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ABSTRACT

The concept of socio-emotional learning is the core component for development of a child's self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. It is the process of developing and using social and emotional skills for achieving the desired goals of education. Socio-emotional competencies are significant indicators of adjustment, adaptation and management of thoughts. The main objectives of this research were to study the effect of the instructional module developed for the purpose of this research study, explore the pedagogical dimensions for developing socio-emotional learning, and to find out the individual factors related to social and emotional competencies of elementary school students. For this study, the researcher took a sample of 113 students (out of which 64 were boys, while 49 were girls) from two schools in Rewari Block, Haryana using simple random sampling. For the collection of the primary data, the experimental method and pre-test post-test equivalent group design was used. The researcher developed a module and used it as an intervention programme for six months to introduce the various dimensions of socio-emotional learning. Statistical methods like percentage, mean score, standard deviation, t-test, correlation, and regression were applied for analysing the data. The findings of the study revealed that integration of the instructional module into classroom activities influenced the ability of the students, and encouraged them to learn self-discipline, the use of time, practice self control by avoiding anger through role plays, discussions, group work, and drawing. The researcher concluded from this research study that the way of life, the family

structure, positive moods and discipline are the factors that affect socio-emotional competencies and improve learning outcomes.

Key words: Instructional programme, socio-emotional learning, elementary students.