

Identifying the Tenets for Socio-Emotional Learning (SEL) & Development of Preschoolers

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Abstract: India struggling to come out of the developing nation is undergoing lots of changes. The industrialization and urbanization has already brought a change in the society wherein the women also have started to earn for a living which is not only because of ambition but in order to run their homes. The joint families are breaking and more and more nuclear families are coming into existence. Thus in such changing times it is the children who become the bait of parents struggle and stress. In such conditions the preschools should offer something which provides them more than education. The researcher in this paper has tried to come out with a solution that can provide kids with support, love and care and take care of their social and emotional needs which they can get deprived off. The educationist, psychologists and theorists have given a lot of principles on which today's early childhood education is based on. All this literature is like a goldmine from within which the present researchers can still extract lots of gold. The researcher has done the same. After going through all these theories the researcher has tried to extract some tenets that can be applied for the social and emotional development and learning. It is not so that these tenets will lead to only social and emotional development but can also lead to holistic development of preschoolers.

Keywords: Learning, Preschoolers, SEL, Socio-Emotional Development, Tenets

I. Introduction

Early childhood education as an organized endeavor in India dates back only as far as the late 19th and early 20th century when the American and Scottish missionaries took the initiative to set up a few Kindergarten classes in Madras, Sholapur and Ahmedabad.

In 1915 two social workers, Darbar Gopaldas and Motibhai Amin, under the influence of Madame Montessori's ideology established a Montessori school at Vase in Baroda district of Gujarat. Five years later Gijubhai Badheka started his bal mandir at Bhavnagar in Gujarat and began to adapt Montessori methods to suit Indian conditions. In 1922 he was joined by Tarabai Modak who devoted her entire life to child education. In 1925 Montessori association was established and convened a conference on child education. This association was renamed Nutan Bal Shiksha Sangh and it continues to play an active role even today.

In 1946, Madam Montessori met Mahatma Gandhi who asked her to Indianize the method to bring about a revolution in Indian education. That was the beginning of 'Pre basic education'. But after independence there was a lot to be done in all areas and so the preschool education lagged a little behind.

However the Indian society and its upbringing have always focused on the best of social and emotional development. Since Vedic era the focus used to be on the good habits formation, development of traits like respect, love, care, friendship, bravery, courage, sharing, and cooperation. There used to be a great amount of ability to control emotions in people but they were weak in expressing them, as expressing too much of emotions was considered as a sign of weakness.

Today with the change of times, the social and emotional development of children has become weak because of the parental pressures and overwhelming focus on cognitive development, however this being realized; a lot of experimentation is going on in the early childhood education and lot of new things are being tried. A lot of experimental activities are being done in the preschools. Different curriculums have been adopted like Kindergarten and Montessori and the most famous being progressive philosophy. There are also those who follow a franchise model typically imported from western models- like Kid zee, Kangaroo kids, Euro kids, Busy bee, Inter alia etc. But there are a lot of vagaries among them, with few focusing more on literary education and some on the developmental aspects. But there is a need of a preschool where the holistic development of a child is taken care off. In some schools the children are made to learn (abc, 1, 2, 3) and everything literary and in some they are left to do anything they want with no pressures on them and are taught through activities. But when these kids from two different philosophies come on the same platform, the latter lag behind the former ones as the demand still remains the same..... intelligent kids!! Things are not going to change like this. We need to change our mentality and decide whether we want a happy and a balanced child or intelligent (and only intelligent) child. We want the development in other aspects like social and emotional development too or we just want the kids to excel in only cognitive area. The choice is still difficult for parents but they need to

understand that there are many things in a child that needs the attention. Every child is like a seed that needs care, love, right nourishment and different treatment to become a plant. They cannot be treated same. Similarly the preschool children are the growing seedlings that are undergoing biological, psychological and emotional changes (development) in them, they cannot be treated same; each one of them need to be treated in a different way. Thus we need to understand about the social and emotional aspects of the preschoolers too rather than just cognitive. A lot has been said by the educators, psychologists and the theorists on the child development and learning. The purpose of this paper is to contemplate on the views and ideas of educationist, psychologists and their theories to come out with some tenets that could be implemented on preschoolers for their social and emotional development.

1.1 Meaning and Importance of Child Development and Learning

Child development refers to the biological and psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy (Kail & Robert, 2011).^[1] The child development is divided into age related developmental periods like Childhood which lasts from six to twelve, and early childhood (**preschoolers**) which lasts from two to six years.

Early childhood is a very important period of development as the maximum development of brain takes place between the ages of 2-6 yrs. This has been proved by many scientists like Bloom (1964)^[2] supplemented this with the finding that the rate of development particularly intellectual development is most rapid in the early years of life. Almost 85% of the development of brain is complete in this period of 0-6 years and whatever experiences that are gained in this span, shapes the future of the child. In today's world where most of the parents want their child to become doctors and engineers, the focus remains on cognitive development. However the other developments like social and emotional are also very important and should take place simultaneously.

Development and learning occurs as children interact with people and objects in the environment. Therefore adults can foster learning and development by making the environment more supportive. This involves creating a healthy setting and providing space, materials, and opportunities to help children learn through play, whether at home or elsewhere, it involves enabling parents, as well as other care givers, to encourage, nurture, stimulate talk and play with their children. Children learn and develop better if they are actively involved in the learning process. It is important for them to have opportunities to construct their own knowledge through exploration interaction with materials and imitation of role models. Opportunities for active involvement should be abundant, whether at home in everyday chores or in more organized settings outside the home. When we talk of the development of the child, there are various aspects of the development of the child:

1. Biological development
2. Physical development
3. Cognitive development
4. Social development and
5. Emotional development

Physical, mental, social and emotional development and learning are related, and progress in one area affects progress in the others (Encyclopedia of Education For All Vol.11, 1996).^[3] Therefore if we bring positive change in one, it would affect the overall development. So if we are dealing with cognitive we are simultaneously developing language, social and emotional aspects and if we are developing social and emotional aspects then we are simultaneously developing cognition and language.

1.2 Principles of Early Learning

1. Learning begins from birth: From infancy children are mentally and physically active. They learn through all their senses and stimulations.
2. Children construct knowledge: They construct their own knowledge while they actively engage in their environment and through repeated interactions with people and materials. This simply means that children touch, taste, shake things etc. to find out what happens and learn about things in their environment.
3. Children's curiosity and desire to learn: Children are curious and eager to learn. They have an inherent need to make sense of their experiences and learn about the world around them.
4. Children learn through play: Play is central to the child's well-being and development Children's spontaneous play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Play contributes to the development of representational thought.
5. Child development and learning are characterized by individual variation: No two children are same. Each child has an individual pattern and timing of growth and development as well as individual styles of learning. Children's personal, family experiences and cultural backgrounds also vary.

6. Children's learning reflects a recurring spiral that begins in awareness, and moves to exploration, to inquiry, and finally, to application.
7. Children need to experience success more than failure to form a positive self-concept: The experiences should be planned in accordance with the maturational level of the children, such that they are challenging yet achievable, so as to promote self-confidence. When children have confidence in themselves, they do better. They are eager to try new and harder things; they gain new skills and become more confident and capable.
8. Children develop holistically and benefit from integrated experiences and education: Learning and development of children takes place in totality. All the domains of development i.e. physical, motor, cognitive, language, socio-personal, emotional and creative and aesthetic appreciation are interrelated and take place simultaneously. (draft 2012)^[4]

These are the general principles of early learning. What if one wants to identify the general principles of socio-emotional learning? For socio-emotional learning among preschoolers, we need to find out some tenets from educationists, psychologist and theorists that can help in social and emotional development of a child and prepares them for future.

1.3 Social Emotional Learning (SEL)

Social Emotional Learning (SEL) is defined as the process of acquiring a set of social and emotional skills- self awareness, self management, social awareness, relationship skills and responsible decision making – within the context of a safe, supportive environment that encourages social, emotional and cognitive development and provide opportunities for practicing social-emotional skills (Cherness, Extein, Goleman, & Weissberg, 2006).^[5] SEL is a process for learning life skills, including how to deal with oneself, others and relationships, and work in an effective manner. In dealing with oneself, SEL helps in recognizing our emotions and learning how to manage those feelings. In dealing with others, SEL helps with developing sympathy and empathy for others, and maintaining positive relationships. SEL also focuses on dealing with a variety of situations in a constructive and ethical manner.

The benefits of SEL can be found both in a school and home setting. For instance, SEL improves positive behaviors while reducing negative behaviors. Positive behaviours include improved social emotional skills, improved attitudes about self and others, and improved behaviour within the classroom. Negative behaviours that are reduced include conduct problems and emotional distress. Furthermore, SEL skills are maintained throughout life; even into adulthood, they can help to foster success.

Moreover, SEL can help to improve several skills including nonverbal communication skills, socially competent behaviour, and social meaning and reasoning. Nonverbal communication is important because the majority of emotional meaning is conveyed without spoken words, and instead utilizes paralanguage, facial expressions, gestures and postures, interpersonal distance, and touch, rhythm and time. Social skills also play an important role in interpreting, encoding and reasoning social and emotional information that are associated with the social behaviour exhibited by the child. Finally, social meaning and reasoning are important in problem solving. Social meaning is the ability to interpret others' emotions and language, and to be able to respond appropriately, whereas social reasoning is that ability to identify a problem, set goals and evaluate the possible solutions available. (Zins, Weissber, Wang, & Walberg, 2004)^[6]

Teachers, counselors and parents can play an important role in facilitating SEL. To begin, learning social and emotional skills are similar to learning other academic skills. Implementation of a program in schools can help to increase competence and learning in students which may be applied to more complex situations in the future. Teachers can accomplish this in the classroom through effective and direct classroom instructions, student engagement in positive activities, and involving parents, students and the community in planning, evaluating and implementing the program into the classroom. The first word that a child learns is of a mother or father, so both of them play a very crucial role in providing preschool education.

Now when the definition of SEL is seen it has been presented like a skill because it is not for preschoolers, but here when the researcher is trying to develop and implement SEL for preschoolers, it does not take it as skill but as an important aspect of early childhood development which can enhance various abilities in them and create a successful future by enhancing their social and emotional development.

1.4 Why Social And Emotional Development?

The researchers have found that the different areas of development are interconnected rather than being separate isolated. Research has identified a strong scientific connection between the limbic (emotional) system in the brain and the release of dopamine a chemical that is central to our cognitive and attention systems (Humphrey, Curran, Marris, Farrell & Woods, 2007).^[7] This connection allows us to use our emotions to

recognize, understand and inform our decision making and to establish appropriate goals towards which our intellectual reasoning can work. Further, when emotions go uncontrolled, the amygdala can cause our cognitive brain centers to short circuit and interfere with intellectual performance (Humphrey et al., 2007).^[7] Because some researchers believe “that humans think with these two minds, one rational and the other experiential” they are convinced that “emotional intelligence is the most important variable that influences success in life” (Cox & Nelson, 2008).^[8] Thus in short we can say that emotional and intellectual performance is related. As also seen in the literature review some of the studies like Marie Team (2006)^[9], Raver, Knitzer (2002)^[10], Di Santo & Aurelia (2006)^[11] supports this view that social and emotional development affects academic success. Thus all the areas of development are interconnected.

With the increasing popularity of preschools over the last decade and the rate at which these schools have tended to grow indicate that certain factors have been responsible for this growth. These are:

- Urbanization has led to decrease in joint families where there are no old people to look after their children.
- Both the parents are working to survive the growing economy, thus they have no time for their children.
- Single parents are also increasing day by day with the increasing number of divorces trying to up bring their child along with the mental emotional stress.
- People are being obliged to live in flats or blocks where there is no play space and restricted play facilities.
- People prefer to have a single child because of high cost of living and the fact that they are both working professionals. Thus, the number of siblings is decreasing as a result of which the child is lonely.

This kind of lifestyle is affecting the development of a child specially the socio-emotional development. When a child sees his parent's quarrelling, it affects him or her. This is the age of being loved, being cared, giving safety, but instead of he or she gets loneliness, fights, no sibling or peers to play with, he or she becomes “deprived”. Deprivation can be psychological and emotional as well as economic. The only spoiled child, of a well to do family, can be psychologically “deprived”; the unwanted child of any family, rich or poor, can be emotionally “deprived”. And the “unwanted” must now cover the increasing number of cases where the mother goes out to work not because she has to. She goes to work because she is bored with being a housewife and a mother and she seeks her own independence alongside her husband. So are family ties weakened? So are the rich emotional responses needed by child in his early formative years diluted and many important experiences denied within the family circle. (Sharma & Sharma, 2009)^[12]

Such deprivations may in future give rise to delinquency and many disorders. Recent studies have reported that 10 to 25 percent of preschool or early school age children meet the criteria for oppositional defiant disorder or early onset conduct problems- that is, they have aggressive, disruptive, oppositional and hyperactive behaviour problems in a high or clinical range (Webster & Stratton, 2009).^[13]

These trends have disturbing implications for all of us, not just for the families of these children, because ‘early onset’ conduct problems in young children have been shown to be predictive of subsequent drug abuse, depression, juvenile delinquency, antisocial behaviour and violence in adolescence and adulthood (Webster & Stratton, 2009).^[13] In short everyone pays in the long run- personally, financially, or both- when these children are left uncared, unattended and their behaviour problems untreated.

The mentality of Indian parents since decades has been to train the children in formal learning and 3R's in the preschools. It is with this aim they send their children to preschools so that the children become expert in academics and the transaction to school becomes easy for them, thus ignoring this fact that a very crucial phase of these children is being missed out (90% of the development of brain takes place up to the age of 6 years) and that the children in this race of academic success do not get the time for their personal development and become emotionally and socially detached. But nowadays awareness is spreading due to televisions and magazines, researches done abroad and various literatures. As a result the parents are recognizing the importance of holistic development and its relation with future success. Thus the researcher wants to study the social and emotional aspect of the children and how it can be enhanced in the changing scenario.

Thus preschools are playing a very important and decisive role. It is not only helping them in academics but also giving the deprived children (socially-emotionally) the enriching experiences and helping them in appropriate development. If such emotionally and social deprived children are diagnosed at an early stage as that of preschool, they can be dealt with in a better way and proper interventions of socio-emotional learning and development may be given and the success of the child in future can be ensured. One can imagine the consequences if there would be no preschools, the entire responsibility of the child would fall in parent's hands. The parents are the first school of a child, but what if these hands fell short of their responsibilities and what about the deprived children who need an additional help? What about the different social, emotional and cognitive experiences of which the child would be deprived off, which are necessary for his/her all round development?

The purpose of this study is to lend support to the efforts of preschools to give more attention to developing the social competence and emotional well being of children. Teachers understand that just as a child's cognitive competence affects his or her ability to learn, a child's social competence and emotional security affects his or her ability to learn. This can act like a buffer to the child who is deprived from developmentally appropriate socio-emotional practices at home.

Thus for socio-emotional development of preschoolers, which becomes so important after reading above paragraphs, the researcher has extracted SEL TENETS from various educationist, psychologists and theorists for the social and emotional development of preschoolers.

II. Educators, Psychologists And Theorists On Early Childhood Education And Learning

2.1 The Indian Educators

1. Swami Vivekananda: said, "No one was ever really taught. Each of us has to teach himself. You can supply the growing seed with the materials for the making up of its body, bringing to it the earth, the water, the air that it wants. And then that child will grow and develop to the best."

2. Sri Aurobindo: "To say good words, give wise advice to a child has very little effect, if one does not show by one's loving example the truth of what one teaches."

- Sri Aurobindo

3. Rabindra Nath Tagore: gave description of his ideal school called by him as 'A poet's school'. He said, "My banished soul sitting in the civilized isolation of town life cried within me for the enlargement of the horizon of its comprehension....The inexpensive power to be happy which, along with other children, I brought with me to this world was being worn away by friction with the brick-and-mortar arrangement of life". (Grewal 1984)^[14]

4. Mahatma Gandhi (1869-1948): His essentials of pre-basic education:

1. The teacher and parents should cooperate in carrying out the education of young children.
2. The home where the child is born and lives influences him and that becomes the first centre of his education and learning.
3. Pre-school education must not be expensive so that it can reach the millions in the villages.
4. A child has to be active, creative and playful.
5. Though the child in pre-school period cannot be self sufficient or self-supporting an attempt should be made to develop this quality.
6. According to him, Teachers' role has to be that of a mother. One who cannot take the place of a mother cannot be a teacher. The teachers have to cultivate their own effective life and to encounter their students with a heart.

"The real education begins from conception as the mother to up the responsibility of the child. It is very clear that if this new education is to be effective, its foundation must go deeper, it must begin not with the children but with the parents and the community." (Thankaraj, 1968, p.46 in Grewal 1984)^[14]

"By education I mean an all round drawing out of the best in child and man- body, mind and spirit. I would develop in the child his hands, his brain and his soul."

- Mahatma Gandhi

5. Gijubhai Badheka (1885- 1939):

Badheka was born in the Saurashtra region of western India. His given (first) name was "Girijashankar". Badheka grew up in Bhavnagar, a city in the western Indian state of Gujarat. In 1907, he moved to East Africa and later, Bombay for work. He was an educationist who helped to introduce Montessori education methods to India. In the first instance, Badheka was a high court lawyer. Following the birth of his son in 1923, he developed an interest in childhood development and education. In 1920, Badheka founded the "Bal Mandir" pre-primary school.

"Heaven is in the happiness of the child."

- Gijubhai Badheka

6. Dr. Sarvapalli Radhakrishna: "Unfortunately in our schools we look upon children as mere raw stuff on which we can impose our unjust views through our powerful wills. We must liberate the young from the blind despotism of the old. We must not destroy his right and power of self direction."

- Dr. Sarvapalli Radhakrishna

2.2 Western Educators

1. Johann Amos Comenius (1592-1670):

1. Shorter school hours, more play and less stress
2. Children encouraged to play games
3. Supported group teaching and group work
4. Punishment was sometimes necessary

“Let our maxim be to follow the laws of nature in all things. If the teacher’s skill cannot make any impression, his blows will have no effect.”

- John Comenius

2. Jean Jacques Rousseau (1712-1778):

1. Let the children be free
2. Make games an education and education a game
3. Teach less from books and more from life
4. Nature is usually right and training is usually bad

“Begin by making a careful study of your scholars (children).”

- Jean Jacques ‘Rousseau’

3. John Heinrich Pestalozzi (1746-1827):

1. Education was to be from within not from without
2. Harmonious development(moral, intellectual and physical)
3. His method was to put an object before the students and then let them see what they want to see
4. Child should not remain inactive. Games are very important for them

“Teach him (child) nothing by words that you teach him by things themselves.”

- John Heinrich Pestalozzi

4. Friedrich Wilhelm August Froebel (1782-1852):

1. The child is the soul source of educational principles and the teacher simply follows the students
2. The child develops himself through his own creative activities
3. Self activity is important for the education of children
4. He used the gifts that made **kindergarten** unique
5. ‘Play circle’, (children played games by joining hands in a circle) and ‘play song’ are the elements of kindergarten.

“Play is the highest phase of child development. It is the purest, most spiritual activity of man at this stage. It gives, therefore, joy, freedom, contentment, inner and outer rest, peace with the world.”

- Fredrich Froebel

5. John Dewey (1859-1952) :

1. He advocated for an educational structure that strikes a balance between delivering knowledge while also taking into account the interests and experiences of the student.
2. He became one of the most famous proponents of **hands-on learning or experiential education**, (a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.) which is related to, but not synonymous with experiential learning, which is a sub-field and operates under the methodologies of experiential education. Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". It considers the individual learning process. He argued that "if knowledge comes from the impressions made upon us by natural objects, it is impossible to procure knowledge without the use of objects which impress the mind" (Dewey, 1916/2009, p. 217-218).^[15]
3. Many researchers even credit him with the influence of **Project Based Learning (PBL)** which places students in the active role of researchers. The benefits of PBL in the classroom - including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. It is a type of instruction, where students work together to solve real-world problems in their schools and communities. Successful problem-solving often requires students to draw on lessons from several disciplines and apply them in a very practical way. The promise of seeing a very real impact becomes the motivation for learning.
4. According to him the teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences. Thus the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area. This philosophy has become an increasingly popular idea within present-day teacher preparatory programs.

“Education must begin with a psychological insight into the child’s capacities and interests. The curriculum must grow out of child’s interests, experiences, impulses and needs.”

- John Dewey

6. Rudolf Steiner (1861-1925):

Waldorf (Steiner) education is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner. Waldorf was Founded in Germany in 1919, by Rudolf Steiner; 750 schools worldwide

1. Children need to develop their five senses, free from the distractions of TV, the computer, and video games.
2. It is a homelike environment where open ended, creative play is viewed as the work of the young child.
3. Fantasy is integral. In a Waldorf school, a broom can be a spaceship, or a horse, unlike in a Montessori school, where it would never be used that way – since the whole point is a reality based program.
4. Waldorf schools use "toys" like pebbles, wood sticks, or yards of cloth to encourage children to imagine what they can become.
5. It is to get out of the intellect and enter into imagination
6. For the Waldorf student, music, dance, and theater, writing, literature, legends and myths are not simply subjects to be read about, ingested and tested. They are experienced. Through these experiences, Waldorf students cultivate a lifelong love of learning as well as the intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world.

7. Maria Montessori (1870):

1. She was the first woman of Italy to become a medical doctor, braving all the opposition on the part of men. She entering into education was a call from within. Her method now called Montessori Method is based on 3 pillars:
 - a) The prepared adult: it implies the radical change that all the adults around children including parents and teachers should bring in them, a conversion of heart and mind regarding their attitude towards children. They must know how to prepare an environment.
 - b) The prepared environment: in Montessori is just like a kitchen for a cook or a laboratory for scientist. In the prepared environment a child should find all the needful for his/her great task- his own self development. It should be a place where they can sit comfortably and can work efficiently and produce articles or objects.
 - c) The means of development/Montessori material: the aim of this material is to help the child live and develop in full recognition of his/her human nature as a whole. The various parts of these materials serve human development in accordance with characteristics of the child’s inner and evolving urge of growth, which reveals themselves by spontaneous interest and constructive, developmental activities.
2. She discovered some wonderful traits in small children such as: Mental concentration, love for order, love for work, love for silence, sense of personal dignity, spontaneous self discipline, constructive independence, joy, courage, generosity, positive constructive receptivity, sociability, ability to absorb from environment, hunger of knowledge.
3. The Teacher’s Role in Montessori: Montessori believed that “it is necessary for the teacher to guide the child without letting him feel her presence too much, so that she may be always ready to supply the desired help, but may never be the obstacle between the child and his experience” (Montessori, 1966).^[16] The Montessori teacher demonstrates key behaviors to implement the **child-centered approach**:
 - a) **Make children the center of learning**
 - b) **Encourage children to learn** by providing freedom for them in the prepared environment.
 - c) **Observe children** so as to prepare the best possible environment, recognizing sensitive periods and diverting inappropriate behavior to meaningful tasks.
 - d) **Prepare the learning environment** by ensuring that learning materials are provided in an orderly format and the materials provide for appropriate experiences for all the children.
 - e) **Respect each child** and model ongoing respect for all children and their work.
 - f) **Introduce learning materials**, demonstrate learning materials, and support children’s learning. The teacher introduces learning materials

“The formative period from birth to age 6, she says, is most crucial; during this time the child is “constructing” his personality through “experiences on the environment” which should be scaled to his physical needs and responsive to his unique absorbent mentality.”

- Maria Montessori

8. Lucy Sprague Mitchell (1878 - 1967):

1. According to her studies, the children do not develop at the same rate and she put the emphasis on this as she educated the teachers of her time at the Co-operative School for Teachers. She wanted teachers to

"know and understand each child as never before, to help each child grow in the way that is best for him" so that he/she can be fully developed in an all round way.

2. Her work led to the **developmental-interaction approach** to learning that we see today. This approach emphasizes children's growth through the different developmental stages and understand the "inseparability of the social, emotional, and intellectual components of a children's mind"
3. Paid close attention to affective domain, children's description of feelings and their sources.
4. She penned stories derived from children's actual experiences, such as stories about children involved in block building

"We hope to imbue students with an experimental, critical, ardent approach to their work and to the social problems of the world. If we can do this, we are ready to leave the future to them."

- Lucy Sprague Mitchell

9. Susan Issacs (1895-1948):

She was very keen and perceptive observer. Her books "The nursery years" (1927), Social development in young children and Children and Parent were some of the great works. For Isaacs, the best way for children to learn was by developing their independence. She believed that the most effective way to achieve this was through play, and that the role of adults and early educators was to guide children's play. Thus play should be viewed as children's work, and social interaction is an important part of play and learning. The emotional needs of children are also very important and symbolic and fantasy play could be a release for a child's feelings.

For Isaacs, play involves a perpetual form of experiment..."at any moment, a new line of inquiry or argument might flash out, a new step in understanding be taken".

- Susan Issacs

Tenets Extracted From Indian Educators For Sel Of Preschoolers (Table1)

1. Swami Vivekanand	Provide the materials and the environment and the child will grow to the best.
2. Aurobindo	Show by one's loving example
3. Rabindranath Tagore	No brick and mortar arrangement should be there
4. Mahatma Gandhi	The teacher and parents should cooperate
	Teacher's role should be of a mother
	They shall be made self dependent
5. Gijubhai Vadekha	Happiness to child
6. Dr. Radhakrishnan	Let them be self directed

Tenets Extracted From Western Educators For Sel Of Preschoolers (Table2)

1. Jean Jacques Rousseau:	Make games an education and education a game.
	Teach more from life
	Let them be free.
	Do careful study of your scholars
2. Johann Amos Commonius (1592-1670):	Children encouraged playing games
	Supported group teaching and group work
3. John Heinrich Pestalozzi (1746-1827):	Put an object before the students and then let them see what they want to see
	Child should not remain inactive. Games are very important for them
	Teach not by words but by things themselves
4. Friedrich Wilhelm August Froebel (1782-1852):	Self activity is important for the education of children
	Development by their own creative activities
	Play is very important: play circle, play song
5. John Dewey (1859-1952) :	Active role of learners so he gave Project Based Learning (PBL)
	Experiential education: engage learners in direct experiences
6. Rudolf Steiner (1861-1925):	Children need to develop their five senses, free from the distractions of TV, the computer, and video games.
	Fantasy is integral. It is to get out of the intellect and enter into imagination
	Music, dance, and theater, writing, literature, legends and myths are not simply subjects to be read about, ingested and tested. They are experienced.
7. Maria Montessori (1870):	Child-centered approach
	Observe children
	Give prepared environment- independent, active, learn
	Children treated as responsible individual
8. Lucy Sprague Mitchell (1878 - 1967):	Introduce learning materials
	Paying attention to their description of feelings. Observe and listen.
	Developmental-interaction approach
	Exposing children to the sights and sounds of the outer world
9. Susan Issacs (1895-1948):	Children learn by developing independence.
	Play should be viewed as children's work
	Play leads to social interaction and release of child's feelings.

2.3 Psychologists

Freud (1949)^[17] concerned himself primarily with the child's social and emotional development and according to him an individual's personality is built around his early childhood experiences. Accordingly children should be encouraged to delve in self initiated activities where they would work out their love, hostility, anxiety, aggression, sympathy, fantasy and fear in a warm and permissive atmosphere.

Bloom (1964)^[2] states that marked changes in the environment in the early years can produce greater changes in intelligence than well marked changes in the environment at the later period of life. It is the environment that plays a crucial role in the child development especially between age one to five years.

Piaget and Inhelder (1969)^[18] stated that in the sensori- motor stage the child forms his first crude representation of reality and combine these internally to reduce the problem solution prior to experimentation. During the pre school years these achievements result in the ability to imitate models not present in the immediate perceptual field, to engage in symbolic play to imagine correctly the location of all objects whose itinerary he has inferred but not seen directly, to locate both self and objects in a common all encompassing space, to infer objectives, causes where early effects are seen and vice versa and to reconstruct memories of past events. It is generally agreed that in the early years of life, the rate of growth is highest on many dimensions (Day and Parker, 1977).^[19]

Watson (Aggarwal, 2003)^[20] has said "The scope and intensity of learning during this period exceeds that of any other period of development".

2.4 Major Theories Of Child Development Associated With SEL Of Preschoolers (Directly Or Indirectly)

The following are just a few of the many child development theories that have been proposed by theorists and researchers.

2.4.1 Psychoanalytic Child Development Theories

Erik Erikson: Theorist Erik Erikson proposed a **stage theory of development**, but his theory encompassed human growth throughout the entire human lifespan. Erikson believed that each stage of development was focused on overcoming a conflict. For example, the primary conflict during the preschool period is, for 2-4 yrs it is autonomy vs shame or doubt and for 4-5yrs, initiative vs guilt. The conflict arises from the growing sense of purpose, which spurs a child to plan and carry out activities, and the growing pangs of conscience the child may have about such plans. They are learning that some of the things they want to do meet social approval, whereas others do not. This conflict marks a split between two parts of the personality: the part that remains a child, full of exuberance and a desire to try new things and test new powers, and the part that is becoming an adult, constantly examining the propriety of motives and actions. (Papalia, Olds & Feldman, 2007)^[21] Success or failure in dealing with the conflicts at each stage can impact overall functioning. During the adolescent stage, for example, failure to develop an identity results in role confusion.

2.4.2 Cognitive Child Development Theories

Theorist **Jean Piaget** suggested that children think differently than adults and proposed a stage theory of cognitive development. He was the first to note that children play an active role in gaining knowledge of the world. According to his theory, children can be thought of as "little scientists" who actively construct their knowledge and understanding of the world. Preschoolers in pre operational stage (2-7) are using symbols, including play, art and language to represent their world. They continue to construct and refine their concepts of time, space, classification, seriation and number.

2.4.3 Behavioral Child Development Theories

Behavioral theories of child development focus on how environmental interaction influences behavior and are based upon the theories of theorists such as **John B. Watson, Ivan Pavlov and B. F. Skinner**. These theories deal only with observable behaviors. Development is considered a reaction to rewards, punishments, stimuli and reinforcement. This theory differs considerably from other child development theories because it gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are.

2.4.4 Social and Emotional Child Development Theories

1. John Bowlby: There is a great deal of research on the social development of children. John Bowlby proposed one of the earliest theories of social development (**Attachment theory**). Bowlby believed that early relationships with caregivers play a major role in child development and continue to influence social relationships throughout life.

2. Albert Bandura: Psychologist Albert Bandura proposed what is known as **social learning theory**. According to this theory of child development, children learn new behaviors from observing other people. Unlike behavioral theories, Bandura believed that **external reinforcement** was not the only way that people learned new things. Instead, **intrinsic reinforcements** such as a sense of pride, satisfaction and accomplishment could also lead to learning. By observing the actions of others, including parents and peers, children develop new skills and acquire new information. **Social cognitive theory**, an expanded version of social learning theory, sees gender identity as the outcome of a complex array of interacting influences, personal and social. Socialization- the way a child interprets and internalizes experiences with parents, teachers, peers and cultural institutions- plays a central part. It holds that children learn gender roles through socialization.

3. Lev Vygotsky: Another psychologist named Lev Vygotsky proposed a seminal learning theory that has gone on to become very influential, especially in the field of education. Like Piaget, Vygotsky believed that children learn actively and through hands-on experiences. Prior to the Zone of Proximal Development (ZPD), the relation between learning and development could be boiled down to the following three major positions: 1) Development always precedes learning (e.g., constructivism): children first need to meet a particular maturation level before learning can occur; 2) Learning and development cannot be separated but instead occur simultaneously (e.g., behaviorism): essentially, learning is development; and 3) learning and development are separate but interactive processes (e.g., Gestaltism): one process always prepares the other process, and vice versa. Vygotsky rejected these three major theories because he believed that **learning always precedes development in the ZPD**. The lower limit of ZPD is the level of skill reached by the child working independently (also referred to as the child's actual developmental level). The upper limit is the level of potential skill that the child is able to reach with the assistance of a more capable instructor. His **socio cultural theory** also suggested that parents, caregivers, peers and the culture at large were responsible for the development of higher order functions.

4. Lawrence Kohlberg: Lawrence Kohlberg's **Stages of Moral Development** espoused a constructivist theory of emotional and moral development based on the work of Jean Piaget. Kohlberg proposed six stages of development that can be grouped into three levels. The first level is the pre-conventional level. Pre-conventional morality is generally associated with children, but many adults operate on this level of moral development. The first stage of this level is Obedience and Punishment Orientation. **In this stage, individuals associate right and wrong with direct consequences to themselves.** If a behavior is likely to end in punishment, a child labels it as "bad" behavior. If the result is praise or reward, the child labels it as "good" behavior. The second stage of this level is Individualism and Exchange. In this stage, children judge morality based on individual self-interest. Right and wrong seem relative to the person involved. These stages are linked by the lack of consideration for family or society, and focus exclusively on the actions of and consequences to the individual.

5. Howard Gardner: Usually cognitive theorists believed intelligence was a single entity and children were a blank slate that could be trained to learn anything. Gardner born 1943, believed intelligence is made up of multiple intelligences. His theory states humans have a unique blend of intelligences that cannot be measured by IQ tests. He challenged Piaget's development stages. Unlike Piaget, Gardner saw that at any one time a child may be at very different stages. Gardner formulated a list of seven intelligences. The first two particularly valued in schools. The following three usually associated with the arts and the last two personal intelligences.

1. Linguistic
2. Logical-Mathematical
3. Musical
4. Kinesthetic
5. Spatial Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence

6. Role theory is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories (e.g., mother, manager, and teacher). Each **social role** is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's behavior is context specific, based on social position and other factors. The theatre is a metaphor often used to describe role theory. The theory posits the following propositions about social behavior for children:

1. When individuals approve of a social role (i.e., they consider the role "legitimate" and "constructive"), they will incur costs to conform to role norms, and will also incur costs to punish those who violate role norms;
2. Changed conditions can render a social role outdated or illegitimate, in which case social pressures are likely to lead to role change;

3. The anticipation of rewards and punishments, as well as the satisfaction of behaving in a prosocial way, account for why agents conform to role requirements.

Role behaviour is influenced by following aspects:

1. The norms, determining a social situation.
2. Internal and external expectations are connected to a social role.
3. Social sanctions (punishment and reward) are used to influence role behaviour.

These three aspects are used to evaluate one's own behaviour as well as the behaviour of other people. Heinrich Popitz defines social roles as norms of behaviour that a special social group has to follow. Norms of behaviour are a set of behaviours that have become typical among group members; in case of deviance, negative sanctions follow.

III. Tenets Of Various Educationists, Psychologists And Theorist On Early Childhood Education And Learning Derived From Above For Socio-Emotional Learning(SEL) Of Preschoolers

1. Play as the basis for learning. Through play the child develops abstract meaning separate from the objects in the world, which is a critical feature in the development of higher mental functions. Play results not only in higher mental functions, physical development and creativity but also emotional development. Learning to play with others will allow the child to learn and understand better ways to interact, thus leading to social development. Playing alone is also important, it teaches child to be independent. (Vygotsky, Erikson, Issac)
2. Fantasy is integral. In a Waldorf school, a broom can be a spaceship, or a horse, unlike in a Montessori school, where it would never be used that way- since the whole point is a reality based program. Waldorf schools use "toys" like pebbles, wood sticks, or yards of cloth to encourage children to imagine what they can become. It is to get out of the intellect and enter into imagination. (Waldorf)
3. Preschooling is about experiencing music, dance, theatre, literature, writing, legends and myths. (Waldorf)
4. In order to change behavior it is necessary to change roles; roles correspond to behaviors and vice versa. In addition to heavily influencing behavior, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles. (Role theory)
5. Behaviors and attitudes develop in response to reinforcement, association and encouragement from the people around us, children learn new behaviors from observing other people and that the identity people acquire is formed more by the behaviors and attitudes of others. Intrinsic reinforcements such as a sense of pride, satisfaction and accomplishment could also lead to learning. (Social learning theory)
6. Students thrive in an environment where they are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning. Hands on experience and experiential education given by Dewey are important. An example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. (Dewey)
7. Project based learning (PBL), includes a greater depth of understanding of the concept, broader knowledge base, improved communication, interpersonal/ social skills, enhanced leadership skills, increased creativity and improved writing skills. Teacher is to select the influences which shall affect the child. (Dewey)
8. Exposing the children to the sights and sounds of the outside world, observing them and hearing them. Paying attention to their affective domain- children's description of their feelings and their sources. (Lucy Sprague Mitchell)
9. Zone of Proximal Development is the time between learning or the next level in development, the next level can only be obtained by a child's interaction with an adult. This theory emphasizes the importance of a teacher in a child's learning. It recognizes that the adults in a child's environment have an important part to play in the child's learning. (Vygotsky)
10. Parents, caregivers, peers and the culture at large are responsible for the development of higher order functions. Child in activity should be in cultural context, because lack of cultural context distorts our view of development and that it can lead us to look at causes of behavior as residing within the child rather than within their culture. (Vygotsky)
11. Attachment to school and teacher is necessary for the appropriate socio-emotional development of a child. (John Bowlby)
12. Self talk and social interaction necessary for language, cognitive and socio-emotional development.
13. Children are treated as responsible individuals, cleaning up their own spills, cutting up raw fruit and veggies to make their own snacks, going to the bathroom without assistance, and sweeping and dusting at the end of the day. And treated with respect. (Montessori)

14. Creating a prepared environment, a place where children can do things for themselves, a place that enables them to be independent, active, and learn. A prepared environment makes learning materials and experiences available to children in an orderly format. (Montessori)
15. The day is divided into blocks of time, some small group, some large group. Each day starts with a plan-do-review sequence: first, kids plan what they will do for the day (who they will play with, what areas they will visit, which materials they will use), then they have an hour of work time in which to carry out their plans, and finally they discuss what they've learned and done. Computers are a key component in the classroom. (High/ Scope-David Vikert)
16. Children judge morality based on individual self-interest. Through the direct consequences like reward, praise or punishments they can be taught good or bad.(Kohlberg)
17. Autonomy and Initiative should be given to children. Give them the appropriate materials, learning opportunities or environment to interact and construct knowledge. Help them to think, let them imitate, let them explore, give them the freedom to move and act. Let them use the objects that make impression on them. (Piaget, Erikson)
18. Teachers' role has to be that of a mother. One who cannot take the place of a mother cannot be a teacher. The teachers have to cultivate their own effective life and to encounter their students with a heart. (Gandhi)
19. Self activity is important for the education of children. (Froebel)
20. 'Play circle' and 'play song' are necessary elements of kindergarten.
21. Put an object before the children and let them see what they want to see. Teach nothing by words that you teach by things themselves. (Pestalozzi)
22. Group teaching and group work. (Comenius)
23. Teach less from books and more from life. And make games an education and education a game. (Rousseau)
24. Developmental interaction approach: paying attention to their description of their feelings and resources. To hear and observe them carefully. To know and understand each child as never before. (Lucy Sprague Mitchell)
25. Self initiated activities of kids where they would work out their feelings and emotions in a warm and permissive environment. (Freud)
26. Humans have a unique blend of intelligence that cannot be measured by IQ tests. At any one time a child may be at very different stages of multiple intelligence. (Howard Gardner)
27. The teacher and parents should cooperate in carrying out the education of young children. (Mahatma Gandhi)
28. Do careful study of your scholars. (Jean Jacques Rousseau)
29. Children need to develop their five senses, free from the distractions of TV, the computer, and video games. (Rudolf Steiner)
30. They shall be made self dependent and self directed.(Gandhi, Radhakrishnan)
31. Give happiness to the child. (Gijubhai Badheka)

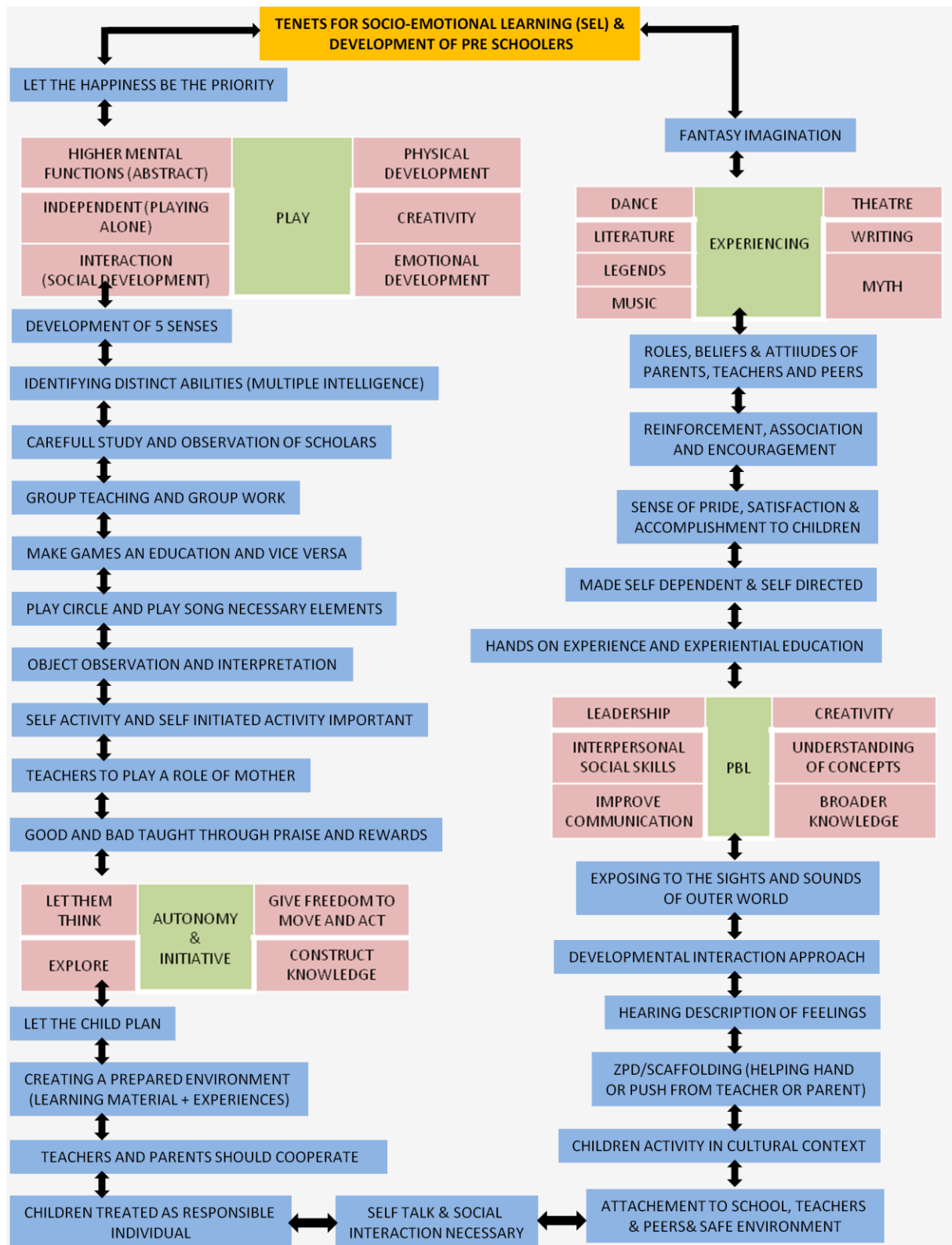


Fig 1. Tenets for Socio-Emotional Learning (SEL) & development of Preschoolers

IV. Conclusion

Thus these tenets obtained from the educationists, psychologists and theorists can be used for the development of several programmes for preschoolers. It can be applied on the preschoolers for not only social and emotional development but also for the holistic development and learning of a child. It can also be used as a basis for the development of curriculum for preschoolers. The different aspects of development like physical, language, cognitive, social, emotional, spiritual cannot be compartmentalized. When a particular kind of development is targeted, the other developments also take place simultaneously. But mostly in India cognitive development is targeted and other development goes along but why can't we target socio-emotional development also in the same way instead of just taking care of it along with cognitive? A lot has been given and said by these educationists and theorists but here the researcher has intend to bring all this together and has tried to find relation and correlation among them and what do they say about children for the sake of their socio-emotional development? Something which can be implemented to make their life successful and emotionally balanced. These tenets can be explored in a better way by developing a program based on these tenets which can bring a transformation in these preschoolers. It can make them responsible individuals, independent, ethical decision makers, creative, constructive, humble, respecting individuals, great leaders, conflict resolvers, initiators, socially desirables etc, which can have a great impact on their future. These tenets can not only be used for SEL only but for holistic development of preschoolers.

The changing society of India, the urbanization, the changing roles of Indian women from housewives to working women, increase in nuclear families etc demand special attention on the early childhood education. To cater to the needs of the society it has to not only take care of cognitive development but also the social and emotional development and prepare the child to face any kind of situations and prepare them for life. This will ensure success in their life.

The tenets extracted by the researcher would help to develop a program to achieve the above traits and make the children's successful in their life as well as socially and emotionally strong. The only limitation of this is that it is very difficult to implement theses tenets simultaneously as each tenet may lead to the attainment of many traits thus making it difficult to implement. Also In order to implement these, the facilitator has to be fully aware of what these tenets are and how they are useful for children?

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