' social and emotional development by integrating important Social and Emotional skills in their classroom practices as guided by the National Education Policy, 2020. Along with this, the study will also try to understand the gaps or challenges that exist in translating the teacher training policy in India into actual training practice in Panjab.

2. Why have I been chosen?

You are being asked to take part because you are a teacher training expert, and given your experience in the field of teacher education and training policy, your insights would be invaluable in helping me understand the policy perspective and how it connects with the on ground implementation of teacher training programs promoting the socio-emotional development of students with direct experience of teacher training.

3. Do I have to take part?

You do not have to take part in this study. Participation is entirely voluntary. If you decide not to take part, nothing will change for you, and you will continue your professional activities as usual.

If you start the interview but later change your mind, you may withdraw at any time before data analysis begins, and any information you have shared will not be used.

4. What will happen to me if I take part?

If you take part, I will ask you some questions about what you think about teacher training and education policy in India and Panjab, how to translate to training sessions and eventually to classroom practices. You do not have to answer any question that you do not want to. This will take about 45-60 minutes of your time. I will record the answers on a voice recorder so that afterwards I can listen carefully to what was said.

I will be finished gathering data by the end of February.

5. Will the information that I give you in this study be kept confidential?

I will keep all the data I collect about your personal details and interview question responses in a locked file on my computer. When I write about what I have found, your name will not be mentioned anywhere. You may choose a pseudonym that I will use when writing up the final assignment. I will destroy all the personal data collected, like your name, contact details and school name, once I transcribe the data and assign a pseudonym to you.

However, if during our conversation I hear anything that makes me worried that you might be in danger of harm, I might have to inform relevant agencies of this.

6. What will happen to the results of this study

I will analyse the data I collect from participants, and present this in the dissertation, which I am writing for my qualification, Erasmus Mundus Joint Master's in Education Policies for Global Development (GLOBED), University of Glasgow. A summary of the findings will be shared with the Department of Education, Panjab, to support future improvements in teacher training. All the personal data collected will be destroyed immediately after the transcription, and the other anonymised research data will be kept for 5 years in order to use it for further follow-up research or my doctoral thesis.

7. Who has reviewed the study?

This study has been reviewed and agreed by the School of Education Ethics Forum, University of Glasgow

8. Who can I contact for further Information?

If you have any questions about this study, you can ask me, Akashdeep Kaur (3074903A@student.gla.ac.uk)

or my supervisor, Dr. Tore Bernt Sorensen (tore.sorensen@glasgow.ac.uk) or the School of Education Research Ethics Committee (education-ethics@glasgow.ac.uk).

Thank you for reading this.

APPENDIX J - Initial codes list

<u>Code no.</u>	<u>INITIAL CODE</u>
1	Teaching students the subject
2	Dealing with students
3	Classroom management
4	Subject preparation of teacher
5	Inclusive teaching methods to cater for all students
6	Using different teaching methods, activities, TLM, focussed on subject to increase student engagement
7	Preparing students for exams and rote memorisation
8	Lack of training on SEL related themes and positive learning environment
9	Making connection with students and understanding their educational needs
10	Training on Government programs like Mission Samrath
11	Lack of time to cater to SEL/ holistic development/ SEL integration
12	Teachers help students with only specific family and financial issues
13	Heavy work load and non-academic duties
14	Excessive syllabus and focus on results
15	Teacher lack training and knowledge to cater to all students
16	Teacher use experience and personal understanding (and not essentially trainings) to support students in other spheres
17	Teachers are assessed based on student result and not wellbeing
18	Teachers lack formal education and SEL making them in-competent
19	Lack of proper pre-service training
20	Teacher needs autonomy on subject and pedagogy
21	Improvements in syllabus and reduced exam stress
22	Reduction of non-academic work to spend more time in class

23	More critical the subject, lesser a teacher can go beyond it
24	Low Frequency of in-service trainings
25	Shift in training from subject related to holistic education
26	Need to cater to the child's overall development and SEL for better learning and behaviour issues
27	Important role of teacher in child's holistic development
28	Good student-teacher relationships help students open up and learn better
29	Teacher uses SEL practices to increase student's attention, participation, collaboration in class
30	Shortage of teachers
31	Trainings are additional burden and imposition for teachers
32	Teacher lacks interest and willingness to go beyond subject/ traditional methods of teaching and cater to child's holistic development
33	One teacher cater multiple subjects leading to lack of time
34	Lack of parents support or interest in SEL growth of child
35	Systemic prioritisation of FLN, sidelining anything else
36	Lack of resources in schools
37	SEL training is generally helpful and upskilling but challenging execution
38	Separate time is required for SEL activities
39	Teachers enjoy SEL trainings and consider them refreshing and meaningful
40	Teachers work on wellbeing and SEL development after SEL training
41	SEL trainings changed teaching methods, creating positive impact on student learning
42	SEL training improved student-teacher relationship
43	SEL training equips teachers with relevant skills for SEL development, making their classroom different from a teacher who doesn't have training
44	SEL training enhanced teacher's own SEL competencies like confidence

45	Issues exist in operational aspects of trainings
46	Teachers wellbeing, SEL skills and competencies are important for students wellbeing and SEL growth
47	Recognition from department and support from school system will increase teacher motivation to focus on SEL
48	Teachers are stressed, overburdened and pressured impacting their efficiency
49	Assessment and deadlines for SEL activities make it a burden and task for teachers
50	SEL integration issues due to student teacher ratio
51	Training that is child centric, refreshing and introduces new teaching methods, new skills is needed and important for teachers (consistent and relevant)
52	SEL integration in class is an extra burden along with syllabus completion (not seen as pedagogic integration)
53	Teachers don't fully participate in trainings and take them serious if they are not interested in the theme itself or the environment
54	Teachings willingness is first important to work on child's SEL
55	Training should be such which helps in teacher student bond
56	Teacher training is needed for continuous professional development
57	Trainer's own competencies are an important factor for successful training delivery
58	Demonstration of skills and competencies by the trainer lands better on teachers over mere telling
59	Trainers where are unwillingly forced to deliver trainings, it impacts the purpose of the training
60	More systemic manner of selecting trainers and planning for trainings is missing / needed
61	Teachers needs are assessed before training delivery to make it relevant for them
62	Teacher training is needed to create positive learning environment

63	Trainings are conducted abruptly, at times for formality sakes
64	Trainers mostly self prepare themselves to deliver trainings (specifically on SEL)
65	Interactive training sessions help teacher participate and actually learn
66	Teachers SEL skills/ training outcomes are accessed by her classroom environment
67	Trainer deliver training as per directed by the department
68	Mismatch between SEL training impact and school demands
69	SEL is not in actual training modules, just a buzzword
70	NEP 2020 guides the vision of SEL development in teachers and students
71	Policies are on paper and not executed
72	SEL is seen as a separate subject (not integrated), making its acceptance low
73	SEL trainings help teachers pause, reflect and then mend their teaching practices
74	Teachers get to know child's psychology and needs through SEL trainings
75	SEL trainings build empathy and emotional awareness in teachers towards themselves and students
76	Low understanding of SEL from teachers to officers in the system
77	Systemic deprioritisation of SEL
78	Lack of resources related to trainings
79	Teachers are prepared on content delivery related to SEL
80	No system of assessment for SEL
81	SEL training is needed in an integrated manner
82	Trainers lack training themselves
83	Lack of policy understanding amongst teachers and the education officers as well
84	Policy is ineffective when trainings are not on policy lines
85	NEP is not translated well into trainings as trainers and higher level education officers themselves are not fully aware about NEP or NCF

86	Lack of collaboration and inefficient translations of policies at SCERT, NCERT and DIET offices
87	Policy is not actually informing training modules as NCF is not referred

APPENDIX K - Additional graphs on teacher confidence and frequency of Integrating SEL practices in Classroom

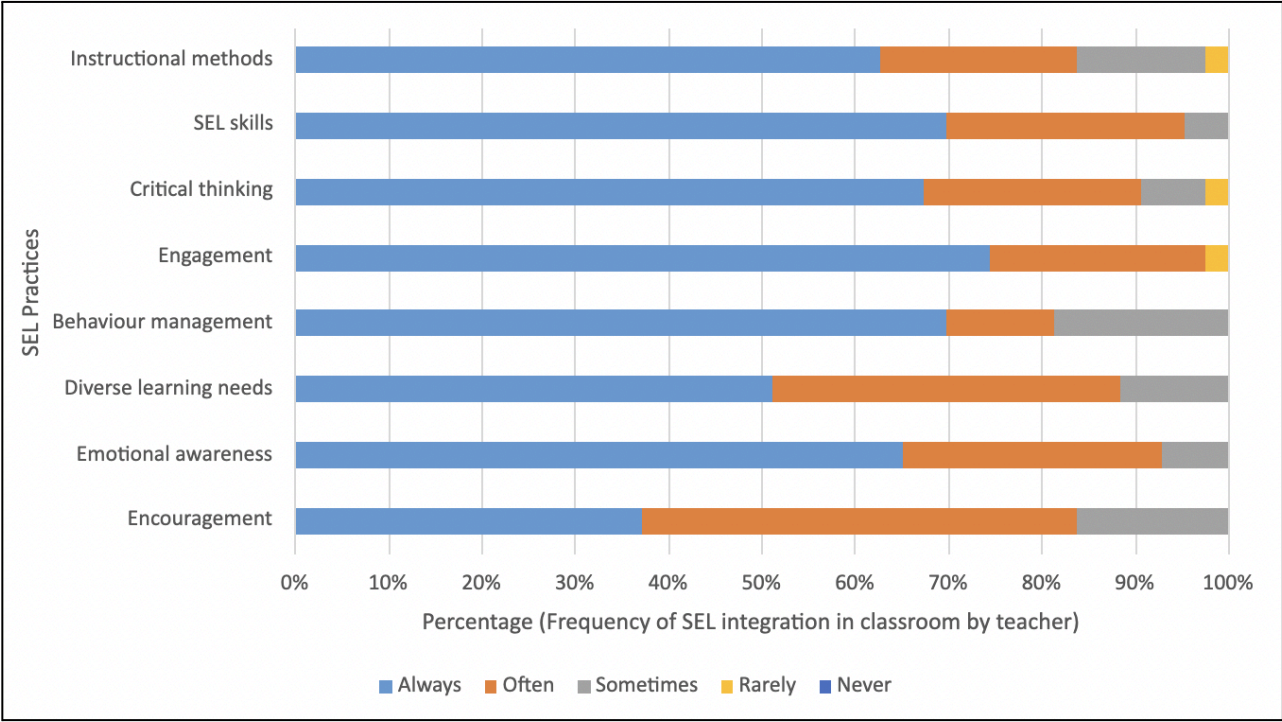


Figure 6: Frequency of Teachers integrating SEL practices in their classrooms

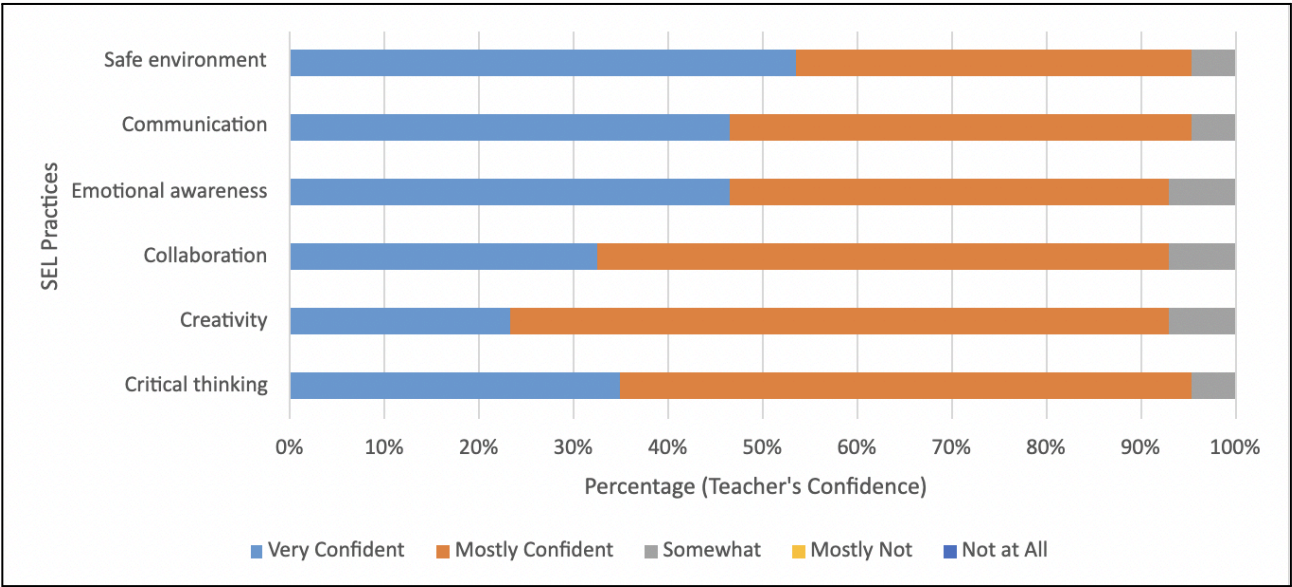


Figure 7: Teacher's confidence to integrate SEL practices in their classrooms