

CHAPTER 2

REVIEW OF RELATED LITERATURE

The chapter includes the reviews of literature for the current work. It discusses the studies conducted with reference to social and emotional learning of elementary school students. It focuses on important parameters of SEL. Socio-emotional learning affects the short term as well as long term behavioural outcomes in the form of managing one's attitude and make sound decisions in accordance to personal and others' perspectives, develop a positive attitude, confidence, empathy, communication, risk taking behaviour and enhance academic achievement.

Conceptual Framework

Since ancient era of formal education, schools focused on making child social through awareness of self and others. Over the last century, educational, psychological and societal factors created foundation of theories and practices of social emotional education (Cohen & Sandy, 2003). The theory of SEL borrowed the ideas from emotional intelligence (EI). It took a step further focusing on holistic approach through integration of creating and nurturing environment, implementation of activities; merging with subject matter; appropriate way of express feelings; approaching RULER approach and empowers them with skills (Dunham, 2019).

EI is directly connected to goals and objectives, which depend on various individual and social resources. The ability of resilience, positive self-evaluation, and social support fosters methods of coping with stress, conflicts, changes, and enhances emotional regulation and social network. This framework directly supports the well being and personal growth (DiFabio & Kenny, 2016). Gillespie & Beech (2017) stated the theory of emotional regulation that emotions develop spontaneous with the changing situations. The emotions affect the way of thinking and entail various

changes. The term 'modal model of emotions' refers that emotions can be positive or negative and of various intensity. The process of generation of emotions goes from four steps: situation, attention, appraisal, and response. Situations attract the one's attention and create a feeling of appraisal which leads to change. The model consist strategies of emotional regulation as 'antecedent focused or response focused'. Antecedent focused strategy includes situation selection, modification, deployment of attention and change in cognition as avoiding situation, modifying it, regulate emotions through concentration or distraction and by changing ability of ways respectively, and response focused strategy is termed as response modulation (Gillespie & Beech, 2017).

Human behavior revolves around emotions and social relationships. Learning process requires handling emotions and smooth transfer of health social relationships. Social and emotional intelligence are closely related to each other. Social intelligence directs by 'interpersonal energy' that centers on social interactions and interpersonal relationships (Mercer & Gkonou, 2017). In the changing scenario, one need to adapt changes and cope up with difficulties, emotional regulation enables to adjust with flexible demands of environment. Kobylinska & Kusev (2019) suggested 'Unitary' model of manifestation of emotions as interaction process, and 'Hedonic' model of emotion regulation by suggesting cognitive reappraisal and expressive suppression strategies.

Cognitive reappraisal is a strategy of antecedent focused which changes emotional experiences by reinterpretation and modulating emotions and cognitive process and occurs in the early stage off emotions. Whereas expressive suppression is a strategy of response focused by suppressing emotional activities and occurs in the late stage of emotions (Kobylinska & Kusev, 2019). The skills of social intelligence

as co-operation, caring and positive social interactions, healthy participation with others and skills of emotional intelligence boost the range of SEL skills (Mercer & Gkonou, 2017).

The term “social and emotional learning” was first used in 1990s with the inculcation of needs of psychological, educational and developmental general health (Elias et al, 1997). It was introduced as a guiding mechanism for acquiring skills related to wellbeing and success (Kress & Elias, 2006). The learner is the centre of SEL. She/he is the person who is adjudging how to live in a difficult world. The present scenario demands the learning of stability, balancing manifold communal dynamics and multiple alternatives of future. In order to make sense of the emerging field of SEL, Blyth et al (2017) developed The Ways of Being model to narrate the practices, efficiencies and perspectives as a whole picture of social and emotional competent person. The model describes a reciprocal way of being divided into three layers and three dimensions. The three layers of ways of being are related to awareness, identity, and navigation and the elements include ways of feeling, relating to others and doing. It is represented in the figure below.

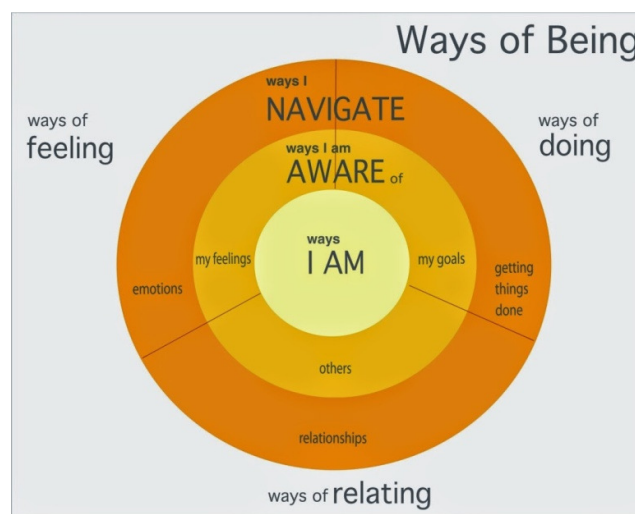


Figure 2:

The Ways of Being Model (Blyth, Olson and Walker, 2017)

The dimension 'feeling' includes experiences, aptitude and magnitude to identify and make sense of one's own emotions. This aspect relates to self-regulation, self-awareness and self-management that reflect in conversation, expressing and coping and regulating emotions. The aspect of 'relation' navigates the skills of interaction and understanding others. It explores the skills of social awareness, relationship skills and empathy in the form of cooperation, teamwork, and communication. These competencies make a child positive, caring and demonstrate compassion to resolve conflicts.

'Way of doing' is the amalgamation of feeling and relating aspects with other cognitive skills to achieve and approach goals. It is significant to self-efficacy, responsible decision making, and growth mindset. It enables the students to solve problems with creativity, focused and assertiveness. The following dimensions elaborate various layers of social and emotional learning. The inner layer, ways I am, is the core of identifying values, ideas and attitude in relation to feelings and achieving goals.

The middle layer, 'Ways we are aware', often lives on the degree of intuition and cultivates the sense of self. The outer layer explores navigation of feelings and emotions. Through the skill of regulating, managing of self and conflict resolution, the individual can investigate opportunities and sort out the challenges using best strategies.

There are various models on social and emotional intelligence other than the above model. One of them is Bar-on model, which was developed by Reuven Bar-on. This model concluded that there exists a relationship between emotional-social intelligence and socio-emotional competencies. It is based on intrapersonal and interpersonal abilities such as recognizing strengths, weaknesses, awareness of needs

and feelings to construct cooperation, and mutual relation with others. Being strong in emotional and social aspect, a child can effectively manage changes and coping situations that lead to making responsible decisions. The model focuses on the need to be sufficiently self-motivated and optimistic (Bar-on, 2006). Daniel Goleman developed the other model, mixed model of emotional intelligence. It focused on the effect of numerous skills of emotional intelligence on leadership performance. It is often used in corporate sectors. It includes self-awareness, self-regulation, social skills, empathy and motivation. Here the emotional skills are considered for the development of professional settings (Boyatzis, 2006). Spielberger (2004) suggested three conceptual models: Bar-on model, the Goleman model (1998), and the Salovey-Mayer model (1997). The Salovey-Mayer model explains the role of understanding and perceiving emotions on thinking measured by ability based measurement, where Goleman stated EI as a “cluster of skills and competencies in the workforce”.

The Six Seconds Model of Intelligence also refers to emotional intelligence. This model is based on three pursuits, which brings a person into practice from theory in his/her personal as well as professional life. The basic three activities are: know yourself, choose yourself, and give yourself. All these pursuits form part of a closed loop feeling and doing things clearly, ability of protective perspective, respond and enable to make purposive vision, respectively. What are your strengths and challenges; what you are; how you take others’ perspectives and why you want to introduce yourself in a new direction? “The following process assesses the eight competencies as enhancing emotionalization, optimistic attitude, navigate emotions, recognizing pattern, intrinsic motivation, increase empathy and pursue noble goals” (Freedman).

There are some approaches, which deal with social and emotional aspects of a personality. SEL approaches describe how different variables affect human development. Approaches to SEL focus on the importance of emotions in the life and skills to manage emotions that can help in achieving optimal level of development. The RULER approach is wordplay of five skills and a theoretical approach to SEL. These skills are: recognizing feelings, understanding the roots and reactions, labeling, expressing emotions in a social climate and regulating these with beneficial actions. It is school-wide approach for amalgamation of social and emotional learning in classrooms. It was developed originated at the Yale Centre for Emotional Intelligence. It provides a design for teaching of emotional skills in school. The theory purports that more emotional skills enable the child more socially competent, psychological well being and also helpful in attaining good position in academic. He/ she will be more effective and responsible (Brackett et al, 2019). The SAFE approach to SEL represents sequenced and connected activities, learning in active mode, emphasizes on focused and explicit SEL skills. It supports modeling, dialogue, group practices and teamwork in the process of imparting knowledge. It explores instructional practices in curriculum. This approach helps in organizing healthy school climate in order to achieve positive social behaviour; minimum conduct problems, less emotional distress, healthy attitude and enhancing learning environment (CASEL, 2003).

Reviews

National

Jain (2020) focused on nurturing SEL in children by parents. Parents need to build SEL skills in new challenging world as online classes during COVID-19. Hare families play an important role in developing SEL through being a good listener, nurturing self-esteem, lead the child by examples, and provide balance that can help

the child to encourage adjusting in the educational technological shift.

Yadav & Kumari (2019) conducted a study to know the implementation of SEL by teachers. The findings showed that teachers have knowledge of inculcating SE competencies in pedagogy, but they need internal and external support. They need training and expertise in this aspect. They included that SEL focuses on solutions rather than problems in the classroom.

Kumari & Yadav (2017) found that intervention in the form of storytelling developed the ability to recognize the relationship skills. The findings revealed that students clarify relationship skills as friendship, co-operation, patience, self-respect, self-esteem, equality and communication skills. The researchers found that the students have strong association with their family members and teachers. Stories made the situation easy to understand.

Razia (2016) conducted a study on B.Ed. students so as to know their emotional intelligence level and well-being. The sample was of 120 pupil teachers from Aligarh Muslim University. The findings of the study revealed that wellbeing is affected positively with emotional intelligence level.

Rajawat and Patel (2015) explored the tenets from Indian educators and western educators for social and emotional learning of pre-schoolers. The Indian educators focused on cooperation, love, self-dependent, self-directed and happiness where as the Western educators included instructional strategies such as games, group work, creative activities, music, and project based learning with child-centred and developmental interaction approach. The researcher in this study brought a solution of transformation of responsible individuals, ethical decision maker, constructive, humble and conflict resolving abilities in the child.

Basu & Mermillod (2011) differentiated the roles of emotional intelligence and social-emotional learning. The ability to evaluate and demonstrate emotions consciously; to approach the sentiments in the process of facilitating thoughts; and synchronize the emotions in the growth of intellectual aspect are related to emotional intelligence. On the other hand, the skills to make friends, sharing responsibilities, working with cooperation and self-directed behaviour are related to social-emotional learning. These skills foster managing and expressing one effectively.

Geeta (2011) carried out a research to find out how life skills can be developed among children with dyslexia by using an intervention program. The study was conducted in Karnal district of Haryana on students of 8-11 age groups. The result depicted that intervention programs significantly improve in perseverance by applying pre-test post-test control group. The prevalence rate of life skills deficits among dyslexics has been found to be 3.7%. The findings revealed that it required more attentiveness and tactics to meet their challenges.

An article in Times of India (Sep.13, 2017) on “Should emotional learning in schools be made mandatory” brought a discussion on the concern of growth and development of emotional aspect at the primary level. The article stated that one out of ten students suffers from conduct issues and only 25% get treatment. The identified behavioural issues are bullying, aggressive behaviour and lack of empathy. Shashi Banerjee, principal of Shiv Nadar School, Noida raised a question on the efficacy of equipment for such learning. She included the need of circle time in which students and counsellor can make interaction to share and hear the ideas.

A discourse was conducted on “Schools should focus on relationship management” by the Times of India on July 28, 2017 at Bangalore. The following discussion reported more physical harassment in boys as 36% of class 9-12 and 42%

of class 4-8 by their peers in school campus. The torment came in the form of making fun of, teasing, insulting and physical fights. The professionals found that the reason behind it is the lack of SEL. The survey with Wipro Applying Thought in Schools (WATIS) in 15 cities explored that 69% students from class 4-8 have difficulties in group work. With the implementation of social-emotional competencies in curriculum, these issues can be sorted out.

The other article on the better development and long-term constructive results through social-emotional learning programmes in schools was discussed on July 12, 2017 in India TV news. Eva Oberle, Assistant Professor (University of British Columbia (UBC) in Canada) explained the roles of specific programs to strengthen the methodology for the success and prosper in life.

On the same day, The Hindustan Times brought out a concern on the process of social emotional learning in acknowledging emotions, empathy, building relationships and making decisions by Asian News International, Washington D.C. It presented its report after analyzing 82 programs in middle schools of the U.S., Europe and the U.K. and stated that it develop positive outcomes. These outcomes depicted 6% low rate in problems related to conduct and drug use that also leads to better public health.

International

Arikan (2020) conducted a study on effect of Personal and Social Responsibility-Based SEL program on emotional intelligence. The result explored that TPSR based sports education provided positive result and make SEL in students smooth. The evidences showed increase in understanding of non-verbal language, close brotherhood, ability of differentiating in joking or serious communication. The researcher found significant effect of TPSR-SEL programme and school type on

emotional intelligence.

Paolini (2020) reviewed the literature to see the significance of SEL on career readiness including interpersonal and intrapersonal skills. The study described the skills to achieve effective productivity in workforce with communication skills, celebrating diversity, accountability, conflict resolution and motivation.

Yanko & Yap (2020) investigated the understanding of students and their connections to nature with the help of music and movement. Results of the study described in co-constructivist perspective of learning as reflective listening, choice, intentional focus and feedback. This setting develops emotional and behavioral abilities and provides a deep sense of connection with nature.

Scrimgeour et. al, (2016) carried out a research on 125 students to predict pro-social development through emotion socialization. It depicted that parasympathetic adjustment moderate the relationship between somatic consolation and pro-social behaviour. The findings of the study revealed that emotional socialization and psychological regulation of mothers can shape the pro-social behaviour of the child.

A report presented by AIR-American Institutes for Research (2015) brought out the connection in SEL in-school and after-school. Both environment emerge this connection in developing interpersonal skills, communication skills, critical thinking and in resource management.

Brighia et. al, (2015) investigated a link between peer acceptance, emotional wellbeing and social functioning. The results of the study presented lower anxiety withdrawal by developing social orientation and positive emotionality. The findings provided insights about linguistic skills, processes of peer affiliation, and highlighting the role of SE functioning.

Bartholdsson et al (2014) accomplished a research aiming to analyze the instilment of specific physical regimes and the discursive framework of a context of risk. The focused concern was how one can use the physic in rambling establishment of social capable child inside the present context of menace. The analysis of the study showed that a child with social competencies is able to shape and cultivate a manageable body through self-regulating techniques. The construction of docile personality enables the child good citizen and amenable member of the society.

Jacobsand Struyf (2013) examined the teachers' perception about the integration of socio-emotional instructions. The present study was conducted on 3,336 Flemish teachers of secondary school using multiple regression and expository statistics. The results represented that there is a variation in handling the issues of socio-emotional but they considered it their responsibility in case to develop students' social and emotional aspect.

Arnold & Kupersmidt (2012) explored a positive association between social functioning and academic skills of preschool students. Poor academic is the result of attention problems, but the social functioning control the aggression and improve social skills. Researchers suggested that it is important to understand the consideration of attention problems, feeling of aggression and pro-social behaviour in the context of social and learning performance. Pro-social behaviour considered volunteering activities of sharing and helping others.

Jacobi (2012) focused on the role of music for positive social behaviour in his study. The researcher found greater dedication, personal responsibility for others and willingness to face difficult tasks as the result of positive relationships among class. The brotherhood and empathy involved considerable sense of belonging, which provide a base of easier transition to new level of school.

A research was conducted on capacity of students to find out emotionally challenged situation and described the role of knowledge and skill to identify coherent strategies to overcome these situations by Lopes and Mestre et al in 2012. The researchers used situational judgment test to see the relationship between the ability of managing emotions and indicators of social adaptation. The findings suggested that knowledge and skills of regulating emotions can be trained in important aspects of social and emotional transformation.

Douglass (2011) focused on knowledge and perception of in-service and pre-service teachers about SEL and its effect on reading skill and educational accomplishment. The present survey included 175 in-service and 155 pre-service teachers. The result described that both teachers had the knowledge to some extent but were not able to identify basic terms of social and emotional learning. Kress et al (2004) also brought the notion that in training programs teachers admitted the importance of fundamental aspects of socio-emotional learning in curriculum.

Al-Yagon (2010) explained the role of maternal emotional resources and attachment in adjustment and mediating variables of well-being of children's with or without learning disabilities. Soodak (2003) also included the importance of classroom management in inclusive settings. These managements foster friendship, proactive manners and collaboration in differently able children.

Rosenthal & Gatt (2010) described a training programme to provide socio-emotional competent caregivers for offering learning opportunities in group setting for young children. They should have the understanding and profound emotions for expressing care in group. They should have the knowledge to identify daily events for imparting moments of effective learning.

Brackett & Rivers conducted a meta-analysis on reconstructing the lives of students with the help of SEL. It investigated that the systematic approach of imparting social-emotional elements in schools increases the quality of teacher-student relationship and decreases the problem behavior that escort the academic success. Directly or indirectly it influences the quality of learning environment.

Jennings and DiPrete (2009) investigated that the effect of teachers' characteristics and instructional approaches is more on the development of skills related to social and behavioural aspect than the academic development. They found that the teachers who induce better academic grades and who were excel in enhancing social and behavioural capacities were not the same.

Bierman & Domitrovich et. al, (2008) worked on REDI program for boosting readiness to academic and social-emotional school. Forty-four Head Start classrooms were randomly assigned to enriched intervention. The intervention consisted of specific teaching blueprints and brief lessons with extension activities on hands on. These aspects connected empirically with socio-emotional abilities, and literacy skills. The result of the programme revealed that there exist a significant difference in children who favour the intervention classrooms on emotional understanding, vocabulary, literacy and problem solving with learning engagement.

Kaasila et. al, (2008) also focused on the orientation and teacher change. The study described that socio-emotional orientation changed the trainees' viewpoints towards teaching and learning of math. It changed the negative and ego-defensive attitude into social dependent orientation. The facilitators in the way of influencing were handling one's experiences, exploring content with concrete material, and alliance with a partner in the process of teaching and learning mathematics.

Dobbs & Doctoroff (2006) examined an association of mathematical skills with the awareness of emotions. The positive peer relations and attachments inculcate better skills in math. The poor skills of accommodating includes problems related to withdrawal, attention, anxiety and somatic complaints. The socio-emotional intervention moderates the initiatives, attachment and self-control.

Eynde & Turner (2006) considered the framework of emotions as a process that was composed of motor expression, neuro-physiological, cognitive and motivation. These components are mutually related to each other.

Kress & Elias (2006) described that the educators also acknowledged the essence of SEL in order to build learning community. The present article suggested recommendations for executing interventions on social-emotional learning by counselors to attain desired goals.

Weissberg & O'Brien (2004) raised a question on school based social and emotional learning programs for positive youth development. The researchers found the challenges to apply effective approach to encourage productive youth development and prevent behavioural problem. The article described blended framework for social, emotional and academic school based development programs.

Elias, (2003) focused on achieving balance in emotions encourage students to learn, contribution and work with full potential. He highlighted that learning require caring, love, social-emotional instructions in teaching everyday life skills to promote community service. It involved parents and supporting staff in the process of inculcation character education, citizenship education, emotional and service learning. The present monograph was a step to frame educational policies and objectives regarding combination of SEL and academic.

Mayer and Cobb (2000) worked on educational policy on emotional intelligence. In the first part of study, the researchers provided a sketch of link between SEL, personality development and emotional intelligence. The second part of the study examined the evidences of supporting emotional intelligence to enhance SEL, success and character. They concluded that educational policy in this area has outpaced and recommendations for the future are made.

Imber (1983) conducted a study on empirical and ethical consideration of decision making by the teachers. The practical arguments were found credible, based on promise of increased scholastic productivity, but need empirical confirmation. At the same time, the ethical arguments were the appeal to workplace democracy for teachers. It was concluded that in the policy development both types of arguments must be considered.

Research gap

The review of the related literature with the present study throws light on the various researches conducted on socio-emotional learning. The following studies divided into two categories based on regions as India v/s foreign studies on various concepts of the SEL. The various concepts of the SEL include well being, inclusion, pro-social behaviour, school environment, academic achievement, and knowledge. The researcher found a few studies on socio-emotional learning in Indian and Haryana context. There are only four or five studies related to Indian context and only one study relates to Haryana context.

Table 1

Research gaps in the context of National

| Author's Name and Year | Purpose/ Objectives of the Study | Findings of the Study |
|-------------------------------|--|--|
| Jain (2020) | To nurture SEL in children by parents. | SEL can nurture through listening, developing self-esteem and teach them by examples. |
| Yadav & Kumari (2019) | Implementing SEL by teachers. | They had knowledge of SEL but need support and training to get expertise. |
| Razia (2016) | To assess the level of Emotional Intelligence and Well being of pupil teachers. | Male and female pupil teachers were similar in their Emotional Intelligence but difference exists in relation to wellbeing. |
| Rajawat & Patel (2015) | Identifying the Tenets for Socio-Emotional Learning (SEL) & Development of Preschoolers. | The Indian educators focused on cooperation, love, self-dependent, self-directed and happiness where as the Western educators included instructional strategies as games, group work, creative activities, music, and project based learning with child-centered and developmental interaction approach. |

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| Basu&Mermillod (2011) | Focused on the role of emotional intelligence and SEL separately. | SEL includes interpersonal behaviour of making friends, collaborative work; following directions and attentiveness towards social skills to please the teacher; and skills of imparting information. It creates the platform for the learners for learning of self-governance in the process of applying the skills in their lives. |
| Geeta (2011) | To identify Life Skills deficits among children with Dyslexia. | They lack social and interpersonal skills necessary for life. The prevalence rate of life skills deficits among Dyslexics has been found to be 3.7%, Intervention programme have a significant effect on the development, improved maximum in the area of 'Perseverance' and minimum in 'Self-esteem' and required more attention & strategies to meet their challenges. |

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| TOI (Sept. 13, 2017) | A discussion on should Emotional Learning In Schools Be Made Mandatory?The major concern was — whether schools are addressing issues pertaining to emotional growth and development at the primary level itself. | It showed that one in 10 students in India suffers from behavioural issues and unfortunately, only 25 % receive treatment for it.So, Emotional well-being of students should be top priority. |
| TOI (July 28, 2017) | A discussion on Schools should focus on relationship managementat Bangalore. | The result of this discussion reported that more boys reported physical harassment. The 42% and 36% students are subjected to harass in elementary and senior secondary classes by their companion in school campuses. The study highlighted the key issues in order to improve the school ambience with the help of various skills. |
| India TV News (July 12, 2017) | Teaching social-emotional learning in schools is a way to endorse the accomplishments in the process of learning. | Focused on exposing your child to social and emotional learning programmes at school will not only affect your child’s social interaction, psychological state |

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| | | and learning ability, but will also persuade to perennial positive result. |
| Hindustan Times (2017) | A concern on here's how social emotional learning can help your kids succeed in life. | Social-emotional learning continued to have positive consequences with constructive outcomes. The results of it boosts healthy environment in life. |

Table 2

Research gaps in the context of International

| Author's Name and Year | Purpose/ Objectives of the Study | Findings of the Study |
|-------------------------------|---|--|
| Arikon (2020) | Effect of personal and social responsibility based SEL Program. | TPSR based sport education provided positive results. |
| Paolini (2020) | Significance of SEL on career readiness. | Achieved effective production through communication, accountability and conflict resolution. |
| Scrimgeour et al (2016) | To review children's pro-social growth from age 2 to 4. | The pro-social behavior of kids is shaped by interpersonal communication of |

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| | | mother's emotional state and congenital corporal adjustment. |
| AIR (2015) | A planning tool of the In-School and afterschool Social and Emotional learning connection. | This connection played very important role in developing following dexterities: communication efficiency, interpersonal skills, expository thoughts, resource management, and use of information and technology. |
| Brighia et al (2015) | To examine the link between children's peeracceptance, socialfunctioning and emotional wellbeing, and pointing out to the contribution of peer acceptance for mental wellbeing. | Reciprocate nomination has positive correlation with beliefs, happiness, joy, hope, and physical and speaking capacities. |
| Bartholdsson et al (2014) | To analyze the discursive setting of | Self-regulating techniques cultivated |

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| | forming risk and the instilment of specific corporeal mechanism. | self-regulation and shaped as competent child. |
| Jacobs & Struyf (2013) | To examine the perceptions of teachers on the integrated SE guidance, since they were supposed to play a key role. | There is lacking in effectively tackle socio-emotional issues in teachers. |
| Rosenthal & Gatt (2010) | To impart SEL knowledge in caretakers. | Identify specific daily events in the life for effective learning. |
| Brackett & Rivers (2013) | A meta-analysis of research on programs focused on SEL. | SEL programming resulted in significant shifts in academic and SEC with improvements in the quality of learning environment. |
| Jennings & DiPrete (2009) | Teacher effects on social/behavioral skills in early elementary school. | It not always the same teacher who can develop balance between good academic results and socially conduct skills. |
| Mayer & Cobb (2000) | To find the effect of educational policy on | Science for future recommendations has |

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| | EI. | been outpaced and supports the EI as central character. |
| Imber (1983) | To inculcate ethical considerations in decision making process. | Both types of arguments must be considered in the development of policy. |
| Arnold & Kupersmidt (2012) | To examine social functioning and academic development relationship. | Behaviour related to attention, aggression and pro-social is central link to facilitate social learning. |
| Jacobi (2012) | To provide the opportunities for socio-emotional learning in Music classroom'. | Sound relationship and responsibility enables to face strenuous task with commitment to one another's growth and success. |
| Bierman&Domitrovich et al (2008) | Promoting academic and social-emotional school readiness: the head start REDI program. | Significantdifferences favouring children in vocabulary, literacy, emotional understanding, and learning engagement by classroom intervention. |
| Lopes &Mestre et al (2012) | Focused on students' ability to evaluate emotionally | Emotionregulation knowledge and skills that can be taught explain |

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| | challenging situations and identified effective strategies for managing emotions. | important aspects of socio-emotional adaptation to school over and above other relevant constructs. |
| Kress et al (2004) | Bringing together educational standards and SEL: Making the Case for Educators. | Strengthen a person's ability to understand, manage, and express social and emotional aspects of life. |

Conclusion

On the basis of reviews of related literature, it can be said that there is hardly a study on elementary school students in the context of socio-emotional learning. The studies related to social and emotional learning (Rajawat & Patel, 2015; Raziz, 2016; Geeta, 2011) are on the level of emotional intelligence and life skills in the context of India. The articles published in the newspaper focused on the importance of SEL in schools. Some studies are on the relationship of SEL and pro-social behaviour (Scrimgeour et al, 2016), school environment (AIR, 2015), academic achievement (Arnold & Kupersmidt, 2012; Jacobi, 2012), and knowledge of SEL (Lopes & Mestre, 2012; Kress et al, 2004). It shows that there is hardly a study on instructional program especially in the context of India. So, the researcher got information of a sturdy foundation to conduct a study on *Effect of an Instructional programme on socio-emotional learning of the elementary students.*