SPECIAL PROGRAMME FOR INTEGRATED DEVELOPMENT AMONG STUDENTS AND TEACHERS OF INDIAN CLASSROOM

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ABSTRACT

Our traditional classroom teach only subject like maths science and arts. This develops student knowledge but don't develop their self and social skills. Self and social skills are important for student integrated development and also these does guide for how to approach the self and society. Unfortunately our normal classrooms not give important for these skills. So our classroom need a special program for students as well as teachers overall development especially for these skills.

KEY WORDS: *Social, Emotion. Learning, Programs, Students, Teachers.*

1.1 INTRODUCTION

Teachers and students are the important agents for development of nation. Most of times today the student and teacher relationship is not good. So our whole education system is indirectly affected by this. Some incidents which happened in india are as follows.

- ✓ "Chennai Teacher Uma Mehasevari was murdered by Student." (2012).
- ✓ "Private School Teacher Arrested for Allegedly Raping IX Standard Student." (2014)
- ✓ "A Private Polytechnic Teacher Commits Suicide After Attacked by Student's ." (2014)
- ✓ "A Four Year -old Girl was Raped By a Teacher at North Bangalore." (2014)

After read the incidents we have raised the following questions?

1. How can it be managed?
2. Is education system going in a correct way?
3. Which one controls these types of incident?

So special programme for developing student teacher relationship in the school environment. The solution is introducing social emotional learning programme for the emotional and social development of teachers and students.

1.2 SOCIAL - EMOTIONAL LEARNING: DEFINITION (SEL)

Social- emotional learning focus to develop children's positive development. It's deals with how to manage feelings, manage friendships and solve problems. These are essential life skills that support wellbeing and

positive mental health. Social and emotional skills promote children's ability to cope with difficulties and help to prevent mental health problems. Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them.(About social and emotional learning, 2014)

According to CASEL (2014) defined SEL is an umbrella term that refers to the students "acquisition of skills to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handling situations effectively"

Social emotional learning is an educational imperative as it provides a platform for quality learning and outcomes integral to enduring integrative learning and overall human development. It builds personal and group competencies and strengths relationships influence the way student's staff and parents interact, learn build community and develop well being. (Bird & Sultmann, 2010)

Elias et.al., (1997) defined SEL is the process by which individuals achieve "the ability to understand manage and express the social and emotional aspects of one's life in ways that enable the successful management of life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adapting the complex demands of growth and development".(Elias, 2010)

SEL describes a frame work for providing opportunities for young people to acquire the skills necessary for attaining and maintaining personal well being and positive relationships across the life span.(Elberston ,2013)

SEL is a framework for school improvement that focuses on teaching social and emotional skills to students while creating and maintaining a safe, caring learning environment.(Social -Emotional Learning conference, 2015).

From the above definitions, the social and emotional learning is the important process which is encourage the many life wining skills such as problem solving skills, decision making, empathy, healthy relationship. The SEL develops the interpersonal and intrapersonal skills for maintaining healthy relationships to others. It increases positive behaviors and reduce the negative behaviors. It give opportunity to develop social and self skills and induces cognitive thinking.

1.2.1 Dimensions of Social and Emotional Learning:-

Dimensions are basic and essential components of anything which is used to fulfill and mould the main variable. The following are the dimensions of social - emotional learning. Figure 1.1 shows the dimenions of social- emotional learning. The above five dimensions are classified as follws.

- ✓ Self-awareness
- ✓ Self management
- ✓ Social awareness
- ✓ Relationship management
- ✓ Decision making

1.2.1.1 *Self - awareness:-*

It is an ability to accurately recognize one's emotions and thoughts and their influence on behaviour. It includes accurately assessing one's strengths and limitations and possessing a well- grounded sense of confidence and optimism.

1.2.1.2 *Self -management:-*

It is an ability to regulate one's emotions thoughts and behaviours effectively in different situations. It includes managing stress controlling impulses motivating one self, and setting and working toward achieving personal and academic goals.

1.2.1.3 *Social -awareness:-*

It is an ability to take the perspective of and empathize with others from diverse back grounds and cultures to understand social and ethical norms for behaviour and to recognize family, school, and community resources and supports.

Figure 1.1 Dimensions of social- emotional learning

1.2.1.4 *Relationship Management:-*

It is an ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It includes communicating clearly, listening actively, Co-operating, resisting inappropriate social pressure negotiating conflict constructively and seeking and offering help when needed.

1.2.1.5 *Responsible Decision Making:-*

It is an ability to make constructive and respectful choices about personal behaviour and social interactions based on considerations of ethical standards safety concerns social norms the realistic evaluation of consequences of various actions and the wellbeing of self and others. (CASEL,2014)**.**

The SEL core competencies are important for every human life. Because when a person knows the weak and srength of his/her ability then he/she can do a task well. The competencies of self management controls the anger and other unwanted behaviour. The process is useful to the society that task is called social awreness. Relationship skills are importnt because it develop self-confidence it reduce social pressure to enable, encourage, or directly participate in bullying, and actively defend victims. Think through and resolve social problems effectively and ethically.Effective social problem-solving requires an accurate assessment of the situation this followed by decision making.

1.2.2 Important of Social - Emotional Learning Programmes:-

Every research program have a base on the society. Society is based on childen. Social - emotional learning of children is an important in school and adult stage. Elbertson,et.al, (2013), research shows SEL improved academic performance including improved skills and grades in math language arts and social studies and better problem solving and planning skills and subject mastery. (Durlak weissberg, 2005, Elias et al.1997, Greenberg et al 2003, Hawkins, 1999, Wilson et al.,2001, Zins & Elias, 2006; Zins et,al.,2004) and it is central to development in terms of physical and mental health moral judgment, citizenship, academic and academic motivation (Durlag, Weissberg, Taylor, Sherlinger, 2008) . Izard, (2002) and Lazarus (1991), said, Social Emotion learning to integrated student perception, motivation, critical thinking and behavior. (Elberston, Brackett & Weiiberg, 2013) . SEL programs increase self efficacy, sense of community, attitude toward school, coping, and over all positive youth development, as well as preventing substance abuse, absenteeism, and aggression (Catalano et,al, 2002, Durlak and wells, 1997, Durlak et al Gotfredson &Wilson,2003; Tober et,al,2006, Zins et al,2004, Elberston, Brackett & weiiberg, 2013) , Social and emotional skills are intimately linked with cognitive development, (Wood worth, 1945), it enhance the class room climate (Daniel Goleman, 1995), emotional and or physical safety to solve problems creatively. (Social emotional learning brief Robert Stodden,Carolyn Hamada,Shannon Simoneli, 2013), it developes confidence and maturity, .(Cervone, et al & Cushman, 2014), reduce dropout rates, to foster youth development, .(Massachusetts Department of Elementary and Secondary Education, 2014). Figure 1.2 shows importants of social – emotional learning.

Figure 1.2 Important of Social- Emotional Learning
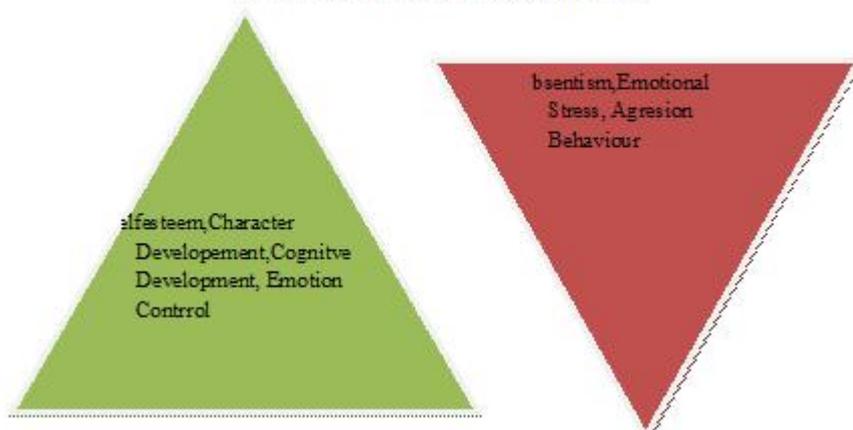
SEL programme increase the development of social and emotional skills , improvement of attitude about self and others decrease in emotional distress (internalizing and externalizing behaviors) Improvement in academic achievement, (When Heart Meets Mind,2014). It develop wide range of consequential life outcomes, including income and financial security, occupational prestige, physical and mental health, criminality, and gambling problems, even when family background and other factors are controlled for. Other research has linked specific personality traits with job performance and wages across a broad range of occupational categories. (Carthy Foundation Issue Brief Social & Emotional Learning, 2013), increase cognitive skills (Issue Brief: Social and Emotional Learning in Canada, 2014), forming relationships, communicating effectively, **(**Elias,2014**)**.

The above outputs are derived from many different programmes. The next topic deals with SEL programe held in foreign countries.

1.2.3 Social - Emotional Learning Programs in Abroad:-

Program means to combine many techniques. Social- emotional learning programs is adopted in many countries. It is used with different names on the basis of its objectives. They have program for students, Parents, and teachers.

1.2.3.*1 4r's (Reading`, Writing, Respect, and Resolution):-*

4r's provides read –aloud book talks and sequential interactive lessons to develop social and emotional skills related to understanding and managing emotions listening and developing empathy. It is used to pre-kindergarten through eighth grade. http;// www.moriningsidecenter.org

1.2.3.*2 Al's Pals Programme:-*

Al's pal promotes in early to develop social competence, autonomy and problem solving. It is designed to use three to eight years old students. http://www.casel.org/guide/programs/als-pals/

1.2.3.*3 Caring School Community:-*

Caring school community program designed for use in kindergarten through sixth grade is around four core educational practices: class meetings, cross age buddies, home side activities and school wide community activities. www.devstu.org

1.2.3.*4 Competent kids, Caring Communities:-*

Competent kids, caring communities is designed to promote important life skills through an average of 35 separates set of lessons for each ear for kindergarten through fifth grade. www.ackkerman.org

1.2.3.*5 High Scope Educational Approach for Pre-school:-*

High scope educational approach for pre-school is a comprehensive system of teaching practices and educational structures designed to enhance the learning environment and to support developmentally appropriate instruction in prekindergarten. www.highscope.org

1.2.3.*6 I can Problem Solve:-*

I can problem solve is teaches students how to integrate alternative solutions, anticipate consequences and affectively solve problems. It is designed for use in kindergarten through the elementary grades. www.researchpress.com/product/item/HYPERLINK "http://www.researchpress.com/product/item/4628"4628

1.2.3.*7 The incredible years Serious:-*

The incredible years serious are a set of three curricula for children, teachers, and parents. the program is designed for use with children ages three to eight years old and includes approximately 60 lessons, depend upon implementation as the program provides multiple models for implementing in the classroom. www.incredibleyears.com

1.2.3.*8 Michigan Model for Health:-*

Michigan model for health program is designed for use in kindergarten through twelfth grade is the state

health curriculum for Michigan. The program provides separate sets of lessons each ear from kindergarten through sixth grade with separate units to support health education topics including nutrition and physical activity; safety; alcohol, tobacco and other drugs personal health and wellness and social and emotional health. www.em.cmich.edu/mm/default.htm

1.2.3 *9 Mind up Program:-*

Mind up program provides separate sets of lessons at three levels; such as prekindergarten through second grade; third through fifth grade; and sixth through eighth grade. the programs promote social emotional development, mathematics, physical education heath science literature and journal writing. www.thehawnfoundation.org/mindup

1.2.3.*10 The Open Circle Program:-*

The open circle program for kindergarten through fifth grade is designed to equip teachers with effective practices for creating a cooperative classroom community and establishing positive relationships and effective approaches to problem solving within the classroom. www.open-circle.org

1.2.3.*11 Peace works: Peacemaking Skills for Little Kids:-*

Peace works: peacemaking skills for little kids is designed to promote conflict resolution skills with students in prekindergarten through second grade. It promotes listening skills understanding and managing emotions and taking responsibility. www.peaceeducation.org

1.2.3.*12 The Positive Action Program:-*

The positive action program aim is to promote a health concept and to establish positive actions for the body and mind. It's for prekindergarten through twelfth grade. This program emphasizes effective self management, social skills, character and mental health as well as setting and achieving goals. www.positiveaction.net

1.2.3.*13 Raising Healthy Children:-*

Raising healthy children program is a school wide approach designed for use with students in kindergarten through sixth grade incorporates school, family, and individuals program to create a caring community for learners. www.sdrg.org

1.2.3.*14 Resolving Conflict Creatively Program:-*

Resolving conflict creatively program includes sequenced, skill building classroom lessons designed to foster the creation of caring, peaceable school learning communities for kindergarten through eighth grade. www.morningsidecenter.org or www,esrnational.org

1.2.3.*15 The Responsive Classroom:-*

The responsive classroom is designed to create classrooms that are responsive to children's physical, emotional social and intellectual needs through developmentally appropriate educational experiences in kindergarten through sixth grade. www.responsiveclassroom.org

1.2.3.*16 Ruler Approach:-*

The ruler approach to social and emotional learning is a school wide approach designed for use in kindergarten through eighth grade to promote emotional literacy which includes recognizing, understanding, labeling, expressing and regulating emotions. www.therulerapproach.org

1.2.3.*17 Second Step:-*

Second step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills and problem solving. It's for kindergarten through eighth grade. www.secondstep.org

1.2.3.*18 The Social Decision Making / Problem Solving Program:-*

This program is promote self control, social awareness and effective decision making skills. The program contain separate for lessons each year for kindergarten through eighth grade. www.ubhcisweb.org/sdm

1.2.3.*19 Steps to Respect:-*

Steps to respect are a school wide program designed for use in third through sixth grade. Implement occurs in three phases: school administrators take stock of their school environment and bullying issues; then all adults are build and trained are trained; and finally classroom lessons are taught. These programs focused on topics such as how to make friends, understanding and recognizing feelings and multiple lesions each. www.cfchildre..org/steps-to-respect.aspx

1.2.3.*20 Too good for Violence:-*

Too good for Violence is a prevention and character education program for students in kindergarten through eighth grade that teaches character based skills such as respect, celebrating diversity, understanding feelings and actions. www.mendezfoundation.org/toogood

1.2.3.*21 Tools of the Mind:-*

Tools of the mind is an early childhood program for students in pre-kindergarten and kindergarten that promotes self regulated learning and is designed to be embedded within the class room. www.toolssofthemeind.org. (CASEL, 2014).

1.3 CONCLUSION

SEL program develop students cognitive and emotional development. Many researchers has proved the social emotional learning program develop students and teachers relationships, problem solving ability, positive behaviors. It's used for students and teachers.   If our Indian classroom will adopt the social emotional programme may   it develop the student integrated development based on the types of programmes and purpose.

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