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Socio-Emotional Development of Pre-Schoolers and Effects of Facilities Available

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KEYWORDS Social emotional; peri-urban; pro-social behavior; house keeping; first hand experiences

ABSTRACT The ability to live effectively with in the family and later to function capably within the neighborhood, classroom, feelings and attitudes about one self and others. The present investigation was carried out in Haryana and Union Territory of Chandigarh to know the status of facilities available for socio-emotional development in pre-schools. Study was conducted in 58 purposively selected schools of urban, periurban and rural areas of Haryana and U.T., Chandigarh. The perusal of results indicated that activities for socio-emotional domain were conducted but not appropriately. Major differences were observed in activities like celebration on birthdays, National days, and availability of separate place for doll play etc. Pre School of Chandigarh provided more opportunities for activities related with socio-emotional domain.

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