CHAPTER II

REVIEW OF RELATED LITERATURE

2. 0 Introduction

A Researcher when engrosses in the literature, forgets where to stop? So, when the review of literature is to be done, a researcher has to be conscious enough what to read and what not to? What to extract from the readable and what to leave. The skills associated with type of reading for research including what to read, how to read, what to extract from your reading is a major concern and hinderance for the relatively inexperienced researcher. It's an art that a Researcher gets skilled in by reading, reading and reading. When the researcher gets involved in reading, even those who are not well versed in their area of research gets well versed and get an edge above others.

An important skill for the researcher is his/her ability to pen down a competent literature review. It helps to place the researchers' work in the context of what has already been done, allowing comparisons to be made and providing a framework for further research. Spending some time reading the literature relevant to the research topic may prevent the researcher from repeating previous errors or redoing work which has already been done, as well as give him or her the insight into the aspects of the topic which might be worthy of detailed exploration (Blaxter, Hughes &Tight).

Nevertheless, it is possible to approach the literature review in a variety of ways and with a range of different purposes in mind.

Literature review functions

It provides us the rationale and significance of the topic. It also helps the readers to know the various issues related to the topic and the gaps in the literature and what could be further discussed. It also provides the context of conceptual and methodology

This chapter is concerned with the review of studies related to major aspects of investigation. The reviews mentioned below strengthen the study conducted by the researcher and gives the researcher the platform to move ahead. For the present study, researcher reviewed related literature studies conducted in India and abroad from various sources (Indian Educational surveys, journals, doctoral theses, books, international

dissertation abstract, Shodhganga, inflibnet, etc.). This study makes use of data concerning preschool importance and preschooler's development, the importance of early childhood stage of development, the importance of social and emotional learning and future success. The availed reviews are broadly classified into three categories.

2.1 Studies Related to Preschool Education

2.1.1 Studies comprising holistic view on preschool education

2.1.2 Studies on behavior of preschoolers

2.2 Studies related to Social and Emotional Development

2.2.1 Studies related to Social development of preschoolers

2.2.2 Studies related to Emotional development

2.2.3 Studies related to Social and Emotional development

2.3 Studies related to Social and Emotional Learning (SEL)

2.1 STUDIES RELATED TO ECE OR PRESCHOOL EDUCATION

2.1.1 Studies comprising holistic view on Preschool Education

Maiyani (1989) conducted a study of the development of pre-primary education in Gujarat during post-independence period. His study in Gujarat comes to the conclusion that despite quantitative expansion of pre-school education, the present set up was not satisfactory in terms of curriculum and teacher training. He found prevailing ones emphasize on formal learning and education and emphasized the need to introduce play way methods.

Pankajam et al. (1990) aimed to find out a) whether the child got loving care and protection during the critical and vulnerable stage of life; b) whether the child got proper nutrition, preventive and promotive health measures and a chance to live in a safe and healthy atmosphere; c) whether the child's need for healthy, social, mental and emotional development was promoted through play, appropriate stimulation and educational activities; and d) how far a woman participated in community. The Findings of the study

were,

- Childcare services in Tamil Nadu for children of the age group 2-5 were impressive, as the state had achieved a minimum level of provision for children.
- The focus was on the child in particular rather than on the triad of child, mother and girl.
- Infrastructural facilities for day care existed but their quality was to be improved.
- There was absence of proper arrangement for record of the voluntary sector in child services was far superior to that of the government sector.
- The child care services provided by the organized sector were pitiful.
- The child care services resulted in a huge work force of low paid women.
- There was a gap in the training programme of child care workers.
- There was a lack of involvement among mothers in matters relating to the child.

Srivastava (1992) study had a large sample drawn from different types of preschools. She introduced science- oriented educational toys into the preschool programme and studied their effect on concept formation in children.

Srivastava (1995) found moderate love and discipline resulting in better academic achievement than the poor amount of love and discipline.

Chaudhary & Samal (1997) in this study showed that children, who were given greater parental involvement and care, were accepted by peers than those who did not receive them.

Suriakanthi & Swaminathan (2000) did a study on understanding the relationship between quality of early childhood education and learning competencies of children, an exploratory study in TamilNadu.Chennai. The study explored the relationship between various components of early childhood education (ECE) and other family and socio-economic factors on the learning competencies of children, such as language and cognitive skill, perceptual and motor skills, and socio-emotional development. It also aimed to develop a tool for measuring learning competencies of children in Tamil Nadu. The study was conducted in rural and urban Chennai and covered 193 (4-year-old) children from lower socio-economic groups. The children were enrolled in 45 government and NGO run centers. The main tools used were Tamil Nadu Early Childhood

Environment Rating Scale, Child Learning Competency Test and Parent/Teacher Interview Performa. Results revealed that children's competencies had a significant positive association with four family characteristics (i) fathers' education, (ii) mothers' education, (iii) fathers' occupation and (iv) housing quality. Active learning involving perceptual and motor skills was the key factor that developed children's learning competencies. Good quality ECE centers promoted children's learning ability. Different policy measures were suggested for various types of centers. The study recommended that regulatory and support measures by the Government such as curriculum, teaching method and teacher child ratio were needed to improve quality in the centers.

Wylie & Thompson (2003) showed the continuing contribution of early childhood education to children's competencies at age 10 among the New Zealand sample, children had higher average scores if they had 3 or more years of ECE in general. The quality of their final ECE centre, particularly related to teacher-child interaction also continued to show enduring associations with children's performance. The socio-economic mix of the children's final ECE centre also had a bearing on their competency levels 5 years later.

Di Santo & Aurelia (2006) studied the School readiness: Perceptions of Early Childhood educators, parents and preschool children. Results showed that early childhood educators & parents view children's emotional maturity as the most important factor for a successful transition to school. Majority of them also regarded children's social competence & their physical health & well-being as important factors for a successful transition to school. Data gathered from children focused the importance of play.

Sharma (2006) conducted a survey with the major objective to study the profile of preschools in terms of infrastructure regarding physical facilities, preschool staff, ECE programme and its impact on various indicators of ECE, viz., motor, language, cognitive, social and emotional developments and school readiness. The sample of the study consists of 12 schools, four each of private, aided and government. The findings show that though private enterprises have taken up initiative for pre-school education in the urban areas in a big way, most of these institutions are being run on commercial lines. It was found that both government and private pre-schools were being run mostly from dilapidated premises lacking play space and facilities for indoor activities. Owing to a lack of proper perception of ECE they insisted that pre-schools teach more of academics to their children

rather than develop their learning and logical thinking skills. Thus, pre-school education had been reduced to the rote method which did not augur well for the young learners.

Rajawat (2015) conducted a survey of preschools of Vadodara city with regard to physical setup and equipments, profile of principal and teaching staff, admission and enrolment procedure for students, selection criteria and training of teachers, practices carried out for holistic development of the child and identification of the various problems of preschool. The researcher realizing the importance of the early years of the child and the researches lacking in the field of holistic development of the students, practices carried out in preschools, the curriculum of preschools and the materials used for various activities carried out for the development of different domains wanted to study these in detail. A questionnaire for teachers, an observation schedule for physical structure and facilities provided by the school and an Interview schedule for principals/supervisors was prepared. The study revealed that the physical facilities provided by the majority of schools were not adequate with regard to many parameters. Profile of the principal and teachers was appreciable. Out of all the activities conducted for holistic development, Fine and gross motor development, language and communication development was found to be highly adequate, cognitive was adequate whereas an environmental concept, social and emotional development was found to be quite inadequate. The study also revealed that the Play way and art-based activities were the main focus of the method of teaching. Thus, it can be said that the pre-schooling is moving away from rote memorization to play way learning.

2.1.1.1 Major Observations:

Researcher reviewed 10 studies on preschools, out of which 8were conducted in India and 2 in abroad. From the above studies it is observed that most of the studies were survey where the state of pre-primary education, childcare services and preschool infrastructure and practices were studied in detail. Maiyani (1989), Pankajam (1990) studied the status of Preschools and the findings of both studies were that the present set up was not satisfactory and there was a gap in terms of curriculum and training program. Sharma (2006) came out with this findings of untrained teachers. The two surveys taken by Sharma (2006) and Rajawat (2008) studied the indicators like infrastructure facilities, parents profile, teachers profile, motor, language, cognitive, social and emotional

developments etc. The sample taken by Sharma (2006) was 12 schools and the sample taken by Rajawat (2008) was 8 schools. The tools used were Questionnaires for teachers, check list, interviews of head etc. Sharma's findings were that the parents' involvement was poor, the preschool education had got reduced to rote learning, and however private institutions were doing better than government. The infrastructure facility affects children's learning. The findings of Rajawat (2008) were little overwhelming as per the survey, the Fine and gross motor development, language and communication development was found to be highly adequate, cognitive was adequate whereas an environmental concept, social and emotional development was found to be quite inadequate. It also revealed that the Play way and art-based activities were the main focus of the method of teaching and the infrastructure facilities required more attention. About the Play, Maiyani (1989), Di Santo & Aurelia (2006) too have emphasized the importance of play in their studies. Suriakanthi (2000), Wylie & Thomson (2003) and Di Santo & Aurielia (2006) came out with a common finding that good ECE centre promotes better learning and social and emotional maturity leads to better transition to school. The sample taken by Suriakanthi (2000) was of 193 (4 years old) children from lower socio-economic group. Srivastava (1992) came out with the finding that educational toys have an effect on concept formation and Srivastava (1995) found out that love and discipline results in better academic achievement and Chaudhary & Samal (1997) found that children getting greater parental involvement and care were accepted by peers. Thus the findings from the above studies reflect that better concept formation, better academic achievement, and better acceptance by peers results from the use of toys, love & discipline and parental involvement & care. ECE centre promotes better learning and social and emotional maturity leads to better transition to school. Private institutions were doing better than government. The infrastructure facility affects children's learning. Cognitive has been found to be adequate whereas an environmental concept, social and emotional development needs to be focused.

2.1.2 Studies conducted on behaviour of Preschoolers

Nizamuddin & Sakirabanu (1995) conducted a study on preschoolers manifesting aggressive behaviour (100boys and girls) were found to have parents showing less warmth and providing less of stimulation through play as compared to parents of non-aggressive boys and girls.

Panikkar (2001) did a study on the role of playschools with regard to the behavioral profile, Creativity, problem solving ability and social cognition of Preschoolers. Objectives set forth were (i) to study the quality of home environment and daycare centers. (ii) to compare the development of children in daycare and those not in daycare. (iii) to test the Gamble and Zigler's model, where, if home environment is of poor quality. It is compensated for in a daycare centre of high quality and vice-a-versa. (iv) to know if home environment is a more salient factor influencing development of children than daycare quality, and (v) to study the factors in home and day care situations that determine development of children. The study was conducted in Bangalore City. 72 preschoolers in daycare and 36 not in daycare formed the sample. Interview, observation technique and psychological assessment were the methods employed to collect data. Parents of the preschoolers were interviewed to get background information on the child, to know the stimulation provided and the social development of the child. To know the stimulation provided, observations were also done. The child cognitive development was assessed utilizing a cognitive development test kit. Caregiver's were interviewed and observed in their behaviour with children to assess day care quality. Data analysis was done by using t-Test to compare the quality of home care and developmental status of day care and· non-daycare children. Correlations and multiple partial correlations were used to test the relationship between home care quality, day care quality and development of children. Multiple partial correlations were used to determine the salient features of home care and day care influencing development of children. T-score were computed to standardize the scores on the cognitive development test. Descriptive statistics were also used in preparing day-care and child profiles using partial and multiple correlations analysis. The schedules used to assess home environment and day-care quality were item and factor analyzed for reliability. The Major findings were; for certain subscales of development, democratic disciplining and re creative environment emerged as significant factors. In the

daycare setting, physical environment and caregiver's pride, warmth and affection emerged as factors contributing significantly to most aspects of development. Autonomy given to the child was a salient factor for some aspects of development.

Kachmar (2008) examined the relationships between early childhood program quality, preschool learning behaviors, and early scholastic achievement among123 preschool aged children enrolled in high, medium and low quality early childhood programs in western Pennsylvania. The Early Childhood Environment Rating Scale–Revised (ECERS-R) was used to evaluate program quality, while preschool learning behavior was assessed by the teacher completed Preschool Learning Behaviors Scale (PLBS). The Basic School Skills Inventory-Third Edition (BSSI-3) was utilized to assess child competencies across the academic domains of reading, writing, mathematics, and spoken language. Results of the study provide support for the validity of the PLBS, however results of factor analyses did not comport with previous findings. Results indicated that children participating in classrooms of various quality did not significantly differ in the quality of their learning behavior. However, significant differences were found among quality groups across areas of early scholastic achievement. Regression analyses indicated that two ECERS-R factors were predictive of learning behavior, and that preschool learning behavior had no mediating effect on the quality-achievement relationship.

National Institute of Public Cooperation and Child Development (2010-11): Behaviour Problems in Early Childhood: An Exploratory Study was undertaken by the Regional Centre, Bengaluru with the main objectives to: assess the nature and type of behaviour problems manifested by children as perceived by the parent; investigate the differentials in nature of behaviour problems due to variations in age and sex of children; and study the relationship between quality of parenting and incidence of behaviour problems in children. Main Findings of the study revealed that major behaviour disorder are attention, eating, mood and emotional disorders. Majority of children cannot eat properly or they are in the habit of spilling food while eating. Refusal for attending school emerged as a major conduct disorder followed by lying behaviour; few children were found to be careless towards instructions given by their parents and teachers. Under attention disorder, majority of children were found to be inattentive and suffering from poor concentration in their everyday life. Majority of children were found to be in the

habit of blaming others and crying, excessively followed by tendency to become fearful of unknown object followed by stuttering and stammering. Majority of children found to be in the habit of disturbing others, making noise and in the habit of tapping their feet, finger and pencils followed by throwing temper tantrums in everyday life. Majority of children were found to be in the habit of bullying other children and manifest severe fussy behaviour.

2.1.2.1   Major Observations:

There were four studies which researcher came across with related to the behaviour of preschoolers. The studies conclude that children who show aggressive behaviour had parents sharing less warmth and less stimulation through play (Nizamuddin,1995). In case of development of child, democratic disciplining, recreative environment, autonomy given to the child, caregivers pride, warmth and affection contributes to most of development (Panikkar, 2001). One of the surprising findings were that the children visiting classrooms of different quality did not differ in quality of their learning behaviour. Preschool learning behaviour had no mediating effect on quality achievement relationship (Kachmar, 2008). Major behaviour disorders found among preschoolers were; majority of them suffer from poor concentration, spilling food while eating, mood swings, emotional disorder, blaming others and crying (NIPCCD, 2010-11). Tools used in the studies above were interview, observation technique, psychological assessments and cognitive development test. Personality inventory 'Parent Questionnaire' of Thomas and Chess (1977) to assess behavioral profile. Verbal and non-verbal tests to measure creativity were used by Panikkar (2001). Preschool Learning Behaviour Scale (PLBS) was used to assess preschool behaviour by teachers and also the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) were used by (Kachmar, 2008). For child competencies BSSI-3(3rd edition) was used. Nature of studies were comparative and correlational in Panikkar 2001; and correlational in Kachmar, 2008; Explorative in NIPCCD. Quantitative analysis was done by use of t test, ANOVA, correlation and multiple regressions.

2.2 STUDIES RELATED TO SOCIAL AND EMOTIONAL DEVELOPMENT

2.2.1 Studies related to social development of preschoolers

Mani (2002): The study focused on the Impact of ICDS with regard to the intellectual, social and physical development of preschoolers. Three hundred, 4-year-old Anganwadi and Balwadi attending (Anganwadi: 150, Balwadi: 150) pre-school boys and girls from Thiruvananthapuram, Kottayam and Kozhikode Districts of Kerala formed the sample of the study. The intellectual, social and physical development of the ICDS beneficiary Anganwadi attending pre-school children were compared with that of their non-1CDS peers in Balwadi. The variations in the areas and subareas were identified by applying critical ratio. The results reported that the ICDS beneficiary children exceeded their non-ICDS peers in their intellectual, social and physical development. The result also showed that the study variables-Intellectual, Social and Physical development-are significantly interrelated and influenced one another.

Lindsey (2009): The study was on Play, peer relationships, and academic learning: Exploring the views of teachers and children. The primary purposes of this qualitative case study were to explore and describe the relationships that develop when preschool children are engaged in play and to examine the connections among peer relationships, socialization, academic learning, and play through the lenses and voices of the children and teachers chosen as participants. The study was conducted with a group of 4- and 5-year old children over a period of 4 months. In response to a climate of increasingly academic expectations experienced by many early childhood educators, the research questions aimed to address if and how the relationships formed during play related to academic learning. Entry into the classroom was achieved using a recursive entry strategy. Data, collected in two phases, included field notes, videotapes, audiotapes, researcher journal, and informal interviews and conversations with the children and teachers. Using a recursive method of data analysis, categories such as group acceptance and rejection, play entry strategies, and role within play episodes began to emerge. These categories were broken down further building a picture of how learning was supported within the children's play.

Seaborn (2002): studied the impact of teacher's educational backgrounds and their perceptions of Developmentally Appropriate Practice (DAP) indicators in Texas Hood

start classrooms. It investigates the differences between teachers' educational backgrounds and their understanding of developmentally appropriate practices, their knowledge of child development and child learning, child centeredness, active learning practices, social, cultural and development diversity, meaning context for learning and classroom community building. One of the findings of this study was that those teachers with several years of experiences and some college courses in child centeredness were able to demonstrate the ability to apply basic knowledge of what is developmentally appropriate for Head start children (ages3-5).

Randal (2011): conducted a study to implement and measure the efficacy of a novel social skills intervention on enhancement of social cognitive skills, social behaviours, and executive functions in an early childhood population of children from socioeconomically disadvantaged areas. Graham (2006) talked about the program called, 'First Friends' which is an 8-week preventive intervention designed to promote critical areas of social-emotional development including conflict resolution, problem solving and planning. This intervention also includes identification of emotions such as empathy, anger management, assertiveness, creativity, verbal communication and cooperation. The second objective of the study was to examine the meditational role of improvements in different latent EF components (Working Memory, Inhibition, and Set Shifting/Mental Flexibility) on intervention outcomes. Executive functions (EF) have been linked to social-emotional competence. The First Friends program teaches social skills that are suggested to require EF components to learn, as well as implement, during social. Therefore, the First Friends intervention was developed to measure the influence of social- emotional functions as well as EF, whereby 1) EF appears to be essential for learning and developing certain social and emotional skills, and 2) brain pathways utilized in carrying out these functions overlap.

Eighty-seven kindergarten children (46– Experimental Group; 41 Control Group) from socio-economically disadvantaged areas of the Greater Victoria region in B.C. were taken as representative sample for this study. EF and social-emotional and social cognitive skills were assessed and social skills and behaviours of children, were rated by parents, teachers, and observers before and after the intervention. It was derived in the findings that the efficacy of the intervention with children from the experimental group showed significantly

stronger socio-emotional and social cognitive abilities, more pro social behaviour and less negative behaviours compared to children from a control group. No significant changes were derived from parents and teachers' opinion. In addition, significant intervention effects on working memory and set-shifting/mental flexibility were found. The intervention effects were not revealed for inhibition though it was assumed in hypothesis. It was also found that EF latent constructs did not mediate outcomes of intervention.

2.2.1.1   Major Observations:

The researcher came across four studies in total, related specifically to social development. Mani (2002) found out that the ICDS (Anganwadi) beneficiaries exceeded their non ICDS (balwadi) beneficiaries with regard to intellectual, social & physical development of preschoolers. The other finding was that the variables were interrelated and influence done another. Thus, supporting the current study that social and emotional development too are inter related and affect each other.

One of the study said that teachers with several years of experiences and some college courses in child centeredness are able to apply knowledge to developmentally appropriate practices (DAP) for Head Start children (Seaborn, 2002). Lindsey (2009) did a qualitative study for 4 months on a class of 4 and 5 years old to find out whether relationship formed during play are related with academic learning. Randall (2011) implemented and assessed the efficacy of a novel social skills intervention. It was derived that after the intervention, children from an experimental group demonstrated significantly stronger socio-emotional and social cognitive abilities, more prosocial behaviours, and less negative behaviours compared to a control group. First Friends was designed to promote critical areas of social-emotional development such as problem solving, conflict resolution, planning, and identification of emotions, empathy, assertiveness, anger-management, verbal communication, creativity and cooperation. Methodology and sample; Researcher came across the Qualitative study of 4 months (Russo, 2009) where the relationship formed during play were related with academics and an intervention program. Sample used in the qualitative study was one single classroom of 4 and 5 yr. old. Randall (2011) did a Quantitative study for 8 weeks where social and emotional skills developed through intervention. The sample was of 87 children. The sample in the study of Mani (2002) was of Three hundred, 4-year-old Anganwadi and Balwadi attending pre-school from

Thiruvananthapuram, Kottayam and Kozhikode Districts of Kerala.

Tools used for parents and teachers were questionnaires both pre-and post-intervention assessment of social skills and behaviours the pre and post-intervention assessments lasted approximately 35 to 40 minutes. Observers were trained by the principal investigator by going through the observation checklist and describing specific behaviours to be aware of for each of the listed positive and negative behaviours. Also, techniques like field notes, videotapes, audiotapes, researcher journal, and informal interviews and conversations with the children and teachers were followed.

2.2.2 Studies related to Emotional development

Anand & Rampurawala (1999) Conducted a case study under Aga Khan Education Service, two Prince Aly Nursery Schools in Mumbai were started with the idea that a child should be treated as a person, and the teacher must act as a resource to encourage the child to develop his/her talents and interests. The schools provide opportunities to the child for thinking, to experiment, to explore and provide support in their own search for conceptual, social and emotional understanding. The classroom contains material such as puzzles, blocks, books, art material, etc. based on the interests and learning needs of children. The teacher child ratio of 1:20 is maintained. In the daily routine time is allocated for various activities like work, planning, greeting, cleaning, refreshment and group activities. The teacher often participates in the activity and suggests new ways to extend learning. Main purpose for devising the child observation research project was to give an opportunity to pre-school teachers to observe a limited number of children during work time on a daily basis over a two year period. The project resulted in nine case studies of which 'Amin on the Move' was the first one. The purpose of this observation study was to observe a child's intellectual growth and to observe the researchers' own ability to work with children and emotional responses to children. The project took place in three phases: (1) Through the Looking Glass, (2) Mirror, Mirror on the Wall, and (3) AliceinWonderland.Thestudyrecommendedthatapre-schoolchildrequiresexposureto active learning; in using language; in representing experiences and ideas; in developing logical reasoning, classification, serialization, number concepts, and in understanding spatial relations and time.

Dawn (2007): did a study on "Emotional themes in preschool children's play narratives" This research is an eight-month ethnographic study of preschool children's play narratives. Play narratives of children are monitored over time and across situations in the daily life of one preschool classroom to uncover the emotional themes of the play narratives as well as the social work of the emotional themes (e.g., build relationships, negotiate power and construct social identities). The researcher visited the classroom two to three times per week over the course of eight months. Data collection methods included participant observation, video-taping, video-revisiting with children and formal and informal interviews with teachers. Findings revealed that children used specific play narratives, defined as "anchor play narratives", which provided weight and grounding to their social relationships. Anchor play narratives were reoccurring themes that children returned to over and over again in the daily life of the classroom. A micro ethnographic approach to the discourse analysis of language use in the classroom was used to examine two anchors play narratives: the "kitty" play narrative and the "boyfriend/girlfriend" play narrative. Findings revealed that female children used the kitty narrative to construct gender, to negotiate access into male play, to negotiate and contest positioning, and construct proper emotional display rules for females. Within the second anchor play narrative (boyfriend/girlfriend) children took up positions related to the romantic love storyline based on their social identities. The anchor play narrative constructed notions about the appropriate gender one could fall in love with, implicitly constructing emotional display rules about the proper and correct actions and reactions as females and male negotiated power and positioning in their social relationships. Children not only drew upon their gender, but also their race as they engaged in the romantic love narrative, which lead to a misunderstanding about the meaning of specific romantic linguistic terms used within their play narrative.

Educators should become aware of the complexity of children's play narratives in shaping children's knowledge about their social and emotional worlds and how traditional roles and stories support and silence specific emotional themes.

2.2.2.1 Major Observations

Only 2 studies were found related to emotional development. The objectives of Annand and Rampurawala (1999) were to observe the child's intellectual growth and researcher's

ability to work with children and emotional responses to children. The objectives of the other study conducted by Dawn (2007) were to examine play narratives over time and across situations in daily life of children to uncover the emotional themes like build relationships, negotiate power and construct social identity. The methodology followed in the study conducted by Anand and Rampurawala (1999) was the observatory research where the teachers were required to observe the children over a 2 year period and the teacher child ratio was kept limited to 1:20. However Dawn (2007) did an 8 month ethnographic study where the data collection methods were participant observation, videotaping, video revisiting with children and formal and non-formal interviews with Teachers. The researcher here visited the classrooms 2-3 times per week. The findings of study conducted by Anand and Rampurawala (1999) revealed that Preschool child require exposure to active learning; in using language, in representing experiences and ideas, in developing logical reasoning, classification, seriation, number concepts, in understanding spatial relations and in understanding time. Whereas findings from Dawn (2007) revealed that anchor play were used by children to construct the gender, to negotiate and contest positioning, construct proper emotional display rules for females. Within these Cond anchor play narrative children took up positions on their social identities.

2.2.3 Studies related to Social and Emotional Development

Raver & Knitzer (2002) conducted a study about strategies to promote Social and Emotional School Readiness among three and Four Year olds for policymakers. According to the analysis of neuroscience and developmental research, a child's earliest experiences and relationships construct a base to acknowledge and manage feelings and impulses. It was also highlighted that compelling evidence that academic learning and emotional development are very intertwined in the early years. This study revealed that emotional and behavioral problems are very crucial for some young children. It was also proved that emotional and behavioral difficulties may stabilize and negatively affect early school performance if overlooked in early years. Thus, monitoring the emotional status of young children has significant implications for policy and practice strategies that are designed to promote school readiness.

Elizabeth (2004): A pilot study was conducted with sample of eight families to aid in development of a program design to ensure appropriate social-emotional assessment of each preschooler referred. The program design includes a specific set of pre-interview questions for parents/caretakers, routine administration of a social-emotional assessment instrument, a specific set of observation criteria, and a recommended reporting format for each of the activities.

The rating scale chosen, the Vineland Social-Emotional Assessment Scale (SEEC) yields scores relating to a child's developing abilities in three areas: Interpersonal Relationships, Play and Leisure Time, and Coping Skills. A Social-Emotional Composite is also derived from the structured information provided by the parent. Items on the SEEC are rated by a knowledgeable caretaker using the following scale: (2) Usually Performs; (1) Sometimes or Partially Performs, (0) Never Performs; (N) No Opportunity; (DK) Don't Know. The scale has been chosen for use in this study to explore its helpfulness to parents/caregivers in describing children's social-emotional development, a specific set of observation criteria, and a recommended reporting format for each of the activities. Pre-Assessment & Post- Assessment with short set of questions about their needs in relation to understanding their child's social- emotional development, prior to participating in the SEEC rating scale interview was conducted. Data was analyzed qualitatively. The conclusions drawn from the pilot study indicate that this routine social-emotional assessment protocol offers parents/caretakers a meaningful opportunity to voice concerns and offer valuable input during the eligibility decision making process and development of the Individual Educational Program (lEP) for their children.

Marie Team (2006) explored if Social-Emotional Development could be considered as a Predictor of School Success in early school children. A field study was too developed to examine the relation between academic skills and social-emotional development in the beginning and end of one school year. One-fifty children between the ages 3 to 5 years old were assessed in six Head Start centers in various country-side cities of Texas. Results suggested that there is a significant relationship between adaptive skills and academic gains in one year in Head Start children, which also indicated the importance of continuing to provide services and funding for services that go beyond the basic academic tasks. The influence of social-emotional development on many vital attributes in a child's

growth, including academic success were found in the outcomes.

Doan (2010) investigated the cultural and contextual effects on children's social emotional development and well-being to measure the emergence of self-regulatory abilities and emotion understanding. It was also explored how mother-child interactions serve as a mechanism underlying the development of these complex social-cognitive abilities. The cross-cultural context of the maternal verbal interactions influences the development of emotion knowledge of children. Furthermore, two of the current studies examine how these abilities relate to later psycho-social adjustment, of these two one specifically examines how culture moderates these effects. Bio-ecological systems theory approach argues that a child's development is influenced by multiple environmental and individual subsystems. Additionally, the specific mechanisms and consequences of these interactions on socio-emotional understanding and mental health outcomes of children were analyzed through cultural-fit hypothesis. It emphasizes on the person-situation interaction and highlights variations in psychological processes across cultures and contexts. In sum, the current set of studies is designed to explore the effect of culture and context on parenting and children's social-emotional abilities, and further effect on children's mental health.

McCuin (2012) describes perceived experience of students positively impacted by a teacher coded as using Socio-Emotional Competencies (SEC) through qualitative document analysis. Analysis of the traits or qualities of the persons and classrooms they described may impact teacher training and hiring of qualified individuals in the educational setting. Using abductive coding processes, education autobiographies written by 28 undergraduate students at a university in the Midwest were coded for the presence of SEL constructs and traits and attributes of teachers they admired in order to give voice to the perceived experience of students regarding the people and practices that positively impacted them. All of the core constructs of SEL were found to be in evidence and 75% of students cited three or more of the constructs in their documents. Known SEC traits were confirmed by the students' perceived experiences as being impactful as well as opportunities to grapple with issues of social awareness and diversity and teacher investment in the daily activities. Implications on teacher training and hiring of

individuals that are capable in creating environments inclusive of safety and belonging, as well as those who are adapt at developing relationships both with and among students emerged.

2.2.3.1   Major Observations:

Total five studies were found on Social and Emotional development. All were conducted in Abroad. The objectives of these studies were to find out output of research for Policymakers to design strategies for social and emotional development among three and four-year olds (Raver & Knitzer, 2002) and development a program to ensure appropriate social-emotional assessment of each preschooler belonging to 8 families(Elizabeth, 2004). Marie (2006) studied whether Social-Emotional Development could be considered as a predictor of school success in Head Start Children. Doan (2010) talked about the role of the cultural and contextual effects on social emotional development of children. McCuin (2012) studied perceived experience of students positively impacted by a teacher coded as using Socio-Emotional Competencies (SEC) through qualitative document analysis. The methodology and tools used by the researchers were review of neuroscience and developmental researches by Raver & Knitzer (2002), a pilot study conducted with sample of eight families by Elizabeth (2004). She used the rating scale, the Vineland Social-Emotional Assessment Scale (SEEC). The scale has been chosen for use in this study to explore its helpfulness to parents/caregivers in describing children's social-emotional development. The program design includes a specific set of pre-interview questions for parents/caretakers, routine administration of a social-emotional assessment instrument, a specific set of observation criteria, and a recommended reporting format for each of the activities. One-fifty children from age 3 to 5 years from six Head Start centers, were considered as sample of the study (Marie, 2006). Findings of Raver & Knitzer (2002) explained that these emotional and behavioral difficulties may stabilize and influence school performance negatively. Hence, it can be derived that early school performance can be used to predict later school outcomes. Thus, promotion of school readiness needed to be developed for policy and practice strategies for emotional development of young children. McCuin (2012) came out with Varying SEL constructs.

Findings of these 5 studies reveal the routine social-emotional assessment protocol offers parents/caretakers a meaningful opportunity to voice concerns and offer valuable input

during the eligibility decision making process and development of the Individual Educational Program (lEP) for their children (Elizabeth, 2004). Team (2006) found that social-emotional development plays significant role in growth and development of children especially academic development.

Doan (2010) mentioned the specific mechanisms and consequences of the interaction to understand socio- emotional and mental health outcomes keeping in mind the cultural-fit hypothesis, which focused on the person-situation interaction and broadened the reasons for varied psychological processes across cultures and contexts.

2.3 STUDIES RELATED TO SOCIAL AND EMOTIONAL LEARNING (SEL)

Elias (2003): discussed key features of social and emotional learning (SEL) programs to enhance social skills and academic achievement of children. SEL need to be incorporated in current school development plans by including counseling services, professional development of teachers and consistent discipline methods. Various skills such as visualization, goal setting and problem solving are important factors for academic achievement and better performance, and hence should not be neglected. Teachers associated with SEL must show interest, care, and empathy for children. Teachers should also employ instructional procedures for students to apply SEL and ask for feedback (such as public presentations, exhibitions, or report cards representing SEL skills/indicators list). Evaluation is critical to keep a check on SEL practices being implemented as intended with expected impacts. Implementation, an evolving process is evaluated by several existing tools. Implementation improvements should be authentic, organic, collectively defined, and acceptable to the community. Finally, there should be an academic policy of a school that should describe the harmonious co-existence of SEL and academics.

Frey, Nolen, Edstrom, & Hirschstein (2005) studied the Second step program where fifteen elementary schools and more than 1200 children in second and fourth grades in urban and suburban districts in Washington were assigned to participate in the Second Step program, versus as control, using a quasi-experimental design. Regardless of group assignment, participating schools, received program materials, teacher training, and substitution for teachers during regular teacher training; while control schools that did not

participate in the study received these benefits for classrooms. Teachers in the treatment group taught one or two program lessons per week. Teachers reported a reduced antisocial behaviors in Second Step participants. They also exhibited reduced negative behaviors in the classroom, lunchroom, and playground, as reported by observers in other studies.

Schonert-Reichl & Lawlor (2010): The effects of a mindfulness-based education program on pre- and early adolescents' well-being and social and emotional competence. *Mindfulness, 1*, 137-151. Mindfulness education program (ME, now called Mind UP) enrolled students in grades 4-7 from 12 schools in western Canada and were given mindful attention training designed to adopt/inculcate self-regulation, positive emotions, and goal-setting three times a day. Children who underwent the ME program exhibited improved social behavior and better self-control, were less aggressive and more attentive in class. There was significant increase in their optimism compared to children in the wait-listed control classrooms.

Durlak, Weissberg, Dymnicki, Taylor & Schellinger (2011): The Impact of Enhancing Students' Social and Emotional Learning: A Meta- Analysis of School-Based Universal Interventions. *Child Development, 82*(1), 405-432. This meta-analysis of social and emotional learning interventions (including 213 school- based SEL programs and 270,000 students from rural, suburban and urban areas) showed that social and emotional learning interventions had several effects on students with 5-18 years of age. Some major effects observed were reduced emotional distress like anxiety and depression, ameliorated social and emotional skills (e.g., self-management, self-awareness, etc.), improved attitudes about self, others, and school (e.g. positive attitude for school, stronger bonding with classmates and teachers, higher academic motivation), betterment in pro-social classroom and school behavior (like following classroom rules), decreased misbehavior and aggression in classroom, and enhanced academic performance (e.g. standardized achievement test scores). Outcomes of social and emotional learning programs was beneficial for students when implemented with fidelity. Primary deliverers for SEL program were teachers. Hence for the effective program teachers tended to use active-learning techniques (e.g. role-play), sequenced learning activities, systematic way of teaching. Additionally, effective SEL programs had learning objectives, explicitly related to particular social and emotional skills. Overall it can be put that, SEL skills were

explicitly reported and implied in the context of learning activities.

Gordon, Mulhall, Shaw & Weissberg (2011):.The SEL Standards in Illinois have been maintained since 2004 and there has been constant progress in the implementation of SEL across the state. The remarkable progress made in Illinois is a benchmark and valuable example to others who are keen to take on this work across the country. SEL goals were taken into consideration in the construction of Illinois Children's Mental Health Act and executed in all schools.

Graham (2011) Early Interventions: The next steps, a report, submitted to HM Government describe crucial areas of brain development in the first years of life, and suggest why these years may be so predictive of future outcomes. A key finding is that babies are born with 25 percent of their brains developed, and there is then a rapid period of development so that by the age of 3 their brains are 80 per cent developed.

During this period the wrong type of parenting, neglect, and other adverse experiences can have a profound effect on emotional wiring of children. This has deep impact on their ability to empathize with people and their future responses to events. This does not mean that development halts at age 3; but we need to intervene early and mound their behaviour to make sure of best possible start of our child's life. Priority of parents should be to support them throughout childhood in such a way that would help them attain the key milestones of social and emotional growth. Early Intervention can significantly improve mental and physical health, academic heights and good employment opportunities. Early Intervention is also reported to prevent criminal behaviour (including violent behaviour), drug and alcohol use and teenage pregnancy.

Jones, Brown, & Aber (2011): The study examined the impact of social-emotional learning through an integrated school-based intervention for two years and literacy development on children's social-emotional, behavioral, and academic functioning. Total 1184 children were selected randomly from 18 elementary schools and given the 4Rs program, based on the Resolving Conflict Creatively Program (RCCP).Children in the intervention schools showed improvements in some factors such as, self-reports of hostile attribution bias, aggressive interpersonal negotiation strategies, and depression and teacher reports of attention skills and aggressive and socially competent behavior. Significant improvement in mathematics and reading achievement was observed by

teachers among children at baseline of highest behavioral risk with the intervention.

Solomon, Klein, Hintze, Cressey & Peller (2012) conducted a meta-analysis of 20 studies and derived that school-wide positive-behavior support (SWPBS) reduces misbehavior and improves school culture among elementary schools and middle urban schools, with low to average or moderate effects.

Jones, Greenberg & Crowley (2015) investigated data for 753 students across a 19-year span, from kindergarten to adulthood. Results showed that kindergarten teachers' ratings of children's pro-social skills, such as kindness, sharing, and empathy, predicted adult outcomes such as higher educational attainment, stronger employment, and better mental health, in addition to reduced criminal activity and substance use.

2.3.1 Major Observations

The Findings of the study conducted by Elias (2003) shows that SEL teachers must show interest, caring, and empathy. Instructional procedures need to be employed by teachers which includes students' involvement in SEL and receive feedback (such as exhibitions, public presentations, or report cards which include listings of SEL skills/indicators). Frey et al. (2005) showed reduced antisocial and negative behaviors in participants of school-based social-emotional competence program, in the school premises including playground. Schonert-Reichl & Lawlor (2010) found that children who received the ME program which was developed to imprint positive emotions, self-regulation, and goal-setting, shown improvement in social behavior, self-control, less anger and showed significant increases in optimism. Durlak et al. (2011) conducted a study on effects of SEL on students of age5 to18. Findings revealed that effect of intervention were shown on decreased emotional distress such as anxiety and depression, improved social and emotional skills, improved attitudes about self, others, and school (including higher academic motivation, stronger bonding with school and teachers, and more positive attitudes about school), improvement in prosocial school and classroom behavior, decreased classroom misbehavior and aggression, and improved academic performance. Graham (2011) observed that promoting social and emotional development at Early Intervention can significantly improve mental and physical health, educational attainment and employment opportunities. Prevention of criminal behaviour (especially violent behaviour), drug and alcohol misuse and teenage pregnancy were due to Early

Intervention. Jones et al. (2011) stated in his study that the Children in the intervention schools showed improvements across several domains: self-reports of hostile attribution bias, aggressive interpersonal negotiation strategies, and depression, and teacher reports of attention skills and aggressive and socially competent behavior. The intervention also improved mathematics and reading achievement among children identified by teachers at baseline at highest behavioral risk.

Solomon et al. (2012) A meta-analysis of 20 studies found that school-wide positive-behavior support (SWPBS) reduces misbehavior and improves school culture among elementary schools and middle schools, particularly in urban settings, with low to average or moderate effects. Results from Jones et al (2015) show that kindergarten teachers' ratings of children's pro social skills, such as kindness, sharing, and empathy, predicted adult outcomes such as higher educational attainment, stronger employment, and better mental health, in addition to reduced criminal activity and substance use. Thus lot of positive social and emotional development was seen when the intervention programmers were implemented on Preschoolers.

Methodology and sample used in the studies mentioned above were varying. Sample used by Frey et al. (2005) was fifteen elementary schools, and more than 1200 children in second and fourth grades in urban and suburban districts in Washington were assigned to participate in the Second Step program, versus as control, using a quasi-experimental design. Schonert-Reichl & Lawlor (2010) took Students in grades 4-7 in 12 schools in western Canada as sample and instructed in mindfulness education. Durlak et al. (2011) included 213 school-based SEL programs and 270,000 students from rural, suburban and urban areas) of ages 5-18. Jones et al (2011) took Eighteen elementary schools (N = 1,184) which were randomly assigned to receive the 4Rs program. It was an experimental study. Solomon et al (2012) conducted an Exploratory Study Using Single-Case Synthesis and did a meta-analysis of 20 studies. Jones et al. (2015) examined data for 753 students across a 19-year span, from kindergarten to adulthood. So most of the studies were big intervention programs focusing on different aspects of SEL which were implemented through, across country while some were experimental studies and exploratory studies in all. Some were also document analysis and developmental study.

2.4 OBSERVATIONS BASED ON THE RELATED LITERATURE

Researcher reviewed 10 studies (Maiyani, 1989); Pankajam et al., 1990; Srivastava, 1992; Srivastava, 1995; Chaudhary & Samal, 1997; Suriakanthi & Swaminathan, 2000; Wylie & Thompson, 2003; DiSanto & Aurelia, 2006; Sharma, 2006; Rajawat, 2008) based on holistic view on preschool education or on preschools, out of which 8 were conducted in India and 2 in abroad. From the above studies it is observed that most of the studies were survey where the state of pre-primary education, childcare services and preschool infrastructure and practices were observed. While others focused on play, love, care, parental involvement and academic achievement. The major observations were as follows:

❑ Play is important in preschools are revealed from studies

❑ Preschool set up was not satisfactory and there was a gap in terms of curriculum and training program.

❑ Educational toys have an effect on concept formation

❑ Love and discipline results in better academic achievement

❑ Children getting greater parental involvement and care were accepted beepers.

❑ Good ECE centre promotes better learning and social and emotional maturity leads to better transition to school

❑ The parent's involvement was poor, the preschool education had got reduced to rote learning

❑ Private institutions were doing better than government

❑ The infrastructure facility affects children's learning.

❑ Cognitive development has been found to be adequate whereas an environmental concept, social and emotional development needs to be focused.

There were four studies (Nizamuddin & Sakirabanu, 1995; Panikkar, 2001; Kachmar, 2008; NIPCCD, 2010-11) found on behaviour of preschoolers. All the studies reviewed by the researcher were from India. The observations made were:

❑ Children who show aggressive behaviour had parents sharing less warmth and less stimulation through play

❑ In case of development of child, democratic disciplining, recreative environment, autonomy given to the child, caregivers pride, warmth and affection contributes to

most of development

- The children visiting classrooms of different quality did not differ in quality of their learning behaviour.

- Preschool learning behaviour had no mediating effect on quality achievement relationship

- Major behaviour disorders found among preschoolers were; poor concentration, spilling food while eating, mood swings, emotional disorder, blaming others

- The researcher came across four studies (Miriam Mani, 2002; Russo H. Lindsey, 2009; Seaborn, 2002; Randall, 2011) on social development of preschoolers. Out of four studies reviewed by the researcher, one was carried in India while other three in abroad. The major observations were as follows:

- The ICDS (Anganwadis) beneficiaries exceeded their non ICDS (balwadi) beneficiaries with regard to intellectual, social & physical development of preschoolers. The other finding was that the variables were interrelated and influenced one another. Thus, supporting the current study that social and emotional development too are inter related and affect each other.

- Teachers with several years of experiences and some college courses in child centeredness are able to apply knowledge to developmentally appropriate practices (DAP) for Head Start children

- Findings provided support for the efficacy of the intervention and demonstrated stronger socio-emotional and social cognitive abilities, prosocial behaviour, and less negative behaviour.

- The relationship formed during play had no direct relationship on academics

- Only 2 studies (Anand and Rampurawala 1999; Madrid, Samara Dawn, 2007) were found related to emotional development. One was conducted in India and another in abroad. The observations were as follows:

- Preschool child requires exposure to active learning. In using language, in representing experiences and ideas, in developing logical reasoning, classification, seriation, number concepts, in understanding spatial relations and in understanding time was observed while studying the emotional responses of a preschool child.

- While studying the emotional themes in anchor play it was found that the children

use these plays to construct the gender, to negotiate and contest positioning and to form social identities.

Total five studies (Raver, Knitzer, 2002; Elizabeth, 2004; Team, 2006; Doan, 2010; McCuin, 2012) were found on Social and Emotional development. Major observations made from the studies were:

❑ Emotional and behavioral problems is concern. Without help, evidence suggested that these emotional and behavioral difficulties may stabilize and affect early school performance, which leads to poor academic results in later school. Policy makers should consider the implications of the social-emotional status of young children

❑ McCuin (2012) came out with Varying Deconstructed the routine social-emotional assessment protocol offers parents/caretakers a meaningful opportunity to voice concerns and offer valuable input during the eligibility decision making process and development of the Individual Educational Program(IEP) for their children

❑ Social-emotional development, influences many vital attributes in a child's growth, including academic success.

❑ The specific mechanisms and consequences of the interactions on children's socio-emotional understanding and mental health outcomes through the lens of the cultural-fit hypothesis, which emphasizes the person-situation interaction and highlights how psychological processes may vary across cultures and contexts.

Total 9 studies were reviewed about Social and Emotional Learning (SEL). All of these studies were conducted in a broad (Elias,2003; Frey,et al., 2005;Schonert-Reichl & Lawlor, 2010; Durlak et al., 2011; Gordon et al., 2011; Graham, 2011; Jones et al., 2011; Solomon, 2012 & Jones, 2015).The Researcher did not come across any study conducted on SEL in India. Following are the observations made from different studies conducted on SEL.

❑ SEL implementation on children requires teachers' empathy, interest and care as well as instructional procedures that require students to apply SEL and receive feedback.

❑ It reduces antisocial and negative behaviors.

❑ Improved social behavior and better self-control

❑ Students were more attentive in class, less aggressive and showed significant increase

in optimism.

❑ Emotional distress such as anxiety and depression were decreased

❑ Improvement in social and emotional skills (e.g., self-management, self-awareness etc.)

❑ Improved attitudes about self, others, and school (including higher academic motivation, stronger bonding with school and teachers, and more positive attitudes about school)

❑ Improvement in pro social school and classroom behavior (e.g., following classroom rules), decreased classroom misbehavior and aggression, and improved academic performance.

❑ Mental and physical health, educational attainment and employment opportunities improved with early intervention. It also prevented criminal behaviour (especially violence), drug and alcohol use and teenage pregnancy.

❑ Improvements across several domains: self-reports of hostile attribution bias, aggressive interpersonal negotiation strategies, and depression, and teacher reports of attention skills and aggressive and socially competent behavior

❑ Math and reading achievement among children were improved

❑ Misbehavior was reduced and improves school culture

❑ Pro social skills, such as sharing, kindness, and empathy among children were improved

❑ Predicted adult outcomes such as higher educational attainment, stronger employment, and better mental health

The above researches reflect, the positive impact SEL can have on children. It also reveals the importance of SEL for the lifelong success of a child.

The Methodology used by the researchers mentioned above are as follows: The Research designs used in most of the researches were Correlational study, exploratory study, observatory research, ethnographic study, Evidence based studies, pilot study, a field study, qualitative document analysis. Quasi-experimental design (Anand & Rampurawala, 1999; Panikkar, 2001; Raver &Knitzer, 2002; Elizabeth, 2004; Frey et al., 2005; Marie Team, 2006; Dawn, 2007; Lindsey, 2009; Graham, 2011; NIPCCD, 2010-11; McCuin, 2012, Solomon et al., 2012). Researcher came across the Qualitative study

of 4 months (Russo, 2009) where the relationship formed during play were related with academics and an intervention program. (Randall, 2011) did a Quantitative study for 8 weeks where social and emotional skills developed through intervention.

Sampling used in the studies done on SEL were as follows: Frey et al. (2005) selected fifteen elementary schools, and more than 1200 children in second and fourth grades in urban and suburban districts in Washington were assigned to participate in the Second Step program, versus as control, using a quasi-experimental design. Schonert-Reichl, (2010) carried a Training program on mindfulness implemented on pre and early adolescents' well-being and social and emotional competence while Durlak et al. (2011) included 213 school-based SEL programs and 270,000 students from rural, suburban and urban areas of ages 5-18. Gordon, et al. (2011) reported on Social and Emotional Learning for Illinois Students: Policy, Practice and Progress. Graham Allen MP (2011) carried out Evidence based study on early intervention. Jones et al. (2011) took eighteen elementary schools (N=1,184) which were randomly assigned to receive the 4Rs program. It was an experimental study. Solomon et. al (2012) conducted an exploratory study using Single-Case Synthesis and did a meta-analysis of 20 studies. Jones et al. (2015) did a developmental study. He examined data for 753 students across a 19-year span, from kindergarten to adulthood. So, most of the studies were big intervention programs focusing on large samples and the different aspects of SEL which were implemented across the states or country. The designs of these studies were experimental studies, exploratory study, document analysis and developmental study.

Tools & techniques used in the studies regarding *holistic view on preschools* used Surveys for preschool infrastructure, Questionnaires for teachers, check list, interviews of head, Tamil Nadu Early Childhood Environment Rating Scale, Child Learning Competency Test and Parent/Teacher Interview Proforma. Studies conducted on *behaviour of preschoolers* used interview, observation technique, psychological assessments and cognitive development test. Personality inventory 'Parent Questionnaire' of Thomas and Chess (1 977) to assess behavioral profile. Verbal and non-verbal tests to measure creativity were used by Panikkar, 2001. Preschool Learning Behaviour Scale (PLBS) to assess preschool behaviour by teachers and also the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) were used by (Kachmar, 2008).

For child competencies BSSI-3(3rd edition) was used. Tools used in ***studies related to social development*** were Parents and teachers questionnaires both pre- and post-intervention, observation checklist. Also techniques like field notes, videotapes, audiotapes, researcher journal, and informal

interviews and conversations with the children and teachers were followed. ***Emotional development related studies*** saw participant observation, videotaping, video revisiting with children and formal and non-formal interviews with teachers & anchor play. ***Studies related to social and emotional development*** used Rating scale, the Vineland Social-Emotional Assessment Scale (SEEC) for parents/caregivers in describing children's social- emotional development, observation techniques. In ***studies related to SEL*** massive intervention programs or SEL Models were identified by schools, states & governments and implemented on large scale in US & UK where entire school's administration and government machineries were involved.

2.5 IMPLICATIONS OF REVIEW ON PRESENT STUDY

❑ The studies conducted in these areas are limited in number, in India. However, a lot of work has been done abroad. Thus, the researcher wants to bridge the gap by taking an intervention programme in the area of socio-emotional development of preschoolers within the cultural context which has remain untouched till now.

❑ Preschools have moved away from rote memorization to play way learning for the holistic development of children but still a lot needs to be done to reach individual aspects of social and emotional development. The play way methods are being used but how effectively they are being used needs to be found out.

❑ There is lack of appropriate play materials. How to decide the appropriateness of the play materials used in the study and integrate them with various activities and learning for socio-emotional development of children needs some pondering.

❑ Teachers claim to value the inclusion of play in the curriculum but they separate play and learning into different elements. Teachers need to understand the importance of play in their social and emotional development. Thus, during the implementation of programme researcher needs to integrate play effectively with learning.

❑ Proper training of teachers is required to understand the growth and development of

children.

- ❑ Reviews suggest that Socio-Emotional development influences vital attributes in a child's growth and leads to academic success. Thus, it becomes important for the researcher to find out how social and emotional development can take place in preschoolers and how does it affect in the long run?

- ❑ Kachmar (2008) contradicts the other studies, with its findings that preschool learning behavior had no mediating effect on the quality-achievement and relationship.

- ❑ In spite of emphasizing holistic development in so many policies, studies show that the focus remains on cognitive and language development and social, emotional and environmental development still lags behind.

- ❑ Research designs used by researchers were mostly correlational study, exploratory study, observatory research, ethnographic study, Evidence based studies, pilot study, field study, qualitative document analysis & quasi-experimental design. Thus, there is a need of in depth studies in the area of SEL

- ❑ SEL massive intervention programs or Models have been identified by schools, states & governments and implemented on large scale in US & UK where entire school administration and government machineries are involved. But in India first we need to understand the need of children, parents and society, cultural context, family arrangements etc. and to do that, there is a need of qualitative studies or CASE studies in this area that can give a comprehensive understanding on Socio-emotional development or learning of preschoolers.

Thus, what kind of intervention is required in fostering socio-emotional aspects of development considering the Indian cultural context, should be the emphasis of the researchers, government, schools, parents & teachers, considering the positive impact it has on preschoolers as mentioned above. What kind of activities it should contain that it leads to the enhancement of SEL is a question that is yet to be answered?

This Chapter pronounced the researches in India and abroad in detail regarding the socio-emotional development and learning among preschoolers. The research studies, presented in this Chapter gave information regarding the methodologies adopted by various researchers and the findings. Based on that implications derived for the present study.