

CHAPTER 6

FINDINGS AND DISCUSSIONS

6.0 Introduction

The findings were drawn on the basis of the data analysis and interpretation presented in the previous Chapter. The findings and discussion both have been presented under the two sections. The first section consists of the findings regarding five dimensions of Socio-Emotional Learning Programme (SELP) and the second section consists of the overall findings about the SELP.

6.1 Findings of the Study

6.1.1 Section 1: Findings of five dimensions of Socio-Emotional Learning Programme (SELP)

6.1.1.1 Status of SEL with regard to the Self-concept

6.1.1.2 Status of SEL with regard to Cultural Sensitivity

6.1.1.3 Status of SEL with regard to Awareness & Management of Feelings

6.1.1.4 Status of SEL with regard to Relationship building among peers, teachers & parents

6.1.1.5 Status of SEL with regard to Problem solving and decision making among children

6.1.2 Section 2: Findings with respect to the entire Socio-Emotional Learning Programme (SELP) with a holistic view

The findings mentioned below have been derived from the observations and the final conclusions made after every activity and the dimension in Chapter five.

6.1.1 Section 1: Findings of five dimensions of Socio-Emotional Learning Programme

6.1.1.1 Status of SEL with regard to the Self-concept

- With regard to SEL, enhancement in Self-concept was seen among S1, S2, S3, S4, S5, S6, S11, S12 & S13, which is evident from the exhibited behaviours like exploring, experimenting and investigating in the Project based learning on plants, increasing sensitivity towards plants, observing and praising nature, those who were initially shy started opening up and started participating in the activities, started expressing their likes and dislikes, calling their friends with names whereas the rest of the students didn't show significant behaviours.

- ❑ The strategy of Project Based Language (PBL) on the concepts of ‘Plants’, ‘Nature’ and ‘Nation’ led to the enhanced inter personal communication and social skills among preschoolers.
- ❑ It was found that S11 feared from unknown places or any place other than school. Her fear reduced with the growing attachment with researcher. S5 & S6 social self was affected when S5 was not recognized by the researcher in the photograph and when S6 found that he was missing in the photograph.
- ❑ With regard to SEL most of the children showed their creative sides, individuality, self-awareness, independence & confidence in ‘Me Book’ activity with parents but S4, S6, S13, S15 & S16 were less involved in the activity by their parents, which left S9, S13 & S16 annoyed and dissatisfied.

6.1.1.2 Status of SEL with regard to Cultural Sensitivity

- ❑ With regard to SEL in the context of cultural sensitivity, it was observed that half of the class (S1, S3, S4, S9, S10, S11, S13, S15 & S16) showed high cultural sensitivity which is evident from the exhibited behaviours like understanding the stories behind celebration of festivals, inculcation of values like saving water, helping others and so on, whereas, the rest of the children did not show such significant behavior.

6.1.1.3 Status of SEL with regard to Awareness & Management of Feelings

- ❑ Almost all children were able to excel in this dimension especially S2, S3, S4, S5 & S13 which is evident from the exhibited behaviours like identifying and expressing feelings of sadness, happy, embarrassed, angry, frustrated, & proud; showing positive feelings among peers like love & attachment, empathy, concern, friendship; use of lots of “Thank you” and “Sorry” and being sensitive to others feelings.
- ❑ It was observed that the performance of S7 in the role play “dolly ki story” brought out the best in him. He was seen performing an imaginary play within this role play with S2, where it was observed that he was feeling hurt, sadness and empathy for plants as the gardener, the role he played.
- ❑ The role plays or enacting the stories brought out lot of emotions and feelings within the children. They could feel the emotions and thus it helped them to understand their own as well as others feelings & perspectives and helped them to build relationships with peers and teachers.

- ❑ High self-concept was observed in S3, S5 & S8.

6.1.1.4 Status of SEL with regard to Building Positive Relationship building among peers, teachers & parents

- ❑ Almost all of them outshined with regard to SEL in the context of Relationship building, that was evident from the exhibited behaviours like cooperation, collaboration and thinking in animal run, an outdoor game and Bonding through motivation and support, love & concern, hugs, sympathy, empathy, friendship, help and problem solving for a friend in various other activities. S3, S4, S7, S10, S13, S16 did exceptionally well in the area of social awareness, while rest of the children did not show such significant behaviours.
- ❑ SEL was observed among S1, S4, S9, S12, S13, from Turtle vs. Chameleon technique that was covered in the previous dimension of ‘awareness & management of feelings’. This is evident from the suggestions given by the children in a story like “idea”, “think” and “counting 1, 2, and 3” and not being angry.
- ❑ Most of the preschoolers showed increased social awareness, building of positive relationships between peers and teachers and understanding of others feelings and perspectives.

6.1.1.5 Status of SEL with regard to Decision making, Problem solving & Creativity among children.

- ❑ With regard to SEL in the context of Problem solving and decision making, most of the children understood that anger is bad and one can solve any problem by being calm and thinking for solution like ‘turtle’. This is evident from the exhibited behaviours of every child wanting to be a turtle which proves that they know the difference between good and bad. And that anger is bad. S4, S12, & S16 exhibited behaviours like helping, resolving problems, and understanding the concepts of problematic situation while rest of the students did not show such significant behavior.
- ❑ In the assessment conducted for Problem solving, it was found that S1, S2, S4, S10, S11, S12, S15, S16, S18 were problem solvers. S1, S2, S4, S13, S14, S15, S16 were found to be avoidant. S6, S7, S8, S10 & S14 were aggressive or manipulative in dealing with problems. However, S7 started using daily solutions like ‘sorry’ & ‘thank you’ and started waiting for the turns and S13 & S14 learnt to accept the negative

feelings because when the problematic situation was given to them they were heard saying “it is ok!”

- ❑ With regard to SEL in the context of creativity which was taken along with Problem solving and decision making, S1, S3, S4, S10, S12, S13 were found to be quite creative which was visible in the figures they drew in the creative exercises given to them like turning the two figures of triangle and circle into a stick man, doll, dresses, scenery within a triangle, Rajkumari, smiling face, pipe, two- antenna face bird-bison, Barbie. While a drop into cartoon- ogi the cockroach, rain, 'fortuitous realism' of hen, insect or animal with many limbs, cat and lightened diya, something large like an ocean & cloud, Ramakra (toys), boat with flag, hut with limbs, face with many limbs which she called eagle, skirt design, ‘jalpari’ (mermaid), balloon & Barbie with dress.
- ❑ The personalities predicted from Me Book & drawings were true when matched with researcher’s observation and described the exact and true personality of these children. However, shyness, anger & aggression got reduced in these children to large extend.

6.1.2 Section 2: Findings with respect to the entire Socio-Emotional Learning Programme (SELP) with a holistic view.

- ❑ The study revealed that the intervention on SEL led to the enhancement in self-concept, understanding and managing emotions, establish relationships and bonds with people, helps resolving conflicts and making right decisions, enhances aesthetics, cultural sensitivity and creativity.
- ❑ Celebration and “Story telling” for every festival resulted in inculcation of cultural values among preschoolers.
- ❑ Friendship with peers and teachers was seen through “Buddy Project”, “Family Talk”, “Coffee painting”, “Christmas tree decorations”, “Animal run”, “growing seed and turning them into seedlings”, “Circle Time” etc. It also made them more social and expressive. Even the quiet child was seen getting engaged and interacting in such activities.
- ❑ Use of Photo Albums developed lots of curiosity and made them socially aware about families, games, villages, malls, nature, vehicles, farming etc. and lead to social learning in cultural context. It also made them aware about social values like

togetherness, cooperation, help, hard work, working together, happiness, love, care, respect, observing rule, play and pray.

- ❑ All the students received certificates of appreciation for showing one or the other good socio-emotional behavior like love to the peer, empathy, giving their turn to somebody else, sympathy, help, showing good manners etc. This, positively reinforced their behavior and they started repeating it again and again mentioning the behavior to the researcher so that they get more certificates.
- ❑ The strategies like Circle play, Group Discussion (GD), Free Play, Fantasy play, Block play, Role play, Project Based Learning (PBL), Experiential learning, Self-activity and Scaffolding, activity in cultural context, Rewards, certificates, reinforcement, Object observation, creating prepared environment, group work, Teachers working upon themselves, music & dance, Story developing, imitation, development of five senses, were implemented by the researchers on preschoolers and all of them led to positive results in enhancing SEL.
- ❑ “Me book” activities helped the children to bring out their creative sides, self-expression, independence, imagination and enhanced self-concept.
- ❑ The “Annual Performance on SEL” (which was like the annual show for entire SELP) in which preschoolers were trained for entire one month, showed positive results which was exhibited in their performances. All the preschoolers were found very high at all the five competencies/dimensions of SELP.
- ❑ Researcher observed a big role of media (power points, videos, story & rhymes) in enhancing SEL of preschoolers.
- ❑ To teach the concept of “Turtle vs. Chameleon” i.e. anger is bad, multiple tools and techniques were used like power point (media), self-made painted pictures of turtle & chameleon, class board. While multiple strategies were used like Story-telling, Scripted story based on same concept (Ram and Sam story), GD and role play. Thus, it was observed that adopting multiple methods approach to teach a concept ensured SEL and holistic development.
- ❑ It was observed that just like children learn through play, they learn through imitation. Guided Imitation played a major role in enhancing socio-emotional learning.

- ❑ The constructs obtained from the literature which formed the framework of SELP were effective in enhancing SEL among preschoolers.
- ❑ SELP led to the enhancement of SEL among preschoolers and along with it also led to the physical, cognitive and language development. One can say it led to holistic development.
- ❑ SELP led to the decrease in misconducts among preschoolers.
- ❑ Parent's responses revealed that the Socio-emotional status got enhanced after the SELP was implemented.
- ❑ The teacher's observation revealed that the preschoolers became very active, participatory and expressive.
- ❑ The cultural context of the study such as, the school's environment and the parents background and interest in school activities played an important role in enhancing SEL among preschoolers.

6.2 Discussion

6.2.1 Section 1: Discussion on findings regarding five dimensions of Socio-Emotional Learning Programme (SELP)

SEL leads to enhanced confidence, self-awareness, and self-esteem was one of the findings of the researcher which was in sync with the findings of Durlak, et al. (2011) which communicated about the improved social and emotional skills (e.g., self-awareness, self-management, etc.) on implementation of intervention on SEL. The researcher found enhanced exploration, investigation and experimentation abilities in some children due to the project-based activity of growing seeds into plants in their own shoes. According to Erik Erikson this age of 4-5 yrs. is of initiation vs. guilt, thus lots of opportunities and initiatives like this raised their self-concept. They filled the soil in their shoes, sowed seeds, put water, observed the seeds daily, gave water to them, saw the little seedlings coming out, and put it in sun. This made them think, ask questions and explore things on their own. All this led to the enhancement in exploration, investigation and experimentation. As a result of self-activity and active participation and initiation it also made the child confident, gave him/her the opportunities to initiate, to express themselves freely, enhanced self-awareness, enhanced belongingness and responsibility towards plants leading to the enhancement in their self-concept and social skills. Piaget stated that self-activity led to the

construction of knowledge. Thus, the activities designed for Socio-Emotional Learning also led to the enhancement in cognitive development. As per John Dewey, Project Based Learning enhances social skills which was yet again in line with the findings of the researcher that Project Based Learning as a strategy when used for concepts like 'Plants', 'Nature' and 'Nation' led to the enhanced inter personal communication and social skills among preschoolers.

With the implementation of activities for enhancing self-concept few of the children who were quite shy started opening up and participating in the activities and also started expressing themselves.

Children grew sensitive towards plants because of this Socio-Emotional Learning Programme. Most of them became sensitized towards nature & developed aesthetic sense. They started observing butterflies in garden, bee in class, watching sky, and rain and informed all this to the researcher. It was also found that half of them started expressing their likes and dislikes which reflected enhanced sense of self concept. In the Project based learning activity on 'Nature', half of them were found to be an out of box thinker. Researcher didn't come across these findings in the literature reviewed but there is further need to validate these findings. According to John Bowlby's attachment theory the child need to develop attachment with at least one caregiver for effective social and emotional development. One of the children had fear from one of the primary caregiver (teacher) because there was no attachment between the teacher and the child but with the researcher the child developed a bond and attachment and as a result the fear also took the backside and she showed enhanced socio-emotional development. It was observed that the child felt a lot safe when the researcher was around. The child feared from visiting every place which was not home and school.

The SEL Programme led to the enhancement of cultural sensitivity among most of the children. High Enhancement in cultural sensitivity was observed which meant high enhancement in SEL. Vygotsky stated that the learning gets influenced by the interactions of the child with its social environment. Interactions with parents, siblings, teachers, peers, relatives, objects, books in the surroundings, the language spoken by the people around, the rhymes, stories, folklores, songs, music and art all formed the social environment. Thus in the dimension of cultural sensitivity when children were exposed to the celebrations of

Indian festivals, dances on Indian music & garba, wearing ethnic dresses of Gujarat like ‘chaniya choli’, singing national songs, making national flag, Group coloring the huge Indian map, listening to Indian Vedic stories and stories behind the festivals, Talks on national heroes, enacting role plays on Indian heroes, it was a better way of enhancing social and emotional development because it was all in cultural context which they came across in their day to day lives through the different people they met and interacted & the media they saw. So, the social and emotional learning was high because all the activities were based in cultural context and as per Vygotsky social and emotional development takes place in cultural context. It also led to the inculcation of cultural values like nationalism & pride among preschoolers. The findings were also in line with the findings of Doan (2010) that the culture and context affect children's Social-Emotional abilities, and these abilities further affect children's mental health. That is why the activities based on the culture led to the enhancement of SEL.

The preschoolers showed great love & curiosity for story listening and it resulted in inculcation of personal, social & cultural values among them. Stories led to the enhancement in their communication and social skills and in thought processing of children. It made them think. According to Miller (2011) stories enable children to think in terms of sequencing, progression of events which lead them to recognize the patterns and behaviours of characters in stories. Thus, it goes along in the line of researcher’s findings that stories initiate their thinking process. Miller also states that stories lead the children to think and understand the values and morals, which was also observed by the researcher in all the five dimensions of SEL wherein the preschoolers learnt the cultural values of family, respecting elders, right and wrong, good and bad and social values of help, sharing, cooperation, working together, concern etc. And this understanding of cultural and social values led to the enhancement of SEL among preschoolers. So much contribution of preschoolers was observed by the researcher in development of stories proving the enhancement in their inter-personal communication and social skills too.

Almost all the children were able to identify, understand and express the feelings of sadness, happy, embarrassed, angry, frustrated & proud. This was because of the relationship of emotions to the social stimuli and the situations provided by the researcher through activities. Through the role plays, story enactment, storytelling, feeling faces,

spinning wheel etc. the stimuli were given to the children and through multiple approaches children were made to feel and understand the emotions. They were exposed to daily life situations where they came across these feelings and emotions. Thus, the continuous stimuli, positive feedbacks, conditioning as stated by B. F. Skinner and the playing of roles in the role play and imitating the behaviors by observing the peers and teacher, children learnt to identify, understand and express the feelings which led to the enhancement of SEL among preschoolers. The role plays or enacting the stories brought out lot of emotions and feelings within the children. They could feel the emotions while playing the character or role and thus it helped them to understand their own as well as others feelings & perspectives. Children who spent more time at socio-dramatic play reflected enhanced ability to understand the feelings of others and regulate their own feelings (Burns & Brainard, 1979; Connolly & Dogle, 1984).

This understanding of feelings helped them to express themselves and interact, leading to enhanced social development. That is why these feelings and emotions helped them in building relationship with their peers and teachers.

It was observed that the performance of S7 in the role play “dolly ki story” brought out the best in him. He was seen performing an imaginary play within this role play with S2, where it was observed that he was putting the plant back in soil that was uprooted by S2. Thus, the feeling of hurt, sadness and empathy for plants was observed in him. So, the imaginary play not only leads to the development of abstract thinking as stated by Schirmacher, R. (2002) but also leads to the emotional development and enhancement in SEL. According to Susan Isaacs (1895-1948) play, leads to social interactions and the release of child’s feelings. Thus, here in one of the findings S7 was able to show his feelings of hurt, sadness and empathy for plants. Most of the students wanted to use “Feelings Wheel” again and again because they enjoyed playing the game i.e. spinning the feeling wheel. They wanted to repeat their chances that means it developed curiosity. It also was based on early learning principle of learning through play and learning is fun. Which yet again proved that learning becomes easier or fun and can be enhanced when play becomes a part of it.

The activities like Dolly ki story, Krishna stories, making of spinning feeling kart brought out the positive feelings among children. Enhancement in Feelings & emotions like Happiness, love & attachment, sympathy, empathy, concern, friendship was observed

during the implementation of these activities of Socio-Emotional learning Programme. Expression of these feelings by preschoolers, itself is an evidence that Socio-Emotional learning has taken place. However, the researcher couldn't come across any researches providing evidence. More evidences can be sort out for it.

SELP led to the increased social awareness, building of positive relationships between peers and teachers (also suggested by Durlak et. al. (2011)) and understanding of others feelings and perspectives among preschoolers. It was found that pair S1-S11 & S9-S2 showed a great bonding in animal run, an outdoor game. They showed their strength of bonding, cooperating, collaborating and thinking which made them a winner. This finding goes in line with Dawn (2007) and Lindsey (2009) who found out plays to be very effective in building healthy relationships among peers. The performance of all the children was found to be very pleasing in the buddy project where they all were paired to perform certain roles of doctor-patient 2. Police-thief 3. Teacher-student 4. Baby-mommy &6. helper-housewife. It led to the development of bond between them. They were seen motivating each other, helping and hugging. This finding collides with one of the findings mentioned in Awareness and management of feelings where the significant role of role plays has already been discussed in enhancing or building of relationships with peers and teachers. Relationship building through motivation and support, love & concern, sympathy, empathy, friendship, help and problem solving for a friend, was observed in this dimension which goes in on the lines of the Findings of Durlak et al. (2011) an intervention on SEL resulted in improved social and emotional skills. Thus, here these improved social skills were building positive relationships, bonding with peers, showing sympathy and empathy, being a friend, showing concern, helping and even problem solving for a friend.

Most of them showed enhancement in Problem solving and decision-making abilities. Most of them were either problem solvers or those trying to find out another solution without getting in conflict or accepting 'No' or negative feelings without getting angry or sad. They learnt to accept the negative feelings because when the problematic situation was given to them they were heard saying "it is ok!" Directly the findings were not supported by any other researches but Frey et al. (2005) showed reduced antisocial and negative behaviors through its SEL intervention. Here other than above findings, "Turtle vs. Chameleon" technique was the most effective as it made most of the children believe

that anger was bad and one can solve any problem by being calm and thinking for solution. After this story & role play every child wanted to be a turtle which proved that they knew the difference between good and bad. And that anger was bad and they knew that to resolve a problem they need to 'think'. Thus, negative behavior of getting angry and aggressive reduced. This finding coincided with Durlak et al. (2011) findings which stated that intervention led to reduced misbehavior and aggression. The hitting and misconduct of two of the children too reduced which was also reported by the parents and was in line with Durlak et al. (2011) findings again.

Creativity and creative expressions, whether demonstrated through art, thinking, play, language, music or movement foster the development of the whole child, including the physical, socio-emotional, cognitive and creative domains (Schirmacher, R., 2002). The intervention led to the enhancement of creativity among children. The creative activities provided chances of exploration and satisfaction to the children. It also helped them in their emotional release. Half of them were found to be quite creative. The children showed their creativity by turning the 'triangle', 'circle plus triangle attached to each other' and 'a drop' into a stick man, doll, dresses, scenery within a triangle, Rajkumari, smiling face, pipe, two- antenna face bird-bison, Barbie. Cartoon- 'ogi the cockroach', rain, 'fortuitous realism' of hen, insect or animal with many limbs, cat, lightened Diya, drop; part of something big or large like an ocean & cloud, 'Ramakra (toys)', boat with flag, hut with limbs, face with many limbs which she called eagle, skirt design, 'jalpari' (mermaid), balloon & Barbie with dress. The Sketching and drawings made by the children spoke so much about them, about their personalities like non-aggressive, anxious, balanced personality, happy child, shy etc. These personalities were very close to what these children actually were, when matched with researcher's observations.

6.2.2 Section 2: Discussion on Findings with respect to the entire Socio-Emotional Learning Programme (SELP) with a holistic view.

The strategies like Circle play, GD, Free Play, Block play, Role play, PBL, Experiential learning, Self-activity and Scaffolding, activity in cultural context, scripted stories, outdoor games, Rewards, certificates, reinforcement, Object observation, creating prepared environment, group work, Teachers working upon themselves, music & dance, Story

developing, imitation, development of five senses, creative drawings in ME Book were implemented by the researchers on preschoolers and all of them bore positive results in enhancing SEL. These strategies have been successful in one or more researches but their collaborative use in development of SELP and successful achievement of the objectives of SELP was observed in this research. Furthermore, researches on this can reflect on it. These were identified by the researcher as the constructs of SEL in Fig. in Chapter two. It can be said that these constructs led to the development of SELP.

Certificates of appreciation were received by all the children for showing one or the other good behavior like: love to the peer, empathy, giving their turn to somebody else, sympathy, altruism, waiting for their turn, sharing, saying thank you & sorry etc. The colorful certificates with their name and good behavior on it positively reinforced their behavior and they started repeating it again and again mentioning the behavior to the researcher so that they get more certificates. This finding can be supported by Thorndike's and B.F. Skinner's operant conditioning which states that individuals are not passive learners but active learners and their behavior can be shaped through positive reinforcers like certificates given within the right amount of frequency but here it was not only extrinsic motivation involved, the certificates distribution in front of class by the teacher recognizing their behaviors and clapping also led to intrinsic motivation (sense of pride, satisfaction, success or sense of accomplishment) as stated by Bandura's social learning theory which motivated them and made them repeat their behaviours and led to their SEL.

"Me book" activities helped the children to bring out their creative sides, self-expression, independence, imagination and enhanced self-concept. These findings were in line with Erik Erikson's stage of autonomy vs. shame (2-4 yrs.) and initiatives vs. guilt (4-5 yrs.). These preschoolers were between 4-5 yrs. Thus, lot of initiatives and opportunities were required for them to make them feel their worth. This has also been supported by Papalia, et al. (2007) that states that preschoolers in this stage have the growing sense of purpose, constant desire of self-approval. The part that is becoming an adult is constantly checking the modesty of motives and actions. Thus, this constant conflict results in success or failure if they are not given enough opportunities to work upon or to be active and feel success. Researcher observed that even in this stage autonomy was too required to let them feel their self-worth and success and enhance their self-concept. Thus, ME Book gave them

the opportunity where they freely sketched, pasted their feeling faces paintings, their pictures of plantation, the name cards they prepared, did coloring with crayons, decorated Christmas tree, pasted their national heroes, made most creative drawings out of circle, triangle and a drop etc. These initiatives, opportunities, self-activities made them feel successful, independent and helped them realize their self-worth. And the constant approval from teacher satisfied their growing pang.

The “Annual Performance” (AP) which was like the annual show for SELP that was implemented for the entire one year. In this AP preschoolers were trained for entire one month and then they presented this AP on the stage. All the preschoolers were found very high on all the five constructs of SELP. This finding goes with preschoolers being active learners throughout the programme as stated by Piaget, they constructed their own knowledge. And with that knowledge they were here in AP learning by experiencing music, dance, drama, media (power point presentations) suggested by Rudolf Steiner who emphasized on development of five senses of children.

Except he didn't suggest the media but researcher observed a big role of media (power points, videos, story & rhymes) in enhancing SEL of preschoolers. Bronfenbrenner (1979) recognized the role of media and technology and changing culture and society on children. In this research the children were found curious for media and understood and learnt better when media was involved because more senses were involved. Researcher made sure to use multiple approaches so five senses could be involved. That is why one of the findings came out to be; learning enhances when a multiple approach is taken for teaching a concept. To teach the concept of “Turtle vs. Chameleon” i.e. anger is bad, multiple tools and techniques were used like power point (media), self-made painted pictures, class board. While multiple strategies were used like Story-telling, Scripted story based on same concept (Ram and Sam story), GD and role play. Thus, it was observed that adopting different approaches to teach a concept ensured SEL and holistic development. It can be said from the above observations that just like children learn through play, they learn through imitation. It was observed that a large amount of socio-emotional learning (SEL) among preschoolers took place through guided imitation. Bandura has already stated how these children observe the roles and behaviours of parents, siblings, teachers, peers and people around and imitate them through which they are able to understand and

conceptualize things. It was observed that the preschoolers identified, understood all the feelings and emotions in SELP through imitation. The teachers in the school have to just provide those enough opportunities for them to copy and imitate in varying forms through different activities and strategies.

SELP led to the enhancement of SEL among preschoolers and along with it also led to the physical, cognitive and language development. One can say it led to holistic development.

Friendship with peers and teachers was seen through “Buddy Project”, “Family Talk”, “Coffee painting”, “Christmas tree decorations”, “Animal run”, “growing seed and turning them into seedlings”, “Circle Time” etc. It also made them more social and expressive. Even the quiet child was seen getting engaged in such activities. All these activities were purposely designed in groups or pairs to give children the opportunity to come in contact with objects and other children. With the contact, the children get the reason to talk, cooperate, coordinate for the task and this is what happened through these activities and it led to increased bonding, friendship. The use of Photo Albums developed lots of curiosity and made them socially aware about families, games, villages, malls, nature, vehicles, farming etc and lead to social learning in cultural context. It also made them aware about social values like togetherness, cooperation, help, hard work, working together, happiness, love, care, respect, observing rule, play and pray. Most of these were observed in preschoolers in one or the other activity. Parent’s responses revealed that the Socio-emotional status got enhanced after the SELP was implemented. The teacher’s observation revealed that with SELP the preschoolers became very active, participatory and expressive.

The cultural context of the study such as, the school’s environment and the parents background and interest in school activities played an important role in enhancing SEL among preschoolers. This finding was supported by the interest shown by parents in participation in SELP. The children came from different socio-economic background where most of them were from middle class and 69.2% of children’s fathers were into business and 61.5% of children were living with grandparents. 61.5% mothers were house wives. The data reflected that the children got enough time of their mothers and grandparents. The parents from business class they had a laid back attitude and parents who were involved in jobs were too busy. Thus it was difficult to get hold of them. However

they did understand the importance of SEL through orientations and supported it. Misconducts were seen more in children with working parents, and single child. Most of them had no siblings because of which it was more important to take care of their socioemotional development. The school infrastructure provided opportunities to children for outdoor activities in ground and garden. It provided children with swings, assembly hall with stage, art & craft room, - audio visual Room which acted as dance & music hall too. The classroom walls were painted with colorful animals and letters and information. This gave the researcher a chance to fully utilize the resources and played an important role in making SELP a success. The seating arrangement was made up of three slight curved plastic tables placed in a semi-circle facing the board. Each table accommodating four to five children in and out. This helped all the children to face each other and helped them to communicate. The wooden shelves were at low heights easily reachable to children. Researcher preferred sitting on the floor with children during activities. Thus the cultural context was an important aspect of this study as “children get shaped by the environment they receive, around them”. Thus intervention was designed for the optimum utilization of resources available in school, more exposure and opportunities to children, use of multiple approaches and involvement of parents and teacher.