CHAPTER 1

INTRODUCTION

While it is globally accepted that education is a fundamental right and children across the world should have access to education, the question of how the quality of education may be improved continues to be of concern. Various reforms and sustained efforts are in place for development of facilities, sources and infrastructure to bring about improvements. This development is considered to be imperative to improve the education imparted to young learners. The essential part of education is also the relationship between the teacher and the student, where the teacher is able to address the unmet emotional needs of the learner, and thereby to foster social-emotional competence in the child. A positive relationship between the teacher and students is a fundamental aspect of quality teaching and learning, it helps nurture children in a harmonious, comfortable and safe environment, and inspires them to achieve their desired goals (Durlak, 2017). It is widely accepted that the goal of education is to enable the child academically and socially, and make them emotionally sound so that to they are able to achieve success in all phases of their life (Robert Wood Johnson Foundation, 2017). This goal enables the student to attain absolute knowledge, become responsible citizens, caring members of society and socially competent individuals. It also includes the competencies "to understand and manage emotions, set and achieve positive goals, feel and show sympathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2012).

Durlak observed that socio-emotional learning (SEL) has a constructive effect on academic success. He concluded that social and emotional exposure promotes social and emotional competence in early childhood, enhancing academic

performance. In early childhood, the brain develops in fundamental ways and at a rapid pace. This developmental window has great potential for impact of positive influences, but at the same time, there is great risk of the child being vulnerable to disruption (2015, Report Institute of Medicine and National Research Council) These social and emotional competencies are also helpful in notable development of directive behaviour (Durlak et al., 2011). The SEL training programme provides a platform to teachers by which to enable students to achieve their desired learning outcomes, reducing their anxiety and stress, while helping them to engage in joyful activities at the same time. The process of developing competencies of controlling and managing reactions helps students to evolve as responsible persons. This, in turn, minimises the behavioural problems of students during the time spent at school or even in interactions outside school. Those students who interfere in the performance and engagement in social and academic activities of others are considered as having social, emotional and behavioural problems. These students, who face issues like sensory processing disorder, display of intrusive behaviour, and use of improper language, need more care and love, along with extra attention, support and a protective environment (Cooper & Cefai, 2013). Abusing, interrupting others and lack of concentration are some of the identified behaviour problems that serve as barriers, creating hindrances in the learning process (Giallo & Little, 2003).

Effect of Behavioural Problems on Learning Outcome of Students

Managing behavioural aspects of children is really a big challenge for teachers. Problems related to disruptive behavioural disorders such as anxiety, emotional disorder, destruction, and hyperactivity act as hindrances in the path of learning. These problems interfere with the achievement of the academic success of students, as well as their own well being. Stake holders of education should take the

responsibility of creating effective connections between instructional design and healthy aspects of behaviour. This will lead to maintaining positive relations, a healthy, positive environment and nurture mutual consideration, which are the influencing factors for providing protective, affectionate and sympathetic surroundings (Langley, 2009). Problems related to unhealthy behaviour are closely related and have more influence on scholastic performance, hindering student success. A child who has feelings of sadness, loneliness, inadequate communication with others and deficit attention will avoid engagement in activities not be able to develop the skills to cope with the consequences of advanced demands of learning in the higher grades (Breslau et al., 2009). Behavioural problems interfere with children bonding with their peers and inhibit their forming secure, positive and healthy relationships at every stage of life. Behavioural problems isolate children from social and personal interactions, which diminishes the probability of their attaining their desired objectives and learning outcomes (McLeod & Kaiser, 2004). Hinshaw concluded that the development of communication skill is associated with the level of educational performance, adaptivity and folded behaviour of the individual (Hinshaw, 1992).

Rapport (1999) asserted that learning, conduct and behavioural problems are related to underachievement in school and even outside its precincts. If the child has a healthy attitude, good and positive values, impulse control and resilience, they display a higher possibility of having fewer behavioural problems and higher chances of educational attainment (Brian H. Smith and Sabina Low, 2013). Integration of socio-emotional learning with instructional strategies maximise the capabilities of students, nurtures their potential for advancement in learning, and helps to close achievement gaps. Scholars have observed that social interactions between students and teachers,

classroom atmosphere that is conducive to academic learning and at the same time, one that fosters both emotional robustness and emotional resilience encourages healthy competition and companionship among classmates are factors that contribute to scholastic achievement and social-emotional competence (Zins & Elias, 2007). According to Yadav & Kumari (2019), teachers play an important role in building socio-emotional learning skills among children. For this, educators have to cultivate a positive classroom climate, inculcate social and emotional competencies by creating a caring classroom community, by connecting emotionally with their students in a friendly manner, by incorporating discussions and group work, and by displaying a positive attitude and patience.

Role of Pedagogy in Socio Emotional Learning (SEL)

The challenge facing schools is to establish education programmes that will stimulate social and emotional learning and integrate it with traditional academic learning to mitigate behavioural problems considered to be a significant impediment in the state of happiness and mental health of students. Effective instructional learning strategies based on integration of academic, social and emotional learning enables the individual to take an active part in social, personal, organisational activities. SEL provides the organizational framework, helping students to become more resilient, be able to come to terms with their thoughts and emotions, be responsible for their actions and be able to take decisions. Thus, SEL competencies, embedded in instructional strategies, help in the process of learning various skills (Elias and Zins, 1997). The process of providing knowledge using learner-centred design enables students to become self directed learners. In an atmosphere of commitment, caring and love, children acquire emotional stability and emotional and social competencies. A basic change in educational philosophy can take place by adopting SEL and

supporting it with a gradual shift in pedagogy to create an education system that will produce emotionally stable, well rounded, socially responsible children (Hawkins et al., 1992).

Students' participation in various group activities that involve decision making and taking responsibility for their actions lead them to experience satisfaction and fulfilment. By being able to manage and control behavioural problems and by displaying a healthy attitude towards others' feelings, integration and brotherhood is established among them (Glasser, 1969). An affectionate and kind classroom environment helps children to feel protected and grow up to be healthy individuals who have a high moral standard. By integrating SEL into everyday classroom lessons, a loving atmosphere of teaching and learning is created, allowing learners to express their views, concerns and feelings freely. When children understand they are being accepted in spite of their individual differences, they form a strong bond of attachment to their school, their teachers and friends, and grow into confident adults, who are not only academically successful but emotionally stable. This close bond with educational stakeholders provides the fundamental base on which rests educational attainment and intelligent choices. If individual differences of children are accommodated, it instils confidence in them and encourages them to communicate with others without hesitation (Elias and Zins, 1997). These qualities can be developed in children by using class meetings that provide a space for speaking and active listening and sharing experiences related to personal life. This helps to spark interest inchildren and their curiosity to learn more and more may be capitalised on as a learning motivator (Elias & Tobias, 1996).

This indicates that the school and the classroom are the places from where the programme of inculcating social and emotional skills can be started. The school and

the classroom provide a mini society of various cultures, ideas and attitudes where the child comes in direct contact with different perspectives (Durlak et al., 2010). The relationships that students enjoy with their teachers and family members have a great influence in shaping their activities and performance. Based on these relationships, students are able to participate effectively in role-play activities in the class. Role-play activities related to life work well as a tool for SEL intervention. It helps to build self-confidence, leads to greater awareness and self-reflection, and enables children to build self-regulation by working through difficult situations. Such activities help children solve problems and make decisions. They also learn to collaborate with others. In playing various roles and by using the storytelling method, they are able to identify values, such as friendship, co-operation, self-respect, equality, and qualities, such as patience, self-esteem, and communication skills. While participating in storytelling, they learn to control their emotions (Kumari & Yadav, 2017). Durlak suggested that the SEL programme should be sequenced, active, focused and explicit (SAFE) with the basic elements of connecting a synchronised set of activities, mastering new skills, promoting active student engagement in the educational process, enhancing social and emotional skills, providing opportunities to practice, hone and reinforce these skills and building emotional competencies (Durlak etial., 2010, 2011).

Promoting Socio-Emotional Learning (SEL)

A school, primarily, is an institution where children are grouped together for learning. This learning, however, should not just be academic but should bring children to a realisation of what it is to be a human being. Thus, the main purpose of school should be the development of learners to live morally, creatively, and productively in society, The larger issues of education then should be to provide not

only intellectual growth, but also to invest in social and emotional learning in children so that they grow up to be enlightened, benevolent, and accountable adults. Social and emotional competences enable the child to learn, accept, handle and communicate effectively the various emotional and social aspects of life. It teaches them to successfully regulate the work related to daily life, such as establishing positive relationships, social consideration, and exploring alternatives for solving problems (Elias and Zins, 1997). It includes activities, which require coordination of feelings, sentiments, behaviour and apprehensions. There is a need to search the strategies of learning and support these skills in various contexts (Durlak et al., 2017). Teachers should be fair and without bias towards students, treat them with respect and inculcate these skills among students. Teachers need to provide an enriching classroom environment, where children learn to make wise choices, a space where they become aware that decisions taken by them will have consequences that might affect them, as well as others (Walters & Frei, 2007).
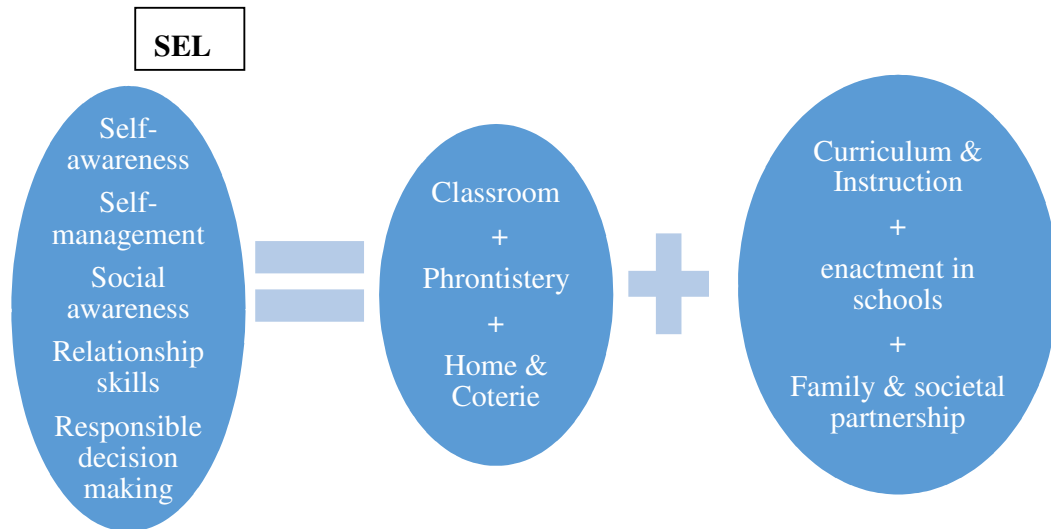
Psychologists and educationists also concluded that mental abilities are closely related to behavioural, psychological and social functioning. The school and classroom should have an inclusive learning environment. Teachers should nurture participatory competencies, and help to develop skills for managing crisis and conflicts. Research indicates that behavioural problems, such as delinquent behaviour and indiscipline are positively correlated with cognitive failures like absent-mindedness. Behavioural problems are often due to frustration and degradation of self-confidence resulting from emotional neglect or deprivation (Arnold & Doctoroff, 2003). These external and internal behaviour problems results in children becoming daydreamers and consequently, the child misses out on learning opportunities because of their disorderly conduct and disruptive behaviour (Finn, Pannozzo, & Voelkl,

1995; Dobbs & Doctoroff, 2006). Martin (1994) observed that children, who are excessively shy and reserved, avoid social interactions consciously. They suffer from loneliness and their negativity bias makes them move towards gradual disconnection from education and the learning process. SEL abilities and skills, on the other hand, enable students to enter into healthy competition with their class mates, Children, who are socially and emotionally competent, are able to reflect on their experiences and learn from them.

Children with effective SEL skills are more attentive towards learning because they feel confident about their ability, can make fruitful decisions towards achieving the desired learning outcomes, can rely on their cognitive skills and positive thoughts of well being and contribute towards a tension free climate in the classroom (Jennings & DiPrete, 2009). The basic components of SEL focus on the inner strength of an individual and help them to cope with challenges and complexities related to life, as well as learning. These components are as under:

Figure 1:

SEL Components

SEL

Self-awareness
Self-management
Social awareness
Relationship skills
Responsible decision making

=

Classroom
+
Phrontistery
+
Home & Coterie

+

Curriculum & Instruction
+
enactment in schools
+
Family & societal partnership

Source: CASEL, 2017; Durlak et al., 2017; Lawson et al.,

It shows the essential elements of SEL, which include various skills, such as identifying emotions, recognising strengths, self-confidence; self-discipline, self-motivation, goal setting, accountability; empathy, appreciating diversity, respect for others; communication, building relationships, team-work; and identifying problems, social responsibility and critical thinking. These competencies have a positive correlation with the school culture and climate. Socio-emotional learning is enhanced by emphasis on shared values, good habits, fostering a unifying world view, and by teaching children problem-solving strategies (Durlak et al., 2017).

Socio Emotional Learning and Quality Education

The concern today is about providing quality education, whichlooks at the holistic development of the child, wherein the child attains his full potential and meaningfully contributes to and participates in society. Thus, the aim of quality education is to provide a pedagogically and developmentally sound education by

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which children can acquire attributes and skills to realise their full potential and become productive members of society. To meet the changing dynamics of the population, there is a need for not only promotes quality education at all levels, but also to provide equitable and increased access to it. Quality education is one of the major factors, which have the potential to increase the enrolment ratio, especially for backward classes, as it aims to foster skills and competencies to enable learners to support themselves and their families. Quality education will also go a long way to close the gender gap in education, leading to the upliftment of women (World Education Forum, 2015). Quality education brings about the all round development of a child, whereas SEL develops their readiness for learning with full enthusiasm, interest, and healthy mindset. Educating the whole child involves active, self-directed learning to acquire knowledge in a climate in which traits of collaboration and coordination are nurtured. These traits are deeply rooted in social and emotional learning. It strengthens the essential life skills of quality education as cognitive development, high order thinking, integration that promotes intellectual skills, critical thinking, fraternity and citizenship respectively. These skills help the child to develop their unique qualities, enable them in decision making, empower them to face responsibility, to deal with the problems, and enhance their communication skills (The State of the World's Children, 2000).

School is the place where students spend most of their time among various dissimilarities of thoughts, culture, economic status, backgrounds, etc. It creates a challenging atmosphere for the child to manage himself and deal with these issues. If the child can't deal with such issues, they face the possibility of rising frustration, anxiety, stress and bullying. Here the socio-emotional proficiencies can be one of the solutions of these concerns, because it helps to enforce learning abilities, resilience

power, and responsibility towards one's consequences in order to make literate, caring and mindful persons. It enhances social and emotional skills of students by a sustained, attentive, and systematic approach (Elias, 2003). Research shows that by the implementation of SEL programmes in schools, educational attainment increases, discipline increases, the ability to evaluate one's actions increases, while problematic behaviour incidents decrease, sensitivity towards others' needs increases and the child is able to progress with others. The above mentioned qualities lead to achievement of the sustainable development goal (SDG 4) of quality education for all (Brackett & Rivers, 2013).

Quality education focuses on amalgamation of theoretical and practical aspects of learning. Social and emotional learning also deals with the lifelong mental health and well being of students, apart from academic learning. Both epistemologies, i.e., the theoretical and the practical aspects of learning, are aimed at developing the understanding of the individual and their long term memory, which is the varied outcome of the diverse forms of learning that human beings are capable of. This long tern memory is responsible for modification of the individual's behavioural tendencies as a result of its experience. As they attain intellectual maturity, children develop the ability to make good decisions on their own, and they are more focused on determining their goals and engage in useful activities. Maturity is also developed when children interact with others, and by actively changing recalcitrant behaviour, they are able to minimise behavioural problems (Elias, 2003).

According to Elias & Zins (1997), integration of SEL initiatives in school teaching programmes increase social and emotional competencies among children, and foster positive peer relations. This integration also helps to make the education inclusive, wherein all students, including those who are culturally diverse, differently

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able, and even those with special needs, can access mainstream education. Thus, a learning environment is created in which the student faces new challenges and situations and learns how to tackle them, while mastering life skills and managing risk situations with the help of their teachers and their peer group. SEL initiatives, integrated in school programmes, nurture reciprocal relations among the peer group and encourages children to become active contributors both at home and at school, while being a positive influence on others. Social and emotional competencies also foster a positive team spirit in children and teach them to be supportive of their cohorts. Crowley (1993) noted that when teachers are flexible and avoid being rigid with their students, teacher-student interactions and relationships are respected. Establishment of a positive teacher-student relationship results in the student's willingness to talk about facing difficulties and sharing their problems with the teacher. It relates to the need of empathetic and supportive relations towards others, which is the core element of social and emotional learning. To optimise students' learning outcomes, there should be flexibility in the learning process, and various pedagogies should be integrated and implemented in the dissemination of knowledge.

Yadav & Kumari (2019) argued that teachers should understand, and they should exercise self control while dealing with students. Apart from this, they also need to be trained in management skills. The classroom climate should foster development of essential competencies with the help of different approaches of learning, as well as the minimum use of punishing consequences. Teachers must learn how to forecast and minimise behavioural problems, nurture positive and healthy relations, and amply reward progress in personal, social and academic aspects (Cartledge & Johnson, 1996).

Role of Schools in Socio Emotional Learning

Studies on policy enactments in schools reveal that strategies of SEL have been integrated in academic frameworks, discipline systems and student supports in schools. According to Meyers et al., these policies are related to the ambience of the class and school and to improve student assistance services. Thapa et al., (2013) also mentioned the importance of providing a safe and positive classroom climate and culture in schools in relation to the cognitive, affective and psychomotor skills development and learning outcome of students. These policies must include a coordinated and scaffolded learning plan for teachers, practices for bullying prevention, fair and equitable discipline, while the disproportionate use of discipline should also be addressed (Bear et al., 2015).

Educational leaders and educators can arrange activities based on SEL at the time of the morning assembly, when students collect as a community. For students who need more intensive treatment, educators can reinforce social and emotional skills by incorporating them in assembly activities and working with small groups of students. This gives teachers the scope to deal with individual variability, and promote student health and well being, enabling students to lead positive lives. Students, on their part, practice and sharpen their skills by using them in various simulated situations (Jones & Bouffard, 2012; Merrell & Gueldner, 2010; Zins et al., 2004). CASEL (2012) recommends various research based programmes of SEL that enhance efficiency and behaviour of students from the early stages of education to the advanced stages of higher learning. Teachers can foster these skills through learner-centred and problem-centred interactions (Williford & Wolcott, 2015). To engage learners in a positive educational process, academic learning has to be buttressed with student well being. Teachers should encourage debates and allow students to not only

explore and develop their own ideas, but also have the confidence to voice them. By encouraging autonomy of thought, educators provide a satisfying and positive learning experience (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Hawkins et al., (2008) and Jones et al., (2015) suggested some benefits of SEL competencies, such as a the nurturing of a sanguine attitude, persistence, dedication and readiness towards learning, which are helpful in reducing conduct problems, emotional distress and improve enrolment and retention.

SEL begins in the early stages of life, so it is important for its foundation to be laid while the child is in the care of the family. Going forward, SEL is promoted while the child enters school, and all through, till the time the child reaches the level of higher education (Bierman & Motamedi, 2015; Conley, 2015). Research reveals that development of the emotion regulation ability in childhood is slow. After a prolonged period of immaturity, it culminates in maturity in the healthy and caring environment of the classroom. In the human brain's emotional development, this slow and prolonged period of maturing of the emotion regulation system or neural plasticity has proven to be beneficial for the neural system. The brain has the ability to learn from the environment. During these periods of plasticity, the developing systems of the child's brain are susceptible to environmental influences. More specifically, close relationships like those with parents, teachers and friends, which constitute the immediate environment of the child, influence the emotion regulation functioning as the person grows up. This is described as a historical reflection of the brain's experiences during the period of development. In the early period of the development of the neural system, it is sensitive to environmental pressures., and this has been identified as the sensitive period. The brain experiences various sensitive periods, which when mapped together, become the development of the brain (Tottenham,

2017). Hubel & Wiesel (1970) demonstrated that it is possible for environmental forces to alter the sensitive period. So, the sensitive periods are plastic in nature and may be modified by early experiences. After school, the process of nurturing SEL continues further in interactions with adults, and this, in turn, helps to make the child grow into a supportive adult (Gullotta, 2015). Thus, the process of SEL competencies starts in the early years of a child's life, even before they start their school and it continues long after school to achieve the desired learning and end results (Durlak et al., 2010).

Initiatives for promoting Socio-Emotional Learning

In 1960s James Comer started a project on psychological development and academic achievement through assessing contrast between child's experience at home and school. It established an academic and social procedure to behavioural problems and adding strength in developing movement of SEL through exceeding the low achieving schools to the national average by 1980s (Edutopia, 2011). The movement took off by Weissberg and Shriver during 1987-1992 to establish the K-12 New Haven Social Development program. At the same time a project on 'School based promotion of social competence' was founded by W.T. Grant foundation and it was co-chaired by Weissberg and Maurice Elias. It declared a draft to integrate SEL in schools. A meeting was conducted in 1994 at Fetzer institute by researchers and educators for assessing the ability of positive citizens. Through this meeting the term 'social emotional learning' found its way into the lexicon and along this CASEL came into existence. These efforts made the way of inclusion of SEL in schools (Beaty, 2018).

With respect to inculcation of emotional and social competencies, the Indian Government has developed a research based educational resource called the Indian

Social and Emotional Learning Framework (ISELF). This framework has been developed by The Teacher Foundation (TTF) for nurturing social-emotional learning through an age-banded approach, for students in the age group of 6-18 years. Using the 5 Ws (whys) and 1H (how) approach, ISELF deconstructed social emotional learning in India. ISELF is a combination of the various SEL frameworks, including CASEL (USA), Social Emotional Aspects of Learning (UK) and WHO's ten core life skills. It is a contextualised framework that can act as a ready reckoner for Indian schools, teachers and counsellors. It can be integrated with the school curriculum to develop SEL competencies like self-awareness, self-management, relationship management, social awareness and decision-making. The Delhi government has launched a radical new initiative called the Happiness Curriculum from Nursery to Class 8 in Delhi schools to address the mental health crisis being faced by Indian students. Under the new initiative, the school timetable will include a Happiness period. The Happiness curriculum includes meditation, value education, and mental exercises for mindfulness. It is aimed at stimulating good mental health, character and resilience, which should minimise anti-social activities by the students. According to the United Nation's World Happiness Report, India is among the least happy nations. It's ranking has fallen to 140 among 156 nations in The Happiness Index 2019, continuously stepping down from 2016 when its ranking was 118. The General Assembly, in its resolution 65/309 titled "Happiness towards a holistic approach to development", recognised that the pursuit of Happiness was a fundamental human goal. The Gross Domestic Product (GDP) did not adequately reflect happiness and the well being of people. Delhi government (2019) launched the Happiness Curriculum, which is designed on the principle of 'The Happiness Triad' by philosopher A. Nagraj. The Happiness Triad takes into consideration three components of happiness,

viz., momentary happiness, deeper happiness and sustainable happiness. The Happiness Curriculum has been introduced to address long term societal issues of mental health and well being in students. It has been introduced to educate children to find harmony with their inner being and discover self, including peace, satisfaction and happiness in the process of learning.

Apni Shala Foundation is an NGO that works with children and youth, especially from economically challenged backgrounds to build their social and emotional competencies "to constructively engage with society and have a harmonious co-existence". Based on the CASEL framework, it aims at experimental learning using the medium of art, games and drama (apnishala.org). Sanjoli Chimni Pande, founder of Mind and Heart Foundation, is committed to building "healthier, happier, more productive and sustainable communities. The Foundation has designed and developed strategies and tools for adults and children, including children with special needs, to nurture and strengthen their emotional intelligence. One way to initiate the activities of the day is to maintain a self reflective diary with jottings about one's own experiences and feelings. This would lead to self-discovery and emotional healing. She also suggests breathing and relaxation techniques as they help to improve sustained attention, and relieve stress, while reducing negative affect. Additionally, these breathing exercises can stimulate the limbic systems in the brain that deal with the functions of emotions, memories and arousal (Goodman, 2017).

UNESCO's 'strategy on education for health and well-being' recognises the inter-relationship between education and health. Health is one of the core outcomes of quality education, helping individuals to make informed decisions and lead healthy lives. Schools should ensure a safe learning environment to provide quality education for all. Violence and bullying experienced at the school level have adverse effects on

children's mental and emotional well being and world organisations like UNESCO have provided stakeholders in the education sector with effective programmes to address bullying and violence against children (UNESCO, 2016). UNESCO, Bangkok, initiated a Happy Schools Project in 2014. This Project recognises that there is a crucial relationship between happiness and the quality of education. The goal was to promote the well being and holistic development in schools. The Happy Schools Project aims to offer education that values and fosters diverse talents and strengths in learners (UNESCO, 2016). The importance of happiness was recognised as a fundamental human goal related to quality education and well being. Beebe (2003) stated that happiness could be learnt through the learning of virtues and appropriate standards of behaviour and competencies. Positive psychology, with its emphasis on individual and societal well being, acknowledges that it is important to accept one's past, develop optimism towards life, a sense of contentment and well being. Seligman noted that families and schools should foster self-esteem and self-image in children, and allow children to and grow and develop positive attributes. The Happy School Project advocates that emphasis should be laid on non-academic skills and competencies, such as generosity, perseverance, creativity and teamwork. The Happy School framework includes 22 criteria divided into three broad categories of People, Process and Place. Under the category of People, friendships, and relationships in the school community, participation of parents and family is advocated. Teachers recruited should have positive values, they should be kind, fair and enthusiastic, and students should consider them as role models. Teachers should respect diversity, and visual reminders as posters and charts with relevant illustrations should reinforce values taught in class. In the second category, emphasis is laid on he methodologies of teaching and learning. Only if their workload is reasonable and fair, can the students

experience a sense of well being. Children should not be burdened with undue emphasis on rote learning and examinations; instead, schools should encourage 'learning without worrying'. Children should enjoy the freedom to voice their opinions and the curriculum should be relevant and engaging. The knowledge children imbibe in school should help them to improve their lives and their surroundings. In the third category, Place, emphasis is placed on creating a happy atmosphere at school where the learning environment is warm and friendly. The school leadership and vision should foster an environment where children feel secure and are not intimidated by bullying. Children should be encouraged to learn and play together in a harmonious way with a 'buddy bench' being used as a symbolic strategy to teach children the importance of sharing. School premises should ideally have large outdoor spaces where children are able to engage in learning activities amidst nature (UNESCO, 2016).

The Organisation for Economic Cooperation and Development (OECD) Future of Education and Skills 2030 project has been created to help education systems identify and develop effectively the knowledge, skills, attitudes and values students need to thrive and shape their world". The OECD Learning Framework 2030 focuses on preparing students to face environmental, economic and social challenges in a rapidly changing, uncertain and complex world. Education needs to have broader goals and needs to factor in well being that is both collective and individual. Growth should be inclusive and not for a privileged few. Success should not be measured only in terms of income, wealth and material possessions but well being, health and quality of life. Students will need to develop and apply critical and creative thinking skills along with the broad knowledge they acquire. However, academic competency is not enough, Human life can only be enriched by developing social and emotional skills,

by inculcating values such as respect for cultural diversity, respect for human dignity and respect for the environment and appreciation of its value. It focuses on the re-designing the curriculum, reducing its overload, reducing the gap between the intent of the curriculum and its outcome, making the curriculum flexible, among other improvements for learning and teaching (OECD, 2015). Thus, realising the need to address these critical trends that are detrimental to the very essence of education, and with the aim of promoting happiness in schools and enhancing the sense of well being in students, educators are implementing social-emotional learning in schools for the holistic development of the child.

Need of the Study

Increasing academic workload and the pressure to perform leads to children becoming very competitive. The educational system is such that academic failure is penalised, compelling students to constantly run a rat race. Consequently, children do not learn to work collaboratively. Instead, it is each one for them, and this becomes the norm that is followed in adult life. In schools, students come from diverse religious, social and economic backgrounds. Diversity should teach children to recognise and respect differences and hone their problem solving skills by teaching them to work together as a team.. However, recent studies reveal that when there is so much parental and social pressure to excel, children do not develop the ability to connect with their peer; on the other hand, they end up competing with each other in an unhealthy way. The pressure on children while trying to out-perform others often manifests itself as behavourial problems. Without social and emotional competencies, children are not able to manage control their emotions, which results in conduct problems. Langley (2009) notes that problems related to conduct are obstacles in educational attainment and well being. Breslace et al., (2009) also posit that internal

and external behaviours directly influence scholastic performance. These problems prove to be challenges for managing and correcting behaviour and developing self-discipline. Studies show that self-discipline prevents incongruous behaviour and social and emotional skills have a strong effect in solving problems related to behaviour, violence, bullying and aggression (Durlak et al., 2017).

The various researches on pro-social behaviour, school environment and academic achievement depict that interpersonal regulation and emotional learning strengthen the social and emotional aspects of life (Scrimgeour et al, 2016; AIR, 2015; Arnold & Kupersmidt, 2012; Kress et al 2004). The Times of India published an article in 2017 on physical harassment by peers. According to statistics, only 25% of behavioural issues were treated. The age of at which a child attends school is one in which he should feel secure and protected by the love and care he receives from his parents and teachers. Deprivation of parental and familial love manifests itself as serious delinquent behaviour, like being involved in anti social, even criminal activities like gang wars, murders, kidnappings, stealing, etc. These problems can be addressed by focusing on the socio-emotional development of children. Socio-emotional competencies (SEC) include building nonverbal communication skills, socially competent behaviour, development of objectivity and reasoning. At the same time, some studies and discussions have focused on the influence of emotional intelligence on well being. This highlights the importance of SEC in creating an environment that is conducive to well being and happiness (Razia, 2016; TOI, 2017).

The studies taken into consideration show the ways, which may be adopted to solve conduct problems. The abilities of social-emotional competencies, ingenuousness and stability of feelings are essential indicators of adjustment, adaptation and management of feeling that lead to a successful and happy life. These

basic needs can be developed in a school climate that is participative, protective, caring and loving. Inculcation of SEC among students will help them to understand not only their own feelings but will also make them sensitive to others feelings.

Statement of the Problem

This study aims to identify the socio-emotional aspects of students' learning and to evaluate the effect of the instructional programme on socio-emotional learning of elementary school students. The researcher proposes that the developed SEL module will enhance the social and emotional competencies in students and help them to face the challenges of life.

Justification of the Study

A critical review of contemporary literature and understandings reveals that integration of SEL into the school curriculum leads to the all round development of the child. Children, who receive emotional support at the microcosmic level of their home (from their families) and in school (from their teachers and classmates), grow up to be stable adults who can face challenges at the macrocosmic level of society. . Various researches on the relationship between emotional competencies and academic achievement show that implementation of SEL programmes in schools create a specific environment for children that is conducive for the attainment of happiness and success. However, there are only few studies in India dedicated to development of SEL. Moreover, the researcher did not find any relevant study on imparting of SEL learning programmes with regard to schools based in Haryana. This research gap led the researcher to conduct the present study to explore the extent to which socio-emotional learning may be developed in schools with the help of an instructional programme.

Operational Definitions of the terms used

Instructional Programme

The instructional programme is the module which is developed by the researcher for the purpose of integrating social and emotional learning in elementary school students through English curriculum to acquire five competencies: self-management, self-awareness, relationship skills, social awareness, and responsible decision making. The module consists of chapters from the English textbook of Class VIII.

Socio-Emotional Learning

In the present study socio-emotional learning includes acquiring and applying attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisionsin behavioural terms with the help of different pedagogies.

Elementary School Students

For the present study, Class VIII students studying in government and private secondary or senior secondary schools are considered as elementary school students.

Research Questions

The research questions of the current study are:

1. How dimensions of socio-emotional learning assist in learning outcomes of elementary school students.

2. What are the pedagogical dimensions for developing socio-emotional learning among elementary school students?

Objectives

The objectives of this study are:

1. Establishing difference in socio-emotional learning in experimental group between pre-test and post-test.

2. Finding difference in socio-emotional learning in control group between pre-test and post-test.

3. Studying difference in socio-emotional learning between experimental and control group.

4. Comparing the socio-emotional learning of students of Government and Private Schools.

5. Identifying the difference in socio-emotional learning between boys and girls in schools.

6. Determining the effect of socio-emotional learning module on learning outcome of students.

Hypotheses

The hypotheses of the current study are:

1. There is no significant difference in socio-emotional learning in experimental group between pre-test and post-test.

2. There is no significant difference in socio-emotional learning in control group between pre-test and post-test.

3. There is no significant difference in socio-emotional learning between experimental and control group.

4. There is no significant difference in socio-emotional learning of students of government and private Schools.

5. There is no significant difference in socio-emotional learning between boys and girls in schools.

6. There is no significant effect of socio-emotional learning module on learning outcome of students.

Delimitations of the Study

The researcher is aware that the study is delimited to the students of elementary school students of one government school and one private school in Rewari Block, in Haryana. Moreover, the study is confined to five dimensions of socio-emotional learning, viz., self-control, self-awareness, social-awareness, responsible decision making and relationship skills. The respective dimensions are instructed with the help of a self made instructional programme as a module and measured by a self made pre-test and post-test questionnaire. Geographically, the range of this study is delimited to two elementary schools in Rewari Block in the state of Haryana.

Chapterization

Thesis chapters consist of a brief description of all the chapters which are included in this research work:

Introduction

The first chapter, the introduction to the research, describes the various variables which are introduced in the research topic. In the various sub-headings related to the research topic, such as: behavioural problems of the students in the classroom, effect of behavioural problems on the learning outcomes of the students, role of pedagogy in addressing the SEL needs of the students, promoting SEL, how schools can support it, building SEL skills in the classroom, need of the study, justification of the study, statement of the problem, operational definitions of the

terms, research questions, objectives of the study and delimitations of the study are included.

Review of Related Literature

This chapter includes the literature related to the present topic which also focuses on the main issues in the present research and the research gaps in other studies. The researcher has based the research questions on the extant literature, and provides a suitable proposal for further research. This chapter also includes the conceptual framework of the present research work.

Design of the Study

In this chapter, the description of the methodology which is used to conduct the research is delineated. The chapter presents the methods adopted for the study, the ways of selecting the samples, and the process of sampling, interpretation and data analysis.

Analysis, Interpretation and Discussion of data

The analysis pattern of the collected data and the interpretation on the basis of the analysis is depicted in this chapter. The discussion on the supporting studies is also included in the interpretation. This section consists of results of the pilot test, the demographic analysis, the descriptive analysis, the inferential analysis, the pre-test equality of means and the variance result, the post-test equality of means and the variance result, and the regression analysis to show the effect of the instructional programme on socio-emotional competencies. The qualitative analysis of the intervention programme is also included in this chapter.

Key Findings, Educational Implications and Suggestions for Further work

The research questions, the key findings and the results of study based on the objectives and research questions of the study are presented in this chapter. The educational implications of social-emotional learning, how SEL can affect policies regarding the curriculum and the direction of further research are discussed.